

Report on Summer Sessions Discussions

OVERVIEW: RECENT CHANGES IN SUMMER SESSIONS

Prior to 2014, the Summer Sessions Program at UC Davis was managed through a central office within the Office of Undergraduate Education (UE). Beginning in summer 2014, after analysis and campus consultation, UC Davis changed the Summer Sessions Program model, both operationally and financially, to be more distributed and integrated with the instructional activities in the academic units. For more information on the background of summer sessions programs in the university and specifics of recent changes, please see Appendix 1.

Following the first year of implementation, a number of concerns were raised by the Academic Senate about the impact of these changes on summer instruction and how, in particular, the budget model might be incentivizing unwanted outcomes. These concerns included:

- Whether financial incentives were negatively affecting the academic quality of summer instruction;
- Whether financial incentives resulted in hiring lower-paid, less qualified, instructors
- Declines in ladder faculty participation;
- Changes in course offerings; and,
- Changes in the course sizes.

These issues certainly merit analysis, monitoring, and improved communication about the intent of the summer sessions model. The Academic Senate specifically requested that the administration and Senate work together to improve communication around these issues.

SUMMER SESSIONS PRINCIPLES

During spring 2015, Dean and Vice Provost of Undergraduate Education, Carolyn Thomas, along with staff from her office and Budget and Institutional Analysis (BIA), held meetings with each college and division to facilitate a conversation about the goals of summer sessions and learn about the challenges, opportunities, practices and perspective of each unit. The participants in these meetings included department chairs, deans, associate deans, assistant deans, and some staff.

These conversations were framed around a clear statement from Dean and Vice Provost Thomas that the following principles, agreed on by the administration and Senate, apply to Summer Sessions:

- The quality of instruction is expected to be the same as during the regular academic year.
- Courses should be offered that meet student needs.
- There are different financial constraints in summer that need to be appropriately balanced with the other principles.

During these meetings participants also reviewed trend data on summer session metrics for total instructional activity, type of instructors teaching, and class size. These metrics are presented at the end of this report.

KEY THEMES

The discussions with representatives from each college and division raised questions and concerns that fell into a number of key themes. Below we try to summarize these themes and present the primary issues identified. This is not a full representation of every individual or specific topic that was discussed, but is intended to provide the essence of the conversations. Where specific issues were particularly relevant to a certain unit(s), this is noted.

Purpose of Summer Sessions Instructional Activities

Participants discussed the purpose of summer instruction, from the university-wide perspective as well as disciplinary viewpoint. Some questions and views from the university perspective included:

- Do we want summer increase in importance (to students, to the campus, to faculty)?
- Is summer becoming like a “fourth” quarter?
- Students should not need to take summer course to achieve a four-year time-to-degree. There should be a clear path for all majors to graduate without summer.
- If summer *is* needed for students to achieve a four-year time-to-degree, this places more financial burden on our students.
- Summer should be available to: help students get back on track if needed, provide opportunities for transfer student preparation, and allow opportunities for students who want to finish faster than four years.

Some questions and views from the unit and/or disciplinary perspective included:

- Summer should be available for students to engage in internships, research, or other non-classroom experiential opportunities such as study abroad. The COE is particularly interested in encouraging their students to have summer internships between the junior and senior years. Some departments within CA&ES noted that summer is the only time of the year that students can gain experience in certain types of agricultural activities due to the seasonal nature of the industry.
- Summer is an important time for students to take special field courses that cannot be offered any other time of the year due to off campus locations and intensity. Some

examples include courses in geology, soil science, watershed management, anthropology, and courses offered at the Bodega Marine Laboratory.

- HArCS noted that summer has been a time to offer more specialized courses that the division cannot offer as frequently during the academic year but students want and use to meet degree requirements.
- Many units noted that they have offered, and expect to continue offering, core courses that students need for degree requirements or that are popular during the academic year as GEs but cannot always accommodate all the demand. This seems to be particularly the case in MPS and DSS.

These conversations indicated that the importance and use of summer sessions in the overall instructional program varies by unit and discipline, generally for very good and appropriate reasons. The amount and type of participation by a college or department in summer sessions instruction is not one-size-fits all.

Class Size

As indicated in the metrics section below, although the average class size increased in summer 2014, class sizes during summer are typically smaller than for courses offered during the academic year. In general, meeting participants were positive about the fact that summer offered opportunities for students to learn in a smaller setting. One faculty member in DSS noted that the teaching and learning environment in summer was much more interactive and engaged and that there were more opportunities for discussion and learning activities that would not be possible during the academic year. It was also noted that smaller summer courses are often beneficial to students who need preparatory or remedial work.

However, participants also indicated that the changes in the summer budget model had made it more difficult to offer certain small classes, particularly intensive labs, studios, and field courses, because the cost structure of these courses often resulted in a “net loss” of revenue in the model. Some units also indicated that it was more difficult to have ladder faculty teach summer courses because even with an average enrollment summer course, it was difficult to cover the compensation costs. This was particularly a concern in COE, which has a higher faculty salary scale.

The change in the summer budget model does appear to have reduced the number of very small courses, those with 10 or fewer students. This change is particularly apparent in HArCS, where the number of sections this size decreased from 59 in 2013 to 12 in 2014. HArCS indicated that in summer 2014, after consultation with a divisional summer sessions advisory committee, they imposed enrollment minima for summer course offerings ranging from 10-18 students depending on the course type and discipline. In previous years the campus summer sessions office had enrollment minima, however they were not as strictly adhered to. Given that summer instruction is offered under a self-supporting model with greater fiscal constraints this outcome is not surprising. The reduction in very small courses could be considered consistent with the principle that courses should be offered that meet student needs. One measure of student need is demand and a lack of enrollment is one indicator of low demand.

As with other aspects of the campus budget model, it is expected that units will offer a range of course sizes resulting in a portfolio where revenue generated from large courses can support offering smaller, less cost-effective, but needed, courses. The smaller scale of summer instruction can make this more of a challenge than during the academic year.

Teaching: Ladder Faculty Participation

As noted in the metrics section below, ladder faculty participation (based on counting faculty who taught at least one section) during summer sessions declined steadily since at least 2010. However, in 2014, the first year of the new budget model, the number of SCH taught by ladder faculty increased over the prior year for the first time during this period. This means that more students during summer session had access to ladder faculty. During the meetings a number of issues were raised about incentives/disincentives for ladder faculty participation during summer. There were also differing views on the importance of ladder teaching during summer. The following are some of the issues raised:

- In the new model, ladder faculty participation was not incentivized because the higher salaries, compared to other types of instructors, makes it harder for a course to break even or generate revenue. This seemed to be a particular concern in COE and HArCS. In COE this concern seemed driven by the fact that they are on a higher salary scale than other faculty, so that higher enrollment is needed to “break even” in a ladder-taught course in COE than in other units. In HArCS the issue seemed to be more associated with the fact that the courses are generally smaller, making it harder to generate enough revenue to cover costs.
- Some units noted that when ladder faculty expressed interest in summer teaching, but their preferred course did not have sufficient enrollment or was determined not to be a priority with respect to student needs, they were given the opportunity to teach a different course.
- Some chairs noted that late academic planning for summer constrains faculty participation. If faculty do not know what will be offered, or do not have a guarantee that their course will not be cancelled due to low enrollment, they will make other plans for the summer. Some also believed that this same issue affected student enrollment in summer courses.
- A general belief that the primary summer activity for faculty is to do research or field work, both funded and not, reduces faculty interest in participation. This was most prevalent in the sciences, where faculty can often fund their salaries through research during the summer; however it was also shared in the humanities and social sciences. In CA&ES, and to a lesser extent in CBS, some faculty have eleven-month appointments that include Agricultural Experiment Station research that is often the focus of summer. Some disciplines involve research that is seasonal that primarily occurs during the summer which takes priority over summer teaching.
- How summer teaching is “counted” in workload policies, SCH, and for merits and promotions is a potential disincentive for summer teaching. Situations seem to vary by unit/department although in most units there seemed to be a belief that summer teaching could not count toward faculty teaching workload expectations. MPS differed in this and had a long-standing system of allowing faculty to substitute a course in

summer for a FWS course in instances when the faculty member needs to do research during another quarter (i.e. at the CERN facility). When this occurred, the summer teaching essentially substituted for the course buy-out during the regular academic year and the summer revenue was used toward the instructor hired for the buy-out. The discussion with COE suggested that there was some interest in pursuing a similar option.

- Disciplines seem to vary regarding how important they feel it is to have ladder faculty teach during summer. Some units feel that it is particularly important that certain courses, such as intensive labs or upper division requirements, be taught by ladder faculty. COE seems particularly interested in having ladder faculty teach during summer, which matches their historic summer teaching metrics. Some units note they would like to increase ladder teaching during summer to provide better quality or experience for students during summer.
- It was noted that with increased hiring of ladder-rank Lecturers with Security of Employment (L-SOE) positions, which would focus on teaching and curricular research and innovation, more of these faculty may be involved in summer sessions teaching in the future.
- Prior to 2014, the central summer sessions office had a salary cap for ladder faculty of \$10,400 per course. Some units with higher-paid faculty saw this as a disincentive for ladder faculty participation. Beginning in summer 2014 maintaining a salary cap became optional and at the discretion of the unit. In the meetings it was apparent that this change was not widely known by chairs or faculty. Some units no longer followed the cap, and some had maintained the cap. Others noted that the cap was not a significant issue because the majority of their faculty salaries fell below the cap. However, more knowledge and clear communication of the unit decision on this issue could affect faculty participation in summer in some units.
- The ability to have funds deposited in faculty enrichment accounts in lieu of salary was viewed as important to encouraging faculty participation in some units. There has recently been a review of this practice systemwide and new policies and practices are being implemented to address concerns about the appropriateness of this practice under federal tax laws. It is unlikely that this will be available as alternative compensation for faculty teaching during summer sessions in the future.

Teaching: Graduate Student Participation

Graduate student teaching was viewed differently by discipline. The following are some of the issues and perspectives raised.

- The Letters and Science divisions use a significant number of graduate students as “Associates-In ___” (AI) during summer sessions, and have historically.
- Some meeting participants indicated that summer is for research and that graduate students should focus on this, not teaching. This comment seemed prevalent in areas where graduate students are more likely to work as GSRs on funded research, as well as units where graduate students do a lot of teaching as TAs during the academic year (HArCS, some departments in MPS).

- Both DSS and some departments in MPS indicated that very important for graduate students to get experience as the primary instructor of a course and summer is a great opportunity to do this.
- DSS and MPS indicated that AIs are carefully selected, must have prior training, must have experience as TAs, and teach a course in their area of study. They also indicated that AIs are provided with mentoring and supervision. As follow-up to the meeting the Associate Dean in DSS provided a white paper on the DSS summer sessions policies. This paper describes the policies for selection and supporting graduate students who are AIs during summer. This white paper is provided as Appendix 3.
- Some units believe that the quality of graduate student instruction is very high, others were uncertain about the quality or had little experience with using AIs.
- HArCS indicated that AIs are used to teach certain courses (writing, languages) during the regular academic year and that their participation in summer is no different.
- A specific concern was raised by some HArCS departments that international graduate students should be provided with opportunities to teach in summer because it is often their only source of income during that time. It was suggested that the enrollment caps used during summer 2014 may have constrained this opportunity for some students, causing hardship.

Course Offerings

Each group discussed the type of courses that were offered in summer, how these were determined, and how they met student needs. In 2014 the process for identifying course offerings was generally some sort of call for proposals to faculty and graduate students, similar to what was previously done campuswide for by the Summer Sessions Program. Some units indicated that in 2015 they had taken the approach of identifying a slate of courses that they would like to offer and recruiting instructors for those. Decisions about which courses would be offered, often including teaching assignments, generally followed one of two frameworks:

1. Departments had full discretion in determining offerings and teaching assignments.
2. Deans Offices (via. Associate Deans or Faculty Committees) established guidelines or principles for summer course offerings. (Examples from DSS and HArCS are included as Appendix 3 and Appendix 4 respectively.)

Generally units indicated that summer offerings fit the following descriptions:

- Fill holes in academic year offerings that occur when certain courses are not offered frequently enough for all students who want them prior to graduation. It was noted that in majors where students have choices between multiple courses to meet a requirement, not all courses that are listed are offered each academic year. This situation seemed most likely to occur in HArCS and DSS.
- MPS noted that the division offers courses that are offered in series during the academic year for students who may need to take a particular course to get back on track (i.e. Chemistry and Math series).

- MPS also noted that they often offer courses that are important for transfer student preparation because they have found that transfer students often do not arrive with the level of proficiency needed to be successful during the academic year and achieve a reasonable time to degree.
- Other units, primarily DSS and CA&ES, indicated that they offer popular pre-requisites and/or general education courses that have high academic year enrollment because there is sufficient demand during summer. These courses also allow students who want to take them in summer to progress in their general coursework.
- COE indicated a desire to provide an intensive lab course that is often a roadblock to focusing on other courses during year and delays time-to-degree. However, they indicated a concern that it is too expensive in the summer budget model because it is small and taught by ladder faculty.
- Some units indicated that there is a possible disincentive for a unit to offer a course that might be important to majors in another college, but not necessarily theirs, if it doesn't "make" money in the summer sessions budget model.
- MPS, CA&ES, and CBS indicates that summer is an important time to offer certain types of field courses, including some that are required of certain majors. These courses are small, expensive, and generally can only be offered during summer due to the location and/or intensity. They indicated that the summer budget model makes this a challenge.
- A chair in CA&ES indicated that the summer budget model made it possible to have courses that are taught by practitioners/professionals and this is a good experience for the students (e.g. environmental policy/law courses).

Financial Considerations and Revenue Distribution

Budget model summer tuition revenue is distributed to the deans. Each dean has the authority to determine how to distribute this revenue within their college or division. In our discussions it became clear that for Summer 2014 there were three primary ways this was handled, including some combinations of these general approaches:

1. Departments were treated as "tubs-on-their-own-bottoms" and received all revenue generated by these courses and were responsible for all summer expenses for these courses. Each department kept the net "profit" or "loss" generated from summer sessions instruction.
2. Deans retained some amount of revenue off-the-top of the allocation to fund specific college or division-wide priorities or costs. Remaining revenue was distributed to departments, which were also responsible for summer session expenses. Activities supported with funds retained by the deans included increased advising, administrative support for summer activities, and a unit-wide equipment replacement program.
3. The dean's office facilitated cross-subsidization of summer offerings by ensuring that most expenditures associated with offering summer courses were covered from the revenue allocation prior to distributing net revenue. Remaining net positive revenue was then pooled and distributed based on certain criteria. Generally, remaining funds were distributed to departments that had achieved a

net profit and departments that had a net loss did not receive additional distributions. In addition, some units required departments with a net loss to cover some percent of that loss, with the pooled funds covering the rest.

It is important to note that Summer 2014 was essentially a transition year into the new model. Due to the timing of implementation, units were not fully able to change their approach to summer offerings to respond to both operational and financial incentives. Understanding this challenge, the Provost provided some one-time transition support, in addition to the tuition allocation, to some units that had historically had costs subsidized by other campus units under the Summer Sessions Office central administration. In addition, some deans factored this transition into their allocation plans. For example, DSS used historical allocations from the Summer Sessions Office as part of their criteria for distributing net revenue. In addition, some units who covered all or some “losses” for departments in 2014 have stated that in future years departments will be responsible for all or a larger share of losses.

In our discussions, it was clear that the model used to distribute summer funds impacted how departments, chairs, and individual faculty made decisions about participation in summer sessions instruction. However the specific financial considerations in each college or division often varied based on the level of financial autonomy and expenditure types individual departments were responsible for, as well as the specific resource pressures they face. Summer decisions are made in the context of the entire financial structure and situation of any college, division, or department and integrated with the financial incentives departments have during the regular academic year. Specific examples of this that came up in the meetings include:

- Summer sessions revenue is important to support or subsidize the department’s entire operation year-round. It is used to support activities or costs such as: start-up for new faculty hires, graduate student support, and research support for faculty who are not typically funded on extramural grants.
- A department considers summer instructional activities as socialized across the whole year at a department level. The financial result of summer instruction is not considered on its own, but as a contribution to the entire financial contribution of teaching effort within the department (i.e. a financial “loss” in summer may be offset by tuition revenue gained during academic year).
- The importance of participation in summer sessions instruction seemed to vary by unit based on characteristics such as the level of funded research and number of students from outside of the unit’s majors who take their courses. Specifically, the three divisions within Letters and Science have the highest amount of summer teaching, lowest amount of sponsored research, and offer more courses taken by students outside of their majors than the other colleges. The incentive to provide summer instruction may be more related to these factors and pressures than financial considerations specific to summer sessions.
- Departments may have varying costs in summer due to cost structures that exist year-round. For example, academic coordinators are critical for offering certain lab courses. In one college it was noted that some departments have academic coordinators in 9-

month appointments while others have them in 12-month appointments. A unit who has only 9-month appointments in these positions will incur a higher cost in the summer to offer the lab course because this is an incremental new cost not in their existing budget.

- The primary cost driver for most summer programs was faculty or instructor salary. Disciplines that have higher salary levels had less financial incentive to participate in summer instruction.
- The revenue driver for summer programs is course enrollment. The ability to offer small, often specialized, courses during the summer is not incentivized if each course is considered individually. The ability to develop a portfolio of courses that combines both high and low enrollment and costs such that some important expensive or small courses can continue to be offered is critical. The ability to develop such a portfolio seemed to vary based on the level at which course offering decisions were made as well as where financial incentives ultimately resided (dean or department level).
- A portfolio approach to managing course offerings and financial incentives was most apparent in units that employed a revenue distribution model that included some cross subsidization as described above in number 3. These units also happened to be some of the units that offered the most summer courses.

Other Issues Identified

These discussions raised a number of other issues, including:

- There is a need for summer session planning, outreach, and advising to occur earlier in the academic year so students know what is available in summer and faculty can make more definite plans.
- Summer sessions is an opportunity for UC Davis to make better use of our physical plant across the whole year.
- A concern was raised that dorms are not available during the summer because they are used by other programs. This may be an issue especially for international students who want to participate.
- Student enrollment often depends on financial aid availability and requirements. For example, students must be enrolled in a total of 6 units during all summer sessions to be eligible for financial aid. Students and faculty are not always aware of this and it can affect participation if a student is only able to stay for one session or if a faculty member has a course that is 5 units but intensive like a field or lab course.

OUTCOMES AND TOPICS FOR MORE REVIEW

It is clear that the drivers and levels of participation in summer instruction vary across campus at all levels. However, these variations often occur for good reasons. There does not need to be a single approach to summer participation. However, all participants should keep in mind the principles articulated at the beginning of this report and maintain instructional quality, offer courses that meet student needs, and balance financial constraints and opportunities within summer and more broadly across the entire academic year.

As a result of this review, UE and BIA identified the following activities and topics that could be undertaken or coordinated at the campus level to improve summer instruction and address concerns raised:

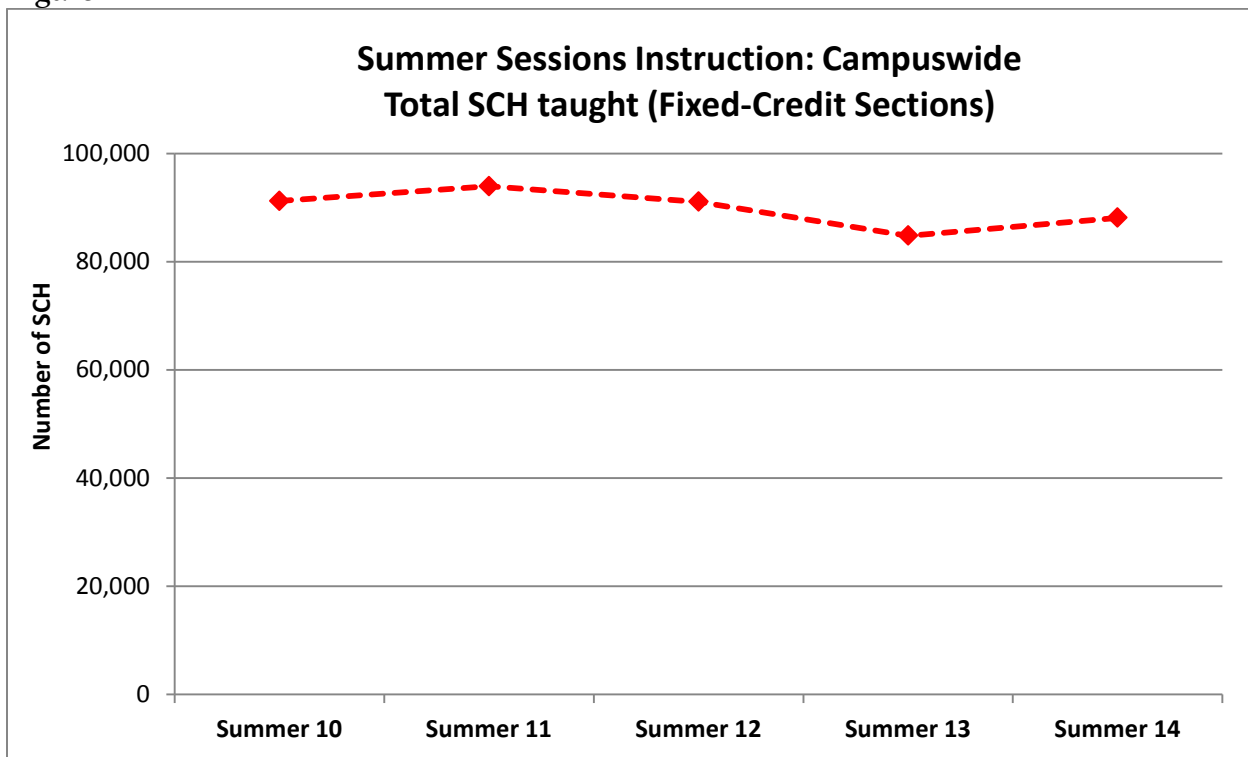
- 1) ***Provide campus units with access to Instructional Needs Funds during summer sessions.*** For Summer 2015 this call was issued on April 23, 2015. Requests were submitted and several courses provided with a financial backstop commitment. In the future we anticipate a similar process to occur earlier in the year. Information is available here: <http://ue.ucdavis.edu/faculty/instructional-needs.html>
- 2) ***Identify strategies to increase the level of per SCH funds allocated to units as a result of summer activities.*** The Provost has committed to at least \$94/SCH for Summer 2015 which will be achieved through some level of central campus “buy-down” of off-the-top funds. This commitment was communicated in the 2015-16 Budget Framework letter http://www.budget.ucdavis.edu/budget-planning/documents/2015-16/2015-16_Budget_Framework_Letter_033115.pdf
- 3) ***Improve planning efforts to provide more predictability about summer course offerings earlier in the academic year.*** In coordination with the Associate Deans, UE will work to assist in identifying a slate of critical courses that will be offered in Summer 2016 during Fall of 2015. Information about these courses will be widely distributed to advisors and students to encourage participation and improved planning.
- 4) ***Aligning courses offered with courses needed/desirable for students.*** In coordination with the Associate Deans, UE will work to assist in providing information about courses needed or desired by students that may be appropriate as a summer offering and encouraging units to offer them.
- 5) ***Improve outreach efforts.*** UE will work with colleges and divisions to improve the type and amount of information available to students about summer session courses.
- 6) ***Encourage the establishment of clear principles for how decisions are made about course offerings, teaching, and revenue distribution in each college and division.*** In coordination with the Associate Deans, UE will share best practices and information about issues related to summer instruction across colleges and divisions.
- 7) ***Review the financial model for offering field courses.*** Beginning in Fall 2015, BIA will work with specific units, faculty, and other campus stakeholders, who have historically offered field courses both during summer and the academic year, to consider the most appropriate financial model for delivering these courses to students.

REVIEW OF SUMMER METRICS

To facilitate this discussion each group reviewed trend data on summer session metrics for total instructional activity, type of instructors teaching, and class size.

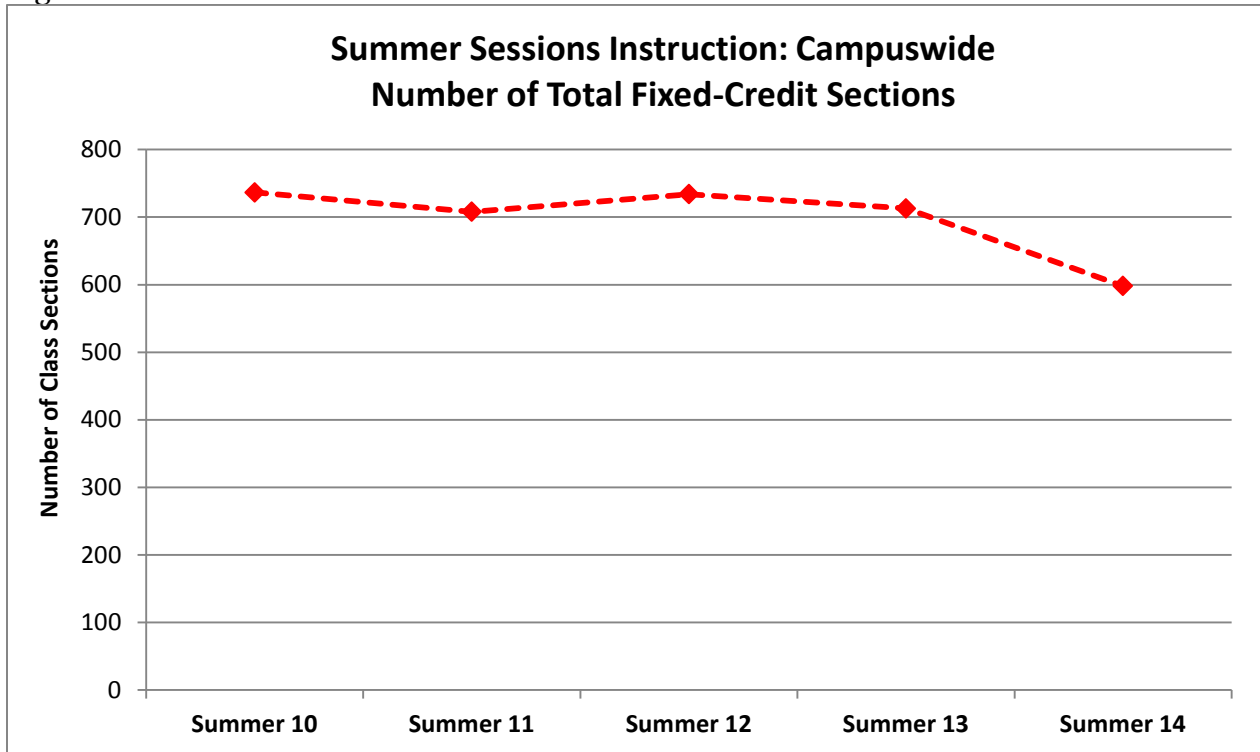
Student Credit Hours (SCH) Taught Campuswide: Over the past five years, student credit hours taught peaked in 2011. Summer 2014 showed a slight rebound from the prior two years. We suspect that financial aid availability may have had an impact on the peak year because during summer 2010 and 2011 there was a summer federal Pell grant program, which is no longer available. (Figure A)

Figure A



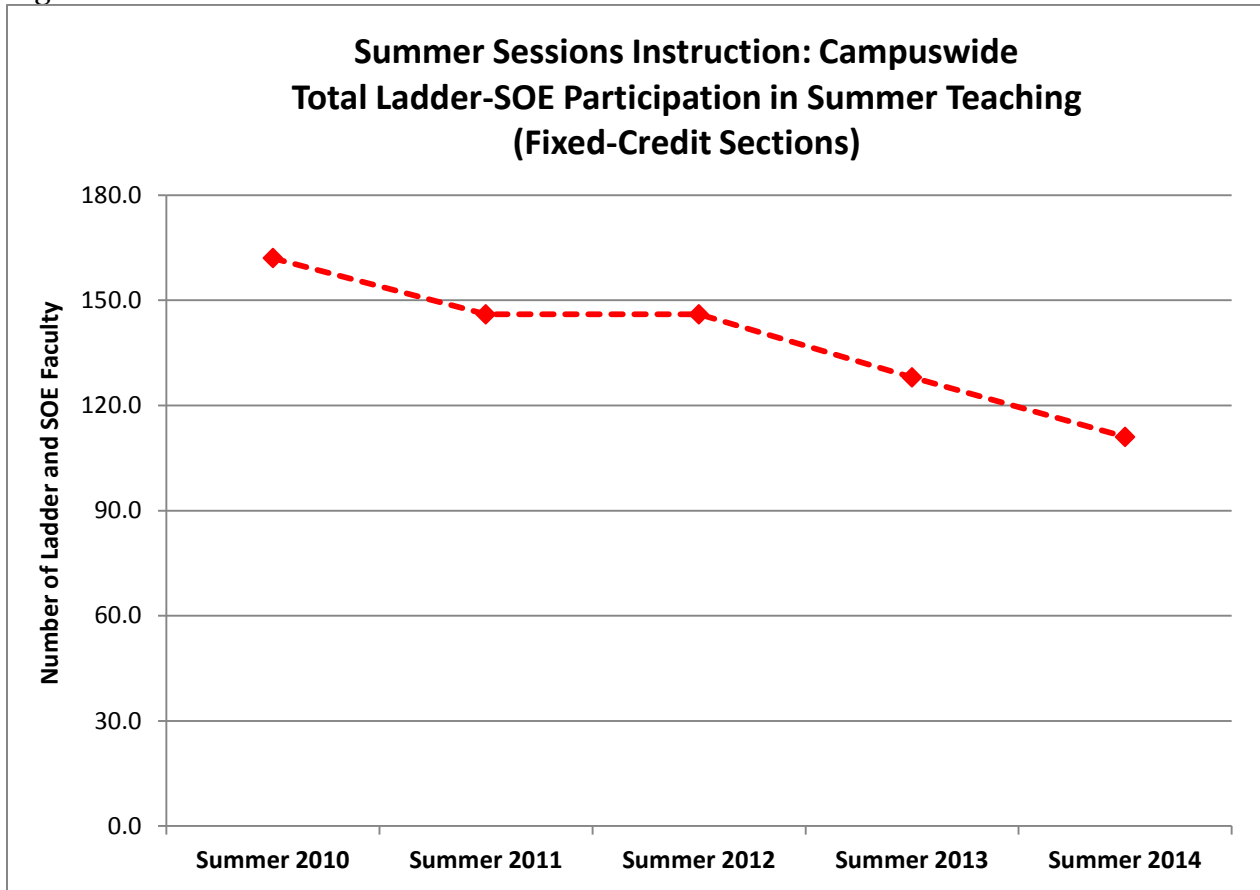
Sections Taught Campuswide: During the same period, in spite of the decline in SCH, the number of sections remained relatively stable from 2010-2013, then declined in 2014, suggesting that class sizes may have increased. (Figure B)

Figure B



Ladder Faculty Participation Campuswide: The number of ladder faculty participating in summer sessions (defined as teaching at least one section during the summer) has declined since summer 2010. (Figure C)

Figure C



Class Size: Between 2010 and 2013, the summer session campuswide average class size stayed around 30-32 students. In 2014 this rose to just over 36 students. Average class size varies by academic unit, with MPS and CBS having average class sizes closer to 60 students, DSS, CA&ES, and COE are close to the campus average, and HArCS averaging around 20 students. It is important to note that summer sessions class sizes are consistently below the average class sizes, both campuswide and by unit, during the regular academic year where there is a campuswide average of about 57 students per class. Even with the recent increase in summer class sizes, students are more likely having a different experience during summer with greater access to instructors and a more intimate classroom experience. (Figures D-F)

Figure D

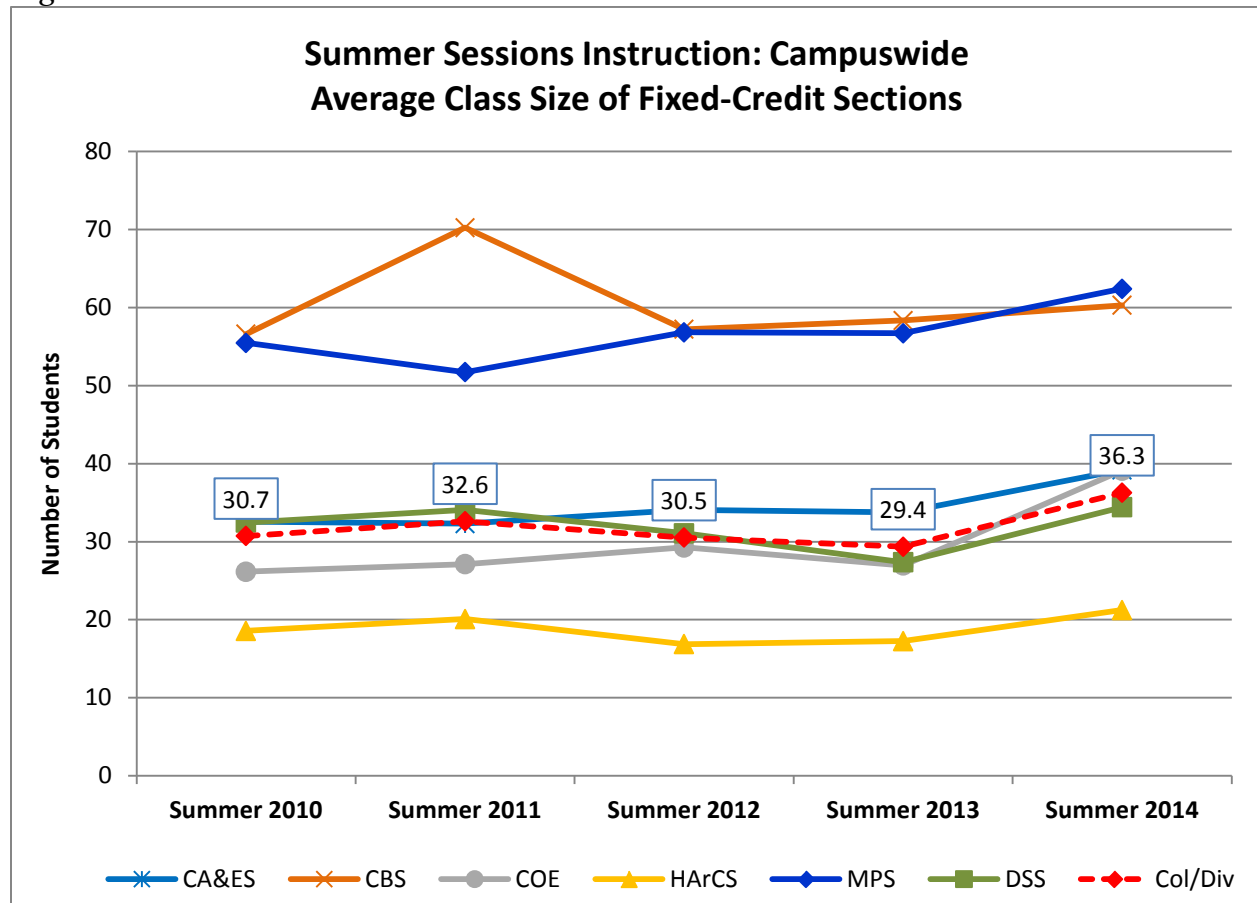


Figure E

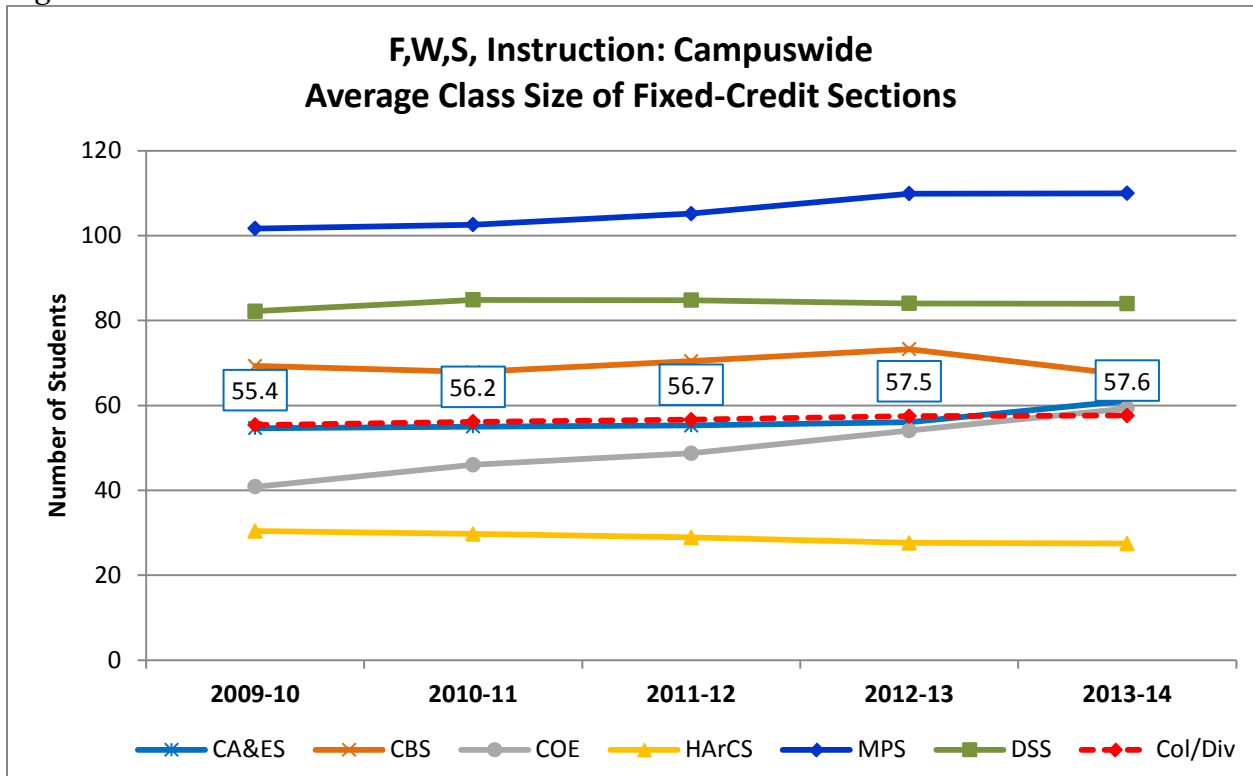
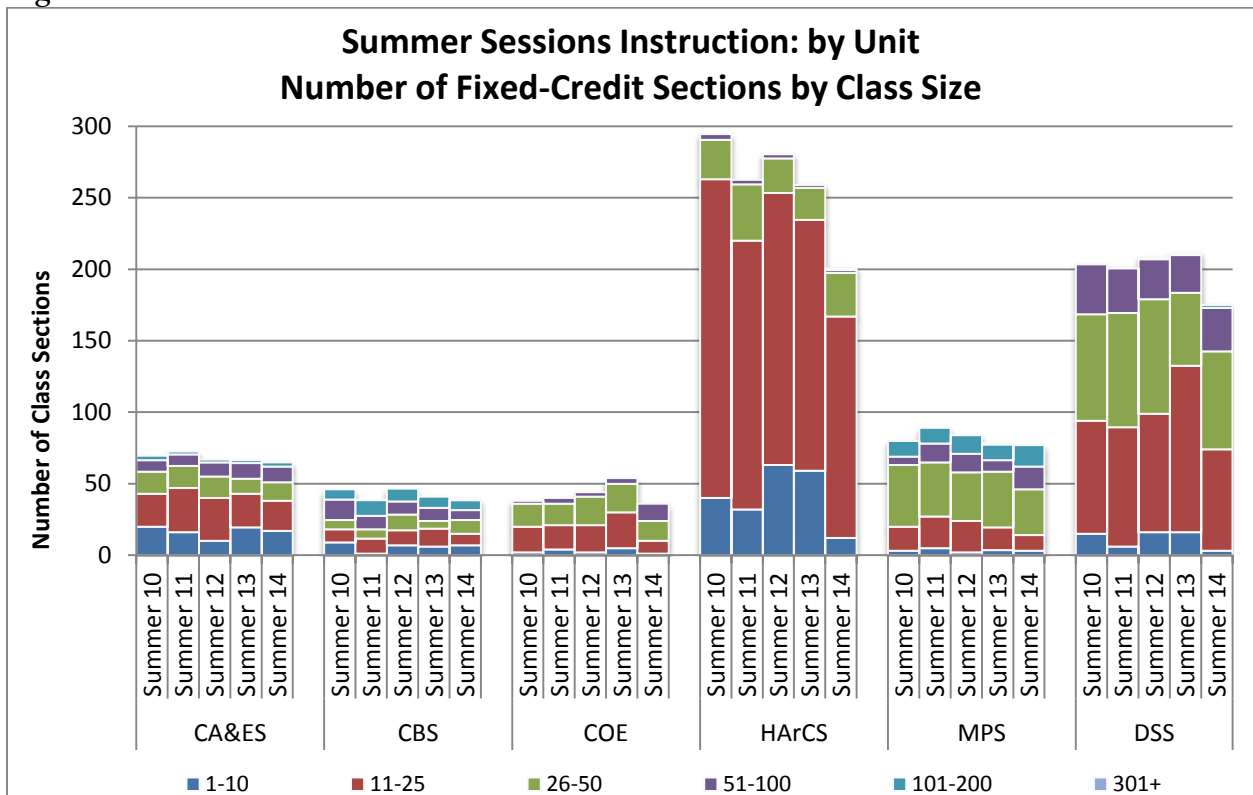


Figure F



Distribution of Instruction by Type of Instructors by Academic Unit: The type of instructors used to teach in summer can be looked at in two ways, either by number of sections taught by instructor type or by SCH taught by instructor type, we looked at both. Campuswide, most summer teaching is done by lecturers. Prior to 2012, ladder faculty did the second most teaching, however in 2013 and 2014 this was slightly exceeded by AI/TA teaching. Since the bulk of all summer teaching occurs primarily in the Letters and Science divisions, their teaching patterns heavily influence the campuswide numbers. Unit level data shows varying trends. The following is a description of these trends by faculty type. (Figures G-H below, college or division data provided in Appendix 2 in Figures I-1-6)

- ***Ladder Faculty Instruction:*** Looking at this on the basis of number of sections taught, this appears relatively stable for CA&ES, CBS, and MPS over the past five years. COE appears to have increased ladder faculty instruction, and both HArCS and DSS have had declining participation. Some of these declines have mirrored an overall decline in sections taught. On an SCH basis, ladder instruction has declined over the past 5 years in all units except COE. It is notable that in summer 2014, the first year of the new budget model, there was an increase over the prior year in the SCH taught by ladder faculty in all units except HArCS. This suggests that in most cases ladder faculty were teaching greater numbers of students than in the prior year, possibly due to changes in class size. Only in COE does ladder faculty teaching make up the greatest share of SCH taught during summer.
- ***Lecturer (Unit 18) Instruction:*** In all but two units, COE and MPS, lecturers provide the greatest amount of instruction during the summer. On an SCH basis, the use of lecturers remained relatively stable in DSS and COE. CBS and CA&ES increased their use of lecturers during this period, most notably in CA&ES. MPS had an overall increase in lecturer teaching, but a notable decline from Summer 2013 to Summer 2014, which appears to be offset by increases in use of ladder faculty and AI/TA instructors. HArCS is the only unit that shows a decline in the use of lecturers during this period, although they still do the greatest amount of instruction.
- ***Associates In (AI) or Teaching Assistants (TA) Instruction:*** The use of AI/TA instructors during summer reflects the use of graduate students to teach fixed-unit courses. On an SCH basis, HArCS, DSS, and MPS use AI/TAs to do a significant amount of summer instruction. In MPS they teach the most SCH of any instructor type in the summer. In each of these units the use of AI/TA instructors increased during the five-year period. In COE, CBS, and CA&ES, there is very little use of AI/TAs. CBS and COE appear to have slightly increased their use of AI/TAs from Summer 2013 to Summer 2014 while CA&ES use of these instructors has been declining since 2011. These differences are likely accounted for by discipline differences and the availability of graduate students who have paid research opportunities during the summer.
- ***Other Instruction:*** This generally refers to instruction provided by emeriti or visiting faculty. This has always been a very small share of summer instruction. In 2014, SCH instructed by this type of instructors either was eliminated or declined in all units except HArCS, where it remained relatively stable compared to prior years.

Figure G

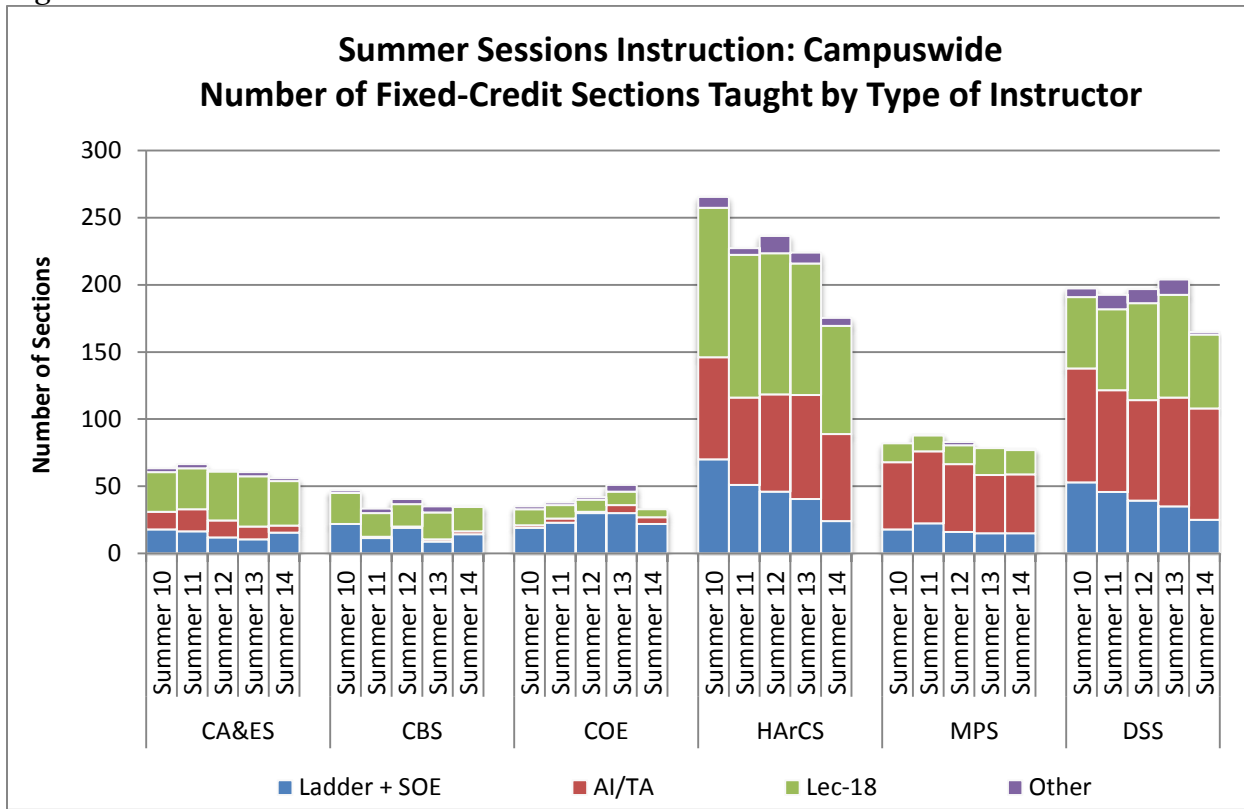
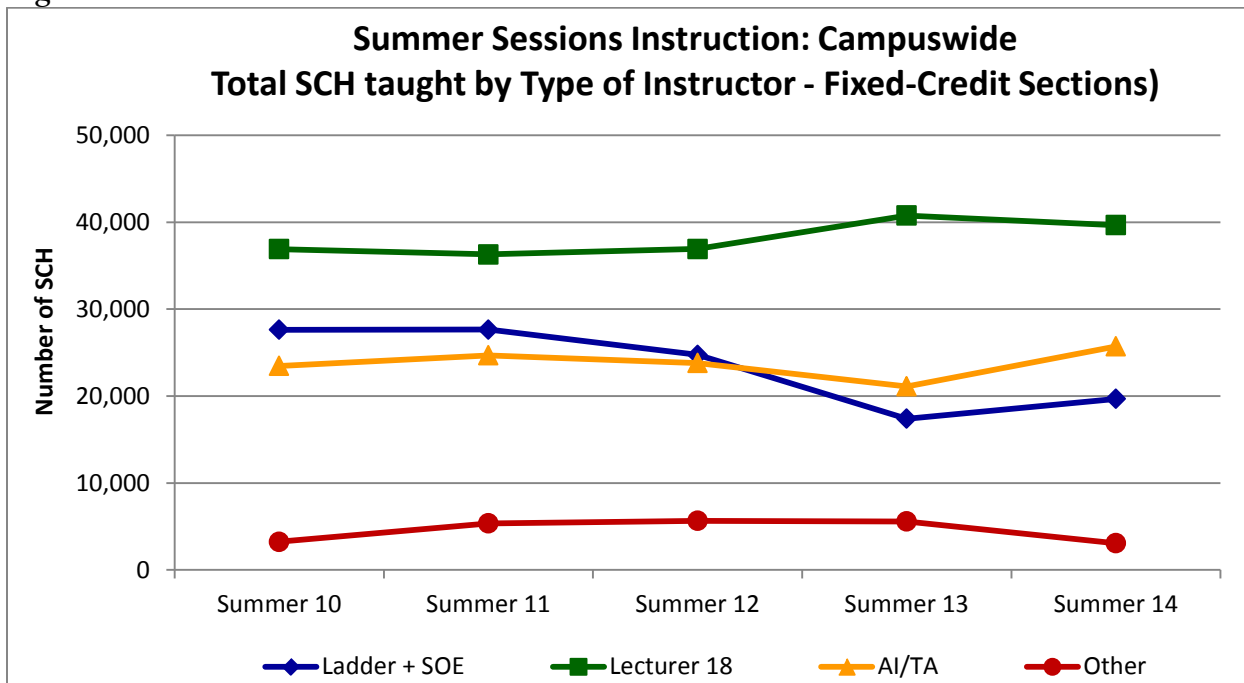


Figure H



APPENDIX 1

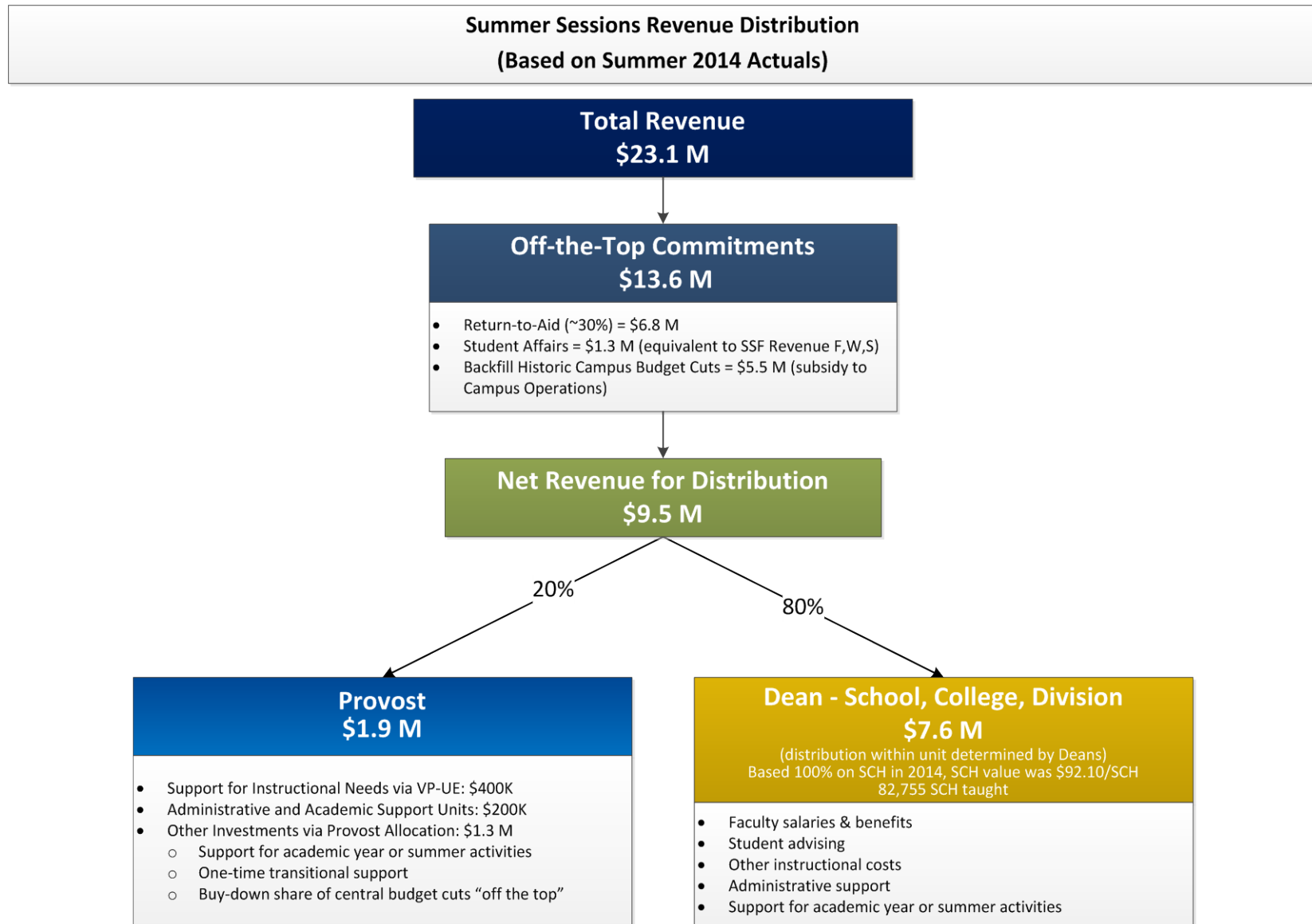
Background on Changes in the Summer Sessions Operations and Budget Model

At all University of California (UC) campuses, summer sessions programs operate as a self-supporting activity, financially independent of the instructional activities that occur during the regular academic year. In the aggregate, the revenue generated through summer tuition and fees should at least cover the cost of offering summer instruction, and ideally generate additional revenue to support the university. A number of years ago the state and Regents required UC campuses to use summer sessions tuition revenue to backfill state budget cuts to the university. As a result, summer session revenue also subsidizes university activities that occur throughout the academic year. At UC Davis, this amount is \$5.5 million annually out of approximately \$23 million in total summer sessions revenue. This built-in subsidy to the overall mission of the university does constrain the amount of revenue that is directly available to support the summer sessions activities.

Prior to 2014, summer sessions at UC Davis was managed through a central office within the Office of Undergraduate Education (UE). In general, this office set the course offerings based on interest from faculty and departments, managed course enrollment targets, identified and paid faculty and instructors, did marketing and outreach activities, and provided a small amount of incentive funds back to departments based on meeting certain enrollment and performance metrics. This centralized approach to summer sessions had several drawbacks: 1) limited integration and coordination of course offerings with the needs of students and academic year offerings; 2) courses were often offered on the basis of instructor interest, regardless of student interest or cost; 3) it had the effect of masking significant financial cross-subsidization across disciplines; 4) central decisions about instructor compensation resulted in some questionable incentives for faculty participation, depending upon the discipline. Beginning in summer 2014, UC Davis changed the Summer Sessions program model, both financially and operationally to be more distributed and integrated with the instructional activities in the academic units.

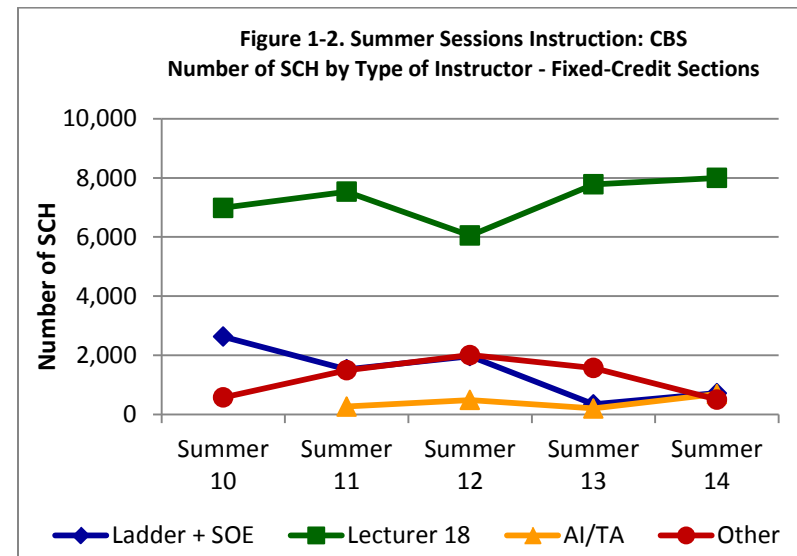
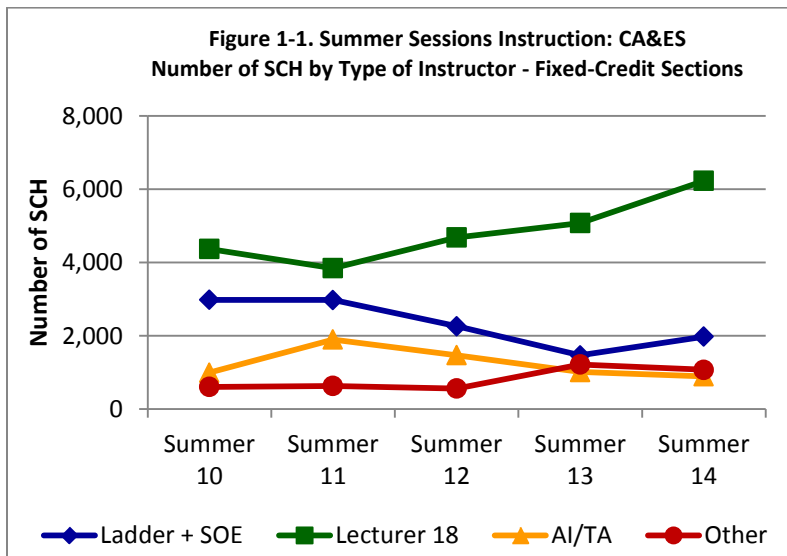
Operationally, summer sessions was changed such that the academic units, through department chairs and deans offices (generally associate deans) are now responsible for determining summer sessions course offerings and teaching assignments. This change allows for summer sessions offerings to be considered in the context of academic year offerings, student need or interest, and allows for the units to more directly monitor the quality of instruction. In addition, the use of a faculty salary cap, previously employed by the central Summer Sessions office to address cost concerns, was made optional, to be determined by each unit. With these changes, there continues to be central programmatic support, funded through the Provost Allocation, for UE to coordinate marketing and outreach to students about summer sessions courses and support the instructional needs and curricular innovation that occurs during summer as they do during the regular academic year. However, UE no longer hires instructors or approves course offerings. Some activities, such as development and maintenance of the summer catalogue, have moved to the Office of the Registrar as they are similar to the activities they perform during the academic year.

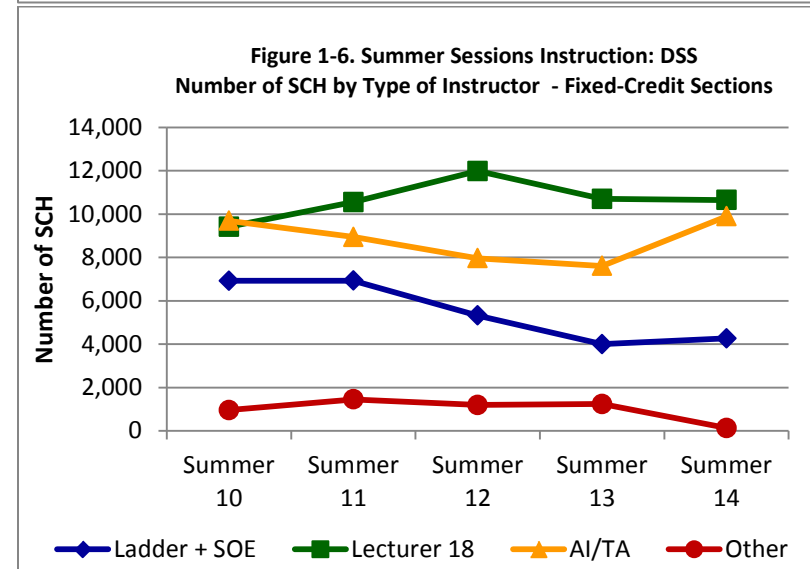
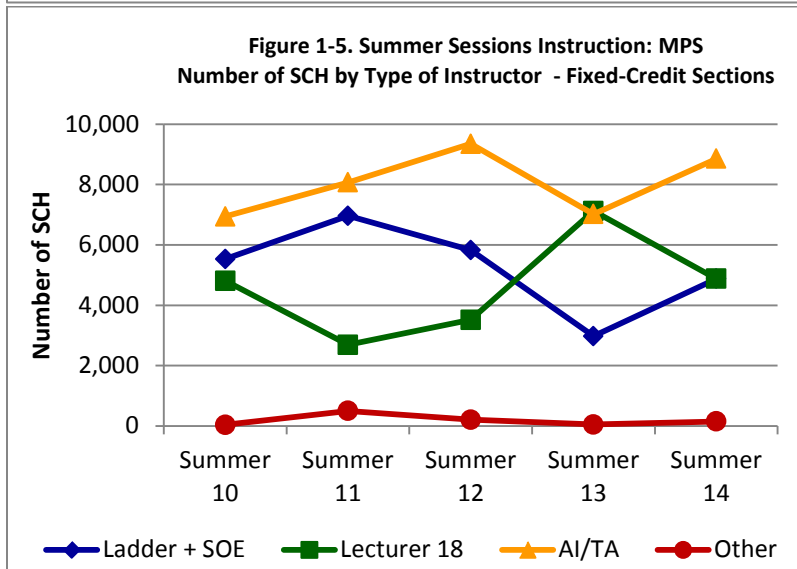
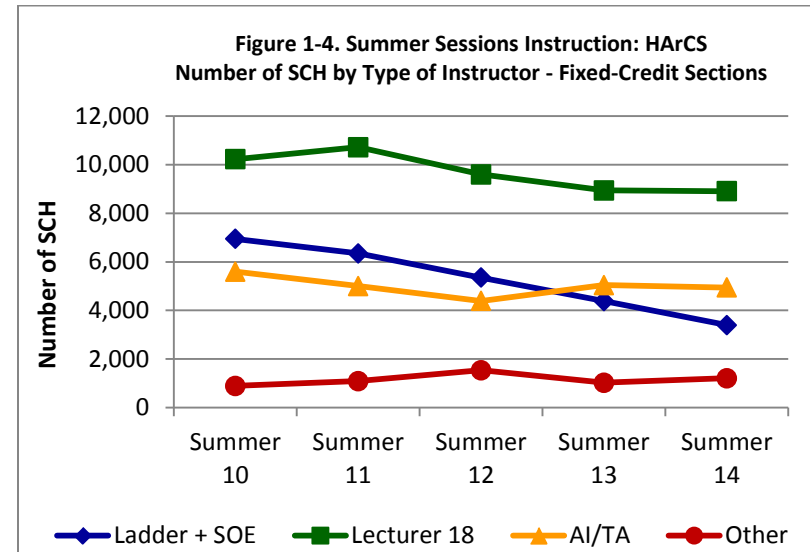
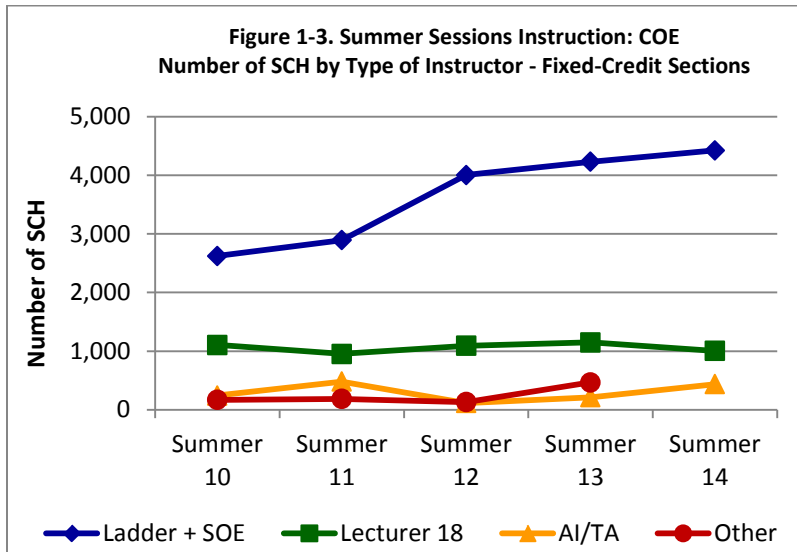
Financially, a new budget model was put in place for allocating summer sessions revenue and expense. The majority of instructional expenses, primarily instructor costs, but also some administrative costs, are now accounted for in the units that do the instruction, rather than in a central summer sessions office. The revenue is now distributed based on dividing the net revenue between the Provost and deans. The Provost receives 20 percent of the net revenue to support various campus priorities, and the deans receive 80 percent of the revenue to cover the costs of summer instruction and address other needs and priorities. In this model, revenue is distributed to the deans and they determine how summer revenue is allocated within their college, division, or school. A detailed flow chart of this revenue distribution based on the actual revenue generated in summer 2014 is provided below. Additional information on the analysis and decision about the transition to a financial model for summer sessions can also be found on the BIA website here: <http://www.budget.ucdavis.edu/budget-model/index.html>



APPENDIX 2: SUMMER SESSION METRICS

Data source: Instructional Activity Information System (IAIS)





April 28, 2015

White Paper: Division of Social Sciences Policies for Summer Sessions Planning

Deborah Swenson, Associate Dean of Undergraduate Academic Programs

Introduction: In addition to their work during the standard academic calendar, students at UC Davis also have the opportunity to continue their studies during the two Summer Sessions run on campus each year. Coursework offered during Summer Sessions serves a number of purposes. It allows students to make progress towards timely or accelerated graduation, enables students to complete a more complex course of study that includes an additional major or minor, facilitates participation in coursework that is conducted with a significant offsite or fieldtrip component, and helps struggling students to complete courses that allow them to return to campus in good standing. Serving the diverse needs of students who enroll in Summer Sessions requires careful planning based on best practices. Such planning also serves the essential role of ensuring the quality of the Summer Sessions program. These best practices involve decisions concerning course offerings, course staffing, and the administration and oversight of the Summer Sessions program.

Course Offerings:

1. Since departments have the best knowledge regarding the needs of the students who take their courses and select their majors, Department Chairs, or Vice-Chairs in charge of department undergraduate programs should supervise the selection of courses they will offer during the summer.
2. When courses are selected for inclusion in the summer program, each department should prioritize the provision of courses which serve student educational needs. The courses that should be targeted for inclusion include:
 - a) Gateway courses
 - i) Pre-requisite courses that are required for progress in the major
 - ii) Pre-requisite courses that are required for progress in other majors on campus
 - b) Courses required for timely completion of the major. This group of courses includes any specific courses that are required for graduation and are impacted due to
 - i) limited capacity during the academic year
 - ii) faculty sabbaticals or absences from instruction during the academic year
 - c) A diverse mix of upper division and lower division courses which support degree progress for students at all levels of study.
 - d) General education courses that allow students on campus to work towards the completion of their degree requirements, while introducing them to fields of inquiry outside of their majors.
3. Since Summer Sessions coursework contributes to the quality of the year-round undergraduate program, the provision of courses should not be determined exclusively by a cost-benefit comparison that considers Summer Sessions in isolation of the full-year student campus experience.
4. Course offerings supported during the summer should be held to the same high quality standard that is applied to courses offered during the standard Academic Calendar.

5. In ensuring the quality of the student experience during the summer, departments need to
 - a) provide adequate course capacity to avoid student enrollment difficulties, as evidenced by excessive wait lists
 - b) conduct planning that minimizes the potential for class cancellations
 - c) ensure that Summer courses are not larger in size than their Academic Calendar counterparts
 - e) respond to student instructional needs, as they emerge over time

Staffing

1. To support classroom instructional excellence during Summer Sessions, departments need to select high quality faculty and instructors.
2. When Summer faculty and instructors are selected, the match between the course content and instructor expertise is of paramount importance.
3. Courses staffing may include any mix of ladder-Faculty, NSF, AIs and outside instructors who meet the quality and match considerations enumerated above.
4. Since teaching experience contributes to graduate student professional development, the consideration of AI instructors in the hiring pool should be encouraged. AI positions help graduate students to gain teaching experience prior to their entry into academia. AI experience may also strengthen graduate student job market prospects by allowing graduate students to demonstrate their teaching effectiveness in an instructional setting. Finally, when graduate students prepare course materials in their field of expertise, they benefit from their work on course development in advance of the initiation of their tenure clocks.

Administration

1. After departments decide the slate of courses they require to meet their Summer teaching needs, they should advertise those needs widely. This advertising of opportunities should be distributed to faculty and graduate students. By advertising widely, departments will create strong hiring pools.
2. When departments consider the use of AIs in the staffing of their courses, the selection should consider AI instructor quality and potential as well as the AI applicant's readiness to offer a course in the Summer Sessions.
 - a) Graduate students who want to be hired as a Summer AI should receive training in advance of their course delivery. Training may include one or all of the following:
 1. Completion of a teaching training course (listed as 397 or 398 by most departments)
 2. Successful work as a teaching-oriented TA. One example of a teaching-oriented TA, would be a TA who has significant experience in the conduct of weekly discussion sections, and course reviews, as well as significant experience meeting with students in office hours tied to their TA-ship. It is expected that such a TA would also have involvement with and knowledge of administrative details in the delivery of the courses they TA.
 3. Previous experience as a TA in the course they will offer as an AI

b) Graduate students who are assigned to a Summer AI position should staff courses that match their field of research.

c) Departments need to supervise the work of graduate students who teach a Summer course as an AI. A department designate may be placed in charge of the supervision of summer AI instructors, or the AIs may work with a faculty mentor who is available to help the AI with the successful development and offering of their course.

3. While department's are charged with the core decisions regarding courses and staffing, the Dean's Office will be ready to help departments with the planning and delivery of their summer programs. For this purpose, the Dean's office will be ready to:

a) help departments locate information on previous year student enrollments or other information that facilitates course planning.

b) respond to student concerns or queries during Summer Sessions.

c) review Divisional Summer Sessions outcomes in support of future Summer Sessions programs.

Priorities for HArCS: Summer 2014

Summer Sessions Advisory Committee: Susan Kaiser, Liz Miller, Jon Rossini, Juliana Schiesari; Carlos Garcia, Karen Nofziger, Susan Sainz, Darla Tafoya; Ian Blake, Lisa Schwieso. Reviewed by HArCS chairs/directors.

Priorities: What should we teach?

- Shift to a student-centric model (classes that students need to graduate; classes they can't get into during the year; gateway courses into the major)
- A mix of different sizes, appropriate to the kind of pedagogy
- Classes that are critical for a program's mission (perhaps needing additional financial support)
- Classes that are innovative
- Classes that serve the common good (e.g., GE, array of courses to serve international students)

Principles for 2014

- Institute firm enrollment minima, appropriate to the kind of pedagogy (see below).
- Within each department, try to come up with a roster of courses that will break even, or be prepared to make the case based on the priorities listed above.
- Establish a plan for incentives.

Process for 2014

- Summer Sessions Advisory Committee: draft priorities and principles for 2014
- Circulate draft to chairs, as they plan for 2014
- Discussion at November 13 chairs/directors meeting
- November 22: submit list of courses with projected revenues/costs to dean's office
- December 2013: dean's office approves or schedules a conversation
- December 2013: review preliminary schedule
- Starting in January 2014: dean's office drafts contracts and manages payroll
- Summer 2014: dean's office manages enrollment minima/possible cancellation
- September 2014: review of summer 2014, consultation about possible changes

Enrollment minima for Summer 2014

- Lower division writing courses: 12
- Upper division writing courses: 15
- First and second year languages: 10
- Studio courses: 15
- Lower division lecture courses: 18
- Upper division lecture courses: 15