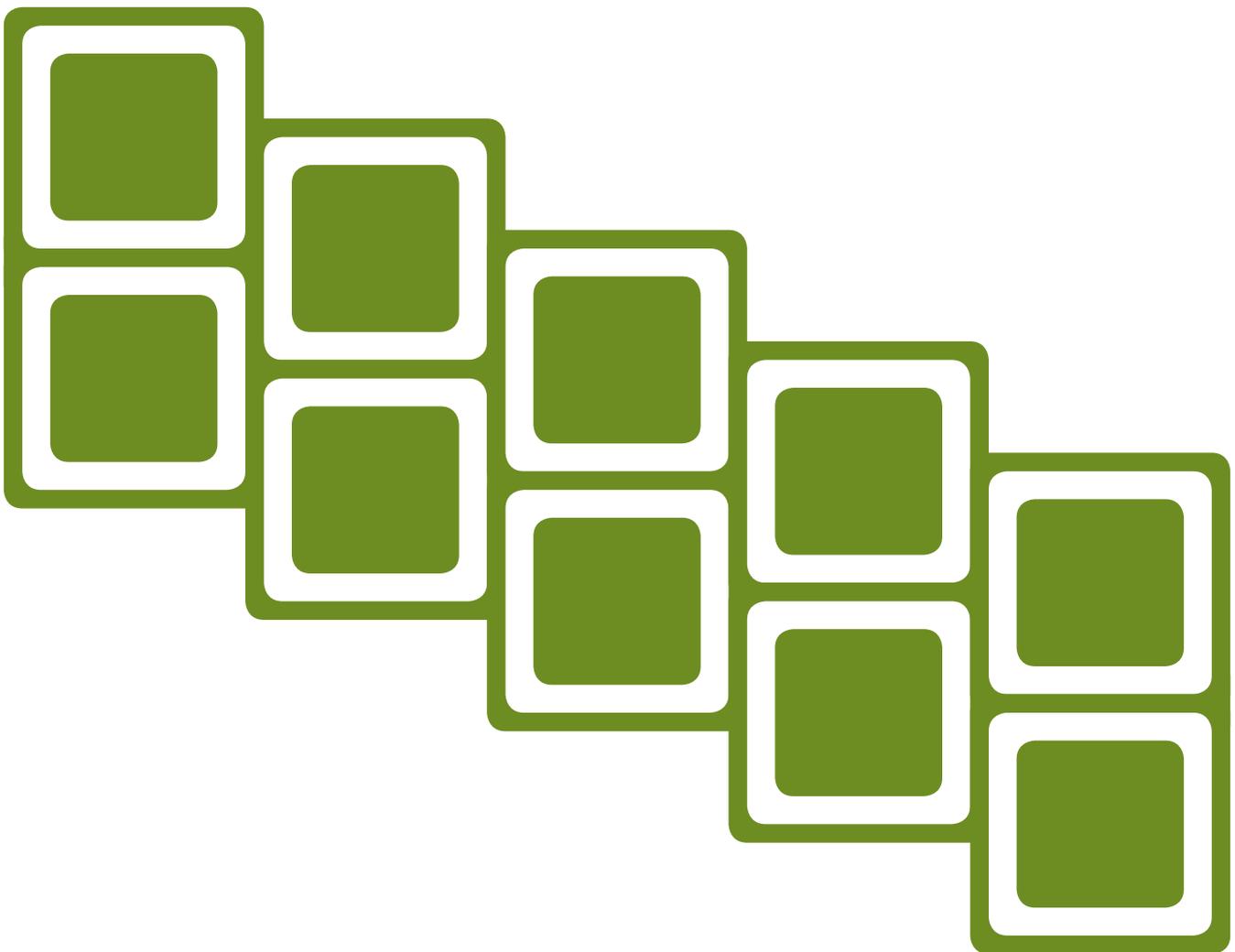


Summer Academe  
**Introduction**

Fall 2017



## Introduction

Welcome to the 2017 online volume of *Summer Academe: A Journal of Higher Education*. Supported by the North American Association of Summer Sessions (NAASS) and the Association of University Summer Sessions (AUSS), the journal has been a resource for administrators and scholars in summer sessions since 1996. *Summer Academe* is published annually and may be found indexed in abstract databases, educational indexes, and in ERIC.

The 2017 volume contains the following pieces from professionals and scholars in the field of Summer Session:

In *Launching a Signature Summer Event*, Elizabeth Beasley outlines the development of the Rutgers University New Brunswick Writers' Conference. Walking readers through the development process from initial needs assessment through final program evaluation, Dr. Beasley provides a model upon which similar programs may be based.

Sandra von Doetinchem, Debra Honda, and Alan Hunley share details of a festival focused on the environment in *Sustainability and Summer Session: Experiences from UH Mānoa's Sustainable Summer Day '16*. The festival was an important part of a larger University of Hawai'i initiative leading up to the World Conservation Congress of the International Union for Conservation of Nature. It provided opportunities for students and the larger community to explore issues of conservation and to participate in an array of activities.

Purdue University is featured twice in this volume. In *Changing Student Summer Behavior: Purdue Summer Stay Scholars*, Jacob Askeroth, Blake Nemelka, and Jon Harbor outline a new 12-week initiative for students who have not previously taken a summer class. The Summer Stay Scholars program seeks to provide these students with a positive summer experience to encourage their future participation in subsequent summer programs.

The research article for this volume, *Summer Start: Supporting Success for Conditionally Admitted Students in a Summer Bridge Program*, explores a Purdue program for incoming first-year students. Blake Nemelka, Jacob Askeroth, and Jon Harbor compared Summer Start students with their peers to determine the impact of the program on its participants.

The final piece in the 2017 volume features Bill Kops' review of *Higher Education Transitions: Theory and Research*. Edited by Eva Kyndt, Vincent Donche, Keith Tirgwell, and Sari Lindblom-Ylance, this volume of 18 articles explores research for students in transition.

My sincere appreciation is extended to the 2017 *Summer Academe* editorial board: Susanna Cowan, John Robichaux, Claire Cross, and Beth Laves. Their hard work, thoughtful contributions, and extreme patience have been a tremendous benefit to me in my first year as academic editor.

*Summer Academe* and summer administrators owe a huge debt of gratitude to Bill Kops. His tireless work to reimagine and rebuild this journal as an online resource has transformed our work. I am personally indebted to Bill for his continued assistance and words of encouragement. In his retirement, I hope he carves out some time for summer scholarship.

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