

Report of the Ad Hoc Summer Semester Committee

Submitted to the University of Minnesota Faculty Consultative Committee

January 2011

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Table of Contents

Overview	Page
	2
1. Consider the pros and cons of a full, regular third (summer) semester.	3
a. What are the advantages and drawbacks a full summer semester would offer for students?	3
Financial resources.	3
Coordination with other academic opportunities.	4
b. What is the possibility of shortening students' time to degree and increasing degree-completion rates?	4
c. What is the possible impact on tuition revenue?	7
d. What is the possible impact on other programs that currently use the campus in summer?	7
e. What is the impact of a full summer semester on faculty work and faculty appointments?	9
f. Are there economies that a full semester might offer through better use of campus facilities and buildings?	10
g. Would an added semester permit the University to increase enrollment to some extent?	10
h. What is the extent to which an additional semester would increase overhead costs?	11
2. Assess whether there are sufficient potential advantages to a summer semester that offset potential disadvantages.	12
3. Identify colleges and universities that have implemented a third semester and any lessons learned that could identify possible pitfalls.	12
4. Identify other factors that would need consideration in a more full-blown, long-term analysis.	14
Academic calendar.	14
Costs.	14
Student behavior.	14
Departmental operations.	15
Attitudes.	15
References	15
Appendices:	
Appendix A. Charge to the Ad Hoc Committee	16
Appendix B. Committee Membership	17
Appendix C. Consultations	17

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Overview

The Ad Hoc Summer Semester Committee was established and charged by the University of Minnesota Faculty Consultative Committee to assess whether or not serious consideration of a full, regular third (summer) semester added to the University's Twin Cities Campus calendar is warranted (see Appendix A for charge and Appendix B for committee membership). The committee met four times during fall semester 2010 and solicited information from a number of individuals including academic units representing almost all of the undergraduate, graduate, and professional student programs on the Twin Cities Campus (see Appendix C).

This report is not a detailed analysis of how a full summer semester would be implemented; we did not consider that to be our role. Nor do we address the potential for a full summer semester at the coordinate campuses. However, the report does raise the many issues, concerns, and opportunities that a full summer semester would present. Opinions varied within and among the academic units. Barriers to implementing a full summer semester primarily were perceived by the academic units as conflicts with current summer programs, limited demand, faculty desirability, and staffing limitations. Advantages expressed by academic units were expanded utilization of facilities, facilitation of graduation especially for transfer students, and options for faculty appointments. University support units (e.g., Academic Resources, Housing and Residential Life) indicated that they could accommodate a full third semester.

In sum, there is interest on the part of some academic units to investigate a full summer semester. However, two questions remain: (1) if only some units support a full summer semester, should it be implemented campus wide; and (2) is it possible for only some units to implement a full summer semester and not others? Additional exploration is warranted to more deeply analyze how this option would be implemented.

In this report we refer to a 15-week semester as the standard although we recognize that even fall and spring semesters at the University of Minnesota (UM) are not exactly the same number of days of instruction. The report is organized according to the questions posed to us in the charge to the committee (Appendix A).

1. Consider the pros and cons of a full, regular third (summer) semester.

The committee recognized that there were many configurations of course offerings during the summer, so our discussion centered on a comparable 15-week semester to fall and spring. A full summer semester could enhance the learning experiences of students; allow flexibility for students to accelerate their degree completion; and, to provide opportunity for increased revenue for colleges. Some colleges are already doing types of summer offerings for all of those reasons; other colleges are doing different programming in the summer based on other demands. And, some degree programs admit students in a cohort, particularly at the graduate level, and there is insufficient demand for courses in the summer.

a. What are the advantages and drawbacks a full summer semester would offer for students?

Financial resources. Annually, 60% of the students at the UM receive some form of financial aid. Virtually all aid is tied to a two semester annual limit, so even if a student attends in the summer they may not be able to receive financial aid because they have used up the annual amount available to them during the fall and spring semesters. Pell grant rules were recently changed so that a student can receive a grant for three terms per year, but a term is defined as 15 weeks, and because our current courses do not extend for 15 weeks, that grant is not available for the summer. The number of years a student may receive aid is also limited. State grants have a maximum of eight terms of eligibility for undergraduate students. And, other loans (Federal Perkins loan, UM campus-based program loans; direct student loans) have requirements that could limit students' access to funds on an annual and aggregate basis. Merit based scholarships are dispersed for fall and spring only. UM Foundation scholarships are for fall and spring, but we could change those processes since they are internal to the University. If new freshmen were allowed to start in the summer, they would have to be degree seeking students to access financial aid, and the summer would start the "clock" for their aid. Finally, students would not be able to work fulltime in the summer if they were taking a full course load. Many collegiate units mentioned this as a disadvantage for students, particularly undergraduate students.

In some academic units, graduate students hold appointments without a tuition benefit during the summer and do not have an incentive to enroll in courses without the benefit. The cost to the departments would be significant to provide the benefit and to offer courses for them. We heard many times that summer is a time when faculty members often work closely with graduate students on the students' research or graduate students work fulltime on faculty research projects.

One financial advantage to a full summer semester would be that the UM could implement an installment plan for student payment of tuition. Because summer courses are typically shorter than a semester, this option currently is not available. It would also be advantageous to implement comparable tuition rates for the three semesters, e.g., tuition plateau, comparable fees, etc.

Coordination with other academic opportunities. Students taking courses on multiple campuses could be affected by the calendar at those campuses and by billing. For example, the beginning and end dates of a full summer semester on the Twin Cities Campus may overlap with calendars at other institutions. A summer semester could have an impact on the National Student Exchange programs. And, as discussed below, many students are involved in enrichment activities—internships, learning abroad, research—that are well suited to summer.

b. What is the possibility of shortening students’ time to degree and increasing degree-completion rates?

Many colleges offer scheduled courses during the summer, but in an abbreviated time frame (10 weeks versus a 15-week course). Below are brief descriptions of various colleges’ offerings during the summer for degree-seeking students.

The **School of Nursing** offers about 10 required courses in our professional Doctor of Nursing Practice and Master of Nursing curricula during the summer as well as at least two “short” courses. There are no undergraduate courses scheduled for the summer. They have tried PhD courses in the past, but the registration has been disappointing.

The **College of Pharmacy** uses summer session for experiential education. The PharmD Is and IIs spend three weeks each in Introductory Pharmacy Practice Experiences in one of five three-week blocks. The tuition is paid as part of the spring semester. The PharmD IIIs spend all summer in five-week blocks of Advanced Pharmacy Practice Experiences and are charged tuition for summer session.

The **School of Public Health** offers many required courses in summer but all are online. These required courses primarily serve students enrolled in MPH and MHA degrees and they are offered every year. They do not have many, if any, required MS and PhD courses offered in summer.

The **Medical School** has two calendars in Years 1 and 2 – one for the TC campus and one for the Duluth campus; neither is the same. Once the students enter Year 3 they are all on the same calendar. The Years 3 and 4 calendar runs in series of six-week blocks (subdivided into some two and three week options) that runs through the year starting in May (providing two years from start of Year 3 to graduation, more or less). The Year 1 calendar at the TC Campus has three semesters – fall, spring, and summer. Year 2 has fall and spring. Their students pay tuition on a “cost of degree” model and pay a total of 11 semesters of tuition. Therefore, adding more class time or additional semesters for the medical students would not impact their tuition revenue. In addition, there is really no way students can speed up their time to degree. This is partly because of the number of weeks of required study (minimum of 76 weeks in Years 3 and 4 plus the time in Years 1 and 2) and partly due to the residency “match” which occurs at a specific time in their final year with a start date in late June or July 1 for all residency slots. If they finish clinical course requirements early, they tend to take extra elective courses, do research, or travel.

The **College of Veterinary Medicine** requires clinical rotations in the Veterinary Medical Center and external locations during the summer between the students' third and fourth year to meet graduation requirements in a four year program. They may take electives during the summer after their first and second years. No graduate courses are offered in the summer other than Thesis credits or Directed Studies (not necessarily required), and those are only taken with special permission. The college offers an undergraduate Microbiology course to students from other colleges which may accelerate their graduation. Students in the professional DVM program may participate in international travel grant opportunities to further their learning. The Summer Scholars program offers research opportunities for approximately 14 DVM students. Graduate students may take prelim exams or defend their thesis during the summer months, and many work in research labs during the summer.

The **College of Continuing Education (CCE)** offers a number of courses during the summer, with a total of 710 registrations in Summer 2010. Nearly half of those registrations are in English as a Second Language classes, which are not required in any degree programs. Of the remaining courses, most are required for a bachelor's or master's degree or for completion of a certificate. The courses include internships, practicums, and directed studies, all of which are parts of various degree programs. The general philosophy behind offering these classes in the summer is to provide more flexibility to students with the idea of accelerating completion rates. In addition, CCE offers more than 20 online/distance courses during the summer that are likely required courses for academic plans in other colleges.

The **College of Science and Engineering** currently offers summer courses, more in some departments than others. The most active departments are mechanical engineering, electrical engineering, math, chemistry, and physics. Most of these courses are 1-000, 2-000 or 3-000 and are offered every summer. They have 4-000 and 5-000 courses offered when faculty are available and willing to teach them, which can be regularly or occasionally. None of the departments offers a suite of courses, meaning enough for a 15-16 credit load akin to a regular semester (e.g., that would satisfy our 4-year plans to graduation).

The **College of Liberal Arts** regularly offers required undergraduate courses at all levels in summer session across most of their departments, and several departments offer senior project courses for high-demand majors in summer. They also offer a full range of second language skills courses and freshman writing. Many of these course offerings are to address student demand and timely progress toward degree.

The **College of Biological Sciences (CBS)** offers a number of courses for undergraduates that could help in accelerating graduation rates. Courses are offered at the Itasca station and on the Twin Cities campus to fulfill major requirements, CLE requirements, elective course opportunities, and three core courses that serve as prerequisites for upper division courses. The courses serve CBS's majors as well as students in the metropolitan area attending different universities; for example, students from universities that do not offer a biochemistry lab or students completing their introductory biology course. CBS also offers two upper division biochemistry labs during May term. Incoming graduate students participate in an orientation at Itasca, engaging faculty and staff from all of the departments in CBS.

Many departments in the **College of Education and Human Development** offer courses for students to accelerate their graduation rate and/or to finish their degrees in a timely manner. The undergraduate Child Psychology program in the Institute for Child Development offers two popular courses each summer because the courses typically meet maximum enrollments during fall and spring. They also just began offering the field study course during the summer because it was difficult for students to complete it during fall or spring. The Department of Curriculum and Instruction offers many courses during the summer so that students can complete their degrees on time. Some of the courses are offered only during the summer, others are also offered during fall or spring as well as summer. The course offerings allow students scheduling flexibility to stay on track as they also meet their student teaching requirement. The Department of Post-Secondary Learning offers a limited number of summer courses as needed so as to move students through to degree, but their programs would not benefit from a summer semester. The School of Social Work offers field courses, diversity courses, and psychopathology courses each summer that allow some advance standing students the ability to finish early. The Department of Educational Psychology offers many required courses as well as other courses to satisfy requirements for graduation. The Department of Kinesiology typically offers 70 to 75 courses during May term and summer session. Of these, 34 are required courses offered every summer. The Department of Family Social Science runs their supervised graduate teaching internship program in the summer and they also offer required courses for their undergraduate and/or graduate majors that could help accelerate the graduation rate of students. The Department of Organizational Leadership, Policy, and Development offers both undergraduate and graduate courses in the summer, but neither program level offers summer courses specifically designed to accelerate graduation.

In the **College of Design**, the School of Architecture offers an intensive 8-week studio from mid-June to mid-August for incoming Masters of Architecture students. They also offer an undergraduate drawing class in summer session I; this course is used to train graduate teaching assistants for appointments in the academic year. During May term, the Department of Landscape Architecture offers a program for Chinese students. Other courses are offered if there appears to be sufficient demand, but none would accelerate completion of the degree at the undergraduate or graduate level. The Department of Design, Housing, and Apparel has not offered scheduled credit classes for a number of years, because the offerings did not offset demand during the academic year (i.e., reduce sections offered in fall and spring).

The **College of Food, Agricultural, and Natural Resource Sciences** does not have any summer offerings specifically for the purpose of accelerating graduation rates at this time. However, they are currently exploring an undergraduate initiative that could affect summer session.

In the **Carlson School of Management (CSOM)**, offering summer courses for undergraduates would be difficult. CSOM would not have enough graduate students available to serve as teaching assistants, and there is unlikely to be demand for courses on the part of the undergraduates because they can complete their program easily in four years. Also, summer semester is when many of the undergraduate students complete an

international experience. Doctoral students are typically on research stipends during the summer to work with faculty. Full-time professional Master's students spend the summer doing full-time internships which are essential to their professional development and progress. These students rarely enroll in summer courses due to their internship obligations. Part-time professional Master's students often take courses during the summer. Many of these courses are on a compressed schedule and that scheduling flexibility is very important to these students. As long as a full summer semester did not inhibit CSOM's ability to offer courses less than a full semester in length, such a semester would either have no effect on these students or some mild positive benefit (in that full-length semester courses could be offered more easily).

c. What is the possible impact on tuition revenue?

The committee assumed that a primary incentive of adding a full summer semester would be to provide a net increase in tuition revenue for the University. To achieve this goal, two issues would need to be addressed. First, summer semester should be priced similarly to fall and spring semester. That is, there would be the same per credit cost as well as the tuition plateau, fees, and determination of full-time status in the summer as there is for fall and spring. Second, a full summer semester could allow for an increase in the total number of students in a program, thus increasing tuition revenue. Currently, the standard is for undergraduates to complete their programs in eight semesters scheduled over four calendar years (e.g., enter Fall 2011 and graduate Spring 2015). If some students could complete their degrees in eight continuous semesters, they would graduate in less than three years (e.g., enter Fall 2011 and graduate Spring 2014). This accelerated completion time would allow a program to accept more students, thus realize additional tuition revenue.

d. What is the possible impact on other programs that currently use the campus in summer?

In addition to the many conferences and new student orientations during the summer held on the Twin Cities campus, there are a number of collegiate sponsored activities that serve many different audiences. As a major institution providing life-long learning and world class research, our constituents reach far beyond degree-seeking students. Examples of extra-curricular programming in colleges are presented below.

The **College of Food, Agricultural, and Natural Resource Sciences** offers an internship program for high school students through the Minnesota Youth Institute of the World Food Prize. Their faculty also offer a small number of science courses for elementary and high school students.

The **College of Science and Engineering** offers summer programs such as UMTYMP, Exploring Careers in Science and Engineering, summer training for middle and high school teachers, summer bridge programs, etc.

The **Law School** offers summer Continuing Legal Education opportunities, a pipeline program for high school students, conferences, etc.

The **College of Liberal Arts** has offered a wide range of summer activities including writing workshops and theatre camp for high school students, art camp for K-12 students in the Cedar-Riverside neighborhood, Anthropology site labs in southern Minnesota, Philosophy Camp in western Minnesota, art experience and practice in New York City for art majors, teacher training workshops in several areas, Dakota and Ojibwe language training for immersion teachers seeking certification, GLBT leadership experience, Chicano Studies Community Engagement and Service Learning experience, summer language intensive programs, and joint language learning with the Law School. They are currently preparing a Global Leadership experience for students to interact with communities immediately adjacent to the University to be offered in summer 2011.

The **College of Continuing Education** offers several non-credit ESL courses during the summer, which might be impacted by a regular summer semester. They also work with several other colleges to offer Summer Specials, including activities for K-12 teachers, high school students, and others. These are typically not CCE sponsored activities – we simply provide the mechanism for collecting tuition (usually reduced), issuing credit, etc., as a service to other colleges. CCE also offers a wide array of non-credit professional education programs during the summer, which may or may not be affected by a full third semester.

The **School of Public Health** fulfills part of its mission—to contribute to the education of the public health workforce—by offering a 3-week Summer Institute that offers timely short courses that appeal and inform the practice of working professionals as well as students enrolled in degree programs. Last year the Institute offered 41 courses to 283 participants.

The **College of Biological Sciences** has multiple summer non-course offerings both on campus and off to serve undergraduates (e.g., Research Experience for Undergraduates, an NSF funded program at our Itasca station; LSSURP-Life Sciences Undergraduate Summer Research Program, an on-campus program to recruit underrepresented undergraduates into scientific research), and continuing education for K-12 teachers (e.g., Investigative Plant Biology for Elementary Teachers that serves mostly metro area teachers; a 5-year collaborative program with the Austin Public Schools and CEHD; and numerous annual programs at the requests of different constituencies such as the Saint Paul Public Schools). CBS also provides space, equipment and support for K-12 student programs (e.g., their long-running collaboration with the Science Museum of Minnesota with the Bioinvestigators, Eco-explorers, Horse Camp, Zoology Camp, and other programs that vary from year to year, as well as some programs for metro Native American schools.)

Similar to other colleges, the **College of Education and Human Development** offers a number of workshops and activities through its departments. The Institute of Child Development offers an attachment workshop that draws individuals from around the world. The Department of Curriculum and Instruction activities include faculty-led research conferences. Faculty grants often call for a summer course to be taught to a specific group. In one case, a donor's gift called for a summer institute course for teachers to be offered in the summer and to provide a laboratory for permanent course development. All of these are summer-focused activities connected with other initiatives, and they are summer focused

because that is when teachers are available to participate in the courses and initiatives. The School of Social Work and the Department of Organization Leadership, Policy and Development offer continuing education professional development courses during the summer. The School Psych Summer Institute is offered in August every year by the Department of Educational Psychology. They also offered a variety of workshops and have sponsored large research meetings that have brought faculty from across the US to campus to collaborate and discuss research findings. The Department of Family Social Science offered therapy training the last couple of years arranged by individual FSoS faculty, but also bring in international experts to deliver the training.

e. What is the impact of a full summer semester on faculty work and faculty appointments?

Many collegiate units asked about or mentioned the impact on faculty appointments and departmental operations, so we discussed the potential for different appointments with Carol Carrier, UM Vice President of Human Resources. There are different scenarios of how summer session teaching could be handled, and all are within current employment practices, according to her. Three examples are presented here:

- First, with approval of the department head, a B-term faculty member might choose to teach summer and fall, instead of fall and winter. A concern on the part of collegiate units is how committee work and other responsibilities normally accomplished during fall and spring would be handled. The committee heard of one example that occurred in the Department of Geography prior to the UM conversion to semesters in 1999. They allowed B-term faculty to select three of the four quarters in which they wanted to teach so that the department could offer regular courses during summer quarter for students. A handful of faculty chose to teach spring, summer, fall, and were gone during winter quarter and it did not appear to create major disruptions for conducting departmental business or for working with students.
- Second, a department may choose to hire part-time and/or regular faculty to teach courses in the summer (many do this already). The overall instructional costs would increase for the department, but it is assumed that more tuition revenue would be generated, offsetting the additional instructional costs.
- Third, with agreement of both the department head and the faculty member, a faculty member may teach a course in the summer in order to have a reduced teaching load in the fall or spring so that additional instructional costs would not be incurred. This “offset of effort” has been implemented in some departments, e.g., Kinesiology.

A greater question may be the willingness and/or availability of faculty to engage in such arrangements. One college that sponsors summer activities led by faculty did not feel that the activities would be an impediment for faculty to teach in the summer. Another college expressed concern that too many faculty would elect to teach in the summer. But, most colleges indicated that faculty would not be interested in giving up their summers. Many faculty devote summers to research and research-related travel, professional development

and training, teaching at field camps, working on engagement projects, consulting, and development of proposals and publications. This is the case not just for A-based faculty (12-month), but also for B-based faculty who are paid nine months of salary (fall and spring).

f. Are there economies that a full semester might offer through better use of campus facilities and buildings?

During the summer, buildings are used for many activities, but overall usage is less than during the academic year. The committee obtained information from Housing and Residential Life and they would likely be able to provide housing for a minimum of 500 summer school students based on their current summer conference business. Two residence halls are not utilized on a regular basis for summer conference groups (Bailey Hall, located on the St. Paul campus; and Pioneer Hall, which has no air conditioning). While it's possible that neither of these halls would be popular for housing summer school students, some of the summer conference groups could be shifted to these halls to open some space on the east bank for summer school students, if necessary. They would also likely have some space that could be utilized for summer school students in the three UM apartment buildings (Wilkins, Yudof and University Village) since they are not utilized extensively for summer conference groups, and there are typically vacancies in these facilities during the summer months. Some large conference groups are booked for three to four years in advance and many groups return on an annual basis. Housing and Residential Life felt that with sufficient notice, they could accommodate as many summer school students as possible. There are additional buildings on campus that could be used for a fee, e.g., Coffman Memorial Union, if additional rooms were needed for conferences or new student orientation. As with all facilities, time for cleaning between uses needs to be scheduled and, with a 15-week summer term, the turn-around time would be tight. To be fully utilized, buildings also would need to have air-conditioning.

According to Jeremy Todd, Office of Classroom Management, summer (including May term) demand for general purpose classrooms is roughly one-third of a typical fall or spring term. While demand for non-course events is higher during the summer term than in fall or spring (see discussion of activities under section "1.d." above), there would still be capacity to offer additional courses in these classrooms. The utilization rates of Twin Cities general purpose classrooms last year were: in the fall, 60% were used for courses and 5% for events; in spring 53% for courses and 5% for events; in summer, 17% for courses and 12% for events. During a sampling of one week of summer 2010 (July 12-July16), courses were primarily offered from 9:00am to 12:00pm, Monday through Friday, and 1:30pm to 3:30pm and 5:30pm to 9:00pm Monday through Thursday. During a week in fall semester 2010 (October 6-October 10), the greatest demand for classrooms was from 9:00am to 3:00pm Monday through Friday. Additionally, "spikes" of utilization occur more frequently in the summer during certain weeks so OCM has to ensure an inventory to meet that demand.

g. Would an added semester permit the University to increase enrollment to some extent?

Based on the input we received from Vice Provost and Dean McMaster, the University is not interested in increasing enrollment of its undergraduate **freshman** class. In modeling that his

office has done, an increase in admissions of the freshman class lowers the mean AAR score of the class. This has been an important measurement of quality established by the UM Regents and it was his opinion that increasing the class size was undesirable because it would lower this metric. However, we do not have the same constraints in admitting transfer students. Transfer students may also be more interested in accelerating their degree completion, compared to traditional freshmen. This could be a growth market to increase tuition revenues and it could be advantageous for transfer students to complete their degrees in less calendar time.

h. What is the extent to which an additional semester would increase overhead costs?

The Office of Academic Support Resources (ASR) identified issues that could affect overhead costs within collegiate units. While ASR was confident of being able to handle the potential increase in workload, they identified the increased workload for colleges. Summer tends to be the busiest time for collegiate student service units. End of term processing for degree clearance, probation and suspension, and dean's list, and scholarship entry for the next academic year are done at the college level. Those activities occur after each fall and spring semester, but because more students graduate in spring, collegiate units have an increased load in May and June. Also during the summer, collegiate units are responsible for orientation of new freshmen (six weeks during June and July) and transfer students in August. ASR has many of these same responsibilities, but ASR could more easily absorb the additional work. New activities affecting both ASR and collegiate units for summer semester would be processing probation and suspension, discontinuation for non-enrollment, Dean's list, admission of new students, admission revocation, and change of colleges. Currently, students can be cleared for graduation after May term; this may need to be moved to end of summer. Grade submission deadlines for summer session would need to change. Timing and procedures for financial aid disbursements would need to be changed.

Facilities Management indicated that many construction and maintenance projects are scheduled during the summer because fewer buildings and classrooms are being used. For example, as many as 100 general purpose classrooms may be offline for construction and maintenance at any time during the summer term. However, this means that summer is a very busy time for them. If there were a third full summer semester, they could schedule projects throughout the year. Reducing the "peaks" and "valleys" of their work across the year might reduce overhead costs, but the committee did not have any financial figures on which to analyze this.

Standard meeting times for classes may need to be implemented (similar to fall and spring) if there is an increase in classroom demand. This could affect overhead in terms of schedule review and enforcement.

In one college, staff noted that the summer provides a different pace for them due to fewer day to day demands from faculty and students. They can work on more complex projects as there is adequate time for thought, data analysis, etc., when things are quieter. There was also concern about scheduling vacation time of staff members. Currently, many departments need staff available during fall and spring semesters to handle course issues and summer may be

the only time for them to take vacation. If a full summer semester were scheduled, units might need to hire additional personnel at times so that staff can take their earned vacation time. According to Patti Dion, Office of Human Resources, in November 2010 there were 699 CS/BU academic unit employees (system-wide) who were within five days of their vacation maximums, so they need to be able to schedule their vacations.

2. Assess whether there are sufficient potential advantages to a summer semester that offset potential disadvantages.

The potential advantages to a summer semester are different for each department and each college. Some colleges did not understand why we would even raise the question of exploring a full summer semester and could not identify any apparent benefits. Many colleges currently schedule courses and activities in the summer based on their priorities and the needs of their constituents and have done so for many years. Each college was unique in its view of the potential advantages to a summer semester. Colleges that currently offer summer term courses do so in a different format than during the fall or spring, e.g., a semester course in 10 weeks rather than the 15 weeks of fall or spring. But, it was noted by the committee that some colleges currently offer compressed credit courses during fall and spring semesters, e.g., 7-week courses, weekend workshops, etc. This committee did not have the time to assess the pedagogical advantages of a 15-week course versus accelerated course formats, most of which occur during the summer. Also, because accelerated summer courses require more contact time each week than during fall or spring semester, students may not be able to schedule a full semester's course load—the meeting times may overlap and/or there aren't enough other hours in the day to devote to homework and study.

Accelerating degree completion by utilizing a full summer semester is an opportunity cost for students—incur higher expenses through continuous enrollment over three terms, but then enter the professional workforce earlier, increasing potential life-time earnings. And there are some high demand courses required in many programs, e.g., Chem 1015 and Psy 1001, that are now online allowing students the advantage of scheduling them when the student has time for the course rather than coming to campus at a designated time.

Some colleges perceive potential advantages. For example, in the College of Design, a full summer semester could be applicable to particular programs, but not to the majority of programs within the college because of a lack of demand and because of the cohort nature of the graduate students. The College of Food, Agricultural, and Natural Resource Sciences also saw some advantages for certain students, but would need to explore it further.

3. Identify colleges and universities that have implemented a third semester and any lessons learned that could identify possible pitfalls.

We inquired of those with whom we consulted if they were aware of any colleges and universities that have implemented a full summer semester. No one knew of any. The UM has nine summer session calendars: May, extended May, regular academic session, 1st half term, 2nd half term, summer session 10-week, summer session 13-week, extended regular session, and MBT summer session. The 13-week summer session is close to a regular semester, but is rarely

used. And courses are scheduled within the sessions at varying lengths, i.e., weeks. Some departments do offer a sufficient number of courses for students to take a full course load if desired; none require it, however.

Gary Engstrand shared some recent publications discussing summer session as a full, regular semester. The University of Florida is considering a proposal to allow students to take classes two semesters a year, spring and summer, to alleviate the stress on their facilities during fall semesters when they have their highest enrollment (Ditching Fall, 2010). George Washington University is considering a requirement for all juniors to take a full load of courses in the summer and to spend one fall or spring semester on a study-abroad program or an internship. Their premise is that facilities would be better utilized and it would allow George Washington University to increase the size of their incoming class, thus increase tuition revenue.

Even without changing existing schedules, summer session enrollments were reportedly increasing at many institutions. The reasons reported were because students cannot find summer employment, students want to reduce their course loads during the academic year, and/or students save money because summer session is priced differently than the regular academic year (Allis, 2010; Young, 2010). However, an increase in summer course enrollments does not mean an increase in students coming to campus. Instead, the availability and the enrollment in online courses are increasing. In one example, the number of students taking online courses in summer increased over a five year period, from 6% to 25% of students enrolled in summer session courses (Allis, 2010).

The committee chairperson conducted a very quick scan of websites of the Big 10 institutions; each had a variety of summer 2010 calendars. The University of Wisconsin-Madison's calendar is based on the length of the courses that departments want to offer, from one to 14 weeks; the 14-week course begins May 16 and ends August 21, comparable to a full semester. The University of Michigan has a spring/summer term that begins May 4 and ends August 20, allowing full semester equivalent courses, but scheduled courses still were offered in a condensed format; full term courses were independent type work (readings, research, etc.). The University of Illinois has two 4-week summer sessions, offering condensed 4-week courses. The University of Indiana has two summer sessions plus summer intensives, together that add up to 10 weeks. Michigan State has two 7-week summer sessions and condensed semester courses are offered in one or the other, courses do not span the two sessions. The University of Iowa offers three consecutive summer sessions, a 3-week, then an 8-week, and then a 6-week session; some courses also are scheduled outside of those calendars. Penn State University has two separate 6-week sessions. Purdue University offers three, 4-week modules in which to offer classes. Two Big 10 institutions are still on quarters: Northwestern University and the Ohio State University. Northwestern offers a 10-week summer session, comparable to their 10-week fall, winter and spring quarters. The Ohio State University offers two half terms and a full summer quarter from June 21 through August 26. However, Ohio State is converting to semesters beginning in summer of 2012 and on their calendar is a summer semester consisting of a 3-week May term and a condensed summer session from June 18 to August 8. [It is interesting to note that they hold one campus-wide commencement at the end of each quarter, including summer, and will continue to do so when they convert to semesters.]

Every scenario has some pitfalls, but they are not always evident. For example, in the op-ed piece by Jones (2010), she makes the assumptions that facilities and resources are underutilized and that faculty are not doing anything during the summer. This is clearly not the case at the University of Minnesota (nor at other institutions based on the comments to the article). Both George Washington University and the University of Florida cite increasing the size of the incoming freshmen classes to increase revenue as reasons to implement a full summer semester. However, based on the modeling done by Bob McMasters, UM Vice Provost and Dean of Undergraduate Education, increasing the freshman class would lower the mean AAR score of the class, one of the quality metrics established by the UM, and so he was not in favor of increasing the incoming Freshman class.

4. Identify other factors that would need consideration in a more full-blown, long-term analysis.

Academic calendar. Sue Van Voorhis, Director of ASR, prepared three 2012 calendar scenarios for the committee to review that would allow for three comparable semesters, with summer having 70, 72 or 74 days of instruction. The committee did not feel that the calendar with 74 days would be feasible because fall semester classes would either need to start the week before Labor Day (St. Paul campus would have access conflicts due to the State Fair) or end December 27 (between Christmas and New Years Day). The 72 and 70 day calendars would keep fall semester intact, but spring semester classes would start the week before Martin Luther King Day, or summer classes would end the week before Labor Day when many faculty and staff are back to start the new year. It did appear that, with additional consultation, a compromise would be possible to establish a full summer semester.

Costs. If a third full summer semester increased instructional and overhead costs, the committee could see no reason to implement a summer term different from what we currently offer. Each college might want to reevaluate their summer credit and non-credit activities, but certainly none would implement a new program if it would not be offset by increased revenues from tuition or fees.

Student behavior. The committee did not hold any focus groups with or survey undergraduate or graduate students. However, one committee member did hold an informal survey among 75 students in section 2 of Biol 3700. The students were all NAS (new advanced academic standing) transfer students in CBS. Almost two-thirds indicated that they would enroll in a summer semester (i.e., a full course load). More than half said that they would have started courses in the summer if they had been available. Almost all said that it would be an advantage to them, as transfer students, as a means to catch up and/or get ahead. However, they indicated that it would be a problem if the calendar were out of step with other universities from which they are transferring and some expressed concern about financial issues (e.g., need to work in the summer, financial aid packages). Alternatively, some felt that offering more sections of courses at different times during fall and spring semesters would help with scheduling, catching up, and getting ahead. Obviously, more market analysis involving student opinions should be done before any additional analysis is completed.

Departmental operations. Many departments and colleges expressed concerns about how committee work (from the department to University levels), advising, and other obligations would be addressed if a number of faculty were not available during fall and spring semesters. The committee did not address strategies to accomplish this work.

Attitudes. The attitudes of different colleges varied from having interest in exploring this option further to feeling that this would be very difficult to implement. The Medical School, the College of Design, the College of Food, Agricultural and Natural Resource Sciences, the College of Liberal Arts, the College of Continuing Education, the College of Veterinary Medicine, and the College of Biological Sciences expressed some interest in further investigations. The College of Education and Human Development, the College of Science and Engineering, the Carlson School of Management, the College of Law, the School of Public Health, and the College of Pharmacy were each neutral to slightly negative about the likelihood of a different type of summer session benefiting their faculty and/or students. And, some colleges, whether interested or not in further investigations, felt that a full summer semester would have little impact on their college.

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Appendix A. Charge to the Ad Hoc Committee

Dear Colleagues,

Thank you for agreeing to serve on an ad hoc summer semester committee. Please conduct a preliminary analysis to determine whether serious consideration of addition of a full, regular third (summer) semester to the University's calendar is warranted. In your analysis, please:

1. Consider the pros and cons of a full, regular third (summer) semester, at least including:
 - * the advantages and drawbacks it would offer for students
 - * the possibility that it could shorten some students' time to degree and increase degree-completion rates
 - * the possible impact it could have on tuition revenue
 - * the possible impact on other programs that currently use the campus in summer
 - * the impact it would/could have on faculty work and faculty appointments
 - * the economies it might offer through better use of campus facilities and buildings
 - * whether an added semester could permit the University to increase enrollment to some extent
 - * the extent to which an additional semester would increase overhead costs.
2. Assess whether there are sufficient potential advantages to a summer semester that offset potential disadvantages.
3. Identify colleges and universities that have implemented a third semester, and any lessons learned that could identify possible pitfalls.
4. Identify other factors that would need consideration in a more full-blown, long-term analysis.

In either case--it is worth pursuing or it is not--we would appreciate knowing the factors you considered that led to your conclusion.

In conducting your assessment, please consult with the appropriate administrative offices and with the Twin Cities deans.

We would appreciate having a report by the end of fall semester.

We are asking you to consider a summer semester for the Twin Cities campus. Your report will be brought to the Educational Policy, Faculty Affairs, and Finance and Planning committees, and eventually the Faculty Consultative Committee, all of which have coordinate campus representatives who will be welcome to offer their perspectives. In our judgment, however, the issue of a summer session is probably one that each campus should evaluate.

Gary Engstrand will be in touch with you about scheduling a first meeting.

Thank you.

Kate VandenBosch, Chair
Chris Cramer, Vice Chair
Faculty Consultative Committee

Appendix B. Committee Membership

Ad hoc committee members included:

Becky Yust, College of Design, Committee Chairperson
Colin Campbell, Medical School
Frank Kulacki, College of Science and Engineering
Judith Martin, College of Liberal Arts
Jane Phillips, College of Biological Sciences
Michael Wade, College of Education and Human Development

Gary Engstrand staffed the committee and facilitated its work.

Appendix C. Consultations

We obtained insights through email and/or in person from the following individuals:

Bob McMaster, Vice Provost and Dean, Undergraduate Education
Henning Schroeder, Vice Provost and Dean, Graduate Education
Carol Carrier, Vice President, Office of Human Resources
Patti Dion, Director, Office of Human Resources
Sue Van Voorhis, Director, Academic Support Resources, and University Registrar
Jeremy Todd, Director, Office of Classroom Management
Laurie McLaughlin, Director, Housing and Residential Life

For the academic units, we emailed the Deans asking the following questions:

1. Do you offer required courses for your undergraduate and/or graduate majors to help accelerate the graduation rate of students? If so, could you briefly enumerate them and comment on their frequency of offering, e.g., every year, every other year, occasionally?
2. What summer activities beyond summer school classes are currently offered through your college? These could be programs for high-school students, lab activities away from campus, teacher training, workshops for professionals, etc. The committee wishes to be able to take a thorough look at the impact a summer semester might have on the many enrichment activities now offered during the summer.
3. Finally, what would your view be of exploring seriously this option for your unit, and what the impacts might be to implement a third full semester?

Academic units from whom we heard included:

Robert Elde, Dean, College of Biological Sciences
Alison Davis-Blake, Dean, Carlson School of Management
Bob Stine, Associate Dean, College of Continuing Education
Tom Fisher, Dean, College of Design
Jean Quam, Dean, College of Education and Human Development
Al Levine, Dean, College of Food, Agricultural and Natural Resource Sciences

David Wippman, Dean, Law School
Nanette Hanks, Assistant Dean for Curriculum, College of Liberal Arts
Frank Cerra, Dean, Medical School
Sandra Edwardson, Vice Dean for Academic Mission, School of Nursing
Marilyn Speedie, Dean, College of Pharmacy
Mary Ellen Nerney, Director of Education Operations, School of Public Health
Stephan Crouch, Dean, College of Science and Engineering
Trevor Ames, Dean, College of Veterinary Medicine
