

# Summer School Committee Report

## Part 1: Issues Addressed and Questions Raised by the Committee

### *Student Issues*

1. Why are students taking courses in the summer? While there is very little data to answer this question, two explanations seem most plausible. First, there are graduate students attending summer session(s) because their graduate program is designed in a manner that requires their attendance. This is definitely true for Education and Communication Disorders. Second there are students who need to pick up additional undergraduate courses in order to maintain their opportunity to graduate “on time.”

A third viable reason for students to attend summer session(s) is to take courses above and beyond those required for graduation. This could be to earn an area of concentration or minor, it could be to earn a double degree or double major, or it could be to simply pursue learning opportunities that can't be worked into an eight-semester program.

The committee is not certain, however, that many such opportunities exist in the current summer session course offerings to earn an area of concentration or even to pursue additional learning, with the exception of study abroad opportunities.

2. Do students often go to other universities in the summer to get summer courses? There are data that suggest this to be the case. Because students can transfer in hours (up to 60 credits from 2-year colleges and all but 27 hours from 4-year colleges), it seems that many students take courses from community colleges and other institutions after their first and, in some cases, after their second year at Truman.

Reasons for this include: 1) lack of availability of scholarship funds in the summer; 2) the Truman summer schedule may not offer more than one course that the student needs (at least, not offered at different times); and 3) the expense of living in Kirksville (students may have to sub-lease for up to three months to take just one course) is much higher than living at home.

### *Program Issues*

Are there different issues for graduate programs and undergraduate programs? The committee strongly believes that there are very different issues. In the case of the MAE program offered by the Division of Education, the program has been designed so that students are required to take courses in the summer. With such a program design, it is incumbent upon many of the Education Division faculty to teach in summer, though not a requirement. It seems, at the very least, odd to design a program that requires students to take

coursework in the summer, while all faculty have the option to not teach in the summer. Faculty may choose to teach because of the hardship that would be placed on students if they chose otherwise. Faculty may also choose to teach to maintain program quality and course consistency which might be lost if adjunct faculty are utilized.

The same programmatic situation rarely occurs for undergraduate programs. However, there are cases in which undergraduate faculty are placed in a situation where they feel they should choose to teach in the summer for the benefit of the students. The committee believes that sections are taught in the summer to make up for a shortage of seats during the regular term. There also seems to be courses that students prefer to take in the summer. Some faculty may find it difficult to not agree to teach these courses in the summer if it meant canceling the summer offering.

The committee believes that with more equitable summer salary, faculty might be motivated to create new courses (e.g. JINS, Writing Enhanced, etc.) or to repeat existing popular courses, which would increase summer enrollment and facilitate timely student graduation in accordance with University goals.

### *Cost Issues*

To what extent do summer courses pay for themselves? The committee learned that in the summer of 2000 there were 191 courses. Of these, 88 (46%) had enrollments of 10 or less. Only 37 (19%) of the 191 courses had an enrollment in excess of 20.

Fifty-five (29%) of the summer courses were graduate level with the remainder split fairly evenly between lower division courses (36%) and upper division courses (35%). The data suggests that graduate courses have fewer students per course than the undergraduate courses, but there is no real difference in the average enrollment of the lower division and upper division undergraduate courses.

The enrollment required for a typical undergraduate course to pay for itself is about 6.5 students, assuming a faculty salary of \$2,500 and additional benefits of \$500 for FICA and MOSERS (a salary of \$2,500 would be 5% of an annual salary of \$50,000). Using the same salary figures, the enrollment required for a typical graduate course to pay for itself is about 6 students.

Thus the committee learned that most individual summer courses do pay for themselves. Some, however, are not revenue producers. There are both direct and indirect costs involved. Indirect costs (e.g. cleaning and maintaining the buildings, utilities, etc.) mainly exist regardless of summer school operation. Direct costs and income are directly linked to summer school operations. When considering all the courses offered in the summer of 2000, the committee learned that the direct summer school income from tuition dollars (excluding Professional Development Fees, Study Abroad, and mandatory

transfers for the Recreation Center and SUB) was \$1,369,567. Whereas total direct summer school expenses were \$1,215,314 which includes summer salary and fringe benefit costs, social security matching and MOSERS, (\$1,160,345); printing the summer schedule (\$2,161); summer operation of the student health clinic (\$36,350) and summer library hours beyond 40 (\$16,458). Thus direct summer school income exceeded direct summer school expenses by \$154,253.

### *Division Issues*

What is the impact of divisional scheduling decisions upon the composite summer schedule? The committee found that the divisions have various summer schedules. Some divisions operate two five-week sessions. Others operate a single eight-week session (although not all eight-week courses begin at the same time). Yet other courses are offered for ten-weeks. The committee thinks that there may be a negative impact of these various schedules for students attempting to put together a summer plan that allows them to take three or four courses. Taking two five-week courses offered only in session one and one eight-week course would result in the student taking three courses for the first five weeks and one course for the last three weeks.

The committee is also uncertain of the procedures used by divisions to plan their summer courses. With limited resources, some faculty who would like to teach may not have the opportunity. Limiting teaching opportunities to a single course, in order to increase the number of faculty having a teaching opportunity, might result in faculty choosing not to teach at all. More importantly, it might result in courses being offered which do not meet the needs of students.

The committee is uncertain what data exists to help Divisions make good choices about which courses to offer in the summer. Without such data, Divisions may fail to offer courses that students need or desire. Indeed almost 35% of undergraduate offerings in the summer of 2000 had enrollments of ten or less students.

## Part 2: Committee Proposal and Recommendations

In compliance with the committee's mission, established by the Faculty Senate, the following proposal is recommended. This proposal is designed to address issues of University goals, faculty satisfaction, student needs, and fiscal responsibility. The proposal divides summer courses into two categories, "Essential Summer" courses and "Demand Summer" courses.

### Essential Summer Courses

The committee proposes that a set of courses be developed to be known as "Essential Summer" courses. These "Essential Summer" courses will include those courses which are essential to ensuring that 1) students enrolled in graduate programs which are designed to include one or more summer components are accommodated; 2) students who have been denied seats in required classes are accommodated; and 3) courses that have historically been offered in the summer with enrollments of 15 or more students are accommodated. Division Heads will negotiate with the VPAA or designee to determine which courses are labeled as "Essential Summer". The rate (as a percentage of the nine-month base salary) for determining the salary of "Essential Summer" courses per credit hour is:

Hours	Rate
1.0	3 1/3
2.0	6 2/3
3.0	10
4.0	13 1/3
5.0	16 2/3

For "Essential Summer" courses, Division Heads will develop a summer schedule of essential courses and a listing of faculty who have agreed to teach those courses. The VPAA or designee will develop contracts for faculty of the "Essential Summer" courses and ensure that the budget for "Essential Summer" salaries is adequate. Contracts must be developed, distributed and returned by April 1. The VPAA or designee is encouraged to review the schedule of all "Essential Summer" courses and suggest adjustments to maximize the opportunities for students. The VPAA and Division Heads should develop a time frame for this process, but are encouraged to complete this process early in the Fall semester.

### Demand Summer Courses

Divisions and faculty are encouraged to develop proposals for other "Demand Summer" courses. "Demand Summer" courses may be any other existing University course or any other course developed and approved through standard procedures.

Residential College courses provide enhanced learning opportunities primarily during the Fall and Spring semesters. The committee recognizes that Divisions sometimes develop

and offer new courses that are not part of their current programming. Such courses might be successfully offered in the summer to enhance the learning opportunities for their students.

Salaries for “Demand Summer” courses will depend upon enrollment. The rate for determining the salary of “Demand Summer” courses is prorated according to the following schedule.

<b>Hours</b>	<b>Rate (<math>\geq 15</math>)</b> [% of base annual]	<b>(13-14)</b>	<b>(11-12)</b>	<b>(9-10)</b>	<b>(7-8)</b>	<b>(5-6)</b>	<b>(&lt;5)</b>
1.0	3 1/3	3	2 2/3	2 1/3	2	1 2/3	cancelled
2.0	6 2/3	6	5 1/3	4 2/3	4	3 1/3	cancelled
3.0	10	9	8	7	6	5	cancelled
4.0	13 1/3	12	10 2/3	9 1/3	8	6 2/3	cancelled
5.0	16 2/3	15	13 1/3	11 2/3	10	8 1/3	cancelled

For “Demand Summer” courses, Division Heads will develop a summer schedule of courses and a listing of faculty who have agreed to teach those courses. The VPAA or designee will develop contracts for faculty of the “Demand Summer” courses and ensure that the budget for “Demand Summer” salaries is adequate. Contracts must be developed, distributed and returned by April 1. The summer contracts for “Demand Summer” courses will require faculty to agree to teach the course using the above scale for determining salary. Faculty may not unilaterally decide to cancel a course based on enrollment of five or more, but less than 15. The VPAA or designee is encouraged to review the schedule of all “Demand Summer” courses and suggest adjustments to maximize the opportunities for students. The VPAA and Division Heads should develop a time-frame for this process, but are encouraged to complete this process by the end of the Fall semester.

### ***Additional Recommendations***

1. The committee recommends that the VPAA designate an individual to be charged with management issues related to the summer session(s). This individual would provide Divisions with assistance in contracting with faculty, scheduling courses (to build a summer schedule that increases student opportunities), and scheduling classrooms. Other assistance to Divisions might include developing and providing data designed to assist Divisions in making decisions about which courses to offer in the summer. In addition, this individual might work with Student Senate or such other group to assist students in securing summer housing, finding part-time work, etc. This would result in an increased number of students who would find it plausible to take courses in the summer.
2. The committee recommends that Divisions that offer areas of concentration or minors explore the advantages and disadvantages of offering a summer plan to complete all or most of the courses needed. Divisions should also consider courses which enable students to earn double degrees or double majors.

## Summer School Committee

(an *ad hoc* Committee of Faculty Senate)

### Members:

Dr. Scott A. Olsen, Co-chair and Faculty Senate Liaison  
Dr. David Bethel, Co-chair  
Dr. Neil Gilchrist  
Dr. Barb Heard  
Dr. Ron Knight  
Dr. Tom Linares

### Responsibilities:

Members were responsible for writing the report for faculty senate,  
for writing the resolution for faculty senate, and  
for soliciting input from other faculty and administrators.

### Adjunct Members:

Dr. Dale Blesz  
Dr. Jan Grow  
Mr. Dave Rector

### Responsibilities:

Adjunct Members attended and provided data, concerns, feedback or other  
input at selected meetings.

### Report Reviewers:

Dr. Kevin Easley  
Dr. Jeff Gall  
Dr. Teri Heckert  
Dr. Lanny Morley

### Responsibilities:

Reviewers provided feedback on a draft of the Report.