Farm and Small Business Management Program Final Task Force Recommendations Report

July 13, 1999

I. Introduction

A. Task Force Overview

1. Purpose

This task force's purpose is to design a customer-focused program to meet the needs of farm and small business owners/operators/managers.

2. Deliverables

- Program definitions
- Suggested second version of "Memorandum of Understanding"
- Recommendations for improving processes
- Recommendations about college and MnSCU responsibilities
- Program outcomes
- Program review mechanism
- Funding recommendations

3. Members

- Deena Allen, Associate Vice Chancellor for Academic Affairs, MnSCU System Office
- Jerry Bartel, Faculty, Riverland Technical & Community College
- Ron Dvergsten, Faculty, Northland Community & Technical College
- Christopher Halling, System Director for Financial Aid, MnSCU System Office
- Norm Halsa, Faculty, Northland Community & Technical College
- Bruce Hemstad, President, United Technical College Educators
- Del Lecy, Regional Agriculture Program Manager, Central Lakes College
- Larry Lundblad, Vice President, Institution & Academic Affairs, South Central Technical College
- John Murray, State Director of Farm & Small Business Management Programs, MnSCU System Office
- Dean Otto, Faculty, South Central Technical College
- Diane Paulson, Vice President of Administrative Services, Hennepin Technical College
- Joanne Simons, Faculty, Hennepin Technical College
- Chuck Stranberg, Faculty, Ridgewater Community & Technical College
- Cliff Vrieze, Faculty, Minnesota West Community & Technical College
- Tom LaForce (Task Force Facilitator), Team Creations

B. *Definitions and Acronyms*

1. ### Management Program

   A program of instruction delivered to owners/operators/managers of farm businesses and small businesses.
   - Management students utilize their business entities as the basis for their case study instruction.
   - The instruction applies business and financial principles on a "just in time" basis in a curriculum that is sequential and incremental in scope.
   - Due to the individual and confidential nature of each business, instruction is primarily delivered in an individualized format at the student's business site. In addition, instruction is supplemented by appropriate group, classroom, or distance instruction.
   - Students register for "management" credits.
   - Instruction is delivered primarily to self-employed individuals.

2. ### Management Credit

   "Management" credits recognize the direct application of the instruction by the student at the business on a continuous basis and give the student credit for those applications and experiences. The management credit equates to 48 hours of total student effort. It includes four hours of formalized instruction and 44 hours of student application. Management credits are used in calculating an instructor's workload as described in the workload recommendations at the end of this report.

3. ### Farm Business Management (FBM)

   A management program delivered to owners/operators/managers of general farming operations.

4. ### Small Business Management (SBM)

   A management program delivered to owners/operators/managers of non-farm small businesses.

5. ### Computerized Small Business Management (CSBM)

   A management program delivered to owners/operators/managers of non-farm small businesses that place special emphasis on computer applications.

6. ### Specialty Crops (SC)

   A management program delivered to owners/operators/managers of specialized farming operations.

7. ### Lamb and Wool Production (L&W)

   A management program delivered to owners/operators/managers of lamb and wool production operations.

C. Management Program Overview

1. Program History and Philosophy

Management Education has been a part of education programs in Minnesota schools since 1952. From the early cooperative efforts of the State Department of Education and the Department of Agriculture Education (University of Minnesota), the program has expanded to serve over 6,000 farm and small businesses each year in Minnesota. The programs became course/credit based in fiscal year 1992. Programs are now administered and managed by the Minnesota State Colleges and Universities through the local technical colleges.

Management education programs are designed to assist business owners/operators/managers in meeting their business and personal goals through sound decision making. Management Education emphasizes the use of quality records and analysis in business management. Persons owning, operating, managing, or starting businesses receive instruction based on individual education plans. A typical enrollee registers for 10-13 semester credits per year. The programs have been organized to conform to the following guidelines:

- Students enroll in a specific management program and courses.
- Each program has specific objectives and units of instruction to meet these objectives.
- Instruction occurs primarily at the business site, with the balance of instruction occurring in either a group or classroom setting.

Management Education Programs value:

- A student centered approach to education. Student expectations drive delivery and performance.
- Access to Education. Access to Management Education should not be limited by financial, location, time, information, age, prior skills, or other potential barriers.
- A focus on the needs of the students. Individual education plans enable students to develop and learn skills necessary for the success of their unique businesses.
- Accountability to the student and the public. Management Education must deliver education to meet student expectations and use program resources in an efficient and professional manner.
- Quality being intentional. Student goals and expectations are identified, a process of continuous measurement and improvement is developed, and results are evaluated.

The programs have the following five goals:

- Exceed student expectations.
- Expand and improve staff empowerment for educational effectiveness.

- Focus and strengthen relationships and build partnerships.
- Improve effective use of resources.
- Focus and strengthen educational resources to meet change.

General program outcomes include:
- Demonstrate an understanding of the functions of management.
- Establish goals.
- Exhibit record keeping skills.
- Analyze and interpret records.
- Apply economic principles.
- Use data to improve organization and efficiency.
- Appreciate the long-term effects of current and future decisions.
- Understand fundamentals of human resource management.
- Tie business to other organizations and influencing systems. See the big picture.

2. Size and Scope

MnSCU has approximately 6,000 farms/businesses enrolled in its Management Education Programs. These farms/businesses are served by approximately 150 instructors located in over 100 sites across the state. Six regional deans and a state director administer the program. The following six colleges are responsible for providing approximately 87% of the instruction:
- Central Lakes College
- Minnesota West Community and Technical College
- Northland Community and Technical College
- Ridgewater College
- Riverland Community College
- South Central Technical College

Several other colleges within the state provide a limited amount (About 13%) of management program instruction. In some cases they have informal ties to the regional deans of the other six colleges. These include:
- Alexandria Technical College
- Anoka-Hennepin Technical College
- Dakota County Technical College
- Hibbing Community and Technical College
- Hennepin Technical College
- Lake Superior College
- Pine Technical College
- St. Cloud Technical College

D. Recommendations

After carefully considering the current situation, the task force is making the following recommendations. Rationale, detailed recommendations, and implementation strategies follow.

- Use the established statewide curriculum.
- Continue to deliver management education on a credit basis and design an enrollment option for a business.
- Make the management program instructional terms longer than the standard semester.
- Provide management students with the following options: Letter grade (A-F), Pass/No Credit, or audit visitation.
- Evaluate programs/sites on an annual basis.
- Exempt management students from basic skills assessment tests.
- Provide flexible registration options.
- Develop and implement a uniform billing process for management programs.
- Provide students with flexible tuition payment options.
- Maintain financial aid eligibility for management students provided they meet the appropriate criteria and show the "ability to benefit."
- Customize fee policies to better reflect the nature of management programs.
- Improve communication between MnSCU and the institutions regarding funding.
- Change funding model to better reflect the characteristics of the management programs.
- Assess and develop small business education in the Twin City Metropolitan Area.
- Better define the authority of the state director and of the regional deans to facilitate the development and implementation of unique and consistent policies on a statewide basis.
- Develop marketing materials and a state marketing campaign for the management programs.
- Provide administrative support for remote, off-campus locations.
- Establish a minimum workload on a program by program basis within the management programs.
- Use a combination of overload and extended days for time worked beyond the base.
- Develop workload policies that are flexible enough to accomodate special circumstances such as those faced by a new instructor.

II. Instruction Recommendations

A. *Use the established statewide curriculum.*

1. Rationale

The faculty and administration for the management programs recently developed a new curriculum. Significant time and effort went into

developing this curriculum so that it would effectively address student requirements. Since it is still new, its use should continue for a significant period of time in order to give it a fair and thorough evaluation.

It's important to note that the current statewide curriculum is exclusively technical in nature. Students enrolled in the program are actively engaged in the management or ownership of a business enterprise. These adult learners are interested in obtaining the technical skills necessary to be successful in their businesses. Because of the nature of the curriculum, the mode of delivery, the intended outcomes of the instruction, and the needs of the students; management programs will consist exclusively of technical management credits or content. General education will not be included.

2. Detailed Recommendations
- Require all management instructors to deliver the statewide curriculum.
- Provide students with guidance so that they can enroll in courses that best meet their needs.
- Deliver course objectives within the instruction period.
- Require students to complete the course objectives to the satisfaction of the instructor.
- Instructors document the completion of the course objectives.
- Exempt management education from the General Education requirement. (Note: The Task Force believes NCA will support this recommendation.)

3. Implementation
- Communicate expectations to all instructors.
- Provide additional curriculum training where it is needed.
- Develop and implement system-wide documentation procedures to ensure the course objectives are being met.
- Continue using curriculum at all sites.
- Change grading policies to align with management semesters.
- Remove general education courses from the curriculum.

B. Continue to deliver management education on a credit basis and design an enrollment option for a business.

1. Rationale
The current curriculum is delivered on a credit basis and should continue for the following reasons:
- It's consistent with the rest of higher education.
- It provides students with the opportunity to earn a diploma.
- It provides students with ability to transfer.
- Students have a five-year history of working in a credit-based system and are comfortable with it.
- It supports students who require financial aid.

- It's used in faculty workload calculations.
- It increases instructor accountability.
- Several individuals from one business attend classes.

2. Detailed Recommendations
- Continue using management credits.
- Keep the management programs credit-based.
- Both businesses and individuals may register for these programs.
- Require businesses to <u>audit</u> credit-based courses.
- Only allow individuals to register on a credit basis to earn a diploma or a certificate.
- Provide individuals with the option to audit courses. (Audited courses must be re-taken to earn credit for a diploma or a certificate.)
- Continue offering the Advanced FBM Certificate Program.
- After completion of the diploma program, offer students or businesses a 10 credit "Current Issues" certificate program, which may be taken more than once.
- Use a statewide Management Education Curriculum Committee to make all curriculum-related decisions.
- Ensure that program review and assessment criteria allows for a higher than normal percentage of students selecting the audit grade.

3. Implementation
- Work with SIS User Group to develop admissions and registration processes for businesses.
- Develop and approve the concept of a "Current Issues" 1-year certificate program.
- Communicate changes to all instructors.
- Provide additional training where needed.
- Develop a certificate of attendance for businesses.

C. *Make the management program instructional terms longer than the standard semester.*

1. Rationale

Farms and small businesses do not operate on a traditional semester basis. Changing the lengths and times of semesters better fits students' needs and the current instructional delivery schedule. This could provide student services staff more flexibility during the normal enrollment periods by reducing one term during the year.

2. Detailed Recommendations
- Create two six-month instructional terms with fall semester running from July 1 - December 31 and spring semester running from January 1- June 30.

- Deliver courses over a 26-week period rather than a 16-week period, ensuring all course objectives are delivered within the term.
- Schedule management instructors' base contract over the 12-month fiscal year.

3. Implementation

- Work through issues relating to the changes with college administrators.
- Involve the SIS User Group to help address system requirements.
- Assess the impact on financial aid and address identified issues.
- Pilot this at one college before rolling out to the whole state.

III. Evaluation Recommendations

A. *Provide management students with the following options: Letter grade (A-F), Pass/No Credit, or audit visitation.*

1. Rationale

These options provide the students with tremendous flexibility in meeting their specific needs. Letter grades best serve those students who plan to transfer courses to another institution. Pass/No Credit fits for those not planning to transfer courses but who qualify for financial aid and desire evaluation for the course. Audit provides students the option of not having their credits count as units for state grant purposes.

2. Detailed Recommendations

- Enable students in all colleges, who are eligible for financial aid, to receive it if they select the Pass/No Credit or letter grade for all courses.
- Enable all students, who do not apply for financial aid, to select the Audit grade option if they so choose.
- Do not automatically convert incomplete grades to an F until the end of the next instructional period. This helps these part-time students whose primary focus is their businesses complete objectives even when unexpected circumstances arise.
- Do not send students choosing the Pass/No Credit option letters of academic probation because of a 0.00 GPA.
- Maintain graduation eligibility for students choosing the Pass/No Credit option.

3. Implementation

- Work with SIS User Group to address "automatic academic probation letters" problem.
- Establish and communicate guidelines to instructors and administrators.

B. Evaluate programs/sites on an annual basis.

1. Rationale

   Regular program/site evaluation will improve program quality throughout the state. The evaluation will identify problems with delivery, enrollment, and customer satisfaction. It will also be used to initiate problem solving and implementation of solutions.

2. Detailed Recommendations
   - Develop a set of quality measures for these programs.
   - Establish statewide "minimum" standards for each measure.
   - Develop a consistent measurement process.

3. Implementation
   - Work with college administration to address authority/responsibility issues.
   - Work with college administration to define measures, standards, and processes.

IV. Policy/Administrative Recommendations

A. Exempt management students from basic skills assessment tests.

1. Rationale

   Basic skills assessment tests are not necessary for management students and administering them results in unnecessary expense. Students enrolled in the program are actively engaged in the management or ownership of a business enterprise. These adult learners are interested in obtaining the technical skills necessary to be successful in their businesses. To meet this customer requirement, the current statewide curriculum is exclusively technical in nature and does not include general education courses.

2. Detailed Recommendations
   - Instructors will determine a student's/business's ability to benefit from management program admittance.

3. Implementation
   - Develop necessary policy exceptions.
   - Communicate to institutions the way to present these programs for NCA review.

B. Provide flexible registration options.

1. Rationale

There are several reasons for offering registration options that are more flexible than those offered in other parts of the college.
- Program delivery spans the full fiscal year.
- Delivery of the 16-week curriculum is spread over a 26-week period.
- Provides flexibility to the students.
- One-to-one instruction allows for more flexible delivery options.
- More easily allows for "just in time" education.
- Eases the pressure on college student services staff.
- Results in consistent statewide registration processes and policies for management program students.

2. Detailed Recommendations
- Continuing students can register up to mid-term of the current semester.
- New students can register anytime during the semester providing there is sufficient time to deliver instruction.
- Registration must be complete prior to delivery of instruction.
- Ensure that the statewide student system accommodates the management program registration process.
- Coordinate registration with the registrar's office and the Regional Dean of Management Programs.

3. Implementation
- Create a team made up of student services staff, SIS User Group members, and management program administration to identify and resolve problems.
- Clarify the regional dean's role in the registration process.

C. Develop and implement a uniform billing process for management programs.

1. Rationale

Billing procedures are a common source of confusion in the management programs. The procedures vary from college to college. A statewide uniform billing process will assist in the following ways.
- Students and staff will be clear about billing procedures.
- The process will be easier to manage.
- The instructional staff will be able to assist in the collection of tuition and fee payments in accordance with generally accepted accounting practices to support customer focused delivery.

2. Detailed Recommendations
- Create and distribute all invoices through the college billing office.

- Billing office provides instructional staff with periodic payment status reports.
- Allow instructional staff to assist with the collection of tuition payments, in accordance with generally accepted accounting practices.

3. Implementation
- Work with college billing office staff and SIS User Group to develop processes and policies, including a procedure for tracking instructor involvement in the tuition payment collection process.

D. *Provide students with flexible tuition payment options.*

1. Rationale

There are several reasons for offering flexible tuition payment options.
- Recognizes the cash flow cycles of small and farm businesses.
- Recognizes the desire of some farmers to pay once for the whole year.
- Reduces the objections relating to cost when recruiting new students.
- Results in consistent statewide policies.

2. Detailed Recommendations

Make four payments options available to students, including:
- Payment in full for current semester at registration or tuition due date.
- Payment of year's (two semesters) tuition and fees at one time.
- Payment in installments (late fee could be part of).
- Deferred payment for just cause.

3. Implementation
- Work with college business offices to develop processes and policies.

E. *Maintain financial aid eligibility for management students provided they meet the appropriate criteria and show the "ability to benefit."*

1. Rationale

The use of financial aid by students within these programs varies widely by geography within the state. Maintaining the availability of financial aid will reduce the number of students who cannot participate due to finances. Currently instructors work closely with students to help them obtain financial aid. Using the college's pre-established financial aid processes and support resources allows the instructor to focus on delivering instruction.

2. Detailed Recommendations
- Direct management students into the "standard" financial aid application process, putting them in direct contact with financial aid specialists who can help address their questions.

- Provide application status information to instructors so that they can remind students to submit missing information.

3. Implementation
- Involve MnSCU's System Office Financial Aid staff to resolve differences in interpretation of financial aid policies between colleges.
- Alert financial aid offices of the change in the instructor's role within the financial aid process.
- Financial aid offices provide financial aid process instructions to the students.

F. *Customize fee policies to better reflect the nature of management programs.*

1. Rationale

Currently fees and the ability to benefit from the services associated with those fees vary widely across the state. Creating a statewide fee structure for the management programs will ensure:
- Students pay fees that support services from which they can receive direct benefit.
- Improves fee consistency for all management students.

2. Detailed Recommendations
- Management students should pay the following fees at a standard rate throughout the state: MSCSA, Analysis (FBM only), and Application (One time only).
- Graduation (Only if they choose to attend graduation) and Technology fees may be assessed at institution's standard rate provided the student can benefit.
- Management students should not pay the following fees: Student life and parking (Parking should be charged at a daily rate if student comes onto the campus).

3. Implementation
- Ask Steve France to work with appropriate campus representatives to make the appropriate changes.

V. Funding/Support Recommendations

A. *Improve communication between MnSCU and the institutions regarding funding.*

1. Rationale

Program instructors and administrators want more information about the funding/allocation process. By providing management instructors with better

information regarding allocation of resources to the program, they will be able to promote more informed input into decisions on program operations.

2. Detailed Recommendations
- MnSCU provides each institution information in multiple forms and forums regarding allocation of resources.
- Institution will provide staff with information in multiple forms and forums regarding allocation of resources.
- MnSCU Academic Affairs should clarify program performance expectations for funding purposes and develop appropriate measures for documenting college performance.

3. Implementation
- Develop program review criteria and communicate and apply it to all management programs. The integration of program review into the budgeting process should be explained/detailed.
- MnSCU budget staff will meet with regional deans, as requested, to increase understanding of allocation and budget processes.
- Regional deans will be expected to share the information they receive with management instructors.
- Faculty and other interested staff will take responsibility for receiving and processing information.
- Regional deans will volunteer to serve on funding allocation committees.

B. *Change funding model to better reflect the characteristics of the management programs.*

1. Rationale
- Separate grouping for comparisons will recognize the uniqueness of management programs both in clientele and delivery.
- Funding regional dean positions as a set aside will recognize their impact and responsibility for all management programs in the system.
- Weighted FYE would recognize programs that are designed to have low ratios.

2. Detailed Recommendations
- Continue the allocation for the Tuition Subsidy for Management Programs at all colleges, as calculated and assigned by MnSCU.
- For allocation purposes, management programs should be split into two groups when analyzing direct instructional costs. Farm Business Management should stand alone in one group. The other management programs would be a part a second group. These include: Small Business, Computerized Small Business, Lamb & Wool, Specialty Crops, and Farm Business sparsity programs.

- Continue allocation adjustment for FBM sparsity programs to maintain programs that have low enrollments and higher costs.
- Fund regional dean positions as a set-aside. The funding would still be allocated to specific colleges. Measures of effectiveness and accountability should be developed and be used to justify continuation of these positions.
- MnSCU allocation model should consider weighting FYE for the Institutional Support component.

3. Implementation
- Propose recommendations to MnSCU budget staff for inclusion in allocation model. Involve Judy Borgen and the CIP Workgroup.
- MnSCU Academic Affairs, in conjunction with regional deans and chief academic officers, should develop effectiveness measures for the deans' positions.

C. *Assess and develop small business education in the Twin City Metropolitan Area.*

1. Rationale

Currently five instructors deliver management education out of three metro area colleges. There is no coordinated effort to grow and strengthen the program in what is clearly the largest small business market in the state. This effort supports the metro plan to better serve an under-served population.

2. Detailed Recommendations
- Assess small business market requirements in the Twin Cities.
- If assessment shows unmet needs, develop and implement an appropriate service delivery model.

3. Implementation
- Identify group to conduct assessment work.
- Do the assessment, analyze the results, and take appropriate action.

D. *Better define the authority of the state director and of the regional deans to facilitate the development and implementation of unique and consistent policies on a statewide basis.*

1. Rationale

Deans currently report to their respective colleges. The state director has no formal authority over their day-to-day activities. Most instructors directly report to a dean, but not all. Defining the authority and scope of responsibility for these two positions will improve the quality and consistency of instructional delivery throughout the state.

2. Detailed Recommendations
- Encourage the transition of employees from "stand-alone" management programs at institutions in Greater Minnesota to colleges with an existing dean. Currently this represents 11 instructors.
- Better define the responsibilities and authority level for the State Director and Regional Deans of Management Education.
- Tie all colleges with management programs to statewide management program policies.
- Evaluate all existing programs to ensure they meet the definition of a management program, and reclassify programs as appropriate.

3. Implementation
- Address local college concerns and issues.
- Present the task force recommendations to MnSCU for approval.
- Communicate changes through a statewide meeting with local college academic and student affairs Deans/VP's.
- Implement new policies in each college.

VI. Instructor Resources Recommendations

A. *Develop marketing materials and a state marketing campaign for the management programs.*

1. Rationale

Each instructor currently does his or her own marketing. This often results in inconsistent messages reaching the market and an inefficient use of marketing funds. Developing a statewide marketing campaign will increase marketing effectiveness by:
- Improving the quality of marketing materials.
- Sharpening the targeting and positioning of these instructional services to the market.
- Ensuring all marketing communications send a clear and consistent message.
- Gaining economies of scale through consolidating materials development and distribution.

2. Detailed Recommendations
- Develop a standardized set of marketing materials.
- Create and implement a coordinated statewide marketing campaign.

3. Implementation
- Identify ownership for development of materials.
- Establish marketing goals and objectives.
- Develop integrated marketing communication plan.

- Establish a budget.
- Secure funding.

B. *Provide administrative support for remote, off-campus locations.*

1. Rationale

   Since many instructors do not work on the campuses, they do not have easy access to on-campus support services. Providing these services in off-campus locations will improve quality of instruction by giving the instructors more time to focus on content and delivery.

2. Detailed Recommendations
   - Provide each management instructor with access to administrative support, similar to what is available to instructors on the campus.
   - Use administrative support to prepare and send newsletters, assist with copying and general correspondence, assist in clerical duties.

3. Implementation
   - Identify the amount of needed support.
   - Identify potential sources for that support.
   - Develop a plan for sharing resources.

VII. Instructor Workload Recommendations

A. *Establish a minimum workload on a program by program basis within the management programs.*

1. Rationale

   The minimum amount of work expected of an instructor has been an area of concern for faculty and administration. Clearly spelling out these expectations will help ensure fairness and equity between colleges and instructors.

2. Detailed Recommendations
   - Use "paid credits" as the unit of measurement for counting work.
   - Maintain the UTCE standard contract base.
   - Set the following expectations for credits delivered:
     - < **FBM**: 342 paid credits delivered per academic contract year.
     - < **Sparsity FBM**: 304 paid credits delivered per academic contract year.
     - < **SBM**: 294 paid credits delivered per academic contract year.
     - < **CSB**: 279 paid credits delivered per academic contract year.
     - < **SCM**: 248 paid credits delivered per academic contract year.
     - < **LWM**: 234 paid credits delivered per academic contract year.

- Identify by name each program that is classified as a management program.
- Provide instructors with a workload matrix.

3. Implementation
- Review and agree on proposals during contract negotiation process.
- Approve the new contract.
- Communicate changes to faculty and administration.

B. *Use a combination of overload and extended days for time worked beyond the base.*

1. Rationale

The procedure for assigning work beyond minimum expectations varies from institution to institution. Establishing clear policies and procedures in this area will help ensure fairness and equity between colleges and instructors.

2. Detailed Recommendations
- Base days and extended days must be scheduled in advance.
- Establish a cap at 1.33 times the minimum workload.
- Instructors will receive, prior to June 1, extended days equal to the average annual credits delivered during the current year and the prior year up to a maximum of 30 days.
- Overload for the next fiscal year will be set by June 1 through mutual consent by the faculty member and an administrator based on the following average daily rates:
    - < **FBM**: 1.954 credits
    - < **Sparsity FBM**: 1.738 credits
    - < **SBM**: 1.680 credits
    - < **CSB**: 1.594 credits
    - < **SCM**: 1.414 credits
    - < **LWM**: 1.337 credits
- Only management credits will be used in calculating the instructor's load under this workload recommendation.

3. Implementation
- Review and agree on proposals during contract negotiation process.
- Approve the new contract.
- Communicate changes to faculty and administration.

C. Develop workload policies that are flexible enough to accomodate special circumstances such as those faced by a new instructor.

1. Rationale

It is unreasonable to expect that the workload rules will apply in all situations. New instructors cannot be expected to immediately develop the "normal" full-time base of students. Learning the system and recruiting new students takes a considerable amount of time.

2. Detailed Recommendations

- New instructors must reach the 175-day credit base during their third year of employment.
- During the first two years of employment, new faculty may be given an extended contract at the administrator's discretion.
- Tenured faculty will be considered full-time if credits delivered are at least 95% of full-time credit base.

3. Implementation

- Review and agree on proposals during contract negotiation process.
- Approve the new contract.
- Communicate changes to faculty and administration.