

## SUMMER SCHOOL TASK FORCE REPORT – FALL 2004

### INTRODUCTION

In the Spring of 2003, Chancellor Reck requested that the Vice Chancellor for Academic Affairs convene a faculty committee to review the structure and function of summer sessions at Indiana University South Bend. The chancellor was particularly interested in knowing the effectiveness of class scheduling, course assignments, and financial allocations. The vice chancellor convened a representative committee of deans, faculty and staff: Michael Carroll, Linda Fritschner, Alfred J. Guillaume, Jr., (chair), Leda Hall, Marta Makielski, Gwynn Mettetal, Tom Miller (replacing Ben Withers), Jon Novak, Bill O'Donnell (replacing Donna Broadstreet), Asghar Sabbaghi, Lynn Williams.

The committee met over the Summer of 2003 and Fall of 2004. Work discontinued and was recommenced during the Summer of 2004. During its earlier meetings, the committee adopted the following as its charge:

The *charge* of the Summer School Task Force is to review the operations and management of the IUSB Summer School. Such an investigation includes, but not limited to, an examination of the budgeting policy and review of historical practices in summer offerings and programming. In its deliberations, the task force will consider the following issues and their impact on the integrity and effectiveness of IU South Bend's Summer School:

- the summer salary cap
- summer as a cost center or profit center
- programming and the purpose of the programming (majors, guest students, general education, etc) and maintenance of "quality" in programming and instruction
- course scheduling
- rationale for courses taught
- faculty scheduling
- reinvestment to summer budget/targeted investments in summer needs: student needs, faculty needs, programming needs
- midsummer session
- facility and space needs
- "at risk" sections and intensive courses
- marketing of summer
- year-round programming (summer as another semester)
- university allocation for summer

The Summer Sessions at IUSB present an unparalleled opportunity to meet the educational needs of our students, to recruit new and visiting students to IUSB, and to improve the fiscal situation of the university. To guide its work, the committee also adopted *guiding principles* for summer sessions. The Summer session at IUSB presents an unparalleled opportunity to meet the educational needs of our students and improve the overall fiscal and intellectual vibrancy of the institution. The University should recognize the quality of the programs, the flexibility in scheduling that the Summer Session offers, and the potential for the quality and flexibility to contribute to the ambitions and aspirations of the University as a whole through the following:

1. Concentrate its summer offerings in areas that promote a timely graduation, enable students to achieve degree requirement, and enrich curricular offerings
  - a. Provide General Education courses for the IUSB students and for “visiting” students from other universities and IU campuses.
  - b. Develop programs/courses directed at incoming freshmen and transfer students with the aim of preparing them for college-level course work and experiences.
  - c. Provide specialized or upper-level courses that will help shorten the time to graduation because they meet requirements for IUSB programs (majors, minors, or certificates)
  - d. Permit courses that cannot be or are not likely to be offered during Fall or Spring semesters, e.g. courses that demand concentrated study, intense time-commitments, foreign travel, or particular climatic conditions.
2. Use summer offerings to promote timely or accelerated graduation and enrich curricular offerings.
3. Enable the more effective and efficient use of university resources and facilities, for the benefit of all IUSB programs.

## RECOMMENDATIONS

With its charge and the subsequent guiding principles, the committee submits the following recommendations. The committee feels that the recommendations, if adopted, will allow more flexibility and creativity to expand curricular offerings that will be more beneficial to students. The committee is confident that an entrepreneurial approach that takes account student need and student demand will enhance teaching and learning.

**Enhance Recruitment and Retention of Students.** An opportunity for the summer session is its potential expansion as a tool for recruiting and retaining students. The marketing budget for the summer sessions has remained constant at less than \$3,000 since 1999, and this is not sufficient for a substantial penetration of our market.

The following are offered as possibilities for expanding the recruitment and retention function.

1. Send a postcard to South Bend residents who are students at other Indiana colleges and universities inviting them to take a summer class at IU South Bend.
2. Purchase ads in student newspapers at other colleges and universities with a partial list of courses and telephone numbers and e-mail addresses of advisors. Make it *simple* for students to apply for visiting status.
3. Offer a 2 week intensive course to admitted students by invitation only. For example, students with a high school GPA of 3.0 or higher would receive a letter of invitation. Students could earn 3 credits for a general education course, e.g., W131 - Elementary Composition, H105 - American History, J101 - American Criminal Justice System, M107 - College Algebra.

4. Invite admitted students to take U100 Threshold Seminar in summer. Those who complete U100 in the summer will be given a fee waiver for a 3 credit course in the fall semester.
5. Develop a packaged class that integrates 2-3 courses for 6-9 credits. For example, assemble a team-taught package that includes W131 - Elementary Composition, S121 -Public Speaking and S161 - Principles of Sociology in a 12 week session. Writing and speech assignments would integrate topics from Sociology.
6. Assure that Supplementary Instruction Programs, Academic Advisors and SOS are available in the summer.
7. Develop a creative web link from the IU South Bend homepage to the summer session. Post class offerings by January to maximize marketing as well as planning time for students.

**Implement Structural Changes.** One very important option or opportunity for the summer sessions is scheduling flexibility. Courses can be offered in several formats as long as the requisite 39 hours of instructional contact are provided for a 3 credit course; the times below do not include breaks or separate times for final exams. Alternate schedules allow for field trips, travel, group projects, etc. Clinicals and lab courses may also need time adjustments. Examples include the following.

- ▶ 12 week class (1 x weekly for 3¼ hours/week or 2 x weekly for 1⅔ hours/class period)
- ▶ 6 week class (2 x weekly for 3¼ hours/class period)
- ▶ 4 week class (2 x wkly for 4⅞ hrs/class period or 3 x wkly for 3¼ hrs/class period)
- ▶ Variable: 1 week, M-F 7⅞ hours/day or Week 1: M-F 4 hrs/day +MMMM 4¾ hrs/day

**Revise Budget Allocation System.** For summer 2005, have base budget allocations by school (the current "budget" assigned) which can be used for courses and faculty with the highest priority. Courses scheduled with current budget funds should be those which deans see as certain to meet enrollment minimums.

The summer school budget will be presented as a single unit, \$X for the summer, rather than broken into two sessions. This will allow maximum flexibility for scheduling courses across the summer (12 weeks), both summer sessions, and other schedule alternatives. Administratively, the paper trail for two fiscal years will be necessary and differing e-docs may be required; however the Vice Chancellor for Administrative and Fiscal Affairs assures the Task Force and readers of this report that a consolidated budget is possible beginning with our planning for Summer 2005. For example, this means the Summer Budget for SPEA will be \$51,100 rather than \$34,100 for Summer I and \$17,000 for Summer II.

**Enhance Recruitment and Retention of Quality Faculty.** The summer salary cap (\$5,000) and the Summer Base Budget must mirror the salary pool increase each year to prevent the erosion of real value and salary compression for faculty salaries. Also, the Summer Base for full time faculty should be increased; summer teaching opportunities are critical for recruiting and retaining faculty as well as students.

**Implement Controlled Mechanism for Incrementally Expanding Summer Session.** Deans and program directors will schedule carefully selected courses that will be subject to higher than normal and *very strict* enrollment minimums. These could be courses for special audiences,

courses that will accelerate graduation, courses not frequently offered, etc. Careful attention should be given to nuances in enrollment across the academic year that could be influenced by summer offerings. Specifically, it is not our intent to grow summer enrollments at the expense of the regular academic year--we want a *net gain* in enrollments. A department would not want to offer a class in Summer that would make filling that course in the Fall or Spring difficult. To the extent possible, deans should confer with each other to reduce the possibility of offering a class in one school that would take students away from a class in another school.

*These courses will be clearly identified to faculty and in the schedule of classes.* Minimum enrollments could be published in the class schedule and/or noted in the PeopleSoft environment. We want to be clear that no exceptions or negotiations will be made about the minimum enrollments in EON classes. Minimum (FTE) enrollments for these courses (Enrollment met Or No go = **EONs**) are calculated using the \$5,000 salary cap as the maximum cost. The minimum enrollment for a graduate class is 13 students, and the minimum enrollment for an undergraduate class is 16 students. These numbers exceed the standard minimum enrollment for regular class offerings.

Successfully offering EONs will allow IUSB to experience a net gain in summer enrollments. Schools and departments can be entrepreneurial or experimental--and be rewarded according to a formula whereby the net revenue above the projected credit hours will be equally divided between the General Fund and the Summer Base Budget for the school in the following year's summer school budget. The actual cost of EONs will be deducted from the net revenue before this reallocation is made. This will allow schools to demonstrate the need for additional courses with impunity and to expand summer offerings with some protection and allowance for actual growth in subsequent years.

## **Summary**

*We recognize that the university budget depends on substantial income from summer school. As changes are made in the way summer school is organized, deans and program directors will need to pay careful attention to the following.*

1. Determine which students we wish to serve (by School) and which, if any, programs to target.
2. Have a rationale within each school for courses to be offered, e.g., graduate, undergraduate, special or target audiences (teachers, visiting students), flexibility in scheduling.
3. Have a logical, consistent, and fair process for making summer teaching available to faculty members in each school. This may involve rotations, targeting particular courses, and other factors.
4. On an annual basis, the Summer Session Task Force will review summer session financial performance. Other opportunities for growth and development will also be explored.