

2013

Summer Term Task Force Report



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**Summer Term Utilization Taskforce
Final Report
DRAFT February 2013**

Executive Summary

The Summer Term Task Force (STTF) was comprised of a diverse group of administrators, faculty and student leaders (Appendix A). The charge of the taskforce was to assess the University of Tennessee Knoxville's (UTK) current summer operations, identify existing strengths and weaknesses, study best practices, and develop strategies to improve the overall utilization of the summer term.

Our Approach:

In order to reach the above stated goals, the STTF created 4 sub-task groups:

- A. Current Status and Opportunities: Examine the current summer term data including academics, facilities/services, research, and summer term student profiles to identify opportunities and gaps.
- B. Best/Peer Practices in Summer Term Utilization: Utilize Education Advisory Board to explore questions related to summer term utilization from benchmark and peer institutions.
- C. Qualitative Assessment: Assess opportunities and barriers to summer academic and non-academic programs related to faculty, students and facilities.
- D. Financial Modeling for Summer Academics: The groups analyzed the funding models data and examined the impact of potential growth in student credit hours (SCH). These recommendations were submitted to Chancellor Cheek in December 2012. Based on additional data, revised recommendations for the financial model for the next 3 years is included in the final recommendations.

Recommendations:

Based on an analysis past summer term campus activities, best/peer practices of top 25 universities, financial assessments, and results of faculty and student focus groups and key informant interviews, the STTF supports 7 key recommendations:

- **Incentivize Efficient Instruction with a Tuition Sharing Funding Model**
- **Minimize Barriers**
- **Create a Paradigm Shift**
- **Improve Marketing**
- **Enhance Course Offerings & Scheduling**
- **Explore Innovative Opportunities**
- **Use Reliable and Valid Data to Improve Processes and Outcomes**

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Task Force Recommendations

Incentivize Efficient Instruction with a Tuition Sharing Funding Model

- For the next three years (2013-2015), 30% of tuition generated in summer would be returned to most colleges to support instructional faculty salary (excluding fringe). Exclusions to this model include distance education designated programs, study abroad program, the College of Law, UTSI and CASNR except for courses taught by 9 month faculty and lecturers.
- After 2015, consider incrementally increasing tuition sharing up to 50% over the next 2-5 years.
- Individual colleges will be responsible for ensuring that compensation should be equitable and transparent and 9-month faculty summer salary (including teaching and grant funding) cannot exceed 33.3% of their annual salary.
- Encourage colleges to grow summer student credit hour by 3-5% in the next three years.
- During the 3-year period, any carry-over funds from tuition revenue returned to colleges, would remain with the colleges.

Minimize Barriers

- Increase summer financial aid by:
 - Advocating for Hope Scholarship availability for students wishing to take classes in the summer prior to their first semester at UTK.
 - Lobby congress to make more Pell grant support available during summer term.
 - Raise development funds to increase summer scholarships.
- Create more on campus employment opportunities during summer term.
- Promote coordination of admission, advising, and registration to make it easier for incoming freshman and current students to attend summer school and pilot programs that minimize academic advising requirement barriers for entering freshman (i.e., pilot virtual advising program).
- Streamline the process and decrease barriers for transient students to register for- and attend- summer school classes.
- With the new funding model in place for three years, require colleges to determine and distribute to student's preliminary course offerings by December; encourage colleges to create a predictable set of courses that students can count on being offered annually in the summer.
- Investigate methods for quantifying student demand for particular courses before the timetable is built. For example, students could indicate interest in a particular summer course by paying a "deposit" for a seat in the course in January. If the course is offered, the student's deposit secures them a seat in the course (and they lose the deposit if they choose not to enroll in the course). If the course is not offered, the deposit is refunded. This would help departments discern the true demand for specific courses early in the spring semester.

- Explore demand for 12 month on-campus lease options. Offer and incentivize option for students requesting this type of lease option.
- The fall 2013 15/4 plan will assess a student at 15 hours in fees for 12 hours of academic credit. In the summer, an undergraduate student is not allowed to exceed 12 academic hours without permission. Therefore, the maximum fee for summer should be removed and each student pay the per credit hour rate with no maximum.

Create a Paradigm Shift

...with faculty

- By creating incentives like competitive pay and including summer teaching in annual faculty evaluations.
- As student demand justifies and graduation rates can be improved, consider adding summer as a normal teaching semester (e.g. teach either spring/summer, summer/fall or fall/spring). Prior to implementing such a change, there must be careful consideration and policies established including the tuition sharing model for summer term (e.g. If a 9-month faculty teaches in fall and summer and has no teaching responsibilities in the spring, the incentivized 30% tuition model would not be in place for the faculty's summer teaching load.)
- Recognize that some faculty may be able to conduct research while teaching in the summer. Department Heads and Deans can consider offering summer teaching to probationary faculty who are making good progress toward tenure and promotion.
- Approach course offerings with a "student-centered" mind set and avoid offering classes for the sole reason that faculty want to teach them.
- Enforce policies related to payment of tuition during the semester in which credit is earned. This is an issue with summer internships. Communicate with Deans and Department Heads that they are responsible for enforcement of policies stipulating that students participating in for-credit summer experiences (internships, etc.) must pay summer tuition rather than enrolling for credit in subsequent semesters.

...with students and parents

- By communicating the advantages of attending summer school including: students' can often improve their GPAs, remain on track for 4-year graduation, and have opportunities not available during the academic year.

.....with advisors

- Create a communication plan to ensure all students get the message about the value of attending summer school at UTK.

....with external constituents

- To provide a "picture" of the vibrancy of the campus during summer term, creating an annual report of academic/non-academic programs and activities and facilities upgrades during summer term.

Improve Marketing

- Create a marketing campaign to target parents highlighting the increased educational opportunities during summer school, such as: research, internships, study abroad and smaller class sizes.
- Work with communications professionals to have a unified message that also addresses the role of summer school in the context of U-TracK, the 15/4 tuition model, and the 120 hour HOPE limit.
- Create a central external website for all summer activities on campus, a one-stop place where external constituents can go to find out about summer programs for kids, college students and the community.
- Market summer academic courses to others (transient students) outside of the University starting in fall semester

Enhance Course Offerings & Scheduling:

- Use data to determine what classes need to be offered each summer based on current students' academic needs including offering upper division courses.
- Increase number of online, hybrid or blended course offerings in the summer.
- Encourage college- and department- based incentives for summer enrollment (like priority registration in subsequent courses in the fall).
- Automatically alert Colleges, in the period between the publication of the timetable and the beginning of registration, to summer courses that do not fit into valid time slots.
- The majority of summer courses are taught between 9 AM and 12 PM. To support students who want to take multiple summer courses, we must avoid overlapping course times on central schedule and use full day for scheduling courses¹.
- Consider changing summer schedule that would allow for breaks between end of the semester and mini-term and breaks between summer session to allow for students to visit home or just get a break.

Coordination of all Summer Term Activities

- Consider hiring a summer school coordinator who could be responsible for coordination, marketing, data collection, and communication across all summer term activities.
- Recognizing that lack of centralized coordination of programs (academic and non-academic), space (classroom and all other campus indoor and outdoor spaces), ancillary services is a barrier to further growth and potential program collaboration, we recommend establishing an online transparent system that facilitates the efficient use of space and services as well as promotes program coordination and collaboration. Enforcement of use of this system would be critical to its success.

¹ Historically most summer courses (session 1 & 2) are scheduled between 9 am – 12 pm; few classrooms are in use during 3 – 9 pm time frame. To support students who want to take 2-3 courses, must not overlap class times and expand course offerings into the afternoon and evenings. During mini-term almost all offered 9 – 11 am; second highest is 1 -3 pm; literally no courses are spaced from 4 – 9 pm or at 8 am.

Explore Innovative Opportunities

- Pilot 3 year degree options that use summer term coursework to support graduation.
- Try an “Integrative Approach” to increasing summer academic program participation by creating and evaluating a pilot program for a cohort of students that includes (could be set-up like a residential summer camp experience):
 - an on campus summer job
 - a 12 month lease for on campus housing
 - a coordinated scheduling of work and courses
 - recreational activities and easy food services options
 - dining hall option meal plan with dining dollars
- Colleges and Institutes should explore developing additional non-credit courses/programs that are revenue-generating and offering those to both UTK and non-UTK students. A certain portion of those revenues could be shared with campus (e.g., facilities usage fee). There are/may be certain programs that are meaningful to hold at UTK that won’t really generate revenue, and there would need to be a process to allow those to continue.

Use Reliable and Valid Data to Improve Processes and Outcomes

- Determine benchmarks for summer term academic enrollment that align with overall summer term strategic goals (i.e., percentage of undergraduate and graduate students enrolled, number of Student Credit Hours offered, etc.)
- Initiate a measurement of time-to-degree completion rate for those who attend summer session in 2013 and beyond.
- Track student data annually including level of student enrolled in summer school, change in GPA for students who attend summer school, student credit hours taken during each summer session, course offerings, total tuition generated, and capacity, which summer term courses are frequently taken as repeats of fall/spring course work, which U-TracK courses are commonly taken in the summer, and which courses are frequently taken at TBR institutions during the summer and transferred back to UTK.
- Assess financial model annually reporting the total tuition collected, tuition share provided to colleges, tuition share provided to central administration, and financial status by college summer 2013 (i.e., did the 30% tuition sharing cover the cost of instruction? If so, what was the profit after instructional costs? If not, what was the deficit and how can this be remedied in the future?)
- Use data for continuous improvement.

Summer Term Utilization Taskforce Final Report

Introduction

The summer term taskforce was comprised of a diverse group of administrators, faculty and student leaders (Appendix A). The goals of the Summer Term Task Force (STTF) were to assess the University of Tennessee Knoxville's (UTK) current summer operations, identify existing strengths and weaknesses, study best practices, and develop strategies to improve the overall utilization of the summer term. Specifically, the charge was to:

1. Provide recommendations on the 2013 financial model for academic programs.
2. Assess UTK's current position to answer the following questions: Does the current mix of offerings (1) support the goals of our strategic plan, and (2) make most effective and efficient use of the campus? What types of programs, including on-campus and distance academic offerings as well as conferences and camps, are offered in the summer?
3. Identify the primary constituencies participating in activities or enrolling in classes during the summer term. Are summer term participants currently enrolled students, visiting students, pre-college students, or conference/special event guests?
4. Identify existing or potential impediments to faculty and/or students to participate in summer term programs. Examine the utilization of our campus facilities and resources during the summer term including areas such as academic space, residential halls, distance education support and dining facilities. Discuss with key constituents the rationale for current utilization and explore opportunities for improvement.

In addition, the STTF was charged to make recommendations to enhance the use of campus in the summer term:

1. Identify strategies other universities like ours have employed to increase efficiency and utilization of campus programs and resources during the summer.
2. Recommend changes in the mix of programs offered during the summer to maximize utilization of campus, including mini-terms, two or three terms as a way to increase flexibility.
3. Propose a mechanism for determining which academic courses should be offered during the summer term. How can summer school address bottlenecks and help students stay 'on track?' What financial model will best support a robust summer school?
4. Propose a business model that optimizes use of the physical plant, including residence, dining, instructional, auxiliary, and recreational facilities.
5. Propose any changes in policies and procedures to remove barriers to utilization of campus during the summer.
6. Recommend how we might most effectively coordinate our on-campus, distance, and study abroad offerings during the summer.

To achieve the above goals the STTF created 4 sub-task groups including: Current Status and Opportunities that examined the current summer term data including academics,

facilities/services, research, and summer term student profiles to identify opportunities and gaps; Best/Peer Practices in Summer Term Utilization that utilize Education Advisory Board to explore questions related to summer term utilization from benchmark and peer institutions; Qualitative Assessment that explored opportunities and barriers to summer academic and non-academic programs by faculty, students and facilities; and Financial Modeling for Summer Academics that examined potential business models. The financial model recommendations were submitted to Chancellor Cheek in December 2012 (Appendix B). Based on additional data, the *revised recommendations for the financial model* for the next 3 years are included in our recommendations and detailed in this report.

This report is organized into four sections: Current Status and Opportunities, Best/Peer Practices in Summer Term Utilization, Qualitative Assessment, and Financial Modeling for Summer Academics.

Current Status and Opportunities

A primary charge of the Summer Term Utilization Task Force was to assess our current summer operations. To that end, the task force examined current summer program offerings, identified the primary constituents participating and/or enrolling in summer courses or programs, and examined utilization of campus facilities during the summer term. The task force identified four significant areas that contribute to summer school operations. These four areas are as follows: *Academics, Student Profile, Research, and Facilities and Services*. This section details the major findings from our review of data provided by various campus stakeholders.

Academics: Program Course Offerings

Our review of academic course offerings during the summer 2012 term revealed a total of 2,242 course sections offered during the full summer term (May 31 – August 7). This same data also showed 121 subjects offering course sections during the full summer 2012 session. Academic course offerings for mini-term, first summer session and second summer session for sections offered on the Knoxville campus indicated the following:

- Mini-Term (May 9 – May 31) course offerings totaled ninety-six course sections offered in thirty-nine subjects.
- Course offering during the first summer session (May 31 – July 3) totaled 479 sections in 101 subjects.
- Second summer session (July 5 – August 7) course offerings totaled 381 sections comprised of eighty subjects.

Summer course offerings for UTSI, revealed 123 sections offered during the full summer session. Thirteen subjects were represented in these course offerings. UTSI offered only full summer session courses and a majority of the course offerings were research or independent study. The table entitled “*Mini and Summer 2012 Section Offerings Summary*” located in Appendix C provides additional information on all summer course offerings for the campus.

Academics: Distance Education Course Offerings

Our review of distance education course offerings for summer 2012 revealed that about 5% of summer offerings were distance-based courses including:

- Two sections during mini-term.
- Seventy-seven sections during the full summer session.
- Twenty-two sections offered the first summer session.
- Twelve sections offered the second summer session.

College-based Non-Credit Program Offerings

In order to gather information regarding non-credit summer program offerings, the task force solicited information from academic colleges and various academic affairs units. Our findings revealed that seven academic colleges sponsored ninety-eight different programs attracting over 4,800 participants. Academic affairs units, such as Student Success Center and UT Gardens, sponsored 15-20 summer programs attracting anywhere from 120-28,000 participants. The table “Non-Credit Summer Offerings” located in Appendix D summarizes the different program offerings by college and academic unit. It is important to note that several of these individual programs had multiple summer sessions but are reflected as a single program for the purpose of this report.

Library Services

An examination of summer usage of The Commons at John C. Hodges Library revealed that student usage and demand for instructional requests increased for the summer term. Computer log-in information (desktop & laptop) showed that there were 7,514 unique log-ins for the summer term. This represents 54% of the Commons total computer log- ins for the fall semester. Library instruction sessions for General Education courses (English 101 and Communication Studies 210) totaled 30 sessions during the summer compared to 120 sessions for the fall semester. See “The Commons Library Usage” in Appendix E for additional details.

Student Profile Summer School Enrollment

Summer school enrollment has been relatively stable for the past few years. However, student headcount for summer 2012 was approximately 2% higher than total summer 2011 headcount enrollment figures. In 2012, only 133 of these students were considered “transient”, meaning they were not enrolled as a regular matriculated UTK student during the summer term. Figure 1, illustrates our summer school headcount for both undergraduate and graduate students.

Figure 1. Undergraduate and Graduate Summer School Headcounts, 2012

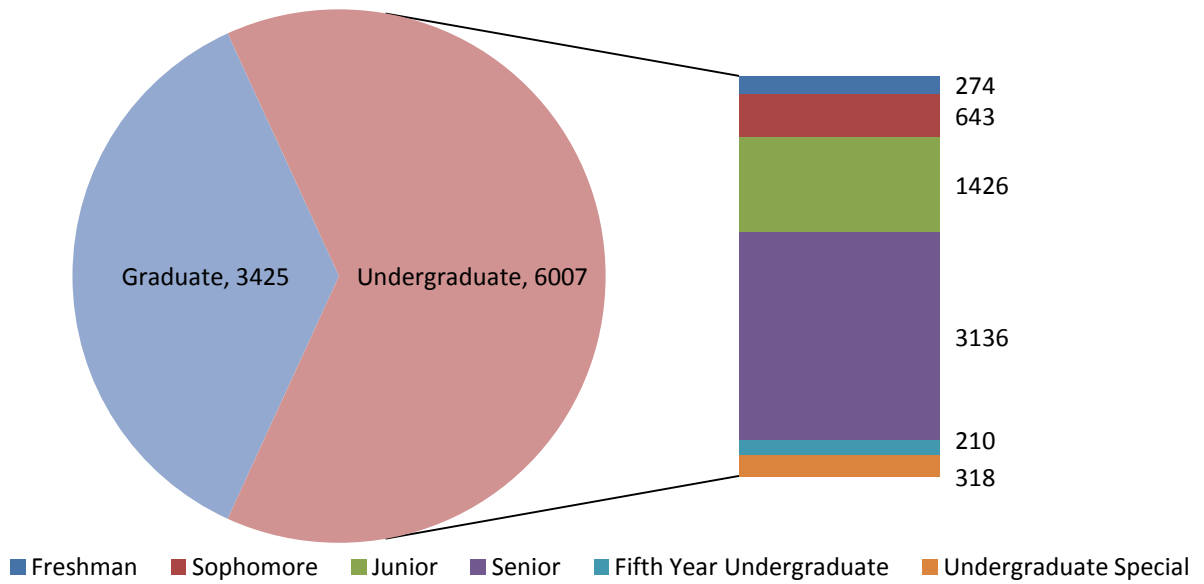
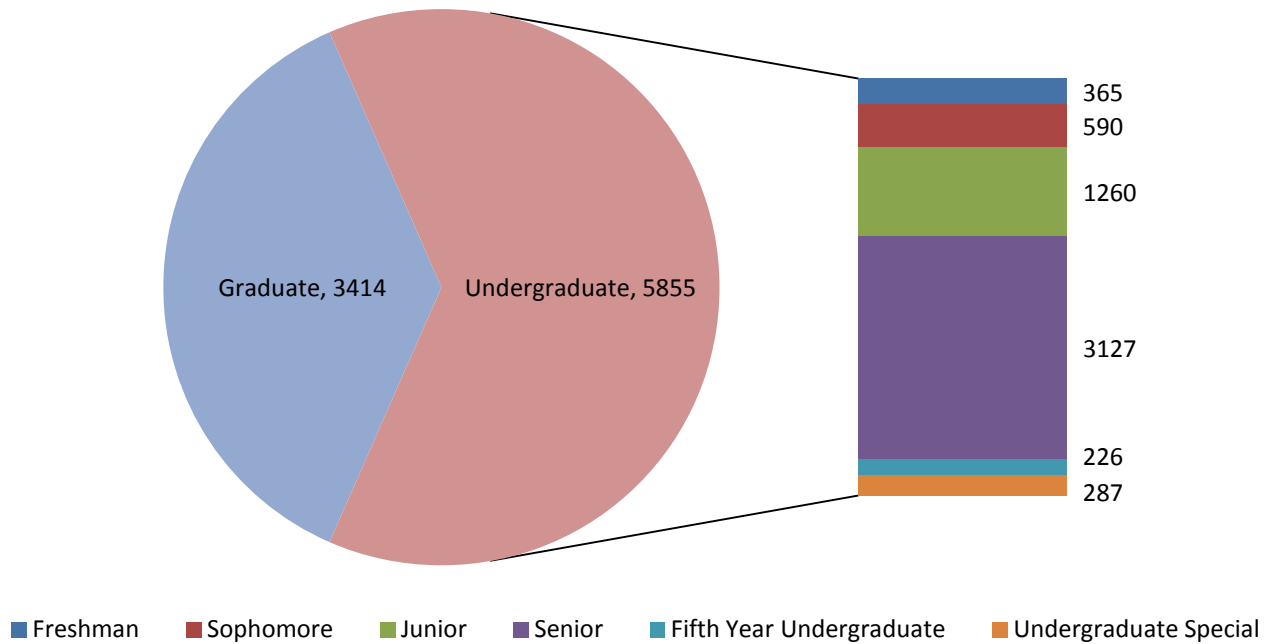


Figure 2. Undergraduate and Graduate Summer School Headcounts, 2011



Compared to Top 25 universities, UTK exceeds the average percentage enrolled in academic course work during summer term (Table 1).

Table 1. Percentage of Undergraduate, Graduate and Professional Students enrolled in Summer Courses, 2012

University	Undergraduate	Graduate	Professional
University of Tennessee-Knoxville	28%	54%	54%
Indiana University	28%	44%	N/A
Michigan State University	45%	54%	83%
Ohio State University	26%	67%	38%
Pennsylvania State University	26%	14%	N/A
Purdue University	22%	65%	28%
UC-Berkeley	30%		N/A
University of Illinois	17%	45%	24%
University of Iowa	27%	45%	74%
University of Maryland	30%	30%	N/A
University of Michigan	9%	5%	N/A
University of Nebraska	43%	83%	49%
University of Wisconsin	21%	49%	26%
AVERAGE	27%	47%	46%

Student Profile: Student Demographics

Our review of student demographic data revealed that a vast majority of students enrolling in summer school were in-state residents. The data also revealed the majority of students enrolled in summer school were males. Figures 3 and 4 illustrate residency and gender breakdown for headcount summer enrollment.

Figure 8 Summer 2012 Headcount by Residency

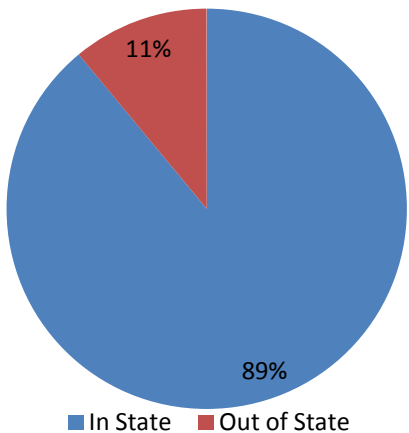
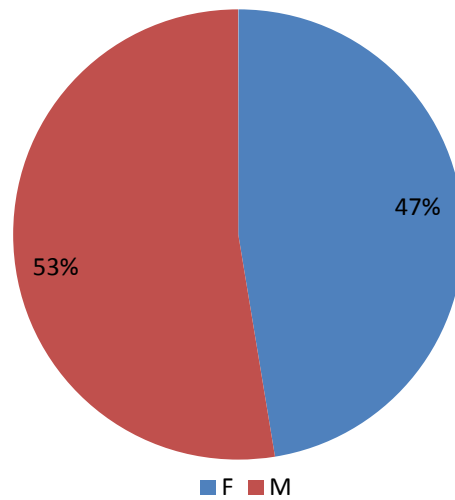


Figure 4. Summer 2012 Headcount Enrollment by Gender



At the undergraduate level a majority of students enrolled in summer school were either juniors or seniors. The juniors and seniors were taking courses in all levels of course offerings. However, a large number of students were enrolled in 200 level courses. Freshmen and sophomores were enrolled in 100 and 200 level course, while a very few are taking 300 or 400 level courses. Figures 5 and 6 provide details on headcount enrollment by academic classification and level of courses in which students are enrolled.

Figure 5 Headcount Enrollment by Academic Class, Summer 2012

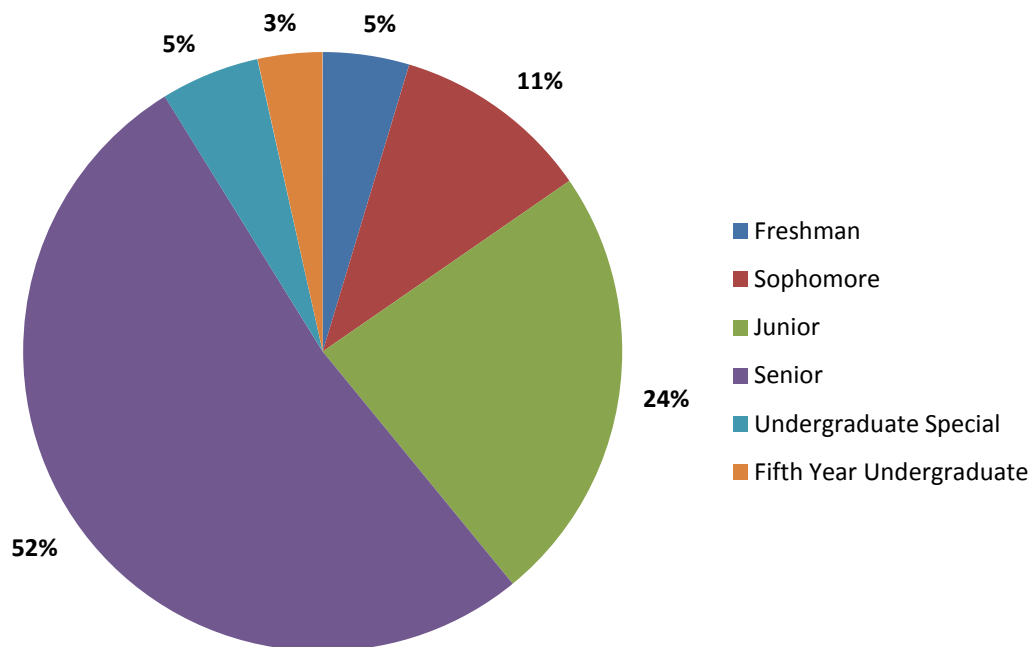
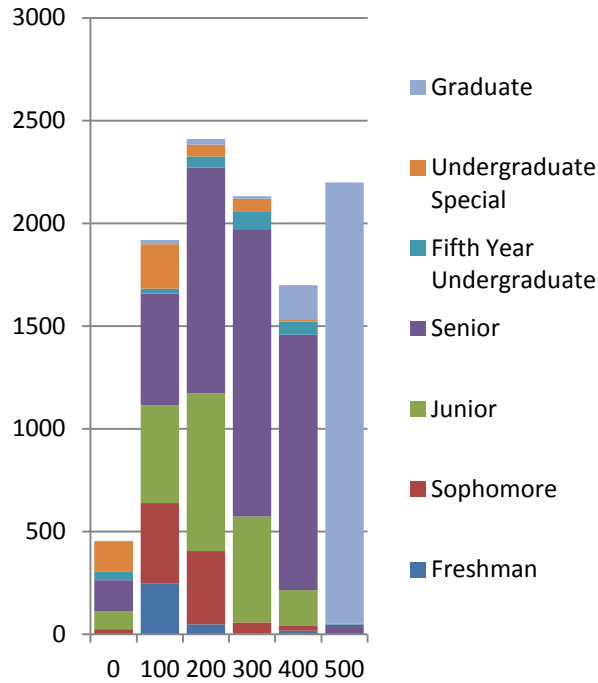
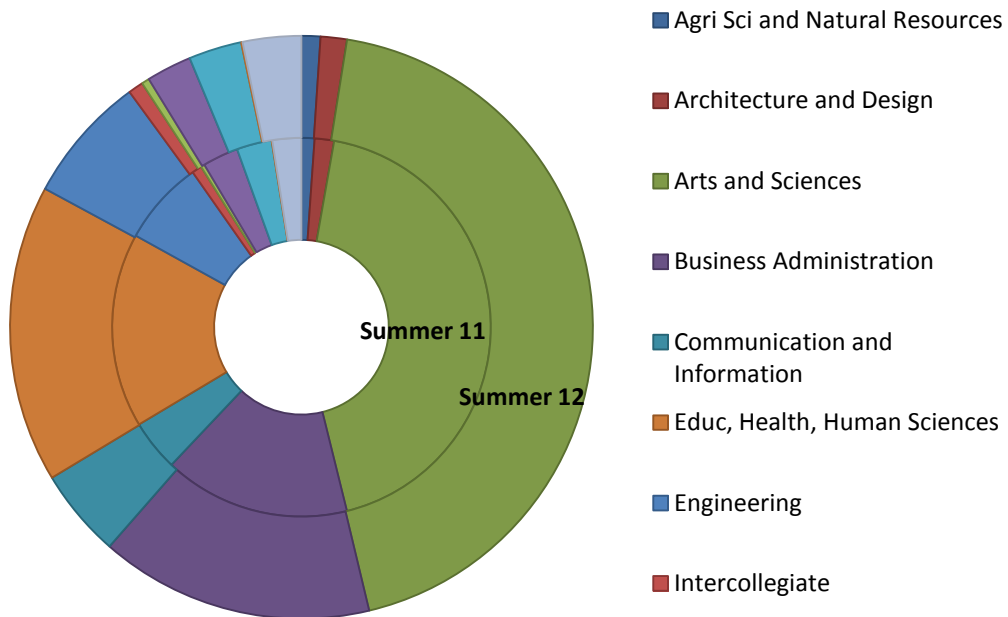


Figure 6 Summer 2012 Head Count Enrollment Summary



The College of Arts and Sciences had the largest enrollment by sections of all the colleges, with Education, Health & Human Sciences and College of Business Administration coming in a distant second. Figure 7 illustrates summer credit hours by college for summer 2011 and summer 2012.

Figure 7. Enrollments by College, Summer 12 and Summer 11



Student Profile: Summer Academic Performance

A review of student academic information revealed students are in good standing are able to increase their GPA by taking summer courses. However, on average, students who are on academic probation or who have been dismissed tend not to improve their GPA by attending summer term. Table 2 below provides details on average summer GPA and pre-summer and post-summer cumulative GPAs for students on academic dismissal, probation and in good academic standing.

Table 2. Average Student GPA before summer, for summer, and after summer 2012.

Row Labels	Count	Avg. Cum GPA BEFORE Summer	Avg. Summer GPA	Avg. Cum GPA AFTER Summer
Academic Dismissal	22	1.83	0.96	1.71
Academic Probation	162	2.19	1.77	2.06
Good Standing	5185	3.09	3.27	3.13
Grand Total	5369	3.06	3.21	3.09

Student Profile: Student Employment

Summer employment opportunities have been raised as an impediment for summer school enrollment. However, our analysis of campus employment data revealed 652 undergraduate student assistants on payroll during the months of June and July 2012. This data also showed a total of 1,287 active 9-month salary graduate students on payroll (headcount) and 881 active twelve month salary graduate students on payroll for summer 2012.

Spending for summer graduate student salaries as a percentage of the total spent during the academic year for graduate student salaries was 26%. Spending for summer undergraduate student salaries as a percentage of the total amount spent during the academic year was 30%. For additional details on spending for graduate and undergraduate student salaries during summer school, please see the "Spending of Graduate and Undergraduate Salaries" data in Appendix F.

It should also be noted that the Career Center held a Summer Job and Internship Fair. Data for the past three Summer Job and Internship Fair is detailed in Table 3 below.

Table 3. Participation in Summer Job and Internship Fair, 2010, 2011, and 2012.

Summer Job & Internship Fair	2010-11	2011-2012	2012-13
Employers	51	61	71
Students	673	832	828

Facilities and Service: Classroom Utilization

A number of academic colleges, departments and ancillary services utilized academic space and other campus facilities during the summer months. Information provided by the Office of the University Registrar indicated during mini-term, most scheduled classroom space was utilized between the hours of 9:00 a.m. to 11:00 a.m. compared to other times of the day. (Appendix G, Astra Schedule dates: 5/9/12 – 5/30/12). Available classrooms utilization figures show summer course sections taught during first, second and full summer terms were more evenly distributed throughout the hours of 9:00 a.m. to 3:00 p.m. (Appendix H, Astra Schedule dates: 5/31/12 – 8/7/12). This data shows that there is open academic classroom space available during summer term.

Facilities and Service: Facility Challenges for Summer 2013

A number of construction, preventative maintenance and renovation projects are underway or planned for the campus. Appendix I provides details regarding the various active campus projects. In addition, Facility Service staff has indicated the following projects will have an effect on available space for summer 2013: Stokely Athletic Center, Estabrook Hall, Berry Hall, various other academic classrooms (due to scheduled maintenance and upgrades).

Facilities and Service: Ancillary Services Program Offerings

In order to gather information regarding ancillary program offerings, the task force solicited information from Ancillary Service groups such as Athletics, Campus Dining, University Housing, and UT Conference Center. A detailed summary of the various programs offered by Ancillary Services can be found in Appendix J. Listed below are some highlights from the detailed report.

- Athletic summer camps utilized various athletic facilities and attracted over 1,000 participants to campus.
- Campus Dining Services provided over 350,000 meals to summer conference guests, visitors, summer school students and orientation participants.
- UT Conference Center provided various non-residential, residential, non-credit and summer programs to over 31,000 participants.
- Division of Student Life Departments (Housing, Campus Recreation, Career Center, and University Center) provided accommodations, programs and services to over 85,000 participants.

Facilities and Service: Maintenance and Repair

While preventative maintenance and repair projects are scheduled throughout the year, summer term provides the most optimal time for these projects. Projects such as carpet and hard surface replacement, major painting initiatives, furniture replacement as well as major and minor construction and renovation projects occur during the summer months. Dollar estimates spent during a typical summer vary according to scheduled projects. During the summer 2012 term,

the campus spent an estimated \$X million dollars (pending information from Dave Irvin) on these projects.

Research Activities during Summer Term

Despite the fact that the majority of faculty members are “off-duty” during the summer term (defined in this section as May 1-Aug 31), research activity is comparable to- and in some cases- exceeds the activity during the rest of the year. In 2012, 29% of the total annual dollars were requested during the summer term (Table 4)

Table 4. Three Year Summary of the Number of Research Proposals Submitted, Total Requested, and Annual Percentage of Requested Dollars.

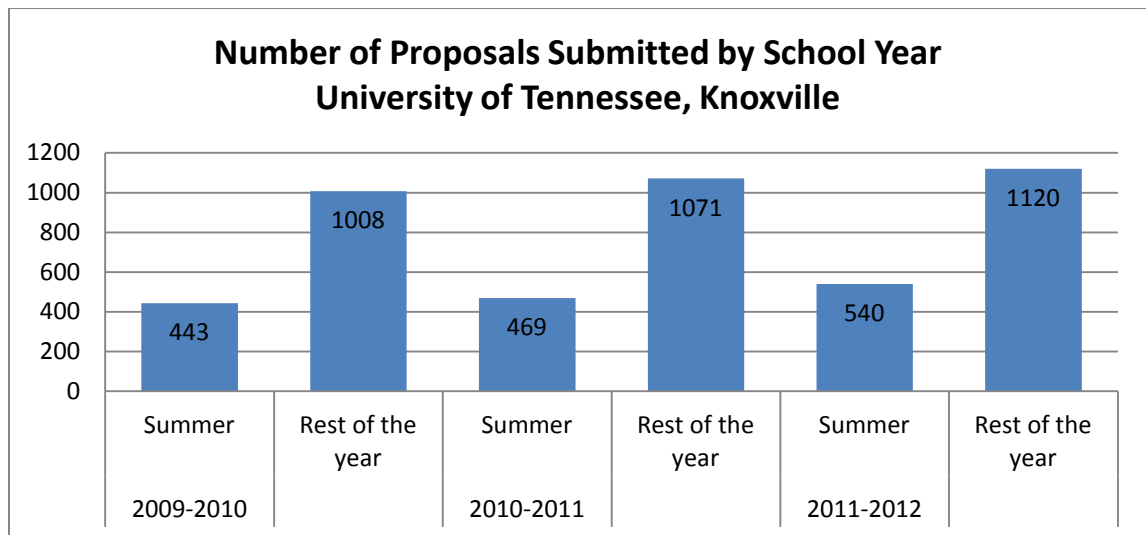
School Year	Term**	Number of Proposals	Total Requested	Annual Total	Annual Percentage
2009-2010	Summer (5/1-8/31)	443	\$289,647,851.00	\$609,628,378.00	48%
	Rest of the year	1008	\$319,980,527.00		52%
2010-2011	Summer (5/1-8/31)	469	\$151,722,770.42	\$555,185,233.40	27%
	Rest of the year	1071	\$403,462,462.98		73%
2011-2012	Summer (5/1-8/31)	540	\$163,856,562.81	\$564,649,290.14	29%
	Rest of the year	1120	\$400,792,727.33		71%

** Summer: 5/1 - 8/31; Rest of the year: 9/1 - 4/30

* School year 2009-2010: UTK only; 2010-2011 and 2011-2012: UTK & UTSI

In terms of numbers of proposals submitted between May 1st and August 31st, in 2010 and 2011, 30% of all proposal, and in 2012, 33% of all proposals were submitted during this timeframe (Figure 8)

Figure 8. Number of Research Proposals Submitted for Summer and the Rest of the Year for Past 3 Years.



Summer term encompasses 1/3 of the year; however over the past 3 years the percentage of annual expenditures during this period of time was 39%, 39% and 41% respectively (Table 5).

Table 5. Last 3 Years, Total Research Expenditures for Summer and the Rest of the Year.

School Year**	Term***	Total Expenditure*	Total Annual Expenditure	Total Annual %
2009_2010	Summer	\$53,732,814		39%
	The rest of the year	\$83,021,213	\$136,754,027	
2010_2011	Summer	\$59,200,059		39%
	The rest of the year	\$94,495,246	\$153,695,305	
2011_2012	Summer	\$62,993,059		41%
	The rest of the year	\$90,145,806	\$153,138,865	

* Expenditures on Sponsored Projects with project types: Grant, Contract, Cooperative Agreement, Clinical Trial, and Non Exchange. (Same definition as in THEC report)

** School year 2009-2010: Knoxville only; 2010-2011 and 2011-2012: Knoxville & UTSI

*** Summer: 5/1 - 8/31; Rest of the year: 9/1 - 4/30

During summer term, faculty members are also engaged in research-related development activities. For the last three years, annually 20-24 faculty members have participated in the six week ORE Grant Writing Institute.

Best/Peer Practices in Summer Term Utilization

The Summer Term Task Force (STTF) solicited the assistance of the Education Advisory Board (EAB) to collect information on summer programs at Top 25 public land grant institutions (Appendix A). Thirteen universities with very high research activity were proposed to EAB resulting in five participating in the survey: Pennsylvania State University (ranked 15th), Purdue University (ranked 22nd), University of California-Berkeley (ranked 1st), University of Maryland (ranked 18th), and University of Wisconsin-Madison (ranked 9th). A series of questions were developed by the STTF including questions about academic programs, non-academic programs, funding models and other general questions. EAB also utilized website information from these and other Top 25 universities such as University of Minnesota (ranked 22nd), existing EAB reports, the National Center for Education Statistics, and documents published by Purdue University. The key findings from this report are included in the section below. A full report can be found in Appendix K.

Key Findings from Education Advisory Board Top 25 Universities Research

All universities surveyed had one or more staff members with responsibilities for coordinating summer term activities. Summer academic programs were originally envisioned as a way to improve retention and graduation rates. In practice, they usually pay for themselves and return excess revenues which are shared among academic units, campus facilities and support services.

On average, 27% of the student body enrolls in summer courses; however the University of Nebraska and Michigan State University exceed 40% summer enrollment (Table 2). Efforts to

enhance summer school participation should be focused on undergraduates as graduate students are a relatively smaller population and are prone to take only a moderate level of research credits. Third and fourth year students are most likely to complete summer courses in order to graduate within 4 years. Summer courses based on student demand, rather than faculty desires, seem to have the best yield potential. Courses that students are most likely to take are introductory, prerequisite, sequential, courses that fill up and close out students during fall and spring (high enrollment/high demand), and field courses. Field courses are the least likely to generate excess revenue due to smaller class size and extra cost.

In this report, universities conveyed that online courses offer the greatest rate of financial returns and may be important for timely graduation because they allow enrollment of off-campus students and students from other institutions. On average, of the several hundred summer courses offered at an institution, only 10-20 were online, yet they accounted for about 20% of student “participation”, which presumably translates to credit hour production.

EAB reported that universities that used funding models to incentivize faculty instruction and return revenues to academic units vary and are in a state of flux at some locations. Some models retained a modest portion of revenue for campus use, with the balance returned to colleges or departments to support summer instructional funding with often a residual remaining. Models which are not clearly understood or provide transparency are not well received by faculty.

Non-academic programs are common yet typically do not generate excess, or sometimes any, revenue. Youth camps are generally self-sustaining through user fees. Summer programs for high achieving or incoming freshman often rely on campus funding. Bridge, or other programs for special students, is either supported through grants and/or campus funds. Non-academic programs are accorded lower priority for space than tuition-based, credit-bearing, academic programs.

Qualitative Assessment

To inform efforts for strengthening Summer Term programs at UTK, a series of focus groups and in-depth interviews were conducted with faculty, students, and administrators (November and early December 2012) by the University of Tennessee, College of Social Work, Office of Research and Public Service. A total of seven focus groups were conducted; Four groups were held for current UTK students and three were held for current UTK faculty members. Twenty-seven students attended the student focus groups and 34 faculty members attended the faculty focus groups. In addition, in-depth interviews were conducted with 12 UTK administrators including representatives from facilities services, housing, food services, athletics, non-credit program, registrar office, libraries, office of information technology, and freshman orientation personnel. The complete Executive Summary, Final Report, and taskforce recommendations based on these reports can be found in Appendix L, M, and N, respectively. Several of the focus group recommendations are included in the overall recommendations.

Financial Modeling for Summer Academics

The first priority of the summer term taskforce was to make recommendations for the upcoming academic summer 2013 term and the associated financial model. The STTF first took a look historically on the funding models.

From a historical perspective, 2007-2012, the number of student credit hours (SCH) has remained relatively stable with an average of 50,482 and a range of 49,312-52,367. The majority of SCH are taken by undergraduates with an average of 33,334 and a range of 32,450-34,602 in 2007-2012. During this same time period, the summer school salary budget decreased \$200,000 in 2010 (from \$3.9 in 2008 and 2009 to \$3.7 mil in 2010-2012) and has remained constant despite a 5% average faculty salary increases in the past two years and modest increases in enrollment in both of those years. In 2012, the total net revenue generated from summer term tuition was \$20.2 mil including \$12.3 mil from undergraduate and \$7.9 mil from graduate student enrollment. Table 6 shows the budgeted amount, actual costs of faculty salaries only and estimated total cost of instruction based on faculty salary and 12% fringe² from 2009-2012; this table demonstrates that summer academic programs have been under-budgeted for the last 4 years (administration had covered the overages). In addition, over the past five years, averages of 40% of the university's E & G expenditures across all campus programs support the cost of instruction (faculty salary and fringe).³ However, according to Chris Cimino, for this year's budget, 45% of tuition goes towards instruction, 12% goes to academic support and 10% towards scholarships and fellowships. Only 7% of annual tuition collected goes towards institutional support (administration) and 12% towards operations and maintenance (physical plant).

Table 6. Historical Analysis of Budget Cost of Salary for Instruction and Total Student Credit Hours by Year, 2009-2012.

Year	Budgeted Amount (mil)	Actual Amount Faculty Salary (mil)	Total Cost of Instruction (salary and 12% fringe*)	Total SCH
2009	\$3.9	\$4.0	\$4.5	50,385
2010	\$3.7	\$4.0	\$4.5	49,312
2011	\$3.7	\$4.3	\$4.8	50,082
2012	\$3.7	\$4.7	\$5.2	50,970

In addition to a historical assessment, the taskforce researched best practices in financial models for summer academic programs at other universities via the internet and through the EAB's archival reports. Most universities contacted in a recent report⁴ argue that faculty salaries constitute the primary costs for summer programs, accounting for up to 95% of the summer session budget. The models from the five universities supported 60-85% of revenue generated

² Note: FICA and Medicare only, 9 month faculty benefits are already covered centrally as salaries extend over 12 month period

³ Personal communication with Jonee Lindstrom, October 2012.

⁴ Education Advisory Board .(2009). Academic Summer Programs-Lessons and Ideas for Generating Revenues. Edu Advisory Board, Washington, DC.

returned to academic units. Table 7 presents the information on Revenue-Sharing and Tuition-Sharing Models.

Table 7. Allocation of Revenue by Type of University for Summer and Intersession Terms.

Type of University	Percentage of Revenue	Allocation	Notes
Public ,Very High Research⁵	63%	College for faculty salary, technology, facilities	Financial model used for intersession.
	6%	Office of Dean of Continuing Education	
	6%	Chancellor	
	12.5%	College Revenue	
	12.5%	College of Continuing Education Revenue	
Public, Very High Research⁶	60%	Allocated to schools and colleges	
	25%	Chancellor’s Office	
	10%	Office of Summer Session	
	5%	Provost’s Office	
Clemson University⁷	51-61%	Colleges	The model created in 2002 facilitates two budgetary functions: Provides a reasonable increase in resources to the academic colleges in support of quality summer school programs and provides additional resources to central campus funds for continued funding of the academically focused "Road Map to Top 20" plan.
	4%	Library	
	2%	Undergraduate studies	
	33-43%	Campus Administration	
North Carolina State University⁸	85%	To units delivering the course	Revenue sharing summer school financial model that incentivized units to increase summer school enrollments and to incentivize units to develop summer school offerings to meet student needs.
	15%	Provost to support marketing, strategic initiatives and other university level priorities.	
University of Wyoming⁹	50%	Colleges	Outreach college manages summer school. They are in the final approvals for this model.
	50%	Outreach School	

⁵ Education Advisory Board .(2009).Intersession Terms: Key Considerations and Lessons Learned for Eight Institutions. Edu Advisory Board, Washington, DC.

⁶ Education Advisory Board. (2010). Expanding Summer Academic Term. Edu Advisory Board, Washington, DC.

⁷ Clemson University (2012). Summer School Financial Allocation Rates. Found at http://www.clemson.edu/cfo/budgets/policy_manual/policies/summer_rev.html

⁸ North Carolina State University .(2012). Revenue Sharing Models found at <http://provost.ncsu.edu/governance/task-forces/summer-sessions/2011/documents/ss-revenue-sharing.pdf>

⁹ University of Wyoming (2012). Frequently Asked Questions (and Answers) Concerning the Outreach School's Proposed Financial Model Found at <http://www.uwyo.edu/outreach/progress-report/faqs.html>

With the historical information and research data, the taskforce discussed advantages and disadvantages of a historical budget approach versus a tuition-sharing approach (portion of tuition is returned to academic units to support summer term expenses and could potentially generate revenue for units) to summer term budgeting. In addition, the taskforce create scenarios, based on summer 2012 student tuition and enrollment data, for a 25%, 30%, and 40% tuition return to academic units (Appendix B). Based on these models, most colleges would break even or even generate profit with a 30% tuition sharing model. It was also discussed that certain academic units/colleges would need to be excluded from the model because the 30% return would not cover expenses (Law) or because a majority of the faculty members were on 12 month appointments (College of Agriculture). After draft recommendations were developed by the STTF, an additional sub-group, including Wayne Davis, Theresa Lee, Masood Parang, Robert Hinde, Jonee Lindstrom and Chris Cimino, met in December to review the recommendations and provide their recommendations for a financial model for summer 2013 and beyond. These recommendations were submitted to Chancellor Cheek in December 2012 (Appendix B).

Based on additional data, including the impact of distance education programs, study abroad issues, the revised recommendations for the financial model for the next 3 years are included in our overall recommendations and outlined below.

- For the next three years (2013-2015), 30% of tuition generated in summer would be returned to most colleges to support instructional faculty salary (excluding fringe) (Appendix O). Exclusions to this model include distance education designated programs, study abroad program, the College of Law, UTSI and CASNR except for courses taught by 9 month faculty and lecturers.
- After 2015, consider incrementally increasing tuition sharing up to 50% over the next 2-5 years.
- Individual colleges will be responsible for ensuring that compensation should be equitable and transparent and 9-month faculty summer salary (including teaching and grant funding) cannot exceed 33.3% of their annual salary.
- Encourage colleges to grow summer student credit hour by 3-5% in the next three years.
- During the 3-year period, any carry-over funds from tuition revenue returned to colleges would remain with the colleges.

In summary, the STTF has worked cohesively over the past 4 months to review current campus activities and offerings, assess barriers, seek opportunities, and develop a viable accountability-based financial model for a vibrant and successful summer term at the University of Tennessee Knoxville. We believe these recommendations will lead to reaching this goal.

Appendix A: Summer Term Taskforce Members

Victoria Niederhauser (Chair)	vniederh@utk.edu	Dean, College of Nursing
Frank Cuevas	fcuevas@utk.edu	Exec Director, University Housing
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Summer Term Task Force Financial Model Recommendations for Academic Programs, Summer 2013

The summer term taskforce is comprised of a diverse group of administrators, faculty and student leaders (Appendix A). The first priority of the summer term taskforce was to make recommendations for the upcoming academic summer term and the associated financial model. After a historical analysis of the past 5 years of summer term financial models, the taskforce is presenting two options, along with the advantages and disadvantages of each option, for consideration in summer 2013.

Historical Perspective

From a historical perspective, 2007-2012, the number of student credit hours (SCH) has remained relatively stable with an average of 50,482 and a range of 49,312-52,367. The majority of SCH are taken by undergraduates with an average of 33,334 and a range of 32,450-34,602 in 2007-2012. During this same time period, the summer school salary budget decreased \$200,000 in 2010 (from \$3.9 in 2008 and 2009 to \$3.7 mil in 2010-2012) and has remained constant despite a 5% average faculty salary increases in the past 2 years and modest increases in enrollment in both of those years. In 2012, the total net revenue generated from summer term tuition was \$20.2 mil including \$12.3 mil from undergraduate and \$7.9 mil from graduate student enrollment. Table 1 shows the budgeted amount, actual costs of faculty salaries only and estimated total cost of instruction based on faculty salary and 12% fringe¹ from 2009-2012; this table demonstrates that summer academic programs have been under-budgeted for the last 4 years (administration had covered the overages). In addition, over the past 5 years, averages of 40% of the university's E & G expenditures across all campus programs support the cost of instruction (faculty salary and fringe).² However, according to Chris Cimino, for this year's budget, 45% of tuition goes towards instruction, 12% goes to academic support and 10% towards scholarships and fellowships. Only 7% of annual tuition collected goes towards institutional support (administration) and 12% towards operations and maintenance (physical plant).

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Other University Financial Models

The taskforce is working on researching best practices in financial models for summer academic programs at other universities. Most universities contacted in a recent report³ argue that faculty

¹ Note: FICA and Medicare only, 9 month faculty benefits are already covered centrally as salaries extend over 12 month period

² Personal communication with Jonee Lindstrom, October 2012.

³ Education Advisory Board .(2009). Academic Summer Programs-Lessons and Ideas for Generating Revenues. Edu Advisory Board, Washington, DC.

salaries constitute the primary costs for summer programs, accounting for up to 95% of the summer session budget. Table 2 presents the information we have found, to date, on Revenue-Sharing and Tuition-Sharing Models.

Table 2. Allocation of Revenue by Type of University for Summer and Intersession Terms.

Type of University	Percentage of Revenue	Allocation	Notes
Public ,Very High Research⁴	63%	College for faculty salary, technology, facilities	Financial model used for intersession.
	6%	Office of Dean of Continuing Education	
	6%	Chancellor	
	12.5%	College Revenue	
	12.5%	College of Continuing Education Revenue	
Public, Very High Research⁵	60%	Allocated to schools and colleges	
	25%	Chancellor's Office	
	10%	Office of Summer Session	
	5%	Provost's Office	
Clemson University⁶	51-61%	Colleges	The model created in 2002 facilitates two budgetary functions: Provides a reasonable increase in resources to the academic colleges in support of quality summer school programs and provides additional resources to central campus funds for continued funding of the academically focused "Road Map to Top 20" plan.
	4%	Library	
	2%	Undergraduate studies	
	33-43%	Campus Administration	
North Carolina State University⁷	85%	To units delivering the course	Revenue sharing summer school financial model that incentivized units to increase summer school enrollments and to incentivize units to develop summer school offerings to meet student needs.
	15%	Provost to support marketing, strategic initiatives and other university level priorities.	
University of Wyoming⁸	50%	Colleges	Outreach college manages summer school. They are in the final approvals for this model.
	50%	Outreach School	

⁴ Education Advisory Board .(2009).Intersession Terms: Key Considerations and Lessons Learned for Eight Institutions. Edu Advisory Board, Washington, DC.

⁵ Education Advisory Board. (2010). Expanding Summer Academic Term. Edu Advisory Board, Washington, DC.

⁶ Clemson University (2012). Summer School Financial Allocation Rates. Found at http://www.clemson.edu/cfo/budgets/policy_manual/policies/summer_rev.html

⁷ North Carolina State University .(2012). Revenue Sharing Models found at <http://provost.ncsu.edu/governance/task-forces/summer-sessions/2011/documents/ss-revenue-sharing.pdf>

⁸ University of Wyoming (2012). Frequently Asked Questions (and Answers) Concerning the Outreach School's Proposed Financial Model Found at <http://www.uwyo.edu/outreach/progress-report/faqs.html>

Clearly, more work needs to be done to gather information on additional models of tuition-sharing and revenue-sharing across peer and aspiration universities; however to date we have found that 60-85% of revenue generated is returned to academic units. The taskforce will present further information on other university models in the final report.

Options

The taskforce is proposing two options for consideration for the financial model for summer 2013. Although 2 options are presented in this document, the summer term taskforce highly recommends option 2.

Option 1 (Status Quo) is to repeat the financial model used in summer 2012 with the additional \$1 million in non-recurring funds allocated from the Provost's office. This model covers the cost of instruction for regular summer academic courses and excludes support for self-funded courses/offerings, colleges with 12 month faculty appointments, and the colleges who typically receive a flat rate for summer term (distance education, law school- receives flat amount of \$75,000, College of Agriculture, or UT Space Institute). Salaries will be determined by colleges and departments.

Advantages of option 1 are:

- Using this model, with the increase in allotment of \$1 mil from the Provost, will cover the costs of instruction excluding fringe and not affect the budgeted University revenue and expenditures;
- There is an assurance to colleges that cost of instruction will be covered regardless of enrollment or course offerings.

Disadvantages of option 1 are:

- There is no incentive for colleges to be efficient, offer more course, or cancel courses based on low enrollment;
- Reliance on a top down historical approach with little incentive to offer more/different courses during summer term;
- Cap on faculty salary determined by central administration without any input from colleges and departments. Some professional faculty are able to generate higher salaries than the cap established by campus, therefore have no incentive to teach in the summer.

Option 2 (Incentivizing Funding Model) begins a long-range solution by starting a tuition sharing financial model in summer 2013. In this model, 30% of all tuition generated in summer 2013 would be returned to colleges to support instructional faculty salary (excluding fringe) for regular summer academic course. Subsequent years funding percentages, increasing incrementally, will be recommended in the final taskforce report in early 2013. Individual colleges would be required to develop the appropriate pay scales for faculty with the guidelines that compensation should be equitable and transparent and 9-month faculty summer salary (including teaching and grant funding) cannot exceed 33.3% of their annual salary. We have generated a pilot model based on summer 2012 student semester hours and in-state and out-of-state tuition to evaluate the financial impact of this option (Appendix B). This model would allow a distribution of 30% per student credit hour to most colleges (excluding Ag, Law and

UTSI). This percentage gives colleges discretion to pay competitive summer salaries, therefore increasing faculty incentives to increase summer student credit hours.

Advantages of option 2 are:

- Using this model, there is a direct financial incentive for colleges to increase enrollment, offer more courses and fill classes because revenue is based on student credit hours
- The model only returns 30% of revenue generated to academic units, this is significantly less than other comparison universities (Table 2) and still provides campus with a significant amount of funding for other strategic initiatives;
- Colleges and departments have incentive to offer more courses that have the potential for high summer enrollment therefore reducing course bottlenecks;
- Providing a decentralized accountable financial model will enable Dean and Department Heads to make decisions based on data regarding summer course offerings. Colleges will be able to predict, at the beginning of summer term, whether a course will be financially viable. For example, colleges may choose to offer a graduate course at a financial loss, but supplement the loss with another course offering that generates revenue see example below:

EXAMPLE: Suppose a department offers a 3-hour undergraduate course with an anticipated enrollment of 20 that only attracts 18 students. The negotiated salary for the instructor is \$4250. Undergraduate tuition is \$326 per hour, 30% of the anticipated tuition revenue is \$5868 and 30% of the actual tuition revenue is \$5281. In this hypothetical example, the course is "in the black" even though it is not at full capacity. =If this course attracts more than the 20 capacity, academic units would profit from increased enrollment.

- Provides colleges and departments with the autonomy of offering competitive faculty salaries for summer term based on their own funding model with minimal constraints. In addition, the financial incentives for using GTA's have a direct benefit to colleges and departments.

Disadvantages of option 2 are:

- A disadvantage to central administration is that funds are redirected from central budget to support campus to academic units;
- Transfer of financial risk to academic units, colleges and departments who do not project enrollments and faculty costs may lose money;
- Larger units capable of large course offerings and class size may benefit more financially than other colleges;
- Initial costs to move to this model exceeds 2013 summer salary budget by \$2 mil (after including the \$1 mil from the Provost); however in subsequent years, this deficit can be reduced by channeling future tuition increase dollars to summer school budgets. The taskforce is working on this model for the final report.

In addition to these funding options, we recommend that:

1. If option 2 is selected: Monitor closely the utilization of academic summer term enrollment for summer 2013 with the new funding model. This would include total number of SCH, total percentage of bottle neck courses offered, enrollment capacity and actual enrollment per course, total tuition generated in summer academic programs, and

financial status by college summer 2013 (i.e., did the 30% tuition sharing cover the cost of instruction? If so, what was the profit after instructional costs? If not, what was the deficit and how can this be remedied in the future?)

2. Colleges receive high quality data on high demand courses in their departments in December 2012 and recommend that academic units offer some of these courses on campus or online in summer 2013; this will help to focus course offerings on demand rather than on offering courses based on availability of certain faculty members;
3. Offering online courses during summer terms and continue to advertise to faculty that a \$3000 stipend is available for faculty member who convert a traditional on campus course to online during spring 2013 semester;
4. Summer course schedules be distributed to all students as soon in the spring semester as possible, and no later than February 1, 2013;
5. Aggressive advertising of summer academic courses through colleges and departments and consider investing in media resources to advertise summer academic courses;
6. Ensure that students are aware that the Hope scholarship is available during summer term through advertisement;
7. Initiate a measurement of time-to-degree completion rate for those who attend summer session in 2012 and 2013 and beyond;
8. Work towards one common financial model for distance education and summer academic programs, this taskforce will address this issue in the final report.

Appendix A: Summer Term Taskforce Members

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Dixie Thompson	dixielee@utk.edu	Assoc Dean & Prof, Ed, Health & Human Sciences

Summer 2013 To Fully Fund 30%	SCH	Per Credit Hr.	Income Generated	30%	Percentage by Level	30% per credit hour	Percentage by Income Generated
Student Credit Hours U/G/O/S	2,351	\$ 759	\$ 1,784,212	\$ 535,263	5%	\$ 227.70	8%
Student Credit Hours Grad O/S	3,825	\$ 1,011	\$ 3,867,439	\$ 1,160,232	8%	\$ 303.30	17%
Student Credit Hours U/G	31,231	\$ 326	\$ 10,181,306	\$ 3,054,392	61%	\$ 97.80	45%
Student Credit Hours Graduate	13,563	\$ 501	\$ 6,795,063	\$ 2,038,519	27%	\$ 150.30	30%
Total	50,970		\$ 22,628,020	\$ 6,788,406	100%		100%
Central Funds				\$ (3,744,001)			

Shortfall \$ 3,044,405

Allocation \$ 4,744,001

	Per Income			
	Per Credit Hour	Generated	Per SCH	Per Income
Summer 2013 8%				
Undergraduate distribution	\$ 3,125,593	\$ 2,508,590	\$ 93	\$ 74.70
Graduate distribution	\$ 1,618,408	\$ 2,235,411	\$ 93	\$ 128.56
	\$ 4,744,001	\$ 4,744,001		

Summer 2012 summer salaries \$ 4,689,067

Colleges	Summer						Percent of SCH	U/G Allocation	Graduate Allocation	Total	2012 Salary Distribution	Differential Fees
	2007	2008	2009	2010	2011	2012						
Undergraduate	32,450	34,602	33,017	33,168	33,188	33,582	1.2%	\$ 3,589,655				
AG	93	73	132	114	140	258	1%	\$ 27,578	\$ 61,076	\$ 88,654	\$ 24,689	
Architecture & Design	309	441	617	497	481	662	2%	\$ 70,763	\$ 40,840	\$ 111,602	\$ 143,803	
Arts & Sciences	19,967	20,660	19,739	19,274	19,363	19,199	57%	\$ 2,052,224	\$ 591,073	\$ 2,643,298	\$ 1,845,482	
Business Administration	5,078	5,652	5,140	5,708	5,303	5,698	17%	\$ 609,072	\$ 469,658	\$ 1,078,730	\$ 680,574	\$ 329,347
Communication	1,335	1,401	1,552	1,615	1,790	1,518	5%	\$ 162,262	\$ 145,515	\$ 307,777	\$ 231,671	
EHHS	3,188	3,627	3,441	3,168	3,334	3,209	10%	\$ 343,017	\$ 1,038,472	\$ 1,381,489	\$ 1,043,284	
Engineering	1,602	1,376	1,576	2,079	1,801	1,756	5%	\$ 187,703	\$ 372,893	\$ 560,596	\$ 262,148	\$ 173,760
Intercollegiate Programs	356	555	353	351	445	406	1%	\$ 43,398	\$ 12,693	\$ 56,092	\$ 14,800	
Nursing	471	694	431	266	424	774	2%	\$ 82,735	\$ 159,864	\$ 242,599	\$ 237,842	\$ 64,236
Social Work	51	123	36	96	107	102	0%	\$ 10,903	\$ 274,841	\$ 285,744	\$ 129,774	
Grad/Professional	17,327	17,765	17,368	16,144	16,894	17,388	2.9%	\$ 3,198,751		\$ 6,756,580	\$ 4,614,067	
AG	560	394	456	470	405	332	2%	\$ 61,076	Law	\$ 31,826	\$ 75,000	
Architecture & Design	30	10	14	90	284	222	1%	\$ 40,840		\$ 6,788,406	\$ 4,689,067	\$ 2,099,339
Arts & Sciences	3,799	3,753	3,844	3,168	2,936	3,213	18%	\$ 591,073		\$ (3,744,001)		
Business Administration	2,234	2,658	2,198	2,401	2,648	2,553	15%	\$ 469,658		\$ 3,044,405		
Communication	753	684	732	813	774	791	5%	\$ 145,515				
EHHS	5,422	5,910	5,672	4,938	5,396	5,645	32%	\$ 1,038,472				
Engineering	1,959	1,892	1,763	1,800	1,853	2,027	12%	\$ 372,893				
Law	262	273	399	369	230	173	1%	\$ 31,826				
Nursing	920	885	970	897	894	869	5%	\$ 159,864				
Social Work	1,388	1,306	1,305	1,180	1,440	1,494	9%	\$ 274,841				
Intercollegiate	0	0	15	18	34	69	0%	\$ 12,693	UTSI	\$ 42,888	\$ 4,764,067	

MINI AND SUMMER 2012 SECTION OFFERINGS SUMMARY

	<u>Mini Term</u>	<u>Full Summer Session</u>	<u>First Summer Session</u>	<u>Second Summer Session</u>	<u>UTSI Sections - Full Summer only</u>
Total number of undergraduate sections offered	70	584	328	285	0
Total number of graduate sections offered	26	1658	151	96	123
Total number of sections offered	96	2242	479	381	123
Total number of enrollments in undergraduate sections	570	2730	4872	4184	0
Total number of enrollments in graduate sections	157	3622	1396	496	132
Total number of enrollments¹	727	6352	6268	4680	132
Total number of sections with students enrolled	70	1001	393	304	46
Sections taught Out-of-Country	25	24	23	37	0
Sections taught Distance Ed	2	77	22	12	0
Total number of subjects offering courses	39	121	101	80	13
Total number of sections with room assignments	37	148	309	235	N/A
Total number of nationalized rooms assigned	24	57	81	79	N/A
Total number of departmental rooms assigned	4	23	57	34	N/A
Total number of rooms assigned	28	80	138	113	N/A
Number of Sections by range of capacity					
1-10	39	1572	113	97	68
11-20	36	359	154	127	31
21-30	14	150	133	101	24
31-50	5	79	72	49	0
51-70	2	20	2	4	0
71+	0	59	5	2	0

¹Total number of enrollments reflects seats taken, not the total number of students enrolled

Non-Credit Summer Offerings
Summer 2012 - Summer 2013

College/Academic Unit/Department	*Total Number of Programs	Estimated Total Number of Participants	Term Offered	Campus Resources needed (space, library, housing, food services, etc)	Funding Model for Program
Agricultural Sciences & Natural Resources	10	1300	Summer 2012 & Summer 2013	Classroom, Labs, Housing, Food Service	
Architecture and Design	2	80	Summer 2012 & Summer 2013	Classrooms, studio, food service, housing	Program Fees, tuition
Arts and Sciences	3	150	Summer 2012 & Summer 2013	Classroom, Theatres, Library, Housing, Food Service, Labs	Grants, Self Funded
Business Administration	30	950	Weekly, Monthly, Summer 2012, Summer 2013	Classrooms, Housing, Food Services	Grants, Student Program Fees, Corporate Sponsorship, Donations, Self-funded, Departmental, College Funds
Education, Health & Human Sciences	11	600	Summer 2012 & Summer 2013	Classroom, Library, UT Conference Center, Housing, Food Service, Athletic Facilities	Grants, Self Funded
Engineering	16	990	Summer 2012 & Summer 2013	Classroom, Library, Housing, Food Service, Labs	Grants, Self Funded
Veterinary Medicine	26	750-800	Summer 2012 & Summer 2013	Classroom	Self Funded, Grants
Student Success Center	5	120	Summer 2012 & Summer 2013	Classroom, Library, Housing, Food Services	Self-funded, Tuition covers staff and supplies
UT Gardens	15	60-28,000	Summer 2012 & Summer 2013		Self Funded, Program Fees

* Note: Several individual programs had multiple summer offerings but are reflected as a single program in this report.

The Commons @ John C. Hodges Library Summer 2012 Usage

Computer logins in the Commons:

Summers 2012

Desktop logins – 26108 / Unique users – 6762

Laptop Logins – 4416 / Unique Users - 752

Fall 2012

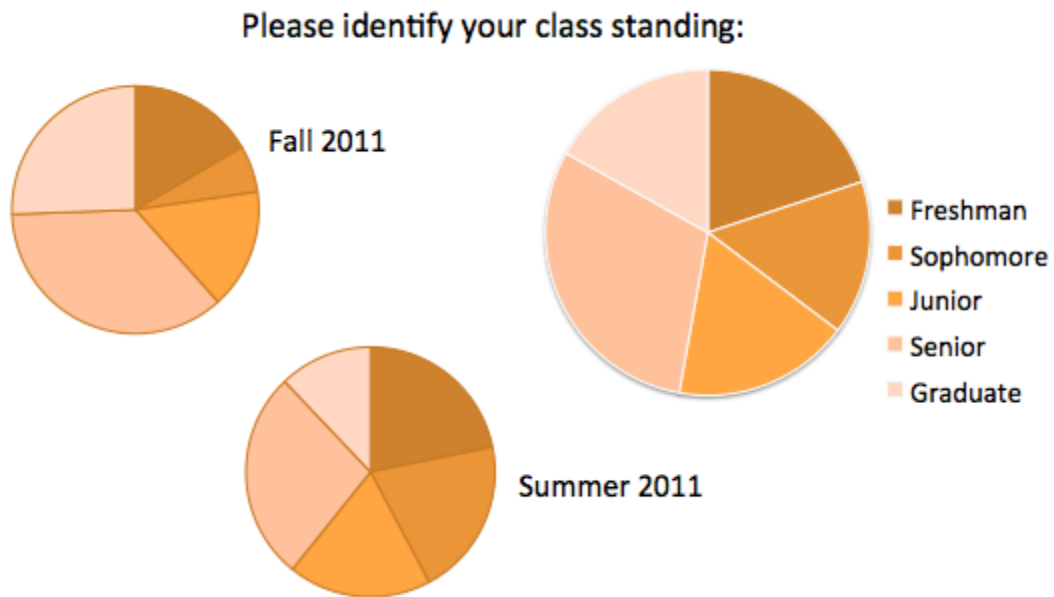
Desktop logins – 69046 / Unique users – 11834

Laptop logins – 15174 / Unique users - 1966

Library Instruction Sessions for Gen Ed Courses (English 101, Com Studies 210):

30 sessions in summer as opposed to 120 in fall

Usage by Class Standing Summer Vs. Fall (more seniors in summer):



Spending on Graduate and Undergraduate Salaries During Summer School and Academic Terms -
FY2012, FY2011, FY2010

FY 2012				
	Academic Terms	Summer School	Combined Total	Summer as % of Total
Undergraduate	\$ 7,515,249.23	\$ 3,287,850.59	\$ 10,803,099.82	30.43%
Graduate	\$ 26,130,547.29	\$ 9,257,077.00	\$ 35,387,624.29	26.16%
Total	\$ 33,645,796.52	\$ 12,544,927.59	\$ 46,190,724.11	27.16%
% of Total	72.84%	27.16%		

FY 2011				
	Academic Terms	Summer School	Combined Total	Summer as % of Total
Undergraduate	\$ 7,315,866.11	\$ 2,905,463.19	\$ 10,221,329.30	28.43%
Graduate	\$ 24,393,988.63	\$ 8,590,974.91	\$ 32,984,963.54	26.05%
Total	\$ 31,709,854.74	\$ 11,496,438.10	\$ 43,206,292.84	26.61%
% of Total	73.39%	26.61%		

FY 2010				
	Academic Terms	Summer School	Combined Total	Summer as % of Total
Undergraduate	\$ 7,105,756.80	\$ 2,994,749.46	\$ 10,100,506.26	29.65%
Graduate	\$ 22,658,480.53	\$ 8,218,193.95	\$ 30,876,674.48	26.62%
Total	\$ 29,764,237.33	\$ 11,212,943.41	\$ 40,977,180.74	27.36%
% of Total	72.64%	27.36%		

Summary of Scheduled Section Room Hours

by Day and Time

11/9/2012

10:50AM

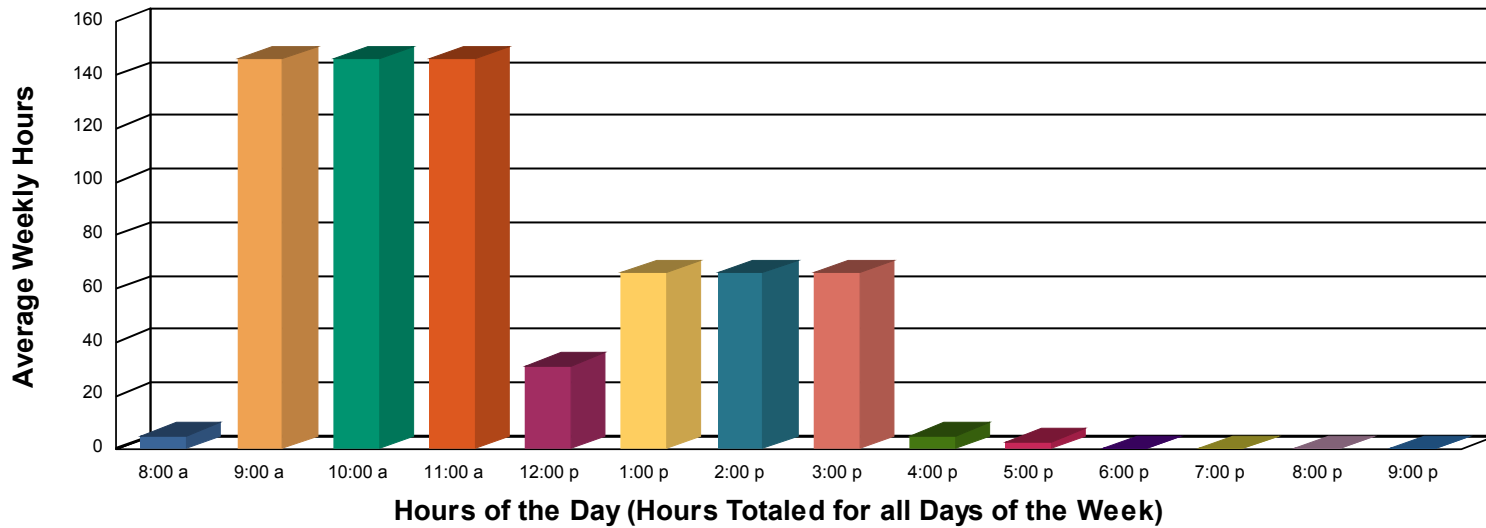
Campus: *K

Term: 201225

Dates: 5/9/12 - 5/30/12

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total
Totals for *K Rooms: 28															
Sunday	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Monday	1.00	29.00	29.00	29.00	6.00	13.00	13.00	13.00	1.00	0.50	0.00	0.00	0.00	0.00	134.50
Tuesday	1.00	29.00	29.00	29.00	6.00	13.00	13.00	13.00	1.00	0.50	0.00	0.00	0.00	0.00	134.50
Wednesday	1.00	29.00	29.00	29.00	6.00	13.00	13.00	13.00	1.00	0.50	0.00	0.00	0.00	0.00	134.50
Thursday	1.00	29.00	29.00	29.00	6.00	13.00	13.00	13.00	1.00	0.50	0.00	0.00	0.00	0.00	134.50
Friday	1.00	30.00	30.00	30.00	7.00	14.00	14.00	14.00	1.00	0.50	0.00	0.00	0.00	0.00	141.50
Saturday	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total:	5.00	146.00	146.00	146.00	31.00	66.00	66.00	66.00	5.00	2.50	0.00	0.00	0.00	0.00	679.50

Average Weekly Class Section Hours by Time of Day





Summary of Scheduled Section Room Hours

by Day and Time

11/9/2012

10:52AM

Campus: *K

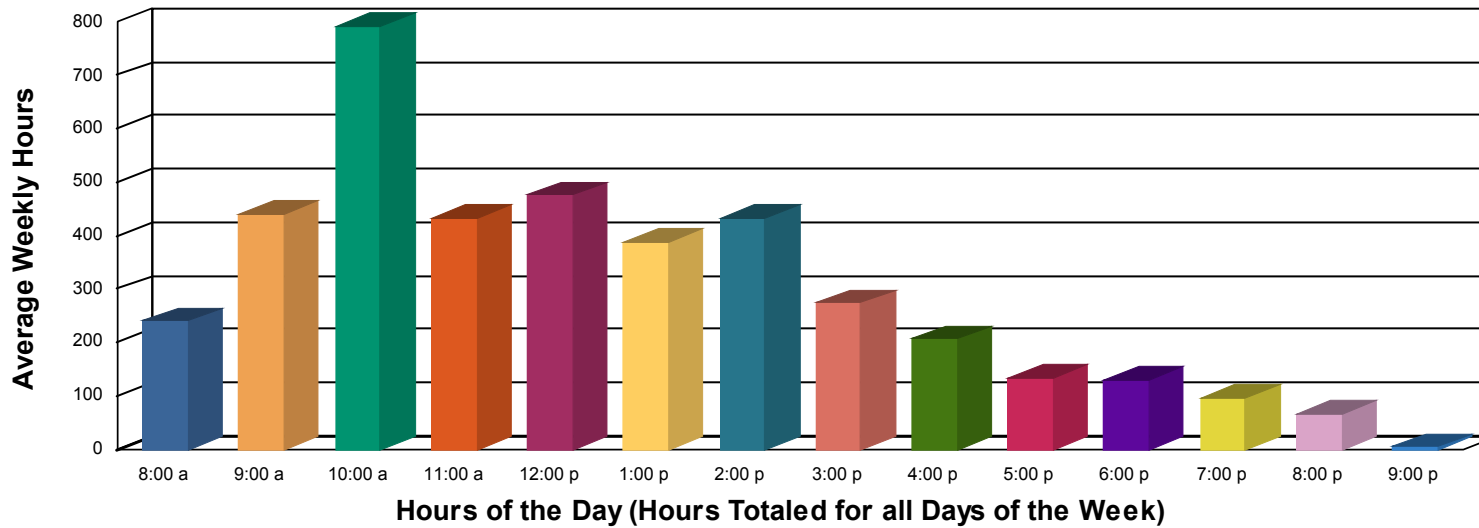
Term: 201230

Dates: 5/31/12 - 8/7/12

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM	Total
Totals for *K Rooms: 203															
Sunday	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Monday	51.00	98.81	166.69	89.50	92.50	73.75	84.50	51.94	36.44	27.75	28.38	21.88	14.94	1.00	840.06 *
Tuesday	48.00	81.25	153.31	86.63	102.63	89.81	98.44	66.75	53.63	35.13	35.31	25.75	16.75	1.38	894.75
Wednesday	51.00	98.81	169.31	93.44	96.94	81.38	88.75	58.63	41.38	28.63	29.63	24.38	18.69	1.50	883.44 *
Thursday	45.00	80.38	155.31	88.44	103.63	92.56	104.94	71.25	59.31	38.88	34.06	23.63	15.25	0.38	913.00
Friday	44.75	81.94	146.81	73.38	80.13	51.06	56.50	25.88	15.50	3.38	2.13	0.50	0.00	0.00	582.94 *
Saturday	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total:	239.75	441.19	791.44	431.38	475.81	388.56	433.13	274.44	206.25	133.75	129.50	96.13	65.63	4.25	4,114.19 *

* Total reflects hours meeting before 8 am or after 9 pm not shown in

Average Weekly Class Section Hours by Time of Day



Facilities Services Projects (sorted by project)

PROJECT	NAME/EMAIL LINK
Academic Bldg I (Melrose)	David Crigger
Bailey lighting upgrade	Bryan Lord
Brehm Animal Sciences	David Crigger
Brenda Lawson	David Crigger
Class Lab I	Mike Graham
Claxton NIMBios	George McGhee
Communications lighting upgrade	George McGhee
Dougherty projects in general	David Bryan
Dougherty, NSF	David Bryan
Dougherty, Phase II fire recovery	David Bryan
Electric Vehicle charging stations	Cesar Penalba
Ellington	UNASSIGNED
Exterior lighting upgrades	Cesar Penalba
Facilities Services program	David Crigger
Facilities Services program	Justin Dothard
Glazer roof	Monte Seymour
Greve Hall	Bryan Lord
Greve Hall structural	Bryan Lord
Henson Hall Social Work (design)	Tiffany Shuler
Henson Hall Social Work (project)	Bryan Lord
Hesler Greenhouse	David Bryan
High voltage distribution upgrades	Cesar Penalba
Hodges - One Stop	Justin Dothard
Hodges - One Stop	Keith Downen
Hodges Commons	Keith Downen
HPER lighting upgrade	Bryan Lord

Appendix I

Humanities classrooms	Danny Pritchard
Interior lighting upgrades	Cesar Penalba
JlAMS	David Crigger
Lake Loudon streetscape (design)	Bethany Morris
Lake Loudon streetscape (design)	Jason Cottrell
Lake Loudon streetscape (project)	George McGhee
Landscape Master Plan	Bethany Morris
Law College	George McGhee
Lot 9 Garage	Dan Smith
McClung Tower structural	Wes Willoughby
Melrose streetscape (design)	Jason Cottrell
Melrose streetscape (project)	George McGhee
Metering	Roy Warwick
Michael Bardy oversight	Keith Downen
Min Kao CURENT	Dan Smith
Min Kao other	Bryan Lord
Music	David Crigger
Nielsen Physics planetarium (design)	David Crigger
Nielsen Physics planetarium (project)	David Bryan
Nursing projects in general	Derek Bailey
Old Student Health - Herbarium and Nursing (design)	Keith Downen
Old Student Health - Herbarium and Nursing (project)	Derek Bailey
Panhellenic	Tim Tomlinson
Perkins 55/57/59	Wes Willoughby
Phillip Fulmer Way	Dan Smith
Racheff Greenhouse renovations	David Bryan
Residence Hall - Andy Holt	Keith Downen
Residence Hall - Shelbourne	Keith Downen
Roofing - built up roofs (design)	David Crigger
Roofing - tile roofs (design)	David Crigger

Appendix I

Science Engineering hoods (design)	Mike Graham
Science Engineering hoods (projects)	David Bryan
Science Engineering projects in general	David Bryan
Senter Hall	Dan Smith
Shingle roofs off Campus	Monte Seymour
Shingle roofs on Campus	Danny Pritchard
Smith Seckman Reid oversight	Mike Graham
Sorority Village	Wes Willoughby
Steam distribution (Cumberland Avenue)	Wes Willoughby
Steam Plant to Natural Gas	Roy Warwick
Stokely Management fire alarm	Bryan Lord
Stormwater permit	Wes Willoughby
Strong Hall	Mike Graham
Student Services lighting upgrade	George McGhee
Student Union	Dan Smith
Sutherland Intramural fields	Jason Cottrell
Tickle Building	Wes Willoughby
Transformer replacements	Cesar Penalba
Tyson House exterior repairs	Derek Bailey
Utilities survey	Wes Willoughby
Vet School expansion	Wes Willoughby
Walters	UNASSIGNED

Ancillary Services
Summer 2012 Offerings

College/Academic Unit/Department	Type of Program & Number	Estimated Total Number of Participants, etc.	Campus Resources needed (space, library, housing, food services, etc)
Athletics	Athletic Camps (16)	1,000	Athletic facilities, Housing, food Service
UT Conferences	Various Campus (80-100)	31,208	Labs, Classrooms, HPER Gym, Housing, Food Services, Black Cultural Center, Circle Park, UTCC, Facility Services, Parking Services, Transportation Services, Clarence Brown Theater, Intramural Fields, TRECS facilities, Presidential Courtyard, Graphic Arts, UT Police, RecSports staff, Thompson-Boling Arena, Carousel Theater, Graphic Arts, Auditoriums, Library, Aquatic Center
UT Dining Services	-	350,000 meals served	University Center, Outdoor Venues, PCB Cafeteria
RecSports	Various Campus (48 Programs) (536 Reservations)	294,631 participations (duplicates included)	TRECS, Outdoor facilities, Off-site locations
New Student & Family Programs	Summer Orientation (12)	9,000	University Center, AMB, BCC, TRECS, Housing, Food Services
Career Center	Summer Job & Internship Fair	828 students/ 71 employers	Career Center
University Center	Various Orientation Groups & Summer Groups (10)	11,000	University Center
Multicultural Student Life	Various Group reservations (148 reservations)	27,518 visitors	BCC Gallery, Kitchen, Library, Lounge
University Housing	Summer Housing & Conferences (83)	23,278 participants/ 98,394 Bed Nights	Housing, Food Service, Classroom, Athletic Facilities, Student Life Space (BCC, UC, TRECS)
Counseling Center	Counseling Center Appointments	262 Clients/ 918 Clinical Hours	Counseling Center Space
Student Health Center	Student Health Center Appointments	4024 Appointments (20% increase over Summer 2010)	Student Health Center Space

ACADEMIC AFFAIRS FORUM



Developing Summer Academic Programs at Land-Grant Institutions

Custom Research Brief

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January
2013

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I. Research Methodology

Project Challenge Leadership at a member institution approached the Forum with the following questions:

- Who directs the program?
- What campus space is set aside for summer use?
- What informs the inclusion or exclusion of courses in summer academic programs? What types of courses does the program offer online?
- What is the faculty staffing model for programs?
- What is the student demographic for the program?
- What is the funding structure for summer academic programs? What are the funding sources for the program?
- What are the methods for sharing revenues or tuition across institutional units to fund the program?
- What aspects of the funding structure incentivize academic departments to offer summer courses or encourage high enrollment?
- What is the impact of summer academic programs on graduation and completion rates?
- What program characteristics contribute to high enrollment?

Project Sources The Forum consulted the following sources for this report:

- Dooley, Frank. *Academic and Summer Year Calendars*. Purdue University. October 29, 2012.
- Dooley, Frank. *2013 Funding Plan*. Purdue University. November 27, 2012.
- Education Advisory Board. www.educationadvisoryboard.com.
 - Education Advisory Board. "Academic Preparedness Programs for Conditionally Admitted and Academically Marginal Students." Last modified 2010.
 - Education Advisory Board. "Developing Summer Bridge Programs." Last modified 2012.
 - Education Advisory Board. "Developing Summer Programming for Honors College and High Achieving High School Students." Last modified 2012.
 - Education Advisory Board. "Sustaining Youth Academic Camps and Programs." Last modified 2011.
- Contact institution Web sites
- National Center for Education Statistics (NCES). <http://nces.ed.gov/>.

Research Parameters

The Forum interviewed summer session deans or summer or summer program directors at five large public institutions:

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Type	Classification
Pennsylvania State University	Mid-Atlantic	39,000 / 45,600	Public	Research Universities (very high research activity)
Purdue University	Midwest	32,000 / 40,800	Public	Research Universities (very high research activity)
University of California-Berkeley (UC-Berkeley)	Pacific	25,900 / 36,100	Public	Research Universities (very high research activity)
University of Maryland	Mid-Atlantic	26,800 / 37,600	Public	Research Universities (very high research activity)
University of Wisconsin	Midwest	29,900 / 41,900	Public	Research Universities (very high research activity)

Source: National Center for Education Statistics



II. Executive Overview

Key Observations Summer academic programs typically generate net revenue, which is distributed between the provost, colleges, departments, and general campus operations. The primary purpose of summer academic programs for both students and administrators is to retain students and help them graduate on time. However, summer student tuition and fees sustain the summer academic program, and excess revenue allows different campus units to supplement other efforts such as facility maintenance and operations, research initiatives, and student programming during the academic year.

Administrators offer monetary incentives, such as additional discretionary funds per credit hour taught, to encourage academic departments to offer more courses and transition courses online. In particular, department and college administrators aim to increase enrollment by offering onsite and online courses that reflect student demand and publicizing summer session options during class and advising sessions.

Summer program directors consult student academic advisors to determine which courses students most need over the summer. Student advisors are most knowledgeable about courses that allow students to graduate on time or supplement their academic career. Advisors identify prerequisite, introductory, high enrollment, and sequential courses as the most attractive courses for students.

Online courses require a large investment, but recover costs through high enrollment. Start-up costs can exceed \$50,000 in addition to variable costs such as site maintenance, 24-hour help support, and faculty instruction and grading. However, online courses allow for high enrollment since they do not demand physical space. In addition, online courses attract students who may not typically enroll in summer courses, such as working students, distant learners, and athletes.

Supporting campus units for summer academic programs receive revenue from internal revenues, the general operating budget, or student fees. Housing, bookstores, parking, and transportation generate revenue through paid services and are typically self-sustaining units. However, summer student fees or the general campus operating budget, which may include summer student tuition, fund facilities such as libraries, the registrar's office, and campus police.

Non-academic summer programs are typically independent of summer academic programs in management and funding because they target different constituents and goals, such as helping disadvantaged youth. Participant fees typically support programs such as youth camps and camps for high performing high school students. Programs for disadvantaged youth such as summer bridge programs or programs for conditionally admitted students receive state or federal grant funding or institutional funding because students receive free or significantly discounted rates.

III. Summer Academic Program Structure

Management *A Central Office Coordinates Summer Course Offerings with Departments and Colleges*

Central offices, such as the office of the provost, oversee the administration of summer academic programs and often manage the summer session website. However, departments or colleges possess a greater understanding of instructional capacity and course offerings and have continued access to current students who may enroll in the summer. Most contacts stress that central management allows for enhanced coordination of enrollment strategies, such as offering incentives to programs with high enrollment and program assessment.

Pennsylvania State University dedicates an office to the summer session, which oversees summer academic programs and summer bridge programs. In addition to the director, staff include one administrative assistant, one mentorship coordinator, and one mentorship coordinator assistant.

Contacts at **University of Wisconsin** prefer that the Provost's office manage the summer academic program instead of the division of continuing studies because the Provost's office maintains a stronger relationship with academic departments.

Comparison of Management Structures

Institution	Central Coordination of Funding and Student Enrollment	Coordination of Faculty Resources and Execution of Courses
Pennsylvania State University	Office of the Summer Session	Office of the Summer Session
Purdue University	Vice Provost for Undergraduate Academic Affairs	Individual colleges
UC-Berkeley	Office of the Provost	Office of the Provost
University of Maryland	Office of Extended Studies	Office of Undergraduate Studies, Individual colleges and departments
University of Wisconsin	Division of Continuing Studies	Individual departments

Courses *Include Introduction, Prerequisite, Sequential, High Enrollment, High Demand, and Field Courses to Encourage Enrollment*

Contacts recommend including courses based on student demand, rather than faculty recommendations. Since academic advisors are most knowledgeable about student academic needs, summer academic program directors ask each college's primary advisor to identify courses based on the following criteria:

- **Introductory or "Gateway" and Prerequisite Courses:** These courses attract students who seek to complete requirements and clear their academic calendar year for more advanced courses.

No institution offers a three-year degree program, but administrators at the school of aviation at **Purdue University** are contemplating this option due to high demand for pilots.

- **Sequential Courses:** Courses that complement each other, such as two–sequence writing courses, attract students who wish to complete the courses together.
- **High Enrollment and High Demand Courses:** Academic advisors at **Purdue University** identified courses with 250 or more seats that typically reach 90 percent capacity, because students might experience difficulty enrolling in these courses during the academic year. Smaller courses with long waitlists also attract summer enrollment.
- **Experiential Learning Course:** The Associate Dean of Summer Sessions at **University of Wisconsin** encourages departments to identify courses that students may only complete in the summer, such as those that involve travel or intensive field studies. However, such courses rarely generate net revenue because they are high cost and low enrollment.

Create Online Courses for High Enrollment Classes to Attract Students and Reduce Costs

The start-up cost for online courses is high primarily because faculty and the IT department must create an online format for each lecture. However, online courses allow for a high student capacity, which could generate a profit. Although most institutions only offer ten to 20 online courses out of hundreds of summer courses, online summer participation accounts for approximately 20 percent of all summer program participation. Furthermore, online options attract working students and athletes who would like to complete courses outside of normal business hours or students who wish to complete work from home.

Contacts find that humanities and social science programs are more likely to offer online courses than math and science programs. Math and science faculty are more reluctant to transfer courses online because they prefer to maintain lab components and handwritten homework exercises.

Online Course Enrollment Across Institutions

Institution	Approximate Percent of Students Enrolling in Summer Online Courses
Pennsylvania State University	20.6%
Purdue University	20%
UC-Berkeley	12%
University of Maryland	24.7%
University of Wisconsin	Not Available*

*Offers around 10 to 12 courses online out of the 300 to 400 courses available

Offer Graduate Summer Courses to Supplement Research Goals or Professional Degree Programs

University of Wisconsin attracts graduate students to summer session with research-related classes and offers graduate courses from each graduate program, such as history and business, so students can work ahead or graduate early. Certain professional degree programs, such as health sciences, have transitioned to a year-round curriculum in which students are encouraged to complete summer courses or risk falling behind. The table on the next page enumerates the ratio of graduate students enrolled in summer academic programs.

Campus Space Allocation *Prioritize Summer Academic Programs when Allocating Summer Space*

As opposed to summer camps, summer academic programs address the institution's core educational and monetary needs. Within academic programs, registrar's offices assign campus space to credit-based academic programs first, non-credit academic programs second, and summer conferences for academic programs third. The registrar's office employs an internally constructed software system to allocate space at **University of Maryland**. The space management office allocates rooms at **Purdue University**.

Student Demographics *Target Third-year, Fourth-year, and Newly Admitted First-year Undergraduate Students to Enroll in Summer Session*

Although the percentage of graduate students enrolled in summer session is higher than that of undergraduate students, the undergraduate population is significantly larger at all institutions. Furthermore, graduate students often enroll in research-based credit hours, which garner less revenue than course-based credit hours and may not be applicable for summer course funding.

Contacts note that third-year and fourth-year students are the most likely to enroll in summer courses to reduce time to graduation, compensate for delays in coursework completion, or complete more difficult courses before the academic year. **UC-Berkeley** attracts a few hundred newly admitted first-year students to the summer program by stressing the benefits of working ahead before commencing their college career. Summer programs attract professional students from nursing, education, and health sciences, because program administrators encourage students to maintain a year-round curriculum.

Institutions within systems, such as the **University of Maryland**, allow students to enroll in each other's summer academic programs. Institutions typically do not partner with local community colleges for summer programs.

Percentage of the Undergraduate, Graduate, and Professional Students Enrolled in Summer Courses Across Institutions¹ *Summer 2012*

Institution	Percentage of Undergraduate Students	Percentage of Graduate Students	Percentage Professional Students
Indiana University	28%	44%	N/A
Michigan State University	45%	54%	83%
Ohio State University	26%	67%	38%
Pennsylvania State University	26%	14%	N/A
Purdue University	22%	65%	28%
UC-Berkeley	30%*		N/A

¹ Ibid.



University of Illinois	17%	45%	24%
University of Iowa	27%	45%	74%
University of Maryland	30%	30%	N/A%
University of Michigan	9%	5%	N/A
University of Nebraska	43%	83%	49%
University of Wisconsin	21%	49%	26%
AVERAGE	27%	47%	46%

*UC-Berkeley enrolls 30% (12,000) of undergraduate and graduate students in summer courses. However, it also enrolls 4000 students from international institutions

IV. Financial Models

Student Tuition *Student Tuition and Fees Fund Summer Academic Programs*

All the institutions, except for **University of Wisconsin**, fund their summer programs solely through student summer tuition and fees. Remaining revenue is either maintained within the individual colleges or departments for their own use or transferred back to the campus for allocation between colleges, departments, the provost, or the general campus fund.

Student Tuition Across Institutions

Institution	Tuition Per Credit Hour
Pennsylvania State University	<ul style="list-style-type: none"> In-State: \$504 Out-of-State: \$525
Purdue University	Weighted for in-state and out-of-state: \$580
UC-Berkeley	<ul style="list-style-type: none"> Undergraduate Students: \$406 Graduate Students: \$510
University of Wisconsin	<ul style="list-style-type: none"> In-State: \$405 Out-of-State: \$1,062

Funding Structures and Academic Incentives *Student Demand and Central Funding Incentives Lead to Increased Student Enrollment*

Institutions employ a combination of methods to cover college and departments costs for summer sessions (i.e., instruction, supplies, and administration) and increase net revenue. Contacts at **University of Wisconsin** do not recommend their current structure, which relies on system-wide governance and distribution of funds. The state system collects summer tuition and distributes funds (\$6 million) to the institution, which in turn distributes funds to colleges for instructional support based on historical trends of student enrollment. Colleges

receive no incentive to offer courses since college budgets do not directly correlate to the number of courses offered and the overall sum of money does not increase based on enrollment and summer tuition revenue. However, the summer session dean plans to alter the incentive structure by rewarding colleges that increase credit hours and online offerings and decreasing the amount of money allocated to colleges that do not increase credit hours. Profiled institutions adhere to a combination of the revenue sharing models and monetary incentive tactics outlined below.

Overview of Revenue Sharing Models

Funding Tactic	Advantages	Challenges
Indirect Payment to Colleges and Departments Through the General Fund	Increases the flexibility of monetary use so the institution can focus money on high-priority needs	Does not directly reward college or department effort to increase enrollment
Direct Payment to Colleges and Departments	Incentivizes departments and colleges to increase enrollment because they will directly receive profits	Does not allow for full flexibility for covering summer costs outside of the college or operating costs in general

Overview Academic Incentives

Funding Tactic	Advantages	Challenges
Reward colleges that exceed courses and credit standards with discretionary funds	Colleges dedicate more effort to increase enrollment and subsequently focus on student demand for courses rather than faculty preference	<ul style="list-style-type: none"> • Standard incentives may unfairly reward colleges with naturally high enrollment (e.g., humanities may attract more summer students than math) and disproportionately affect departments with lower course costs (e.g., incentives heavily reward large history introductory courses but barely cover costs for smaller courses with lab components) • A complex incentive system may cause confusion and invite distrust from department and college administrators
Penalize colleges that do not meet course and credit standards	Ensures that colleges prioritize summer session and do not focus efforts elsewhere	May hurt departments or colleges that do not naturally attract summer students



Pennsylvania State University Rewards Colleges that Exceed Expectations and Penalizes Those that Do Not Meet Expectations

The office of summer session at **Pennsylvania State University** employs the following process to allocate summer tuition money:

- Each college receives a target number of credit hours. To determine these target numbers, summer session administrators analyze the history of credit hours over the last ten years for each college and select the average number of credit hours.
- At the beginning of the summer term, colleges receive a starting amount of money.

Starting Amount Formula

$$\text{Target Credit Hours} \times \$100$$

- At the end of the summer term, colleges either earn or lose money, depending on if they met their target credit hours.

Amount Gained for Exceeding Target Credit Hours

$$\text{Number of Credit Hours Exceeded} \times \$300$$

Amount Lost for Not Meeting Target Credit Hours

$$\left(\text{Number for Credit Hours Not Met} \times \$100 \right) + \left(\text{Number for Credit Hours Not Met} \times \$100 \text{ Penalty} \right)$$

↑
↑

Amount owed back to general fund to pay back unused funds
Penalty for not reaching target credit hours

For example, if the business college receives a target of 100 credit hours, but only offers 50 credit hours, they will end the summer term with zero dollars (\$10,000 starting amount minus \$5,000 for credits not met minus \$5,000 penalty).

UC-Berkeley Incentivizes Summer Session to Increase Courses and Decrease Costs

Online courses receive an investment of approximately \$50,000 because of the high start-up costs. However, programs typically recover costs through high enrollment for online courses. The summer session office collects summer tuition and distributes revenue to programs through the following formula:

Formula for Revenue Allocation to Each Department

$$\left(\text{Number of Courses} \times \$1000 \right) + \left(\text{Number of Credit Hours} \times \$22 \right) + 20 - 40 \% \text{ of Net Revenue from each Course}$$

↑
↑

Departments directly receive more money if they decrease course costs

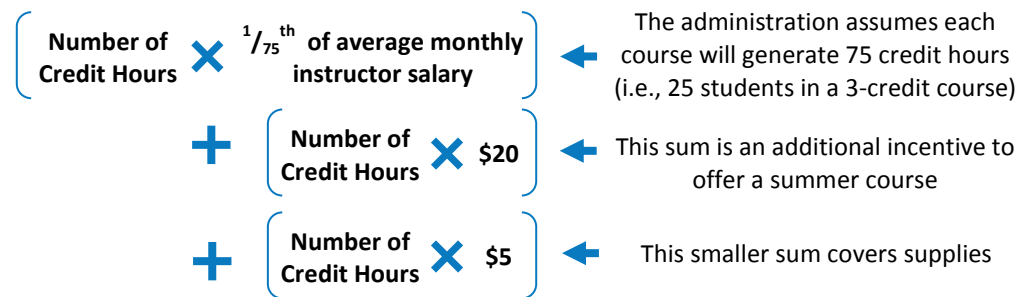
Purdue University Instituted a New Funding Model to Cover Course Costs and Encourage Course Selection Based on Student Demand

The previous funding model included both a recurring base funding award plus an incentive award. For the incentive award, colleges received a target number of credit hours determined by historical summer session credit hour data. Colleges that exceeded the target credit hour received \$150 per credit for on-campus credit hours and \$200 per credit hour for online credit hours. The funding model also expected colleges to partially fund high-revenue courses from their own budget. Administrators identified the following flaws with this plan:¹

- Due to voluntary participation, some colleges chose to redirect efforts elsewhere
- The level of the incentive was often insufficient to cover instructional costs
- A lack of transparency and simplicity made it difficult for colleges to gauge the demand for their course offerings and offer high demand courses
- Because the award was based on college-level targets, individual departments did not receive awards for extra credit hours if other departments within the college decreased their course offerings

Program administrators simplified the funding model to increase transparency, cover departmental and college costs, and encourage course selection driven by student demand and department capabilities. Under this new model, each college receives more money for each credit hour taught, which encourages colleges to enroll more students. Through the 2013 funding model, colleges will receive the following funding for on-campus or online courses:

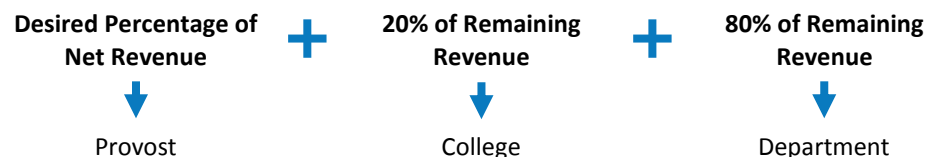
Formula for Revenue Allocation to Each College



Academic Units at University of Maryland Receive a Portion of Net Revenue from Student Tuition Without a Monetary Incentive

The board of regents determines the tuition and student fees and typically increases the summer tuition by three percent each year. Student tuition covers all course costs including instruction, supplies, and administration, and a portion of the tuition is channeled to the general fund. Students pay a separate fee to help operate summer facilities. Program administrators distribute net revenue through the following profit-sharing model:

Distribution of Profits from Student Tuition and Fees



¹ Frank Dooley, 2013 Funding Plan, Purdue University, November 27, 2012.

Faculty Funding Models *Departments Recruit Faculty and Pay Faculty a Portion of their Nine-Month Salary*

All institutions, except for **University of Wisconsin**, primarily employ nine-month faculty. Faculty typically receive one-ninth of their salary to teach summer courses because they are on nine-month terms or eighty percent of their regular monthly salary because the summer wages do not include service or research work. While most institutions do not encounter faculty shortages with nine-month faculty, contacts at **Purdue University** recommend the following tactics for increasing summer faculty participation:

- Hire external individuals with necessary qualifications for introductory courses, such as high school teachers
- Allow faculty to substitute the spring or fall course load with a summer teaching assignment

Twelve-month faculty at **University of Wisconsin** receive their standard monthly salaries for the summer and pursue either teaching or research based on their designated workload. **University of Maryland** employs a small percentage of twelve-month faculty. The office of undergraduate studies requests that departments assign faculty a course overload, if required. Alternatively, funds allocated to a college for summer instruction that are not ultimately used are marked as a line-item expense and channeled back to the general fund.

Funding Models for Supporting Campus Units *Non-Instructional Campus Units Support Themselves or Garner Funds from Student Fees and the Campus Operating Budget*

Institutions employ one or more of the following revenue-generators for supporting campus units.

- **General Facility Fee:** At **University of Maryland**, Students pay a general fee in addition to tuition to support units such as the library, computer labs, and shuttles. Under this model, institutions can charge a higher fee for on-site students than online students. For example, University of Maryland students pay a \$261 fee for each onsite, six-week session or an \$81 flat fee for online courses.
- **Internal Revenue:** All summer housing charges students a separate fee for service. Other self-funded units often include parking, transportation, and bookstores.
- **Campus Operating Budget:** The year-round operating budget absorbs costs for units such as campus police and library. Summer tuition often supplements the operating budget. For example, colleges at **Purdue University** receive around \$190 per credit hour of the \$580 student tuition per credit hour. The campus receives the \$390 difference.

V. Non-Traditional Summer Programs

Types and Funding *Non-Traditional Summer Programs do not Typically Generate Net Revenue but do Increase Opportunities for Disadvantaged Youth*

Individual departments or outreach centers on campus organize non-academic summer programs. These programs often target students that are not affiliated with the institution, such as elementary or high school students. Because these programs do not often generate

revenue for the institution, administrators typically prioritize summer academic programs when they allocate campus space.

Types and Funding of Summer Non-Traditional Summer Programs

Type	Description	Funding
Youth Camps¹	Youth camps and programs offer a variety of topics and themes to middle-school and high-school students. Major expenses include payments to academic units for administering youth campus and programs, marketing, nursing staff, food and lodging, and t-shirts and assorted gifts for program participants.	Programs are self-sustaining through participant fees.
Programs for High-Achieving Students²	Summer programs for incoming honors students consist of short, not-for-credit orientation programs designed to introduce participants to honors program culture, academic disciplines, admissions and financial aid services, and local activities. Summer programs require substantial long-term investment and typically do not generate revenue. The costs associated with design and implementation of these summer programs can approach \$200,000 annually. Furthermore, administrators of recently established programs maintain relatively low participation costs to attract more applicants. Administrators plan to sustain summer programs—even at a financial loss—because of their potential as recruiting tools.	Most administrators finance programs directly out of the honors budget.
Summer Bridge Programs	Summer bridge programs ease the high school-to-college transition for students by offering support services, such as mentoring and advising, and developmental math, reading, writing, or science coursework. Residential summer bridge programs at private institutions budget an average of \$770 per student per week to cover all program costs, which includes tuition, faculty compensation, room and board, activities, and textbooks. Most programs offer financial aid to low-income students. ³ Pennsylvania State University operates the Learning Edge Academic Program (LEAP) to help recently admitted student adjust to college before the fall term. Similarly, their Student Transitional Experiences Program (STEP) is open to all transfer students from two-year institutions.	Programs rely on grant funding, student fees, and college funding. Both programs at Pennsylvania State University receive funding exclusively from student tuition and fees.

¹ "Sustaining Youth Academic Camps and Programs," Education Advisory Board (2011).

² "Developing Summer Programming for Honors College and High Achieving High School Students," Education Advisory Board (2012).

³ "Developing Summer Bridge Programs," Education Advisory Board (2012).



VI. Outcomes and Assessment

Strategies to Increase Enrollment

Partner with International Institutions and Offer Financial Aid to Increase Summer Enrollment

Contacts find that students are most likely to enroll in summer courses if students understand they can decrease time to graduation while defraying excess costs. Program administrators at **Pennsylvania State University** conducted several studies to determine the profitability of financial incentives for students to attend summer programs, such as discounted meal or housing plans, but found that costs outweighed the gains. Contacts recommend the following strategies to increase summer enrollment:

Partner with International Institutions

UC-Berkeley offers around 50 international institutions discounts for sending students to their summer session. International students comprise one-fourth of the summer student population and enroll in elective courses and ESL courses rather than general education requirements.

Offer Financial Aid

Financial aid offices typically oversee aid distribution for summer students. Contacts suggest program directors establish strong relationships with the financial aid director because the financial aid process changes yearly and a portion of summer tuition may contribute to financial aid. For example, 15 percent of net revenue from summer academic programs at **Purdue University** supplements financial aid.

Create a Year-Round Mindset

Contacts at **University of Wisconsin** find that students are more likely to stay for the summer if their peers stay and if most campus units remain open and offer programming similar to the academic year.

Advertise the Benefits of Summer Session

Contacts at Pennsylvania State University attribute part of their increased enrollment to a summer session marketing campaign. Parents received postcards that described the benefits of summer academic programs and individual colleges launched awareness campaigns for their students. However, summer program administrators at University of Wisconsin tracked enrollment trends during large advertising campaigns and found no change in enrollment compared to previous years.

Metrics for Evaluation

Evaluate Summer Academic Programs on Net Revenue, GPA, and Graduation Rates

Summer academic programs may have originated as a method for students to explore academic areas outside of their established discipline. However, program administrators now consider the following metrics that drive successful summer programs:

- **Increased net revenue and enrollment:** Summer academic programs often generate net revenue, which administrators can distribute across campus to meet other objectives.
- **Higher GPAs:** Summer courses can help academically at-risk students raise their GPAs and graduate on time.
- **Higher completion and graduation rates:** Summer courses help student catch up on courses or work ahead and graduate on-time or early. The Dean of Summer Sessions at **University of Wisconsin** found that of 90 percent of students who graduated on time enrolled in at least one summer course.

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Executive Summary

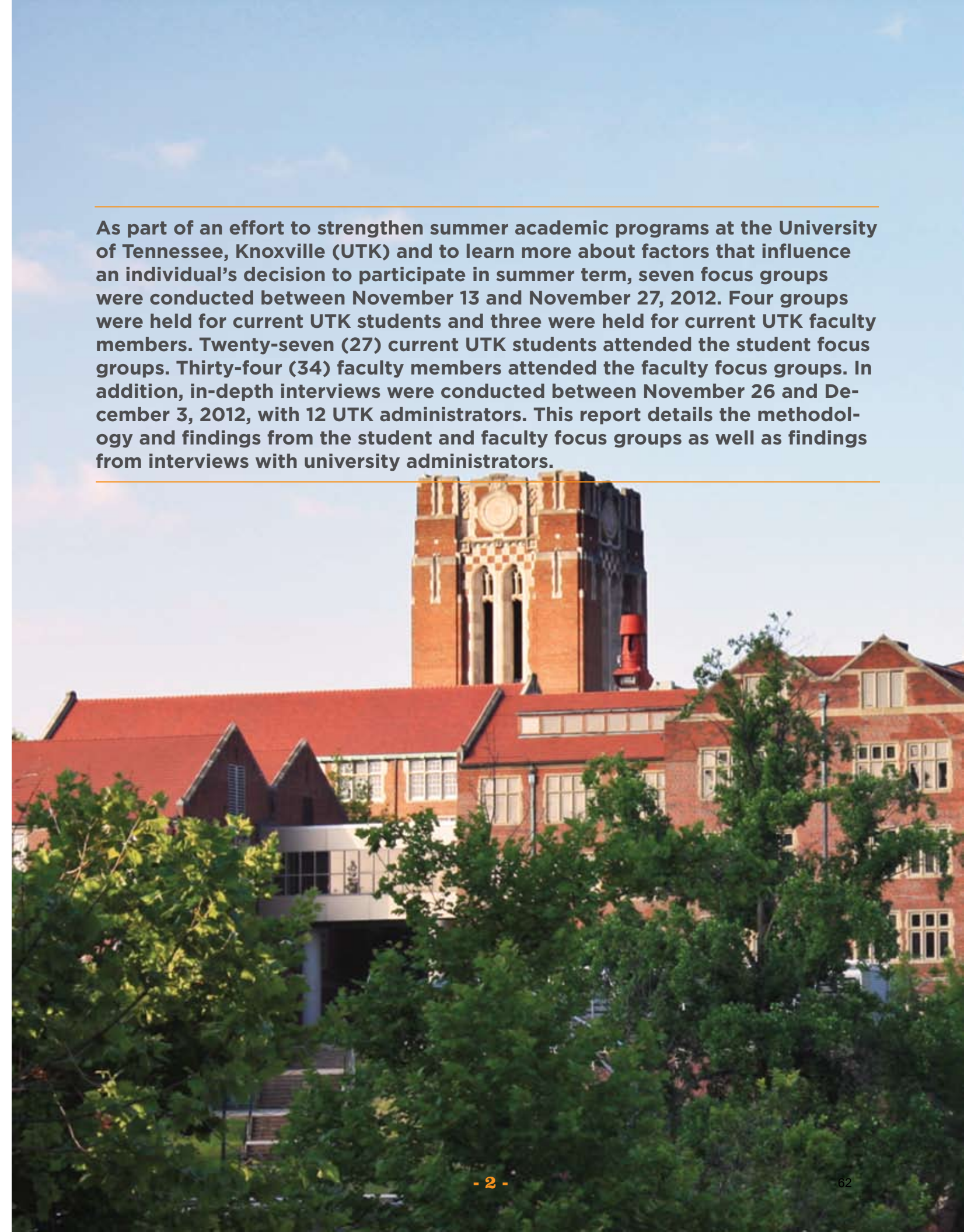
**Summer Term
Utilization:
Perspectives
from Students,
Faculty, and
Administrators**



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As part of an effort to strengthen summer academic programs at the University of Tennessee, Knoxville (UTK) and to learn more about factors that influence an individual's decision to participate in summer term, seven focus groups were conducted between November 13 and November 27, 2012. Four groups were held for current UTK students and three were held for current UTK faculty members. Twenty-seven (27) current UTK students attended the student focus groups. Thirty-four (34) faculty members attended the faculty focus groups. In addition, in-depth interviews were conducted between November 26 and December 3, 2012, with 12 UTK administrators. This report details the methodology and findings from the student and faculty focus groups as well as findings from interviews with university administrators.



Students' and Faculty Members' Experiences with Summer Term

Of the 27 students, 74% (20) had attended summer school at some point during their post-secondary education. Of those 20, 60% (12) attended summer school classes at The University of Tennessee, Knoxville (UTK). Most students reported taking summer school classes in one of the two traditional summer terms; three reported taking classes in the mini-term and one student reported taking a summer school class that lasted for both summer terms. Very few students had experiences with online courses, as only seven reported taking them.

Most of the faculty (22) had taught summer school at UTK in the past, and three participants reported teaching summer school at other institutions. One taught summer school while he was on faculty at that school, and two others taught summer term courses at another institution while on faculty at UTK. Of the 12 that had not taught summer school, most were interested in doing so, but had not been given the opportunity. Two, however, reported having no desire to do so.

Most of those who had summer teaching experience did so during the traditional summer sessions; only six reported teaching during mini-term. Five faculty members had experience teaching online courses, either as part of a traditional classroom course or as a stand-alone online experience.



Reasons Students Attend Summer Term Courses

During the focus groups, students said that they may choose to take summer courses for the following reasons:

Maintaining a graduation timeline

Either to recover credits that did not transfer from other institutions, or to catch-up on courses because of changing majors or extracurricular responsibilities, students take courses during summer term to maintain a graduation timeline.

Taking summer classes helps distribute the workload

Students take courses during the summer so they can take a lighter course load during the fall and spring semesters. Additionally, some students take general education courses over the summer so that they can concentrate on courses for their majors during the fall and spring terms.

Scheduling and availability of courses

Students stated that there are courses that are not offered every semester, but are required in order to complete their programs. If those courses are offered during the summer term, students feel as though they have little choice but to take them at that time. Other types of courses, such as those requiring travel or field work, are better suited to summer-time.

The “I might as well” mentality

A number of students elect to take courses during the summer because they are paying for a 12-month lease, feel bored during the summer, or because they want to get classes “out of the way.”

Reasons Faculty Teach During Summer Term

During the faculty focus groups, participants shared the following reasons why they choose to teach during summer term:

It is financially beneficial to teach during summer term

Faculty members receive extra pay for teaching during the summer term. Some faculty members depend on that extra money to cover living expenses.

Opportunity to teach smaller classes

In summer term, classes tend to be smaller than during the fall and spring semesters. As a result, faculty members enjoy teaching during the summer term because they have opportunities to provide more individualized instruction.

Compressed time frame of summer courses

Summer term courses last for approximately four weeks. To accommodate the shorter calendar, classes are usually held daily and for longer periods of time. Some faculty members like this condensed time frame because it facilitates continuous learning for students, resulting in a more satisfying teaching experience.

Opportunity to experiment with new teaching methods and assignments

Faculty noted that there is a unique environment on campus during summer term resulting from a more relaxed atmosphere, fewer responsibilities, and smaller class sizes.

In this environment, several faculty members noted that they are able to experiment with different learning tools and assignments. This experimentation is difficult during the more hectic fall and spring semesters, so faculty members enjoy having the summer term to do this.

Greater research productivity

Some faculty members noted that despite the conventional wisdom that teaching during the summer detracts from research, it actually helped them be more productive in their research.

Fewer responsibilities during the summer allows for greater focus on courses

Faculty noted that because both students and faculty members are not as busy during the summer, they are able to concentrate more on coursework. This leads to a positive classroom experience and good outcomes for students.



“It seems easier, because of the smaller-sized class, to try out things that I wouldn’t with a [fall or spring] semester class.”



Administrator Perspectives: Benefits to Students

During individual interviews, administrators shared their opinions regarding the benefits of summer term participation to students. The benefits they identified included:

Improved progress to graduation

Multiple administrators noted that taking classes during the summer can help students graduate more quickly. Additionally, the smaller class size could lead to better student outcomes in terms of better grades, less remediation of courses, and greater student retention. Also, by taking courses during the summer rather than taking the summer off, administrators say that students are more likely to stay in an academic mindset which is essential to successful college completion.

A sense of community

According to administrators, students have the opportunity to develop a stronger

bond with the university and a greater sense of community by being on campus during the summer term.

Because of the smaller student body, students can develop a support network of fellow students and faculty. While it is possible for students to develop this during the fall and spring semesters, administrators noted that this would be easier to accomplish during the summer term.

Interaction with professionals

Administrators noted that during the summer a number of professionals come to campus for continuing education activities. Students on campus in the summer have the opportunity to interact with these professionals in their areas of interest.

Administrator Perspectives: Benefits to Faculty

During interviews, some administrators said that there were also benefits for faculty members in participating in summer term. These benefits included:

Unique classroom experiences for faculty members

One administrator stated that during the summer, faculty members can engage in unique teaching experiences. Such opportunities could include offering a course they are not able to offer during the fall or spring semesters, or bringing their research findings out of the lab, field, or archive and into the classroom.

Greater access to professional development opportunities

Another benefit of being on campus during the summer is that faculty members can utilize library and Office of Information Technology (OIT) services that they may not have the time to access during the fall or spring semesters.



“The opportunity for the university to expand its engagement of the community in the summer is huge.”

Administrator Perspectives: Institutional Benefits

Administrators identified the following institutional benefits from increased summer term participation:

Improved progression to graduation and increased revenue

Administrators expect UTK will see benefits in the following ways: advanced progression into majors, increased retention, higher graduation rate, and increased revenue.

Attracting prospective students and their parents

Seeing academic life on campus would be a good marketing tool for prospective students, and also impress parents who visit UTK to participate in nonacademic summer activities and student orientation. For incoming students and their families, increased student and faculty participation during summer term would provide a more accurate representation of campus life at UTK, which is important

because some families are undecided and use orientation to decide which college is right for them.

Community outreach

While administrators believe UTK does a lot in terms of engaging the community, more activities could be scheduled and summer would be an ideal time to have these activities.

Retaining students who might otherwise be lost to community colleges

Some administrators said if students take summer courses at UTK instead of at community colleges, they will be less likely to get comfortable and permanently transfer to those institutions. Additionally, by taking summer courses at UTK, administrators feel students receive higher quality instruction in general education courses which ensures success in upper-level courses.

Use of space

Because there is a fixed cost to operate buildings in the summer, it would be cost effective to hold more classes and activities in them. Increased enrollment would allow UTK to use these facilities more effectively.

Students' Self-Reported Barriers to Summer Term Participation

Students who participated in the focus groups cited the following barriers to participating in summer term:

Other educational opportunities

Because internships usually occur during the day, students who have them find it difficult to fit summer courses into their schedules. Other students choose not to attend summer term at UTK in favor of unique educational opportunities, such as performing arts institutes, elsewhere.

Quality faculty members are either unavailable or unwilling to teach summer courses

A number of students reported that some of the instructors who teach summer school are not of the same caliber as those who teach during fall and spring semesters. Others noted that in some instances, those faculty members who do teach summer school seem apathetic about teaching in the summer and that affects the classroom atmosphere.

Students need a break from school

Some students want a break from academics during the summer and would rather spend that time traveling, visiting with friends or family, or pursuing other interests.

Courses are not available in the summer

Several students said they would be interested in taking courses during the summer,

but the courses that they needed or wanted weren't available.

Intensity of summer term courses

Due to the condensed timeline of summer term, some students feel overwhelmed by the task of completing a semester's worth of work within a few weeks.

Financial limitations

Some students reported needing to work full time in the summer to make money to live on during the fall and spring semester. Others reported that their scholarships or financial aid packages cannot be applied to summer term. These financial limitations are significant barriers to their summer term participation.

“...we have a lot of required courses [in our program] and a lot aren't offered ever in the summer.”



Faculty Members' Self-Reported Barriers to Teaching During Summer Term

Faculty members who participated in the focus groups stated the following reasons for not teaching during summer term:

Interference with opportunities for professional development and research

Faculty members reported that because of research, professional conferences, and training opportunities, they are unable to find the time to teach during summer term.

Institutional and policy barriers to teaching courses in the summer

Some faculty members reported that they had attempted to teach in the summer, but the classes were cancelled because of low student enrollment. Other faculty members stated that their individual departments would not allow them to teach because of funding shortages or because students were

not interested in taking certain courses. In other cases, policy barriers, such as a ban on teaching upper-level distribution classes in mini-term, prevented faculty members from teaching.

Family commitments

Some faculty members stated that they were not able to teach during the summer because of family obligations such as a lack of child care and the needs of other family members.

No desire to teach during the summer term

As with students, some faculty members reported that they would rather have a break in the summertime. A few faculty members reported that, in their opinion, teaching in the summer is a “punishment.”

Administrator Perceptions of Student Barriers to Summer Term Enrollment

When asked what they believe are the major reasons students do not enroll in summer courses, administrators provided the following responses:

Expectations of students and parents

Some administrators stated that students do not participate in summer term courses because of their expectations and the expectations of their parents. According to administrators, students and their parents expect students to have time off, spend time with family and friends, return to work in their hometowns, and pursue internship opportunities closer to home. In the event that these students do need to take classes, they expect to take them at community colleges closer to home.

Campus culture

The current culture at UTK does not promote summer school participation as a means to successful college completion. Rather, administrators say that the conventional wisdom among students is that the courses they want or need are not available and so their time would be better spent studying abroad or in an internship.

Competition from community colleges

Administrators stated UTK finds itself in competition with community colleges because students are attracted to the reduced

cost and smaller class sizes community colleges offer.

Financial limitations

Administrators noted that students face financial limitations, which can make it difficult to take courses during summer term. While they can use HOPE scholarship funds, students must take 6 credit hours to be eligible, making it more difficult for students to work. For those students who are not from Knoxville, the cost of housing on or near campus can be a barrier.



Institutional Considerations in Planning for Summer Term Expansion

Administrators also noted the following institutional concerns to keep in mind for increased summer term participation at UTK:

Use of facilities

Even though administrators want to accommodate more students on campus during summer term, some mentioned this may put a strain on facilities. Currently, some buildings are closed to reduce cost, to be cleaned, or for renovations. Many open facilities are already being used by summer programs.

Scheduling

Administrators noted that it would be important to strike a balance between academic and non-academic needs on campus if summer school participation was to increase.

Expanding services for students

Administrators said that services, such as library services and advising services, would need to be expanded to meet the need if summer enrollment was increased.

Strain on current staff and summer scheduling

Increasing the number of students on campus during the summer could place an additional strain on staff members and summer schedules. Staff members use that time to prepare for the upcoming year and complete maintenance projects. Also, fewer staff members are on campus in the summer, as many staff members use their annual leave.



Solutions to Overcome Identified Barriers

During the interviews, a number of solutions were offered to assist in strengthening the summer academic program at UTK. These solutions are listed below.

Solution #1 Make accommodations for increased demand for space and personnel by better coordinating facility use and shifting staff responsibilities.

Solution #2 Create a paradigm shift to promote the expectation that summer term is part of a student's traditional course load and teaching summer courses is a job responsibility for faculty members.

Solution #3 Market summer term at UTK to focus on research and recreational opportunities and target the message to specific groups like high-performing high school students and professionals in need of continuing education credit.

Solution #4 Take student financial considerations into account to make summer term more affordable through expanded student employment opportunities, creation of a career center, offering discounted summer term courses, and adjusting financial aid packages.

Solution #5 Provide a more robust academic life by developing a range of interesting and unique learning experiences for students.

Solution #6 Enhance student life by creating a sense of community and making services available to students in summer term.

Solution #7 Manage the calendar more effectively by revising the academic year to provide more time off between sessions and ensure that enrollment deadlines occur after final grades for the previous semester are posted.

Conclusion

There is consensus that increased participation in summer term would be beneficial for students, faculty, and the institution. Administrators are eager to support the initiative and some faculty and staff are interested in participating. Implementing the identified solutions in collaboration with UTK community members and leaders will help to overcome barriers and create a more robust summer term at UTK.

Prepared for
The Office of the Chancellor
The University of Tennessee, Knoxville

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Summer Term Utilization:

**Perspectives
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Faculty, and
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and Administrators***

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The University of Tennessee, Knoxville***

BY

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Paul Campbell, Director

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Project # 12150

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Executive Summary

As part of an effort to strengthen summer academic programs at the University of Tennessee, Knoxville (UTK) and to learn more about factors that influence an individual's decision to participate in summer term, seven focus groups were conducted between November 13 and November 27, 2012. Four groups were held for current UTK students and three were held for current UTK faculty members. Twenty-seven (27) current UTK students attended the student focus groups. Thirty-four (34) faculty members attended the faculty focus groups. In addition, in-depth interviews were conducted between November 26 and December 3, 2012, with 12 UTK administrators. This report details the methodology and findings from the student and faculty focus groups as well as findings from interviews with university administrators.

Students' and Faculty Members' Experiences with Summer Term

Of the 27 students, 74% (20) had attended summer school at some point during their post-secondary education. Of those 20, 60% (12) attended summer school classes at The University of Tennessee, Knoxville (UTK). Most students reported taking summer school classes in one of the two traditional summer terms; three reported taking classes in the mini-term and one student reported taking a summer school class that lasted for both summer terms. Very few students had experiences with online courses, as only seven reported taking them.

Most of the faculty (22) had taught summer school at UTK in the past, and three participants reported teaching summer school at other institutions. One taught summer school while he was on faculty at that school, and two others taught summer term courses at another institution while on faculty at UTK. Of the 12 that had not taught summer school, most were interested in doing so, but had not been given the opportunity. Two, however, reported having no desire to do so.

Most of those who had summer teaching experience did so during the traditional summer sessions; only six reported teaching during mini-term. Five faculty members had experience teaching online courses, either as part of a traditional classroom course or as a stand-alone online experience.

Reasons Students Attend Summer Term Courses

During the focus groups, students said that they may choose to take summer courses for the following reasons:

- **Maintaining a graduation timeline**—Either to recover credits that did not transfer from other institutions, or to catch-up on courses because of changing majors or extracurricular responsibilities, students take courses during summer term to maintain a graduation timeline.
- **Taking summer classes helps distribute the workload**—Students take courses during the summer so they can take a lighter course load during the fall and spring semesters. Additionally, some students take general education courses over the summer so that they can concentrate on courses for their majors during the fall and spring terms.
- **Scheduling and availability of courses**—Students stated that there are courses that are not offered every semester, but are required in order to complete their programs. If those courses are offered during the summer term, students feel as though they have little choice but to take them at that time. Other types of courses, such as those requiring travel or field work, are better suited to summertime.
- **The “I might as well” mentality**—A number of students elect to take courses during the summer because they are paying for a 12 month lease, feel bored during the summer, or because they want to get classes “out of the way.”

Reasons Faculty Members Teach During Summer Term

During the faculty focus groups, participants shared the following reasons why they choose to teach during summer term:

- **It is financially beneficial to teach during summer term**—Faculty members receive extra pay for teaching during the summer term. Some faculty members depend on that extra money to cover living expenses.
- **Opportunity to teach smaller classes**— In summer term, classes tend to be smaller than during the fall and spring semesters. As a result, faculty members enjoy teaching during the summer term because they have opportunities to provide more individualized instruction.
- **Compressed time frame of summer courses**— Summer term courses last for approximately four weeks. To accommodate the shorter calendar, classes are usually held daily and for longer periods of time. Some faculty members like this condensed time frame because it facilitates continuous learning for students, resulting in a more satisfying teaching experience.
- **Opportunity to experiment with new teaching methods and assignments**— Faculty noted that there is a unique environment on campus during summer term resulting from a more relaxed atmosphere, fewer responsibilities, and smaller class sizes. In this environment, several faculty members noted that they are able to experiment with different learning tools and assignments. This experimentation is difficult during the more hectic fall and spring semesters, so faculty members enjoy having the summer term to do this.
- **Greater research productivity**—Some faculty members noted that despite the conventional wisdom that teaching during the summer detracts from research, it actually helped them be more productive in their research.
- **Fewer responsibilities during the summer allows for greater focus on courses**—Faculty noted that because both students and faculty members are not as busy during the summer, they are able to concentrate more on coursework. This leads to a positive classroom experience and good outcomes for students.

Administrator Perspectives: Benefits to Students

During individual interviews, administrators shared their opinions regarding the benefits of summer term participation to students. The benefits they identified included:

- **Improved progress to graduation**—Multiple administrators noted that taking classes during the summer can help students graduate more quickly. Additionally, the smaller class size could lead to better student outcomes in terms of better grades, less remediation of courses, and greater student retention. Also, by taking courses during the summer rather than taking the summer off, administrators say that students are more likely to stay in an academic mindset which is essential to successful college completion.
- **A sense of community**— According to administrators, students have the opportunity to develop a stronger bond with the university and a greater sense of community by being on campus during the summer term. Because of the smaller student body, students can develop a support network of fellow students and faculty. While it is possible for students to develop this during the fall and spring semesters, administrators noted that this would be easier to accomplish during the summer term.
- **Interaction with professionals**—Administrators noted that during the summer a number of professionals come to campus for continuing education activities. Students on campus in the summer have the opportunity to interact with these professionals in their areas of interest.

Administrator Perspectives: Benefits to Faculty

During interviews, some administrators said that there were also benefits for faculty members in participating in summer term. These benefits included:

- **Unique classroom experiences for faculty members**—One administrator stated that during the summer, faculty members can engage in unique teaching experiences. Such opportunities could include offering a course they are not able to offer during the fall or spring semesters, or bringing their research findings out of the lab, field, or archive and into the classroom.
- **Greater access to professional development opportunities**—Another benefit of being on campus during the summer is that faculty members can utilize library and Office of Information Technology (OIT) services that they may not have the time to access during the fall or spring semesters.

Administrator Perspectives: Institutional Benefits

Administrators identified the following institutional benefits from increased summer term participation:

- **Improved progression to graduation and increased revenue**—Administrators expect UTK will see benefits in the following ways: advanced progression into majors, increased retention, higher graduation rate, and increased revenue.
- **Attracting prospective students and their parents**—Seeing academic life on campus would be a good marketing tool for prospective students, and also impress parents who visit UTK to participate in nonacademic summer activities and student orientation. For incoming students and their families, increased student and faculty participation during summer term would provide a more accurate representation of campus life at UTK, which is important because some families are undecided and use orientation to decide which college is right for them.
- **Community outreach**—While administrators believe UTK does a lot in terms of engaging the community, more activities could be scheduled and summer would be an ideal time to have these activities.
- **Retaining students who might otherwise be lost to community colleges**—Some administrators said if students take summer courses at UTK instead of at community colleges, they will be less likely to get comfortable and permanently transfer to those institutions. Additionally, by taking summer courses at UTK, administrators feel students receive higher quality instruction in general education courses which ensures success in upper-level courses.
- **Use of space**—Because there is a fixed cost to operate buildings in the summer, it would be cost effective to hold more classes and activities in them. Increased enrollment would allow UTK to use these facilities more effectively.

Students' Self-Reported Barriers to Summer Term Participation

Students who participated in the focus groups cited the following barriers to participating in summer term:

- **Other educational opportunities**—Because internships usually occur during the day, students who have them find it difficult to fit summer courses into their schedules. Other students choose not to attend summer term at UTK in favor of unique educational opportunities, such as performing arts institutes, elsewhere.
- **Quality faculty members are either unavailable or unwilling to teach summer courses**—A number of students reported that some of the instructors who teach summer school are not of the same caliber as those who teach during fall and spring semesters. Others noted that in some instances, those faculty members who do teach summer school seem apathetic about teaching in the summer and that affects the classroom atmosphere.

- **Students' need for a break from school**—Some students want a break from academics during the summer and would rather spend that time traveling, visiting with friends or family, or pursuing other interests.
- **Courses are not available in the summer**—Several students said they would be interested in taking courses during the summer, but the courses that they needed or wanted weren't available.
- **Intensity of summer term courses**—Due to the condensed timeline of summer term, some students feel overwhelmed by the task of completing a semester's worth of work within a few weeks.
- **Financial limitations**—Some students reported needing to work full time in the summer to make money to live on during the fall and spring semester. Others reported that their scholarships or financial aid packages cannot be applied to summer term. These financial limitations are significant barriers to their summer term participation.

Faculty Members' Self-Reported Barriers to Teaching During Summer Term

Faculty members who participated in the focus groups stated the following reasons for not teaching during summer term:

- **Interference with opportunities for professional development and research**—Faculty members reported that because of research, professional conferences, and training opportunities, they are unable to find the time to teach during summer term.
- **Institutional and policy barriers to teaching courses in the summer**—Some faculty members reported that they had attempted to teach in the summer, but the classes were cancelled because of low student enrollment. Other faculty members stated that their individual departments would not allow them to teach because of funding shortages or because students were not interested in taking certain courses. In other cases, policy barriers, such as a ban on teaching upper-level distribution classes in mini-term, prevented faculty members from teaching.
- **Family commitments**—Some faculty members stated that they were not able to teach during the summer because of family obligations such as a lack of child care and the needs of other family members.
- **No desire to teach during the summer term**—As with students, some faculty members reported that they would rather have a break in the summertime. A few faculty members reported that, in their opinion, teaching in the summer is a "punishment."

Administrator Perceptions of Student Barriers to Summer Term Enrollment

When asked what they believe are the major reasons students do not enroll in summer courses, administrators provided the following responses:

- **Expectations of students and parents**—Some administrators stated that students do not participate in summer term courses because of their expectations and the expectations of their parents. According to administrators, students and their parents expect students to have time off, spend time with family and friends, return to work in their hometowns, and pursue internship opportunities closer to home. In the event that these students do need to take classes, they expect to take them at community colleges closer to home.
- **Campus culture**—The current culture at UTK does not promote summer school participation as a means to successful college completion. Rather, administrators say that the conventional wisdom among students is that the courses they want or need are not available and so their time would be better spent studying abroad or in an internship.

- **Competition from community colleges**—Administrators stated UTK finds itself in competition with community colleges because students are attracted to the reduced cost and smaller class sizes community colleges offer.
- **Financial limitations**—Administrators noted that students face financial limitations, which can make it difficult to take courses during summer term. While they can use HOPE scholarship funds, students must take 6 credit hours to be eligible, making it more difficult for students to work. For those students who are not from Knoxville, the cost of housing on or near campus can be a barrier.

Institutional Considerations in Planning for Summer Term Expansion

Administrators also noted the following institutional concerns to keep in mind for increased summer term participation at UTK:

- **Use of facilities**—Even though administrators want to accommodate more students on campus during summer term, some mentioned this may put a strain on facilities. Currently, some buildings are closed to reduce cost, to be cleaned, or for renovations. Many open facilities are already being used by summer programs.
- **Scheduling**—Administrators noted that it would be important to strike a balance between academic and non-academic needs on campus if summer school participation was to increase.
- **Expanding services for students**—Administrators said that services, such as library services and advising services, would need to be expanded to meet the need if summer enrollment was increased.
- **Strain on current staff and summer scheduling**—Increasing the number of students on campus during the summer could place an additional strain on staff members and summer schedules. Staff members use that time to prepare for the upcoming year and complete maintenance projects. Also, fewer staff members are on campus in the summer, as many staff members use their annual leave.

Solutions to Overcome Identified Barriers

During the interviews, a number of solutions were offered to assist in strengthening the summer academic program at UTK. These solutions are listed below.

Solution #1: Make accommodations for increased demand for space and personnel by better coordinating facility use and shifting staff responsibilities.

Solution #2: Create a paradigm shift to promote the expectation that summer term is part of a student's traditional course load and teaching summer courses is a job responsibility for faculty members.

Solution #3: Market summer term at UTK more effectively to focus on research and recreational opportunities and target the message to specific groups like high-performing high school students and professionals in need of continuing education credit.

Solution #4: Take student financial considerations into account to make summer term more affordable through expanded student employment opportunities, creation of a career center, offering discounted summer term courses, and adjusting financial aid packages.

Solution #5: Provide a more robust academic life by developing a range of interesting and unique learning experiences for students.

Solution #6: Enhance student life on campus by creating a sense of community and making services available to students in summer term.

Solution #7: Manage the calendar more effectively by revising the academic year to provide more time off between sessions and ensure that enrollment deadlines occur after final grades for the previous semester are posted.

Conclusion

There is consensus that increased participation in summer term would be beneficial for students, faculty, and the institution. Administrators are eager to support the initiative and some faculty and staff are interested in participating. Implementing the identified solutions in collaboration with UTK community members and leaders will help to overcome barriers and create a more robust summer term at UTK.

“Having the right academic classes can be the enticement [to come to summer school] but all the other pieces, the financial and the social, all need to be [in place] ... if we really want this to be a success. We need to have that integrated approach that looks at these kinds of things.”

Introduction

As part of an effort to strengthen summer academic programs at the University of Tennessee, Knoxville (UTK), a series of focus groups and in-depth interviews were conducted on behalf of the Office of the Chancellor in November and early December 2012. In order to learn more about factors that influence an individual's decision to participate in summer term, seven focus groups were conducted between November 13 and November 27, 2012. Of these seven groups, four groups were held for current UTK students, and three were held for current UTK faculty members. In addition, ten interviews were conducted between November 26 and December 3, 2012, with administrators representing various aspects of student life, auxiliary services, outreach, and academics. This report details the methodology and findings from the student and faculty focus groups as well as findings from interviews with university administrators.

Methodology

Instrument Development

The UT College of Social Work Office of Research and Public Service (UT SWORPS) staff utilized input from the Executive Director of the Office of Information Technology (OIT), the Director of the Office of Institutional Research and Assessment (OIRA), and members of the Office of the Chancellor's Summer Term Utilization Committee. As a result of this collaboration, focus group guides were developed for use in all student and faculty focus groups and a structured interview guide was designed to assure consistency among in-depth interviews. These guides generally consisted of a standard introduction and several open-ended questions. To further assure consistency in the line of questioning, one UT SWORPS researcher participated in all the focus groups and another conducted all of the interviews. (Copies of these instruments are located in Appendix A.)

Sampling and Recruitment

In order to recruit for the student groups, a sample pool of 349 current UTK students was obtained from the OIRA. Graduate students and undergraduate students who had completed at least one year of study were included in the first sample of 299 students. An additional sample of 50 graduate students was obtained from the OIRA and utilized because of the difficulty recruiting graduate students from the original sample¹. The two samples from OIRA were designed to include male and female students, Tennessee residents and out-of-state students, and students who had attended summer term in the past and students who had not.

Staff from the UT SWORPS Center for Applied Research and Evaluation (CARE) attempted to reach the 349 students by telephone. Once telephone contact was made, and staff confirmed that the student was a current UTK student, the student was invited to attend the focus group. Students were told about the purpose of the focus group and were informed that they would receive lunch or dinner during the session and a \$25 Starbucks or Wal-Mart gift card for their participation. If the student agreed to attend, he or she was given additional information about the time and place for the scheduled focus groups.

¹ Because of difficulty recruiting graduate students from the two samples, convenience sampling was utilized to recruit six (6) additional graduate students. These students were enrolled in graduate programs in music (4), political science (1), and exercise science (1).

To recruit faculty, information for 450 current UT faculty members was obtained from the OIRA, and after securing email addresses, a UT SWORPS senior staff member sent out an email to the faculty sample inviting them to participate in the focus groups. As with the students, faculty were provided with information about the purpose of the focus group, and informed that they would receive lunch during the session as well as a \$25 Starbucks or Wal-Mart gift card for their participation.

In total, 12 administrators participated in the in-depth interviews. The Chancellor's Summer Term Utilization Committee supplied a list of nine stakeholders to be interviewed. The UT SWORPS researcher added one name to the list, and two administrators each brought an additional staff member to their session in order to add information to the discussion. Prior to the in-depth interviews, the UT SWORPS researcher sent an email to the identified members of UT administrative staff informing them of the study and requesting them to schedule a date and time for their individual interviews.

Format of Focus Groups and In-depth Interviews

Each of the focus group sessions was facilitated by two UT SWORPS staff members. One staff member facilitated the group while the other served as a note-taker. Each student session took approximately 45 minutes to complete. The faculty groups were longer, with each taking approximately an hour to complete. Each session was digitally recorded and these recordings were available for reference in case clarification was needed on a particular statement or to assure accuracy of quotes used in the reports.

The interviews were conducted face-to-face in the stakeholder's office and recorded to assure that analysis accurately reflected the discussion. To assure consistency in the line of questioning, one UT SWORPS researcher conducted all of the interviews. Confidentiality was assured for those interviewed.

Student Focus Group Participation

As a result of the recruiting efforts, a total of 44 students agreed to participate in the focus groups; however, only 27 of those 44 students actually attended one of the focus groups. Table 1 provides more specific information about the focus groups, including the audience, number of students who accepted the invitation to attend, number who attended, and time of the focus groups. All of the focus groups were held in the Carol P. Brown University Center (UC) on the UTK Campus. Figure 1 provides an overview of participant demographic characteristics. Table 2 details the participants' colleges and programs of study.

Table 1: Student Focus Group Participation

Audience	Number Accepting Invitation	Number Attended	Date, Time, and Location
Graduate Students	8	4	Tuesday, November 13, 2012 12:45 to 1:40 PM
	14	11 ²	Thursday, November 15, 2012 6:00 to 6:55 PM
Undergraduate Students	10	5	Wednesday, November 14, 2012 12:15 to 1:10 PM
	12	7	Thursday, November 15, 2012 11:30 AM to 12:25 PM

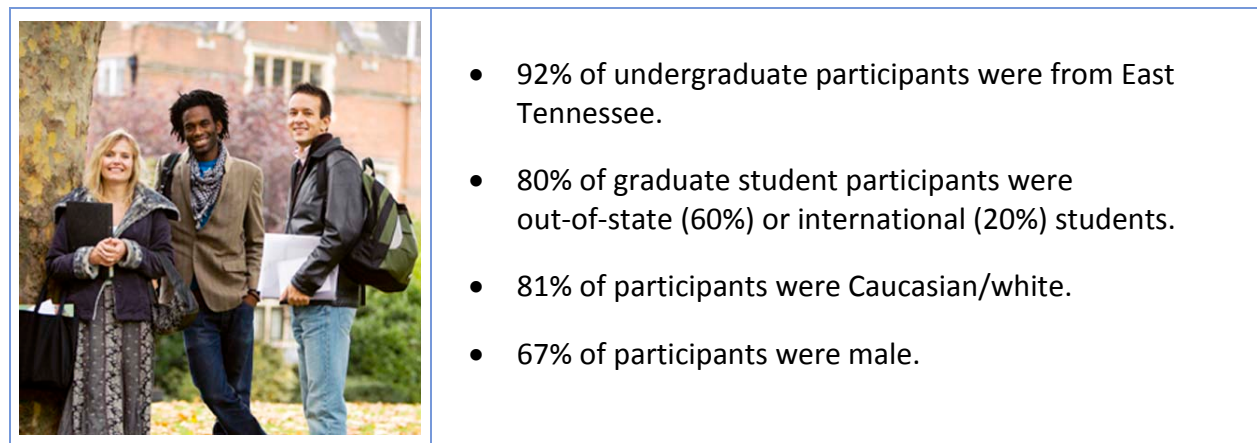


Figure 1: Student Participant Characteristics

² This includes the six (6) graduate students who were recruited through convenience sampling.

Table 2: Student Participants' Colleges and Programs of Study

<p>Agricultural Sciences and Natural Resources (2)</p> <ul style="list-style-type: none"> •Food and Agricultural Business (1) •Plant Sciences (1)
<p>Arts and Sciences (14)</p> <ul style="list-style-type: none"> •Anthropology (1) •Biological Sciences (1) •Clinical Psychology (1) •Geology (1) •Interdisciplinary Programs (2) •Math (1) •Music (4) •Organic Chemistry (1) •Political Science (2)
<p>Business Administration (2)</p> <ul style="list-style-type: none"> •Economics (1) •Human Resources Management (1)
<p>Education, Health, and Human Sciences (3)</p> <ul style="list-style-type: none"> •Exercise Physiology (1) •Kinseology (1) •Nutrition (1)
<p>Engineering (4)</p> <ul style="list-style-type: none"> •Electrical Engineering (1) •Environmental Engineering (1) •Mechanical, Aerospace, and Biomedical Engineering (1) •Mechanical Engineering (1)
<p>Nursing (1)</p> <ul style="list-style-type: none"> •Nursing (BSN) (1)
<p>Social Work (1)</p> <ul style="list-style-type: none"> •Social Work (BSSW) (1)

Faculty Focus Group Participation

Thirty-four faculty members agreed to participate in the focus groups. All 34 participants who agreed to participate attended their assigned focus groups. Of the 34 participants, 22 were female and 12 were male. While most (17) were lecturers, the group also included five senior lecturers, five assistant professors, four associate professors, and three professors. The faculty members' years of experience with UTK ranged from 4 months to 37 years. Table 3 provides information about the focus groups, including the number of faculty who accepted the invitation, the number who attended, and the time of the focus groups. As with the student groups, the faculty groups were held in the Carol P. Brown University Center (UC) on the UTK Campus. Table 4 provides information about the details of the participants' colleges and disciplines.

Table 3: Faculty Focus Group Participation

Number Accepting Invitation	Number Attended	Date, Time, and Location
11	11	Monday, November 19, 2012 12:30 to 1:15 PM
13	13	Tuesday November 27, 2012 11:15 to 12:30 PM
10	10	Tuesday November 27, 2012 2:15 to 3:30 PM

Table 4: Faculty Participants' Colleges and Disciplines

<p>Agricultural Sciences and Natural Resources (3)</p> <ul style="list-style-type: none"> •Agricultural Leadership, Education, and Communication(1) •Forestry, Wildlife, and Fisheries(2)
<p>Arts and Sciences (15)</p> <ul style="list-style-type: none"> •Anthropology (2) •Chemistry (2) •English (3) •History (1) •Math (3) •Modern Foreign Languages (3) •Political Science (2)
<p>Business Administration (5)</p> <ul style="list-style-type: none"> •Accounting and Information Management (3) •Marketing and Supply Chain Management (2)
<p>Communication and Information (4)</p> <ul style="list-style-type: none"> •Communication Studies (3) •Information Studies (1)
<p>Education, Health, and Human Sciences (4)</p> <ul style="list-style-type: none"> •Retail and Consumer Sciences (1) •Theory and Practice in Teacher Education (3)
<p>Engineering (1)</p> <ul style="list-style-type: none"> •Civil Engineering (1)
<p>Intercollegiate (1)</p> <ul style="list-style-type: none"> •Interdisciplinary Studies (1)

Administrator In-depth Interview Participation

Administrators who participated in the in-depth interviews represented the following offices and departments:

- Athletics— Event Management
- Auxiliary Services— Finance and Administration
- UT Police Department

- Facilities Services, Finance and Administration
- University Housing, Division of Student Life
- Office of Information Technology
- Conferences and Non-Credit Programs
- Office of the University Registrar
- University Libraries
- New Student and Family Programs, Division of Student Life

Findings

The findings from the student and faculty focus groups as well as data collected from administrative interviews are organized by stakeholder and presented in the following sections:

- Students' experiences with summer term
- Faculty members' summer term teaching experiences
- Reasons students enroll in summer term courses
- Reasons faculty members teach in summer term
- Administrator perspectives: Benefits to students
- Administrator perspectives: Benefits to faculty
- Administrator perspectives: Institutional benefits
- Students' self-reported barriers to summer term participation
- Faculty members' self-reported barriers to teaching summer term
- Administrator perceptions of student barriers to summer term enrollment
- Institutional considerations in planning for summer term expansion

Students' Experiences with Summer Term

Of the 27 students, 74% (20) had attended summer term at some point during their post-secondary education. Of those 20, 60% (12) attended summer term classes at The University of Tennessee, Knoxville (UTK). In cases where students attended summer term at institutions other than UTK, most often students reported doing so because they were enrolled at these other institutions at the time. Two students, however, chose to take summer courses at other schools while being enrolled at UTK. One of these students explained that he took a course in the summer after graduating from high school at the university in his home town because he "hadn't moved to Knoxville yet" to start classes at UTK, during the academic year. The other student was enrolled at UTK, but chose to take a class at a community college in the Knoxville area because the "undergraduate chemistry courses offered at the community college are of a higher quality than those offered over the summer at UTK."

Most students reported taking summer classes in one of the two traditional summer terms; three reported taking classes in the mini-term and one student reported taking a summer class that lasted for both summer terms. Very few students had experiences with online courses, as only seven reported taking online courses. Of these, five took them during the regular school year, and two took them during summer term. Those students that took online courses during the summer term enjoyed the convenience and flexibility offered by online learning. As one participant explained, "I had a job at a gas station. When I took online classes I was able to do it anytime on my day off. I didn't have to adjust my work schedule."

Faculty Members' Summer Term Teaching Experiences

Most of the faculty (22) had taught during summer term at UTK in the past, and three participants reported teaching in the summer at other institutions. One taught summer courses while he was on faculty at that school, and two taught summer term courses at other schools while they were faculty members at UTK. As a faculty member explained:

Back in the late 1980's I actually did teach summer school, but I come out of the Ag tradition which has ... 11 month appointments ... There's never been, at least in the old days, a tradition of summer school in the Ag colleges, so I never had the opportunity. And then actually UC Davis hired me in the summer because ...they couldn't get Ag professors at Davis to do it. I took a leave of absence from UT. I did it for four years in a row until I got in trouble with [Ag] research [and had to stop]. It was a great experience.

Among the 12 that had not taught during summer term, most were interested in doing so, but had not been given the opportunity. As one tenure-track faculty member explained, "In my department we are very strongly discouraged to teach in the summer...if I just want to teach for the money, which I would like to, that is discouraged...until you are tenured." There were two notable exceptions: one faculty member did not have a teaching load and had no desire to teach. The other faculty member taught during the fall and spring semesters but, like the rest of the faculty in his department, was not willing to teach in the summer. As he explained:

If I'm a great researcher and ... the worst teacher ever, I can still get tenure. If I'm a great teacher and a terrible researcher, I am going to get fired. No one wants to teach in the summer. We hire people from Pellissippi [State Community College].

Of those who did teach during the summer session, most taught during the traditional summer sessions. Only six reported teaching during mini-term. While five of these were satisfied with the mini-term experience, one faculty member said that she "hated it." She explained that she taught an introductory foreign language grammar course and it was her belief that, "Students cannot learn a language in 3 weeks."

Five faculty members had experience teaching online courses. The two who taught courses which utilized a combination of traditional classroom and online learning were pleased with their experience. Of the three who taught courses that were entirely online, two were satisfied with teaching the courses, while the other said, "I would never teach another online course. It was too time consuming. I felt obligated to be logging on every hour. I didn't like the fact that I never laid eyes on the people."

Reasons Students Attend Summer Term Courses

While the specific reasons for attending classes in summer term varied among students, some common themes emerged across the student focus groups. When asked what factors drive a student's decision to enroll in courses during the summer, the following reasons were most commonly reported by students.

Maintaining a graduation timeline

Students who transferred to UTK reported that some credits earned at other institutions did not transfer as they expected, so they took summer courses to recover these credits. Other students who switched majors chose to take summer term courses to “catch-up” on course work required for their new majors. Other respondents reported that responsibilities outside the classroom prevented some students from taking the number of hours necessary during the school year in order to graduate within 4 years. As one participant explained, “I was a student athlete, and they paid for summer school hours. That allowed me to catch-up and be on schedule to graduate when I needed to. I was only able to take 12 hours during a semester.”

Taking summer classes helps distribute the workload

As one graduate student explained, “...summer is a lot less busy in our program. We don't have as many supervision hours, not as many lab meetings; we don't have as many classes. So, I could even out my work load instead of taking three or four classes in the fall.” Additionally, an undergraduate student said that because he only takes one class at a time in the summer, he is able to devote all of his time to that one subject rather than “divide up time between three or four classes.” Also, enrolling in general education courses over the summer was helpful for some students and made it possible for them to concentrate their efforts on coursework in their major during the fall and spring semesters.

Scheduling and availability of courses

Some courses are only available in the summer. Students stated that in some cases, upper-level courses that are needed for a concentration are only offered every three or four years. If that course is offered during the summer, then students feel as though they don't have much of a choice but to take the summer course. However, certain types of courses, such as those with travel abroad or field work components, are more feasible to complete over the summer than during the standard fall or spring semesters.

The “I might as well” mentality

Because of research or on-campus jobs, students remain in Knoxville over the summer months, and decide they might as well take advantage of the opportunity to take courses in an effort to “get them out of the way.” Also, students who live off campus often have 12 month leases. One of these students reported that she wanted to be “doing something” since she was paying rent. Otherwise, she felt like she was wasting money. Other students do not enjoy the more relaxed pace of the summer and as one student explained, “Summer is really boring, so it [taking summer courses] is a way to keep busy.”

Reasons Faculty Members Teach During Summer Term

During the faculty focus groups, faculty members identified the following benefits to teaching courses in summer term.

It is financially beneficial to teach during summer term

In each of the faculty focus groups, extra pay was cited as a reason for teaching during the summer term. As one faculty member explained, “As a lecturer, I teach for the money. I could not cover my living expenses without the summer teaching.”

Opportunity to teach smaller classes

Faculty reported that their classes during the summer were at least 50% smaller than during the fall and spring semesters. This allowed them to interact more with the students they were teaching. As a faculty member explained:

With the smaller class size, you [can give] more attention to each individual student that [they] don't get during the semester... I feel like I get to know those students better. [I learn] their strengths and weaknesses, who they are and what they can do and then play on that. I can't do that during the semester. I don't have enough contact.

Compressed time frame of summer courses

During summer term, courses meet every day for a longer period of time compared to classes in the fall and spring semesters. This condensed time frame facilitates continuous learning. Because of this, many faculty members enjoy teaching summer courses. This opinion is reflected in the following comments from two faculty members:

...the downside of being on a semester system [is that] you teach Tuesday/Thursday and [it feels like] a month could have gone by between the Thursday you saw them and the Tuesday you see them again. In the shorter period [of summer term], you don't have to keep filling in gaps.

I love summer school. Because I teach a foreign language, students don't have time to forget. It is 5 days a week for an hour and a half. It's every day and they have a certain routine set up. They do not have time to forget the grammar we did at the beginning of the semester. Everything is very cohesive. It's short; they get it done.

Opportunity to experiment with new teaching methods and assignments

Several faculty members reported that one of the reasons they enjoy teaching during summer term is that summer courses allow them to experiment with different learning tools and assignments. They reported that there are multiple factors that make this experimentation possible. These factors include a more relaxed atmosphere, fewer responsibilities, and smaller class sizes. As one faculty member explained, “I found that I can try more things during the summer than I can in the year—projects, stuff like that. It seems easier, because of the smaller-sized class, to try out things that I wouldn't with a [fall or spring] semester class.”

“It seems easier, because of the smaller-sized class, to try out things that I wouldn't with a [fall or spring] semester class.”

Greater research productivity

Multiple faculty members noted that summer is a time for them to concentrate on research. This is particularly true for tenure-track faculty. While departments may discourage teaching during the summer due to concerns that additional classroom time may detract from faculty research, it was noted in one focus group that teaching during summer term may actually enhance productivity. One faculty member described her experience as, “The summer I taught, I thought I did more work in terms of research.” Another faculty member said that he hoped to teach summer courses in the future because he believed it would make him more productive. He explained:

I did not get to teach yet in summer because I always travel for research, but I have to say my research would have been more productive if I had maybe one class to teach every morning. It forces you to wake up early; it forces you to go there [to campus]. You know you are going to be there all day. So in the future I plan on doing this.

Fewer responsibilities during the summer allows for greater focus on courses

Faculty members said that students have fewer responsibilities during the summer. As a faculty member explained, “I think one thing is that students are not going to have five classes at one time in the summer. They’re going to have just a couple. So, they can be more focused on that particular subject.” In addition to students having fewer responsibilities, faculty members also stated that they have fewer responsibilities in the summer. For example, one faculty member stated “We don’t have to deal with the regular stuff—administrative stuff. We don’t have the meetings and the things [we have during the regular school year].”

Administrator Perspectives: Benefits to Students

During the in-depth interviews, administrators were asked what they believed were the benefits of summer term attendance for students. Their responses are listed below.

Improved progress to graduation

Several of those administrators who were interviewed reported that, in their opinion, enrolling in summer term courses could help students graduate more quickly. One administrator stated, “Summer could be a time for students to take classes that are not offered each fall or spring term every year to help them go through the system faster.” This, as another administrator commented, would lead to students getting into the workforce more quickly. One of the interviewed administrators defined a specific vision of how summer term could be effectively utilized to improve progress to graduation:

[Summer courses would] keep students on track for graduation in 4 years or provide options for students to accelerate time to graduation. Offering a more robust summer school will allow students to get ahead and lighten their load in the fall and spring semesters. Students could complete general education requirements in the summer term allowing them to concentrate on courses in their major during the academic year.

Administrators also stated that students will improve their progress to graduation because of the unique learning environment during summer term. Because of smaller class sizes, students receive more individualized attention from faculty. Further, having fewer courses allows students to focus intently on coursework. These factors may lead to better short-term outcomes (e.g., higher grades, better understanding of concepts), particularly for courses students view as more difficult. These improved short-term outcomes would then lead to improved grade point resulting in improved student retention and continuation of funding. Both of these factors are essential in allowing a student to progress to graduation.

By taking courses during the summer, students stay in an academic mindset, unlike their counterparts who use the 3 months between fall and spring semesters to take a break from school. As one administrator explained, there is a “continuity of experience for current students who take summer school. They have access to resources and services they already depend on.” This continuity leads to increased academic success and improves students’ progress towards graduation because academic skills become habit.

A sense of community

Several administrators noted that, because of the smaller student body during summer term, students would have the opportunity to develop a stronger bond with the university and a greater sense of community. By being on campus during the summer, students could develop a support network of fellow students and faculty more easily. As one administrator envisioned, “Small learning communities/cohorts could give students a strong sense of community. That’s very important at a large university and something that is harder to achieve during the regular semester.”

Interaction with professionals

Students attending summer term would gain exposure to professionals who come to the university for their own professional education, certification, or continuing education. This provides an opportunity for students to interact with professionals in their fields of interest.

“The opportunity for the university to expand its engagement of the community in the summer is huge.”

Administrator Perspectives: Benefits to Faculty

In addition to their perspectives about benefits to students, administrators were also asked during the in-depth interviews for their opinions about ways that engaging in summer term activities could benefit faculty members. These perspectives are provided below.

Unique classroom experiences for faculty members

One administrator sees summer term as a time for faculty members to have teaching experiences that differ from those they encounter in the fall and spring semesters. As one administrator explained, summer term is beneficial because it provides an “opportunity for faculty who might be engaged in [a] unique course ... or who are putting their research into the classroom.”

Greater access to professional development opportunities

Being on campus during the summer would allow faculty to take advantage of library services and OIT tutorials that they may not have time to fit in during the academic year. As one administrator explained, “OIT could engage more faculty who are now on campus [in the summer] to provide assistance with technology. [Summer term would provide] a way for OIT to reach out to faculty who may not have time during the academic year.”

Administrator Perspectives: Institutional Benefits

Students and faculty are not the only entities who would benefit from increased summer term participation. Administrators were able to provide insight into the institutional impact that increased summer term participation would have on UTK. As shown in the information provided below, the institutional benefits described by administrators are in line with the university’s pursuit of the Top 25. This suggests that increased summer term participation could be a key factor in UTK achieving its Top 25 goal.

Improved progression to graduation and increased revenue

As expected, all interviewed administrators indicated that the benefits to the institution included increased advanced progression into majors, retention, graduate rates, and tuition revenue. One respondent indicated that “more programs translate into more revenue for auxiliary units.”

Attracting prospective students and their parents

Visibility of academic life on campus would be a valuable marketing tool for the university to recruit future Volunteers and impress their parents who are here to participate in nonacademic summer activities and student orientation. One administrator said, “If there were more faculty on campus during

the summer, we could engage them in orientation in a way that would be so beneficial because parents do want to hear from faculty members, want to know ... how it is different from high school.” Another administrator indicated that:

the incoming freshmen and their parents who are on campus to attend orientation would get a better perception of campus life if more students were on campus during the summer term. We are still recruiting the incoming freshman class during orientation; some families reserve a slot at several universities and use orientation to decide [which college to attend].

Community outreach

Several administrators noted that increased summer enrollment would benefit the community in many ways. As one administrator said:

[with] the true mission of a land grant flagship institution there are a lot of calls for engagement of the community and the summer is an excellent time to be able to do programs of all sorts whether they [are] involving youth ... or if they are involving adults returning for seminars or classes. We don't have parking issues; we don't have the challenge for space, and I just think the opportunity for the university to expand its engagement of the community in the summer is huge. We do a lot now. I think when the numbers are actually reviewed people would be shocked at how many people we do have on the campus in the summer, but there is still room for more.

Retaining students who might otherwise be lost to community colleges

Concern about losing our current students to colleges and universities closer to home was expressed by several administrators. As one said, “If students stay on campus in the summer they won't be tempted to go home and get comfortable at the local community college.” In addition to this concern, administrators also feel the quality of the education that students receive while taking lower-level or prerequisite courses at a community college may not provide the adequate foundation needed to succeed in upper-level classes at UTK. As one administrator explained, “[It is important to]... keep our students at our university. Taking a math course at a community college in the summer may not prepare students for the curriculum they will face at UT.”

Use of space

The use of space emerged as a central theme across all interviews. Administrators indicated that the university had the capacity to increase enrollment during the summer term without compromising quality. Since there is a fixed cost to keep buildings available in the summer, it would be more cost efficient to increase usage of buildings, too. They indicated that increased enrollment would allow UTK to use the facilities more effectively. As an administrator suggested, “We can increase our capacity without building new buildings and then use our limited resources to improve” other aspects of campus. Having more students on campus during summer term would provide opportunities to test out services to prepare for the larger enrollment in the fall and spring terms.

Students' Self-Reported Barriers to Summer Term Participation

When asked what barriers prevented them from enrolling in summer term courses at UTK, students provided a good variety of feedback. The barriers they noted are listed below.

Other educational opportunities

In some disciplines, like music, summer is a time when students have opportunities to further their education by participating in workshops or programs at other schools or performing arts institutions

across the country. These opportunities provide students with needed professional experience even though they do not receive course credit. Because the students are busy with these programs and away from the UTK community, they cannot take summer term courses. Similarly, internships in fields like business and engineering provide students with real-world knowledge even though they do not receive course credit. And while these internships may be in the Knoxville area, they are time-consuming and require the student's full time participation during the day, making it difficult, or even impossible, to enroll in summer courses.

Quality faculty members are either unavailable or unwilling to teach summer courses

As one student stated, "A lot of the professors were doing study abroad or research at other locations, so there's a lack of available staff." Another student noted, "It's kind of obvious that the professors don't want to be there. They're resentful about having to teach over the summer ... The class drags more than it normally would. It creates a mood in the classroom that is not as conducive to learning."

Students need a break from school

Students who live outside of Knoxville often want to go home to spend time with friends or family over the summer. Students may also work or travel during this time rather than pursue academic endeavors. As one student stated, "It's nice to have a break from school." Another student explained, "Especially during freshman and sophomore year, people get homesick, they want to go home to see friends."

"...we have a lot of required courses [in our program] and a lot aren't offered ever in the summer."

Courses are not available in the summer

A number of students noted that the courses they want to take are not offered during the summer. While there are a number of lower-level courses available, there is a limited selection of 300 and 400 level courses available in the summer. As one student explained, "... A lot of my friends have been interested [in taking summer courses] as we have a lot of required courses [in our program] and a lot aren't offered ever in the summer." Similarly, another student stated, "Usually, the popular classes [or] good courses are not offered in the summer."

Intensity of summer term courses

Because the timeline for summer term is condensed, students have to learn a semester's worth of material in a few weeks, which can be stressful for students. For example, one graduate student said he has heard undergraduates who took organic chemistry during the summer say, "they feel very busy over the summer because the entire three month class is taught over one month. Usually, they only have one lab experiment a week, but over the summer they will have three labs a week."

Financial limitations

A number of students noted that during the summer they need to work to make money to live on during the school year. Other students noted that they have assistantships or scholarships, but they do not cover summer courses. Because some financial aid packages do not cover summer term, students may have to pay for these courses out of their own pockets, and for many this is not feasible.

Faculty Members' Self-Reported Barriers to Teaching During Summer Term

When asked to provide insight into the reasons faculty members may choose not to teach during summer term, those in the faculty focus groups provided the following feedback.

Interference with opportunities for professional development and research

Multiple faculty members stated that their research commitments prevented them from participating in summer term courses. Additionally, some faculty members reported that they discourage their students

from participating in summer term because they believe it detracts from their research focus. As one faculty member stated, “That’s when you get your research done It’s when your students aren’t taking courses, or you discourage them from taking courses so that they can get their research done.” He went on to explain later:

I have to pay \$4,000 per student per summer to make sure that they don’t teach in the summer. I pay the full stipend, and so that equates to nearly \$20,000 a summer and my group is only in its second year ... that’s a lot of cash, so I’m paying dearly to have them in the lab [and not teaching].

Professional development opportunities may also prevent faculty members from being as willing to teach courses in the summer term. For example, there are a number of professional conferences that take place during the summer that interfere with that term. As one faculty member explained, “[Conferences] go on throughout the year, but in May, it really seems to pick up ...” Another faculty member noted that she is not teaching summer term in 2013 because she wants to attend the OIT Summer Institute to learn about offering blended, flipped, and online course designs. She explained that she was disappointed last year because she had to choose between teaching and enrolling in the Summer Institute, stating, “Because I was teaching, I couldn’t do both. The sessions were in the morning and afternoon, not either/or.”

Institutional and policy barriers to teaching courses in the summer

One faculty member suggested that cost is the reason they do not offer upper-level courses summer term, “They have to pay professors more. There are only three lecturers in Spanish that that can teach 300 or 400 level courses. So that’s why they don’t offer it, because they don’t want to pay more.”

Faculty members also noted that a course may be offered, but it may be cancelled due to low enrollment, resulting in frustration for both students and faculty members. A faculty member in one of the groups explained how this had happened to her three summers in a row, and she was so frustrated by the experience that she quit trying to offer the course. She stated:

I met my classes at first in the hopes that people might add because the numbers were so close. So, that was time I spent preparing and meeting with classes that I wasn’t paid for ... I found it to be frustrating ... It wasn’t fair to myself [*sic*] or to the students.

Faculty in one of the groups stated that there are restrictions that prevent UTK from offering upper-level distribution courses during the mini-term. As one senior faculty member explained:

There is a rule that upper-level distribution requirements can’t be offered during mini-term. That’s what students want to take. That’s what’s holding back their graduation. But we are not allowed to offer those classes ... They need to trust the faculty that we will do the writing and be responsible about it. That’s the stated reason why we can’t offer those ... I think a person can do a decent writing course within mini-term. I understand their hesitation to offer it, but we did offer it for a while and then ... students write papers the night before ... That’s a reality. I don’t think it would change things very much. It would be harder for the faculty member in terms of grading, but you could get the feedback to them more quickly. I have an attendance policy during mini-term that I don’t have during the year. You get their attention; the paper is due in two days. I never had a problem with people doing it.

Family commitments

A few faculty members noted that because of family obligations, it has not been feasible for them to teach during the summer term. As one participant said, “You’ve got plans to take a child here and there...” during the summer. Additionally, for faculty members with school-age children, there is a “Lack of childcare because school is not in session.”

No desire to teach during the summer term

While many faculty members reportedly enjoy teaching during the summer, others were not willing to teach in the summer. Speaking about his department, one faculty member said, “It’s almost a punishment to be on a teaching appointment during the summer.” Other faculty members who may teach summer courses occasionally may not do so every summer. These faculty members said they, like students, needed a break from campus. As one faculty member said, “Sometimes, you want to go on vacation.”

Administrator Perceptions of Student Barriers to Summer Term Enrollment

Administrators who participated in interviews were asked what they believed were the reasons students might not find summer term attractive. Their feedback echoed many of the sentiments expressed by students who participated in focus groups.

Expectations of students and parents

The biggest barrier to summer term enrollment noted by administrators was the expectation of parents and students about plans to be home. Parents want their children to come home for the summer, while students anticipate going home to visit their families and returning to the summer jobs they held during their high school years. If they need to take classes, administrators say students plan to enroll in the local community colleges. In addition to the convenient location, students are attracted to community college courses because they are cheaper and students think courses will be easier than those at UTK. As one administrator stated, “They want their summer off to relax or work where living expenses are reduced. Also, students want a break from school and to have another type of experience over the summer.” Another administrator indicated that [it is a] “mindset: I’ve worked hard all year and it is time to break and play.” This attitude was echoed by another administrator who said:

[there is a] need of this generation to decompress for two months and get away ... this is a generation that works so hard and has so much pressure to keep that HOPE scholarship or to keep those grades or keep that scholarship during the academic year that they do want a break during the summer.

Similarly, another administrator echoed that sentiment, saying, “Students look at [the summer] as a traditional break period after a hectic, full academic year of fall and spring classes. I get either a chance to take the summer off or part of the summer off and work ...”

In the eyes of many students and parents, working during the summer provides a great opportunity to save money for expenses during the academic year, while summer internships provide students with useful real-world experience. Administrators are aware of this, and as one administrator said:

I hear from students and parents that it is important that they seek internships and summer work responsibilities. We push the internship component, and I am not sure that there are as many internship opportunities in Knoxville where a student could take a morning class and intern in the afternoon ... That is an area that we could expand.

Campus culture

Many administrators indicated that the current campus culture does not support summer term attendance. It is not promoted as an important avenue to successful academic progression and graduation. Administrators also remarked that students think that the courses they need are not available and instead choose to study abroad during the summer or secure an internship. The assumption is that students cannot get involved in these important experiences and attend during summer term, too.

Competition from community colleges

As previously mentioned, students are attracted to the idea of taking summer courses at other institutions, and these institutions recruit students. The result is that there is competition from other institutions. Community colleges, for example, have a history of offering summer courses with cheaper fees and smaller classes. Additionally, there is competition from the *Regents Online Degree Program* course offerings.

Financial limitations

The additional financial burden of summer term was also noted by several administrators. Though tuition cost is relieved by the HOPE scholarship, a student must take 6 credit hours to use this funding in the summer. As a result, students have less time to work during the summer. Also, the cost to be in residence was also noted as a barrier to attracting students from outside the local area to summer courses.

Institutional Considerations in Planning for Summer Term Expansion

When asked about things that needed to be kept in mind as we expand summer term enrollment, UTK administrators identified aspects of campus life that were potential barriers to summer term expansion.

Use of facilities

Though administrators indicated a strong willingness to accommodate an increased summer term enrollment, a few mentioned that an expanded summer term would strain current resources. For example, student orientation, overnight camps, and other outreach programs use housing space, the University Center, academic buildings, Thompson Boiling Arena, sports facilities, and intramural fields. Administrators also mentioned that summer is traditionally a time when buildings are taken off-line for cleaning, renovations, and construction. In some instances, buildings are not available for use because they are closed in an effort to reduce energy costs.

Scheduling

Concern for scheduling and finding a balance between non-academic and academic commitments in summer was expressed by all administrators. As one administrator explained, “There is a misunderstanding of some stakeholders of how much the campus is used during the summer. It is quite busy.” Another administrator explained that in order to meet increased demand, “We may have to give priority to academic programs over nonacademic programs when scheduling space.”

Expanding services for students

Administrators noted a variety of services that will need to be expanded if summer term participation

“It is a ‘Catch 22’. We are not able to provide a lot of activities for summer because the student population is relatively small. So, in order to make summer more enticing you really almost need a larger student population so you can offer the activities and services to make it enticing for students. We still offer many programs, but I think a more robust summer term would allow us to expand on our current offerings.”

increases. Library services are among the first. One administrator said, “If students will be admitted for fall [semester] but are attending classes in the summer, we will need to work out a way for both the libraries and OIT to provide privileges for borrowing materials and using equipment. Additionally, if our enrollment has a significant increase, we may have to increase the number of licenses for library subscriptions.” Further, as one administrator added, “We would need to provide adequate programming in the [Library] Commons for students [theme-based programming, films that match curriculum, de-stress finals programming]. There is the potential that hours would eventually have to be increased depending on demand.” Another concern noted by an administrator related to the utilization of distance education programs for summer term. As the administrator explained, “If we have an increase in distance [education] course offerings, the libraries will be instrumental in providing access to materials of all types and ensuring remote access to library holdings.”

In addition to library services, another administrator explained that advising services are involved with summer orientation, so there may be a strain on staff to accommodate summer term students who need those services. While these and other services will need to be expanded, administrators noted that it will be important to balance out community needs with needs of students enrolled in summer courses.

Strain on current staff and summer scheduling

Currently, summer is a time when staff prepares for the upcoming academic year. Access to some campus facilities is limited during summer term, as buildings are cleaned and renovated and construction projects cause road and parking lot closures. Because fewer students are on campus during the summer, staff members use that time to prepare materials for use during the coming academic year. One staff member explained that:

Normally, the summer is a time for creating tutorials to be used for instruction on using the library, [identifying] plagiarism, and conducting research. With the increases we have seen in summer school instruction requests, time is spent in class, tours, and orientations leaving little time for planning and tutorial creation.

Other administrators explained that staff may not be as easily available during the summer because that is when they use the bulk of their accrued annual leave and compensatory time.

Discussion: Summary of Findings, Possible Solutions, and Conclusions

This final section provides a summary of findings from focus groups and interviews, a discussion of solutions identified by students, faculty, and administrators, and a brief conclusion.

Summary of Key Findings

While those who participated in the focus groups and interviews had diverse perspectives and provided a variety of feedback, a few key themes emerged. These themes are summarized below.

Students enroll in summer term for a variety of reasons including:

- Maintaining a timeline for graduation
- Distributing their academic workload throughout the year
- Courses solely available during the summer or easier to fit into a summer schedule
- A feeling that they “might as well” take summer courses

Faculty members teach during summer term because of the:

- Financial benefit of extra pay
- Opportunity to teach smaller classes
- Compressed timeframe allowing for a continuous learning experience for students
- Opportunity to experiment with new assignments and learning tools
- Ability to use time on campus for greater research productivity
- Reduced number of responsibilities allowing them to focus on teaching courses

Administrators perceive that students enroll in summer course because it:

- Increases students' progress to graduation
- Gives students a greater sense of community by building relationships with fellow students and faculty
- Allows students to interact with professionals who are on campus for professional development activities

Administrators believe that faculty who participate in summer term will benefit from:

- Unique classroom experiences by offering classes they could not offer during the school year or by bringing their research from the lab, field, or archives into the classroom for teaching opportunities
- Greater access to professional development opportunities from campus services like libraries and OIT

Administrators identified the following institutional benefits to increased summer term participation:

- Improved student progress to graduation and increased revenue
- Attracting prospective students and their parents, as greater activity in the summer would provide a more realistic view of campus life at UTK
- Increased community outreach opportunities
- Retaining students who might otherwise be lost to community colleges
- The opportunity to use space that would otherwise be underutilized during the summer months

Students reported choosing not to enroll in summer term because:

- Of other educational opportunities, such as internships that prevent them from enrolling in summer courses or discipline-related learning opportunities at other institutions
- The faculty members who provide quality instruction are either unwilling or unavailable to teach during the summer
- Students need a break from school
- Needed or desired courses are not available in the summer
- Summer term courses are more intensive than fall or spring courses due to the compressed calendar, which creates stress for students
- Financial limitations such as a lack of financial aid for the summer coursework or needing to work full-time during the summer to make money for the upcoming school year

Faculty members' self-reported barriers to teaching during summer term included:

- Needing to participate in professional development opportunities like conferences and workshops or attending to demanding research responsibilities

- Institutional and policy barriers such as minimum enrollment requirements or limits on the types of course that can be offered during summer term
- Having family commitments such as needing to care for young children or other family members
- Lack of desire to teach during summer term

Administrators reported that they believe students do not enroll in summer courses because:

- Students and parents expect students to be at home, working or taking time off during the summer rather than taking classes at UTK
- The current campus culture at UTK does not promote summer term as an important part of the college experience and a critical ingredient for academic success
- There is competition from community colleges because students are attracted to the lower cost and smaller class size
- Students have to work during the summer and may not be able to access financial aid for summer courses

Administrators stated planning for summer term expansion must take into account some of the following institutional concerns:

- Increased need for space may put a strain on facilities because some buildings are closed during the summer while others are already being used by summer programs
- Scheduling difficulties resulting from trying to balance academic and non-academic commitments on campus
- Required expansion of services like libraries and advising if there is an increase in the number of students on campus
- Additional strain on staff and their activity schedules as they often use this time to prepare for the upcoming academic year or use accrued leave

Solutions to Overcome Identified Barriers

During the interviews, a number of solutions were offered to assist in strengthening the summer academic program at UTK. The remaining document will be dedicated to discussing the primary solutions offered by focus group participants and interviewees.

Solution #1: Make accommodations for increased demand for space and personnel

When asked about ways to successfully implement an expanded summer term, the overwhelming response from administrators was that all identified barriers could be overcome. All administrators were supportive of increasing summer term enrollment. One administrator said, “We are a very demand-driven office; if the demand is there we will meet it.” Another said, “We ... will certainly accommodate whatever the campus decides to do. We are here to support the academic mission, and so we will do whatever is needed. Staff responsibilities can be shifted to accommodate the increased demand.” Faculty members stated shifting responsibilities would make them more likely to participate in summer term. According to the faculty member on a split appointment, there is already an issue with “college, experiment station, and Ag research ... fighting over faculty’s time.” In order to address this, one faculty member suggested, “Turn it into a system where you teach 2 semesters a year. [For example,] you could choose to teach fall and spring semesters and be off during the summer or in spring and summer and be off [doing research] in the fall ...”

Administrators who work with non-academic programs said that if campus space was limited, public facilities downtown and venues adjacent to campus could be used for conferences and camps. One administrator said, “I think the two could work very well together ... not taking away opportunities for students if a softball camp wants to use the HPER gymnasium ... we could use an off-campus gym that is relatively close.” Another administrator indicated that UTK needs “a centralized clearing house to say what is happening on campus so efforts can be coordinated across departments [and indicate] where is the excess capacity.” Access to this information would help to coordinate facility use, construction, renovation, cleaning, and maintenance during the summer months. Doing so would help address concerns raised in one faculty group regarding limited space. Better coordination would prevent faculty and students from feeling “overrun by whatever conference or camp that is overtaking campus” and reduce the frustration felt by some faculty and students that “every summer is fruit basket turnover for space.”

Solution #2: Create a paradigm shift

Many administrators indicated that the university community needs a significant paradigm shift to make summer term successful. As one administrator stated:

Finding ways to just refocus our culture—that is part of the challenge we have. And aside from that, how we balance that with the ‘15 and 4’ message that we have out there. So if we are saying take 15 credit hours each semester and you will graduate in 4 years, are we in essence saying you don’t have to worry about summer?

Administrators indicated that every time someone talks with a student he or she should mention summer term. Faculty and staff need to instill an expectation that summer term is part of a student’s course load and include summer term in planning for progression and graduation. It was suggested that “we need to plant the seed in orientation, in a first year studies course, and in the first advising appointment. When you mention a student’s 4-year plan, ask which summer you plan to take summer classes.” It was also suggested that when meeting with students, staff should discuss:

- How summer term will allow students to achieve graduation in 4 years
- The importance of completing core requirements in the first 2 years, so scheduling conflicts with upper division courses can be avoided
- How students can combine study abroad, or work, and summer term courses by enrolling in one of the shorter summer terms
- That attending summer term is a “smart thing to do” to get a “leg up” on their course load
- That summer is an opportunity to study a few courses in a more intensive manner
- That summer is a great “opportunity to get ahead and stay on track”
- “With students and parents, the financial benefit of 4 year graduation versus a longer graduation; and discussing lost earnings, helping students see a financial payoff for completing a degree in 4 years instead of 4 ½ or 5 years”

Among faculty members, there will also need to be a paradigm shift. Currently, summer term is viewed as extra work for extra pay, and is not considered part of their job responsibilities. One reason that faculty do not believe they are expected to participate in summer term is that summer term teaching is not included in their evaluations. Faculty in a number of departments explained that only the teaching they do during the fall and spring semesters is included in annual performance reviews. While this is

true across disciplines, one faculty member provided an explanation of how this paradigm shift would look on her campus.

If there is [*sic*] flexibility in reassigning some of that load [between research, teaching, and extension]....Say you are 25% teaching [during fall and spring semesters], [for teaching if you also agree to teach summer] you could get 45% credit. So it makes a difference in the way you are evaluated... It seems to be fairly rigid, because [currently] that split determines how you get paid and how you get evaluated...and from which dean you get evaluated.

To facilitate this paradigm shift among faculty members, teaching summer term courses could also be incentivized. While one incentive would be more pay, other incentives could include providing summer funding for an additional graduate research assistant as a way of giving faculty members “credit” for teaching in the summer. Another incentive would be providing greater access to desired supplies. In some departments this could be access to new technology and tech support for integrating these technologies into the classroom during the summer. In other departments, a good incentive might be more access to consumable supplies. For example, one student said that in his department “a case of dry erase markers” for each faculty member who was willing to teach in the summer would be an excellent incentive.

Solution #3: Market summer term at UTK more effectively

Marketing suggestions included providing current information about summer term in December, as a way to attract transient students who are making summer plans while they are home for the holidays. One administrator said, “They could have a vision of summer school program at UT. Most other summer schools...feature the non-academic things you can do, such as highlighting the Smoky Mountains... if you come [to UT] you will really enjoy downtown Knoxville.” Another indicated, “Summer employment opportunities are beneficial to selling the package.” And another remarked that “it would also be important to highlight research opportunities and continue to engage students in practical experience of what they are learning in the classroom by providing opportunities to apply what they learn in the classroom in a practical environment.”

One administrator indicated that UTK needs to send a better message about summer term to parents. She said:

Some [parents] have the perception that the university is trying to gain more funds and that is why we want summer school. We need to tell them about all the opportunities such as research, internships, and one-on-one instruction that are available during the summer.

Several administrators indicated that UTK should target specific groups of students in the summer term. One respondent suggested marketing summer term courses to high-achieving high school students by offering opportunities to work with faculty on specific research endeavors. Other suggestions included developing programs for professionals who need continuing education credits to attain or maintain professional credentials. Other administrators indicated that an expanded summer term would provide, to summer visitors, a glimpse of a thriving academic community and that could be successfully used as a marketing tool. As one said, for these summer visitors, “seeing normal students and seeing what it means to be a Volunteer can be an effective marketing tool to attract those top students we want to come to UT.”

Solution #4: Take student financial considerations into account

Students, faculty, and administrators addressed financial concerns when discussing summer term expansion. As one administrator said, to have a successful summer term we have to “make it work economically for students.” Students, faculty, and administrators provided a number of possible solutions to address this issue.

Those students who need to work during the summer should be encouraged to find summer classes and summer employment while living in Knoxville. To help students find time for both, they could be directed to evening classes if they work during the day. Other solutions to financial barriers were provided: expand summer employment opportunities both on and off campus, increase the number of paid internships in the Knoxville area, and expand on-campus work study opportunities. In order to help students access these opportunities, a centralized career center could be created to help students find out about campus assistantships, on-campus work study, and local employers who are looking to hire UTK students for the summer.

To address the cost of summer term tuition, students offered two possible solutions: provide a tuition discount for summer term courses, particularly those offered online, and adjust financial aid and scholarships to cover the cost of the summer term.

Solution #5: Provide a more robust academic life

All administrators suggested that providing a range of interesting and desired learning experiences would attract a larger number of students to summer term. Suggestions from students, faculty, and administrators included:

- Create a summer cohort group, bringing students in during the summer term in addition to the fall cohort (for purposes of reporting they would be both part of the same freshman class)
- “Use data” and “survey students” to find out what classes students want to take and need to take in order to increase class offerings that appeal to students’ academic needs
- Offer the courses that are ‘choke points’ so students can progress more quickly. As one faculty member suggested, allowing upper-level distribution courses in mini-term would increase enrollment among juniors and seniors
- Reduce the minimum enrollment requirement for classes to keep classes with lower enrollment from being cancelled
- “Create distance education options so students can take classes in their hometowns.” To make online courses more enticing, offer more upper-level and unique electives online
- Have sufficient number of faculty on hand to provide courses. If faculty members are not willing or available, teaching opportunities could be opened up to faculty from other schools who would be interested in gaining teaching experience at a Research I school. As one student suggested, other supports could be built in so it could be an “internship” or summer teaching workshop for faculty from other campuses
- Schedule classes between 9 AM and 11 AM so students can attend class in the morning and spend the afternoon at work
- “Increasing our service learning and internship programs or even our summer research with faculty programs could go a long way toward providing an enriching and different experience for students who need a break”

- “Work with Libraries, Office of Undergraduate Research, academic departments, and others to provide students with a chance to do research in their disciplines alongside faculty members”
- Provide “more opportunities for a unique experience during the summer. Provide service learning opportunities, paid and unpaid internships, peer-mentoring programs, university employment opportunities.” As one graduate student suggested, UTK should create a summer performing arts institute for students to draw students to the campus from across the country. Currently, students, including those from UTK, travel to other institutions like UCLA and Oberlin College and Conservatory for these opportunities

Solution #6: Enhance student life on campus

All administrators indicated that student life on campus was critical to the success of summer term. Solutions centered on creating a summer community that students find rewarding. To do this, one administrator suggested, “The Commons could serve as learning community space for students who do not live on campus.” For those who live on campus, housing all summer term students in the same residence halls would help build community. Additionally, increasing the number of activities to keep students engaged while on campus, gearing activities to engage students who have a lighter course load, would help create a sense of community and improve student life during the summer term.

In order to help students be successful during the summer, it is important that they have the same support services available that they have during the academic year. For example, having the writing center, library resources, and subject librarians available during the summer would help students succeed academically.

Student life in the summer term could be further improved by increasing staffing for parking, bus routes, bus services, and dining services. Additionally, to make living on campus during the summer more attractive to students, additional services to residential students could be provided. Examples of these services include offering assistance to residential students to store and move their belongings during the breaks between semesters and providing low-cost housing options so that students could stay on or near campus during these breaks.

Solution #7: Manage the calendar more effectively

Faculty members and students suggested that managing the calendar differently would be beneficial. More specifically, it would be helpful to revise the summer calendar so that there is more time in between the end of spring semester, beginning of mini-term, Summer Sessions I and II, and the fall semester. This would provide students with the opportunity for a needed break to prevent burn-out and make summer teaching more attractive to faculty because sessions would not be back-to-back. Also, adjusting the deadlines for enrolling in courses to allow students to know if they have passed or failed a class in the spring semester before having to enroll in a mini-term or Summer Session I could result in increased participation by students because they could better identify which courses they needed to take.

Conclusion

Feedback from faculty and students suggests that there is interest in increased participation in summer term at UTK and the administrators interviewed are eager to support this initiative. The identified barriers to a robust summer program at UTK can be overcome by working collaboratively with UTK community members and leaders to implement the solutions identified by administrators, faculty, and students.

Appendix A: Focus Group and Interview Guides

Summer Term Utilization Focus Group Guide—Student groups

Estimated Time	Questions
3	<p>Explain purpose of the study and ground rules for focus group</p> <ul style="list-style-type: none"> ➤ No right or wrong answers ➤ Expect to hear different answers – not looking for consensus ➤ Everyone needs to speak one at a time and as loud as I am talking ➤ Session will be tape recorded
5	<p>Introduction – Let’s go around the table and tell us your name, your class standing, your major area of study, and your hometown. [round robin]</p>
5	<p>Next I would like for you to tell me if you have ever attended summer school classes and if you have whether it was here at UTK or somewhere else. [round robin]</p> <p><i>[NOTE: Graduate students can reflect also on summer school experiences during their time as an undergrad]</i></p> <p><i>[PROBE if it was mini term or regular summer school classes <u>and</u> if classes met or if it was an online course or just dissertation credits in the case of graduate students. <u>Also</u>, if student took summer classes outside UTK probe for reasons they opted to earn those credits elsewhere]</i></p>
5	<p>Let’s talk for a few minutes about reasons students decide to enroll in summer school classes. Please tell me what these reasons might be.</p>
8	<p>On the flipside, what are some of the reasons that students decide <i>not</i> to enroll in summer classes even though enrollment might help speed up graduation? For those of you who have never enrolled in summer classes, what are some of the reasons you have opted not to? For those of you who have enrolled, were there any factors that made the decision to do so harder or experiences that would make you less likely to enroll in summer classes again in the future? [Record on flip chart]</p>
8	<p>What could be done to alleviate some of the difficulties associated with summer school enrollment? What are some specific ideas that would help make summer school classes a more viable option for more students? What would entice you to take a class during summer?</p> <p><i>[PROBE ... Ask specifically about:</i></p> <ul style="list-style-type: none"> • <i>summer school online classes and whether those would be a more appealing option;</i> • <i>UTK offering 12 month housing options and whether that would make summer school enrollment more likely.</i> <p><i>Try to get the group also to brainstorm on solutions for all factors offered in previous question that discourage enrollment]</i></p>

5	<p><u>Under current conditions</u>, do you plan to ever take a summer school class? If so, would it be at UTK or elsewhere? [if elsewhere, <i>PROBE</i> for reason if not apparent from earlier discussion]</p> <p><u>If these items that we have just talked about were put into place</u>, how would they impact your decision to enroll in summer school? More likely or really about the same (i.e., for personal reasons, summer school classes are just not an option you'd ever seriously consider)?</p>
5	<p>Institutional changes may be slow at times. In your opinion, if there could be just ONE change that could be made to make summer school a more appealing choice for more students at UTK, what would you recommend that change be? [round robin]</p>
3	<p>Is there anything else that you would like to say related to summer school options for students at UTK?</p>

Summer Term Utilization Focus Group Guide—Faculty groups

Estimated Time	Questions
3	<p>Explain purpose of the study and ground rules for focus group</p> <ul style="list-style-type: none"> ➤ No right or wrong answers ➤ Expect to hear different answers – not looking for consensus ➤ Everyone needs to speak one at a time and as loud as I am talking ➤ Session will be tape recorded
5	<p>Introduction – Let’s go around the table and tell us your name, the Department you teach in, your typical year course load, and how long you’ve been with UT. [round robin]</p>
8	<p>Next I would like for you to tell me if you have ever taught summer school classes and if you have whether it was here at UTK or somewhere else. If you did teach, please tell me also a bit about the courses you taught and how often you have opted to teach summer classes. [round robin]</p> <p>[PROBE</p> <ul style="list-style-type: none"> • <i>it was mini term or regular summer school classes</i> • <i>if classes met or if it was an online course</i> • <i>if it was a graduate level course or undergraduate</i> • <i>if faculty taught only outside UTK probe for reasons they have not opted to teach at UTK]</i>
8	<p>Let’s talk for a few minutes about the benefits you see in teaching summer classes. What are some of the factors that made you agree to teach in summer in the past or would encourage you consider start doing that?</p>
8	<p>On the flipside, what are some of the reasons that made you skeptical in the past about agreeing to teach summer classes or have prevented you altogether? [Record on flip chart]</p>
8	<p>What could be done to alleviate some of the difficulties associated with recruiting more faculty to teach during summer? What are some specific ideas that would make you more likely to agree to teach during summer/entice you?</p> <p>[PROBE ... Ask specifically about summer school online classes and whether those would be a more appealing option <u>and</u> types of course content that would be most appealing (e.g., introductory versus upper-level courses). Try to get the group also to brainstorm on solutions for all factors offered in previous question that discourage faculty from teaching.]</p>
5	<p><u>Under current conditions</u>, do you plan to ever teach a summer school class? <u>If these items that we have just talked about were put into place</u>, how would they</p>

	impact your decision to teach in summer school? More likely or really about the same (i.e., for personal reasons, teaching summer school classes is just not an option you'd ever seriously consider)?
5	Institutional changes may be slow at times. In your opinion, if there could be just ONE change that could be made to make teaching summer school a more appealing choice for faculty at UTK, what would you recommend that change be? [round robin]
5	We talked a lot so far about pros and cons of faculty teaching summer school courses and what would entice them most. Let's switch gears for the next few minutes and talk about students. Do you have any recommendations that would help entice students to take more summer school classes? What could the university do to increase summer student enrollment?
3	Is there anything else that you would like to say related to summer school options for students at UTK or how it could be a more appealing option for faculty?

Summer Term Utilization Interview Guide—Administrator interviews

Summer Term Utilization Study

UT Functional Area: _____

Date: _____

Participant: _____

1. From your perspective, what are some of the benefits associated with increased summer academic and non-academic programs? [**Probe** for Institutional benefits and Student benefits]
2. From your perspective, what are some of the barriers to increased participation in summer academic and non-academic programs? [**Probe** for Institutional barriers and perceptions of reasons Students might not find summer enrollment attractive?]
3. Given your office's activities during the summer months, are there some things that need to be kept in mind as the University pursues to create an environment that is more supportive of increased summer enrollment for academic and non-academic programs?
4. What are some specific ideas that could be implemented to make summer school enrollment more attractive for students? [**Probe** for types of courses offered, delivery mode, housing, and other aspects of student life, etc.]
5. Is there anything else that you would like to say related to summer school options for students at UTK?

Focus Group Recommendations

Create a paradigm shift with students by communicating the expectation to attend summer school as part of their college experience.

Re-examine policies

- That prohibits students from taking upper division courses during mini term and those that restrict credits hours in the summer term.
- That restrict financial aid during summer term
- Consider changing summer schedule that would allow for breaks between end of the semester and mini-term and breaks in summer session to allow for students to get a break.
- Adjust enrollment deadlines so students who get their final grades in May can enroll in summer.
- Streamline the process for transient students to register for summer school classes.

Create a paradigm shift with faculty

- by communicating the expectation that they teach during the summer
- by creating incentives like competitive pay and, providing equal weight toward summer teaching in performance reviews
- Consider adding summer as a normal teaching semester (e.g. teach either spring/summer, summer/fall or fall/spring)
- Avoid aggressively not recommending summer teaching as some faculty may be able to conduct research while teaching in the summer

Marketing

- Create a marketing campaign to target parents that highlights the increased educational opportunities during summer school, such as: research, internships, study abroad and smaller class sizes, including one-on-one instruction.
- Market summer academic courses to others outside of the University starting in December

Coordination of Summer Term Activities

- Establish a "clearing house" where all summer activities can be visible so efforts can be coordinated across departments.

Provide an integrative approach to increasing summer academic program participation including

- Increase paid working opportunities on campus for students during the summer.
- Offering 12 month leasing only in the most desirable dormitories Consider providing a tuition discount for summer school courses.
- Scheduling classes to allow for internships (i.e., evening classes)
- Investigate offering low-cost housing options so students can stay on campus or near campus during summer.

- Create an engaging environment during summer by offering more campus and recreational activities.
- Seek opportunities for summer term scholarships

Course offerings recommendations:

- Use data to determine what classes need to be offered each summer based on current students' academic needs including offering upper division courses.
- Increase number on online course offerings in the summer.

Appendix O

Colleges	Summer		DE SCH	UTSI SCH	Study Abroad SCH	Remaining SCH	U/G Rate	Percent to allocate	Graduate amount to allocate	Allocation	Funded to unit in prior year	Balance to be moved	DE Distribution	Net Loss/Profit
	2012	Percent of SCH					\$ 326	30%						
Undergraduate	33,582	100.0%												
AG	258	0.8%	0	0	33	225	\$ 73,350	\$ 22,005	\$ 46,443	\$ 68,448	\$ 24,689	\$ 43,759	\$ 5,762	\$ 49,520
Architecture & Design	662	2.0%	0	0	162	500	\$ 163,000	\$ 48,900	\$ 32,465	\$ 81,365	\$ 143,803	\$ (62,438)	\$ -	\$ (62,438)
Arts & Sciences	19,199	57.2%	0	0	671	18528	\$ 6,040,128	\$ 1,812,038	\$ 482,012	\$ 2,294,051	\$ 1,845,482	\$ 448,569	\$ -	\$ 448,569
Business Administration	5,698	17.0%	0	0	313	5385	\$ 1,755,510	\$ 526,653	\$ 383,716	\$ 910,369	\$ 680,574	\$ 229,795	\$ -	\$ 229,795
Communication	1,518	4.5%	0	0	133	1385	\$ 451,510	\$ 135,453	\$ 58,467	\$ 193,920	\$ 231,671	\$ (37,751)	\$ 99,198	\$ 61,447
EHHS	3,209	9.6%	0	0	0	3209	\$ 1,046,134	\$ 313,840	\$ 800,648	\$ 1,114,488	\$ 1,043,284	\$ 71,204	\$ 79,659	\$ 150,863
Engineering	1,756	5.2%	0	0	48	1708	\$ 556,808	\$ 167,042	\$ 296,392	\$ 463,434	\$ 262,148	\$ 201,286	\$ 13,778	\$ 215,064
Law	0	0.0%	0	0	0	0	\$ -	\$ -	\$ 26,002	\$ 26,002	\$ 75,000	\$ 75,000		\$ 75,000
Intercollegiate Programs	406	1.2%	0	0	43	363	\$ 118,338	\$ 35,501	\$ 10,371	\$ 45,872	\$ 14,800	\$ 31,072	\$ -	\$ 31,072
Nursing	774	2.3%	331	0	0	443	\$ 144,418	\$ 43,325	\$ 112,274	\$ 155,600	\$ 237,842	\$ (82,243)	\$ 84,514	\$ 2,272
Social Work	102	0.3%	0	0	0	102	\$ 33,252	\$ 9,976	\$ 118,436	\$ 128,412	\$ 129,774	\$ (1,362)	\$ 176,853	\$ 175,491
Study Abroad												\$ 278,000		
Total							\$ 10,382,448	\$ 3,114,734	\$ 2,367,225	\$ 5,481,959	\$ 4,689,067	\$ 1,194,891		
							Graduate Rate \$501							
Grad/Professional	17,388	100.0%									50%			
AG	332	1.9%	23	0	0	309	\$ 154,809	\$ 46,443		\$ 11,523	\$ 5,762			
Architecture & Design	222	1.3%	0	0	6	216	\$ 108,216	\$ 32,465		\$ -	\$ -			
Arts & Sciences	3,213	18.5%	0	0	6	3207	\$ 1,606,707	\$ 482,012		\$ -	\$ -			
Business Administration	2,553	14.7%	0	0	0	2553	\$ 1,279,053	\$ 383,716		\$ -	\$ -			
Communication	791	4.5%	396	0	6	389	\$ 194,889	\$ 58,467		\$ 198,396	\$ 99,198			
EHHS	5,645	32.5%	318	0	0	5327	\$ 2,668,827	\$ 800,648		\$ 159,318	\$ 79,659			
Engineering	2,027	11.7%	55	0	0	1972	\$ 987,972	\$ 296,392		\$ 27,555	\$ 13,778			
Law	173	1.0%	0	0	0	173	\$ 86,673	\$ 26,002		\$ -	\$ -			
Nursing	869	5.0%	122	0	0	747	\$ 374,247	\$ 112,274		\$ 61,122	\$ 30,561	\$ 53,953		
Social Work	1,494	8.6%	706	0	0	788	\$ 394,788	\$ 118,436		\$ 353,706	\$ 176,853			
Intercollegiate	69	0.4%	0	0	0	69	\$ 34,569	\$ 10,371		\$ -	\$ -			
							\$ 7,890,750	\$ 2,367,225			\$ 405,810			
			Per Credit SCH Hr.				Income Generated	30%						
Student Credit Hours U/G/O/S		2,351	\$ 759				\$ 1,784,212	\$ 535,263		\$ 5,481,959				
Student Credit Hours Grad O/S		3,825	\$ 1,011				\$ 3,867,439	\$ 1,160,232		\$ 3,744,001				
Student Credit Hours U/G		31,231	\$ 326				\$ 10,181,306	\$ 3,054,392						
Student Credit Hours Graduate		13,563	\$ 501				\$ 6,795,063	\$ 2,038,519						
Total		50,970					\$ 22,628,020	\$ 6,788,406						
Central Funds							\$ (3,744,001)							
Shortfall							\$ 3,044,405							