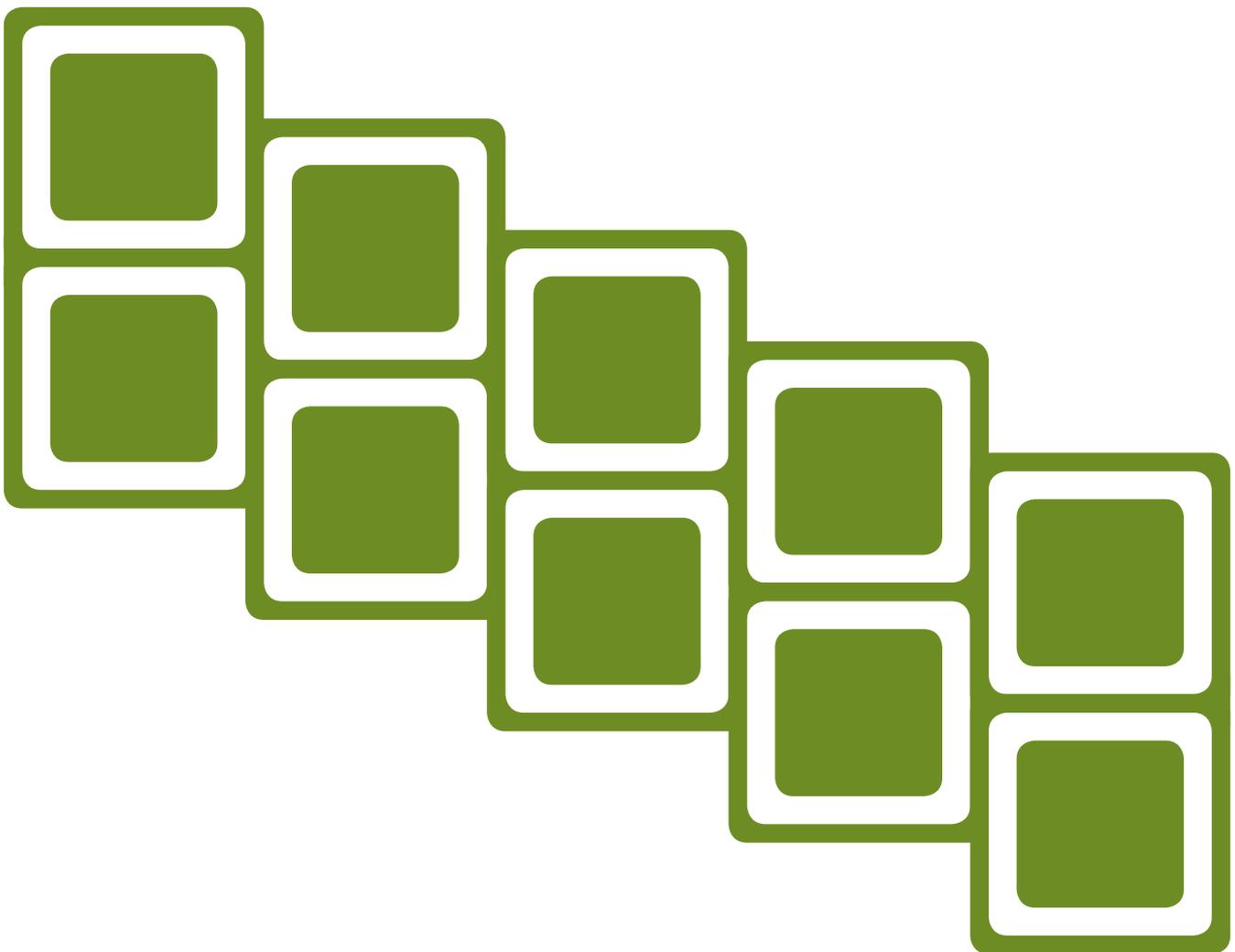


Summer Academe
Introduction

Fall 2014



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 2014 volume of *Summer Academe: A Journal of Higher Education* in an online format. As you may have noted, the journal's publication was switched to the fall, which will be the publication time for future volumes.

Summer Academe: A Journal of Higher Education is a professional journal published jointly by NAASS, AUSS, NCCSS, and WASSA. Since 1997, 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. In addition to research and scholarship, *Summer Academe* now features papers based on conference presentations, special topics (in the Forum section), and book/media reviews. *Summer Academe* is published annually and is indexed in Educational Indexes/ Abstracts and ERIC.

The Editorial Board members are Monique LaRocque, University of Maine; Kathleen Micham, University of California, Los Angeles; Claire Cross, Oregon State University; Beth Laves, Western Kentucky University; and Bill Kops, University of Manitoba (Academic Editor).

The 2014 volume contains papers in each section of the journal. Papers on 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, which is in keeping with its focus over the last 15-plus years. This volume contains two research papers. Rachel Miller, University of Virginia, and André Durham, University of Cincinnati, report on a study that looked at how to support transfer students using a summer transition program; Loy Lytle and Christopher Seaman, University of California, Santa Barbara, and Bill Kops, University of Manitoba, report on the second phase of their study that looked at differences in summer session organizational structures and their potential effects on performance outcomes. Both 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 components of *Summer Academe* is a Conference Papers section, which features select presentations from the annual conferences of the sponsoring associations and provides readers and practitioners with a record of best practices, ideas, and solutions. The five conference papers featured in this volume deal with a range of topics, from enhancing/improving summer sessions, to innovative marketing, to implementing successful programs in summer/winter sessions.

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, Gary Penders, the long-time summer session marketing guru from the University of California, Berkeley (retired), outlines his seven laws of summer marketing. As well, the section includes a reprint of an article in which Bill McClure, University of Massachusetts, Amherst, makes a case for greater integration of continuing education units with the university—providing “food for thought” for summer session administrators when considering their role within the university.

Reports on Innovations and Best Practice look at the day-to-day practices 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 give journal readers insight into the latest publications and reports and their relevance to university/college summer sessions. Kathy Rowe reviews José Antonio Bowen’s 2012 book, *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*.

We are pleased to bring you the second online volume of *Summer Academe*. I want to offer a big thank you to the members of the Editorial Board, who worked diligently to produce this volume. In addition, I want to thank the presidents of the co-sponsoring associations, who offered financial support, advice, and encouragement to publish the journal. As well, I want to give a special thanks to the many manuscript reviewers, who contributed greatly to shaping the manuscripts into what appear in this volume. Much appreciation is owed to Jan Horner and Mayu Ishida, University of Manitoba Libraries, for managing *Summer Academe* in the online format using the Open Journal Systems hosting service, and to Michelle Communications for another superb job with both copy and production editing.

Our goal is to publish *Summer Academe* each fall, and we welcome submissions for the next volume—the deadline for manuscripts is May 31, 2015. Submissions of original material that relate to summer session administration or pedagogy are invited from different viewpoints, methodologies, disciplines, and cultures. Please check the Submission Guidelines: go to <http://ojs.lib.umanitoba.ca> and follow the links.