

Quarters to Semesters Transition Team Meeting

February 4, 2009

Baker 230

Present: Adeyanju, Benton, Bible, Calcamuggio, Carpenter, Cheripko, Conrath, Cornell, Day, Descutner, Downs, Elliott, Esmond-Kiger, Flaherty, Giese, Leinbaugh, Miles, Munhall, Neiman, Scanlan, Sealover, Thomas, Tuck, Webster, Wickman, Willan

Descutner reported on the recent conversation with Wright State University and the University of Cincinnati. These institutions are:

- Proceeding with the transition, committed to the task, and working well together; and
- WSU is considering 16 weeks with 14 for instruction. WSU will bring their plan to their board of trustees in March for approval.

Descutner introduced discussion of the Statement that was sent out last week (below):

Summer Term Options (2012-2013 academic year)

- Maymester: 5/13/13 – 5/31/13 (3 weeks) or 5/13/13 – 6/7/13 (4 weeks) **Possible solution for department/school programs as well as education abroad programs currently offered during intersession.**
- Full summer term (10 weeks): 5/13/13 – 7/19/13 or 5/20/13 – 7/26/13
First 5 week summer session: 5/13/13 – 6/14/13 or 5/20/13 – 6/21/13; Second 5 week summer session: 6/17/13 – 7/19/13 or 6/24/13 – 7/26/13
- Full summer term (8 weeks): 5/13/13 – 7/5/13 or 5/20/13 – 7/12/13
First 4 week summer session: 5/13/13 – 6/7/13 or 5/20/13 – 6/14/13; Second 4 week summer session: 6/10/13 – 7/5/13 or 6/17/13 – 7/12/13

Descutner asked for agreement to a proposed 17 week Fall semester and a 17 week Spring Semester (which includes a one week break and exam week).

Student Preferences, Summer Terms:

- Graduate
 - Graduate students prefer a full week break prior to each semester session.
 - Graduate students emphasized the importance of not disadvantaging students during the transition. If we go with 4-week break, it would show graduate students that we are trying to be responsive to their preference for a longer winter break.
- Undergraduate
 - Undergraduates prefer a 4 week break between semesters
 - Two 4 week summer sessions are preferred to two 5 week sessions.
 - Rationale: If you can do a 4-week Maymester, you can do summer terms in 4 weeks as well (don't need 5 weeks to learn); The difference is that during a

Maymester the maximum number of courses taken should be one; during regular summers, students typically take two courses.

- Miles stated preference for a 3-week break; he's concerned that the students do not understand the larger picture in terms of how a longer break decreases the time for summer
- Survey sample was very small; maybe 50 out of 20K students responded.
- Students will be discussing these issues in this evening's Student Senate meeting

Other Preferences, Summer Terms:

- Either a 3- or 4-week break could be provided in the final recommendation as options.
- One concern is that a 4-week break moves commencement to Mother's Day. This would commit OU employees to work at commencement on Mother's Day.
- Assistant deans prefer a 3-week break.
- Nursing faculty want 4-week break
- Education Abroad:
 - Director Marshall believes there is a slight edge for 4-week break preference.
 - Participating students might benefit from out of season airfare in winter, but prices also might be comparable in May.
- **Financial Aid considerations:**
 - Maymester programs are not currently included in the financial aid package; winter study abroad is usually covered by financial aid.
 - Downs noted that financial aid is provided in a lump sum for the academic year. Students can choose how to allocate the funding in a variety of ways but the sum is finite.
 - Cornell said it is not clear how financial aid is regulated at the state level. He will clarify state requirements and review other school financial aid schedules.
 - Pell Grants used to be limited to single academic years. Recent changes in the law allow the Pell to carry over from year to year.
 - Benton suggested treating Maymester as a section of summer (3 4/5-week sessions). This may work for financial aid and make better sense at the state level.

Summer Term Course Construction:

- The wisdom of making choices on the academic calendar around break preferences was questioned, particularly when few students avail themselves of opportunities for classes during breaks and inter-sessions.
 - Flaherty pointed out that there are costs associated with offering coursework during breaks and income needs to be generated to cover additional offerings. Income runs around approximately \$800K for all inter-sessions.
 - Scanlan added that summer revenue supports the annual budget. We don't want to do anything to revise summer that damages the summer revenue stream.

- Our location can work against us for attracting students for summer sessions and student work options are limited, both of which are marketing problems.
- Summer terms need to be planned strategically and intelligently, and be financially effective.
 - We should recommend formation of a work group to plan for summer to identify efficient structures, incentives, and cost effectiveness.
 - Flaherty mentioned that the coursework delivery can be distributed among the campuses or online.
 - Calcamuggio asked about competitive pricing for summer. There is desire for degree completion within the USO and offering summer coursework at reduced pricing might increase enrollment and therefore revenue.
 - Targeted programs, such as a summer honors academy, could be attractive to particular populations. We ought to be working harder to design coursework for specific populations among all disciplines.
 - We need coherent discussions of the purpose, academic goals, and financial goals for summer. Thomas recommended that the “Friday” group can take a look at these matters.
 - Cornell would like to serve on a summer task force.
 - Neiman noted that in using responsibility-centered budgeting, financial targets are created by deans for the academic year. Faculty work load and course delivery are planned according to these targets.
- Faculty working on course conversions and restructuring need to include the summer terms in their planning now.
- Incentives for faculty:
 - Neiman said there are no benefits for teaching summer sessions or penalties for not teaching as much.
 - The supplemental pay for summer instruction is available only if the course makes. If courses don’t make, effort and pay are lost to the faculty member.
 - If we make summer instruction part of faculty workload we could be compensating faculty for courses that don’t make under such a plan.

Service to local teachers in the summer term:

- Concern:
 - If 2 five-week sessions are the “meat” of summer, 1st term must be scheduled when most teachers are available, perhaps at the end of the first week of June.
 - Teachers may not register for a second summer term because they are thinking about their own fall courses and preparing classrooms.
 - Conrath said classes should be targeted to teachers and coursework should be timed to support their start and end dates.
 - Leinbaugh added that Teacher Education can offer coursework at times that would be appealing to educators; teachers are looking for graduate work and

continuing education. Classes all day for two or three weeks is advantageous to teachers.

- Counselor Education has targeted coursework to teachers; other departments ought to do the same as these are good revenue streams.
- We need to market professional coursework during the summer, as well as special programs for special interest groups.

Descutner asked for agreement on a recommendation for Summer Session structure:

- Recommend a 10-week full term and two 5-week terms with a variety of term structures within that format.
 - Flexibly scheduled classes can be accommodated within this basic structure.
 - Rather than using the Maymester designation, we could have Summer I, II, and III, each five weeks long.
 - Benton mentioned that 3 weeks between Fall and Spring (winter break/intersession) provides 15 weeks in the summer.
 - Residence hall downtime could be a problem. A 3-week winter term, 4-week Maymester, and two 5-week summer terms will provide one week downtime for refreshing dorms.
- Recommend that the full summer term should begin following Maymester without overlap.
- Maximum flexibility could be obtained with a 4-week Maymester and two five-week terms.
 - Students generally want more than one class during summer.

Communications Report by Calcamuggio:

- Messages crafted to incoming students beginning with February “Up Close” programs.
- Core university values to be packaged in small, effective pieces designed to avoid overselling semesters to the detriment of quarters.
 - Messages:
 - will not over promise;
 - will avoid making statements before decisions have been made.
- Scripts and talking points will be available for admissions teams and other front-line employees.
- Deadline for new materials presentation to small communications group is the end of this week.

Descutner thanked everyone for talking to colleagues about the academic calendar.

Meeting adjourned.