The University Innovation Council (UIC) **vigorously mines ideas** for innovation among all university programs, **develops and analyzes candidate innovations** including incentive strategies, and **make recommendations** to the Cabinet and Chancellor about promising innovations that may improve the quality of our programs and save money and time or increase revenues.

In just two years, the University Innovation Council has succeeded in promoting a campus culture that approaches challenges with a collaborative spirit and a creative mindset. The UIC's inventive and effective use of **IdeaScale, a crowd-sourcing software**, has brought diverse viewpoints into campus discussions and offered us all the opportunity to highlight and debate issues important to our community.

Many of the ideas submitted by the campus community have focused on **how to use the summer more effectively to improve student learning outcomes, reduce time to graduation, and use facilities and other resources more efficiently.**
To study and recommend an action plan for restructuring the institution’s summer programs

To consider and suggest specific changes to credit-bearing summer activities (“summer school”), including:
- individual and unit incentives for participation, increased online and distance education offerings, and scheduling, funding, and administrative structures.

To recommend changes to non-credit-bearing activities that will enhance our programming, community engagement, revenue-generation and/or overall utilization of the summer period

Recommendations were requested by October 15, 2013.
<table>
<thead>
<tr>
<th><strong>Member</strong></th>
<th><strong>Affiliation</strong></th>
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</thead>
<tbody>
<tr>
<td>Johnson Akinleye</td>
<td>Associate Vice Chancellor for External Programs, Office of the Provost and Vice Chancellor for Academic Affairs</td>
</tr>
<tr>
<td>Charles J. Hardy (chair)</td>
<td>Professor and Founding Dean, College of Health and Human Services</td>
</tr>
<tr>
<td>Vince Howe</td>
<td>Associate Professor of Marketing, Cameron School of Business</td>
</tr>
<tr>
<td>Cindy Hucks</td>
<td>Assistant Director of Budgets, Budget Office</td>
</tr>
<tr>
<td>Scott M. James</td>
<td>Associate Professor of Philosophy and Religion, College of Arts and Sciences</td>
</tr>
<tr>
<td>Elisabeth Stewart Looney</td>
<td>Graduate Student</td>
</tr>
<tr>
<td>Maxwell (Russ) McBrayer</td>
<td>Business Officer, Analysis and Reporting, Office of the Provost and Vice Chancellor for Academic Affairs</td>
</tr>
<tr>
<td>Lauren Ariell McKoy</td>
<td>Undergraduate Student</td>
</tr>
<tr>
<td>Richard L. Ogle</td>
<td>Chair and Professor, Department of Psychology, College of Arts and Sciences</td>
</tr>
<tr>
<td>Thomas W. Porter</td>
<td>Chair and Associate Professor of Marketing, Cameron School of Business</td>
</tr>
<tr>
<td>Angelia Reid-Griffin</td>
<td>Associate Professor, Watson College of Education</td>
</tr>
<tr>
<td>Tara M. Romanella</td>
<td>Media Relations Specialist, Office of University Relations</td>
</tr>
<tr>
<td>Nicholas Troutman</td>
<td>Associate Director of Housing Operations, Office of Housing and Residence Life</td>
</tr>
</tbody>
</table>
The primary role of summer programming should be to promote student success. National and UNC System data indicate that summer school participation is positively correlated with student retention and graduation (PFM 1,2,3,10; Commitment to the Journey of Learning).

Summer school and programming should help us improve the utilization of our resources (Love of Place).

Balance benefiting students and faculty with maximizing revenue production (The Power of Ideas and Innovation).
Guiding Principles

Faculty compensation and unit revenue sharing are critical to expanding summer programs and course offerings (PRM 1, 2, 3 & 10; The Power of Ideas and Innovation).

Multiple delivery platforms are needed to embrace innovation and compete with other institutions (The Power of Ideas and Innovation).

Interprofessional and/or transdisciplinary collaborative courses and programs will provide opportunities for greater collective impact (Commitment to the Journey of Learning, Love of Place, and The Power of Ideas and Innovations).
The Task Force began its work on April 12, 2013 and met throughout the spring and summer on a regular basis.

The Task Force sought to understand the current summer school model, as well as the UNCW and UNC System policies and regulations related to summer school and programming.

The Task Force examined reports generated by the UNC System, two reports generated by Task Forces charged to examine summer school and summer programming at North Carolina State University, and position papers published by the Advisory Board Company – University Education Advisory Board and University Business Executive Roundtable.

We analyzed operational elements of summer school and summer programming at all UNC System institutions and UNCW Peer Institutions. We also surveyed current faculty and students to understand their perspectives. Following this “educational phase” we divided into five workgroups.
<table>
<thead>
<tr>
<th>Workgroup</th>
<th>Foci</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workgroup 1</td>
<td>Current Student Demand and Expanding Target Population</td>
<td>Nic Troutman, Beth Looney, Lauren Ariell</td>
</tr>
<tr>
<td>Workgroup 2</td>
<td>Student and Faculty Perspective</td>
<td>Rich Ogle, Scott James, Angelia Reid-Griffin</td>
</tr>
<tr>
<td>Workgroup 3</td>
<td>Administrative Structures, Calendar, Programming, and Marketing</td>
<td>Vince Howe, Tara Romanella, Johnson Akinleye</td>
</tr>
<tr>
<td>Workgroup 4</td>
<td>Compensation, Revenue Sharing, and Delivery Platforms</td>
<td>Thomas Porter, Cindy Hucks, Charlie Hardy</td>
</tr>
<tr>
<td>Workgroup 5</td>
<td>Non-Credit Programs</td>
<td>Scott James, Richard Ogle, Charlie Hardy</td>
</tr>
</tbody>
</table>
**Summer Funding Models** – Summer term includes Regular Summer School and DE taught in the summer. Summer School is funded primarily from tuition receipts. DE in the summer is funded from tuition receipts + State Appropriations.

**UNCW Summer Terms** - 3 summer terms: S1 5 Weeks S2 5 Weeks and F 10 weeks. Spans May (Middle) to Late July.

**Revenue** = # Students in Class*Tuition per credit hour*Number of Credit Hours+(Number of Students*Fees).

**Costs** = Instructional Salary+Benefits+Instructional Support

**Student Credit Hour by College** = CAS – 66%, CSB – 17%, CHHS – 10% and WCB – 7%.
## Current Summer Model

### Student Credit Hour Profile - SCH

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Summer 2013</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTI</td>
<td>26,409</td>
<td>175,842</td>
<td>161,776</td>
</tr>
<tr>
<td>DE</td>
<td>7,369</td>
<td>7,749</td>
<td>9,231</td>
</tr>
<tr>
<td>Total</td>
<td>33,778</td>
<td>183,591</td>
<td>171,007</td>
</tr>
</tbody>
</table>

### SCH Summer School - RTI vs DE

- RTI: 78%
- DE: 22%

### SCH Delivery Model by Term

- SS1: 43%
- SS2: 33%
- F Term: 2%
- DE: 22%
Current Summer Model

Student Credit Hour Profile – SCH

SCH Delivery Model by Term

- SS1: 43%
- SS2: 33%
- F Term: 2%  
- DE: 22%

SCH DE Summer Student Type

- UGR: 78%
- UGNR: 13%
- GR: 7%
- GNR: 2%

Legend:
- UGR
- UGNR
- GR
- GNR
- SS1
- SS2
- F Term
- DE
Task Force administered a survey through SurveyMonkey during August 2013. Three hundred and seven faculty (N = 307) and eight hundred and sixty nine students (N = 869) completed the surveys. Examination of the surveys by the Task Force revealed four major themes:

- Adjusting compensation/disbursement models to increase pay for summer teaching (increase base pay for summer courses, explore distributing stipend over multiple pay periods to decrease the tax rate, and prorate courses for over and under enrollment) would increase faculty participation in summer teaching.

- Support student demand through increasing upper-level (200 level and above) major course offerings.

- Adjustments should be considered to the calendar and course schedule model. Consider revisions to the summer schedule by offering evening courses, increasing utilization of the 10-week (F term) term for upper level courses, or considering single terms longer than 5 weeks.

- Balance online and face-to-face course offerings to both meet demand for online courses as well as honor the preference of both faculty and students for face-to-face courses. Also, increase marketing efforts of online courses specifically to out-of-state and out-of-area students.
Faculty
The most significant overall drivers of teaching summer school are extra compensation and willingness to help meet student demand for courses. Faculty choose not to teach summer school for two primary reasons: summer school interferes with individual research and the compensation is sub-standard. Faculty also voiced concern over the compressed delivery model for some courses and the expansion of online instruction at the expense of face-to-face instruction.

Students
For students, the most prevalent reasons for taking summer school are graduating early or on time, completing major requirements, lessening workload, and avoiding the struggle of getting into high-demand courses or those that frequently result in scheduling conflicts. The most endorsed reasons for not taking courses, other than the perception of not needing those offered, are those who are seeking employment and internship opportunities, wanting to go home, or not having housing in the area.

Students also cite the need for increased upper level offerings as a way to encourage future summer school enrollment.
Recommendations

- **Purposeful Expansion** - Expand summer school offerings in a targeted manner.
  - Re-balance Face to Face and Distance Education
  - 200 and above course offerings
  - Offer University Studies “Groupings”
  - Oversubscribed “Gateway” courses
  - Targeted Populations – UNCW Homebound, Incoming, Transfers and International
  - Weekend, Evenings, etc

- **Develop “Love of Place” Summer Programming** - Develop a coordinated agenda and organizational structure to increase summer non-credit bearing programs.
  - Faculty Institutes/Workshops that draw University Leaders and Faculty to UNCW
  - Targeted Student Immersion Experiences (Informative and Cultural) - High School Bridge Program, Transfer Student Jumpstart Program, International Student Immersion Program
Link Incentives to Performance - Implement a budgeting model that includes increase faculty compensation for summer teaching and unit level revenue sharing for summer school and summer programming.

- **Maintain % of AY base salary model** – model the viability of increasing the floor, cap, and % of base AY salary per credit hour
- **Implement a revenue sharing model** that provides net revenue “reward” to units for SCH production

Change our Model - Change the administrative and operational aspects of summer school and non-credit summer programming.

- **Transition the management model** to more decentralization – Dean’s level focus
- **Calendar flexibility**
- **DE course coding “800”**
Expand the UNC System Model - Continue to work with the UNC General Administration to explore innovative and more entrepreneurial policies and procedures regarding summer courses and summer programming.

- Examine the conversion from state funding to tuition revenue model on summer enrollment - State appropriations for summer discontinued in 2005 by NC General Assembly
- Summer revenue carry-over challenge
- Summer revenue spending restrictions – “Summer Instruction”
- Explore solutions for the financial aid “trap”

These recommendations have been forwarded to the UIC Technical Support Team to operationalize an implementation plan. In addition, UNCW leadership is working with UNC General Administration as the legislative policy agenda and budget request are developed, with the intent of securing funding and flexibility to enhance summer programming.
These recommendations provide the pathway to strengthen the role of summer school and programming by promoting student success, increasing the utilization of the campus during the summer months, and developing an innovative and entrepreneurial budget model. It is important to realize that while some of the recommendations will require additional discussion and a “phase-in” approach over a number of years, several of the recommendations are intended for implementation asap.

While we have a successful summer school at UNCW, we believe that our recommendations will lead to even greater success. We have attempted to address the most pressing issues for students, faculty, the community and the institution. In short, we believe our recommendations will help transform the summer experience at UNCW. **We believe that our recommendations represent a start of an exciting journey.**