As Sullivan University’s Vice President for Academic Affairs and Chief Academic Officer, it is my special honor to introduce to you the first edition of the *Academic Illuminator*, a quarterly newsletter we’ve developed to help increase and improve communication among and between all Sullivan University faculty and staff. Originally conceived several months ago, the project has now come to fruition thanks to Mr. Nathan Ragland, Mr. Charles Brown and Ms. Belinda Yff. With Mr. Ragland serving as the primary project manager, these professional librarians have enthusiastically taken on the coordination of this newsletter and for their efforts and very fine work on this first edition, I say, job WELL DONE!

The *Academic Illuminator* will contain a myriad of articles about contemporary issues that affect the University, its faculty, staff and students. With each distribution, various policies and procedures will be highlighted to help facilitate a better understanding of each, and, readers will also find historical articles about the University, highlights about colleagues, important dates for each upcoming term and other fun, exciting and interesting articles.

While I often try to say “thank you” for the hard work put in by so many dedicated faculty and staff members toward educating our students, sometimes I feel I don’t say it often enough given the hard work and dedication put in so often by so many. As you read this newsletter and go about your daily responsibilities related to educating our students, please remember that your efforts and accomplishments are respected and appreciated. Whether you serve as a faculty or staff member, YOU, make a difference and a significant contribution to teaching and/or the educational process. To borrow a quote from Zoe Weil, “Teachers are the agents of the future. Will our world be populated by people ready and able to meet that future as creative and critical thinkers; as wise, compassionate and knowledgeable citizens; as skilled and motivated solutionaries within their professions? The answer to this question lies with teachers. More than any other profession, teaching has the power to create a healthy, just and peaceful world (or not). It has the ability to seed our society with informed, caring and engaged citizens (or not). It has the capacity to inspire lifelong learning and a passion for knowledge, understanding and innovation (or not). Is there anything more important than this?”

As a community of professionals with a common goal, let us do whatever we can to be “agents of the future” and positively impact the lives of our students through teaching, caring and the facilitation of personal, professional and intellectual growth.
Have you ever driven by a restaurant with a great parking lot, beautiful building, and great decor then wondered why it was empty? That is until you have to deal with the staff, wait for the food, and then see the bill. Have you then had the opposite experience with a restaurant that looks like it is in a terrible spot, no parking, and standing room only? That is until you deal with the staff, wait for the food, and then don’t care about the bill.

What is the difference? (You are smart and figured that out in the first sentence...)

Dr. Joseph B. Cuseo stated the following:

Most college instructors probably do not realize how much impact they can have on student retention, nor are most aware of what specific things they can do inside and outside the classroom to reduce student attrition. Many faculty may still be under the impression that students drop out of college for personal reasons or academic deficiencies, and that instructors have little or no influence on student departures. *

The point is that most of the Sullivan University faculty gets it! Yes, Sullivan University students have challenges and some more than most, but, you know that they will also overcome those problems with your encouragement. You expect them to do their work, you expect them to come to class, and you give them the grade they deserve like everyone else. You also look for and take advantage of coachable moments, you listen empathetically to students who are having personal issues, and you encourage, possibly for the first time, a student for personal success!! Wow, what a blessing.

That is why I am proud to be one of you. Students stay because of what they are getting and how they are getting it. Each of the instructors who touch a student’s life has a stake in them crossing the platform at graduation.

As part of being faculty members and administrative staff at Sullivan University, we are expected to adhere to standards of professional behavior. One of these standards concerns professional dress for both employees of the University and students who attend classes here.

Faculty Dress Policy
The dress policy for faculty members (as well as most staff members) is similar to the professional dress codes of white-collar employees at most major, conservative corporations. When preparing to come to the University, we should consider our appearance. It should be neat and professional-looking. Often, we serve as role models for our students, of whom some have no experience with proper dress for a white-collar work environment.

According to the Sullivan University Faculty/Staff Manual, the following items of clothing would be appropriate for wearing to work:

- Suits,
- Sport coats,
- Dress coats and ties,
- Dress pants or slacks,
- Dresses,
- Skirts,
- Sweaters, and
- Work shoes.

Inappropriate materials include, but are not limited to, the following:

- Jeans,
- Overly-revealing attire,
- Shorts,
- Hats,
- t-shirts, and
- Clothing with rips or holes in it.

On Fridays, faculty may follow a business casual dress code. We should still ensure that our clothes are neat, and that we are neatly groomed.

As you can see, we are expected to dress like the professionals that we are. If you are ever in doubt about whether to wear an item of clothing to work or not, ask yourself the same thing we ask of our students on Professional Dress Wednesdays: “Is this something that I would wear to a job interview?”

Student Dress Policy
On every day except for Wednesday, students are expected to dress conservatively. Their clothes should be clean and neat. Examples of inappropriate attire are, but are not limited to, the following:

- Dirty clothes
- Inappropriately revealing clothes
- Exposed undergarments
- Sagging pants

On Wednesdays, students must adhere to the Professional Dress policy. The policy must be appropriately enforced by the faculty. In a nutshell, on Wednesdays, students should adhere to the same dress code followed by the faculty.

Baseball Caps
Are not permitted in the building. Exceptions are made for guests who are unaware of the policy and who may not have prepared their hair for public display which could result in personal embarrassment.
The sixth edition of the Publication Manual of the American Psychological Association is the official style manual used by the majority of Sullivan University departments for papers.

Though APA style is used at Sullivan University, there can be some inconsistencies in the interpretation of the manual by faculty. This can lead to confusion by students. In addition, the 2nd printing of the 6th edition of the current manual, published in 2010, is over 272 pages in length. This often overwhelms a student just starting to use APA style.

In an effort to provide standardization guidelines in the use of APA style at Sullivan, an ad hoc subcommittee (consisting of faculty from the Lexington and Louisville campuses) met several times in late 2011 and early 2012. Several recommended guidelines were approved by the Academic Council in April 2012 and include:

- Listing the paper’s title, author name(s), institutional affiliation, the course name and title, and date of submission on the title page.

- In most cases, requiring an abstract when the main body of the paper is more than 3 pages long. Keywords will also be on the abstract page.

- Following the APA 6 manual style for the main body of the paper.

- Using a digital object identifier (DOI) for periodical titles, if available. If not, the database name or website address will be used.

One outcome of the subcommittee’s efforts is a website that offers instructions and examples about APA Style at Sullivan University (http://libguides.sullivan.edu/apa). The website is maintained and updated through a partnership between the Sullivan University English department and the library. It is highly recommended that you direct your students to the website if they ask for or otherwise need assistance with the APA style.

On the website, students and faculty can locate information about: formatting a paper (along with step-by-step instructions and video examples), the paper sections, in-text citations, quotations, paraphrasing, summarizing, creating references for a variety of sources (both in print and online), a dissertation guide for PhD students, a sample paper, and much more.

In conclusion, even though APA style can be challenging to students, you can assist your students with “style” as well as “substance.” There are resources available. Students are always advised to check with their instructor about the proper use of APA for a paper. They can also consult the style manual, visit the Tutoring Center, and/or view the APA Style at Sullivan University website for assistance.
CALENDAR OF EVENTS
FALL 2012 QUARTER

Fall Registration .................................................................................................................. September 17 – 18
Fall Housing Registration ................................................................................................. September 19
Housing Orientation ......................................................................................................... September 20
Graduate School Orientation ............................................................................................ September 20
New Student Orientation ................................................................................................. September 21
Night School Orientation ................................................................................................. September 22
First day of classes .......................................................................................................... September 24
Daily Rosters (Day School) distributed to instructors* ...................................................... September 24 - October 1
Last day that a student can enter a day or online class** .................................................. October 1
Never Rosters (Day School) distributed ............................................................................. October 2
Never Rosters (Day School) due ....................................................................................... October 4
Grade Changes for Summer 2012 Quarter due ................................................................. October 5
Last day that a student can enter an evening or weekend class** ..................................... October 7
Academic Council Meets .................................................................................................. October 11
Graduation ........................................................................................................................ October 13
Senior (High School) Discovery Day .................................................................................. October 20
Midterm Grades due ......................................................................................................... October 29
Daylight Savings Time Ends ............................................................................................. November 4
Census Instructions distributed ........................................................................................ November 8
Last day that a student can withdraw and still receive a “W”*** ......................................... November 11
Academic Council Meets .................................................................................................. November 15
NCHS Open House .......................................................................................................... November 17
Thanksgiving Break .......................................................................................................... November 19 – 25
Graduate School Open House ............................................................................................ November 29
Census reports due ............................................................................................................ November 29
Adult Open House ............................................................................................................ December 1
Final Grades due ............................................................................................................... December 17
Break .................................................................................................................................. December 17 – January 1
Winter Registration .......................................................................................................... December 18-19
Graduate School Orientation ............................................................................................ December 20
Late Registration ............................................................................................................... December 22
New Student Orientation ................................................................................................. December 28
Night School Orientation .................................................................................................. December 29
First day of classes .......................................................................................................... January 2, 2013

*Note: Nights/Weekends a roster will be placed in the instructor’s mailbox on each day of his or her class and that same roster is to be returned to Enrollment Services after each class by the instructor.

**Exceptions require the approval of the CEO or CAO
The 2012 Sullivan University System Retreat, to be held at Belterra Resort and Spa on November 2-3, is shaping up to be the biggest, most diverse retreat yet!

On Saturday, November 3rd, attendees will have over 20 sessions from which to choose, with topics ranging from classroom management and online teaching to student retention and professional development...and much more! In addition to showcasing our Sullivan faculty and staff talents, we will be welcoming speakers from Texas and California.

The committee has been working hard to provide worthwhile, useful, and applicable content for all attendees. In order to offer as diverse a program as possible, retreat participants will have the opportunity to attend four sessions on Saturday. This will give each person the chance to gain knowledge that he or she can take back to the classroom to our help students.

In addition, representatives from Pearson, Cengage, McGraw-Hill, and Wiley will be in attendance as well to demonstrate the latest advancements and developments in higher education.

For further information or for answers to some frequently asked questions, please go to the Sullivan University System Retreat website at http://sullivan.edu/facultyretreat/

Library Adds New Computing Database

The Sullivan University Library has recently added a new database to its collection, the Association for Computer Machinery Digital Library, or ACM Digital Library for short. At present, the ACM Digital Library contains over 1,200 journals.

To access the database off-campus, please log in through the University’s VDI system at http://acvdi.sullivan.edu, then navigate to the Library’s webpage at http://library.sullivan.edu. From there, you can access the database normally.

The library faculty and staff would love to hear your thoughts on the new resource. If you use the database and would like to tell them about your experiences, please contact them at libdb@sullivan.edu.
As chair of the Academic Council, I am pleased to write this inaugural edition of Academic Council Highlights (ACH). The goal of ACH will be to keep faculty and other interested parties informed, on a quarterly basis, about the workings of the Academic Council (Council) and matters it addresses.

A good starting point is to tell you about the purpose, role, structure, and process of the Council. [Most of the following is taken from the Academic Council Charter.]

- The **purpose** of the Council is to:
  - advise and support the administrative prerogatives that sustain the academic function of the University;
  - promote an academic standard of quality education to enhance institutional effectiveness; and
  - endeavor to advance bi-lateral communications throughout the University and the Sullivan University System.

- The **role** of the Council is to:
  - report to and advise the Vice President of Academic Affairs on matters pertaining to the University’s academic policies; and
  - receive and disseminate information to the faculty of the University, directly and through the appropriate Deans, Department Chairs and Program Coordinators.

- The **structure** of the Council includes the following voting members:
  - Academic Deans and Directors of the University;
  - Administrative Deans and Directors as approved by the Vice President of Academic Affairs; and
  - four faculty members elected from the faculty at large.

- The **process** of the Council includes:
  - initiating actions to advance its aims;
  - receiving recommended actions from any member of the University community on matters of Council concern;
  - reviewing, discussing, and approving/disapproving all matters brought before the Council;
  - submitting approved Council actions to the Vice President of Academic Affairs for review and approval by the Vice President of Academic Affairs, the Executive Vice President/CEO, and/or the University President. [Approved actions become the policy of the University. If the Vice President of Academic Affairs, the Executive Vice President/CEO, or the President disagrees with the actions of the Council, the Vice President of Academic Affairs provides to the Council written reasons for the disagreement.]; and
  - establishing standing committees to review, discuss and propose action on complex academic related matters.

Rest assured that the Council has lively debate and discussion at all meetings and regularly sends important matters to the Vice President of Academic Affairs for consideration and requested action. With that in mind, please don’t hesitate to send me an item for Council deliberation at nriggs@sullivan.edu. The Academic Council is here to serve you!

The next ACH article will feature a roster of current Academic Council members.
For the first installment of “Five Questions For...,” we interviewed Richard Routt, the Chair of the Department of Finance. He is a very active member of the faculty, advocating the use of technology to aid instruction. Currently, he is teaching Financial Management, Investments, Analysis of Financial Statements, Security Analysis, International Finance, Health Care Finance, Medical Terminology, and Medical Law & Ethics.

Richard has been teaching for over a dozen years. When asked about his career thus far, he stated “I have been teaching for the Sullivan University System (SUS) since 1999; however, I began my teaching career at Spencerian College. I started teaching part time the summer quarter of 1999. I began teaching a health and safety course in which students received CPR, EKG, and first aid certification. In 2006 I started working at Sullivan University as the chair of the health care department. I have since moved into the chair position for finance.”

1. **How did you originally get into education? What was your motivation?**
   My father always told me I would make a good teacher. I do not know to this day why he thought so. He passed away in 2003 and I never had the opportunity to ask him why. After I graduated from the University of Kentucky I join the Navy. I was trained as a Navy Corpsmen and learn how to treat patients and do a variety of medical procedures. One of my responsibilities was to treat patients during sick call, seeing patients much as a typical doctor, nurse practitioner, or physician’s assistant would do. I learned that a lot of what doctors do when they see patients is to educate them on their disease process. In addition, during this time I served as education training petty officer and trained other corpsmen along with designing training seminars.

2. **What do you like the most about teaching? What do you find the most challenging?**
   As a teacher you are given the responsibility to help others. To help students find a career and become responsible members of society. Educators should never forget this responsibility. This drives me every day to enhance my lesson plans so students do not just think of my class as another hurdle they must jump to receive a piece of paper. Each class I teach has added additional knowledge for my students to use in their career field and in their home life. This is my passion. This is also what makes teaching such a challenge.

3. **You are known as being an enthusiast for the use of technology in instruction. Do you have any advice for other faculty members who would like to incorporate technology in their classes?**
   I am a student as well as a teacher. Not all current teachers are students; however, they were once a student. I place myself on the other side of the class room or computer screen and ask myself “what would I need to understand this material”? Would I need a handout or an additional example? Or perhaps, if I was an online learner, would I like to hear another voice to explain a complex math problem? This is the difficult part; however, once you’ve answered these questions, just find a platform to deliver your material. I found that, as an online student in a math discipline degree program, short videos to explain a variety of problems using an assortment of methods to solve these problems helped me as well as my students.

4. **Do you have any favorite anecdotes or memories of teaching, students, etc.?**
   I have collected quite a few memories and anecdotes over the past 12 years of teaching. I was once teaching an anatomy course at Spencerian College and I heard one male student mumble something to another female student. She proceeded to immediately stand up and remove her shirt and throw it to the floor! The other student, the male stood up and step on something and said “I got it”. Come to find out the male student told the female student, quietly and politely she had a spider on her shoulder. Interesting anatomy lesson! As for an anecdote, Robert Boyce once told me “keep it simple, but not simpler”. I try to keep this in mind with every lesson plan.

5. **What hobbies or interests do you have in your off time?**
   Most hobbies and interests have been on hold while working on my education. However, I do take time to teach my son how to play a variety of sports. No matter how busy my day is, I always take some time for my family. In addition, I collect coins. The history and art work on old coins is quite fascinating.
“Sullivan College Women Face Pantsuit Dilemma”
By Cara Marco

The March 1971 issue of the Sullivan Herald reports the campus-wide talking point of the day – whether female students should be permitted to wear pantsuits on Professional Dress Day or stick to their everyday uniform of dresses. In the end, fashion - and the women of Sullivan University – marched forward in pantsuits and platform shoes. Can you dig it?
The Academic Illuminator is an informational publication for faculty members at Sullivan University. Issued before the start of each academic quarter, the Illuminator covers topics of interest to faculty such as policy changes, compliance with regulatory bodies, the ongoing process of accreditation, the activities of the Academic Council, and upcoming events.

Questions, comments, requests for article coverage, and article submissions may be sent to editor Nathan Ragland, at nragland@sullivan.edu.

We are beginning to prepare for our reaffirmation of regional accreditation. SACS will conduct the reaffirmation in 2015. This fact means they will conduct the site visit in early 2015, and we will begin writing our report in 2013 for submission in 2014.

Reaffirmation also means that we must evaluate our current quality enhancement program. Our plan is to administer the Levels of Use interview to a sample of 100 faculty members selected at random from the list of those teaching in Summer 2012. This interview establishes what level of use instructors have achieved with the active learning strategies introduced in the QEP. We will also be building classroom case studies and student case studies to document the impact of the QEP in classrooms and for students.

In addition, reaffirmation means that we have to create a new QEP. We need to have broad-based participation in the selection of the topic and the development of the plan. Watch for opportunities to participate in the coming year. We are currently working out the process, and we will start implementing that process beginning in January 2013.