I have always been intrigued by the power of well-written autobiographies or memoirs because they open windows on the lives of others, tell marvelous stories of triumph over adversity, and can provide insights into the character of individuals as they consider difficult, gut-wrenching decisions. Politicians know the power of well-written and well-told stories; they often weave their years of experience into memoirs or into inspirational autobiographies which illustrate lessons learned during their formative years to inspire would-be supporters and likely voters. Business leaders, likewise, know how stories illustrate powerful lessons on qualities like perseverance, optimism, hope, and kindness.

Although not politicians, business leaders, or other individuals whose autobiographies typically make it to the top of best sellers’ lists, students come to Sullivan University at different chapters in their lives. Our students trust us as they prepare to write those subsequent chapters—ones hopefully filled with greater economic security, respect from family, friends, and work colleagues, and marked by achievements both great and small which make them someday look back on their lives to thoughtfully smile and say to themselves, “well done.”

Our students choose Sullivan University to help them write the stories of their lives for many reasons, and some of those lives positively influenced by our university are featured on the Sullivan University Alumni Affairs website. If you have not yet done so, take a few minutes and read the stories of Alumni of the Month recipients or watch the videos produced by Creative Communications on the Sullivan University YouTube channel to learn of their stories and see how your work as faculty members and academic services professionals helped shape their life stories.

You can read how Sullivan University helped Brian Curry craft his story from laboring as a dishwasher at a deli to becoming the executive chef at one of Louisville’s finest restaurants. You can also read about how Chuck Collins.
gained the confidence through his BSBA studies to pursue his dream to start his own business selling beekeeping supplies. The video biographies developed by Creative Communications often feature inspirational stories of our former students who came from humble means, were at crossroads in their lives, or found their journeys early in life fraught with pitfalls and dark alleys. Ed Fallon faced being downsized at work, trusted Sullivan University to help craft a new chapter, and now is a credit union branch manager. Alex Moses trusted our stair-step system from the diploma level all the way through the MBA and is now a manager of a large distribution warehouse operation in Lakeland, Florida. Just last night, I met Sandy, an alumnus from the MBA program who came to us as a non-traditional student in search of more meaningful work. She is now a director charged with process improvement at Humana and is responsible for the success or failure of work processes designed to efficiently enroll Medicare recipients; she speaks highly of her education from Sullivan University as helping her to write the subsequent chapters of her life story.

As we enter a new fall quarter and see those fresh-faced freshmen excited by the prospects ahead of them, those veterans of war whose chiseled faces may reflect lifetimes of hard lessons learned too early, and the hundreds of others who enter our university, please take a moment or two and ponder the question, “how can I help each student write the next chapters of his or her life story?” For professors, a good start would be to respect each student and understand that each student comes from a different place in life. For academic services professionals, a good place to start is to make certain that each student is advised and scheduled correctly and to keep him or her on the straight and narrow path toward graduation. For all of us, a good start would be to keep in mind that each student trusts us with those next chapters as evidenced by his or her choice to enter Sullivan University.

In concluding these thoughts on the eve of a new academic quarter, I learned long ago that leadership—whether in the classroom, the battlefield, or in the boardroom—requires credibility as a prerequisite. Sullivan University has long prided itself as a leader in career education, and the credibility of that promise is good only as long as we continue to help students write next chapters which add meaningful value to their lives. The next Sandy, Chuck, Alex, Ed, and Brian are among those students who will enter Sullivan University for the first time and among those students who return for a new quarter. Each one trusts us to help write those next chapters as evidenced by the choice to enter our university, sit in our classrooms, or reach out every once in a while for a helping hand.

As always, thank you for being supportive of our students, our university, and our mission as a career university. Best wishes as we enter into a new quarter—

Ken
Ken Miller
Provost
Sullivan University
The term tutoring often conjures up images of people collaboratively assisting individuals or small groups of students, oftentimes picturing the quintessential struggling student working with the gifted student. This has one foot in myth and one in reality. The tutoring services offered by the University are designed to help students of all types and levels achieve their academic goals. Sullivan University offers its students tutoring services through face-to-face tutoring, online tutoring, online resources, and workshops.

The tutors are a combination of Sullivan students who have succeeded academically and faculty members. One benefit of peer tutoring of this nature is the knowledge of Sullivan’s culture and standards that the student tutors can offer. It is one thing to help a student on economics homework, and a better service to be able to help the student think through the timeline of the quarter and other factors of being a student at Sullivan. Each of the tutors desire to help students achieve their goals.

Students, both high achieving as well as remedial, come to trust the tutors and other services offered from quarter to quarter as they progress through their programs and meet obstacles or want a dedicated study place on the Louisville or Lexington campuses. As students garner more academic success, they are encouraged to continue on through their programs.

In addition to face-to-face tutoring, the physical tutoring centers offer other workshops or study sessions. For example, an APA workshop is held each quarter at the Louisville campus.
(typically week 7) and a Math fundamentals and basics weekly review session is held on Thursday afternoons throughout the quarter. The tutoring centers aim to partner with faculty as best as possible to assist instructors with their goals for a class. The tutors and the physical space are a trustworthy combination for proctoring make-up tests and for helping meet the needs of students with disability accommodations.

As the online campus grows, both the Lexington campus and the Louisville campus aim to make more tutoring services and resources available to the online students. Recently, the Louisville campus launched a Tutoring Center website. While the hours and bios of the tutors are specific to the Louisville campus, the resources page is applicable to all Sullivan students. The resources are a mix of instructor-specific digital or online material and vetted third-party websites. The website can be visited at http://library.sullivan.edu/tutoring_center/index.html. If faculty would like to add more resources to the website please contact Sarah Nichter (snichter@sullivan.edu).

As Sullivan University continues to progress, the Tutoring Centers are poised to give academic support to both students and faculty.

**Library Adds Nursing eBooks**

The Sullivan University Library has added over two dozen new ANA Nursing Standards ebooks to its collection. A complete list of new titles can be seen here, on the Library’s blog. They are accessible through the Lippincott, Williams, & Wilkins database interface, which is located on the Databases page of the Library website. They will soon also be available through the Library’s online public access catalog. Faculty, staff, and students are encouraged to check them out!
Recently, the departmental and operational experts that have SACS standards assigned to them have been solicited to provide invaluable content for the SU 2015 SACS Reaffirmation Compliance Certification report. As indicated at the deans’ and directors’ SACS Kickoff, I recently sent out five types of documents, which I anticipated might be useful in generating departmental narratives and accompanying documentation for the standard(s) the experts have been asked to write. Those documents are:

1. **Prior SU SACS reports** - either excerpts for the departments’ particular standard(s) from: the SU 2005 full reaffirmation report (covering most, but not all of the standards we are now addressing), or our 2010 Fifth-Year Interim Report (covering 17 standards), or from our various recent substantive change reports (again, not covering all the standards). I have sent the experts all narratives for their standard(s) related to what we have done before;

2. **Examples from other schools**, such as UK or Jacksonville, et al., for the experts’ particular standard(s). I may have also emailed extra examples in the form of web links to those school’s narratives/documentation,

3. **Detailed explanation of the standard(s)** taken from the SACS RESOURCE MANUAL (www.sacscoc.org/pdf/Resource%20Manual.pdf) for the experts’ particular standard(s). This document is available online if it is Googled or found on SACSCOC.org. This document lists the standard(s) and gives detailed: 1.) Rationale and Notes, 2.) Relevant Questions for Consideration, 3.) Required Documentation, if applicable, and 4.) Cross References to other related Standards/Requirements, if applicable. So, this resource should help experts to understand the “why” when confronted with the “what” listed in the actual standard. It tells very precisely what SACS is looking for in the narrative and documentation. Therefore, it is very important to
review and understand.

4. A brief statement from the SACS HANDBOOK FOR INSTITUTIONS SEEKING REAFFIRMATION (http://www.sacscoc.org/pdf/081705/Handbook%20for%20Institutions%20seeking%20reaffirmation.pdf), which – basically, is SACS’ comprehensive guide to the reaffirmation process. I extracted the section dealing with “EVIDENCE” for the experts, because their narrative(s) cannot stand unsupported: it needs documentary evidence to accompany it.

NOTE: this manual also includes helpful suggestions in APPENDIX II-1 (pp 73ff), such as the following one addressing the 2.5 standard.

5. My homemade NARRATIVE GUIDELINES, which are designed to save me editing time downstream, such as using Arial 11, or the same terms for SULLIVAN UNIVERSITY, or using PhD rather than Ph.D., etc.

Additionally, my emails to some of the experts indicated that SACS wants us to use one of their forms: PLEASE USE THEIR FORM (which I have supplied), if so instructed. Also, for some standards (per SACS’ APPENDIX A in their RESOURCE MANUAL), I indicated that SACS requires the following:

“Implicit in every Core Requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution.”

If the standard(s) for which the experts have been asked to provide content is one of those designated to have a policy explanation, I ask that they please follow the aforementioned requirements.

It may help to think of this project as one involving writing a persuasive essay that includes documentary evidence as opposed to REFERENCES. Before doing so, I ask the experts to please attempt to understand the standard by looking at the section of the RESOURCE MANUAL that outlines what SACS wants for narrative and for documentation. Then, they should look at what we did before and also look at other schools’ examples. Those will be models for what will need to be written.

If the standard is a CORE standard (starts with the number 2), a general overview is required; if it is a comprehensive standard (starts with the number 3), a more comprehensive approach is desired.

Lastly, some standards involve many different departments, but there is one FIRST WRITER who will provide the bulk of the narrative/documents; others will add to it to complete it.

I hope these insights have helped to clarify how the writing process for SACS documentation is organized. This is only the first step in a long process. Together, we will navigate this process, ensuring compliance with SACS standards.
WHO, WHEN AND WHY

BY JAMES M. KEARFOOT, MSDR

DIRECTOR OF STUDENT RETENTION FOR THE SULLIVAN UNIVERSITY SYSTEM

WHO

Since the introduction of the contact manager to the faculty portal, many faculty have asked who should be a candidate for such data collection. The answer has been this: Any student that you give special attention to regarding their academic progress.

This is a simple answer but a more complex explanation. The category contains but not exclusive to the following:

- Students with whom you discuss issues which have caused them to miss class, perform poorly, and or are having difficulty in your class.
- Students with whom you make special accommodation to help them persist in your class.
- Students with whom you amend academic requirements, such as a paper instead of a presentation, which is outside of your syllabi.
- Students with whom you have had to take some action in the hopes of helping but have not met with success.

I know there are many more but this will give you a starting place. Since then the following reports have also been added to help you make the determination of “who.” You now have the weekly excessive absence report and the quarterly low performing student report to help you and your departments identify those students needing your attention. You also have your weekly attendance roster showing, by percentage, those students who are reaching dangerous levels of absences.

WHEN

When should you add these activities to the faculty portal?
The best time to make an entry about your involvement with a student is as close to the event as possible. Time and activity often remove vital components of your involvement with a student, so placing the information in the faculty portal as close to the time of the occurrence is absolute. The system is able to accept a “cut and paste” of emails, letters, and or Word documents that you produce in your effort to work with students needing your help.

**WHY**

This topic actually has two components, the first being for the student and the second for you the faculty member.

Your effort and support of a student having academic difficulty needs to have such a record in file so that others attempting to help them will be able to add to what you are doing well or avoid what has failed in the past. In my experience when speaking with students, I have heard frustration when they explain how they have explained the same situation over and over again or that they have heard the same solution multiple times. All of this leads to a resistance in trying anything different or coming to a faculty member at all.

The additional benefit for the student is that it will provide a history of what has been done to best give them an opportunity to succeed. If a faculty member looks in the contact history of such a student, an answer may be pro-actively found and a student need resolved before it becomes an academic issue.

The second reason for “Why” is your protection. A record of what you have done to assist a student is vital both in explaining what you have done to help the student but also to defend any action taken as a result of a student’s performance or lack thereof. The contact history is vital to use when a student is asking for an appeal of suspension or probation. This history is also used by senior academic officials when discussing issues with a student and family regarding disciplinary action to be taken. Your timely and complete use of the contact manager will defend any action taken at the time of the event.

The increased usage of the contact manager in the faculty portal has a direct correlation with a reduction in excessive absences at many of our campus locations. Your continued and increased usage of this tool will only help the students, the University and you to perform the academic mission of Sullivan University.
The 2013 Sullivan University System Faculty Retreat: Innovation Begins Here!

By Anna Stamp and Josh Simpson

The 2013 Sullivan University System Faculty Retreat is just around the corner, and this year attendees can expect some exciting new changes.

Over the past few years, the SUS faculty has traveled to several different locations for professional development opportunities, and previous retreats have been rewarding, intellectually-stimulating, and fun. This year, for a change of pace, we are bringing the event home!

The 2013 SUS Faculty Retreat will be held on Saturday, November 2nd at the Sullivan University Main Campus as well as the College of Pharmacy Campus. Our theme, “Innovation Begins Here,” speaks to the fact that we don’t have to go far to learn about new and innovative ways to enhance our classrooms. A wide assortment of national speakers will be delivering breakout sessions on everything from flipping the classroom to engaging students to embracing technology...plus much more.

This one-day event will allow faculty to focus on what is most important--reaching our students--and all of the presenters this year will be teaching us ways to use our talents to do just that!

So save the date--November 2nd 2013. You can register for the event and view the schedule of events at http://sullivan.edu/facultyretreat/.
The following is a summarization of Sullivan University’s Quality Enhancement Plan, entitled “College-Level Literacy Across the Curriculum”:

Literacy has become a concern at Sullivan University. Because of the University’s 2 + 2 stair step approach to education, each student enrolls into an Associate’s program (2 years) and completes it before entering a Bachelor’s program (+2 years). Students begin and complete the majority of their General Studies requirements as a part of their Associate’s program. The University assesses the General Studies program using the ETS Proficiency Profile when students complete Associate’s degrees. The Proficiency Profile scores for the last six years present a troubling picture.

On the one hand, the Proficiency Profile scores are identical to the national comparison group for other universities that administer the test at the end of the sophomore year. Sullivan can take consolation in the fact that it is performing as well as all the other universities in the comparison group. On the other hand, the scores indicate that on average over the last 6 years 17% of the University’s Associate’s graduates are not proficient at Writing Level 1 and Reading Level 1. Writing Level 1 is defined as “recognizing agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions), recognizing appropriate transition words, recognizing incorrect word choice, ordering sentences in a paragraph, and ordering elements in an outline.” Reading Level 1 is defined as “Recognizing factual material explicitly presented in a reading passage and understanding the meaning of particular words or
phrases in the context of a reading passage” (ETS). Clearly Sullivan has a concern that a significant number of its Associate’s graduates are entering career tracks not as well prepared as they could be.

Sullivan University realizes that these scores could simply be an artifact of standardized testing. Students do not perceive value in the test. It does not relate to a grade in a course. Students therefore may not take the test seriously. Faculty members relate anecdotes about students randomly filling out the answer sheets. These excuses do not, however, justify ignoring the test results. Sullivan University focuses on adding value to a student’s capability of performing in a career track. Faculty members also provide anecdotes that instruction adds reading and writing capability to students’ repertoire. The University needs to verify that it is doing so, and it needs to make adjustments to its programs to improve the reading and writing skills that students bring to their careers as they leave this career focused university.

For the purposes of this project, literacy is defined as the ability to work with language to retrieve, read, and understand information relevant to the student’s course of study and to communicate about that information in writing with instructors and peers. Therefore, Sullivan University shall increase student literacy by embedding support for reading instruction, writing instruction, and effective information retrieval into each course, initially targeting the Associate degree level where the data show the greatest need, and then extending the program to the Bachelor’s, Master’s, and Ph.D. levels. The general studies course where students should acquire and synthesize these skills is English 102: Composition 2, in which students learn to retrieve information about a topic, read that information critically, and write about their research. The goal of this Quality Enhancement Plan is to build support for the English 102 skillset throughout the entire curriculum.
The full text of the University’s FERPA policy may be found in the 2012-2013 Catalog, located at http://www.sullivan.edu/student-activities/pdf/current-catalog.pdf. The policy itself is located on pages 90-91.

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law which, as the name implies, addresses student privacy rights and responsibilities. One stipulation of the law requires educational institutions to maintain a policy on student privacy rights; we will discuss our policy in this column. If you would like to read more about the law itself, the Department of Education maintains a webpage on it at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Accessing Student Records
It is Sullivan University’s policy that only those staff members who are acting within the student’s educational interests can access a student’s educational records. Furthermore, they are limited to the information that they need to know to perform their jobs. For example, an accounting department employee may have a legitimate education interest to know the student’s financial information, but not his or her grades; as such, they should not access grade information. In other words, student records are not on an all-or-nothing access model.

Faculty members can also potentially access specific information found in student records, but only if a situation arose in which they needed access for a legitimate educational interest; they cannot be given at-will access to students’ complete files. Of course, this information is need-to-know as well. In short, you must have a reason to access a student’s non-directory information.

If it deems it appropriate, the University can provide directory information on students such as names, degrees, programs of study, etc. This information must comply with FERPA provisions when it is released.

Student Rights and Responsibilities
Speaking of directory information, stu-
Students have the right to opt out and withhold their information. To do so, they need to notify Enrollment Services in writing by the end of Week 2 of the quarter. The form they need to fill out is available in Financial Planning and Enrollment Services. Students need to renew their withholding request annually. The form they need is available in their registration packet.

According to FERPA, students have a right to access their educational records. This right does not extend to anyone else, including their parents. However, the student can give permission in writing to allow others access to non-directory information. Enrollment Services would handle these requests.

If a student does want to access his or her records, he or she should send a request in writing to Enrollment Services. The items he or she wishes to review should be explicitly stated in the request. Requests can take up to five days to process.

Another right that students have is the ability to challenge the contents of their educational records if they believe them to be in error. To do this, the student may discuss the issue with the University Registrar. If the Registrar feels that the student’s concern has merit, the record may be amended. If the Registrar disagrees with the student, then the student has the right to request a formal hearing. This request must be made in writing to the CEO. A hearing will then be scheduled and a panel appointed. At the hearing, the student may present evidence. The decision made by the panel will be final. If the student disagrees with the findings of the panel, he or she may insert a statement into his or her record stating the disagreement with the decision and any reasons as to why.

If the student feels that the manner in which the University applies FERPA regulations is unfair, he or she may request assistance from the University President in writing. Students who have exhausted all options at the University level may also lodge complaints with the Department of Education.

It is the responsibility of both students and employees to know and understand students’ rights under FERPA. As such, it is strongly recommended that they read and understand the University’s full FERPA policy in the current catalog. Please note that this policy may be updated in the future as necessary, so it is prudent to remain aware of changes and re-read the policy periodically. Furthermore, employees should always be careful to lock their computers and secure paper files in order to protect students’ privacy.
As chair of the Academic Council, I am pleased to present another edition of Academic Council Highlights (ACH). The goal of ACH is to keep faculty and other interested parties informed, on a quarterly basis, about the workings of the Academic Council (Council) and matters it addresses.

This is how the word “council” is defined by Dictionary.com.¹

While I usually write about serious matters here, I have decided to approach this article with a little levity. I pose the following question: Can our Council agree on what is the funniest joke in the world?

According to information from CNN², after a serious year-long academic study conducted by a group of scientists and psychologists, it was determined that this is the funniest joke in the world:

Two hunters are out in the woods. One of them falls to the ground. He doesn't seem to be breathing, his eyes are closed. The other hunter takes out his mobile phone and calls emergency services. “My friend is dead!” he cries to the operator, “What can I do?” The operator, in a calm voice says: “Don’t worry. I can help. First, make sure he’s dead.” There is a silence, then a shot is heard. Bang! The hunter’s voice comes back on the line. He says: “OK, now what?”

If you didn’t like that one, here’s what was selected by this august group as the second funniest joke in the world:
How do you think our Council would vote? How would you vote? Digging deeper into the research, it is pointed out that cultural, geographical, and sociological variations will determine which way one person, one group, one state, one country, or one continent will lean in choosing between the two jokes.

What is my point? This is much like how any council, as defined at the beginning of this article, will consult, deliberate, and advise when summoned to convene on all sorts of matters. This means we all bring different views to the table. Despite these differences, we reach consensus on matters, propose solutions, and, on occasion, cause real change – hopefully for the benefit of all.

I plan to present these jokes at the next Council meeting to see how a representative group of Sullivan colleagues will vote. The results will be published in the minutes of that meeting and in the next edition of ACH. In the meantime, find a joke you think is funny, share it with others, and laugh, laugh, laugh!! It will do you and those around you a world of good.

As I always conclude this article - rest assured that the Council has lively debate and discussion at all meetings and regularly sends important matters to the Provost 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!

References


Submitted 08/01/2013
For this installment of “Five Questions For...,” we interviewed Cara Marco, Electronic Resources Librarian at Sullivan University’s Louisville campus. She is also the Interim Director of the Library while Charles Brown serves as the primary SACS writer. If you were not aware, librarians at Sullivan University’s Louisville campus are considered faculty, and as such Cara holds the title of Professor.

1. Where are you from originally? Where did you attend school?
I was born in Houston, Texas, but didn’t live there long. My family moved around during my childhood, so I went to school at Mountain Home AFB in Idaho, Sembach AFB in Germany, and went to high school in southern Indiana. I attended Bellarmine University for my undergraduate program and UK and Sullivan for grad school.

2. How did you originally get into librarianship? What was your motivation?
I worked at the library at Bellarmine as a student worker. I got to know the library faculty and what they did (and found out I held a lot of misconceptions about their jobs). Once I understood their roles, I realized it would be a good fit for my education and skills. I also liked the university atmosphere and thought it was the ideal working environment.

3. What do you like the most about librarianship? What do you find the most challenging?
My favorite thing is when students realize that they’re capable of much better work than they thought and they’re visibly proud of themselves for accomplishing it. The most challenging thing is balancing the competing demands of the job – one of the great things about being a librarian is the variety of things I do during a given day, but it’s also a constant balancing act to prioritize changing tasks.

4. You’ve both taught courses and worked as a librarian. Any observations about the two? How are they similar? How do they differ?
They’re similar in that I’m educating people, and that I’m trying to give them positive motivation while occasionally telling them what they need to do differently to meet their goals. They’re different in that most librarian interactions are shorter-term, and sometimes I have no idea whether students applied the skills I taught them successfully. That’s why it can be nice when they stop by and give me an update how their work turned out.

5. Do you have any advice for new educators?
Do the very best you can with the resources you have. Concentrate on the elements of your job that are within your control, and let the rest go. Work on dealing with criticism and conflict – even if it’s not one of your natural strengths (it’s not one of mine), any improvement pays major dividends.
## Calendar Of Events
### Fall 2013 Quarter

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Day School New Student Orientation</td>
<td>September 20, 2013</td>
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<tr>
<td>Night School New Student Orientation</td>
<td>September 21, 2013</td>
</tr>
<tr>
<td>Late Registration</td>
<td>September 21, 2013</td>
</tr>
<tr>
<td>First day of classes</td>
<td>September 23, 2013</td>
</tr>
<tr>
<td>Last day that a student can enter an online class</td>
<td>September 26, 2013</td>
</tr>
<tr>
<td>International Orientation</td>
<td>September 27, 2013</td>
</tr>
<tr>
<td>Last day that a student can enter a day class*</td>
<td>September 30, 2013</td>
</tr>
<tr>
<td>Last day that a student can enter an evening or weekend class</td>
<td>October 3, 2013</td>
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<tr>
<td>Academic Council Meets</td>
<td>October 10, 2013</td>
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<tr>
<td>Fall Graduation</td>
<td>October 12, 2013</td>
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<tr>
<td>Last day that a student can withdraw and still receive a “W”</td>
<td>November 8, 2013</td>
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<tr>
<td>Academic Council Meets</td>
<td>November 14, 2013</td>
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<tr>
<td>Thanksgiving Break</td>
<td>November 23–December 1, 2013</td>
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<tr>
<td>Grad School Open House</td>
<td>December 3, 2013</td>
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<tr>
<td>Adult Open House</td>
<td>December 7, 2013</td>
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<tr>
<td>Break</td>
<td>December 13, 2013-January 5, 2014</td>
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<tr>
<td>Graduate School Registration &amp; Orientation</td>
<td>December 17, 2013</td>
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<tr>
<td>Winter Undergraduate Registration</td>
<td>December 18, 2013</td>
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<tr>
<td>Housing Registration</td>
<td>December 26, 2013</td>
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<tr>
<td>Day School New Student Orientation</td>
<td>December 27, 2013</td>
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<tr>
<td>Night School New Student Orientation</td>
<td>December 28, 2013</td>
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<tr>
<td>Late Registration</td>
<td>December 28, 2013</td>
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<tr>
<td>First Day of Winter classes</td>
<td>January 6, 2014</td>
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*Standard protocol requires students to attend by the 5th meeting.

Note: For night/weekend classes, a roster will be placed in the instructor’s mailbox on each day of his or her class and that same roster with signatures is to be returned to Enrollment Services after each class by the instructor.
Loud music, long hair, dreams of rock and roll greatness. Nice to see some things never change.
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. Back issues of the Academic Illuminator can be found at http://library.sullivan.edu/archives/sulou_illuminator.asp.

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

The Sullivan University Library would like to thank the faculty for responding to its annual survey. The results were very positive! Your responses help the Library faculty and staff to develop stronger, curriculum-focused collections.

Reminder: The Fall graduation ceremony will be held on October 12th. Further information on this event will be distributed by email as it becomes available.

Reminder: The RAVIOLI audiovisual recording room is available in the faculty center of the Louisville campus. The technology within grants you the opportunity to make videos to enhance instruction in your classes. This is an excellent tool to potentially enhance student outcomes. Check it out today!

Reminder: If you need a Turnitin account for use with your classes, or need assistance with a Turnitin issue, contact a librarian. Printable instructions for faculty and students on using Turnitin can be obtained by contacting Nathan Ragland (Louisville/Online) at nragland@sullivan.edu, Kandace Rogers (Lexington) at krogers@sullivan.edu, or Jill Sherman (SCTD) at jsherman@sctd.edu.