

The  
Fourteenth Annual Conference  
of the  
NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

at

St. Anthony Hotel  
San Antonio, Texas  
November 6 - 9, 1977

Host Institution  
Trinity University

Volume 14

# Proceedings



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## PROGRAM

### NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

November 6 – 9, 1977

THE ST. ANTHONY HOTEL  
SAN ANTONIO, TEXAS

THEME: SUMMER: A CHANGING MARKET,  
SO LET'S MARKET FOR CHANGE

#### Sunday, November 6, 1977

- 1:00 - 6:00 p.m. Registration – Lobby Area
- 3:00 - 5:00 p.m. Executive Committee Meeting  
Organizational Meeting – Staff of the  
Workshop for Newer Summer Session  
Administrators
- 7:00 - 10:00 p.m. Workshop for newer Summer Session  
Administrators - Cavalier Room  
Chairpersons: Harriet D. Darrow,  
Indiana State University  
Marjorie B. Johansen, University of  
California, Los Angeles

#### Monday, November 7, 1977

- 8:30 - noon Registration – Lobby Area
- 9:00 - 10:30 a.m. Administrative Council Meeting
- 9:00 - noon Workshop for Newer Summer Session  
Administrators (continued)
- 10:15 - 10:45 a.m. Coffee
- 10:45 - noon **Committee Meetings** and Chairpersons  
**Conference Site**, Richard T. Dankworth  
**Ethics and Standards**, Edward J. Durnall  
**Finance**, Norman S. Watt  
**Government Affairs**, Frank J. Barros  
**Nominations & Elections**, George O. Cole  
**Research**, Nancy Abraham  
**Resolutions**, Abbie F. Smith

12:30 - 2:00 p.m.

**FIRST PLenary SESSION**

Luncheon

*Master of Ceremonies:* NAASS

President Joseph Pettit, Georgetown  
University

*Invocation:* Rev. Raymond Judd, Chaplain  
of Trinity University

*Welcome:* Dr. M. Bruce Thomas, President  
of Trinity University

*Keynote Speaker:* Dr. Lloyd I. Watkins,  
President of Illinois State University

**TOPIC: THE IMPORTANCE OF SUMMER  
SESSION TO THE TOTAL INSTITUTION**

Announcements: Marianne B. McCarthy,  
Trinity University

2:15 - 3:45 p.m.

**CONCURRENT SESSIONS**

**BUDGETING STRATEGIES FOR LARGE  
INSTITUTIONS,**

Concurrent Session A-1

*Chairperson,* John L. Edwards,  
Arizona State University

William F. E. Long, George Washington  
University

James H. Blackhurst, State University of  
New York – Buffalo

Donald G. Tarbet, University of North Carolina  
– Chapel Hill

**BUDGETING STRATEGIES FOR SMALL  
INSTITUTIONS,**

Concurrent Session A-2

*Chairperson,* Vivian Henderson, Seton Hill  
College

John S. Morris, Colgate University

Richard T. Anderson, Phillips University

Charles E. Tressler, Hood University

**FACULTY CONTRACTS – SHOULD THEY  
BE GUARANTEED OR NOT?**

Concurrent Session A-3

*Chairperson,* Paul Aizley, University of Nevada  
– Las Vegas

Gilbert R. Johns, Colorado College  
John A. Mapp, Virginia Commonwealth  
University

David T. Brigham, Bentley College  
F. William Sesow, University of Nebraska  
Leon Levitt, Loyola Marymount University

CATALOGUE CLINIC —

A PROFESSIONAL EVALUATION,

Concurrent Session A-4

*Chairperson*, Paul R. Busch, Trinity University  
The Pitluk Group, San Antonio

Richard J. George, Saint Joseph's College

CLIENTELE MAILING LISTS,

Concurrent Session A-5

*Chairperson*, Marianne B. McCarthy, Trinity  
University

Craig Aramian, Boston University

Daryle C. May, Jacksonville University

Michael U. Nelson, Washington University

Howard B. Melton, Eastern New Mexico  
University

4:00 - 5:30 p.m.

CONCURRENT SESSIONS

WHAT HAPPENS IF WE REDUCE SUMMER  
TUITION?

Concurrent Session B-1 — Room 356

*Chairperson*, Anne E. Scheerer,  
Creighton University

John Shisler, Ithaca College

Michael M. Howe, University of San Francisco

Patricia Stetson, University of Delaware

William A. Small, Rhode Island College

THE DEVELOPMENT OF NEW SUMMER  
COURSES,

Concurrent Session B-2 - Room 346

*Chairperson*, Rev. Robert J. Austgen,  
University of Notre Dame

William R. Noyes, University of Arizona

Lorraine R. Matusak, University of Evansville

Larry D. Clark, University of Missouri

Jean Shanahan, University of Wisconsin —  
Milwaukee

A CASE STUDY IN AUDIO-VISUAL  
PROMOTION,

Concurrent Session B-3, Room 360

*Chairperson*, Willard L. Thompson, University  
of Minnesota

JoNell Campbell, Southwest Missouri State  
University

Russell M. Keeling, Southwest Missouri State  
University

ALUMNI AND VACATION COLLEGES,

Concurrent Session B-4 – Room 357

*Chairperson*, Les J. Coyne, Indiana University

Frank J. Barros, American University

Clarence W. Schminke, University of Oregon

Abbie F. Smith, Wichita State University

5:30 p.m.

FREE TIME

**Tuesday, November 8, 1977**

8:30 - 10:00 a.m. **SECOND PLENARY SESSION**

*Chairperson*, George O. Cole, Southern  
Connecticut State College

*Speaker*, Dr. Nolan Estes, General  
Superintendent of the Dallas  
Independent School District

**TOPIC: A CHALLENGE TO SUMMER  
SESSION ADMINISTRATORS**

10:00 - 10:30 a.m. Coffee and Juice Break

10:30 - noon **THIRD PLENARY SESSION**

**ANNUAL BUSINESS MEETING**

*Presiding*, Joseph Pettit, President of NAASS

12:00 - 1:30 p.m. FREE TIME

1:30 - 3:00 p.m. **CONCURRENT SESSIONS**

**A MASTER'S PROGRAM IN SUMMER ONLY,**

Concurrent Session C-1

*Chairperson*, Richard T. Dankworth, University  
of Nevada, – Reno

Betty Glasenapp, Rochester Institute of  
Technology

Larry G. Cobb, San Diego State University  
Norman S. Watt, University of British  
Columbia

Craig Aramian, Boston University

**ELDERHOSTELS—ONE APPROACH TO  
PROGRAMMING FOR THE ELDERLY,**

Concurrent Session C-2

*Chairperson*, Edward J. Durnall,

University of New Hampshire

Julian M. Shlager, Plymouth State College

Justine Juarex, Merrimack College

Thomas A. Kujawski, Rutgers University

P. Anthony Giorgio, University of Hartford

**EDUCATIONAL BROKERS: OUTSIDE  
ENTREPRENEURS COMING ON CAMPUS**

Concurrent Session C-3

*Chairperson*, Norman H. Sam, Lehigh

University

E. Norman Harold, Kansas State University

Marianne King, Mundelein College

Donald G. Wallace, Drake University

**COLLEGE CREDIT PROGRAMS FOR  
HIGH SCHOOL STUDENTS**

Concurrent Session C-4

*Chairperson*, Marvin J. Glockner,

C. W. Post Center

William Oliver, University of Maine

Martin Sampson, Cornell University

Thomas M. O'Shea, Syracuse University

Bobbie Burke, Stephens College

**CATALOGUE CLINIC—  
A STUDENT EVALUATION,**

Concurrent Session C-5

*Chairperson*, Charles E. Noyes,

University of Mississippi

Marian Pfrommer and students from

Trinity University

Alan Ashton, University of Massachusetts

- 3:15 - 5:30 p.m. Tour of San Antonio
- 6:30 - 7:30 p.m. Social Hour
- 7:30 p.m. ANNUAL CONFERENCE BANQUET  
*Presiding*, Marianne B. McCarthy,  
 Trinity University  
*Invocation*: Rev. Robert J. Austgen,  
 University of Notre Dame  
*Awards*: F. William, Sesow,  
 University of Nebraska  
*Presidential Remarks*: Joseph Pettit, President  
 of NAASS  
*Announcements*: Paul R. Busch,  
 Trinity University

**Wednesday, November 9, 1977**

- 8:30 - noon **FOURTH PLENARY SESSION**  
*Presiding*: Marjorie B. Johansen, University of  
 California – Los Angeles  
*Resource Person*: Irene Bagge, Manager of  
 Public Relations & Marketing, University  
 Extension, UCLA  
**TOPIC: LET'S GO TO MARKET**
- 8:30 - 10:00 a.m. (1) WHY A MARKETING APPROACH?  
 (2) SELECTION OF MEDIA
- 10:00 - 10:30 a.m. Coffee
- 10:30 - noon (3) PRODUCTION  
 (4) RESPONSE TRACKING AND ANALYSIS
- Noon ANNUAL CONFERENCE ADJOURNS
- 12:15 - 1:45 p.m. Administrative Council Luncheon
- 2:00 - 4:00 p.m. Executive Council Meeting  
 Presidential Suite

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

FIRST PLENARY SESSION

Monday, November 7, 1977

THE IMPORTANCE OF SUMMER  
SESSION TO THE TOTAL INSTITUTION

BY  
DR. LLOYD I. WATKINS, PRESIDENT  
OF  
ILLINOIS STATE UNIVERSITY

As I sat in my study in Normal, Illinois, preparing this speech for presentation here today, I looked up at a handsome plaque inscribed as follows: "PAST PRESIDENT AWARD: Presented to Lloyd I. Watkins, in appreciation of your untiring and devoted service as President — 1966." Unfortunately, the inscription does not state of what I was president, but it was the National Association of College and University Summer Sessions, affectionately then known as NACUSS. I guess I was a charter member of the group, and we operated on a pretty tight budget. Probably we just didn't have the money to complete the plaque with the name of the organization. Lettering did not come cheaply in those days.

But if our organization lacked money, it did not lack optimism and confidence. After all, in 1966 we were in the midst of the "Golden Era" of higher education. Most of us in NACUSS were young, or at least a good deal younger than we are today. We were surrounded by growth in higher education which was unprecedented, and money accompanied the growth. There was private money, state money and federal money. "Those were the days, my friend, we thought they'd never end."

But they did. With the ugliness of the riots of the late sixties and early seventies, with the disenchantment of the public when we couldn't deliver the perfect world, with the demands of competing interests for the dollars once so freely given — they ended. And today things are sober, even grim. Although I found the headline far more alarming than the article, *The Chronicle of Higher Education* did see fit to run an article in September entitled "Are the Days Dwindling Down for College Summer Sessions?" Although the text indicated you are being co-opted rather than Decempered, yet probably a good many of you were alarmed by the piece; and certainly it will not be of much help among your friends who read the headline but not the body of the article.

At any rate, the article was useful in that it gave me a point of departure. Around every three years, it seems, I am invited to this meeting with the understanding that I am to provide some type of motivational thrust for the program. Such a title as the one for the *Chronicle* article is an excellent vehicle. I should remind you, however, that it currently is fashionable in practically every facet of university life to spend some melancholy time conjecturing whether or not the facet under consideration is in the autumn of its life.

Now, let it not be assumed that I underestimate or belittle the problems which face summer sessions and their directors. Things aren't the way they used to be. Summer programs no longer can be assured of the enrollments of many teachers coming back to campus in order to obtain additional credits.

With dwindling enrollments, a fact at many institutions and in the future of most, presidents and boards are becoming increasingly cost-conscious, and view with suspicion summer programs which are not "producing," — however, that term may be defined. And, as pointed out in the *Chronicle* article, cost-conscious administrators are much given these days to combining administrative positions; so the duty of shepherding the summer session often is combined with other tasks.

Yet I do not believe that either summer sessions or their directors are about to become academic dinosaurs. Colleges and universities *will* be open in the summer, and the traditional vacation schedule does induce enough lassitude in academe that it appears unlikely that the same gang which runs the place during the regular year will be able to function in the summer without someone specifically designated to promote the summer program. In fact, I believe that institutions which abolish the post of summer session director will find that the summer program will deteriorate, since no individual has the monkey on his/her back for its success.

Therefore, I hope you will forgive me today if I refrain from joining you in crying in your beer over your projected demise. I believe I can put my time with you to better use. Recognizing that all of you now know more about directing summer programs than do I, allow me to approach my remarks from the direction of one who is in the fifth year of being a university president. What I intend to do is raise questions for your consideration, questions designed to reveal the weak spots in the thinking of my colleagues and me, questions which, if answered correctly, could make you the new heroes of the recrudescence of summer academic life. Seriously, perhaps as you ponder the seven questions I have, some thoughts may occur to you which will be helpful. I sincerely hope so.

First, how good are you at internal university politics? You may not like it, but generally areas which get attention and dollars are areas headed by those who know how to work the power structure on their campuses. How well do you relate with your president, with your provost, or with your academic deans? When is the last time you set up an appointment with your president to tell him or her about what you are doing, about ideas regarding summer programs which excite you, about what you and your programs are doing *for* your university? Do you see the provost and/or the deans socially? Do you seek their advice? To do so can be most flattering and sometimes quite helpful. Each of you comes from slightly different circumstances, but you can learn the motivational pressure points within your institution and you can learn to press them. So I ask again, what is your plan for internal public relations?

Second, what is your plan for external public relations? Oh, I am aware that all of you get out brochures, oftentimes scattered foolishly about in places where there is little realistic hope of their having any effect. But what have you done lately *really* to promote your summer offerings among the students who are attending your institution during the academic year? How have you reached out to potential non-traditional students? What have you done in terms of a truly valid market analysis? I am sure many of you will say that you do not have the money to spend on marketing, but how many of you have befriended an outstanding marketing professor on your own campus with the view of asking that professor to help you with a valid approach? You'd be surprised at how many people would be willing to help and at the new and fresh approaches you might discover. I hope I will not damage any egos if I confide to you that I find most summer session PR slightly on the downside of a continuum ranging from mediocre to hopeless.



Once in the past when I spoke to this group, I suggested that summer programs would survive and prosper if they met the needs of their areas. It was my contention, some of you may remember, that while a superb climate and fantastic scenery might help, most of us didn't have those advantages and could succeed without them. Now, if I am correct, my third question is "what mechanisms do you have for ascertaining the unmet needs of your service area?" How many of you have an advisory council, including lay persons, to assist you in learning of the special opportunities which may exist for your summer session? Such a group, representing a wide range of constituencies, certainly should be helpful, unless of course you are one of those fortunate individuals who has all the answers. Since I am not gifted with such wisdom, I find myself utilizing the assistance of others on a frequent basis.

My fourth question requires an answer which I feel I never learned — at least not well. It is "how do you measure and evaluate the success or failure of what you have done?" There are some traditional approaches, such as analyzing credit hours generated or relying upon faculty and student feedback, either informal or formal; but I still believe that there must be better methods, and probably some of you in here know what they are. We need to learn more than most of us know about what is going to fly, what is flying, and what is going into the ground. Maybe this group has held some workshops or heard some papers on techniques for evaluating summer programs. It certainly appears to me to be a useful topic.

Now all of us know that for most universities, maintaining enrollments has become a major problem, a problem which the demographers tell us will become increasingly severe by the mid 1980's. When I last spoke to you, I mentioned that as a university president I tended to judge programs, including summer sessions, in part by what they meant economically to the institution. I believe all of us are aware that if we are to minimize enrollment decline we will have to appeal to non-traditional students, those who are older, those who are employed full time, and women seeking to enter or reenter academic life after their families have reached a manageable stage. My fifth question must be obvious. It is "how is your program designed to both attractive and available to those non-traditional students?" Are the times when they can attend and the locations convenient for them considered? For many potential students, studying by a mountain lake is not a realistic possibility, but an evening class in a downtown library building might be.

My sixth question was implied in a "Report of the Faculty Committee to Study Summer Academic Programs" in the November, 1974, issue of *The University of Chicago Record*. That report contains this statement: "Thus, it is imperative, from an economic viewpoint, to take as the ultimate goal of summer quarter expansion an increase in the total yearly inflow of new students to the university." Remember, this emanates from the very prestigious University of Chicago. My question is "what has your summer program done lately to recruit new students to your university?" Perhaps no more effective recruiting tool exists than those summer workshops which bring outstanding students or potential students to your campus. Illinois State University enjoys an excellent and deserved reputation for its band and its basketball team. Could the large basketball and band clinics held on our campus have something to do with this? I submit that during the summer you have the opportunity to provide, on a credit or a noncredit basis, activities which can bring people of real excellence to your campus.

*program academically respectable?* In a Broadway hit of the past, there is a plaintive song which declares that "you can grind your behind till you're out of your mind, but you gotta have a gimmick." That may be the answer to success in show biz or certain other ventures, but I believe that gimmicks without real substance will never have long-run success in higher education. People inside and outside higher education have raised alarms over diminution of quality. The October 3, 1977, *Chronicle of Higher Education* contained an article by E. C. Ladd, Jr. and S. M. Lipset entitled "The Faculty Mood: Pessimism is Predominant." In the article it was noted that "much of the pessimism reported in this summary of the latest Ladd-Lipset survey of 4400 professors at 161 colleges and universities is generated by concerns with academic quality." In our desire to keep our summer programs viable, let us not forget that the mood of students today is swinging away from enchantment with the superficial. Perhaps it is because in the tighter job market those who are degreed but essentially illiterate are not finding jobs. Whatever the cause, you will not do your program a favor by lowering standards. You *can* be innovative and excellent, too.

You will remember that Mark Twain once noted that "Rumors of my death have been exaggerated." Rumors of the demise of summer programming have been, too. Changes in configurations of administration don't matter so much. You can roll with those punches. If you have a good program, your services will be needed; and if not, they won't be anyway. I hope my questions have aroused your curiosity to some degree. I hope your answers to them will assist you in being successful.

## REACHING SUMMER STUDENTS THROUGH DIRECT MAIL

BY

MARIANNE B. McCARTHY  
 DIRECTOR OF SUMMER SESSIONS  
 TRINITY UNIVERSITY

The September 12, 1977 issue of the *Chronicle of Higher Education*, in an article entitled "Are the Days Dwindling Down for College Summer Sessions?" states that "higher education's traditional summer session may soon be entering the autumn of its years." This is a very disquieting thought for all of us summer session directors, and a number of us are making significant efforts to combat the loss of our traditional student clientele. The *Chronicle* goes on to say that summer sessions administrators are generally "market oriented," but that often they are not exactly sure what marketing techniques will work. "Summer enrollments," the *Chronicle* continues, "respond markedly and immediately to environmental factors that defy analysis. It's a great crystal-ball game."

Trinity University tried its own "crystal-ball game" this past summer by attempting to maintain previous enrollments through a massive direct-mail effort. That effort is the subject of my presentation.

Summer Sessions at Trinity University has gone through a major reorganization during the past year. In 1976 it was decided that henceforth all faculty contracts issued would cover a nine-month rather than a twelve-month period. The practical implications of this change were that not all faculty would automatically be given the opportunity to teach during one of our three summer terms. Summer Sessions therefore became more autonomous, was separately budgeted, and was able to establish a minimum enrollment standard of six students for each course offered during the summer. By establishing this standard, we encouraged departments to eliminate traditionally under-enrolled courses, to focus on student need rather than on faculty preference, and to make their department's schedule the most attractive possible. The result of this careful review of summer courses was a 15% reduction in the number of overall course offerings (from 272 courses in 1976 to 230 courses in 1977).

Realizing that whenever program offerings are reduced, enrollments may decline as well, we decided to reorganize our summer publicity from a limited printing of bulletins to be distributed largely on campus to an approach which emphasized large volume mailings. Our main goal was to match the number of credit hours generated the previous summer, and to enroll at least as many transient students as in 1976. Our secondary goal was to increase the average number of students per class.

I must briefly mention one additional concern we had this past summer. The University of Texas at San Antonio, a large new public university in our city, had scheduled its second full-fledged summer program. Their tuition was one seventh of Trinity's for summer courses, and their first year summer sessions caused a significant enrollment decrease at the three other private universities in San Antonio, although Trinity's enrollment did not appear to be affected.

Our publicity campaign thus was designed both to offset the effect of our own diminished offerings, and to allow us to compete with the inexpensive public university in our city. We chose to completely redesign our Summer Session bulletin. Instead of our traditional glossy bulletin, we decided to print 120,000 inexpensive bulletins which listed only information essential to the summer student.

We distributed these bulletins in the following manner:

1) About 90,000 copies were sent to residences in San Antonio. We used mailing lists provided by a mailing house, and engaged in a saturation mailing campaign in those residential areas in San Antonio with an average income sufficiently high (above \$15,000) to suggest that their residents would be a likely clientele for Trinity University. The bulletins were addressed to "resident" and were distributed through bulk mail.

2) We contracted with a marketing firm (which is represented here at this conference), and received the names of students whose permanent residences is in the San Antonio area, but who are attending institutions of higher education other than Trinity University. We obtained approximately 8,000 student names from this firm and mailed a bulletin to each of these students at their residence shortly before their Easter vacation.

3) The remaining bulletins were distributed on campus to Trinity students, to high schools, libraries, and other public places in San Antonio.

The total cost of these 120,000 bulletins was \$14,500. This figure includes typesetting, printing, labeling, mailing, handling, and postage, as well as the fees charged by the marketing firm. This figure is approximately the same as the publicity costs for the previous year, when extensive newspaper publicity was used. The total cost of our contract with the marketing firm was approximately \$800. This figure includes the purchase of the mailing list, postage, mailing, and the pro-rated printing costs of the bulletin.

Since the expected enrollment decrease did not materialize, we must conclude that our massive mailing effort was at least a moderate success. Specifically, we have attempted to assess our results in the following ways:

1) Our overall gross 1977 summer enrollment increased by 250 credit hours over the previous year (from approximately 9500 to 9750 credit hours or 2.6%).

2) Our average enrollment per class increased significantly. The 1976 summer session averaged 10.1 students or 27.9 credit hours per class, while our 1977 average was 11.9 students or 33.2 credit hours per class, an increase of approximately 19%.

3) Our transient student enrollment increased slightly as well. In 1976, transient students constituted a little over 8% of our total summer enrollment while in 1977 transient students constituted 9.3% of our summer enrollment.

4) In assessing the effectiveness of our mailing to students whose names were supplied by the marketing firm, we compared a computer printout of our summer students' names with the list supplied to us by the marketing firm. Our initial count indicated that 59 students enrolled as a result of the bulletin we mailed to them. However, when we double checked these names against our spring semester registrants, we found that 22 of these students were actually attending Trinity full-time. The marketing firm's list thus lacks accuracy. Nevertheless, the 37 remaining students who enrolled at Trinity generated 147 credit hours or approximately \$9,000. Considering that we spent \$800 to mail to these students, we believe that our contract with the marketing firm was a worthwhile enterprise.

5) The 100,000 bulletins mailed out to San Antonio residents was not as successful. It is impossible to assess completely the effect of that particular

mailing on enrollments this past summer, but at the least, we increased the visibility of the University in the community, and perhaps contracted the massive publicity distributed by the University of Texas at San Antonio. We are convinced, however, that the mailing was not successful enough to repeat again in the future, because an overwhelming percentage of our summer enrollment was made up of regularly enrolled Trinity students.

6) The final method we used to assess the effectiveness of our summer publicity this past year was through a questionnaire distributed to Trinity students during the summer terms. We received approximately 900 responses to our questionnaire, which represents an adequate random sample for analysis. Some of the responses to our questions should be of interest to this group. We found that approximately 80% of our summer enrollment was constituted by either full or part-time Trinity students. As I mentioned above, our transient enrollment was 9.3 percent, a slight increase over the previous year. Among these transient students, we found that nearly 70% live in the San Antonio area, and that 67% stated that they attended Trinity either because of its convenient location or because course offerings fit their needs. We also found that 36% of transient students claimed to have received the Summer Session bulletin at their home, and of these, 22% were persuaded to attend Trinity as a direct result of receiving the bulletin at home. The latter figure again convinces us that mailing Summer Session bulletins to students whose permanent residence is in the San Antonio area is an effective way of reaching a potential clientele.

To summarize, let me give you an overview of what we've learned during the past year. Four-fifths of our summer students have been and are likely to continue to be either full or part-time Trinity students. We speculate that we are not likely to attract many local residents to our summer session, because of Trinity's relatively high tuition and high entrance requirements in comparison with the local state university and community college. Secondly, our first experiment with a marketing firm has shown us that mailing lists supplied lack accuracy, but are inexpensive enough to offset costs. We will therefore continue the experiment on a year-to-year basis.

Since summer tuition for 1978 will be raised significantly, we anticipate that another major marketing effort will be needed to maintain our enrollment during the summer terms. This tuition increase would discourage any thoughts we might have about a mass mailing. Our plans for next year include an increased emphasis on the recruitment of San Antonio teachers as potential students. These teachers currently constitute about 25% of our summer enrollment.

As you can see, our plans for the future, unlike our 20/20 hindsight on last summer involves a good amount of crystal ball gazing; and as we gaze into our crystal ball for the summer of 1978, we find, as perhaps all of you have found equally in the past, that it is academically opaque.

## A CHALLENGE TO SUMMER SESSION ADMINISTRATORS

BY

DR. NOLAN ESTES

GENERAL SUPERINTENDENT

DALLAS INDEPENDENT SCHOOL DISTRICT

A few years ago a symposium with top public educational leaders was held. Its title was "The University Can't Train Teachers." Well, I guess that title got some attention, and I'm sure that was its purpose. The truth is, I couldn't agree more wholeheartedly with that statement—The University Can't Train Teachers, but I would hasten to add, the university can't train teachers without an intimate, ongoing relationship with public education.

Public education in the United States has been, for the most part, an institution resistant to change. In fact, we're still trying to get over the impact of the industrial revolution on the public schools. Masses of students or raw material were processed by teacher or workers in a centrally located school or factory. Children marched from place to place and sat in assigned stations. Bells rang to announce changes of time.

As a matter of fact, the most criticized features of education today—the regimentation, the lack of individualization, the rigid systems of seating, grouping, grading, the authoritarian role of the teacher are precisely those things that made public education so effective an instrument of adaptation for the era of industrialism.

Despite our resistance to change public education has changed. Several factors have forced changes and often rapid changes. For example, a federal court order can have the impact of an earthquake, tornado and hurricane force all rolled into one on a school district. After being in the hurricane's eye on several federal court orders the past few years in Dallas, I'm kind of like the porcupine that was making love to the skunk—"I've enjoyed about as much of this as I can stand."

Of course, other factors have had their impact, too. Sputnik, social issues, declining enrollment, "The Everyone Wants A Piece Of The Action Syndrome." The eroding confidence of the middle class—all of these have loosened the halo on the public schools until it has fallen to our feet and become a number of hoops for us to jump through quickly to survive.

Well, I've made a public confession of one of public education's sins, that of being reluctant and resistant to change. Now, I'm going to make an accusation. If public education is resistant to change, colleges and universities are twice as worse, as the old feller would say.

In fact, it reminds me of the 24-year-old man who wrote Ann Landers for advice. It seems he had finally found this girl he really liked, but he just couldn't get up the nerve to kiss her. Finally she told him if he couldn't kiss her after 16 dates she was going to call it quits. He said he would really like to, but every time he'd get all puckered up he would remember what his mother told him. She warned him when he was 14 not to kiss a girl because it might start something he couldn't control. Ann wrote back and told him he needed to see a psychiatrist.

Well, sometimes, I think the courses teachers and administrators are offered in college are just about as helpful as the mother's advice to her son.

In other words, if what you as summer school administrators are offering to public school educators smacks of regimentation, lack of individualization and authoritarianism—things we in public education need to move rapidly away from—then it will be about as impractical as giving a bottle of hand lotion to Venus De Milo.

Rather than colleges and universities being the caboose in educational change, I would like to challenge you this morning to get out in front and lead the parade.

As examples of how this can be done, I would like to tell you about three areas in the Dallas schools in recent months which have produced a real need for summer training opportunities for teachers.

1. One of the realities we have had to face up to is the fact that a number of upper middle class families in Dallas have moved out of our school district or simply moved their children out of our schools into private schools. We were getting the same type of feedback over and over—"You're doing everything possible to meet the needs of the poor children, but what about my kids?" They're brighter than average; they're above grade level. You're not doing anything to challenge them."

As a result, we're making a concerted effort to develop programs to meet the needs of the super good student. We're concentrating a lot of time and money to do just that through special programs for the talented and gifted. But guess what? There has not been a single college or university anywhere in our area that was offering a single course in working with talented and gifted students. There was absolutely no place to send a teacher interested in specializing in this area. We had no choice but to develop our own training programs to prepare teachers to work with super bright kids.

Dr. John McFarland of Texas Womans University has come to our rescue by developing and designing a course to train administrators to work with talented and gifted students.

2. A second area I would like to mention came about as a part of the federal desegregation plan which was implemented in the fall of 1976. This plan called for centers for grades 4-6 and for grades 7-8. These are centrally located in three of the six sub-districts into which the school district was divided. Students from schools on the periphery of the school district and from the inner city are bused to a centrally located third school. The result is you have students from three distinct neighborhoods attending the same school. The question was how do you train teachers, administrators and other professional personnel to mold students and parents from three distinctive areas of the city into one cohesive group? Where do you start? Are there any techniques that have worked? Federal funds provided us with community specialists to work in these schools. Where could we send them to get this type of training? The answer was nowhere. Once again, we had to develop our own programs, our own approaches. We would have welcomed a college or university in our area with a program in working with diverse school communities.

3. My third example is in the area of forming a partnership between the home and the school. Research tells us over and over of the impact of the environment in the home on a child's progress in school. In fact, the best advice I can give a child on how to succeed in school is to be sure to be born into a home where parents place a high value on education and encourage his learning progress.

Besides the obvious advantages of involving parents to the child, more and more parents are demanding a participatory role with the schools. They're

asking questions about what we're doing with their battled over tax dollars. For so many years, we've invited parents to an open house once or twice a year and halfway hoped they wouldn't show up for that. Now, we've been forced to change our approach, and, if we have any sense, we want to change our approach.

But how do we suddenly train teachers from the old "You take care of 'em at home, we'll take care of 'em at school" tradition to work effectively with parents? or for that matter, how do we train any teacher to work effectively with parents?

Last year we started a program designed to involve parents in a significant way with their children's learning. It was called partners in reading. The idea is to provide an individual progress program for each child and to significantly involve his parents with his instructional program. A parent-teacher conference is held in the fall to report to parents exactly where their child is in reading skill levels. As the child completes each skill, a report is made to parents who can also test the child at home to monitor his progress. Parents are given specific ways they can help the child at home. The Dallas Public Library has stocked materials on appropriate reading levels, so that a parent can go in and request books at exactly the level suited to their child's needs.

Last year 65 percent of all parents of children in grades K-3 participated with their child in the program. Learning advocates were found for many of the other children whose parents would not or could not work with them. Because of the success, which was attested to by test scores, this year the program has been expanded to grades 4-6 in reading. Also, partners in math and partners in writing, designed on the same principles are also being offered.

Well, this program has every elementary teacher involved with parents in a definite way, whether they want to be or not. There's another challenge for you-training for teachers in working with parents. here again, we've been left to our own resources.

William Drummond of the University of Florida in a speech in Dallas over the weekend divided education into three time periods.

1. From 0 - '54, he said the emphasis in quality was based on the selection of students.
2. From '54 - '76, success was based on social milieu.
3. From '76 on, success is based on the ability of the staff.

As a result teaching has become and is in the process of becoming more and more complicated. The role of the teacher is in a state of flux today. It will become much more so tomorrow.

Last spring I spoke at the American Association of School Administrators on the subject of the year 2001 in public education. It's a fascinating subject. While I don't claim to be a prophet, there are many things happening today that predict the future. I'd like to share some of them with you because they bear so heavily on what you should be doing now and in preparation for the future.

While teaching will still be an occupation, the role of the teacher will change drastically. In fact, it is estimated that as much as 50 percent of what a teacher does today will be abandoned in most schools by the 21st century. Basically, teachers will become learning coordinators. It will become their responsibility to coordinate the learning process for each pupil in their groups on a truly individual basis. Instead of the rigid demonstration and lecture procedures of the past, teachers will be arranging student seminars, electronic presentations, hands on experiments, a variety of tours and trips into the local community and beyond, role playing and gaming, internships and real work experiences in the community and the immersion of students in what we might call learning experiences.



The conventional role definitions of "teacher" and "student" will not be as clearly defined. There will be people of different ages working together. At times, they will be teachers. At other times learners. This is already happening today as we use older and more proficient students to tutor their peers and younger students, while teachers and administrators become learners in staff development sessions and university classes. More and more in the future we will find teaching and learning activities determined not by nominal role but by function. Everyone will be regarded as a potential educational resource for all!

Teachers will no longer be thought of as those who have the information and pass it along to the student or those who lack information in a school, the place where information should pass from the former to the latter. In fact, if the school continues to play its traditional role of passing on information in a society where there is already available more information than we know how to handle, it will become increasingly a quaint backwater where a few adults continue, for obscure reasons, to try to do for children what is already being much more effectively done elsewhere. The school would then be of interest mainly to anthropologists and archeologists interested in seeing at first hand a sort of living relic of the past.

A teacher will no longer be a purveyor of information. Indeed he or she must, instead see that students learn how to learn. Since knowledge will grow increasingly perishable, the teacher must keep in mind that today's fact may very well become tomorrow's misinformation. Tomorrow's teacher must, therefore, teach not merely data, but ways to manipulate it. Students must learn how to discard old ideas, how and when to replace them.

Psychologist Herbert Gerjuoy of the Human Resources Research Organization phrases it simply: "The new education must teach the individual how to classify and reclassify information, how to evaluate its veracity, how to change categories when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction-how to teach himself. Tomorrow's illiterate will not be the man who can't read: he will be the man who has not learned how to learn."

Those are some of my biases on how the role of the teacher will change during the next few years. The question is "How will you get them ready for these changes?" I would like to suggest to you things you can do to meet the needs of school districts, teachers, and therefore, students and parents in our changing society.

1. I believe your association should create a council of the future. This would consist of teams of men and women devoted to probing the future in the interest of the present. Granted no one holds a monopoly on insight into tomorrow, but this group could project "Assumed Futures" based on projected technological and sociological developments and define coherent educational response to them. Specialists are, of course, definitely needed here. Students should also be involved. After all, they're the ones who will invent and inhabit the future.

2. You should work closely with the public schools in your area. This should be schools of all sizes and all persuasions. Obviously the needs of a school district the size and diversity of Dallas are not the same as for Highland Park, a small school district surrounded by Dallas in which nearly every student is from an affluent home and nearly every student is college bound.

You should monitor closely the problems and concerns of citizens in school districts in your area. If a school district is handed a federal court order, you can be sure it will impact the kinds of training programs the teachers in that district need and require, sometimes to survive.

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

FIRST PLENARY SESSION

Monday, November 7, 1977

THE IMPORTANCE OF SUMMER  
SESSION TO THE TOTAL INSTITUTION

BY  
DR. LLOYD I. WATKINS, PRESIDENT  
OF  
ILLINOIS STATE UNIVERSITY

As I sat in my study in Normal, Illinois, preparing this speech for presentation here today, I looked up at a handsome plaque inscribed as follows: "PAST PRESIDENT AWARD: Presented to Lloyd I. Watkins, in appreciation of your untiring and devoted service as President — 1966." Unfortunately, the inscription does not state of what I was president, but it was the National Association of College and University Summer Sessions, affectionately then known as NACUSS. I guess I was a charter member of the group, and we operated on a pretty tight budget. Probably we just didn't have the money to complete the plaque with the name of the organization. Lettering did not come cheaply in those days.

But if our organization lacked money, it did not lack optimism and confidence. After all, in 1966 we were in the midst of the "Golden Era" of higher education. Most of us in NACUSS were young, or at least a good deal younger than we are today. We were surrounded by growth in higher education which was unprecedented, and money accompanied the growth. There was private money, state money and federal money. "Those were the days, my friend, we thought they'd never end."

But they did. With the ugliness of the riots of the late sixties and early seventies, with the disenchantment of the public when we couldn't deliver the perfect world, with the demands of competing interests for the dollars once so freely given — they ended. And today things are sober, even grim. Although I found the headline far more alarming than the article, *The Chronicle of Higher Education* did see fit to run an article in September entitled "Are the Days Dwindling Down for College Summer Sessions?" Although the text indicated you are being co-opted rather than Decempered, yet probably a good many of you were alarmed by the piece; and certainly it will not be of much help among your friends who read the headline but not the body of the article.

At any rate, the article was useful in that it gave me a point of departure. Around every three years, it seems, I am invited to this meeting with the understanding that I am to provide some type of motivational thrust for the program. Such a title as the one for the *Chronicle* article is an excellent vehicle. I should remind you, however, that it currently is fashionable in practically every facet of university life to spend some melancholy time conjecturing whether or not the facet under consideration is in the autumn of its life.

Now, let it not be assumed that I underestimate or belittle the problems which face summer sessions and their directors. Things aren't the way they used to be. Summer programs no longer can be assured of the enrollments of many teachers coming back to campus in order to obtain additional credits.

# NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

## — REPORTS —

### TREASURER'S REPORT

October 16, 1976 through October 31, 1977

The budget adopted at last year's annual meeting provided for \$15,050 in income and expenses. Since the Association exceeded the budgeted receipts and underspent the budgeted disbursements, it completed the year with a surplus of over \$5,900. The details are given in the several attachments.

Actual income was \$19,328.59. Much of the excess over the budget of \$15,050 came from proceeds of the 1976 annual conference which was held in Williamsburg. The miscellaneous income listed resulted from the sale of NAASS Proceedings and a \$161.23 residue from the 1974 conference.

Conference income was absorbed in part by conference expenses. The \$1,518.13 listed as conference expenses includes items related to both the 1976 and 1977 conferences. There has been no continuity relative to the inclusion of the conference income and expenses in the Association's budget. For a few years, the conference budget was totally separated from the other affairs of the Association. In setting up the 1976-77 budget the treasurer provided a small amount of insure that the program and arrangements chairpersons had a little reserve to cover expenses that might be incurred prior to receipt of income. As it turned out, it was more convenient for the treasurer to pay certain expenses both for the 1976 and the 1977 conferences directly from the treasury and this accounts for the ten-fold factor of expenses over budget. Recall that no income for this item had been budgeted but what came in more than covered these costs.

The cost of producing the Newsletter ran 20% over estimates and the budget for this item should be increased in the future. Rising costs of printing, paper and postage are essentially beyond NAASS's control.

Expenditures in two line items, research and regional vice presidents, were far under budget. NASS's participation in the Joint Statistical Survey cost less than anticipated and there were no demands by institutions or their representatives for research funds. This research line should remain in the budget and consideration should be given to allowing unspent monies to accumulate in a reserve fund to be available to subsidize meaningful research when proposed. Requests from the Regional Vice Presidents to cover their activities dropped significantly this year. The amount spent represents less than 25% of the budgeted amount and less than 50% that was used in the previous year. Because of the scattering of institutional members in some regions, vice presidents cannot organize regional conferences or activities and serious thought should be given to structuring this item so as to provide funds where they can be effectively spent, instead of the fixed allotment for each vice presidents as has been the custom.

Outstanding items still to be paid as this report is prepared are relatively

small. One is the cost of the membership rosters which will be approximately \$375 and another is the auditor's fee. His bill of \$75 includes both the audit and preparation of the 1976 Income Tax form.

As noted last year the NAASS's cash flow situation is very favorable. The bulk of its dues comes in during late summer and early fall and the greatest single expenditure is for the conference planning meeting early in the calendar year. If, for any reason, reserves would be eliminated, this situation would enable the Association to continue its work.

The total reserve, as of October 31, 1976, of slightly over \$23,000 provides the Association with a solid financial backing for assuming the responsibility of a permanent executive. It is difficult to foresee exactly what financial demands undertaking such a responsibility might entail, but it can be done with the certainty that NAASS can absorb any unbudgeted expenses. A projection for 1978-79 that shows the probable impact on the budget of a permanent executive is attached as part of this report. These projections see the major part of the budget for the secretary and treasurer being transferred to the executive line. One can anticipate certain economies in the use of supplies combining the two functions in a single office.

There is, however, one weakness in that projected budget, namely the limited number of contingency dollars. This is one place where the reserves may have to be drawn upon. To do so for several years, so as to reduce year end assets to approximately one year's income would be an acceptable financial operation. Once at that level, it may be necessary to raise institutional dues to insure adequate funds for contingency purposes. This should not be necessary before the 1980-81 year.

**TREASURER'S REPORT**

October 16, 1976 – October 31, 1977

**Receipts**

Dues	442 @ \$35.00	\$15,470.00
	2 @ \$10.00	20.00
Proceedings	12 @ \$ 2.00	24.00
Interest on Savings		721.42
1976 Conference		2,931.94
Miscellaneous		161.23
		<hr/>
Total Receipts	.....	\$19,328.59

**Disbursements**

(See below for details)	.....	\$13,340.93*
		<hr/>
Receipts over Disbursements	.....	\$ 5,987.66
		<hr/> <hr/>

\* There are unpaid bills amounting to approximately \$450. for printing the membership rosters and for preparation of the audit and 1976 fiscal year tax return.

**DISBURSEMENTS BY BUDGET CATEGORY**

October 16, 1976 – October 31, 1977

Budget Category	Budget Approved		Expended	Balance
	11/2/76	10/16/76-10/31/77		
Executive Committee				
President	\$ 700.00		\$ 682.61	\$ 17.39
Secretary	2,600.00		2,671.05	(71.05)
Treasurer	800.00		956.26	(156.26)
Telephone	650.00		538.22	111.78
Conference	150.00		1,518.13	(1,368.13)
Conference Planning				
Meeting	2,000.00		1,717.73	282.27
Newsletter	2,000.00		2,405.18	(405.18)
Research	2,500.00		1,061.03	1,438.97
Regional Vice President	2,400.00		542.16	1,857.84
ACE Dues	650.00		780.00	(130.00)
Contingency	600.00		468.56	131.44
	<hr/>		<hr/>	<hr/>
<b>Totals</b>	<b>\$15,050.00</b>		<b>\$13,340.93</b>	<b>\$1,709.07</b>
	<hr/> <hr/>		<hr/> <hr/>	<hr/> <hr/>

FIVE-YEAR SUMMARY OF ANNUAL EXPENDITURES\*

1971-72 through 1976-77

	1972-3	1973-4	1974-5	1975-6	1976-7
Executive Committee	\$ 2,903	\$ 4,412	\$ 6,149	\$ 4,319	\$ 2,939††
Secretary	1,814	2,612	2,370	2,513	2,671
Treasurer	467	716	678	1,654**	956
Newsletter Editor	1,969	2,521	1,451	996	2,405
Research	2,057	3,065	1,171	1,496	1,061
Special Projects	778	2,875	1,727	—	—
Annual Conference	1,000	1,000	—	430	1,518+
Regional Vice-Presidents	1,589	841	1,520	597	542
Miscellaneous	233	15	—	—	469
Contingency	—	—	—	650†	780†
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	\$12,810	\$18,057	\$15,066	\$12,655	\$13,341

\* 1972-73 through 1974-75 prepared by Lloyd O'Connor; 1975-76 and 76-77 prepared by Anne Scheerer.

\*\* Includes \$797 for preparation and distributing of the new ten-year membership certificates; this is a non-recurring expense.

† ACE dues.

†† Includes budget lines for President, Telephone and Conference Planning.

+ \$910 for '76 conference, \$608 for '77 conference.

PROPOSED BUDGET

November 1, 1977 – October 31, 1978

Receipts

Dues		
430 @ \$35		\$15,050
2 @ \$10		20
Interest on savings		600
Conference Income (Net)		2,000
		<hr/>
Total Receipts	.....	\$17,670

Disbursements

Executive Committee		
President	\$ 700	
Secretary	2,800	
Treasurer	1,000	
Telephone	650	
	<hr/>	\$ 5,150
Conference		
Planning Meeting	\$1,500	
Conference Expenses	1,500	
	<hr/>	3,000
Newsletter		2,500
Research		2,000
Regional Vice Presidents		
8 @ \$250		2,000
ACE dues		780
Contingency		500
Reserve		1,740
		<hr/>
Total Disbursements	.....	\$17,670

Statement of Receipts and Disbursements  
For the Period  
October 16, 1976, to October 31, 1977

Cash Balance — October 15, 1976		\$17,788.12
<b>Receipts:</b>		
Dues	442 @ \$35.00	\$15,470.00
	2 @ 10.00	20.00
	12 @ 2.00	24.00
Miscellaneous		158.65
		15,672.65
Interest		
First National Bank		721.42
		721.42
Total Available Cash		\$34,182.19
 <b>Disbursements</b>		
Checks 189 to 288		10,407.04
		10,407.04
Cash Balance — October 31, 1977		\$23,775.15

**Statement of Assets**

First National Bank - Omaha - Checking	\$ 2,767.66
First National Bank - Omaha - Savings	21,007.49
	\$23,775.15



LEROY A. GALLES  
4911 N. 105th St.  
Omaha, Nebraska 68164

October 31, 1977

Executive Board  
North American Association of Summer Sessions  
% Summer Sessions Office  
Creighton University  
Omaha, Nebraska 68178

Gentlemen:

I have examined the STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS of the NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS for the period October 16, 1976 to October 31, 1977. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures and I considered necessary in such circumstances.

In my opinion, the accompanying statement presents fairly the cash receipts and disbursements of the NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS for the period October 16, 1976, to October 31, 1977.

Leroy A. Galles  
M. B. A., C. P. A.

## FINANCIAL PROJECTIONS

	76/77 Budgeted	76/77 Actual	77/78 Proposed	78/79 Projected
<b>Receipts</b>				
Dues	\$14,750.00	\$15,490.00	\$15,070.00	\$15,000.00
Interest on Savings	300.00	721.42	600.00	500.00
Conference Income Net	---	2,931.94	2,000.00	2,000.00
Miscellaneous	---	185.23	---	---
<b>Total</b>	<b>\$15,050.00</b>	<b>\$19,328.59</b>	<b>\$17,670.00</b>	<b>\$17,500.00</b>
<b>Disbursements</b>				
Executive Committee				
President	\$ 700.00	\$ 682.61	\$ 700.00	\$ 750.00
Secretary	2,600.00	2,671.05	2,800.00	---
Treasurer	800.00	956.26	1,000.00	300.00
Telephone	650.00	538.22	650.00	700.00
Subtotal	\$ 4,750.00	\$ 4,848.14	\$ 5,150.00	\$ 1,750.00
Conference				
Planning Meeting	\$ 2,000.00	\$ 1,717.73	\$ 1,500.00	\$ 2,000.00
Conference Expenses	150.00	1,518.13	1,500.00	1,750.00
Subtotal	\$ 2,100.00	\$ 3,235.86	\$ 3,000.00	\$ 3,750.00
Newsletter	\$ 2,000.00	\$ 2,405.18	\$ 2,500.00	\$ 3,000.00
Research	2,500.00	1,061.03	2,000.00	2,000.00
Regional Vice Presidents	2,400.00	542.16	2,000.00	1,500.00
ACE Dues	650.00	780.00	780.00	780.00
Executive	---	---	---	4,500.00*
Contingency	600.00	468.56	2,240.00	220.00
<b>Total</b>	<b>\$15,050.00</b>	<b>\$13,340.93</b>	<b>\$17,670.00</b>	<b>\$17,500.00</b>
<b>Receipts over (under)</b>				
Disbursements	---	\$ 4,709.11	---	---

\*\$2,500 supplies and services; \$2,000 personnel.

## FINANCE COMMITTEE REPORT

The Finance Committee examined and accepted the statement of receipts and disbursements submitted by the Treasurer, Anne E. Scheerer, covering the period October 16, 1976 through October 31, 1977. This statement was audited by Leroy A. Gales, Certified Public Accountant.

The committee is pleased to see that in the proposed budget for the next fiscal year the cash reserves will once again equal one year's operating expense. It is the feeling of the committee that as a non-profit organization we should not build up large cash reserves.

From a financial point of view the committee sees no problem in this organization supporting an executive secretary proposed for the 1978-79 fiscal year.

In addition the committee feels that we could probably get better dollar value and a more effective means of communication with a new format for the Newsletter. The suggestions were to use a less expensive paper and to make the Newsletter larger — much like the San Antonio Preview produced for this conference.

We would like to thank Anne E. Scheerer for the excellent job she has done as our treasurer over the last two years and wish her well in her new position as President Elect. We would also like to recognize our new treasurer Marjorie Johansen.

Finally I wish to thank my hard working committee for their efforts in formulating this report.

Shirley Ahrens  
Quelda Wilson  
Charles White  
Norman Watt, *Chair*

## MEMBERSHIP REPORT

October 31, 1977

Dues Paid 11/1/76-10/31/77	442 Institutions 2 Individuals
Current Paid Memberships	391 Institutions 2 Individuals
New Members 11/1/76-10/31/77	28 Institutions
Memberships withdrawn 11/1/76-10/31/77	7 Institutions 1 Individual
76/77 members not yet renewing for 77/78	40

\*In addition dues were received from 4 institutions since 11/1/77. This would increase current paid institutional members to 395 and reduce final item to 36.

## REPORT OF THE RESOLUTIONS COMMITTEE

November 8, 1977

1. Be it resolved that the membership of the North American Association of Summer Sessions be polled to determine if there may be a more convenient time of the year for the annual conference. In conjunction with the poll, the possibility of combining the newer summer session administrators with the January workshop conducted in Arizona should be explored.
2. Be it resolved that the NAASS membership commend the outgoing president, Joseph Pettit, his administration and his committees for their dedication to the goals of our Association. Be it also resolved that President-elect Michael U. Nelson and his committee be commended for the excellent quality of planning for the 1977 meeting. Finally, be it resolved that we express appreciation and gratitude to Trinity University, Paul Busch, Marianne B. McCarthy, and their assistants for their outstanding hospitality and arrangements for our 13th annual meeting.

Abbie Smith, *Chair*  
Real G. Boulianne  
Marianne King  
Paul R. McKee

## NEWSLETTER AND PUBLIC RELATIONS ANNUAL REPORT

November 7, 1977

The Newsletter was published quarterly and mailed to approximately 400 members each time (394 for first issue; 409 for last issue). Issues were published in January, May, July and September. Extra copies were sent to NAASS regional vice-presidents and regional officers for use in recruitment. The September issue was a pocket program for the 1977 annual meeting in San Antonio. For this reason, 275 extra copies were mailed to Dr. Marianne McCarthy of Trinity University, host university. A total of \$2405 was spent for printing and postage. *Recommendations:* The budget should be looked at carefully in light of the increase in printing costs and of the increasing unreliability of the postal service. Sufficient money perhaps ought to be included to send it out first class. Perhaps, also money might be provided to give additional space for news. The second two issues had to be almost exclusively promotion for the annual meeting, and several interesting and informative articles sent in by NAASS members had to be omitted.

Respectfully submitted,  
Rozanne Epps

# NAASS CONFERENCE & SITE COMMITTEE

## Annual Meeting

Monday, November 7, 1977

*Present:* Virginia Anderson, University of Minnesota  
Paul Aizley, University of Nevada-Las Vegas  
James Griffin, Hampton Institute  
Father Fuir, Boston College  
Catherine Holderness, University of Nevada-Reno

*Guests:* Clay Schoenfeld, University of Wisconsin  
Marvin Glockner, C. W. Post Center

1. The Committee sets the dates for the Las Vegas meeting in 1979. These are November 5 through November 8, 1979. The Committee recognizes that these dates are in conflict with those of the ACHE meeting in Toronto, however, the nature of the convention industry in Las Vegas would place reservations in jeopardy should they be changed. The Committee feels it is very important that ACHE meeting dates, and those of other organizations, be given strong consideration in future planning.
2. The dates for the 1980 session, to be hosted by North Carolina Agricultural and Technical State College and by Appalachian State University in Greensboro, North Carolina are November 5-8, 1980. The beginning date will be subject to confirmation of the ending of the ACHE meeting scheduled for the preceding week in Knoxville, Tennessee.
3. The invitation of McGill University in Montreal to host the 1981 meeting was accepted (or is recommended!).
4. The Committee accepted, for future consideration, invitations from the following institutions:
  - a) University of British Columbia for 1982
  - b) University of Nevada-Reno for 1983
5. Clay Schoenfeld presented a proposal to have the University of Wisconsin-Madison host back-to-back meeting of AUSS & NAASS in 1984. Discussion of such a proposal centered around: a) rising travel costs and declining travel budgets, b) the feasibility of being gone for a longer period of time, but a reduced number of times. Discussion also concerned itself with scheduling of meetings, with consideration being given to fall planning schedules of many universities. The Committee felt that the general membership may also be concerned about issues of joint or back-to-back meeting and meeting dates. Therefore, the Committee request that a show of hands by those who would be interested in a survey centered on such issues be requested during a plenary session. Should interest be expressed, the Conference Site Committee would be happy to develop and administer such a survey in cooperation with the Research Committee, or on its own.

Respectfully submitted,  
Catherine Holderness for  
Richard Dankworth

## STATEMENT ON ETHICS AND STANDARDS

### PROLOGUE

The following statements of professional practices and ethics for Summer Session administrators have been adopted by the North American Association of Summer Sessions as recommended guidelines for all persons responsible for summer programs conducted by colleges and universities. Summer Session administrators are encouraged to demonstrate leadership in urging the appropriate accrediting associations to include a review of Summer Session policies, organization and practices in their periodic institutional evaluations, to the end that the principles embodied in the following statements are adhered to by all accredited institutions.

### ETHICS

1. Summer Session administrators shall follow policies and practices which are non-discriminatory as far as race, color, ethnic background, disability, religion, age and sex are concerned.
2. Summer Session administrators shall honestly represent the accreditation, affiliation, resources, purposes and programs of the institutions of which they are associated.
3. Summer Session administrators shall respect the integrity and the rights of the persons and institution with whom they work.
4. Summer Session administrators shall respect the confidentiality of information and material obtained in the course of their work.

### STANDARDS

1. The educational needs of students shall be paramount in the preparation of programs.
2. The recommendations of academic deans, department chairpersons and faculty shall be considered in matters of program, detail and faculty appointment, as long as they are consonant with the educational objectives of the Summer Session and overall goals of the institution.
3. Faculty and administrators shall be aware of their responsibilities for ensuring that summer programs and instruction maintain the academic standards of the institution.
4. Policies relating to the Summer Session shall be communicated to administrators, faculty and students.
5. Educational support services appropriate to the needs of Summer Session students and programs shall be available.

#### ETHICS AND STANDARDS COMMITTEE

J. Neil Armstrong	Anne Scheerer
John Edwards	Jean Shanahan
William Rowen	Norman Watt
Edward J. Durnall, <i>Chair</i>	

## REPORT OF RESEARCH COMMITTEE

1976-77

During 1976-77 the Research Committee of NAASS was involved in the following projects:

- 1 - A survey of Major Problems of Summer Sessions Administrators;
- 2 - Refinement and approval of Guidelines for NAASS Research Proposals;
- 3 - A review and updating of a Summer Sessions Bibliography; and
- 4 - Continuing participation in the Joint Statistical Questionnaire and Report of the four summer associations (NAASS, NCCSS, AUSS, and WASSA).

A report on each of the above involvement follows:

- 1 - *A Survey of Major Problems of Summer Sessions Administrators*

The study was conducted for the NAASS Research Committee to ascertain the major problems facing summer session administrators in NAASS and to provide direction to the future research activities of NAASS. To collect data for analysis, a survey instrument was developed and administered to 383 summer session deans and directors. Respondents ranked the following eleven suspected problem areas in order of importance to their local institution; a) Optimum Scheduling for Summer Sessions, b) Budget Development and Administration, c) Short-Term Summer Programming, d) Serving Non-Traditional Student Needs, e) Evaluation of Faculty Performance, f) Marketing Summer Session Programs, g) Inter-Institutional Summer Session Cooperation, h) Summer Study Abroad Programs, i) Summer Session as It Relates to Institutional Missions and Goals, and j) Mutual Determination of Faculty Compensation.

Of the 383 institutional members surveyed, 243, or 63.4 percent, returned the instrument. The data collected was tabulated by type of institution, and a mean score was obtained for each of the major problems. A composite ranking was obtained by collapsing all population groups into a single set. A cluster analysis was performed to determine the correlation.

In brief, it was concluded that the major problem facing summer session administrations was marketing summer programs. It was recommended that an emphasis in future research activities assist in marketing of summer programs. It was further recommended and approved that the major problems of summer session administrators be re-evaluated and the NAASS research emphasis be changed as new major problems are identified.

- 2 - *Guidelines for NAASS Research Proposals and Dissemination of Research Results*

The NAASS Research Committee approved the adoption of the above and recommended its adoption by the NAASS Executive Committee, with implementation of the Guidelines to begin effective with the 1977-78 NAASS year, with the publication of those Guidelines in the NAASS Newsletter. (A reprint of those Guidelines follows this report).

- 3 - *National Summer Sessions Bibliography Preparation with Suggested Recommendations for Routine Updating*

The NAASS Research Committee approved in principle a centralized service for maintaining a current bibliography and the continuous updating of such a bibliography for the use of NAASS membership.

The Recommendations, which include current entries, is located after this report. A rough draft of all searches made, as outlined in the Recommendations, along with the entries found, is available from the University of Wisconsin-Madison, for reference, updating and use by such centralized service as might be authorized by the NAASS Executive Committee.

4 - *Joint Statistical Report*

The Committee's discussion of the Joint Report included representation from NCCSS, WASSA and AUSS as well.

The Committee of NAASS agreed to continue support of the Joint Statistical effort and recommended and approved deletion of Table VIII - E Summer Weekly Salaries by Rank, since it was felt that the data was not helpful to the association and/or to individual members of the association. This deletion was also in concert with NCCSS, WASSA and AUSS.

It was agreed that, during the course of 1977-78, members of the NAASS Research Committee, in continued cooperation with the other three participating associations, further refine the Questionnaire, data input, and development of tables in the final Joint Report.

In discussions with the other associations, it was suggested that we have reached another plateau in our joint data efforts, and that it would be advisable to explore the feasibility and necessary control mechanisms, so that associations or individual member institutions might request items from the data bank in the solution of specific problems of concern by the associations or individual members.

In new business, the Committee considered the proposal submitted by Al Seagren, University of Nebraska-Lincoln, to study, while in Australia as a consultant for summer sessions development in that country, selected institutions of higher education in Australia and to develop a formal report relating to summer sessions offerings and organizational structures in Australia to NAASS.

Invite additional proposals for consideration by the Committee.

NAASS RESEARCH COMMITTEE

Nancy Abraham, *Chair*  
Alan Ashton  
Willard Deal  
William Sesow  
Donald Wallace



## GUIDELINES FOR NAASS RESEARCH PROPOSALS

### *General Statement*

For some years, the North American Association of Summer Sessions has actively sought and supported research projects pertaining to Summer Sessions. To this end, NAASS has created a standing Research Committee to seek out, review and approve or disapprove proposed research projects. The Association recognizes that quality research is vital to the continued growth and development of summer programs and administration. The following guidelines are intended to assist in the planning, preparation, and transmittal of proposed research projects for NAASS consideration.

### *Funding Limits*

The North American Association of Summer Sessions provides the Research Committee with an annual allotment to support research. The Committee is charged by national policy to review and give final approval to projects that do not exceed one thousand dollars per grant. Requests for grants exceeding one thousand dollars that are deemed worthy by the Research Committee must be referred to, and be approved by, the Executive Committee of the Association.

### *Eligibility*

Research proposals are welcomed from institutional or individual members of the North American Association of Summer Sessions. Proposals are also invited from interested and capable persons associated with an institution willing to conduct research germane to the area of Summer Sessions.

In the latter instance, the proposal when submitted to the NAASS Research Committee must be accompanied by a written endorsement from a current institutional or individual NAASS member.

Members of the Research Committee are not excluded from submitting research proposals. Members of the Committee submitting proposals will be excluded from the review process, and in the event that person is the chairperson, a chairperson pro tem will be appointed.

### *Proposal Format*

The proposal should include a clear and concise; a) introduction of the study; b) statement of the problem to be studied; c) justification for the study; d) procedure to be used in gathering and treating the data; e) statement assuring confidentiality of respondents participating in the study; f) bibliography of related literature, if appropriate; and g) budget indicating how the grant is to be used.

The proposal should not be in excess of ten pages, with ten copies supplied at the time of submittal. A copy of the research instrument, if the research design involves the use of testing, interview or questionnaire survey, must also be provided with each copy of the proposal statement.

Priority will be given to studies that might provide assistance to the membership of NAASS.

### *The Study (General)*

The Proposed research must focus on some element of Summer Sessions which is worthy of and needing examination (particularly as identified by the NAASS Survey of Major Problems).

### *Proposal Evaluation*

It is the responsibility of the NAASS Research Committee to receive, evaluate and pass on proposed research submitted to the Association for support. Research proposals should be submitted to the current chairperson of the Research

Committee and must receive a majority vote of the Committee for approval or for forwarding to the Executive Committee for appropriate action if the grant requested exceeds one thousand dollars.

*Deadline*

Research proposals should be submitted to the chairperson of the Research Committee by the 30th of March following the annual meeting. Proposals will be considered by order in which they are received by the Research Committee chairperson.

In the event that a proposal(s) is received after the annual monies made available to the Committee have been allocated, the proposal will be held (at the option of the person submitting it) for consideration by the next year's committee.

*Report-Back and Dissemination of Results*

It is expected that the investigator present an oral report with an abstract (of the project to date) and/or the results as a specific seminar topic during the next annual meeting of the Association, and that a prepared text should be included in the NAASS *Proceedings*. The findings should include the following: a) abstract; b) statement of the problem; c) method of inquiry; d) results; e) discussion; and f) summary. An extension, not to exceed one year, may be granted in the event that the research and report cannot be completed prior to the annual meeting following the awarding of the grant. Dissemination of the final results of the study(ies) should be the responsibility of NAASS, through a coordinated, centralized effort.

NAASS RESEARCH COMMITTEE

Nancy Abraham, *Chair*

Alan Ashton

Willard Deal

William Sesow

Donald Wallace

## NATIONAL SUMMER SESSIONS BIBLIOGRAPHY PREPARATION WITH RECOMMENDATIONS FOR ROUTINE UPDATING

The following sources have been searched in the effort to locate all literature relating to summer schools in institutions of higher education.

A computerized search was done using the Bibliographic Retrieval Services, Inc. (BRS). BRS uses the Educational Research Information Clearinghouse (ERIC) data base which contains citations and abstracts for literature that is listed in *Resources in Education* (formerly *Research in Education*) and the *Current Index to Journals in Education*. The lag-time between publication date of an article or research paper and its entry into the ERIC data base is about three months. In order to conduct this search, subject headings or "descriptors" were chosen from *The Thesaurus of ERIC Descriptors, 6th edition* (Frederick Goodman, Macmillan Information, 1975). BRS retrieves information by use of these descriptors and, in addition, can locate the citations from *Thesaurus* descriptors or any other items or phrases used in the text of an abstract. This search was conducted in September 1977.

If the citation or abstract indicated that the article could be particularly important for our purposes, the original article was found and read or the microfiche of the article was read. Footnotes, references, and bibliographies of these articles were searched for citations of new material.

The following standard references were searched:

*Education Index*

*Review of Education Research*

*Essay and General Literature Index*

*Bibliographic Index*

*Public Affairs Information Service*

*Comprehensive Dissertation Index*

*Monthly Catalog of United States Government Publications*

*Current Contents: Social and Behavioral Sciences* is a publication that comes out weekly giving the contents of recent journals in the field of education. Although it is not indexed and is not annotated, it does give the researcher a quick overview of recent journal articles in the field. This was reviewed weekly for this project.

*The Columbia University Dictionary Catalog of the Teachers College Library* (36 volumes) published by G. K. Hall & Co. in 1970 (supplement, 1971) was searched for relevant material.

*Education: A Bibliography of Bibliographies* by Theodore Besterman (1971) and *The World of Higher Education: An annotated Guide to the Major Literature* by Paul Dressel and Sally B. Pratt (1971) were two other books searched. Encyclopedias were searched for relevant material.

It would be helpful if every institution of higher education would provide citations of its own history with summer school. This material may be in the archives of the institution or in a published history.

In order to maintain a current, updated summer sessions bibliography, the following should be done routinely:

- 1) *Current Contents* should be searched weekly in an effort to find the latest material that is published.
- 2) *Education Index* Should be searched monthly for new citations.
- 3) Bibliographic Retrieval Services, Inc. can be contracted to provide a

monthly printout of new material. Under this contract, BRS will automatically search the new citations in the ERIC data base and send the information to the subscriber. At the present time, the cost for this service is \$3.00 per month plus 15 cents a page for the printout.

- 4) If every institution would provide citations of its own history and one or two institutions would agree to keep in touch with current publications, most of the material about summer schools in institutions of higher education would be recorded.

If one institution could release one individual for one day each month in order to search the library reference materials and coordinate these findings with the current information from BRS and put this information together, citations sent in by individuals and/or institutions, it would be possible to keep a current, updated summer sessions bibliography.

The Bibliography of Summer Schools in Institutions of Higher Education has been arranged according to the following categories:

1. History to 1945 which includes
  - a) general history
  - b) history of specific schools
  - c) history of specific programs
2. Contemporary literature--1945- , divided according to
  - a) specific programs and program areas
  - b) specific institutions (divided according to state)
  - c) general materials
    - 1) academic calendars
    - 2) administration of summer schools
    - 3) history
    - 4) promotion of summer schools
    - 5) reports.
    - 6) summer school students
    - 7) general
3. Canadian summer school programs
4. International summer school programs

Citations within the subject areas are arranged alphabetically.

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS  
Fourteenth Annual Meeting  
Participants

1. Abraham, Nancy  
University of Wisconsin
2. Adler, Mary D. (Toni)  
University of California
3. Ahrens, Shirley  
State University of New York
4. Aizley, Paul  
University of Nevada
5. Anderson, Richard T.  
Phillips University
6. Anderson, Virginia  
University of Minnesota
7. Anselm, Carol W.  
University of Michigan
8. Ashton, Alan B.  
University of Massachusetts
9. Austgen, Rev. Robert J.  
University of Notre Dame
10. Balch, Wayne H.  
Seattle Pacific University
11. Benton, Sister Eileen R.  
Our Lady of Holy Cross College
12. Bernal, Carmela A.  
Universidad Iberoamericana
13. Bernstein, Melvin  
University of Maryland
14. Bird, Keith  
University of Bridgeport
15. Bishop, Noel  
Quinnipiac College
16. Blackhurst, James  
State University of New York
17. Bohn, Ralph C.  
San Jose State University
18. Boulianne, Real G.  
McGill University
19. Bowers, Winifred  
Drury College
20. Brack, R. E.  
University of Saskatchewan
21. Brecht, Rev. David L.  
Villanova University
22. Brigham, David T.  
Bentley College
23. Brown, Rex B.  
Southwest Baptist College
24. Buckley, Charles J.  
University of Scranton
25. Busch, Paul R.  
Trinity University
26. Butler, Lewis C.  
Alfred University
27. Byrne, James  
College of St. Thomas
28. Carr, James F. Jr.  
Harding College
29. Christensen, Stanley H.  
Kent State University
30. Coaxum, Callie B.  
Winston-Salem St. University
31. Cole, Edyth B.  
Elizabeth City St. University
32. Cole, George O.  
Southern Connecticut State
33. Coyne, Les J.  
Indiana University
34. Cudd, John F. Jr.  
North Carolina St. University
35. Darrow, Harriet D.  
Indiana St. University
36. Demitras, G. Claude, FSC  
La Salle College
37. Donnelly, Keitha C.  
Adelphi University
38. Donovan, Robert E.  
University of Dayton
39. Durnall, Edward J.  
University of New Hampshire
40. Ebbert, J. Marvin  
Indiana University

41. Eder, Sid  
Lewis & Clark College
42. Edwards, John L.  
Arizona State University
43. Ellis, Seth H.  
University of No. Carolina
44. Epps, Rozanne G.  
Virginia Commonwealth Univ.
45. Fore, Grace  
Drury College
46. Fox, Gregory R.  
University of Minnesota
47. Fuir, Rev. George R., S.J.  
Boston College
48. Gallagher, Phyllis J.  
Loyola University
49. Gilheany, John J.  
The Catholic Univ. of America
50. Glasenapp, Betty  
Rochester Inst. of Technology
51. Glockner, Marvin Jay  
C.W. Post Cen/Long Island Univ.
52. Grant, Margot  
McGill University
53. Graves, Linwood D.  
Atlanta University
54. Griffin, James M.  
Hampton Institute
55. Graham, Brooks G.  
University of N. Carolina
56. Griffith, Albert J.  
Our Lady of the Lake
57. Groeber, Max  
University of Richmond
58. Helms, L. C.  
Central Washington University
59. Henderson, Vivian  
Seton Hill College
60. Hickey, Marian E..Croft  
Trent University
61. Hofmann, Ronald R.  
Chemeketa Community College
62. Holderness, Catherine D.  
University of Nevada
63. Huffstutler, Ron  
East Texas State University
64. Johansen, Marjorie B.  
University of California
65. Johns, Gilbert R.  
The Colorado College
66. Johnson, Graham  
Howard University
67. Johnson, Jack K.  
Hamline University
68. Johnson, Ronald  
Texas Southern University
69. Johnston, William C.  
George Mason University
70. Kaup, Shekhar S.  
University of Maryland  
Eastern Shore Campus
71. Keese, Earl E.  
Middle Tennessee St. University
72. Kelly, Katherine Fuller  
The College of Charleston
73. Kelly, Sister Mary Beth  
Saint Mary College
74. King, Marianne  
Mundelein College
75. Kolb, Charles F.  
N. C. State University
76. Kredatus, Carl A. Jr.  
Trenton State College
77. Kujawski, Thomas A.  
Rutgers University
78. Lang, Melvin  
Walla Walla College
79. Lawrance, J. Stuart  
West Texas State University
80. Leffler, John H.  
Montclair State College
81. Lejoza, Richard  
University of New Mexico
82. Long, William F. E.  
The George Washington University
83. Lovell, O. E. Jr.  
Nicholls State University
84. Maestri, Walter S. III  
Loyola University
85. Mandville, Malachy  
Memorial University
86. Mapp, John A.  
Virginia Commonwealth Univ.
87. Mason, Geoffrey  
University of Victoria
88. Mauney, William M.  
Lenoir-Rhyne College
89. Mayberry, Claude  
Colgate University
90. Maynor, Waltz  
N. Carolina Central University

91. McCallum, Shirley  
University of Calgary
92. McCannon, Roger S.  
University of Minnesota
93. McCarthy, Marianne B.  
Trinity University
94. McCleary, Charles H.  
University of Lethbridge
95. McCluskey, Richard L.  
Southwestern Adventist College
96. McHugh, Edward  
Clarkson College of Technology
97. McKee, Paul R.  
Western Illinois University
98. McLeRoy, Thomas S.  
University of Wisconsin
99. McLoughlin, W. Matt  
The University of Connecticut
100. McMahan, Carole  
Woodsworth College
101. Melton, Howard B.  
Eastern New Mexico University
102. Merchant, A. R.  
Mary Washington College
103. Miller, Sister Joan Sue  
Saint Mary College
104. Monoski, John J.  
West Virginia Wesleyan College
105. Morris, John S.  
Colgate University
106. Murphy, Jennifer  
American University
107. Murtha, Rev. John F.  
Saint Vincent College
108. Nash, John  
Fitchburg State College
109. Neiser, Donald L.  
Elizabethtown College
110. Nelson, Michael H.  
Washington University
111. Nowotny, Franz  
Eastern Montana College
112. Noyes, Charles E.  
University of Mississippi
113. O'Connor, Peter  
Incarnate Word College
114. Oliver, William A.  
University of Maine
115. O'Shea, Thomas  
Syracuse University
116. Osterhaus, Leo B.  
St. Edward's University
117. Palladino, Joseph R.  
Framingham State College
118. Parrott, Richard B.  
Appalachian State University
119. Penn, John S.  
University of North Dakota
120. Perry, Percival  
Wake Forest University
121. Pettit, Joseph  
Georgetown University
122. Preiss, Elwood J.  
University of Texas
123. Pryor, Marilyn S.  
Washington University
124. Rehnke, Mary Ann  
Northern Kentucky University
125. Richards, Philip H.  
College of St. Scholastica
126. Rickes, Gregory J.  
State University of New York
127. Rigual, Antonio  
Our Lady of the Lake University
128. Roberts, A. H.  
Memorial University
129. Saimond, Paul A.  
State University of New York
130. Sam, Norman H.  
Lehigh University
131. Sankey, Robert W.  
University of Arizona
132. Sheerer, Anne E.  
Creighton University
133. Schmidt, Albert J.  
University of Bridgeport
134. Schminke, Clarence W.  
University of Oregon
135. Schneider, Richard  
Franklin & Marshall College
136. Scott, James N.  
Pacific Union College
137. Sesow, F. William  
University of Nebraska
138. Shanahan, Jean M.  
The University of Wisconsin
139. Shisler, John L.  
Ithaca College
140. Shontz, Charles J.  
Clarion State College

141. Simmons, Joe L.  
Jefferson City, Missouri 65101
142. Small, William U.  
University of Maine
143. Smith, Abbie  
Wichita State University
144. Soderberg, Margaret  
Eastern Illinois University
145. Stetson, Patricia C.  
University of Delaware
146. Stewart, Joseph V.  
Keene State College
147. Stokes, Gale  
Rice University
148. Stokes, John L.  
University of N. Carolina
149. Sullivan, Gerald J.  
Georgetown University
150. Sydnor, Edward B.  
Wofford College
151. Tarbet, Donald G.  
University of N. Carolina
152. Thomas, Shailer  
Illinois State University
153. Thompson, George H.  
Trinity University
154. Titus, H. Edwin  
Muskingum College
155. Tressler, Charles E.  
Hood College
156. Tyrrell, Frederick G.  
Elmhurst College
157. Valenzuela, Gabe  
Transylvania University
158. Van Ness, James S. (Jim)  
St. Lawrence University
159. Voigt, Francis  
Goddard College
160. Verrall, George L.  
Mississippi State University
161. Wallace, Donald G.  
Drake University
162. Walz, Orville C.  
Concordia Teachers College
163. Wardle, Ross  
Queen's University
164. Watt, Normal S.  
The University of British Columbia
165. Waugh, A. R.  
Woodsworth College
166. Welch, Donald J.  
Wofford College
167. White, Charles M.  
Portland State University
168. Wilson, Quelda M.  
University of California
169. Wolfe, Wayne  
University of Wisconsin
170. Wuerthele, David W.  
Springfield College
171. Wyckoff, D. Campbell  
Princeton Theological Seminary
172. Zeiss, George H.  
Southern Methodist University
173. Zuck, Roy B.  
Dallas Theological Seminary



APPENDIX I  
CONSTITUTION AND BYLAWS  
OF THE  
NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS  
(Amended at Carefree, Arizona, November 14, 1975)

ARTICLE I—*Name*

The name of this Association shall be The North American Association of Summer Sessions.

ARTICLE II—*Purpose*

The purpose of the organization shall be the development of summer session standards and programs. All activities of the Association shall be exclusively for educational purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code of 1954.

ARTICLE III—*Membership*

*Section 1.* Membership in the Association shall be institutional and individual.

- a) Institutional voting membership shall be open to colleges and universities having summer programs and which maintain accreditation by an appropriate accrediting authority accrediting institutions of higher learning.
- b) Individual non-voting membership shall be open to those who are not affiliated with an institution eligible for institutional membership but who have a professional interest in the purpose of the Association.

*Section 2.* Annual dues assessed to institutions and individuals shall be established by vote of the membership upon recommendation of the Administrative Council.

*Section 3.* New members shall be admitted in accordance with the procedure outline in the Bylaws.

*Section 4.* At its first annual meeting the membership of the organization shall be constituted of those institutions submitting declaration of an intention to fulfill the spirit of Article II of this Constitution. and payment of dues as established at the organization meeting to a *pro tem* Executive Committee approved at the organization meeting at Washington, D. C., April 27-28, 1964.

ARTICLE IV—*Representation*

*Section 1.* Each member institution shall receive one vote on any question before the Association.

*Section 2.* Although each institution may send as many delegates to the annual meeting as it deems consistent with the purpose of the Association, each institution shall be officially represented by the person responsible for the Summer Session program, or his designee.

ARTICLE V—*Administrative Organization*

*Section 1.* The Administrative Council is the governing body of the Association and shall consist of:

- a) The officers of the Association: President, President-elect, and Treasurer.
- b) One Vice President from each of the geographical areas designated as Association regions in the Bylaws.

- c) The immediate past President.
- d) The President, immediate past President, President-elect, and Treasurer shall constitute the Executive Committee of the Administrative Council.

*Section 2.* The Executive Committee is authorized to conduct the business of the organization between annual meetings. It shall fill *ad interim* vacancies in the organization.

*Section 3.* Upon dissolution of the Association, the Council shall provide for payment of all debts of the Association, then shall dispose of all remaining assets in a manner consistent with the purposes of an exempt organization within the meaning of section 501 (c) (3) of the Internal Revenue Code of 1954.

#### ARTICLE VI—*Meetings.*

*Section 1.* At least one meeting of the Association shall be held in each calendar year as determined by the Executive Committee. Ordinarily this meeting shall be held in conjunction with the Annual Conference of the Association.

*Section 2.* Special meetings of the Association may be called by the Executive Committee providing that six-weeks' notice is given to each member institution.

#### ARTICLE VII—*Amendments*

*Section 1.* Amendments may be voted on at any annual meeting, provided they are:

- a) Submitted to the Administrative Council in writing at least sixty (60) days before the annual meeting.
- b) Recommended by the Administrative Council for adoption of the annual meeting and circulated by the Council to the membership at least fifteen (15) days before the annual meeting.

*Section 2.* Amendments to this Constitution may be offered to the Association at any annual meeting. If accepted for action by majority vote of those in attendance, the amendments shall be voted on at the next annual meeting.

*Section 3.* Adoption of amendments shall be a two-thirds affirmative vote of the members in attendance at the annual meeting.

#### ARTICLE VIII—*Bylaws*

Bylaws may be enacted or amended at any regular meeting of the Association by a majority vote of member institutions in attendance at the meeting.

## BYLAWS

Amended at Williamsburg, Virginia, November 2, 1976

#### ARTICLE I

In all matters not covered by its Constitution and Bylaws, this Association shall be guided by Roberts Rules of Order Revised.

#### ARTICLE II—*New Members*

*Section 1.* Any college or university seeking membership in the North American Association of Summer Sessions shall apply in writing to the Secretary of the Association.

*Section 2.* The following criteria shall determine eligibility for membership:

- a) Accreditation by an appropriate accrediting authority accrediting institutions of higher education.
- b) Only non-profit institutions shall be accepted for membership.

*Section 3.* New members who meet the criteria referred to in Section 2 shall be accepted as members.

#### ARTICLE III—*Dues*

*Section 1.* The annual institutional and individual members' dues shall be designated by the Administrative Council. Payment of institutional dues shall establish voting eligibility at the annual meeting.

*Section 2.* Failure to pay annual dues prior to the opening of the annual business meeting shall result in removal of the institution from membership.

#### ARTICLE IV—*Powers and Duties of Officers*

*Section 1.* The President, or in his absence the President-elect, shall preside at all meetings of the Association and the Administrative Council and the Executive Committee. In addition, the President shall perform the duties customarily associated with the office of the President.

*Section 2.* The President-elect shall be the Annual Conference Program chairman.

*Section 3.* The Treasurer, after consulting with the Executive Secretary, shall prepare an annual budget for approval by the Executive Committee and the Administrative Council. In addition, the Treasurer will review all financial statements and financial audits of the Association and chair the Finance Committee.

*Section 4.* The Administrative Council, by a two-thirds vote of its membership, may authorize the Executive Committee to act in the name of the Council. Such authorization may be rescinded by a majority vote of the Council membership.

#### ARTICLE V—*Regions*

The following geographical regions are established for the purpose of providing regional representation of the Council and for such other purposes as may prove convenient.

##### NORTHWESTERN

Alaska, Idaho, Montana, Oregon, Washington, Wyoming and Provinces of Canada contiguous to these states or otherwise shortest distance.

##### SOUTHWESTERN

Arkansas, Oklahoma, New Mexico, Texas, Missouri and States of Mexico contiguous to these United States and the other Mexican States extending to the Southernmost national boundaries.

##### WESTERN

Arizona, California, Colorado, Guam, Hawaii, Nevada, Utah and States of Mexico contiguous to these United States and the other Mexican States extending to the Southernmost national boundaries.

##### WEST CENTRAL

Iowa, Kansas, Minnesota, Nebraska, North Dakota, South Dakota and Provinces of Canada contiguous to these states or otherwise shortest distance.

##### EAST CENTRAL

Illinois, Indiana, Kentucky, Michigan, Ohio, Wisconsin and Provinces of Canada contiguous to these states or otherwise shortest distance.

MIDDLE STATES

Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia and West Virginia.

NORTHEASTERN

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New York and Provinces of Canada contiguous to these states or otherwise shortest distance.

SOUTHEASTERN

Alabama, Canal Zone, Florida, Georgia, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virgin Islands.

ARTICLE VI—*Elections and Appointments*

*Section 1.* Administrative Council members shall hold the following terms of office: One year terms for the President, President-elect, and Immediate Past President; two year terms for the Treasurer and Regional Vice Presidents. *Ad interim* and *pro tem* appointments shall not apply. Nominations and elections for Northwestern, West Central, Middle States, and Southeastern Vice Presidents shall be held during even-numbered years, while those for Treasurer, and Southwestern, Western, East Central, and Northeastern Vice Presidents shall be held during odd-numbered years.

*Section 2.* At least six months prior to the annual meeting, the President shall appoint a Nominations and Elections Committee made up of five members, one of which will be named chairperson by the President. This Committee shall solicit nominations from the membership. This Committee shall nominate candidates, preferably two, to fill each office to be routinely vacated at the next annual meeting. In the event the President-elect is not able to succeed to the presidency, the Committee shall also nominate candidates for the office of President.

*Section 3.* The Nominations and Elections Committee shall provide for election by mail, by the membership of the Association, of the officers to take office at the next annual meeting. Ballots and biographical information should be mailed at least three months prior to the annual meeting with a return deadline date no later than thirty days prior to the annual meeting. Those elected shall be so notified in writing by the President at least two weeks prior to the annual meeting. Where more than two candidates are nominated for a given office, election shall be by a plurality vote. Regional Vice Presidents shall be elected by their constituents.

*Section 4.* No member of the Administrative Council shall serve more than two consecutive terms in the same capacity. *ad interim* and *pro tem* appointments shall not apply.

*Section 5.* Standing and *ad hoc* committees shall be appointed by the President with the approval of the Executive Committee.;

ARTICLE VII—*Quorum*;

A quorum shall consist of thirty percent of the member institutions represented at the annual meeting.;

ARTICLE VIII—*Executive Secretary*;

*Section 1.* The Association, through a recommendation by the Executive Committee with the approval of the Administrative Council, shall contract with a member institution to provide executive secretarial services.;

*Section 2.* The Executive Secretary shall be an *ex officio*, non-voting, member of this Executive Committee and the Administrative Council.;

*Section 3.* The responsibilities of the Executive Secretary shall be reviewed annually by the Executive Committee and approved by the Administrative Council.;

*Section 4.* The Executive Secretary shall report to the Executive Committee in the performance of duties.;

*Section 5.* An annual review of the Secretary shall be made by the Executive Committee and approved by the Administrative Council.;

