

Summer Session

- *Natural Sciences:*

2.5 Summer Quarter

Several departments have identified opportunities to make productive use of a formal summer quarter. The Chemistry and Biochemistry Department already offers introductory courses in the summer and participates in numerous outreach programs. More summer offerings might be feasible with an opportunity for considered planning. Earth Sciences will be offering an “Introduction to Computing in the Natural Sciences” course this summer, and is evaluating the feasibility of expanding its offering of introductory courses. Environmental Toxicology is considering a summer course in aquatic toxicology to capitalize on the Center for Ocean Health facilities and other resources at Long Marine Lab. Physics currently offers many of their service courses through summer session but state that a 10-week format, taught by ladder faculty, is necessary. Physics is also prepared to teach their undergraduate lab courses in the summer and to consider developing a course for physics teachers in California who do not have a physics degree. These teachers would receive guidance and disciplinary enrichment to increase their teaching effectiveness.

Its important to note that divisional planning for summer quarter is in a very preliminary phase. As planning efforts continue this year to complete the comprehensive submission due in December, it is expected that plans for summer quarter will be further refined.

- *Engineering:*

Summer Session. The School is committed to participating in year-round operations, and we have discussed several possibilities to meet this charge. The Silicon Valley Center presents opportunities to attract students returning home to the Silicon Valley region for summer break. We might also offer courses for transfer students so they are farther along in their studies when they matriculate. Through our discussions, we realize the need for an academic coordinator to assist with the planning and implementation of a summer session, and we request support for this position, as well as additional resources to address faculty compensation issues.

Funding for Staff. ... New initiatives also necessitate additional staff resources. Year-round operations, the decentralization of graduate admissions, and our involvement in the Silicon Valley Center will increase our workload, and the School is requesting assistance in meeting these staffing needs.

- *Arts:*

5. Summer Quarter Academic Programs:

The absence of a regular summer quarter has always been a serious obstacle to our progress.

We believe we can provide instruction in a summer quarter of at least 40% of our three-quarter average enrollment within three to five years after a regular summer quarter is established, with our summer enrollment topping out at around 50% by 2010-2011. To do so we will take advantage of our exceptionally fine studio and performance facilities and digital laboratories, and we will capitalize on the extraordinary but barely-tapped potential of the Shakespeare Santa Cruz as a springboard for a summer program. The intensity of several of our majors — e.g. Art (studio), Music, and Film and Digital Media, all of which have very high numbers of required upper division courses — makes them difficult to complete in four years and very difficult for transfer students to complete in two. A summer quarter will be of potentially great benefit to all students in these majors, especially transfer students. At the same time, we should be able to reap economies of scale by putting production, studio and performance facilities to more intense use.

To accomplish our goals we will need the campus to solve the “infrastructure” problems, such as affordable summer housing for students. We will also need lucid summer quarter policies/practices, increased OMP support, and funding for the necessary increments of faculty FTE and instructional support. For instance, technical staff members who are now furloughed over the summer will have to be extended. With ingenuity, we think we can overcome many hurdles at relatively small expense, at least in the short run. There is no insurmountable difficulty in putting studio, lab and performance facilities that are now “mothballed” over the summer to better use. Initially we might do so by employing visiting faculty (e.g. professional directors and actors involved with Shakespeare Santa Cruz, and visiting studio artists and musicians). In the longer run, however, we will need to offer programs taught by ladder-rank faculty. This will require additional faculty office space and other ladder-rank necessities.

A “White Paper” outlining our summer quarter plans can be found at:
<http://arts.ucsc.edu/admin/summerquarter.html>

Accountability Measure: We will enroll 25% of our three-quarter average enrollment within two years after a summer quarter is implemented, and 40% within five years (this assumes that adequate infrastructure is in place and proportionate resources have been provided).

9. Teaching Credential Programs:

Beginning in 2003, all freshmen will enter the University and State College systems with at least a year of arts in high school. With this reintroduction of the arts into high school curricula and college admissions criteria, we foresee an opportunity to partner with the Education Department to establish an arts teaching credential program. This may well form part of our summer quarter emphasis, attracting people already in the teaching profession as well those planning to enter it.

Accountability Measures: We will deliver concrete proposals by spring of 2002 for our participation in a credential program. We will increase the scale and scope of related K-12 outreach programs (e.g. ArtsBridge) as outside funding permits.

11. Public and Co-Curricular Programs:

The Arts are the gateway to UCSC.

Shakespeare Santa Cruz (“SSC”) brings over 50,000 visitors to the campus annually. ...

Our overall goal is to increase the quantity and quality of our public programs as our academic enterprises grow. To do so, we will need to foster relations with the local community, through additional support organizations modeled on the Shakespeare Santa Cruz Board of Directors (which raised over \$250,000 from donors last year). This will increase ticket revenue and boost donated income. The addition of a summer quarter will greatly assist us in expanding our public programming by extending the calendar.

... Another dimension of our public program planning is the construction of a Gallery/Museum (Campus Visual Arts Center). We also intend to re-open consideration of a large, 1,200-1,500 seat campus auditorium.

Accountability Measures: ... We will forge stronger academic ties between Shakespeare Santa Cruz and the Theater Arts Program. This will be measured by a significant increase in enrollments directly tied to SSC during the summer. ...

- *Social Sciences:*

Community Studies: ... Summer Quarter and Silicon Valley Regional Center: Community Studies already operates a year-round program, with 88 majors on field study enrolled in summer 2000. For a state-funded summer quarter, Community Studies would expand its course offerings, principally in conjunction with a presence at the new Silicon Valley Regional Center. At SVRC, Community Studies would develop a new focus on social justice in the new economy. Using a part-time enrollment model, the program would target minorities and working adults enrolled at community colleges. The department would refocus other courses around a Silicon Valley theme as well.

Economics: ... Summer Quarter and Silicon Valley Regional Center: For a state-funded summer quarter, Economics would expand course offerings and involve more ladder faculty in teaching. The department offers more than half of the core courses offered during the regular year during summer as well. The department also would consider offering an intensive summer program in advanced international economics directed toward current or prospective graduate students in the United States. For the Silicon Valley Regional Center, the department would expand outreach to corporations and extend teaching efforts while maintaining a firm base on the Santa Cruz campus.

Education: ... Summer Quarter and Silicon Valley Regional Center: The Education Department is fully involved already in summer teaching, as the combined program that leads to a master’s degree and teaching credential enrolls students for a total of 15 months, including two summers. The MASE program would develop and grow at the Silicon Valley Regional Center. In addition, the New Teacher Center already has operations in Silicon Valley.

Environmental Studies: ... *Summer Quarter:* For a state-funded summer quarter, the Environmental Studies Department would offer gateway courses to the major, field study, courses for the master's program, and summer short courses or conferences with CASFS. The courses offered in conjunction with CASFS also might play a role in the master's program.

Psychology: ... *Summer Quarter:* In a state-funded summer quarter, the Psychology Department would offer courses that are impacted during the regular year.

Sociology: ... *Summer Quarter and Silicon Valley Regional Center:* The Sociology Department is interested in offering Sociology 15, World Sociology, in the summer at the Silicon Valley Regional Center. Faculty would conduct research at SVRC, as the new economy in Silicon Valley has raised a variety of sociological issues. In addition, the department would like to place students in field-studies positions in Silicon Valley, perhaps with an on-site field-placement coordinator.

College Nine. The Social Sciences Division is preparing to submit a proposal to establish the academic program for College Nine. The new college will have a distinctive academic and co-curricular theme, "International and Global Perspectives." This theme addresses the complementary themes of diversity, regionalization, and globalization in the modern world. College Nine students will be required to spend one quarter in the Education Abroad Program, foreign-language instruction, service learning (field study), the Global Information Internship Program, or UCDC. Since most service learning will take place off campus, students may satisfy their service-learning requirement during the summer, perhaps even in their home town, thus enabling the campus to shift some workload to both summer quarter and off-campus locations.

College Ten. Shortly after submitting a proposal for College Nine, the division will formally propose the establishment of the academic program for College Ten. "Social Justice and Community" will be the theme of College Ten. The college curriculum will explore a wide variety of topics ranging from psychological studies of the roots of prejudice, discrimination, and violence against disenfranchised groups to possible community and governmental policies for addressing social, political, and economic inequalities. Given the college's emphasis on community, College Ten students will be required to enroll in at least one quarter of field study that emphasizes learning through community service. In addition to fostering community involvement, the service-learning requirement reflects the university's commitment to the local community and California. As is true for the College Nine proposal, some students will perform their service learning during the summer and at off-campus locations.

Staff. Our current ratio of department to division staff is approximately 1 to 1, a ratio that reflects the provision of business functions through service centers. We anticipate that the ratio will slowly become weighted towards departments as we transfer business functions closer to the academic centers they support. We believe this change will be necessary to meet the demands of enrollment growth in the departments. This change also will ensure that we have sufficient staff in departments for peak demands, such as the beginning of quarters, without being overstaffed for routine activities. Properly staffing departments is necessary as well to meet the demands of a summer quarter. Just as faculty will need to spread their nine-month appointments across four quarters, so too will department staff need to adjust so that year-round support services can be met while allowing for vacations, leaves, training, etc.

- *Humanities:*

The division currently offers 25-30 courses during summer session serving 550 to 600 students (60 to 65 student FTE). The division believes that as early as 2002-03 it could generate an additional 100 student FTE during summer session.

- **Writing Program.** The Writing Program has expressed a keen interest in providing Writing 1 as well as Subject A instruction during the summer quarter (subject to discussions with the AFT). It might also be possible to receive state support for Subject A instruction if it could be integrated within specially designated Writing 1 sections. This is similar to what is now done with subject A in the college core course. In this way the state would continue to fund Subject A instruction while reducing, but not completely removing, this burden from the college Core course. This proposed instruction might be delivered in one or more innovative ways. For example, this instruction might be delivered in Silicon Valley as part of an outreach effort or as an in-residence instructional program on campus similar to the summer language institute offered in the past at UCSC. There could be many positive effects from combining Writing 1 and Subject A instruction and offering it during the summer. First, this would positively affect the availability of classrooms during winter and spring quarters. Second, students would receive writing instruction prior to entering in fall quarter. There would be no net gain in student FTE generated by the division since students enrolling in Writing 1 during the summer would not be enrolled in Writing 1 during the academic year. This initiative would not affect the number of students enrolled in college Core courses since this would still be required. The campus GE requirements would not need to be significantly altered to accommodate this initiative. The Writing Program will be asked to develop a proposal to deliver a summer curriculum.
- **Language Program.** In the past the campus offered a residential-based intensive program in language instruction. It may be possible to revive this program and scale-up for instruction by as early as the summer 2002-03. The program might serve approximately 45 student FTE. Instruction might consist of a five week residential-based program that would provide each student with 15 units of course credit. This would basically replace the first year of language instruction (1-3). Because the program potentially might appeal to non-UCSC students the student FTE generated could represent an overall increase in campus instructional workload. Even without non-UCSC students this program could generate additional instructional workload as students who might not otherwise enroll in language courses might find the summer residential option attractive.
- **Literature and American Studies.** Literature and American Studies have expressed interest and willingness to offer one or more moderate sized lecture courses during the summer. If each of these two departments offered a course for 100 students this would add 22 student FTE.
- **Other Departments.** The division's other departments have also expressed an interest in the expansion of their curriculum into the summer. Summer session offers

several challenges and opportunities not the least of which is summer support for graduate students.

- **Contributions from New Programs.** It is certain that several, if not all, of the new programs will offer part of their curriculum during the summer quarter. It may well be 2-3 years before these programs make a recognizable contribution. The proposed Masters of Advanced Studies certainly has the potential to make a significant contribution to both the summer term and the SVC.

- *Library:*

Pre-Expansion Growth (Expanded Summer Programs): The range of impacts an expanded summer quarter could have on the library is substantial, and almost impossible to quantify until the academic program (and its success in attracting students) is defined. On the one hand, one could conceive of a quarter that consists largely of enrolling students who are already here and using the library, of students involved in independent study and internships off campus, and of programs concentrated at the SVC. At the other extreme, one could imagine a fourth-quarter operation that mirrored, albeit smaller, the rest of the academic year. Since some library units such as Special Collections do not have regular summer open hours, and other services such as the Reference Desks do not provide summer weekend staffing, a move to provide all services on comparable footing year-round could require the addition of 5 to 8 FTE. An additional 2 FTE (for classroom support, technicians, and front-desk service) would need to be added to Media Services to support an expanded summer program.

- *Student Affairs:*

Year-Round Operations . Year-round operations confront the managers of student services with challenges similar to those at the Silicon Valley Center. The Silicon Valley Center poses problems because it lies forty miles away, while state-funded summer operations will fill an interval in the academic calendar when many services have traditionally been either closed or curtailed and other offices have re-focused their resources on conferences and outreach activities. Both will require managers to find creative ways to deliver a full range of services to a limited number of students in ways that do not diminish their effectiveness or increase their marginal costs. Similar to the Silicon Valley planning efforts, we plan to focus on traditional and non-traditional methods of delivering services to our students, with a principal focus being on non-traditional service delivery methods, including:

- Incorporating the “70-20-10” service model (70% self-serve, 20% interaction with generalists and 10% interaction with specialists) that emphasizes the “just in time and just for me” approach to student service delivery
- Training some individuals to provide a broad range of services that span our usual organizational boundaries
- Making prudent decisions about the level of services and office hours appropriate to the anticipated summer enrollments. (As an example, though career counseling is available eight hours per day five days a week during the regular year, that same

service might be open fewer hours per day on fewer days per week during the summer.)

The current business model for operating the summer session with state funding raises some questions for support service providers. We will work closely with the Summer Session and Planning and Budget offices to develop funding mechanisms by which providers of services will be able to budget appropriately to meet student and campus needs. Student Affairs is preparing a study on appropriate levels of student services during the summer and the projected incremental costs associated with increased levels of service.

- *Business and Administrative Services:*

Anticipated Areas for Demand for BAS Services in the Next Decade . Providing a wide variety of core support services in support of the new summer quarter and distance learning programs.

Funding Strategies. The possibility of expanded academic programs such as summer quarter, additional colleges, distance learning, and night classes creates the potential for increased workload in BAS. For example, summer quarter will create the need for additional infrastructure support and maintenance services, and will be articulated in our long-range plan.