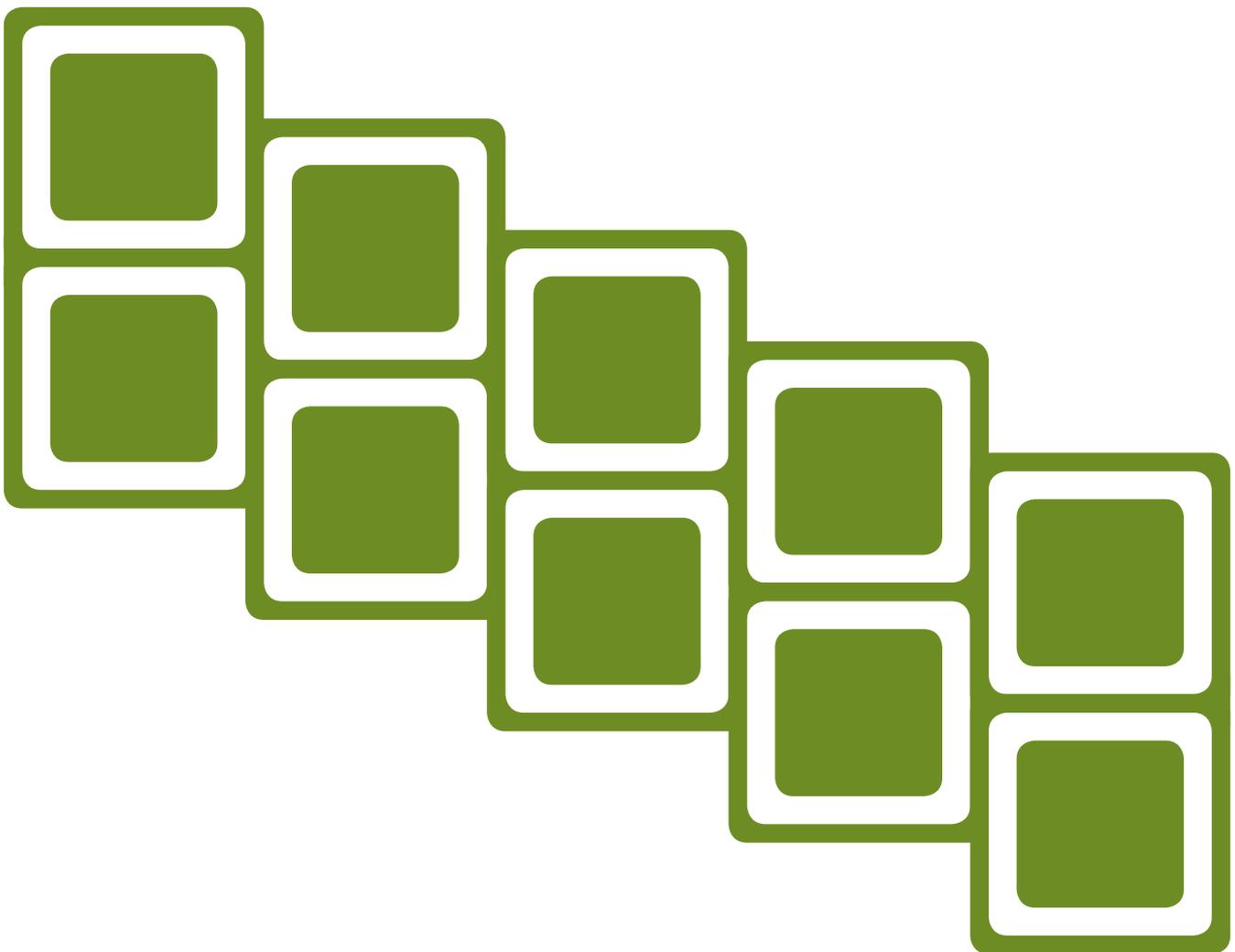


Summer Academe
Introduction

Fall 2016



Introduction

The North American Association of Summer Sessions (NAASS), the Association of University Summer Sessions (AUSS), and the Western Association of Summer Session Administrators (WASSA) are pleased to offer the 2016 online volume of *Summer Academe: A Journal of Higher Education*.

Summer Academe has been a source of current research and best practices in summer session administration and pedagogy since 1996. In addition to papers describing research and scholarship, the journal features conference papers, descriptions of best practices, a forum section featuring discussions of special topics, and book and media reviews. *Summer Academe* is published annually and is indexed in educational indexes and abstracts databases and in ERIC.

The 2016 volume contains three research-based papers, two supported by the Theresa Neil Memorial Research Fund:

- In their article, “U.S. Summer Session Strategies in Context: Past, Present, and Future,” Jon Harbor and Blake Nemelka explore historical and present-day contexts that have driven summer session strategies at U.S. colleges and universities, and examine how summer session strategies can be developed to address current and emerging changes in higher education.
- Reporting on research at Rutgers University in “Impact of Transient Credit on Undergraduate Students and Their Institutions,” Elizabeth Beasley and Liana Aguiar describe the correlations and consequences of summer transient credit on students and institutions. The paper provides recommendations for transient credit policy, marketing, and delivery of summer session programs.
- In her article, “Comparison of Motivation and Learning Outcome Achievement in Shortened, Online, Summer Courses versus Their Full-Term Counterparts,” Bethany Simunich describes a study of student motivation and learning outcome achievement in shortened summer online courses as compared to their full-term online counterparts.

The Conference Papers section features select presentations from recent conferences of the sponsoring associations. There are three conference papers featured in this volume, two look at programs that enhance student experience in summer sessions, and the third gives insight into how summer session administrators use surveys to inform practice.

- In “It’s Better in the Summer: Building a Successful Transition to College and Fostering Student Success,” Glenda Hensley and Lowell K. Davis describe the program development

process for summer start programs based on pedagogy grounded in the high impact practices defined by AAC&U.

- R. Biba Fakhoury’s lively discussion in “The Explore Program at the Université de Montréal: The Story of a Passport” relates the success and challenges of the Montreal-based Explore program, a language and cultural experience involving 450 learners who come from across Canada each summer to learn French.
- In their paper, “Summer Surveys: Findings from the 2015 NAASS Pre-Conference Questionnaire,” Allyson Morris, Sandra von Doetinchem, and Claire Cross summarize key findings from a 2015 survey of NAASS member institutions that explored how summer session administrators use surveys to inform practice.

We are pleased to include two papers on Best Practices that outline innovative, practical, nuts-and-bolts advice and ideas to support online course development and delivery, and describe how collaboration helps build new programs.

- In “All Hands on Deck for Success: An Online Orientation Project,” Keri Johnson describes the formation of a multidisciplinary team, at the University of Wisconsin–Madison, who created an informational support structure for summer online students and integrated it with centralized learning technologies that could be scaled to serve a larger audience in the future.
- In “Building a Summer First-Year Experience Program from Start to Finish,” Michael K. Herndon and Blake. C. Nemelka examine how two large land-grant universities harnessed the power of collaboration to advance their summer first-year experience programs.

This year we have one contribution to the Forum section.

- In “Summer Session: Present State and Future Directions,” Bill Kops captures the perspectives of the four summer session association presidents (AUSS, NAASS, NCCSS, and WASSA), who exchange views on the future development of summer session in light of the changing face of higher education across North America.

No book or media reviews were submitted. Readers are encouraged to submit reviews on recent books and media relevant to university and college summer session administration or pedagogy.

I want to offer a big thank you to my editorial board colleagues—Monique LaRocque, University of Maine; Rachel Nottingham Miller, University of Virginia; Claire Cross, Oregon State University, Beth Laves, Western Kentucky University—who worked diligently to produce the 2016 online volume.

Going forward there are several changes to the editorial board. Monique LaRocque and I, who are original editorial board members of the re-booted, online version of *Summer Academe*, are both stepping down at the end of 2016. A special thanks to Monique for her contribution to the work of re-imagining the journal and four years of service on the editorial board. Rachel Nottingham Miller (University of Virginia) has been appointed the new academic editor, and John Robichaux

(Columbia University) and Susanna Cowan (University of Connecticut) will join the editorial board in 2017—welcome, John and Susanna, and best wishes to Rachel in her new leadership role.

In addition, I want to thank the presidents of the co-sponsoring associations who offered financial support and encouragement to publish the journal. I want to give a special thanks to the many manuscript reviewers who contributed greatly to shaping the manuscripts into what appears in this volume. Much appreciation is owed to Perry Millar and Michelle Boulton at 3cpublications for another superb job with both copy and production editing, and to staff at the University of Manitoba Libraries for publishing *Summer Academe* in the online OJS format.

Our goal is to publish *Summer Academe* each fall, and we welcome submissions for the next volume. The deadline for manuscripts is May 31, 2017. Submissions of original material are invited from different viewpoints, methodologies, disciplines, and cultures that relate to summer session administration or pedagogy. Please check the submission guidelines at <http://ojs.lib.umanitoba.ca> and follow the links.

Watch for a readership survey in early 2017. We are interested in your opinions on and suggestions for *Summer Academe*. Among other things, we want to know how you read the journal—cover to cover? selected articles? If you don't read *Summer Academe*, why not? What do you like most, like least, find most interesting or useful about the journal? And do you have suggestions for changes and improvements?

In closing, I want to say that the four years as academic editor has been a great experience. Reading the many manuscripts submitted, I have learned more about summer sessions and a lot about the editing and publishing process from Perry and Michelle at 3cpublications. Most of all, I have enjoyed working with the many people that make *Summer Academe* happen—authors, editorial board members, reviewers, and editing and publishing staff. It has been my pleasure to lead the effort to re-invent the new, online *Summer Academe*—thanks for the opportunity.

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