

Proceedings

31ST ANNUAL CONFERENCE
of the
NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

held at:
The Boston Park Plaza Hotel
Boston, Massachusetts
November 13-16, 1994

-0-

Host Institutions:
Emerson College
Simmons College
Tufts University



Volume 31

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Volume 31

North American Association of Summer Sessions

31st Annual Conference

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North American Association of Summer Sessions

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* * * * *

NAASS ASSOCIATION OFFICE

11728 Summerhaven Drive
St. Louis, Missouri 63146-5444

North American Association of Summer Sessions

o 1994 STANDING COMMITTEES o

CONFERENCE SITE SELECTION COMMITTEE

Responsible for encouraging NAASS members to extend invitations to host the Annual Conference, making every effort to move the Conference from region to region each year. Recommends to the membership those invitations deemed appropriate.

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David K. Miller University of North Carolina-Wilmington
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Responsible for eliciting from the members abstracts describing creative and innovative summer programming and determining winning submissions in credit, noncredit, and administrative areas.

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Louis R. Jensen Indiana State University
Nora Reynolds University of North Carolina-Greensboro
Karen H. Sibley Brown University

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Responsible for the establishment and review of the financial goals of the Association. Reviews the annual budget, conference budget, monitors annual expenditures, and makes recommendations pertaining to the Association's cash balances and investments.

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Karen L. Crawford University of California-Irvine

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Karon Sturdivant	Texas A & M University
Robert L. Trewatha	Southwest Missouri State University
Joanne Walker	Lehigh University
Alex R. Waugh	University of Toronto

GOVERNMENT RELATIONS COMMITTEE

Responsible for researching potential funding and support from the federal Government for summer sessions. The Committee works toward the goal of a joint project with the new administration (National Service Program) to develop a working model for community service training and helping summer sessions to optimize their facility usage by fostering a strong relationship with a variety of Government agencies.

Donna R. Bafundo	George Mason University
William T. Emrick	Alfred University
Valerie French	The American University
Donna Scarboro	The George Washington University

MEMBERSHIP COMMITTEE

Responsible for reviving former memberships which have lapsed, identifying additional colleges and universities as potential new members, and strives to recruit at least 25 new members each year.

Michael U. Nelson, <i>Chairperson</i>	Executive Secretary of NAASS
Charles N. Kaufman	North Central Regional Vice President
R. Clinton Parker	Appalachian State University
Donna Scarboro	Middle States Regional Vice President
Karen W. Skinner	Idaho State University
Christopher Weir	Northeastern Regional Vice President

NOMINATIONS AND ELECTIONS COMMITTEE

Responsible for soliciting nominations from the membership, nominating candidates to fill each office routinely vacated, and providing for election by mail of all Association officers, Regional Vice Presidents, and At-large members of the Administrative Council.

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John F. Cudd Jr.	North Carolina State University
Jack K. Johnson	University of Minnesota, Twin Cities
Thomas M. O'Shea	Syracuse University
K. Jil Warn	University of California-San Diego

PUBLICATIONS COMMITTEE

Established as a subcommittee of the Research Committee, the Publications Committee is responsible for refereeing and distributing creative writing and research on summer sessions in order to enhance the professionalism of our administrative field. Working in close coordination with the Research Committee, it seeks to provide a vehicle for sharing concerns, problems, and solutions.

Hazel W. Harris, <i>Chairperson</i>	Furman University
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Jack K. Johnson	University of Minnesota, Twin Cities
Megs Shea	SUNY at Stony Brook
Patricia P. Sine	Johns Hopkins University
John J. Young	University of North Carolina-Greensboro

RESEARCH COMMITTEE

Responsible for stimulating research proposals and recommending the allocation of funds to support approved research. Responsible for making recommendations for the constant improvement of the *Joint Statistical Report*.

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Lilieth H. Nelson	The University of the West Indies
Janet H. Stevenson	University of Western Ontario
Joyce F. Williams-Green	Virginia Polytechnic Institute & State University

o FIRST DAY o

Sunday, November 13, 1994

4:00 - 5:15 p.m.

Session "NOT-SO-NEW" ADMINISTRATORS' ROUNDTABLE

Moderator: James A. Brown, Lehigh University

Recorder: Alice Dionne, University of Northern Colorado

The following is a summary of this unstructured discussion session that covered a variety of topics important to those in attendance.

Jim Brown led the group in a discussion centering on budgetary issues and considerations in current summer session programs across the country. His introductory statements included (1) the feeling that we are all "scrounging materials" in light of budget shortages; (2) the perceived organizational "frustration, worry, unease" over the budgetary picture; (3) the impending "pressure to perform" financially; (4) the need for creativity to deal with the financial pressure to perform; (5) the difficulty of financial aid (a lack of) in summer and the concurrent increase in tuition, while summer faces a decrease in student funding; and (6) the need to save dollars, while spending less and making more money for the institution.

A lively discussion ensued, and the main points of the discussion were: (1) The "rage for decentralization" that seems to be sweeping the nation. (2) Downsizing, i.e., do more with the same number of staff and the same, or smaller, budget. (3) Multifunctionalism . . . only four of the 36 people in attendance were exclusively "summer" administrators. The remaining 32 have other responsibilities. (4) Many services are being cut in summer, including the library and student health, leading to summer students being seen as "second-class citizens" at the institution. (5) Growth factors are not being considered in budgets. Budgets are static, but to encourage growth we need to invest dollars. If we do not invest, enrollment flattens out. (6) Budget over-estimates by institutions make summer appear to be a "deficit criminal."

Budgets need to be accurately estimated. If they are not, summer administrators need to address the issue immediately by (1) opening their books to scrutiny; (2) involve faculty and departments, i.e., how much did their departments/faculty receive in summer dollars? (3) react early to budget estimates, in writing, to resolve any differences; (4) understand the difference between "budget" and "actual"; (5) share the 10-year history of "actuals," so your institution can see what summer made and what summer cost, not whether summer made the budget the institution established.

Another area of concern which emerged is heightened competition, including the dichotomy of the "save money/make money" controversy. One needs to spend money to make money. Tuition increases, but budgets don't necessarily increase. Only one program has decreased tuition which resulted in an 80% increase in enrollment. However, the faculty said it was a show

of "poor quality" if tuition was lowered.

The rules may have to change; the need for long-term planning is critical. Not all pressures are bad. Some may result in better customer service, especially for part-time students. They may also result in accessibility/physical access, administrative access, price access.

Communication issues are also critical. How do you, as a summer session administrator, get your information? How are the relationships defined among different units of your institution? What is the "culture" of your institution? Do you know it? Do you know how it affects decision making? What are your institution's "traditions" that affect how you *can* do business?

Summer session administrators need to be seen as educators within their institutions. Success is when you are accused of being the tail that wags the dog.

Joint programming, i.e., cooperative programming between institutions can enhance programs, especially with regard to distance education. The costs of doing business in distance education are phenomenal; equipment can be shared. Distance education is seen as the "joker in the deck." Use of electronic equipment to conserve resources is being pushed by institutions, but the initial investment cost is tremendous. Can we share resources to provide better education across institutions?

Course selection and faculty selection criteria need to be established. What are your institution's criteria? The discussion of criteria and factors included: (1) large enrollments, (2) provision of a balance of courses, (3) caps in courses (can they be increased while maintaining quality?), (4) the need to balance enrollments across the departments and across the campus, and (5) what incentives can be used to attract quality faculty?

Do top-quality faculty really draw in more students? It is not a given; it depends on the subject matter. However, special faculty with special programs, e.g. study travel, are unique. The success of certain special programs is entirely dependent upon the faculty person who makes or breaks it. Also, certain faculty are more relevant to graduate programs.

What incentives does your institution provide to faculty, departments? What portions of summer income go directly to individual faculty or departments? Faculty, generally, want a "piece of the action." Public institutions have to make dollars to return to the institution. Public institutions now operate more like private institutions in this regard. If an incentive system works, one gives away some of the power, but also gains much in good feedback and enhanced working relationships with faculty and departments. If you cannot give direct incentives, can you set up a fund to purchase equipment for faculty or departments, to pay for leased space, or to provide for special services?

Variable tuition in summer was also discussed. Few institutions offer a discounted summer tuition. Those who do, however, have found it useful to draw non-matriculated students to their institutions. Marketing to these students needs to differ from traditional student marketing.

The roundtable discussion provided a variety of interesting insights for the participants. Budgets and enrollments are intertwined, and centralization vs. decentralization is currently a nationwide issue. There are a variety of ways available to combat some of these persistent and perplexing issues.

o CONCURRENT SESSIONS o

SECOND DAY: Monday, November 14, 1994

10:15 - 11:30 a.m.

Session 1 RESEARCH METHODS:

FORECASTING THE SUMMER SESSION

Moderator: Ronald L. Wasserstein, Washburn University of Topeka

Presenters: Sharon E. Alexander, University of Montana
Dale E. Bower, SUNY-College of Technology at Canton
Hilda Grossman, University of Hartford

Recorder: Robert L. Trewatha, Southwest Missouri State University

The session focused on making enrollment projections and establishing procedures for summer session planning, which are essential for summer session management. The first presentation, by Hilda Grossman, dealt with development of a forecasting model. The presentation by Sharon Alexander emphasized the need to develop statistical reports over time, in order to determine better how funds should be expended to improve performance in optimizing revenues, reducing instructional expenses, and increasing credit-hour production. The third presentation, by Dale Bower, set forth five procedural activities that must occur in planning summer sessions.

Hilda Grossman

Forecast Model: The model was developed for an independent educational institution with a student population of 8,000. Prior to 1991, projecting student credit hours was not a problem, since each year represented an increase over previous years. In 1991, the situation changed with a downturn in enrollment and credit hours. Thus, the need for a forecasting model became essential for predicting enrollments.

Variables for the model are based upon fall semester credit hours by (1) part-time and full-time University of Hartford students and (2) non-University students (those who do not go to the University in the fall or spring, but live in the area). By determining the percentage of summer school credit hours to fall credit hours over a two-year period by categories, an average percentage can be used as a multiplier to forecast the upcoming summer credit hours based on fall semester hours. The model:

1. Undergraduate full-time credit hours (UG/FT) multiplier:
(Fall 91 divided by Summer 92 + Fall 92 divided by Summer 93) divided by 2 = Multiplier
2. Undergraduate part-time credit hours (UG/PT) multiplier:
(Fall 91 divided by Summer 92 + Fall 92 divided by Summer 93) divided by 2 = Multiplier
3. Graduate full-time credit hours (G/FT): Same as above.
4. Graduate part-time credit hours (G/PT): Same as above.

5. Average non-University summer credit hours:

(92 + 93 summer non-University of Hartford student credit hours) divided by 2

Thus: Fall 93 UG/FT times "a" + Fall 93 UG/PT times "b" + Fall 93 G/FT times "c" + Fall 93 G/PT times "d" + "e" = Summer forecast.

The forecast is not used to project credit-hour production by departments. This is something that could possibly be part of the model as it is expanded. In addition, more needs to be known about what people like and dislike about summer school to make the model more reliable.

Sharon E. Alexander

Maintenance of Statistical Profiles: To have a successful summer program it is necessary to maintain statistical profiles for two major summer session variables: state, budget-supported courses and self-supported courses. In order to have comparative information for good decision-making purposes, data need to be collected by year--in terms of such items as credit hours produced, student full-time equivalency, number of courses offered, number of credit hours taught, revenues, and expenditures. Having an appropriate data-collection system is essential in university environments that have, or are experiencing, changes in administration, students, and financing.

As an illustration of change, the University of Montana is in transition. The University has a new president, but it does not have a strong historical direction/mission. Located in the fourth largest state in the United States, with a population of 800,000, the University has a diverse student population that represents 70 percent of the 10,000 FTEs while the remainder (30 percent) are traditional continuing students.

With a new president, the University's vision has been expanded, targeting national and international audiences. Given the State's current population, there needs to be an awareness of new markets that would find the University's programs attractive. Other changes at the University include

1. A move to the semester system;
2. A change in faculty salaries;
3. Variability in summer enrollments, particularly a downturn in 1993;
4. Resistance by the administration to shift to more self-supporting courses; and
5. A reduction in State funding.

Consequently, all of the above factors are variables impacting on summer session enrollments and credit hours.

Armed with a more complete set of statistical profiles, the University was able to plan the 1994 Summer Session with more confidence and evidence to support new strategies. Some of the new directions implemented were

1. Provide classes to non-traditional students;
2. Encourage the adoption of more self-supporting courses;
3. Establish an advisory committee to help set guides in returning surpluses to the colleges;
4. Offer a broad array of classes;

5. Emphasize a centralized partnership among all parties; and
6. Engage faculty participation in planning summer sessions, particularly with new, enhanced summer salaries for faculty.

Although other decisions were implemented, the above changes could be supported by statistical evidence and resulted in increased enrollments and credit-hour production in 1994. Many questions exist about establishing a vibrant summer session, but the first step is to have a meaningful, comparative, statistical data base from which sound decisions can be made.

Dale E. Bower

Essential Procedures in Planning Summer Sessions: Summer School directors are faced with many questions, such as which courses do students demand, which courses do students often fail, do incentives create more credit hours, what is the composition of the student population in the summer, are self-support courses more effective than state-budget funding of courses, etc.? To help answer these types of questions and to provide a sound foundation in forecasting the summer session, Dale Bower presented five essential procedures needed to plan summer sessions.

1. Develop a calendar for preparing the summer session course schedule. The calendar should begin when summer session planning packets will be sent to deans and end with the conclusion of the summer term.
2. The second procedural document needed is the summer session planning guide. Guidelines are provided in scheduling the length of classes, the time of classes, and course offerings; establishing course minimums/maximums; specifying credit outreach-/extension-funded courses; specifying rates of pay; and assessing established objectives.
3. Utilize the previous summer session student survey and a thorough analysis of the data collected. This becomes one of the best techniques in predicting student needs. It also helps in identifying the market, student demographics, and marketing appeals to students. A fall semester student survey is also available in planning summer courses.
4. Have a mechanism to record course and budget proposals. This form can be used to show courses, credits, start/end dates, time/day of course, instructor, percentage of full-time employment, and instructional costs by college and department.
5. Maintain a detailed cost analysis and budget allocations. This activity should be divided so that separate records are available for self-support courses and state budget funding.

These five procedures are not only useful in answering questions noted above, but they can be helpful in determining the success of new courses and overcoming financial emergencies when budgets are reduced.

* * * * *

Session 2 RESTRUCTURING THE SUMMER SESSION

Moderator: Helen B. Warren, The Pennsylvania State University

Presenters: Donna R. Bafundo, George Mason University

K. Lloyd Carswell, University of Alberta

Alton L. Taylor, University of Virginia

Recorder: Debbie Bird, Oregon State University

Alton L. Taylor

A joint legislative committee directed each public college and university to study the restructuring of their institutions. Summer Session was part of the directive for study. A committee, charged by the vice-president and provost, was formed to determine: (1) Is it feasible to decentralize Summer Session administration? and (2) is it feasible to establish the Summer Session as a third semester? The committee considered these issues and concluded as follows:

1. *It is important that the central administration decide what the purpose is for summer session.* If the purpose is to save money, then don't decentralize--it will not save money to decentralize the summer session administration. If the purpose is to improve academic quality, then decentralization, by itself, will not improve the quality of the summer offerings. Extra resources will be needed to recruit regular resident faculty to summer teaching and to diversify the number of upper-division courses that should be offered.
2. *Is the purpose to help accelerate degree program completion?* If so, there is a need to offer more upper-level courses that integrate more with the academic year. More department and faculty control would be required and the costs would be much greater.
3. *Third semester option.* This will be a very expensive option for students, parents, and the University. The course offerings and faculty mix should be similar to the academic year, with schools and departments in total control of the academic programs during the term.

The committee report is presently under study by the vice-president and provost.

Renate Hennigan

George Mason University is restructuring its Summer Term in order to move the entire University in the direction of a 12-month calendar. It will allow students to spread their careers out over the year or graduate early. It also gets at the program needs of the students.

A task force was created with a charge to examine the mission statement and functions of the summer session on an annualized basis, looking for a management model to get away from centrally controlled administration.

"The mission of the Summer Term is to work cooperatively with academic units to initiate, develop, and deliver credit courses and academically based programs that extend learning opportunities beyond traditional academic year time frames and formats. The Summer Term seeks to fulfill its mission by organizing and

supporting credit courses and academic credit programs that conform to the quality standards, enrollment targets, and market areas established by the University."

Eighty percent of George Mason's summer enrollment are students already matriculated in the University. They feel that they have reached the opportune level of maturity, passing control to the deans to improve quality and compatibility with the regular academic year. Scheduling on a year-round basis, and processing the students in the same manner as the academic year, provides better flexibility for the student.

George Mason's summer enrollment is 9,000; one-fourth of this total are married with families. One-eighth of the undergraduates are married with families; the average age of undergraduates is 24.3, with 27.4 being the overall average age. Eighty percent work and 50 percent of the undergraduates live on campus and work off campus. For twenty-five percent of the students, English is their language. We recognize the diversity of our student population and are attempting to accommodate their needs.

The emphasis was on streamlining the academic process for summer session by trying to adjust to the changing student. Working full-time and coming to school requires flexibility both in scheduling and student processing. The task force made recommendations to incorporate certain aspects of the Summer Term into the academic year.

- o Program and Schedule Development were moved to the Registrar's Office.
- o Enrollment Management and Financial Planning/Management will remain centralized with separate budgets from the academic year. Funds are to be allocated by FTE. The balance of unexpended funds are to be returned to the academic units. This creates better unit enrollment management for student course demands.
- o Enrollment Services and Public Service/Student Inquiries were given to Admissions and the Registrar, who do the same for the academic year.
- o Promotion had been a modest effort with limited funds, using public service announcements and some target marketing. Promotion will go to the Admissions Office to recruit for summer session in addition to the academic year.
- o Survey Research/Data Analysis remain centrally located.
- o The Office Management position ceases to exist.

The above recommendations would streamline the process for the student, eliminating the need to reeducate the student to a separate summer session entity. Applying the budget management to the academic year---schools that meet enrollment projections would retain unexpended funds.

These recommendations saved an FTE and decreased administrative costs. Principles of the restructuring provide for

1. Scheduling emphasis for three semesters: Fall for the new students, Spring emphasizing graduation, and Summer as the experimental time, using nontraditional techniques;
2. Funding on an annualized basis. Keeping University services open and accessible for 12 months, e.g. the library, food service, providing the complete campus environment in the summer; and
3. Regaining lost markets.

We are currently working on an earlier schedule than ever before, and people are excited. Instead of teaching what faculty want to teach, we are teaching what students want to take.

Questions and Answers

Question: Have you noticed an increased load on faculty?

Answer: There is no change yet, because it's still a separate budget (nine-month and Summer Session). We are still looking at 12-month faculty budgets for any changes.

Question: Where do you get your student input on course needs?

Answer: George Mason uses an interactive voice-mail registration and survey. It keeps track of all course and time requests. Summer Session then provides this information to departments.

Question: What about 12-month financial aid?

Answer: They are looking into it.

K. Lloyd Carswell

"Restructuring . . . the theme song of the 90s." What is the motivation behind restructuring? Political? Necessary? Someone's personal agenda? Are the restructuring ideas discussed with those it will affect?

As outside funds dry up "they" are looking internally for money. The University of Alberta has a full-time enrollment of 30,000, with Summer Session enrolling 11,000 (75% being continuing students). Summer Session enrollment is increasing all the time. From not being noticed at all, we are now being *too* noticed.

The restructuring decision process spanned a four-year period with two documents: a 1991 report and a 1994 report, *Quality First*, (often referred to as *Quality Last* according to those who were not included in the discussions).

Summer Session moving into the Registrar's operation; centralization vs. decentralization; Registrar's Office absorbs positions; organization/planning goes to the departments. There is a fear that this will create planning that is too departmentalized and not interdisciplinary. The Summer Session tries to cross the departmental boundaries, and this recommendation for restructuring would not address that.

There are dangers in the restructuring proposal:

- o It has not been thought out thoroughly;
- o Parties involved were not consulted; and
- o The Summer Session is put on hold.

The Registrar and Summer Session will work together cooperatively.

Other hazards faced by the University of Alberta: presidential changes and a whole new administration to report to. Two or three years ago, there was very little talk about restructuring. Now it is the main topic of concern. Lloyd advises, "Don't be complacent, be aware. Change is not wrong, but what are the reasons for change?"

Questions and Answers

Question: Will you share the political reasons?

Answer: The Registrar stated that this was not something he had planned or coveted, but Lloyd feels otherwise. The Registrar had always thought that the Summer Session and the Registrar's Office should be combined. The latter would gain four to five positions.

Question: Who do you feel authored the *Quality First* document?

Answer: The President, feeling that "visiting administrators" make decisions, the outcomes of which they won't be around to face.

Question: How do the faculty accept this restructuring?

Answer: Not yet addressed.

Question: Is continuing education decentralized to the department level?

Answer: They are giving away coordination.

Nationally, we (Summer Session) are becoming the targets of restructuring from higher administrators who have not done research on how we work. We must document what the consequences will be. Contact with those who have been affected by restructuring is valuable. We need better collection and dissemination of data on this issue. It was suggested, and Les Coyne (Indiana University) agreed to put together a resource packet addressing the issue of restructuring.

* * * * *

Session 3 SQUEEZING CREATIVITY OUT OF FACULTY

Moderator: Larry G. Cobb, San Diego State University

Presenter: Raymond R. Lagesse, SUNY-College at Geneseo

Recorder: Dennis M. Edwards, University of Alaska Anchorage

Faculty creativity for summer session programming is a potential that can be harnessed, but it should not be taken for granted. Six focus areas or categories that incorporate various forms of faculty creativity were identified. These characteristics provide a guide for categorizing creative summer session programs. These six types with their characteristics are:

1. **Personal interest projects** - initiated by faculty; highly motivated; faculty have expansive knowledge of project content; faculty ignorant of administrative details; intimate (viz., small enrollments).
2. **Collaborations among faculty, or with summer sessions, or with outside agencies** - the whole becomes greater than the sum of the parts; can involve interdisciplinary contacts; assume a "festival" flavor; bridges traditional academic barriers.
3. **Summer session initiated projects** - offers a sense of security; open-ended to expansion or modification; modular in structure.
4. **Workshops, institutes, or experimental programs** - budget flexibility; scheduling flexibility; responsiveness to needs; more compact time; can get beyond system limitations; experimental.
5. **Incentive ventures** - internal funding; external funding; grant writing; addresses specific themes or programming.
6. **Marketing assistance** - provides assistance beyond resources of faculty; consolidates advertising; increases marketing effectiveness; contains costs.

While these focus areas are not necessarily mutually exclusive, they can serve as an overall framework for classifying types of creativity.

A second dimension for consideration are the positive and negative incentives created by the program for both the faculty and the summer session office. When incorporated into the six categories above, it provides an overall framework for analysis of creative programs.

Case study examples for each category were considered within the proposed structure. As a result of the analysis, several principles related to the development of creative programs emerged. These included:

1. Stay flexible. Expect surprises when dealing with creative people.
2. Develop the art of the "smooze." Talk up your interest in sponsoring creative programs, since you never know where the seed will grow.
3. Don't overlook possible grant funding. Many agencies welcome direct contacts from people with creative program ideas.
4. Expect creative people to need administrative help. Be prepared to follow up with them in developing the program. A packet on how to put special programs in place can be helpful.
5. Build incentives for the faculty into the program. This helps maintain their interest. Incentives can go beyond salary; supplements to operating budgets, the purchase of equipment or software, etc., are successful incentives to faculty.
6. Success breeds success. Good creative programs stimulate other creative programs.

* * * * *

Session 4 ADVERTISING: IF ONLY HALF OF IT WORKS, WHY DO IT?

Moderator: Paul Aizley, University of Nevada-Las Vegas

Presenter: Christopher Weir, Emerson College

Recorder: Bill Kops, University of Manitoba

The session opened with an introduction to four key issues of marketing or "All You Need to Know About Marketing": (1) the prospect - who are the individuals that we are trying to interest in our programs? (2) the problem - what are their needs and how to respond to them? (3) the product - how does our product or service solve the problem or serve the need? (4) break the boredom barrier - how do we get our message through to potential customers?

Focusing more specifically on advertising, Chris identified how advertising works. Over time, advertising does three things: (1) creates awareness, (2) gains response to the product, i.e., requests for catalogues, and (3) promotes usage or enrollments in our programs. To help better understand the process of advertising, the Shannon Weaver Communications Model was introduced, and it indicated that noise of various kinds can interfere with our efforts to communicate through advertising. If advertising has limited payoff, then why do it? Chris suggested that there are four main reasons: (1) it is a good screening device for prospects, (2) it generates catalogue requests, (3) everybody else does it, and (4) the half that works really works well. In other words, summer session cannot afford not to advertise.

Advertising needs to be part of an overall marketing plan that is clearly

articulated in writing. This plan should include a number of components: (1) background, including data on the prospect, problem, and product; (2) the problem--an assessment of need; (3) objectives--what do you want to do/accomplish; (4) strategies and tactics for achieving the objectives; (5) a communication plan and flow chart; (6) a budget outlining both expenses and anticipated revenues; and (7) an evaluation plan--how is the success of the plan to be assessed?

In developing integrated marketing communication, two things can be assumed: (1) the only difference in a product or service is what you say about it, and (2) consider all the ways of getting a message to the customer, including media advertising, public relations, promotion, and direct marketing. Each of these channels has a set of characteristics that must be considered in the advertising decision.

Media Advertising reaches out to a broad audience, can be used frequently, is low cost per contact, and potentially conveys a good image. On the downside, it may be costly overall and result in considerable "slippage," e.g., many who read the newspaper are not potential customers.

Public Relations can be available at no cost, has relatively high believability/prestige, and provides for more detailed messages. The problem with this form of marketing/communication is the control, i.e., the message is controlled by the reporter with the result that information may not be reported as intended. Nonetheless, newspapers, especially weekly newspapers, need "filler." Chris' advice is to take advantage of this free advertising.

Promotion offers the opportunity to use price incentives and to provide other incentives to frequent users of programs. For example, NYU offered summer students dormitory rates as an incentive to live in New York cheaply while attending summer classes; other universities offer registration discounts of various types. Another form of promotion, posters, provides timeliness in marketing communication.

Direct Marketing efforts, such as brochures, have the advantage of targeting a market and increasing the likelihood of positive response to your marketing efforts. In using direct marketing, the medium is the message insofar as the marketing piece carries as much of the message as the actual content of the program(s) advertised.

Chris emphasized the importance of "positioning" in marketing communication, whereby three activities are tied together--what you say + what the customers need or want + what you offer. In planning advertising, it is important to develop separate strategies for each stated objective. For example, if the objective is to recruit students from other universities to your programs, then the strategy might be to use selected college newspapers and posters; if the objective is to recruit non-matriculated students, then local newspapers, radio, and cable TV might be more appropriate.

In closing, Chris offered several basic rules of advertising.

- o Follow your plan and don't deviate from the written marketing plan;
- o Address the customer's need, not your own problem (or your view of the problem);
- o Beware of "Uncle Mike's" syndrome--whereby any changes in an advertisement require the approval of everyone who reviews it;
- o Get them to request your catalogue;

- o Frequency, frequency, frequency--a sustained effort has the greatest potential payoff; and
- o Measure your results.

The one guiding principle in advertising and marketing that we all should remember is, "A good concept badly executed is better than a bad concept beautifully executed." The session ended with a question-and-answer period, along with some additional comments by Chris.

Question: How do you view the practice of advertising in the newspapers of other universities?

Answer: It is OK to do, but keep it honest, ethical, and legal.

Question: What constitutes ethics in advertising?

Answer: Two basic rules of ethics in advertising are--tell the truth and don't advertise what you cannot deliver.

Question: What about the use of negative advertisements?

Answer: They are not a good idea.

Question: What about advertisements where you are competing with other universities and colleges that are offering the same product?

Answer: Know your product inside and out. Promote those things that differentiate your product from the competition, e.g., air-conditioned classrooms or lighted, safe parking.

Question: Is there a difference between advertising continuing education programs and credit programs?

Answer: It is not a problem. Simply use differing advertising strategies (and media). The important issue is knowing your audience and helping them solve their problem/meet their needs.

Question: Is it OK to advertise in a medium being used by your competitors?

Answer: Yes, competition is good in advertising. In addition, you may consider using advertising supplements that share goods. This type of common advertising can increase market share generally for summer programs, while at the same time increasing market share for individual institutions. The result is that everyone gains.

Question: How can you measure the effectiveness of advertising?

Answer: There are several ways: determine where students come from, track each call (simply using a check-off type phone answer pad), collect information from application forms.

Question: Can computer networks be used to promote programs?

Answer: Yes. It is worth considering having the summer session calendar available in the Internet or by Fax.

Question: When is the best time to send out the summer session brochure?

Answer: It depends on who is to receive the information, and when they need it.

Question: Which is more effective, a glossy brochure or basic information?

Answer: It depends on the market. If the market is your own students, then a nonglossy, basic information piece may be suitable; however, if you are attempting to recruit students from outside your university, you may want to build an image that suggests that a glossy brochure may be most appropriate.

o SECOND PLENARY SESSION o

"On the Cutting Edge--Summer Sessions
and Diversity Initiatives in Higher Education"

Monday, November 14, 1994

A presentation by James B. Stewart
Vice-Provost for Educational Equity
The Pennsylvania State University

Diversity issues, broadly defined, have shaped our collective past, continually bombard our present lives, and will magnify in significance as demographic changes unfold. Those participants who visited Salem on Saturday were presented with a stark reminder of the historical significance of diversity and the potential catastrophes associated with the failure to cultivate an appreciation of diversity. At its core, the Salem witchcraft episode stemmed from a lack of appreciation of diversity as manifested in racial, religious, gender, class, and age differences.

While time does not permit me to elaborate on this interpretation of history, let me connect it with the present. There are at least two practicing witches who are undergraduate students at Penn State who are currently experiencing harassment in the residence halls. Thus the same fears and misinformation that existed in the late 1600s persist.

These fears tend to be projected onto more obvious targets today, particularly domestic racial minorities, immigrants, and individuals with a homosexual or bisexual orientation. In point of fact, the most pervasive and violent hate behavior on my campus is currently directed at gay persons. One of the accomplishments that I am most satisfied with, in my capacity as vice-provost for educational equity, has been my ability to become as assertive an advocate for lesbian, gay, and bisexual members of our community as I am for African Americans, a group that might be considered to be my natural constituency. In a similar vein, my plea to you today is to extend your traditional advocacy for summer sessions in general to encompass an equally fervent advocacy for a critical and special role for diversity programming, not only during the summer sessions, but generally throughout your institution.

John Guy Fowlkes observed in 1967 that . . .

"The American university in summer can be a muddle of unresolved functions and policies, or it can be a model, daring to present, establish, and maintain new arrangements--for students on the one hand and faculty on the other--which, upon observation, will be adapted and adopted for the rest of the year."

The thesis that I want to explore with you this afternoon is that by focusing a substantial portion of their energies on addressing diversity and multicultural issues, summer session deans and directors can provide models for those institutions caught in the muddle created, in part, by the impending demographic realities of the 21st century. Assumption of this

role, I will argue, can be facilitated by restructuring some of the approaches to summer programming that characterized the early years of the modern summer session. This is my connection to the portion of the conference theme that references "Lessons of the Past." Conversely, I will maintain that progress will also require modification of some of the approaches currently in vogue. This is my connection to the other portion of the conference theme, i.e., "Vision of the Future."

I pursue this line of argumentation by first reviewing selected aspects of how diversity issues have been addressed in summer sessions programming early in this century. I then critique some of the ways in which early approaches have been transformed through what I see as an adherence to an increasingly obsolete diversity paradigm. I then offer an alternative paradigm, supported by concrete examples from my own institution. Aside from the direct benefits accruing to institutions and students, I suggest that focusing increased attention on diversity programming can enhance the overall status of summer sessions by catalyzing stronger connections to both academic and operational offices.

As a point of departure, to provide a common frame of reference for understanding what I mean by the term "diversity," let me offer three conceptions: (1) valuing diversity, (2) managing diversity, and (3) the synergistic relationship between diversity and excellence.

A useful perspective on valuing diversity is contained in the document *Three Realities, Minority Life in the United States*, an outcome of the ACE Business Higher Education Forum (1990). In this document it is suggested that "As America embarks on its third century, diversity remains its greatest strength. But it will nourish us only if we bring all elements of society together, creating one from many. Diversity is thus not just a fact of history; it remains an obligation of the future."

The concept of managing diversity has been succinctly described by Roosevelt Thomas in a 1990 issue of the *Harvard Business Review*: "Managing diversity does not mean controlling or containing diversity, it means enabling each individual to perform to his or her potential . . . Learning to manage diversity is a change process, and the managers involved are change agents."

My institution continues to explore ways of communicating to skeptical constituents that diversity and excellence are complementary. In one of our strategic planning documents the synergy is expressed in the following terms: "Diversity is a celebration of differences and an appreciation of the bonds that unite all people. Experiencing diversity is a component of a quality educational experience; to achieve excellence it also imperative to achieve diversity."

It is important to present these various conceptions at the outset so that we can avoid the general tendency to equate discussions related to diversity to an affirmative action approach that is concerned only with issues of numerical representation.

According to Clarence Schoenfeld and Donald Zillman (1967), by 1910, despite variation in the five hundred or so summer term sessions operating in institutions of higher education, there were generally three classificatory schemes into which activities could be described. These classifications, namely public service, research, and regular teaching, are the very same

missions that currently provide the template for the university as a whole as we approach the 21st century. It is this basic overlap of missions that has enabled and, as I will argue, currently enables summer sessions to serve as the locus of creative programming generally, and specifically related to diversity.

In 1932, in a pamphlet entitled "Summer Educational Opportunities, Novel Features of University and College Summer Sessions," Ella Ratcliffe wrote:

"The summer campus of the college and university is more and more becoming a center for activities that depart from the earlier concept of summer school work. No longer do a few courses, which prepare for different grades of teachers' certificates and assist students to make up back work, constitute the essential parts of the programs of summer sessions.

"Courses are now offered in nearly all departments of the institutions and are designed for students representing all grades of academic achievement. Courses are available for undergraduate and graduate college students, for high-school students preparing for college entrance, for teachers, for superintendents and principals, for college professors and administrators, for college alumni, for mature men and women taking college work merely for its cultural value, and for persons adding to their training for special fields of industry. In addition, new curricula and experiments of various kinds that can not be undertaken during the regular school year are tried out in the summer school. Furthermore, institutions are constantly striving to make the sessions attractive to an increasing number and variety of students."

The trends cited by Ratcliffe were not limited to a few elite colleges and universities. Ratcliffe identified programs from over 140 institutions to document her summary observations. And the students who benefited from the dramatic growth in summer programming were not only diversified by age and occupation, but by gender and race as well.

The colleges and universities highlighted by Ratcliffe included a number of women's colleges and historically Black institutions. The types of programs offered by some of these schools are of special interest, because they help provide a frame of reference for examining the potential for enriching contemporary approaches to summer programming by building on this early legacy.

As an example, Hampton Normal and Agricultural Institute displayed an early commitment to cross-cultural learning via tours to the Holy Land and to Europe, designed for those interested in studying Bible history and the history of the Near East. The tours were open to anyone, although they were primarily intended for teachers and students and offered college credit. Is there a lesson for those who are involved in efforts to increase the representation of students of color in summer study abroad? Perhaps so.

Bryn Mawr provided an interesting example of efforts to meet the particular needs of women. Ella Ratcliffe described a program that provided young female industrial workers with an opportunity to study liberal subjects. The goal of this program was to create more sophisticated workers who were sufficiently knowledgeable to take an active interest in the larger

patterns of economic transformation that were underway. A comparable economic transformation is underway today, and again the status of women in the work force is changing dramatically--but are institutions of higher education responding aggressively to these changes through imaginative and targeted summer programs?

The 1931 Bryn Mawr program included a trip to the nearby steel mills, a trade party that dramatized the unemployment situation in the various trades, and an international peace festival consisting of a pageant of nations and a program of folk songs and folk dances. This element can be seen as an early example of the "valuing diversity" approach that I described earlier.

Women's colleges also provide early examples of summer institutes focusing on topics like international relations, public health and social relations, and writers' conferences. Morehouse, Spelman, Atlanta University (all HBCUs), and the Atlanta School of Social Work provided one of the earliest examples of inter-institutional cooperation.

One of the lessons emerging from these examples is that beneath the wide diversity of types of summer programming that have existed since the early part of this century, institutions with a mission to serve particular populations have approached "diversity" programming in a way that encompassed the entire range of non-summer activities. The upshot of this synergy was a higher probability of achieving symbiotic interweaving of summer session "diversity" programming with non-summer offerings and activities.

This approach can be usefully contrasted to the way in which diversity issues have been addressed more recently at traditionally white institutions. Remember first that the increased attention devoted to these issues did not arise from an organic, evolutionary expansion of the traditional institutional mission. Rather, institutions were forced by shifts in enrollment patterns and Federal legislation precipitated by the Civil Rights movement to open their doors to new populations. One of the outcomes of this process was the declining popularity of single-sex and historically Black institutions. But although traditionally white institutions began to attract increasing numbers of former constituents of specialized institutions, they did not adopt the approaches to serving these populations that had been employed in the more specialized institutions.

Instead, in most traditionally white institutions the "new" populations were generally viewed as "less qualified" than traditional constituencies. Not surprisingly, this perspective motivated a remedial approach to programming. This approach is one manifestation of what is often described as a non-discrimination or affirmative action approach to diversity, in which the emphasis is on changing the student to fit the institution and the compartmentalization of students into a separate environment with a stand-alone curriculum, support staff, and co-curricular support structure until a certain "readiness" was achieved. As a consequence, little institutional transformation results from the increased representational diversity. Obviously, this approach is not consistent with any of the three conceptions of diversity outlined earlier.

What is most important for present purposes, however, is that the task of delivering this programming package often fell disproportionately on summer sessions. Evidence of this pattern is provided, for example, by the

book edited by Kurt Lauridsen and Carmel Myers entitled *Summer Programs for Unprepared Freshmen*, published in 1982 by Jossey-Bass. The assumption of default responsibility for a critical dimension of institution-wide diversity programming served to reinforce the existing tendencies that generate artificial separations between summer sessions offices and the non-summer functions.

Since 1982, when *Summer Programs for Underprepared Freshmen* was published, summer diversity programs reflecting a remedial motif have multiplied almost exponentially. These are by far the most prevalent types of diversity programming found in either summer sessions or non-summer operations of traditionally white institutions of higher education. Such programs, of course, play an important role in increasing access, but if this is the only game in the institutional town, then many opportunities to enrich the educational experiences of all students consistent with the conceptions of diversity outlined at the beginning of this presentation are being squandered.

A fundamental paradigm shift will be required to design meaningful alternatives to the existing approach. To catalyze such a shift in mind set requires at least three interconnected developments. First, information about general programming options beyond traditional, remedially focused recruitment and retention programs must be widely disseminated throughout the institution.

Second, a mechanism needs to be in place to solicit and develop program ideas and determine logistical feasibility. This is an area where original approaches to diversity programming can be effectively resurrected. The renewed popularity of single-sex and historically Black institutions, along with the new popularity of Hispanic-serving institutions, create ripe opportunities for mutually beneficial partnerships. Such partnerships can not only help diversify the summer session clientele, but also introduce new imaginative programming possibilities. Summer session directors should not be deterred by perceptions that there is limited in-house expertise to address diversity issues. In addition, many professional organizations with primarily minority and women constituents constitute untapped markets in terms of summer conferences. As an example, I currently serve as president of the National Economic Association, the professional organization representing economists of African descent. We are currently exploring the establishment of an annual summer conference. The most likely venue for such gatherings will be college campuses. Hence, an opportunity to add diversity to some institution's summer programing.

The third and most important aspect of the paradigm shift, however, is to begin to conceptualize diversity initiatives as a critical dimension of the basic mission of summer sessions. Such a mind set will enable the diversity initiatives to serve as a lever for strengthening the general linkages between summer and non-summer session functions, while helping to operationalize a stronger institution-wide commitment to diversity.

I want to address each of these three dimensions of the paradigm shift more concretely. A recent directory prepared by the American Council on Education identified several categories of diversity-related programming in addition to traditional recruitment and retention programs. These categories include career awareness/recruitment activities; specialized academic confer-

rences; faculty recruitment/development activities; staff recruitment/development programs; educational study-abroad opportunities; multicultural educational programming; undergraduate/graduate research mentorships; and creative and performing arts productions.

At my institution there are two primary ways in which program possibilities fitting into these and other classifications are solicited, refined, and supported. One mechanism is the Equal Opportunity Planning Committee, originally formed to coordinate activities related to desegregation mandates from the *Adams* litigation. The committee allocates approximately \$1 million annually to various units through a competitive proposal review/allocation process. The categories for which funding is available are Faculty/Staff Development; Graduate Student Recruitment/Retention; Multicultural Education; Undergraduate Student Recruitment; Undergraduate Student Retention; Women's Equity; Lesbian, Gay, and Bisexual Equity; and Disability Services. Approximately half of the funding is allocated to programs operated during the summer.

The second source are monies provided directly through the Summer Sessions Office. The Summer Sessions' program development funds are by no means restricted to diversity initiatives, but this fund has been used to support a number of creative initiatives. These two funding sources are used synergistically in many cases, a process that is facilitated by the fact that Summer Sessions is one of the units that is part of the Office of Educational Equity.

This arrangement, while unusual, is effective but not necessary to achieve the type of synergies that I am proposing. There are a number of trends that are pushing summer sessions in the direction that I am pointing to. Schoenfeld and Zillman (1967) suggest that "As our various institutions move to shape the summer university of the future, we can expect to see at least seven major trends:

1. The summer as a period of experimentation, particularly in the areas of interdisciplinary programs and special offerings for groups with particular needs.
2. Modernization of educational facilities and techniques, such as harnessing of electronic developments to classroom purposes.
3. Constant evaluation, with increased investment in those programs that serve well and a discarding of others.
4. The summer administrator emerging as an internal coordinator and external interpreter of the methods and aims of higher education.
5. A mutual blending of the characteristics of the regular year with those of the summer term to the end that the year-round pattern of the university enterprise is more homogeneous from season to season.
6. Increased interinstitutional cooperation.
7. Increased attention to the solution of domestic and international problems." (p. 197)

All of these trends can be interpreted to be consistent with the conceptions of diversity that I have outlined, as long as efforts are made to examine specifically how each specific trend can be connected to the goal of enhancing diversity rather than focusing only on the issue of providing

"special offerings for groups with particular needs."

The potentialities that I have described can be better understood by considering specific examples from each of the ACE programming categories discussed previously. In the category of Career Awareness/Recruitment activities, two sets of programs are of particular interest. One set of programs targets young women with the goal of cultivating interest in scientific and technical careers, in part by combating the discouragement from taking math and science courses that often occurs in middle and secondary schools. Note that this set of programs parallels some of the early programming efforts at womens' colleges that I described earlier.

The second set of programs targets racial/ethnic minority students with the goal of increasing representation in health care professions. There are specific programs targeting students at different stages in the educational pipeline, from high school through graduate school. Both sets of programs contribute simultaneously to all three approaches to diversity that I described earlier.

A good example of a specialized academic conference that contributed substantially to our diversity conference was one entitled "African American Voices: Language, Literature and Criticism in Vernacular Theory and Pedagogy," held last summer. This conference was offered under the auspices of a regular conference series sponsored through the English department that has not typically had a diversity of focus. An impressive array of resource persons was used, including Houston Baker, Robert O'Meally, Geneva Smitherman, and Hortense Spillers. This conference provides an example both of valuing diversity and creating synergies between excellence and diversity.

This conference was, in fact, a spin-off of a conference held the previous summer as part of the same English department conference series that focused on the third area of diversity activities that I listed--curriculum transformation.

The earlier conference, entitled "Multiculturalism in the United States: Theory and Practice," offered workshops on curriculum transformation focusing on each of the major racial/ethnic minority groups. This is a good example of linkage to academic year programming. Support for curriculum transformation efforts of faculty has been available since 1922, in the context of increasing the efficacy of our cultural diversity requirement. This requirement and the conference I described contribute to our ability to cultivate a valuing of diversity among our students, as well as a creating of synergy between pursuing excellence and diversity, by integrating diversity into the general curriculum.

In the area of Faculty Recruitment/Development Initiatives, our centerpiece is the Summer Scholars in Residence Program. This program brings scholars of color from other universities to teach, meet our students, engage in research, interact with colleagues, and become part of our summer community on campus. This can be seen as a program that contributes to valuing diversity, because department heads are responsible for making arrangements to host participants in a manner that creates a welcoming environment. This program also illustrates the potential benefits of partnerships with other institutions. Two of our campuses participating in this program select fellows from universities in Puerto Rico, with which we

have existing partnership arrangements. The linkage to academic year issues consists of our goal of increasing our faculty diversity through future hires of some of the participants in this program. In fact, we have had some success along this dimension by taking advantage of special funds that exist to facilitate hiring of faculty who contribute to increased diversity.

Another important aspect of our faculty development activities involves the provision of opportunities of Lincoln and Cheyney universities, both HBCUs, to pursue terminal degrees and engage in collaborative research during the summer. Here our goal is not to hire these faculty, but to encourage them to send promising graduate students to Penn State. Increasingly, our staff recruitment/development programs are targeted to an entirely different segment of the work force. The State College area is extremely homogeneous. As a consequence, in those job classifications where recruitment is to be locally, the diversity is extremely limited. We have developed a special program targeted at the clerical staff. Our staff assistant training program recruits persons, primarily from Pittsburgh and Philadelphia to work as interns in selected offices during the summer. Our goal is to hire some of these participants immediately following completion of the program, and we have had some success in achieving this objective.

We are especially proud of our efforts to increase opportunities for students of color to participate in Educational Study Abroad Programs that operate during summer session. I was particularly encouraged, because the issue was raised by one of our faculty who teaches a course during the summer at Oxford. The course examines, in part, issues of inequalities in wealth and income distribution. He was concerned that most of the traditional participants came from fairly well-off backgrounds and could not communicate effectively to counterparts in England the nature of the barriers facing less-advantaged groups. We achieved increased diversity by providing special scholarships for students of color. The rationale for this initiative encompasses all three of the conceptions of diversity that I outlined at the beginning of the presentation.

Our latest venture is an International Student Leadership Conference, scheduled for May 25-July 10, 1995, with Spain as the principal venue. This conference is being organized to recognize the 30th anniversary of TRIO programs in America. The conference is cosponsored by the National Council of Educational Opportunity Associations (NCEO) and Penn State. This conference will give 30 low-income TRIO undergraduate students from across the country a unique opportunity to have an international experience.

There are a variety of multicultural educational programs that could be cited; however, I would like to focus on our summer Elderhostel Program. For several years, one week of the summer Elderhostel Program was devoted to the examination of the experiences and cultures of Jews, African Americans, and Native Americans. During this period of time, this was the most popular Elderhostel offering. One of the interesting queries that was raised by participants themselves was why the number of Elderhostel participants in general, who are members of minority groups, is so small, and several participants volunteered to engage in activities designed to enhance Elderhostel participants' diversity. This experience should suggest to you that there are untapped markets of diversity-related programming.

For the sake of brevity, in the area of undergraduate/graduate research

mentorships let me say only that these programs are designed to give students an opportunity to work with faculty with the goal of increasing the supply of future university professors. One could argue that the principal thrust of such programs is developing increased synergies between excellence and diversity although, obviously, the other conceptions are embedded also.

In the area of creative and performing arts productions, again I will mention only one example. We were able to mount a stage production of *Ain't Misbehavin'*, involving a combination of professional performers from New York and local talent. This production served as a stimulus for adding a specialist in African American theater to the Theater faculty.

There are many other examples that I could provide, but I think they are sufficient to illustrate the creative programming possibilities that exist. Our most recent efforts involve the establishment of a separate diversity strategic planning process to complement the existing general strategic planning process. Without going into detail, this effort is designed to combat the invisibility of diversity issues in the general strategic planning process. For present purposes, I want to underscore that summer sessions have not been identified as a venue for initiating diversity programming by any of the offices that have submitted diversity strategic plans! This simply underscores the fact that summer sessions deans and directors are not currently viewed as major actors in the diversity enterprise.

Building the type of infrastructure and support for diversity initiatives requires what we call "diversity champions," i.e., actors in the area of diversity enhancement by non-summer units.

Building the type of infrastructure and support for diversity initiatives that I have suggested is necessary requires what has been described as "diversity champions," i.e., individuals in the organization that are unwavering advocates. I believe that summer session deans and directors are well-placed to be such diversity champions.

As Schoenfeld and Zillman have argued, "By its very nature a peculiar breed of animal, the summer session is in an advantageous position to find and experiment with new ways and means of solving some of the dilemmas of the university. The summer session's role in revising curricula, its use of independent study and foreign travel, its ready acceptance of 'special students,' and the improvement of its teaching and administration--all are signs that the summer term has accepted this challenge, to the end that it has become a significant device which each American university can increasingly employ to attain its goals. For many of us, this presages a summer enterprise 'as broad as human endeavor and as high as human aspirations.'" (p. 167) That, my friends, is what diversity is all about. So let's get to it.

Thank you.

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o CONCURRENT SESSIONS o

SECOND DAY: Monday, November 14

3:15 - 4:30 p.m.

Session 5 LESSONS OF THE PAST: "OLDIES BUT GOODIES"

Moderator: Megs Shea, SUNY at Stony Brook

Presenters: Abby Eller, Cornell University

W. Matthew McLoughlin, University of Connecticut

James L. Murphy, University of North Carolina at Chapel Hill

K. Jil Warn, University of California at San Diego

Recorder: David Bethel, Northeast Missouri State University

Abby Eller

Abby Eller reviewed the Cornell University Summer College (CUSC). The program began in 1960 with about 100 students in science courses and was funded by the National Science Foundation (NSF). The NSF funding was later dropped, and the number of courses was expanded. In 1994, approximately 650 students were enrolled.

The factors, which are believed to be related to the success and longevity of the CUSC, are:

1. University-wide commitment;
2. It helps meet the University goals for recruitment of talented, qualified, under-represented students. (About 125 students from this pool enroll as freshmen each fall);
3. Identification of non-University scholarship funds;
4. Support from Residence Life staff to run age-appropriate programs;
5. The development of 13 career-exploration seminars to help students learn about careers;
6. Courses are the "real thing," and students earn irrevocable grades;
7. Strong partnerships with local high schools; and
8. Most importantly, being adaptable and flexible.

Megs Shea

Because Matt McLoughlin was unable to attend the conference, Megs Shea presented information submitted about the University of Connecticut's Summer Institute in Genetic Research.

The Institute, which has run continuously since 1984, has a focus on Biotechnology/Molecular Genetic/Recombinant DNA Technology. Features of the program that have helped maintain a successful enrollment include:

1. The program is available to advanced undergraduates, graduate students, and industry professionals;
2. The structure consists of morning classes, with lectures or seminars, and lab research work in the afternoons;

3. Topics differ each year, but the emphasis is always on genetic research; and
4. The program has always been supported by institutional, federal, and private grants and scholarships.

James L. Murphy

Jim Murphy presented information about the Marine Science Program at the University of North Carolina at Chapel Hill. This is truly an "oldie," in that it began offering summer courses 100 years ago. Over the past 25 years, course offerings have included three to four lecture courses, two labs, and independent study, research, and field courses.

Jim presented the following factors which have resulted in the Marine Science Program's success and which should be considered as success factors for any summer program:

1. The program is highly academically oriented. The faculty, utilized to teach the summer courses, administered over 70 research projects supported by \$14 million in grants and published over 100 scientific research articles or abstracts;
2. The program is highly interdisciplinary. It draws from students interested in Physics, Chemistry, Biology, Geology, Environmental Studies, Ecology, and Coastal Planning and Resource Management;
3. The program emphasizes sharing resources. Originally started as a cooperative venture with the state of North Carolina, it now shares resources with Duke University. Joint course offerings, students selecting courses from either university, and inter-institutional registration of students are results of this sharing; and
4. The program requires immersion study that is not possible in the Fall or Spring semesters. Summer session should always emphasize the types of courses that are not possible for students to pursue at any other time of year.

K. Jil Warn

Jil has developed a scholarship program for students taking summer courses. It was begun in 1986 when \$25,000 from excess revenue was placed in an interest-bearing account. Each year since 1986, \$25,000 has been placed into the account at the end of the summer, the interest being used for scholarships.

The criteria for eligibility are as follows:

1. The applicant must be a University of California at San Diego (UCSD) junior or senior;
2. The applicant must have a GPA of 3.3 or higher;
3. The applicant must indicate that he or she plans to pursue graduate studies;
4. A personal statement must accompany the application; and
5. A letter of recommendation must be submitted from the applicant's academic advisor, a faculty member in the student's major, or the provost of applicant's college.

Prior to 1994, the amount of each scholarship was 50 percent of tuition,

but in 1994 the scholarships were raised to 75 percent of tuition. In 1994, 46 scholarships were awarded for a total of \$17,970.

A second program at UCSD to give financial assistance for Summer Session students is the deferred payment plan. For a \$25 non-refundable fee, students sign a contract agreeing to pay half of the tuition by the deadline; the remaining balance is due by the end of Summer Session. Students have until December 31 to pay the fee, with a late fee of \$25 per month. There were 124 who took advantage of this payment plan.

Questions of clarification were addressed to the panelists from several members of the audience. For additional information about any of these programs, please use your NAASS Membership Directory to contact the appropriate panelist.

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Session 6 RESOLVE OR DISSOLVE: CONFLICT RESOLUTIONS

Moderator: Daniel L. Wick, University of California at Davis

*A paper presented by Dr. Merle Kelley
Professor of Psychology, Western Oregon State College*

In a path that went by a village in Bengal, there lived a cobra who used to bite people on their way to worship at the temple there. As the incidents increased, everyone became fearful and many refused to go to the temple. The Swami, who was the master at the temple, decided to put an end to it.

Taking himself to the cobra's den, he used a mantra to call the snake to him and bring it to submission. The Swami then told the snake that it was wrong to bite people who walked along the path to worship and made the snake promise sincerely that it would never do it again. Soon the snake was seen on the path by a passerby, and it made no move to bite. Then it became known that the snake had become passive, and people became unafraid. Soon the village boys were dragging the snake around by the tail. When the snake was approached by the Swami again, it was battered and bruised and near tears. It told the Swami it had been abused ever since it had made its promise to the Swami. "I told you not to bite," said the Swami, "but I didn't tell you not to hiss!" (Tavris, 1991).

We are "conflicted" about conflict in this society and how to manage it. For example, tell me the words which come to mind when I say "conflict." In general, the words are negative.

We have some very interesting perspectives on conflict in our culture. For example, we tell our children such things as "If you can't say anything nice, don't say anything at all"; "Don't hit girls"; "Pick on someone your own size"; "Children should be seen and not heard"; "Act your age"; "Be a man, fight back"; "Sticks and stones may break my bones, but words will never hurt me." All of these sayings give a bit of philosophy about conflict: with whom to fight, permissible conflict behavior, injunctions on when to engage in conflict, and the power of words on conflict behavior.

In general, our society presents conflict as something to be avoided, something that is altogether undesirable. One of the most common dysfunctional teachings about conflict in our culture is that harmony is

normal and conflict is abnormal, and that conflict is temporary and harmony is what we strive for in our personal affairs. In work and in personal relationships, conflict isn't a temporary aberration. It alternates with harmony in an ebb and flow pattern. But our common expressions, such as "I'm glad things are back to normal around here" or "Let's get back on track" express assumptions that conflict is not the norm, when indeed it is.

Another common assumption is that conflict is pathological. People, for example, can be labeled as neurotic, paranoid, antisocial, or deviant. A label often substitutes for an understanding that a real conflict exists. Often the label that is placed on the person with a conflict describes a power relationship between two people. For example, if, in a conflict, the higher-power person can apply a label to the lower-power person, e.g., saying they are sick or that they have a personality problem, they can avoid dealing with conflict. Lower-power persons use it by calling the higher-power person "rigid" or "authoritarian."

A third point from our society is that people believe that conflict should be reduced or avoided, never escalated. We talk about *conflict resolution* as a way of dealing with conflict. Often a better term would be *conflict management*, because sometimes the most productive direction to take would be to make the conflict bigger so that it can be dealt with. Ultimately, conflict should be reduced, but it may be after a long and intense period of escalation. In mediation, for example, we purposely make people talk about the conflict, express anger, express many feelings that they have not been able to express before, thereby temporarily escalating the conflict. However, the end result is to bring it into the open so that it can be resolved.

Four: conflict is often assumed to be the result of clashes of personalities. For example, you hear people say, "Those people just can't get along with each other." This view doesn't reflect the fact that people change when they learn productive conflict management skills. Often managers try to separate the two people who can't get along, or to isolate one person from the larger group in hopes they won't bother them. In that case, conflict usually worsens. You create factions, resentments, and the isolated develop a noncooperative, hostile, or defeatist style that lessens the effectiveness of the whole group.

Five: a final misconception is that the primary emotion associated with conflict is anger or hostility. However, many emotions accompany conflict. We can be lonely, sad, forlorn; we have feelings of loss, feelings of abandonment, and so on when we are involved in conflict. When people experience broken-heartedness, they turn to avoidance, bitterness, anger, denial, or retaliation. We find that in the mediation process, although there may be anger and hostility, a skillful mediator will bring out feelings of distress, hurt, or abandonment by another human. (All of the above points have been taken from Hocker and Wilmot, 1991.)

How do we grow up with these ideas? Do ideas about conflict differ between genders? Amy Sheldon of the University of Minnesota has been looking at conflict in three-, four-, and five-year-old, middle-class, white girl groups and is aware that girls' conflict talk is constrained by the expectation that they will be "nice."

Do three- and four-year-old girls express themselves in assertive ways,

while they keep to the cultural mandate that they not be too assertive? You will remember that a simplistic view of male-female differences holds that women are community oriented, i.e., focused on interpersonal harmony and the needs of the group. Boys and men, however, are *agenic*. They focus on the needs of the self and use power and assertion to establish their supremacy in the group.

Sheldon, however, holds to a theory called double-voiced disclosure. She says girls learn, by the age of three or four, a type of conflict talk that has a dual orientation--in which speakers negotiate their own agenda while simultaneously orienting the viewpoint of their partner. For example, sometimes they do this in a "pretend frame." Let me give you an example.

Lucy (4;9) picks up the phone, enthusiastically proposing a phone conversation. Karla (5;0) is busy driving the car.

Lucy: "Hey, I think I'll call a party. Now 'tend you heard your telephone ring. Ding dong. Ding dong."

Karla: "Pretend I wasn't there."

Lucy: "All right, but, but you got the telephone anyway, all right?"

Karla: "Yeah."

Lucy: "Ding dong. Ding dong. Ding dong. Ding dong."

Karla: (No response, continues driving her car.)

Lucy: (Exasperated that Karla hasn't answered.) "Pretend you got it. Pretend you got it."

Karla: "No. Pretend I wasn't home."

Lucy: "Pretend you were. (Tone of exasperation, pleading.)

Karla: "Okay. (Leaves car with a sigh and picks up other phone.)

In this example, each girl invokes "pretend" when her companion resists her play suggestion, or when she anticipates that her companion will resist. Notice that when Karla opposes Lucy's suggestion that she answer the phone--saying, "Pretend I wasn't there"--she is telling Lucy that she is willing to cooperate in play, but at the same time it enables her to oppose Lucy's plan and assert her own wishes as to how the play scenario should proceed. The pretend frame allows companions to collaborate on a joint activity, even as they disagree on how to script it.

Conflict is a contest of wills. Feminine conflict, because it requires an overlay to avoid jeopardizing interpersonal harmony, asks for more sophisticated sociolinguistic conflict style. Sheldon's research shows that feminine agency functions in a different way than masculine agency--not that girls are less agenic than boys (Sheldon, 1992). Feminine assertion requires responsiveness to others, whereas masculine agency does not.

As I said, boys' behaviors are often associated with the idea of agency, which is another word for "looking out for number one." They are often concerned with maintaining or bolstering their status within a dominance hierarchy. Boys tend to have larger friendship networks than girls, and they play in groups rather than in pairs, and they typically have an internal structure that reflects the individual physical power of the individual members. When pairs of boys do play together, they tend not to play together as long as pairs of girls, because when one boy challenges another (by grabbing a toy away or whatever), it may establish the grabbing boy's dominance but it also effectively ends the social encounter.

While two girls sometimes include another girl's friend, these triadic

structures tend to revert to dyads over time when one girl insists on which two of the three are really best friends. One of the saddest experiences of female childhood is for a girl to watch her best friend become best friends with someone else and leave her out. In contrast, boys' friendship pairs tend to expand, over time, to include other boys, and boys do not tend to make as sharp a distinction as to who is a friend and who is not. So while a girl's social world is characterized by deference to friends, it also has a dark side of exclusivity and rejection of others.

What about adult women and conflict? Again, a linguist, Deborah Tannen, author of *You Just Don't Understand*, has a lot to say about conflict styles in women. She believes that to many women, conflict is a threat to connection and to be avoided at all costs. Disputes are to be settled without direct confrontation. To many men, however, conflict is the necessary means by which *status* is negotiated. So it is to be accepted and may even be sought, embraced, and enjoyed.

When the woman in one young couple often began statements with "Let's . . ." as in "Let's clean up the kitchen before we watch the movie" or "Let's go out to brunch today," her male companion felt that he was being ordered around, being told what to do *and*, to make matters worse, she was not only trying to get him to do something, but she wouldn't come right out and say so, which makes it all the more sinister! This is like being threatened by an enemy who refuses to come out into the open.

Tannen talks about this difference in approach to agreement vs. challenge in her own academic career. A class was directed to ask her questions about an earlier book *That's Not What I Meant*. The women's questions were things like "Can you give me another example?" or "How will society change if people accept your ideas?" Charming, she said. The men's questions were confrontive. "Doesn't the material in your book fall more easily into the realm of rhetoric and communication than linguistics?" Men are more likely to challenge an expert; women are more likely to believe that access to an expert is a chance to learn inside information and make personal contact.

Tannen perceived the challenge to her authority was a way to *undercut* her authority, but her male colleagues believed that you honor someone by grappling--by arguing with them. Her point was that, as a woman, she enjoys intellectual discussion if she feels respected, *not undermined*, and that male and female academics need to understand their differing reactions to such conflict (Tannen, 1990).

This next example isn't quite parallel, but it does illustrate men's and women's reaction to anger and confrontive behavior. In a meeting of an academic grievance committee, a young woman's academic grievance was entwined with a grievance about her treatment by a professor and an administrator. She was horribly upset and distraught about this perceived rude and nasty behavior--so much so that she detailed the conversations in five or six pages of typewritten material. My male colleagues--whom I greatly respect and with whom I've worked well for years--said, "Why is she so upset? Isn't it pathological that she's gone on and on about this? These things happen, people are often rude, why get so upset?" I empathized entirely.

I've discussed gender differences in conflict behavior because it's an

important issue in the work place. There are other very important causal factors in how we behave in a conflict. Common sense tells us to behave differently when we have a power advantage in a conflict, as compared to situations where we do not. Gender is "confounded" (to use an experimental psychologist's term) with power. For example, men and women may hold the same management positions, but the woman may be granted less power by the organization. Therefore, her conflict style is dependent on power, not gender.

I'd like you now to take a bit of time to assess your own general conflict styles. In every conflict, people develop communication tactics and styles. Tactics are the kind of moves we make: avoiding, threatening, or working for solutions. If our tactical choices become patterned, they are best seen as conflict styles. These are repetitive responses to conflict. The Rahim Organizational Conflict Scale measures your conflict style with subordinates, peers, and superiors. The test measures what you usually do in a conflict situation. Although other tests call conflict styles by different names, this one separates styles into Integrating, Obliging, Dominating, Avoiding, and Compromising styles.

Briefly, **Integrating** involves the exchange of information and the examination of differences to reach a solution acceptable to both parties. It's associated with problem solving that may lead to creative solutions.

Obliging is a style that attempts to play down differences and emphasizes commonalities to satisfy the concern of the other party. An obliging person neglects his or her own concern to satisfy the concern of the other party.

A **Dominating** style is identified by a win-lose orientation or with forcing behavior to win one's position. A dominating or competing person goes to any measure to win his or her objective and, as a result, often ignores the needs and expectations of the other party.

The **Avoiding** style is associated with withdrawal, passing the buck or side-stepping situations. It can take the form of postponing an issue, or simply withdrawing from a threatening situation. An avoiding person fails to satisfy his or her own concern, as well as the concern of the other party.

A **Compromising** style is intermediate in both concern for self and for others. It involves sharing whereby both parties give up something to make a mutually acceptable decision. It may mean splitting the difference, exchanging concessions, or seeking a middle-ground position.

Each of these conflict styles has situations in which its use is appropriate and situations where it is inappropriate. I would ask each of you to assess your own conflict style in relation to the settings in which you typically have conflicts with subordinates, peers, or superiors.

An **Integrating** style is most appropriate where the issues are complex, where time is available for problem solving, where one party alone cannot solve the problem, and where commitment is needed from the other party in order to get something accomplished. It may be inappropriate where the tasks or problems are simple, where immediate decisions are required, or where other parties are unconcerned about the outcome.

An **Obliging** style is most appropriate where you believe you may be wrong, where the issue is more important to the other party, where you are willing to give up something in exchange for something from the other party

in the future, or where you are dealing from a position of weakness and preserving the relationship is important. I'd call this the "Pick your battles" style of conflict management. It's inappropriate when the issue is terribly important to you, when you think you are right, or when a temporary resolution may allow more time to reach an agreement within a different style in the future.

A Dominating style may be most appropriate where the issue is trivial, when you need a speedy decision (as in an emergency), when an unpopular course of action is implemented, when you need to overcome assertive subordinates, when an unfavorable decision by the other party may be very costly to you, when subordinates lack the expertise to make technical decisions, and finally when the issue is very important to you. It is an inappropriate style when the issue is complex, when the issue isn't important to you, when both parties are equally powerful, when the decision does not have to be made quickly, and when subordinates possess a high degree of competency.

The Avoiding style is appropriate in some instances. For example, the issue may be trivial, or a cooling-off period may be needed, or the potential effect of confronting the other party outweighs the benefits of the resolution. It may be inappropriate when the issue is important to you, when it is your responsibility to make the decision, when parties are unwilling to defer, or the issue has to be resolved.

The Compromising style is most useful when the parties are equally powerful, when you can't reach consensus, when you need a temporary solution to a complex problem, or when the goals of the parties are mutually exclusive. It's very inappropriate when one party is more powerful or when the problem is complex enough to need a problem-solving or more Integrating approach. (All of the above points have been taken from Rahim, 1983.)

People like Deborah Tannen argue that people are often stuck in a personal style, because of their gender. For example, women are taught to avoid conflict, taught not to make waves. Many men are taught to compete regardless of the situation, learning that accommodation, compromise, or collaboration are all signs of weakness. Gender conditioning, whatever its particular form, is just one kind of learning that keeps people stuck in their choices of conflict style that may not work in all situations.

How do you tell if they are stuck in a conflict style? Here are some guidelines for your consideration as an aid to see if you are stuck in patterns that don't work well for you. All of the following are taken from Hocker and Wilmot (1990).

1. Does your conflict response feel like the only natural one? For example, your friends and family suggest that you might try talking it through, but you repetitively escalate the conflict.
2. Does your conflict style remain constant across a number of conflicts that have similar characteristics? For example, in every public conflict do you accommodate others, regardless of the issues at hand or your relationship to them?
3. Do you have a set of responses that follow a pre-set pattern? For example, do you go for the throat and then back off and accommodate the other, because of feeling uncomfortable at

- having made a scene?
4. Do others do the same thing with you? If different people engage in similar behavior with you, you may be doing something that triggers their response. For example, has it been your experience that in public conflicts others are always competitive?
 5. Do you carry a label that is affectionately or not-so-affectionately used to describe you? Did you grow up as "our little fireball"? If this is the case, then your conflict style might be overly inflexible.

People should change their communication style based upon the demands of different situations. They should be "rhetorically sensitive." Effective communicators expect change and adapt to change in their communication with others. They avoid getting stuck in certain conflict styles.

Let me leave you with a few famous thoughts about conflict. "The meek shall inherit the earth"; "The women of America should raise more hell and fewer dahlias"; "Turn the other cheek"; "Never go to bed mad, stay up and fight."

References

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**Session 7 BEYOND THE CLASSROOM:
PROGRAMMING FOR A LIVELY SUMMER CAMPUS**

- Moderator: Karen H. Sibley, Brown University
- Presenters: Joan M. (Jody) Fisher, Loyola Marymount University
 Lee. E. Golden, University of Portland
 Lula M. Leake, Wake Forest University
 Jean Chaput Welch, Simmons College
- Recorder: Deborah T. Daniels, Winston-Salem State University

Every summer session needs out-of-classroom, extracurricular activities to keep students' minds occupied beyond the academic course of study. The presenters shared their ideas of programs that enhanced the attractiveness of their summer programs. The following are some of the suggestions that were shared:

- o Plan an Ice Cream Social with live music;
- o Develop a Speaker's Bureau for a brown-bag luncheon or dinner series;

- o Prepare meals offering special cuisine: barbecue, international, etc.;
- o Offer a film series;
- o Invite faculty, staff, and students as individuals, or groups, to offer talent shows at a coffee house or a lunch time;
- o Be sure that some activities are planned for nontraditional students. Hours for the bookstore, dining hall, and snack bar should be extended to accommodate students enrolled in evening classes;
- o Invite campus administrators to serve as hosts and hostesses at planned events. This demonstrates their concern for the well-being of the student--not just during the regular term, but in the summer term as well;
- o Piggyback on the activities sponsored in the community, such as pops concerts, lectures, etc. Arrange for students to gain entrance;
- o Organize day and overnight trips to points of interest; and
- o Publish the hours of other student services, e.g., the library, student union, counseling, fitness center, swimming pool.

Students are delighted to learn that their institution can take the time to develop their academic skills and their physical, emotional, and mental health. If summer term administrators develop exciting out-of-classroom experiences in conjunction with course offerings, the summer session student is given a more complete academic experience.

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o CONCURRENT SESSIONS o

THIRD DAY: Tuesday, November 15

11:30 a.m. - 12:30 p.m.

Session 8 THIRD ANNUAL RESEARCH FORUM

Moderator: Ronald L. Wasserstein, Washburn University of Topeka

Presenters: Suzanne Crawford and Waldemar Weber, Bowling Green State University

Dennis M. Edwards, University of Alaska Anchorage

Recorder: Lee E. Golden, University of Portland

The Research Committee sponsored this session to share ongoing research and encourage greater research on the part of the membership. The complete Bowling Green Program is to be found in Appendix I.

Suzanne Crawford and Waldemar Weber

The first presentation analyzed a Bowling Green State University initiative called "Becoming Better Falcons through a Summer Freshman Program." The program began in 1979 in response to research findings suggesting that 40 percent of entering freshmen failed to complete successfully the transition from high school to college. This intensive, eight-week program combines eight credit hours and study skills. Students considered "at risk" are invited to begin their course work early. While the program is designed for students who fail to meet the admission requirements (conditional admission), it is also open, however, to fully admitted entering freshmen who want to get an early start.

The presentation illustrated how various data can be used to assess a program, and how findings may influence future curriculum decisions. The following two examples are representative of the data presented.

- (1) Students were surveyed to determine which of four presented styles they preferred. Of the four suggested, the overwhelming preference (42%) was for a student-centered style where students cooperated with the instructor and other students on group activities.
- (2) Summer students were given the option of courses in which they could enroll. The courses followed a Monday, Tuesday, Thursday, and Friday schedule. Wednesday was reserved for study skills and tutoring. By spreading the course contact time over five days (thus avoiding three-day weekends), it was believed the students received an experience more typical of the Fall and Spring terms.

Students with conditional admission were compared to fully admitted students. The data revealed an interesting trend . . . students who failed developmental writing had had more laboratory time than those who passed. Thus, some additional intervention would be required, beyond more lab time, to make students successful.

Another finding having significant implications for academic advisors was that in mathematics, although many students took a math placement exam, they did not always enroll in the appropriate math course.

Forty-four percent of the students felt they received a great head start. Although many of them had some reservations, 84 percent indicated that they would recommend the program. The conditionally admitted students continued in the Fall semester at a slightly higher rate (90.4% versus 88.9%) than the regularly admitted students. They continued into the Spring semester, however, at a slightly lower rate (73.1% versus 77.8%). The percentage with acceptable grade point averages after the Fall semester was also comparable to the regularly admitted group.

These data led Bowling Green program directors to conclude that their conditionally admitted students can become competitive with their classmates when they try, i.e., prepare for and attend class. (*Note: A more complete description of this program will be found in Appendix I.*)

Dennis M. Edwards

Dennis presented a primer on data collection and analysis with the premise that all of us can do basic research. He outlined a suggested research design and then presented some of his original research using the methodology he had recommended. The research had five steps: (1) problem statement, (2) description of the sample, (3) research design, (4) analysis, and (5) conclusions.

His presentation covered basic statistical procedures, and he pointed out common pitfalls researchers need to avoid. Various types of analysis treatments were also explained.

To illustrate his research plan, Dennis presented a survey seeking to determine why people enrolled in the University of Alaska Anchorage in summer. His data revealed that being located in Anchorage was important while, surprisingly, who the instructor was had little importance. Not surprisingly, morning and evening courses were preferred. Fifty percent indicated that cost was either important (15 percent) or very important (35 percent). The researcher was surprised to learn that two-thirds of the students make their decision to attend summer term well in advance: 33 percent over nine months in advance, and a like percentage four to nine months in advance. These findings have significant marketing implications. A Likert Scale was also used to survey how students prioritized various reasons they selected specific courses.

The responses to one question had special significance in refuting one commonly held belief of University of Alaska administrators, i.e., in selecting the University of Alaska for their summer study, non-University of Alaska students "want to visit Anchorage." An overwhelming 83 percent said this was "not important at all" (emphasis added), and an additional eight percent stated it was "not important." Thus, marketing to non-matriculated students must focus on benefits other than location.

These two very different presentations allowed the participants to see the utility of different methodologies and the benefits of doing research. The Research Committee hopes that these presentations will encourage our colleagues to get involved in basic research.

Session 9 **SUMMER SESSION OF THE 21ST CENTURY:**

EXPANDING OUR VISIONS

- Moderator:** M. Joanne (Jody) Fisher, Loyola Marymount University
Presenters: Paul Aizley, University of Nevada-Las Vegas
Victor N. Kobayashi, University of Hawai'i at Manoa
Christopher Weir, Emerson College
Reactor: Thomas M. O'Shea, Syracuse University
Recorder: Nancy Goldman, Portland State University

Paul Aizley

Aizley opened the discussion with a presentation on administration and the 21st century. He expressed the importance of summer session directors being involved in their universities and being involved as active players in "planning"--continually educating their institutions as to the summer's role.

It is important to position yourself and to continue to relate the importance of summer term to the university. Therefore, the director must have a title that is equal to those with whom he is dealing. You cannot compromise with those at a higher level--but must deal with people in a parallel position. Paul also discussed the changing role of summer session deans and directors, and that there are more MBA and management types and fewer appointments from the academic (Ph.D.) side.

Not only must the directors be at the same level as the rest of the institution's administration, but they must be able to back up their information with strong data. For instance, at the University of Nevada-Las Vegas Paul found that more than 80% of the 1993-94 graduating class took summer session classes. As a result, the summer session affects the academic program of the institution and becomes a strong part of it.

Many schools are including summer in their students' degree program, and this can be accessed at those institutions for which students must file a degree progress report.

Victor N. Kobayashi

Victor's presentation on programming began with a "faux" statistical report on forecasting for the 21st century:

- 3.75% of summer sessions will be centralized;
- 3.76% of summer sessions will be decentralized;
- 2.81% will merge with continuing education; and
- 2.81% will attempt to unmerge.

Among state-supported institutions:

- 4.5% will move toward self-support and
- 3.3% will move to tax-supported.

These "pretend" data were expressed to highlight the point that every time summer sessions get new bosses, we are easy targets for reorganization, sometimes for the worse and sometimes for the better--and the more things change the more they remain the same!

Victor hopes that in the 21st century we will see more collaboration between universities in sharing resources and becoming more mobile. Institutions will need to look at programming together, where students enroll at their home institutions in the academic year, but attend another in the

summer. It is good for students to experience another campus. And there may be funding available for these "joint ventures" from organizations and government.

Interdisciplinary programs are also a product of programming for the next century. Examples are teams of students coming from different campuses and working together with a faculty member. Joint programs and collaborative ventures also increase the ability for institutions to "block" book presenters and performing arts groups.

Some institutions are now highlighting a portion of their marketing budgets for summer cultural and programming events to bring new groups to campus and provide entertainment for the summer student body. An ideal way to do this is to program a course around these cultural events.

Christopher Weir

Chris Weir discussed how quickly things are changing in the marketing arena and the importance of summer sessions in keeping up with these changes. The Internet is becoming popular, but there will be a resultant onslaught of information that will need to be sifted and responded to.

It is important for institutions to identify their market and find the right niche in the gargantuan amount of media information that is out there. We've got to be smarter. The students are very quick to get on the technology superhighway, and we have to get on to it also. Eventually, we will become world-wide competitors with students being able to access "on-line" catalogs from any institution.

Jody Fisher entered into the discussion with background information on demographics and psychographics--on how we need to identify our student population. Our audiences are more diverse, so we'll have to be more targeted and work with multiple databases. There is a huge amount of research on summer session enrollments on the Internet, and it would be advantageous for NAASS to promote research grants for accessing this information and formatting it for our special interpretation and use.

Welcome to the 21st century!

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Session 10 HOW DO YOU EFFECT CHANGE?

Moderator: Benjamin Hayes, Loyola Marymount University
Presenter: Alice Dionne, University of Northern Colorado
Recorder: Eva Vajda, Loyola Marymount University

The main topic of the session was "The Value of Research." Alice began her presentation by stating that research is not necessarily exciting for people until things start to go downhill. When asked if the size of your institution was relevant to this session, Alice responded, "Size does not have anything to do with it."

She then presented a brief background explaining how she became involved with research at her institution. When she came to the University of Northern Colorado, one of her charges was to look at, and come up with, creative areas for her division. *However, they did not let her know which areas.*

One of the charges was to "Fix the format of the Summer Session." At that time, the Summer Session was as follows:

Pre-session	1 week
Interim Session	4 weeks
Regular Session	8 weeks

What was the rationale for this format? The four weeks after the Pre-session was intended to capture the traditional student. Fifty percent of the students choose not to come back after the Spring semester, therefore we had Spring and Summer Session back-to-back with no break. In addition, what was happening was that the format was adjusted to accommodate the requests of a department. Over the years, each department followed other departments without really looking at the results of enrollment. This created a marketing problem.

At present, the revised Pre-session is working well. The 1-2-3 credits for teachers since then has been eliminated. Thorough research showed people that two-credit courses lead into other sessions. This was established through the efforts of a committee set up to develop a format.

A survey was distributed to other NAASS members requesting information from institutions similar in size, with doctoral programs, located in rural areas. We received back 45% of the surveys and discovered all kinds of formats existed, and that there really was no set formula. After nine months, the survey was compressed into a 20-page document. In summary, some of the high points expressed in the surveys concerning format were:

1. Formats need to fit particular kinds of students;
2. Formats for nontraditional students must provide intensive sessions in the time-frame to accommodate needs; and
3. Formats needed to be experimented with to discover the best for each institution.

Finally, what was clear was that each institution did what was right for it. An analysis was made, and it was found that there are 50 different start dates, so that there was not necessarily "a" format. The committee gawked at the results.

Alice distributed a chart broken down by start dates and the percentage of courses that adhered to the session dates.

- o The 1st Session, in May, had 92% of the courses conforming to session dates;
- o In June, 70% of the courses followed session dates; and
- o The July format had 46% of the courses following session dates.

As a result, the existing format follows the original May format for the traditional 18- to 20-year-old student, and allows the faculty to be creative with their courses (4-weeks, 1-week, 4-weeks, 4-weeks, and 8-weeks). Presently, Alice's department is facing decentralization, and the issue has arisen again.

Example: In the last chart showing the eight-week session, one quarter of the courses did not follow the format they said they were offering. Therefore, again a marketing problem.

Solution: The summer catalog tells people that flexible scheduling exists,

a host of interesting activities, a list of courses and starting dates, and course descriptions.

Question: How did the campus departments know the scheduling?

Answer: They find out. The other offices develop along with this creative scheduling, i.e., accounting and registration. If decentralization does occur, this will create havoc with the present setup.

Question: Did you find departments competing among themselves to attract the same population?

Answer: To avoid this, I went to speak to the academic departments, as well as faculty within departments. Alice recommends the following steps:

1. Go in and work with the academic departments and individual faculty;
2. Point out to the dean what has been happening--show the possible detriment. Work with the dean to select people to work with the scheduling;
3. Educate the people to show who their students are and get student evaluations to them; and
4. Distribute the results of the survey to the faculty.

Communication--Let People Know What is Going On

Question: How do you find out if the special sessions are faculty-driven or client-driven?

Answer: Look at the survey sample provided. You need to find out from students, especially when deans and faculty feel they need what students need. Ultimately, we need a more market-driven program.

Question: What is the population of your Summer Session?

Answer: 3,000. One-third to one-half of the surrounding population come to our institution.

Question: Your credit hours?

Answer: 900 FTE.

Question: Do you see a benefit from studying those students not enrolled in Summer Session?

Answer: Target students first who attend, as is indicated by the growing numbers of Summer Session.

Question: What do you look at when deciding how to survey these students?

Answer: We are a traditional institution in a blue collar town, so where do we go? How do we target untapped groups, which groups? Also, special projects for the corporation are not considered Summer Session.

Question: Have you surveyed students in the academic year?

Answer: Not yet, but we will.

Question: How?

Answer: Send out surveys through campus mail.

Question: Do the scheduling formats include exam time?

Answer: Yes.

Question: How do you get credit approval for special programs.

Answer: Through the Continuing Education Office.

Question: How many contact hours are there in the four-week session?

Answer: Carnegie Unit: three-hour course, 45 contact hours. Four-week session = four times per week = 45 contact hours.

Question: Does the Registrar do the room scheduling?

Answer: No. This job is done separately through the Room Scheduling Office. Once the courses and the scheduling times are done, then it moves on to the Room Scheduling Office.

The survey was done in '93-'94. We are still compiling the data. There is no summary yet, but we are seeing a 10%-15% return already. So far, summertime students needed rescheduling of courses in the afternoon and evening. We do not have evening classes yet, because the deans did not want them.

Alice is now processing a faculty survey and is still gathering data. However, what she is hearing is that there are a lot of things the faculty want to see happen, and that they are not seeing done. What is needed is more communication between the deans and faculty and Summer Session and faculty. Alice stated one final recommendation: "Get out information . . . the more information you share, the better; make recommendations . . . changes will come out of thoughtful processes."

* * * * *

o ANNUAL BUSINESS MEETING o

31st Annual Conference

Wednesday, November 16, 1994

President Sybil P. Smith called the 31st annual business meeting to order at 8:37 a.m. in the Georgian Room of the Boston Park Plaza Hotel.

Smith first called for a motion to accept the minutes of last year's meeting, as distributed in the *Proceedings*. A motion was made, seconded, and passed.

Sybil next called on Sharon Alexander to give the Treasurer's Report for the just concluded fiscal year (FY/94) and the Proposed Budget for FY/95. **The complete Treasurer's Report is to be found, starting on page 46.**

Subsequently, Helen Warren (Conference Site Selection Committee), Sharon Alexander, again (Finance Committee), Mike Nelson (Membership Committee), Nancy Tischler (Nominations and Elections Committee), and Ron Wasserstein (Research and Publications Committee) gave their respective committee reports. **All of these reports are to be found, starting on page 55.**

Old Business:

Dori Beeks reported that over the last 18 months she has been in negotiations with Oryx Press, the company that does all the publications for the American Council on Education, for the publication of a directory on *Summer Sessions in North America*. It is hoped that the booklet will be published in 1995. Dori indicated that president-elect Victor Kobayashi has collaborated with her in this endeavor. She further explained that the booklet is planned to be distributed to libraries, schools, and advisors. Any royalties accrued are to go to NAASS.

New Business:

The Administrative Council has approved and recommends the addition of a new article (Article IX) in our bylaws that discusses the "Honorary Life Member." The new article specifies those criteria needed for nomination, the process by which one is nominated, how the individual is ultimately elected, and what the prerogatives of an Honorary Life Member are. The main difference between the proposed bylaw and current practice is that the candidate must have been away from summer session administration for a minimum of *two* years, as opposed to the current one-year waiting period. After some discussion, a motion was made to adopt the new article. The motion was then seconded and passed.

Sybil then introduced David Schejbal of Northwestern University. David explained that he is spearheading the creation of a new journal devoted to summer session. He has already made the proposal to the Association of University Summer Sessions (AUSS), and that body is supporting the project financially. The publication will have three distinct sections: (1) scholarly articles; (2) administrative issues; and (3) a section devoted to miscellaneous items, e.g., paper and book reviews, job listings. There is to be an editorial board. If anyone wishes to contribute to this enterprise, communicate

directly with him. David also expressed his thanks to Sybil and Victor for their assistance.

Before closing the meeting, Sybil extended her deep gratitude to Nancy Tischler and all of the members for their enormous support during the year. She urged the new members to get involved in the organization and to attend regional conferences. She then called Dori Beeks to the podium and tendered the gavel of office to Dori as the incoming president. In response, Dori presented to Sybil a plaque symbolizing her year as president of NAASS and her presidential pin.

Dori thanked the Carolina schools for hosting our 1995 annual conference in Asheville next November. She recognized president-elect Victor Kobayashi who stated that he was eager to receive any proposals for next year's program.

There being no further business before the members, the meeting was adjourned at 9:32 a.m.

Respectfully submitted:

Michael U. Nelson
Executive Secretary

o TREASURER'S REPORT o

STATEMENT OF CASH RECEIPTS, DISBURSEMENTS,
AND CASH BALANCES

October 1, 1993 to September 30, 1994

CASH AND INVESTMENT BALANCES -- October 1, 1993

Checking Account	\$15,271.90
Savings Account	12,495.15
Certificate of Deposit	<u>13,466.86</u>

TOTAL \$41,233.91

RECEIPTS

Membership dues	\$38,430.00
Portland Conference	9,109.00
AUSS/NCCSS share of research report	1,640.00
Sale of printed materials	135.02
Fax usage repayment	6.53

Interest:

Checking Account	333.54
Savings Account	306.54
Certificate of Deposit	<u>463.63</u>

TOTAL \$50,424.26

DISBURSEMENTS

See next page for details \$41,779.20

EXCESS OF RECEIPTS OVER DISBURSEMENTS \$8,645.06

CASH AND INVESTMENT BALANCES -- September 30, 1994

Checking Account	\$23,146.79
Savings Account	12,801.69
Certificate of Deposit (Magna Bank, due 2/15/95).	<u>13,930.49</u>

TOTAL \$49,878.97

o TREASURER'S REPORT o
BUDGETED VERSUS ACTUAL AMOUNTS
 October 1, 1993 to September 30, 1994

RECEIPTS

	<u>Budgeted</u>	<u>Actual</u>
Membership dues	\$36,725.00	\$38,430.00
Portland Conference	5,500.00	9,109.00
Sale of Printed Materials	200.00	135.02
Interest (Checking, Savings, Certificate)	1,200.00	1,103.71
Joint Statistical Report financial support	-0-	1,640.00
Fax usage payment	<u>-0-</u>	<u>6.53</u>
TOTALS	\$43,625.00	\$50,424.26

DISBURSEMENTS	\$43,625.00	\$41,779.20
(See below for detail)		

SURPLUS/DEFICIT	-0-	\$8,645.06
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DISBURSEMENTS BY CATEGORY

<u>Line Item</u>	<u>Budgeted</u>	<u>Actual</u>	<u>Balance</u>
President	\$2,500.00	-0-	\$2,500.00
Executive Secretary			
Association Expenses	12,125.00	11,159.84	965.16
Annual Stipend	9,500.00	9,500.00	-0-
Telephone	1,000.00	1,016.39	(16.39)
Conference Expenses	5,000.00	5,674.96	(674.96)
Conference Planning	3,000.00	1,899.55	1,100.45
Newsletter	3,000.00	2,325.00	675.00
Regional Vice Presidents	2,500.00	509.95	1,990.05
Research	5,000.00	7,338.38	(2,338.38)
NAASS History	<u>-0-</u>	<u>2,355.13</u>	<u>(2,355.13)</u>
TOTALS	\$43,625.00	\$41,779.20	\$1,845.80

Joey L. French, CPA Larry W. McGowen, CPA
Lawrence G. Schmitz, CPACERTIFIED PUBLIC ACCOUNTANTS
A PROFESSIONAL CORPORATIONINDEPENDENT AUDITOR'S REPORTBoard of Directors
North American Association
of Summer Sessions
St. Louis, Missouri

We have audited the accompanying statements of assets, liabilities and fund equity - cash basis and the related statements of revenues, expenses and changes in fund equity - cash basis of the North American Association of Summer Sessions for the years ended September 30, 1994 and 1993. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

As described in the notes to the financial statements, the Organization's policy is to prepare its financial statements on the basis of cash receipts and disbursements; consequently, certain revenues and the related assets are recognized when received rather than when earned, and certain expenses are recognized when paid rather than when the obligation is incurred. Accordingly, the accompanying financial statements are not intended to present financial position and results of operations in conformity with generally accepted accounting principles.

In our opinion, the financial statements referred to above present fairly, in all material respects, the assets, liabilities and fund equity - cash basis as of September 30, 1994 and 1993 and the revenues, expenses and changes in fund equity - cash basis of the North American Association of Summer Sessions, for the years then ended, on the basis of accounting described in the notes to the financial statements.

French, McGowen & Co., P.C.

October 19, 1994

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS
 STATEMENTS OF ASSETS, LIABILITIES AND
 FUND EQUITY - CASH BASIS
 September 30, 1994 and 1993

	<u>1994</u>	<u>1993</u>
<u>ASSETS</u>		
Cash (Note 2)	\$ 49,880	\$ 41,234
Office Equipment (Note 3)	<u>565</u>	<u>1,696</u>
	<u>\$ 50,445</u>	<u>\$ 42,930</u>
<u>LIABILITIES AND FUND EQUITY</u>		
Liabilities	\$ -	\$ -
Fund Equity	<u>50,445</u>	<u>42,930</u>
	<u>\$ 50,445</u>	<u>\$ 42,930</u>

The accompanying notes are an integral part
of the financial statements.

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS
 STATEMENTS OF REVENUES, EXPENSES AND
 CHANGES IN FUND EQUITY - CASH BASIS
 Years Ended September 30, 1994 and 1993

	<u>1994</u>	<u>1993</u>
Revenues:		
Dues	\$ 38,430	\$ 36,670
Interest:		
Certificates of Deposit	464	507
Savings	307	355
Checking - Now Account	333	235
Conferences	9,109	3,200
Sale of <u>Proceedings</u> and research material	135	125
Joint statistical report financial support	<u>1,640</u>	<u>-</u>
	<u>50,418</u>	<u>41,092</u>
Expenses:		
Depreciation	1,130	1,130
Executive Committee:		
President	-	2,192
Telephone	1,010	962
Executive Secretary:		
Association expenses	11,160	12,245
Compensation	9,500	9,000
Conference expenses	5,675	4,396
Conference planning	1,900	1,952
NAASS history expenses	2,355	423
Newsletter	2,325	2,433
Regional Vice-Presidents	510	600
Research	<u>7,338</u>	<u>3,048</u>
	<u>42,903</u>	<u>38,381</u>
Excess of Revenues over Expenses	7,515	2,711
Fund Equity - Beginning of Year	<u>42,930</u>	<u>40,219</u>
Fund Equity - End of Year	<u>\$ 50,445</u>	<u>\$ 42,930</u>

The accompanying notes are an integral part
of the financial statements.

NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

NOTES TO FINANCIAL STATEMENTS

September 30, 1994 and 1993

1. Summary of Significant Accounting Policies

This summary of accounting policies of North American Association of Summer Sessions (the Organization) is presented to assist in understanding the Organization's financial statements. These accounting policies conform to the cash basis of accounting and have been consistently applied in the preparation of the financial statements.

Accounting Basis - The Organization uses the cash basis of accounting; consequently, certain revenues and the related assets are recognized when received rather than when earned, and certain expenses are recognized when paid rather than when the obligation is incurred.

Depreciation - Depreciation is computed by using the straight-line method, mid-year convention, over the assets estimated useful life. The estimated useful life of capitalized office equipment is five years.

Fund Equity - Fund equity represents the accumulation of excess revenues over expenses being held for the future benefit of the Organization.

Income Taxes - The Organization is tax exempt under Internal Revenue Code Section 501 (c)(3).

Business Activity - The Organization was organized in 1963. The Organization is an association of college and university deans and directors of accredited institutions' summer session programs.

2. Cash

Cash consists of the following at September 30:

	<u>1994</u>	<u>1993</u>
Cash - Checking	\$ 23,147	\$ 15,272
Cash - Savings	12,802	12,495
Certificates of Deposit, Magna Bank (formerly Landmark Bank)		
3.3% due February 14, 1994	-	13,467
3.5% due February 14, 1995	<u>13,931</u>	<u>-</u>
	<u>\$ 49,880</u>	<u>\$ 41,234</u>

3. Office Equipment

Office equipment, stated at cost, consists of the following at September 30:

	<u>1994</u>	<u>1993</u>
Office equipment	\$ 5,652	\$ 5,652
Less accumulated depreciation	<u>5,087</u>	<u>3,956</u>
	<u>\$ 565</u>	<u>\$ 1,696</u>

Depreciation expense was \$1,130 and \$1,130 for the years ended September 30, 1994 and 1993, respectively.

o TREASURER'S REPORT o
PROPOSED BUDGET FOR FY/1995
October 1, 1994 to September 30, 1995

RECEIPTS

Membership Dues (420 @ \$85)	\$35,700.00
Membership Dues (82 @ \$25)	2,050.00
Boston Conference	5,000.00
Sale of Printed Materials	150.00
Interest (Checking, Savings, Certificate)	<u>1,200.00</u>

TOTAL RECEIPTS **\$44,100.00**

DISBURSEMENTS

President	\$2,500.00
Executive Secretary	
Association Expenses	12,000.00
Annual Stipend	<u>10,500.00</u>
Sub Total	22,500.00
Telephone	1,100.00
Conference Expenses	5,000.00
Conference Planning	2,500.00
Newsletter	3,000.00
Regional Vice Presidents	2,500.00
Research	<u>5,000.00</u>

TOTAL DISBURSEMENTS **\$44,100.00**

Conference Site Selection Committee Report

The Conference Site Selection Committee convened on Sunday with the following members in attendance: Paul Aizley (University of Nevada-Las Vegas), Bill Emrick (Alfred University), Verla Fish (Black Hills State University), Ray Lagesse (SUNY-College at Geneseo), Dave Miller (University of North Carolina at Wilmington), Jim Murphy (University of North Carolina at Chapel Hill), Mike Nelson (representing the St. Louis contingent), and Ray Rapp (Mars Hill College). After hearing presentations from some of the members, the Committee wishes to report the following:

1. We confirmed the arrangements for meeting November 12-15, 1995, at the Grove Park Inn Resort in Asheville, North Carolina. Conference rates will be \$105. Shuttle service will be available from the Asheville airport to the Inn.
2. We will meet November 17-20, 1996, at the Adam's Mark Hotel in St. Louis, Missouri. Conference rates will be \$105 and \$115.
3. We anticipate meeting in San Francisco, California, in November 1997. The dates have yet to be confirmed by Gary Penders who will also propose the hotel site.
4. Looking ahead to 1998, Verla Fish presented information on the new Dunbar Resort in the Black Hills area of South Dakota, scheduled to be completed by May of 1997 with support from the State of South Dakota and the brothers Kostner. The proposed dates, to be confirmed later, will be in late October or early November. Verla's excellent presentation established that railroad transport will take us from Rapid City airport to Dunbar in about an hour. The 320-room facility will offer rates at about \$100, and recreational facilities are virtually unlimited. The invitation was accepted contingent upon Verla's confirmation of suitable arrangements in January.

Respectfully submitted:

Helen B. Warren
Chairperson

Creative and Innovative Awards Committee Report

Nomination forms for the Creative and Innovative Awards competition were mailed to all members during the summer. The type of program nominated (Credit, Noncredit, Administrative) was designated on the form. The number of nominated programs was 32 (18 Credit, 9 Noncredit, and 5 Administrative).

The committee members read all nominations and judged them objectively on a scale of 100, based on four major criteria: creativity, uniqueness, success and impact, and adaptability.

All finalists were notified. Others were thanked for their submissions and encouraged to try again. Discussion and final judging of the finalists occurred at the NAASS meeting in Boston on Sunday, November 13, 1994.

The terms of three committee members have expired. Thus, three positions are open. Prospective committee members have been identified and recommended to president Dori Beeks. The committee also made a recommendation for the committee chair and has forwarded this to the president. Below are the winners for this year.

Respectfully submitted:

Michele Price
Chairperson

o CREDIT CATEGORY o

Most Outstanding Program Award
University of North Carolina at Charlotte
Summer Teacher Institute and Camp

-o-

Merit Award Winner
University of Wisconsin at Madison
Enhancing Teaching Quality

-o-

Merit Award Winner
Wake Forest University
Summer Management Program

o NONCREDIT CATEGORY o

Most Outstanding Program Award
Portland State University-PSU/SEI
Summer Music Camp

-o-

Merit Award Winner
Syracuse University
Video Ventures

-o-

Merit Award Winner
University of Hawai'i at Manoa
African American Visions

o ADMINISTRATIVE CATEGORY o

Most Outstanding Program Award
University of Alaska Anchorage
Alaska Native Summer Scholar Program

-o-

Merit Award Winner
University of Hawai'i at Manoa
Campus-Wide Leadership in Student Registration

Finance Committee Report

The Finance Committee of NAASS, chaired by the treasurer of the organization, held its annual meeting on Sunday, November 13, 1994, in Boston. Most committee members were unable to attend due to scheduling conflicts and/or resignations from the organization. In attendance were Sharon Alexander and Robert Trewatha, representing the North Central Region. Normally, there are six members of the committee, serving three-year terms. At the end of each year, two members retire and two new members are named. Every attempt is made to include equitable regional representation. The status of those persons not attending the meeting is as follows:

<u>Name</u>	<u>Region</u>	<u>Status</u>
Karen Crawford	Western	Continuing (1995)
Wayne Hamilton	Northeastern	Resigned
Karon Sturdivant	Southern	End of term
Joanne Walker	Middle States	Resigned
Alex Waugh	Northeastern	End of term

At the request of president-elect Dori Beeks, we noted the need for four new committee members: one person for 1995, i.e., a one-year term; one person for 1996, i.e., a two-year term; and two persons for 1997, i.e., full three-year terms. Suggested names were also forwarded to Dori, who will make the appointments and notify the chair of those accepting.

Those present reviewed the 1994 projected/actual budget and approved it, noting that the growth in net worth of the Association has been:

1992 - \$37,393; 1993 - \$41,234; 1994 - \$49,879

The committee viewed this as significant and an indicator that the organization is not only adding new members, but operating at peak efficiency.

We reviewed and approved the 1995 budget with a recommendation to the Administrative Council to approve it, pending possible changes relating to the executive secretary's stipend. In reviewing the executive secretary's stipend, the committee recommended to the Administrative Council that the stipend be raised up to a limit of 10% or \$950, for a total of \$10,450.

Under "other business," the committee recommended that Robert Trewatha be identified to represent the treasurer in making an annual visit to the executive secretary in St. Louis to review budgets. The treasurer took this forward to the Administrative Council, where it was approved.

It was also agreed that the treasurer would share, on a quarterly basis, all reports from the executive secretary with the committee. If possible, it was agreed that the treasurer would establish an E-mail conference to facilitate communications among the president, executive secretary, and the Finance Committee regarding fiscal matters. The meeting was adjourned at 11:30 a.m.

Respectfully submitted,

Sharon E. Alexander
Treasurer

Membership Committee Report

Part I

We began the membership year (January 1 - December 31) with 410 institutional members, having lost 42 colleges and universities that did not renew for 1994. During the course of the year, we attracted 57 new institutional members, with three former members renewing late, giving us a total of 470. Additionally, we have seven individual members. This represents the largest number of members in the history of the Association, and the committee members--your regional vice-presidents--are to be commended for outstanding achievement. These, then, are our new members:

Arizona State University West	Oral Roberts University (OK)
Baruch College of CUNY	Otterbein College (OH)
Bates College (ME)	Palm Beach Atlantic College (FL)
Bennington College (VT)	Penn State University at Erie
Cabrini College (PA)	Peru State College (NE)
California State University-San Marcos	Philadelphia College of Textiles and Science (PA)
Christian Brothers University (TN)	Quincy College (MA)
Clark Atlanta University (GA)	Roosevelt University (IL)
Concordia University (CA)	St. Francis Xavier University (NS)
Curry College (MA)	Saint Joseph's University (PA)
Endicott College (MA)	Springfield College (MA)
Fairfield University (CT)	SUNY-College at Geneseo
Fairleigh Dickinson University (NJ)	SUNY-College at Oneonta
Ferris State University (OH)	SUNY-College of Technology at Delhi
Florida State University	Trinity College (CT)
Kansas Newman College (KS)	Trinity College (VT)
Lewis University (IL)	University of Illinois at Chicago
Loras College (IA)	University of Indianapolis (IN)
Lynchburg College (VA)	University of Memphis (TN)
Malone College (OH)	University of Nebraska at Kearney
Manhattanville College (NY)	University of Pittsburgh (PA)
Mount Saint Mary's College (MD)	University of San Francisco (CA)
North Park College (IL)	University of Scranton (PA)
North Shore Comm. College (MA)	Virginia Military Institute
Northwest Missouri State University	Western Kentucky University
Norwalk Comm.-Tech. College (CT)	
Oglethorpe University (GA)	

A reflection of our membership--listed by region, state, and province--will be found on the next page. A profile of the Association is on page 61.

Respectfully submitted:

Michael U. Nelson
Executive Secretary

Membership Committee Report

Part II

Middle States Region (87)

Delaware	1	Pennsylvania	36
District of Columbia	5	Virginia	14
Maryland	14	West Virginia	3
New Jersey	14		

North Central Region (106)

Illinois	19	Minnesota	11
Indiana	9	Missouri	10
Iowa	4	Nebraska	5
Kansas	2	North Dakota	2
Kentucky	3	Ohio	18
Manitoba	1	South Dakota	4
Michigan	6	Wisconsin	12

Northeastern Region (114)

Connecticut	11	Nova Scotia	3
Maine	3	Ontario	5
Massachusetts	30	Prince Edward Island	0
New Brunswick	1	Quebec	2
New Hampshire	3	Rhode Island	5
New York	45	Vermont	5
Newfoundland	1		

Southern Region (71)

Alabama	1	Oklahoma	3
Arkansas	2	Puebla (Mexico)	1
Florida	4	Puerto Rico	0
Georgia	5	South Carolina	8
Louisiana	4	Tennessee	8
Mississippi	4	Texas	6
North Carolina	23	Virgin Islands	1
		West Indies	1

Western Region (92)

Alaska	2	Montana	4
Alberta	3	Nevada	3
Arizona	5	New Mexico	3
British Columbia	4	Oregon	10
California	30	Saskatchewan	1
Colorado	8	Utah	3
Hawai'i	2	Washington	11
Idaho	3	Wyoming	0

Membership Committee Report

Part III

A profile of the NAASS membership is delineated by the following six categories: (1) **Region** (where the institution is located); (2) **Highest Degree Awarded** (by the institution); (3) **Academic Year Enrollment**; (4) **Affiliation** (public or private); (5) **Calendar** (during the academic year); and (6) **Sex** (of the summer administrator).

Category	Number	Percent of Total
Region		
Middle States	87	19%
North Central	106	23%
Northeastern	114	24%
Southern	71	15%
Western	92	20%
Highest Degree Awarded		
Associate	11	2%
Baccalaureate	47	10%
Master's	223	47%
Doctorate	189	40%
Academic Year Enrollment		
Up to 1,500	49	10%
1,501 to 3,000	89	19%
3,001 to 5,000	71	15%
5,001 to 7,500	70	15%
7,501 to 10,000	40	9%
10,001 to 15,000	74	16%
15,001 and over	77	16%
Affiliation		
Public	247	53%
Private	223	47%
Academic Year Calendar		
Semester	373	79%
Quarter	60	13%
4/1/4	24	5%
Trimester	5	1%
Other	8	2%
Sex of Summer Administrator		
Male	268	57%
Female	202	43%

Nominations and Elections Committee Report

On behalf of the the Nominations and Elections Committee, I am pleased to report the following list of winners in this year's NAASS election:

President-elect ----- Victor N. Kobayashi, University of Hawai'i at Manoa

At-Large Member --- Gary W. Penders, University of California at Berkeley

Middle States Vice-President -- Donna Scarboro, The George Washington University

North Central Vice-President -- Patrick C. Runde, University of Wisconsin at Madison

Western Vice-President ----- Larry G. Cobb, San Diego State University

Respectfully submitted:

Nancy M. Tischler
Chairperson

Research & Publications Committee Report

1. Lee Golden of the University of Portland has assumed responsibility for the *Joint Statistical Report* (JSR). The usefulness of the report was discussed at length. With many schools having highly successful summer sessions now under siege and with many moving toward decentralization, the JSR can be very helpful in fighting some of the battles. Suggestions for improving the JSR and its usefulness included:
 - (a) Having a session at next year's meeting on how to use the data in the JSR;
 - (b) Providing each member of NAASS with two copies, so that one can be given to "higher administration"; and
 - (c) Reporting data by Carnegie classification, since this is recognized and understood by most administrators.

The Committee felt that, if there is not a separate line item in the NAASS budget for the JSR, such a line should be established. Lilieth Nelson of The University of the West Indies pointed out the international participation in NAASS and agreed to organize a group to prepare a special section for international data for the 1995 JSR.

2. David Schejbal of Northwestern University discussed a summer session journal he proposes to establish. This journal, which has been endorsed by AUSS, will consist of two parts: (1) scholarly articles related in some way to summer session, e.g., Pat Scott's paper, and (2) articles dealing with pragmatic administrative issues of interest to summer session directors. David emphasized his desire for this to be a publication for all those involved in summer session and encouraged involvement on the part of NAASS. The Research Committee passed a resolution endorsing the concept and asking the Administrative Council of NAASS to do as well, noting that no financial commitment is requested.
3. The need to continue to enhance interest in research was discussed. Ideas for future sessions on "finding time to do research" and on survey development were presented. Possible methods for NAASS involvement in funding research were considered; NAASS has not funded a research project since Pat Scott's was completed. Five types of funding were discussed:
 - (1) Traditional approach of seeking applicants through a call for proposals and choosing from among the proposals received;
 - (2) Determination of a particular type of project that we wish to support and seeking researchers to take on that project;
 - (3) Providing funding jointly with other summer session organizations, which are already seeking research to fund;
 - (4) Providing grants to these other summer session organizations to augment their existing research budgets; and
 - (5) Funding projects that support research rather than funding specific research (for example, the *Bibliography of Summer Session* research).

The Committee indicated a desire to support projects that support research efforts. In particular, the committee recommends to the Administrative Council that NAASS approach NCCSS about taking over or

providing support for the *Bibliography of Summer Session* research, now being updated regularly by Bill Kops of the University of Manitoba. The Committee also expressed interest in supporting a project to update the collection of assessment instruments (questionnaires) that was published several years ago.

Finally, the Committee asks the Administrative Council to allow the Research Committee to solicit research programs to fund for the coming year. If the Council approves, the Research Committee will prepare and send out a "Call for Proposals" early next year.

Respectfully submitted:

Ronald L. Wasserstein
Chairperson

Appendix I

"Becoming Better Falcons Through the Summer Freshman Program"

A presentation by
Suzanne Crawford, Dean of Continuing Education and Summer Programs
and
Waldemar Weber, Director of the Summer Freshman Program
at Bowling Green State University

General Description and Program Description. Unless otherwise indicated, the data used in this report pertain to 211 entering students of Summer 1993. These students came from a larger pool of 313 admitted students, exclusive of any transfer students. Since 183 students, which is 69.1% of the 265 students admitted summer-only, and 28 students, 58.3% of the 48 students with regular status, actually came, the students and their families responded favorably to the opportunities offered by the Summer Freshman Program. After the grades were posted, these students were divided into three groups of 27 (= 56.3% of 48) entering students with regular status, who took their head start seriously, which is to say that on average they completed 7.3 credit hours without generating any complaints about excessive absenteeism or unseemly behavior, 156 (= 58.9% of 265) summer freshmen, who took their educational opportunity seriously, which is to say that on average they completed 8.6 semester hours under similar conditions, and 28 (= 8.9% of 313) entering students from both groups, who are called semiactive for analytic purposes (see figure #1).

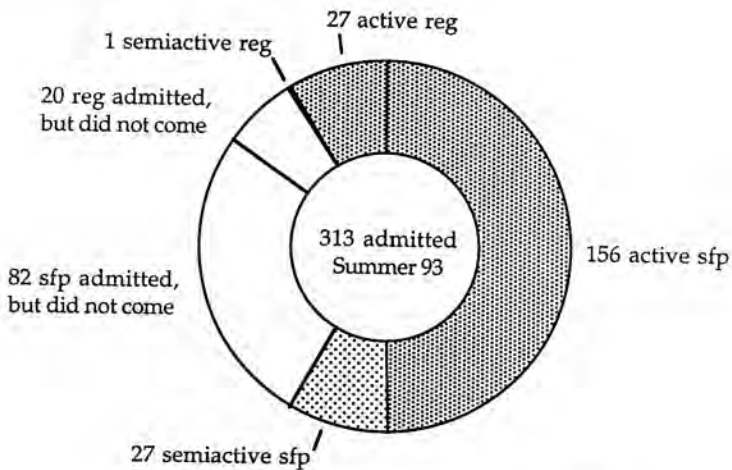


Figure #1. Data Base for Summer 1993

The Summer Freshman Program was conceived and continues to function through the cooperative efforts of administrators, teachers, and counselors from school districts as well as administrators, faculty, and staff from Bowling Green State University. This program began in Summer 1979 in response to research findings, which suggested that as many as 40% of the nation's students failed to complete the transition from high school to higher education. Though University personnel often assume that entering students will make proper adjustments, many of them lack the required maturity, self-discipline, or study skills to make them consistently. For this reason, the Summer Freshman Program asks returning teachers, who are acquainted with expectations in college as well as the realities in school, to assist University personnel, both academic and residential. The summer freshmen generally emerge from this intensive, eight-week program with very positive attitudes, but it takes more time to overcome a lifetime of poor study habits.

Many of the summer freshmen (about 45%) chose to pursue a higher education because they wanted specific professional credentials that would qualify them for a better variety of jobs, usually requiring a college degree. Some students (about 20%) wanted general experiences that would continue to help them develop academically and perhaps realize their maximum potential, while others (about 16%) pursued a higher education simply because the decisions involved in getting a college degree over the next four or five years would help them to explore several possibilities and perhaps to find themselves.

The summer freshmen are undergoing rapid changes in their lives. They are leaving the familiar environment provided by their families and friends; they have newly found freedom with no one to check upon their responsibilities. They will be sharing a room for the first time; they may be living with or among other people whose life styles are quite different from their own. They may suffer from a fear of the unknown, accompanied by a reluctance to seek advice from responsible sources, though some students (about 11%) followed the advice of a friend who was acquainted with the Summer Freshman Program and suggested that it would help them get a good start, while others (about 8%) came to Bowling Green State University on their own, since they wanted to take advantage of the extra services that would be available to entering students if they started early. Thus, the summer freshmen represent a diverse population with a wide variety of knowledge, skills, and motivation. Many of them (about 48%) wanted a firm educational foundation for future career goals, while some of them (about 35%) simply wanted increased self-confidence in their ability to learn. Since predictions suggested that extra help with their adjustment may be needed for a successful transition from high school to a residential institution, such as Bowling Green State University, about 87% of the entering students were asked by the Office of Admissions to come early, but only 73% felt that this request was as important as the reasons considered here.

Preferred Teaching and Learning Styles. When asked to describe the ideal instructor, most summer freshmen (about 45%) felt "that teaching practice should not be separated from human development and, consequently, that the whole person should become involved in the educational purpose. Also, that they should have a variety of ways--some of which may be individual-

ized--through which they can show their instructors what they can do." In fact, this student-centered approach was dominant, while the intellect- (about 22%), instructor- (about 17%), and content- (about 15%) centered approaches ranked behind (see figure #2, Joseph Axelrod prepared a description of these teaching styles in the humanities for *Effective College Teaching, the Quest for Relevance*, edited by William Morris and published by the American Council on Education for the American Association of Higher Education, Washington, D.C., 1970).

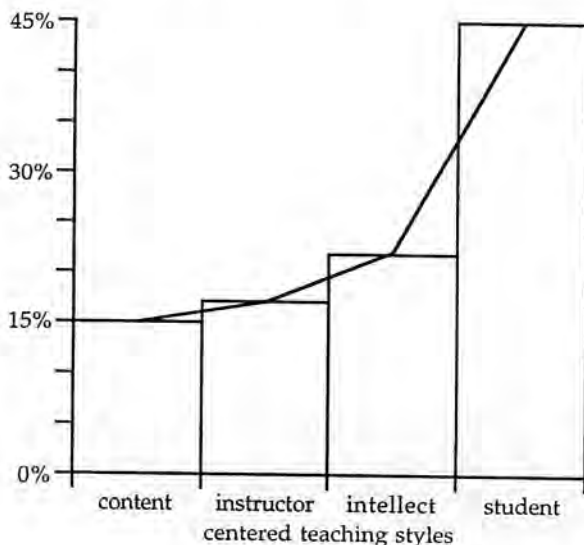


Figure #2. Preferred Teaching Styles

When asked to describe themselves as students, most summer freshmen (about 42%) "liked to cooperate with their instructors and other students so that their thoughts and skills could be developed through group activities. They did not feel that they should compete with other students for any rewards." While developmental and introductory courses can be graded on a competency-based model, most courses in higher education are graded by student-driven competition. Evidently, the Summer Freshman Program works best when the students and their instructors are able to accommodate each other. Some summer freshmen (about 38%) want "to take personal responsibility for getting the most out of each class, and they cooperate with others only when told to do so. They prefer to work on their own, but will listen to others in a formal setting."

The Learning and Study Strategies Inventory (LASSI) of Claire E. Weinstein, David R. Palmer, and Ann C. Schulte, which is distributed by the H&H Publishing Company, 1231 Kapp Drive, Clearwater, FL 34625-2116, was given to entering students for Summer 1994. The average results are plotted and compared in the accompanying diagram (see figure #3). The scale descriptions were taken from *LASSI User's Manual* of 1987.

Learning and Study Strategy Inventory

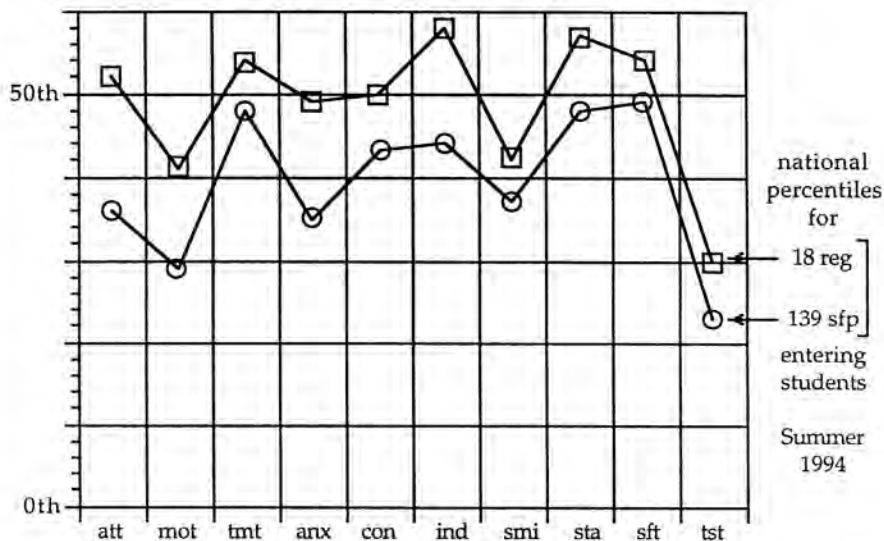


Figure #3. Average Student Profile Comparisons for Summer 1994

- att** attitude, the first scale, contains items addressing attitude and interest in college. How clear are students about their own educational goals? Is school really important or worthwhile to them? Students, scoring low on this scale, need to work on higher-level goal setting and reassess how school fits into their future.
- mot** motivation, the next scale, addresses students' diligence, self-discipline, and willingness to work hard. Do they stay up-to-date in class assignments? Do they easily lose interest in their classes? Students, scoring low on this scale, may need to learn that what happens to them in school depends upon their own efforts.
- tmt** time management examines students' use of common time management principles for academic tasks. How well are they organized? Do they anticipate scheduling problems? Students, scoring low on this scale, need to learn how their own schedules can help them deal with distractions, competing goals, and procrastination.
- anx** anxiety items address the degree to which students worry about their performance. Do students worry so much that it is hard for them to concentrate? Are they easily discouraged about their grades? Students, scoring low on this scale (indicating high anxiety), need to learn how to cope with high anxiety and reduce worry.
- con** concentration items focus on students' ability to pay close attention to academic tasks. Are they easily distracted? Can they direct their attention to school tasks? Students, scoring low on this scale, need to learn how to set priorities so they can attend to academic as well as other responsibilities.

- inp the information processing scale contains items addressing several subareas, which include the use of mental imagery, verbal elaboration, comprehension monitoring, and reasoning. Can they imagine analogies that aid their memory? Can they reason from hypotheses to form conclusions? Students, scoring low on this scale, need to add meaning and organization to what they are trying to learn.
- smi selecting main ideas items address students' ability to pick out important information for further study. Can they focus on key points in a lecture? Can they decide what to underline in a textbook? Students, scoring low on this scale, need to learn how to reject as well as gather information based upon appropriate intuition.
- sta the study aids scale measures the degree to which students may use support techniques or materials to help them learn and remember new information. Do they perform practice exercises? Do they create or use organizational aids? Students, scoring low on this scale, need to know what types of study aids would be appropriate for given tasks.
- sft concentrates on preparing for classes and tests. Do the students adequately review before a test? Do they stop periodically while reading to understand the content? Students, scoring low on this scale, need to learn how to review academic material and monitor their comprehension.
- tst the last scale, test strategies, focuses on students' strategies in preparing for and taking examinations. Do they prepare appropriately? Do they try to integrate material from different sources? Students, scoring low on this scale, need to learn how to approach different types of tests and test items.

Students, scoring between the 75th and 50th percentile on a particular scale, may improve their academic performance by improving the relevant learning and study skills; while students, scoring below the 50th percentile, should improve the relevant skills to maintain satisfactory academic progress.

Experiences with Developmental Courses. Of the 156 summer freshmen, who took their conditional admission seriously, 61 (= 39% of 156) concentrated exclusively upon the basic skill areas and perhaps included some physical education or organized recreation, 55 (= 35.3% of 156) took one other course of three semester hours for a letter grade, 35 (= 22.4% of 156) took two other courses of five or six semester hours for a letter grade, and 5 (= 3.2% of 156) took three or more other courses with a total of eight or nine semester hours for a letter grade (see figure #4).

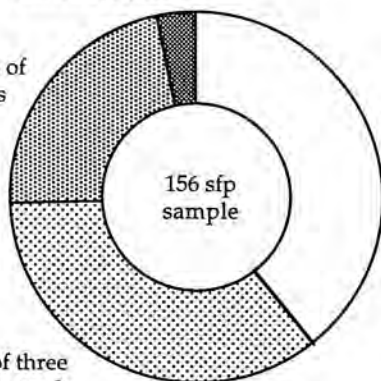
Among basic skill areas, 56 (= 35.9% of 156) summer freshmen tried to improve their *reading and study skills*, but only 54 (= 34.6% of 156) of them were successful. Meanwhile, 12 (= 7.7% of 156) students successfully completed the transition course, which uses a supplementary handbook, *Becoming a Master Student*, and its support package from College Survival of Rapid City, South Dakota. Only two summer freshmen took both courses.

Of the 155 summer freshmen who obtained placement recommendations in *writing*, 60 (= 38.7% of 155) placed into developmental writing, 93 (=

5 took *three or more* other courses with a total of eight or nine semester hours

35 took *two* other courses of five or six semester hours

61 focused upon the basic skills



55 took *one* other course of three semester hours for a letter grade

Figure #4. Division of Effort During Transition

60.0% of 155) placed into introductory writing, and two (= 1.3% of 155) placed beyond introductory writing. Fifty-one (= 86.4% of 59) students satisfactorily completed developmental writing with an average laboratory time of 79.8 minutes each; 74 (= 86.0% of 86) students satisfactorily completed developmental writing with an average laboratory time of 39.6 minutes each; and two (= 100.0% of 2) students satisfactorily completed varieties of writing with an average laboratory time of 15.0 minutes each. Curiously, the students who failed developmental writing utilized 64.5 more minutes of laboratory time on the average than those who passed, while those who failed introductory writing utilized 19.2 fewer minutes of laboratory time on the average than those who passed. These data create an impression that most of the summer freshmen, who failed developmental writing, would continue to fail without some additional intervention.

The average placement recommendation in *mathematics* for 152 summer freshmen was 3.6 with a minimum of 1.0 for eight students and a maximum of 6.5 for four students on an 11-point scale, where 4.0 essentially represents enough competency in the college preparatory curriculum to assure a two-thirds probability of satisfactorily completing college algebra. The fact that only 71 (= 46.7% of 152) of the summer freshmen required some form of elementary or intermediate mathematics is wonderful news, but the fact that only 41 (= 57.7 of 71) actually enrolled in an appropriate course during the summer session places a greater burden upon the academic year, when more aggressive students compete for available resources.

Seven (= 100% of 7) students satisfactorily completed elementary mathematics last summer with an average laboratory time of 1294.2 minutes each. These seven students only represent 77.7% of the nine summer freshmen who placed into elementary mathematics.

Twenty-six (= 74.3% of 35) students, who took intermediate mathematics last summer, completed it with an average laboratory time of 982.9 minutes each. Those who failed utilized 1055.0 minutes on the

average. These 35 students only represented 56.5% of the 62 summer freshmen who placed into intermediate mathematics. One student, who definitely placed into intermediate algebra, became very ambitious and took college algebra with a grade of D.

Thirteen summer freshmen completed college algebra with an average grade of 1.9 and 68.9 minutes of average time in a mathematics laboratory. Also, five summer freshmen completed precalculus mathematics with an average grade of 1.8 and 7.8 minutes of average time in a mathematics laboratory. These values are similar to a comparable one for sociology, since the summer freshmen have yet to realize that their study habits and laboratory time become important in competition with regular or continuing students.

Immediate and Longitudinal Results. Many students (about 54%) felt that they had received a great head start by experiencing college life and becoming introduced to a multicultural environment during the summer, while many others (about 38%) felt that the teacher interns helped them to meet new people, expand their vision, see new opportunities, find new direction for their lives, and finally get serious about their education. When asked whether they would recommend the Summer Freshman Program to their friends or relatives, many of them (about 37%) said, "Yes, without any reservation"; more of them (about 47%) said, "Yes, with some reservations"; and only a few (about 16%) said, "Not unless extra help is needed." Everyone, who became involved with the summer freshmen, soon discovered that these students were far from dull, but that they needed extra help joining the campus community, and they obviously appreciated what they received to become successful on their own.

Twenty-four (= 88.9% of 27) active regularly admitted students continued with the autumn semester and 21 (= 77.8% of 27) of these students continued through the spring, while 141 (= 90.4% of 156) active summer only students continued with the autumn semester and 114 (= 73.1% of 156) of these students continued through the spring (see figure #5).

Ten (= 41.7% of 24) active regularly admitted students, who completed the autumn semester, improved their accumulative grade point average in the spring, while 39 (= 27.7% of 141) active summer only students and one (= 6.7% of 15) semiactive student also improved.

Eighteen (= 66.7% of 27) active regularly admitted students completed the spring semester with an accumulative grade point average of 2.0 or higher, while 54 (= 34.6% of 156) active summer only students from the second group and also two (= 7.1% of 28) semiactive students maintained similar standards.

Fifteen (= 53.6% of 28) semiactive students continued with the autumn semester and three (= 10.7% of 28) of them continued through the spring. They were joined by two (= 1.3% of 156) active summer only students and four (= 14.3% of 28) more semiactive students, who returned in the spring without participating in the autumn semester. Their return was inauspicious in all six cases.

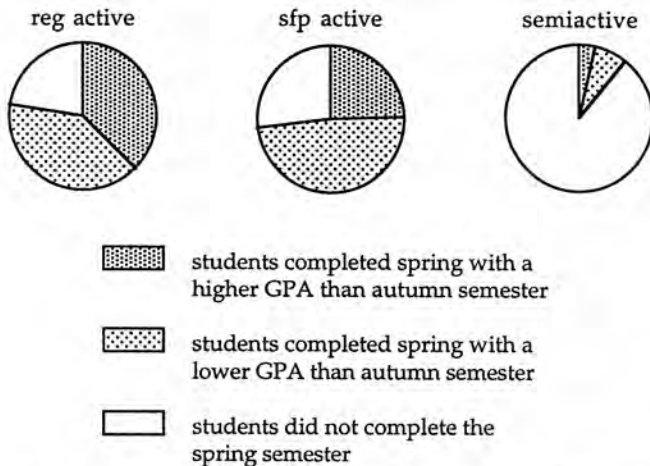


Figure #5. Longitudinal Data of Entering Students Enrolled During Summer 1993

These data, as well as related measures, indicate that summer freshmen eventually become competitive with their classmates when they try. They also indicate that the summer freshmen should receive as much encouragement as possible during their first academic year. It is very gratifying to recognize that some of our graduate programs are getting students who started their undergraduate programs as summer freshmen years ago. In fact, some of our returning teachers started as summer freshmen.

Appendix II

ABSTRACTS OF SUBMISSIONS for the CREATIVE AND INNOVATIVE AWARDS

NOTE: The following abstracts are presented here to act as a stimulus for all members. For additional information, it is suggested that you communicate directly with the individual identified with each program.

o ADMINISTRATIVE CATEGORY o

STATE UNIVERSITY OF NEW YORK-COLLEGE AT CORTLAND
Contact Mary C. Ware - Coordinator, Summer Sessions.

Promoting Short Courses to Students and Faculty

The coordinator asked for volunteers to propose short courses, allowing faculty to set beginning and ending dates. Rather than instituting a three-week term, they offered some 18 short courses (eight days to three weeks long) within their regular format of two five-week terms. It was anticipated that students would like the short-course format but, realizing that this was a new way of delivering courses, we instituted two major marketing activities. Few courses were cancelled due to insufficient enrollment, and the average enrollment was 17 students per course.

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TEXAS A & M UNIVERSITY

Contact Karon Sturdivant - Director, Center of Academic Achievement.

Camp Planet Earth

Camp Planet Earth, an environmental summer science camp, combines an academic learning experience with an "outward-bound" adventure. The camp is designed to instill and foster a respect for the earth's environment and a desire to pursue a career in the geosciences. Each student obtains knowledge, skills, and data that assist in the development and completion of a science fair project to present during the subsequent school year.

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UNIVERSITY OF ALASKA ANCHORAGE

Contact Dennis M. Edwards - Director, Summer Sessions.

Alaska Native Summer Scholar Program

The purpose of the program was to bring Alaska Native Faculty, who were experienced teachers or professionals and interested in university teaching to the University of Alaska Anchorage during the summer sessions. Native faculty members taught or team taught in their professional areas commensurate with their backgrounds. The intent was to build personal and professional networks that will stimulate more Alaskan Native full-time faculty appointments at the University of Alaska Anchorage.

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UNIVERSITY OF HAWAII AT MANOA

Contact Victor N. Kobayashi - Dean of Summer Session.

Campus-Wide Leadership in Student Registration

In 1990, the University of Hawaii at Manoa implemented an on-line telephone registration process for its summer session students. This registration process alleviated many long lines and frustration for students. Students can access registration information, check their schedules, or check to see if a class is still open. The on-line registration works off the office PCs as an interface between the telephone and mainframe computer. In 1994, the summer staff implemented full telephone registration for a fraction of the price of previously evaluated systems. Now the registration process has been adapted for Fall/Spring semesters.

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UNIVERSITY OF NEW HAMPSHIRE

Contact William F. Murphy - Dean, Division of Continuing Education and Summer Session.

Innovative Summer Grants Program

We created a pool of funds whereby new courses could be developed and offered for the first time without risk of their funds, and we named it the *Innovative Summer Grants Program*. The program provides seed money to University faculty who develop new and innovative courses in the Summer Sessions. Since limited grant funding is available, program proposals were to be submitted to a committee representing the University. The committee awards three to five programs each summer, and the revenue, after expenses, reverts back to the grants account so that each year the *Innovative Summer Grants Program* regenerates itself.

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o CREDIT CATEGORY o

BALL STATE UNIVERSITY

Contact Frank Eikenberry - Director of Summer and Academic Systems.

Freshman Summer Semester

Freshman Summer Semester (FSS) is a quality environment for learning for those seeking an early college start and a productive summer educational summer experience. FSS is a voluntary eight-week academic experience for any admitted first-time freshman. The special calendar features a first-evening reception and a question-and-answer session, daily classes with two three-day weekend breaks, and a study day to prepare for final examinations.

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CALIFORNIA STATE UNIVERSITY AT SACRAMENTO

Contact Robert V. Arellanes - Dean, Regional and Continuing Education.

1994 Summer Conducting Workshop

This intensive one-week workshop focused on developing and improving the conducting skills of the participants, who had orchestral or band conducting positions in a high school, community college, or private practice environment. The sessions included hands-on opportunities to work directly with a 52-person ensemble, lectures on conducting techniques and score study, a swimming pool review of conducting techniques in the water--focusing on the flow of music--and an evening performance offered free to the public to end the workshop.

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KANSAS NEWMAN COLLEGE

Contact Linda S. Lombard - Executive Director of Community Education.

Investigative Summer Science Program

Kansas Newman College is making science exciting through exploration and testing ideas to broaden high school juniors' scientific interests. Each year, 20 participants are selected to attend this program at no charge. The students receive room, board, and two hours of college credit by the end of the program. Students select one research topic from each of the biological and physical sciences, research, analyze, and draw conclusions from their findings. Students are encouraged to present their papers at the annual meeting of the Kansas Junior Academy of Science.

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MISSISSIPPI STATE UNIVERSITY

Contact Miriam J. Shillingsburg - Associate Vice-President for Academic Affairs.

Summer Program for Entry, Enrichment, and Development (SPEED)

The purpose of SPEED is to provide access and success to a group of students who do not meet regular entrance requirements, such as scoring 16 and 17 on the ACT test. The students take a freshman orientation seminar, study-skills course, one core curriculum course, highly structured evening workshops, interview and accept part-time jobs on campus, and live in residence halls during the five-week summer term before their first fall semester. Eighty-five percent of the participants are African American, due to the fact that the University was concerned over the low graduation rate in this ethnic group.

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MONTCLAIR STATE UNIVERSITY

Contact John H. Leffler - Director of Summer Sessions.

Photography Visual Arts Workshop at Sandy Hook Gateway National Recreation Area: Historical Documentation and Interpretation

This workshop was a cooperative venture between Montclair State University and the National Park Service. A total of 120 hours of combined formal classroom and laboratory/field instruction was involved. Students provided the National Park Service with documentary photography and historical interpretation of the deteriorating fort that guarded Port of New York as recently as World War II. At the same time, they created a body of work of personal significance and an exhibit for a wider audience.

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OHIO UNIVERSITY

Contact Pam Brown - Director of Summer Sessions.

Summer Start Program

African-American and Hispanic-American students, who did not meet the fall quarter admissions guidelines, were invited to enroll in the preceding summer session to strengthen their academic preparation. The goal was to provide these students with the tools needed to support their continued success in a full-time program of study of their own choosing in the fall.

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SANTA CLARA UNIVERSITY

Contact Philip B. Riley - Associate Dean of Arts and Sciences.

Young Scholars Program

The intensive five-week summer program offers students the chance to experience university life by enrolling in two courses at the University. The highly motivated, college-bound students find answers to questions about what is expected of them in college, what professors are like, and what majors and schools they should consider. The course is interdisciplinary and explores a single theme, for example, "The relationship between society and individuals."

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STATE UNIVERSITY OF NEW YORK-COLLEGE AT CORTLAND

Contact Mary C. Ware - Coordinator, Summer Sessions.

Planning Programs for Adapted Physical Education

This course is designed for experienced physical education teachers seeking current information in adapted physical education. The Institute and graduate course are structured around stimulating presentations, discussions, and group projects with a strong emphasis on material presented by each of nine guest lecturers, all chosen for their unique professional experience and subject mastery.

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UNIVERSITY OF HAWAII AT MANOA

Contact Victor N. Kobayashi - Dean of Summer Session.

Marine Archaeology Field School

The University Summer Session conducted a field school to study the remains of the USS Arizona, lying on the bottom of Battleship Row, at Pearl Harbor. The objectives of the six-week course were to determine the rate of deterioration since the 1980's last detailed study, and to conduct the first ever underwater and archaeological study of the historical artifacts of the PB.Y. Although the course was offered as a graduate-level course, this field school was also open to qualified undergraduates and community members.

Multiculturalism at Work: Is Hawai'i the Answer?

This program is a joint effort by the University of Hawai'i and UCLA to explore questions about the future of American society. The collaboration began when students from both universities met at the Manoa campus to reassess the traditional model of the "melting pot" society and to consider an America that was multicultural, rather than Euro-centric. The students met at the Manoa campus, due to the fact that Hawai'i is a state with no ethnic majority, and it is an excellent laboratory for the study of multiculturalism.

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UNIVERSITY OF MANITOBA

Contact Bill J. Kops - Director of Summer Session.

Inclusion Institute

The *Inclusion Institute* was designed primarily for educators and service providers interested in developing skills to work with students with mental disabilities in the mainstream of school programming. This program provided Manitoba educators and service providers with an intensive, cross-disciplinary learning opportunity and is expected to become an annual summer event attracting participants on a regional basis.

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UNIVERSITY OF NEBRASKA AT LINCOLN

Contact Elizabeth S. Grobsmith - Associate Vice-Chancellor for Academic Affairs and Director of Summer Sessions.

UNL World Campus

The Summer Sessions Office and the International Affairs Office decided that collaboration could have very positive benefits for both offices, as well as for the University community. Offering numerous international courses would support and enhance the institution's commitment to diversification and broaden the experience of students. The Summer Sessions director requested that department chairs include study-abroad courses in their summer budgets and planning. Four successful courses were planned and launched for Australia, Greece, Italy, and Mexico.

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UNIVERSITY OF NEW HAMPSHIRE

Contact William F. Murphy - Dean, Division of Continuing Education and Summer Session.

Shakespeare Across the Curriculum

Shakespeare Across the Curriculum is an interdisciplinary survey of ten plays by Shakespeare, representing the sweep of his career from the early histories and comedies through the tragedies and late romances. The purpose was to teach students about Shakespeare, as well as introduce them to the methodologies and concerns of diverse fields of intellectual inquiry. There were ten guest lecturers from other disciplines within the University to give students the largest range of interpretation possible.

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UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
Contact Ken C. Burrows - Extension, Continuing Education and Summer Programs.

Summer Teaching Institute and Camp

The three community needs focused on were (1) K-6 teachers in contemporary math methodologies using manipulatives and computers to teach problem-solving to their children, (2) the opportunity for teachers to apply what they were learning with children, and (3) offering children and parents a low-cost enrichment opportunity in math, where the children work closely with teachers in a challenging and enjoyable way. The summer three-week institute offers two weeks of intensive training, followed by a final week of Math Camp for participating in-service teachers. One teacher is assigned 3 to 4 children, each carefully screened via parents and regular year teachers. The teacher keeps a journal of each child's performance daily.

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UNIVERSITY OF VIRGINIA

Contact Alton L. Taylor - Director, Summer Session.

*An Interdisciplinary Approach to the Study of Catherine Foster,
A Free Black Woman of the Nineteenth-Century South*

Catherine Foster was a free black woman who owned property in Charlottesville, Virginia, during the early nineteenth century. This property, which she purchased in 1833, was then passed on through three generations of the Foster family with women as the heads of households. The archaeological study of Foster's property was a nine-week, multidisciplinary, historical field study designed to excavate and examine anthropologically the homesite of Catherine Foster and her descendants. The objective of the course was to develop an understanding of the everyday life of the Fosters and their lives in nineteenth-century Charlottesville.

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UNIVERSITY OF WISCONSIN-MADISON

Contact Patrick C. Runde - Associate Dean of Continuing Studies.

Enhancing Teaching Quality

Amid the growing concern over the quality of undergraduate education, we hear the criticism that faculty and instructional staff are rarely taught explicitly "how to teach." A new one-credit, two-week course, *Enhancing Teaching Quality*, is an important attempt to remedy that and improve undergraduate education through enhanced teaching instruction. The course targeted graduate students, because of their important role as teaching assistants and future teachers. The course also contained a noncredit option and was open across the campus to provide an opportunity for faculty from different schools and colleges to learn from one another.

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VASSAR COLLEGE

Contact Karen Minturn - Director of Conferences and Summer Programs.

Otemae at Vassar College

This program was created to encourage the growing emphasis at Vassar College on the Asian culture. The purpose was to create a program that would be intensive in English language use and in everyday American life. The program consisted of three courses daily: English as a Second Language, American Literature, and the Art and Cultural Politics of the French Impressionists. Field trips, excursions, and daily conversation with Americans gave the Japanese students the confidence in taking up conversations in English and to be comfortable with American culture.

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WAKE FOREST UNIVERSITY

Contact Lula M. Leake - Assistant Vice-President and Dean of Summer Session.

Summer Management Program

The *Summer Management Program* was developed for the liberal arts major who needs a foundation in contemporary business fundamentals. The program gives the nonmajor an integrated overview of core business concepts in a compressed period of time. Basic concepts taught are Accounting, Finance, Production, MIS, Management, Marketing, and Business Policy. Areas are covered in 75-minute sessions. A session with professionals from Career Services provides an introduction to the basics of resume preparation, interviewing do's and don'ts, and how to utilize the *Summer Management Program* experience in the job search process.

o NONCREDIT CATEGORY o

COLORADO STATE UNIVERSITY

Contact Barbara Gotshall - Summer Session Coordinator.

Community Forum--

Confronting Violence: How Families Can Create the Nonviolent Community

With this year being the Year of the Family, the summer programmers created an issue-based summer community forum which would address a specific, timely, family-centered issue of major concern to the community. The intent was to design a community program that could become an annual summer event. The first community forum focused on violence in society and its impact on the family. Panelists and presenters included University professors and community leaders from various agencies that work with families.

MARS HILL COLLEGE

Contact Raymond R. Rapp - Dean for Continuing Education and Summer Sessions.

A Major Look at Minor League Baseball

This program provided a small group of persons 60 years of age or older with a behind-the-scene look at the explosive growth associated with minor league baseball. In the process, the participants were given rare insights into the history of the national pastime, the "business of modern baseball," the marketing of minor league franchises, and the problems of players struggling to make it in the "Big Show."

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PORTLAND STATE UNIVERSITY

Contact Sherwin L. Davidson - Dean, School of Extended Studies.

PSU/SEI Summer Music Camp

This program brought at-risk children from SEI onto the Portland State University campus for an educational, cultural experience in the form of a week-long summer music camp. The week-long camp concluded with two free concerts in which the children sang, danced, and performed their own compositions. The program continues with three follow-up sessions during the coming academic year. Twelve scholarships have been awarded, offering children free instrumental or piano lessons and loaned pianos for as long as they keep up the lessons through high school

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SYRACUSE UNIVERSITY

Contact Thomas M. O'Shea - Dean of Summer Session.

Video Ventures

Video Ventures was a hands-on introduction to the video medium for fifth-through eighth-grade students. Students were taught the operation of a video camera and learned the basics of scripting, interviewing, acting, directing, and editing. The framework for the course was the production of a 20-minute magazine-type program incorporating the topics covered in class. The program encouraged creativity by providing students with basic instruction, then allowing them the freedom to design and produce their own work.

* * * * *

UNIVERSITY OF HAWAI'I AT MANOA

Contact Victor N. Kobayashi - Dean of Summer Session.

African-American Visions

African-American Visions was a complex of public events, including conference-type panel discussions, concerts, lectures, literary readings, films,

exhibits, workshops, and free publications--all available to the general community and held primarily in June. To demonstrate the contributions of African Americans to American society, the program aimed to create a positive view of African Americans in a state known for racial harmony in which African Americans are relative newcomers.

* * * * *

UNIVERSITY OF MANITOBA

Contact Bill J. Kops - Director of Summer Session.

The University of Manitoba Jazz Camp

This is a one-week program designed to provide students of jazz with a diverse experience to improve their musical skills and appreciation of jazz. The Camp offered a full week of classes on combos, big band, improvisation styles, and jazz history. In addition to classes and workshops, the Jazz Camp featured performances by participants and faculty, and a special class on jazz pedagogy for teachers of jazz,

* * * * *

UNIVERSITY OF NEW HAMPSHIRE

Contact William F. Murphy - Dean, Division of Continuing Education and Summer Session.

Reggio Emilia Institute

The *Reggio Emilia Institute* represents a unique opportunity to bring professionals in the fields of early childhood education and special education together to consider how best to utilize the example of the acclaimed infant-toddler and pre-primary program in Reggio Emilia, Italy. The foundation of the Reggio Emilia concept is based on the view that the classroom is a community of learners in which social relationships and "real life" problem-solving serve as critical components of the curriculum.

* * * * *

UNIVERSITY OF PORTLAND

Contact Lee E. Golden - Director of Summer Session.

Bridges to the Community

The *Bridges to the Community* program offered a Wednesday Evening Speaker Series, a Gardening Night, and Music at Midweek for the lunch hour crowd. All events were offered free of charge and open to everyone. Also offered was a "Neighborhood Night" at the University's annual Gilbert and Sullivan production at a substantial discount. Several noncredit field trips of the Columbia River Gorge, Portland-area bridges, and the Oregon Shakespeare Festival in Ashland were offered at or below cost.

* * * * *

Sherlock Holmes at Vassar College

An entertaining and exciting look at Sir Arthur Conan Doyle's "Great Detective" and his chronicler John H. Watson, M.D., in the context of time in which they "lived," this mini-course included an examination of the legality of Holmes' actions and screening of film footage encompassing virtually the entire history of Sherlockian cinema. A field trip to Franklin D. Roosevelt's home (himself a Sherlockian) and a farewell banquet that included food suggested by the Holmesian age also accompanied the course.

Appendix III

o PARTICIPANTS o

31st Annual NAASS Conference

1. Nancy Abraham
Honorary Life Member
2. Paul Aizley
University of Nevada-
Las Vegas
3. Helen Akinc
Wake Forest University
4. Philip J. Akre
Passaic County Community
College
5. Sharon E. Alexander
University of Montana
6. Christine S. Anderson
Michigan Technological
University
7. Terry Anderson
University of Minnesota,
Duluth
8. Diane E. Aprile
Merrimack College
9. Beverly Auel
Michigan Technological
University
10. Donna R. Bafundo
George Mason University
11. Charles Bailey
Marshall University
12. Debra Barger
California State University-
Chico
13. Ann Bass
University of Scranton
14. Dori Beeks
Western Oregon State
College
15. Michael Bell
California State University-
San Marcos
16. David Bethel
Northeast Missouri State
University
17. Debbie Bird
Oregon State University
18. Lisa M. Birge
Regis University
19. Bill E. Bompert
Augusta College
20. Chris Borges
The George Washington
University
21. Dale E. Bower
SUNY-College of Technology
at Canton
22. Judith W. Bradley
Cabrini College
23. Carol Dunn Brown
North Central College
24. James A. Brown
Lehigh University

25. Pam Brown
Ohio University
26. Ken C. Burrows
University of North Carolina
at Charlotte
27. Tricia Butler
Tufts University
28. Judith W. Carr
Pacific Lutheran University
29. K. Lloyd Carswell
University of Alberta
30. Sheila R. Caskey
Southeast Missouri State
University
31. Pamela Castellanos
St. Xavier University
32. John E. Cech
Rocky Mountain College
33. Ofelia Cervantes
Universidad de las Americas,
Puebla
34. Pauline Christensen
Western Carolina University
35. Clifford E. Clark Jr.
Carleton College
36. Larry G. Cobb
San Diego State University
37. Carolyn Conrad
Duquesne University
38. Leslie J. (Les) Coyne
Indiana University
39. Suzanne Crawford
Bowling Green State University
40. Brian Crean
Gallaudet University
41. John F. Cudd Jr.
North Carolina State
University
42. Quentin P. Currie
East Stroudsburg University
43. Deborah T. Daniels
Winston-Salem State
University
44. Harriet D. Darrow
Honorary Life Member
45. Arlene D. DeCosmo
Widener University
46. Michael V. DeRensis
SUNY at Albany
47. Cynthia Dewey
University of Rochester
48. David Diehl
Northwest Nazarene College
49. Alice Dionne
University of Northern
Colorado
50. Joan M. Donnelly
Keene State College
51. Dennis Edwards
University of Alaska
Anchorage
52. Karen Ellis
University of Minnesota,
Duluth
53. Elizabeth Emery
Endicott College
54. William T. Emrick
Alfred University
55. Bonita T. Ewers
Johnson C. Smith
University

56. Allan Fanjoy
University of Delaware
57. Donna M. Fish
St. Lawrence University
58. Verla Fish
Black Hills State
University
59. Jan Fisher
Anglia Polytechnic University
England
60. M. Joanne (Jody) Fisher
Loyola Marymount University
61. Susan Fitzgerald
Fairfield University
62. Daniel G. Ford
Palm Beach Atlantic College
63. Christine M. Gibbons
John Carroll University
64. Lois N. Glasser
Rutgers-The State University
of New Jersey, New Brunswick
65. Lee E. Golden
University of Portland
66. Nancy Goldman
Portland State University
67. William S. Green
University of Rochester
68. Elizabeth S. Grobsmith
University of Nebraska
at Lincoln
69. Hilda Grossman
University of Hartford
70. Martha Sue Harris
Quincy College
71. Gail Hauser
Appalachian State University
72. Benjamin Hayes
Loyola Marymount University
73. Earl Haywood
University of Wisconsin-
Eau Claire
74. Renate Hennigan
George Mason University
75. Diana Henshaw
East Carolina University
76. Robert C. Herold
Eastern Washington
University
77. Joan Hoffman
St. Joseph College
78. Rebecca Hood
Southern Methodist
University
79. Doyle Howitt
University of Nebraska
at Kearney
80. Louis R. Jensen
Indiana State University
81. Eugene C. Johnsen
University of California
at Santa Barbara
82. Jack K. Johnson
University of Minnesota,
Twin Cities
83. John R. Johnson
University of California
at Los Angeles
84. Libby Kay
University of British
Columbia

85. John L. Kengla
Otterbein College
86. Victor N. Kobayashi
University of Hawai'i
at Manoa
87. Bill J. Kops
University of Manitoba
88. Thomas F. Kowalik
SUNY at Binghamton
89. John LaBrie
University of Southern Maine
90. Raymond R. Lagesse
SUNY-College at Geneseo
91. Michele B. Lasak
SUNY at Albany
92. Lula M. Leake
Wake Forest University
93. John H. Leffler
Montclair State University
94. Maxine E. Lentz
Philadelphia College of
Textiles and Science
95. Jean Lenzi
McGill University
96. Jane E. Lewis
University College of
Cape Breton
97. Fernando Lizarraga
Universidad de las Americas,
Puebla
98. Bruce Longworth
Webster University
99. Malcolm Loughlin
Western Carolina University
100. Gerri F. Luke
Curry College
101. Joan T. Lund
Roosevelt University
102. Wednesday Luria
Gallaudet University
103. Cordelia Maloney
University of Illinois
at Chicago
104. Charlene L. Martin
Assumption College
105. Howard Martin
University of Wisconsin-
Madison
106. Anita D. McDonald
University of Arizona
107. Thomas S. McLeRoy
University of Wisconsin-
River Falls (retired)
108. W. Matthew McLoughlin
University of Connecticut
109. W. Theodore Mealor Jr.
University of Memphis
110. David K. Miller
University of North Carolina
at Wilmington
111. Thomas F. Miller
University of Wisconsin-
Eau Claire
112. E. Kimball Milling
Ithaca College
113. Richard D. Moe
Honorary Life Member
114. John Muldowny
University of Tennessee-
Knoxville

115. G. Franklin Mullen
Towson State University
116. James L. Murphy
University of North Carolina
at Chapel Hill
117. Nishan Najarian
Long Island University
118. Lilieth H. Nelson
The University of the
West Indies
119. Michael U. Nelson
Executive Secretary of NAASS
120. Bonnie J. Newman
Tufts University
121. Harry L. Norman
California State University-
Fullerton
122. Jane S. Norton
Seton Hall University
123. Kenneth O'Brien
SUNY-College at Brockport
124. James J. O'Donnell
California State University-
Northridge
125. Richard F. O'Malley
Saint Joseph's University
126. Thomas M. O'Shea
Syracuse University
127. Ann Olsen
Hamline University
128. Rosemary W. Owens
Middle Tennessee State
University
129. Roz Pardee
Lancaster University
United Kingdom
130. R. Clinton Parker
Appalachian State University
131. Yvonne Petrella
SUNY-College at Oswego
132. Donald Piper
University of North Dakota
133. James R. Pollicita
Miami University, Oxford
134. Lola Porpora
Carnegie Mellon University
135. Judith Potter
University of New Brunswick
136. Michele V. Price
Western Oregon State
College
137. Bobby L. Puryear
North Carolina State
University
138. Sharon Randall
SUNY at Binghamton
139. Raymond C. Rapp
Mars Hill College
140. Mary Nenno Ratigan
University of Rochester
141. Vivian Reckley
Morgan State University
142. Jerome V. Reel Jr.
Clemson University
143. Nora Reynolds
University of North Carolina
at Greensboro
144. Malisa Roberts
University of Massachusetts-
Boston

145. Jean Dietrick Rooney
University of Detroit Mercy
146. E. W. Ross
School of the Art Institute
of Chicago
147. Ronald A. Ross
Drew University
148. Judith Ruderman
Duke University
149. Patrick C. Runde
University of Wisconsin-
Madison
150. Davi Saroop Job
City College of New York
151. Donna Scarboro
The George Washington
University
152. David Schejbal
Northwestern University
153. Linda D. Schoepflin
Washington State University
154. David Scott
Chadron State College
155. F. Clayton Sessoms
East Carolina University
156. Richard Shaffer
Pennsylvania State University-
Altoona Campus
157. Megs Shea
SUNY at Stony Brook
158. Karen H. Sibley
Brown University
159. R. Doyle Slater
Eastern Oregon State
College
160. Gwenn Smaxwill
Brandeis University
161. Sybil P. Smith
Boston University
162. Peyton Smith
University of Wisconsin-
Madison
163. H. Keith Spears
Marshall University
164. Carolyn Ellis Staton
University of Mississippi
165. Janet H. Stevenson
University of Western Ontario
166. Judy Strong
California State University-
Fullerton
167. Carol Switzer
Arizona State University
168. Suzanne Swope
George Mason University
169. Alton L. Taylor
University of Virginia
170. Daniel Terris
Brandeis University
171. John A. Thames
Oglethorpe University
172. Nancy M. Tischler
Pennsylvania State University
173. James Toner
University of Maine
174. Robert L. Trewatha
Southwest Missouri State
University
175. Cynthia True
Loyola Marymount University

176. Miles Turner
Portland State University
177. Eva Vajda
Loyola Marymount University
178. James Vincent
College of Charleston
179. Blake Voss
University of California
at Davis
180. Janet M. Wagner
University of Nebraska
at Lincoln
181. Mary C. Ware
SUNY-College at Cortland
182. K. Jil Warn
University of California
at San Diego
183. Helen B. Warren
Pennsylvania State University
184. Ronald L. Wasserstein
Washburn University of
Topeka
185. Waldemar Weber
Bowling Green State
University
186. Christopher Weir
Emerson College
187. Jean Chaput Welch
Simmons College
188. Anne H. White
Christian Brothers University
189. Daniel L. Wick
University of California
at Davis
190. William Wiesner
SUNY at Stony Brook
191. Connie Wilfdang
Western Oregon State
College
192. Katherine Haley Will
Augustana College
193. Paul J. Will
SUNY-College at Oswego
194. Robert Wiltenburg
Washington University
in St. Louis
195. Wesley G. Wolfe
Creighton University
196. Barbara Wong
Rhode Island School
of Design
197. John J. Young
University of North Carolina
at Greensboro

Appendix IV
CONSTITUTION AND BYLAWS
of the
NORTH AMERICAN ASSOCIATION OF SUMMER SESSIONS

CONSTITUTION

(As amended at San Diego, California - November 13, 1984)

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 authority that accredits institutions of higher learning.
- (b) Individual nonvoting membership shall be open to those who are not affiliated with an institution eligible for institutional membership, but who have 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 the recommendation of the Administrative Council.

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

Section 4. At its first annual meeting, the membership of the organization shall be constituted of those institutions submitting a declaration of 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 organizational meeting in 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 meetings as it deems consistent with the purposes 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: the President, the President-Elect, and the Treasurer;
- (b) One Vice-President from each of the geographical regions designated as Association regions in the Bylaws;
- (c) Three At-Large Members; and
- (d) The immediate Past President.

The President, 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 business 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 60 days before the annual business meeting; and
- (b) Recommended by the Administrative Council for adoption at the

annual business meeting and circulated by the Council to the membership at least 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 a majority vote of those in attendance, the amendments shall be voted upon at the next annual meeting.

Section 3. Adoption of amendments shall be by 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

(As amended at Boston, Massachusetts - November 16, 1994)

ARTICLE I

In all matters not covered by this 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 Executive Secretary of the Association.

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

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

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 business 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, 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 chairperson.

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 t h e 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.

MIDDLE STATES

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

NORTH CENTRAL

Illinois, Indiana, Iowa, Kansas, Kentucky, Manitoba, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

NORTHEASTERN

Connecticut, Maine, Massachusetts, New Brunswick, New Hampshire, New York, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, Quebec, Rhode Island, and Vermont.

SOUTHERN

Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, klahoma, Puerto Rico, South Carolina, Tennessee, Texas, the Virgin Islands, the West Indies, and the states of Mexico contiguous to these states.

WESTERN

Alaska, Alberta, Arizona, British Columbia, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, Oregon, Saskatchewan, Utah, Washington, Wyoming, and the states of Mexico contiguous to these states.

ARTICLE VI -- *Elections and Appointments*

Section 1. Administrative Council members shall hold the following terms of office:

- (a) One-year terms for the President, President-Elect, and the immediate Past President.
- (b) Two-year terms for the Treasurer, Regional-Vice Presidents, and At-Large Members.

Ad interim and *pro tem* appointments shall not apply.

Nominations and elections for the Middle States, North Central, and Western Vice-Presidents, and one At-Large Member shall be held during even-numbered years; those for Treasurer, Northeastern and Southern Vice-Presidents, and two At-Large Members shall be held during odd-numbered years.

Section 2. At least six months prior to the annual business 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. Making every effort to keep the Administrative Council as evenly balanced among the regions as possible, the 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 officers and At-Large Members to take office at the next annual meeting. Ballots and biographical information should be mailed at least three months prior to the annual business meeting, with a return deadline no later than 30 days prior to the meeting.

Those elected shall be 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; officers and At-Large Members shall be elected by the entire membership.

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 30 percent of the member institutions represented at the annual business meeting.

ARTICLE VIII -- *Executive Secretary*

Section 1. The Association, through a recommendation by the Executive Committee and 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 the 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 Executive Secretary shall be made by the Executive Council and approved by the Administrative Council.

ARTICLE IX -- *Retired and Honorary Life Members*

Section 1. Members who have retired from active service as directors of summer session are encouraged to continue as individual members and to attend meetings of the Association.

Section 2. The Association may select certain retired colleagues as Honorary Life Members, provided

- (a) They have been active in summer session management for at least ten years;
- (b) They have been retired from summer session activity for at least two years; and
- (c) They have consistently provided outstanding service to NAASS.

Section 3. Honorary Life Members shall be selected by the following process:

- (a) The Nomination and Elections Committee shall solicit nominations of people fitting the criteria in Section 2 from the membership;
- (b) The Administrative Council shall elect the person(s) to be so honored in a given year (if any) from among those nominated; and
- (c) Announcement of the elected person(s) shall be made at the next NAASS annual conference following the process.

Section 4. Honorary Life Members shall have the following prerogatives:

- (a) Participation fees for the annual conference (including extracurricular activities) shall be waived for life for the honoree;
- (b) Membership fees shall be waived for life;
- (c) The Association shall provide lodging during the annual conference in the year of election; and
- (d) Honorary Life Members shall have a voice (but not a vote) at the annual business meeting of NAASS.