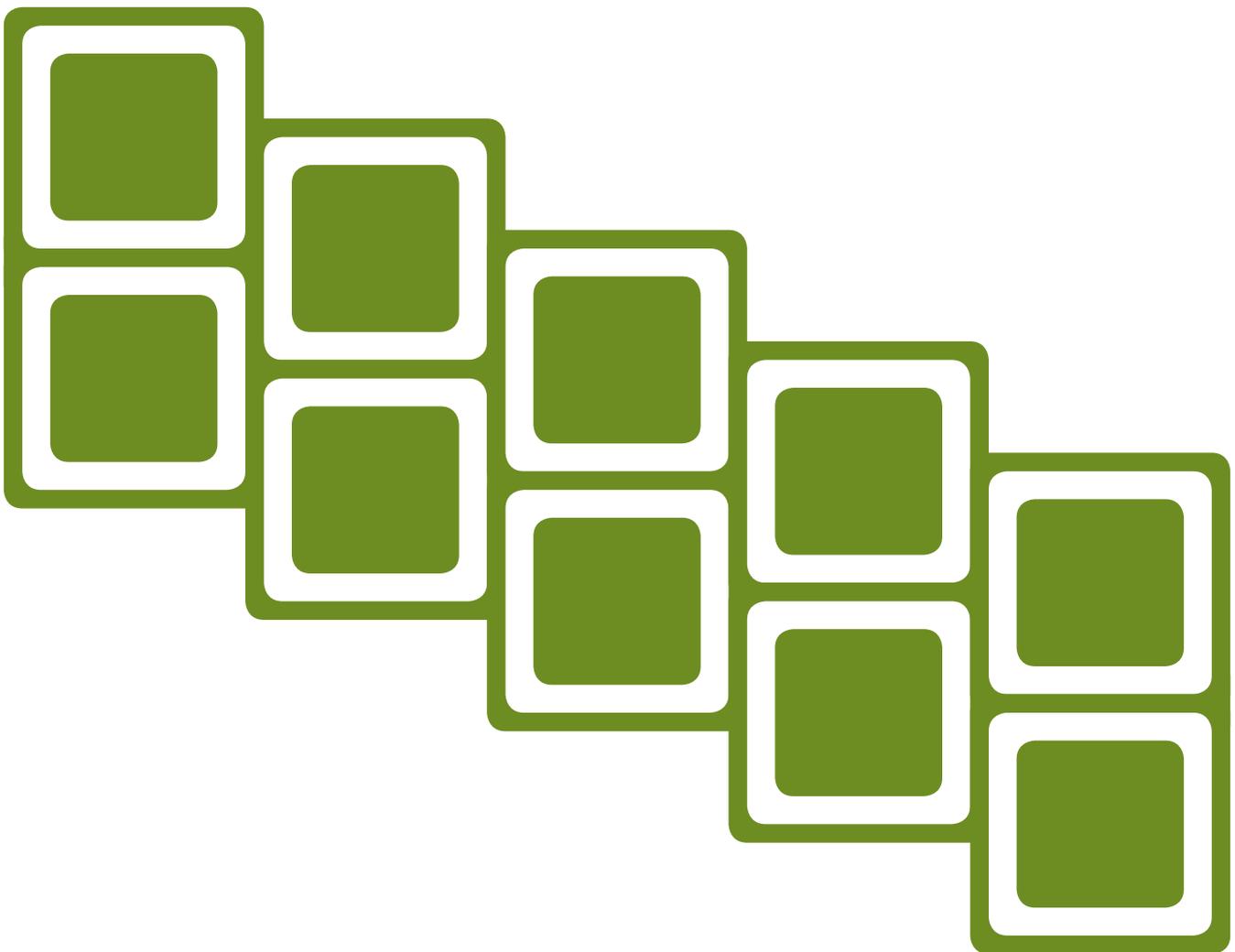


Summer Academe, Volume 7, 2013

Introduction



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The North American Association of Summer Sessions (NAASS), the Association of University Summer Sessions (AUSS), the North Central Conference on Summer Sessions (NCCSS), and the Western Association of Summer Session Administrators (WASSA) are pleased to offer the first volume of the revised *Summer Academe: A Journal of Higher Education* in an online format.

Summer Academe: A Journal of Higher Education is a professional journal published jointly by NAASS, AUSS, NCCSS, and WASSA. It has provided university and college administrators, deans and directors of summer sessions, and faculty involved in teaching and programming in summer sessions with a source of current research and best practices in summer session administration and pedagogy since 1997. Following a recent review, the sponsoring associations decided to revise and broaden the mandate of *Summer Academe* to include features on conference presentations, special topics, and book/media reviews. Research and scholarship will continue to be an important component of the journal, but the added features should increase the value and interest to readers. *Summer Academe: A Journal of Higher Education* is published annually and is indexed in Educational Indexes/Abstracts and ERIC.

The editorial board members are Monique LaRocque, University of Southern Maine; Kathleen Micham, UCLA; Jon C. Neidy, Bradley University; Kristen Pedersen, Portland State University; and Bill Kops, University of Manitoba (Academic Editor).

The 2013 volume contains papers in the various sections of the rebooted journal. Papers under Research and Scholarship deal with questions and issues related to university/college summer session administration or pedagogy, with an emphasis on the implications for practice. This section remains at the heart of the journal and is in keeping with its focus over the last 15 years. This volume contains three research papers that look at diverse issues, including a model to determine summer session needs (Mardell Wilson and Danielle Lindsey, Illinois State University); student characteristics and summer enrollment (Ken Smith and Katherine Read, Virginia Tech); and an instructional grant program to foster curricular variety and innovation (Carol Drake and Silvie Kilworth, University of Colorado-Boulder). All three research projects were funded by the Teresa Neil Memorial Research Fund, which is co-funded by the four associations that sponsor the journal.

One of the new features of *Summer Academe* is the Conference Papers section. This provides an opportunity to feature select presentations from the annual conferences of the sponsoring associations and provide readers and practitioners with a record of best practices, ideas, and solutions. Among the six topics in this volume are Miami University's summer profitability challenge and Montclair State University's use of data mining to recruit students.

Featuring opinion pieces and commentary, the Forum section, is meant to provide thought-provoking perspectives on critical issues, policies, and contemporary events related to university/college summer session administration or pedagogy, including commentary on articles published in the journal. In this volume, Ken Burrows, North Carolina University (retired), offers a reprise of his "Legacy Talk" from the 2011 NAASS Conference and Sue Day-Perroots, West Virginia University, gives us her take on the latest round of talks related to state authorization and online summer programming.

Reports on Innovations and Best Practice will look at day-to-day practice of university/college summer sessions and provide ideas and information of immediate use to other institutions on various topics, including marketing, budgets and finance, revenue sharing, administrative and organizational practice, and innovative programs. This is a new section of *Summer Academe*, and we look forward to reports in future volumes.

Finally, Book and Media Reviews will give journal readers insight into the latest publications and reports on subject matter and its relevance to university/college summer sessions. To start us off, Karen Sibley, Brown University, has reviewed *Unlocking the Gates: How and Why Leading Universities Are Opening Up Access to Their Courses*, a 2011 publication by Taylor Walsh.

We are pleased to bring you the revised and first online volume of *Summer Academe*. A big thank you to the members of the editorial board who worked diligently to recreate *Summer Academe* and publish this volume. Without their hard work, encouragement, and advice, this would not have been possible. I want to thank the presidents of the co-sponsoring associations who offered financial support and encouragement to reboot *Summer Academe*. Also, thanks to the many manuscript reviewers who contributed greatly to shaping the manuscripts into what appears in this volume. As well, much appreciation is owed to Jan Horner, University of Manitoba Libraries, for managing *Summer Academe* in the new online format using OJS, Michelle Boulton, Michelle Communications, for a superb job with both copy and production editing, and Eddy Lentz, Portland State University, for the new graphic design for *Summer Academe*.

Our goal is to publish *Summer Academe* annually, and with that in mind we welcome submissions for the next volume. Submissions of original material are invited from different viewpoints, methodologies, disciplines, and cultures that relate to summer session administration or pedagogy. The deadline for manuscripts for the next volume is September 30, 2013. Please check the Submission Guidelines at <http://ojs.lib.umanitoba.ca> and follow the links.