It has been my pleasure to serve the faculty of Sullivan University for the past three months as Chief Academic Officer... it has been a challenge to say the least... but it has also been a delight to work with the wonderful and caring people, educators who nurture the students on our campuses.

These are challenging times in higher education in general and particularly in our sector of higher education... regulations are excessive and repressive (in my opinion), enrollments are declining, the basic cognitive skills of many incoming students are deficient, and there seems to be a growing entitlement mentality among some, seemingly many, in our culture that someone owes them whatever they don’t provide for themselves. I don’t view this situation as being depressing as much as it is a very real challenge that should provoke us to perform at our very best. Authentic leaders fix things, and there are many things that need to be fixed.

As many of you know, I spent much of 2012 studying and teaching about leadership... a great deal of what I read I could easily relate to events experienced during my 45 years in and around higher educational administration. I have been amused to see all the books and articles regarding leadership, yet, when I look around, I see very few really effective leaders... it’s like the ole expression about consultants... that is, you talk about what you can’t do on your own. Possibly that’s what I’m doing here... but, by golly, I’m going to do it anyhow.
manage my own emotions while identifying the emotions of others... all the while being cognizant of the impact of my words and actions on the emotions of others. As with any definition or description, this one is not all inclusive... however, if I am aware of my own emotions and hot buttons, and if I can restrain from reacting before analyzing, I can reduce the unnecessary negative emotions in a given situation. In addition, if I care what others' emotions are and if I can discern their emotions, I should be in a position to nurture more positive relationships and minimize frustration and conflict... a win-win situation for me and for the other(s). No matter how smart I might be or how many positive personality traits I might have, if I am not sensitive to my own emotions and the emotions of others, I cannot be an effective leader... or friend... or spouse... or colleague.

I would probably be better off to quit here and let you answer the question for yourself... but you know better than that... while I don’t presume to have “the” answer, I do have “an” answer that makes a great deal of sense to me... and that catalyst, I believe, is a high level of emotional intelligence.

Emotional intelligence (EI) has been variously defined, but the general definition I like is simply having the ability to identify and manage my own emotions while identifying the emotions of others... all the while being cognizant of the impact of my words and actions on the emotions of others. As with any definition or description, this one is not all inclusive... however, if I am aware of my own emotions and hot buttons, and if I can restrain from reacting before analyzing, I can reduce the unnecessary negative emotions in a given situation. In addition, if I care what others' emotions are and if I can discern their emotions, I should be in a position to nurture more positive relationships and minimize frustration and conflict... a win-win situation for me and for the other(s). No matter how smart I might be or how many positive personality traits I might have, if I am not sensitive to my own emotions and the emotions of others, I cannot be an effective leader... or friend... or spouse... or colleague.

It has been said that the quality of your relationships is the quality of your life... I believe that is true; therefore, the more emotionally intelligent I am, the better and stronger relationships I should be able to form... leading to a happier and more productive life. A word to the wise...
The Culture of Accreditation

By Charles Brown

University Librarian

Ten years ago (April 2003) – as a preamble to the Sullivan University full reaffirmation occurring in 2005, the Southern Association of Colleges and Schools Commission on Colleges - known colloquially as SACS - invited me to participate on an onsite reaffirmation visit to a small college in Virginia. Even though it was my first SACS visit, I had the distinct impression – based on the fact that the grass had not been cut, that a culture of assessment had, remarkably, not taken hold at the Virginia college, which I was evaluating. Since that initial SACS reaffirmation visit, I have been immersed in all types of assessments from offsite multiple cluster assessments, to onsite full reaffirmations, to substantive change, to special fact finding; and, from international (Mexico City and Dubai) to almost every one of the eleven states comprising SACS regional constituency. Sixteen (and counting) schools evaluated in total. Relatedly, I have also worked on SU’s own full reaffirmation and several substantive change accreditation visits, as well as those for: senior consultant to the Sullivan University College of Pharmacy Accreditation Committee for the Accreditation Council for Pharmacy Educators (ACPE); the International Assembly for Colleges of Business Education (IACBE); and, the Accreditation Board for Engineering and Technology (ABET). On a number of occasions, I have also attended and presented a poster at the national Assessment Institute held annually by assessment doyenne, Trudy Banta, at Indiana University-Purdue University Indianapolis (IUPUI). Then, from July 2007 to June 2010, I was asked to be the SUS Institutional Effectiveness coordinator. I enumerate these assessment experiences not out of vainglory – because, we all know that “the steam that blows the whistle doesn’t move the train;” but to predicate a nuanced background that is still evolving as more committee work is performed. We call that education.

In this regard, serving on accreditation visiting teams can be a very daunting experience because one wants to perform at a high level to bring credit to the college or school being evaluated (and to oneself, it must be truthfully asserted); but, also, such experiences are the best form of professional development for any academician who is interested in institutional effectiveness, educational integrity, and stakeholder valuation. When one is responsible for determining compliance with accreditation standards as part of a committee of ten or more academic subject experts, who serve as upper-level higher-ed administrators, Deans, Provosts, Vice-Presidents and even Presidents, one can feel very self-conscious. Some of these committee members have served on many, many SACS visits, where compliance documents are reviewed in minute detail. This is
But why should anyone get exercised over accreditation: why does accreditation matter? Are accreditors complicit in the commodification of education; and, to paraphrase John Henry Cardinal Newman, the author of the still-inestimable essay, “The Idea of a University” (1873) is accreditation only “content with setting right the surface of things?” (Discourse VIII) Moreover, why would a university on the other side of the world (Dubai), or one in any other foreign country, or anywhere in the USA, seek accreditation from US accreditors. The conference of accreditation, especially by US accreditors is viewed as a quintessentially important indicia, hallmark or metric distinguishing very high academic quality. Consequently, assessment is not merely the Higgs Boson of higher ed, i.e. an educational theory “full of sound and fury; signifying nothing,” and exemplifying little or no meaningful praxis. No: typically, accreditation – inasmuch as it posits adherence to a rigid set of standards analyzed through a rigorous inter-institutional (peer) review process, is inextricably linked to quality; and, should not be misconstrued as the “boondoggle-est” of all metaphysical systems. Based on her incalculable experience, similarly, Dr. Trudy Banta posed the question: “What Draws Campus Leaders to Embrace Outcomes Assessment?” To which she inerrantly responded: institutional leaders’ perspective on assessment may be described as “finding ways to demonstrate and improve student learning,” as well as to significantly affect institutional improvement. Accordingly, her article adds that one CAO classified assessment as making feedback about students’ “strengths, challenges, and progress an integral component of the educational experience;” and, another described assessment as a way to

Druckerian results-oriented “knowledge work” (“What am I going to focus on?” “What results can be expected for which I should be held accountable?” “By what deadline”) of a higher order. (“Knowledge Worker Productivity,” Management Challenges for the 21st Century. New York: Harper-Business, 1999) Corresponding compliance reports generated by the committee are also scrupulously anatomized for any evaluational deficiencies, because such reports have to be unanimous. Institutional effectiveness, to which I alluded earlier, constitutes a core standard, which is one that is critically important for compliance. For example, the 2012 Edition of the Principles of Accreditation: Foundation for Quality Enhancement (adopted December 2011 and effective January 1, 2012) http://sacscoc.org/principles.asp, delineates standard 2.5 as:

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

So, being casually aware of the standards from the perspective of the institution which is dutifully reaffirmed every ten years (with a five-year interim report), is one thing; but, being more intimately and practically aware of the standards from the perspective of a committee member superimposing those critically important standards on other colleges and universities, enables one to significantly enhance one’s knowledge of the standards and their application.
change the status quo “with data rather than with rhetoric.” (Assessment Update 17.5, 2005: 3, 14-15)

By definition and also as evidenced by acculturation practices (pace Levi-Strauss’ structural anthropology, where assessment might be either the “honey” or it might be the “ashes”), accreditation officially recognizes an organization as having met a high performance standard. Acculturation is the process of internalizing an ethos and making it an integral part of one’s organizational and operational modus operandi. In a few words: the culture of assessment is cognate with a metacognitive culture of accountability and progressive stewardship: not simply as a “Procrustean bed” upon which to objectify one’s compliance; but as an expedient for executing fine-grained academic processes. Consequently, one’s commitment to the culture of assessment ensures that one will value the importance of the assessment strictures as well as to the relevancy of the assessment peer-review process. Banta further cites a chief student affairs officer’s alignment of assessment with the “university’s responsibility for stewardship. Finding out how well his program/unit is doing is part of being a ‘good steward of the limited resources that parents, students, and with a public institution, the state, were entrusting to me and my staff.’ Assessment is essentially about asking: ‘How are we doing?’ Other related questions: ‘What are you trying to achieve? How are you doing? How do you know? What are you doing to improve?’ ” This, in turn, ensures that not only various constituent evaluative elements of the core standards, such as 2.5’s “installation and oversight of ongoing, integrated, and institution-wide research-based planning and evaluation processes,” gets taken care of, but that the comprehensive and federal standards also receive conscientious oversight and attention to detail. Then, at bottom, that ultimately means the little things also receive their due attention and the grass gets cut before the visiting team arrives.

**Library Adds New Business Database**

The Sullivan University Library has recently added a new database to its collection, Mergent Online. The new database contains company profiles and other business- and investment-related information.

The new database is replacing Hoover’s Online, a similar but less-expansive offering. Hoover’s will cease to be available on April 27, 2013.

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 libcirc1@sullivan.edu.
Lurking in Indianapolis is the Lumina Foundation: http://www.luminafoundation.org. This group has the stated goal “to increase the proportion of Americans with high-quality college degrees, certificates or other credentials to 60% by 2025.” I first encountered this group at the last Assessment Institute. They are a group we need to remain aware of, because they will have impact on us.

The Board of Directors is a large group of educators from a variety of backgrounds in higher education. The foundation is working with Indiana University’s Office of Academic Planning and Evaluation. They have five major strategies:

- Build a social movement to increase attainment
- Work with employers, metro areas, and regions to increase attainment
- Work with higher education to increase student success
- Support improved state policies for increased attainment
- Support Federal policy for increased attainment

They are also interested in creating new models of financial support, creating ways for higher education and business to finance education, and creating a system of quality credentials. The most important document associated with this last effort is The Degree Qualifications Profile. Lumina, in conjunction with IU, is trying to define what it means to have a degree from a university. In true assessment style, the value of a degree is measured in terms of outcomes. If this approach catches on—and I think it will—we are all going to be measured and evaluated through the lens provided by this document.

I encourage you to visit the web site and to read this document. Because Lumina has Federal support, we are likely to feel the effects of this movement soon.
I am always amazed when I do research on faculty student engagement among those published experts in the field. All the articles speak to how important faculty members are and then move on to talk about metrics, theory driven models or encouraging the students to create learning communities by building peer social interaction. The latest one really set me off. It was an article written about universities moving to larger classes and the use of NON-CAREER EDUCATORS as a danger to the classroom. It struck me as I read this article that they were missing the point.

The Sullivan University System can boast that many faculty members possess Education Degrees but there are also many who have degrees and experience in their subject matter only. The diversity of academic experience in the Sullivan University System faculty, in my experience, sets it apart from other academic models. It is my rare good fortune to teach in the general education department at the Louisville campus of Sullivan University. I have listened to my peers engage their students on how Math, English, and even the dreaded Public Speaking will impact their career. (They aren’t speaking from theoretical knowledge, but from practical knowledge) I also, in my role as Director of Student Retention, have had the opportunity to listen to students tell me that one of their instructors/professors inspired them not to give up. This came in the form of a practical story or by offering empathy because they had gone through a similar life event.

Let me give you a recent example of a student-to-faculty interaction at the Spencerian College Campus in Louisville. The student was going through a life event that for most would completely stop all educational progress. The faculty member, knowing of this issue, took the time to empathize and encourage the student about a recent assignment. It was not a get over it talk but a genuine acknowledgment that the life issue was real, recognition of the student’s effort to handle many responsibilities, and a willingness to help that only comes from someone who knows how demanding life is by coming to one of our programs.

The success here is that the student was appreciative, felt uplifted, and is staying in school! Events like this happen every day at one of our campuses. Your professional experience as well as academic excellence makes you uniquely qualified to help our students. With the economy still creeping along, jobs still extremely rare, TV and radio continuing to talk about how tenuous life is; many could take the first opportunity to leave their dream behind. You make the difference by your intervention. My knowledge of you validates that many, if not most, have gone through extreme trials to get where you are. Your common experience can and will make a difference to the student who is thinking about giving up.

By the way...one more note about the student at Spencerian. Because the information about the student’s situation was placed in the contact manager, it allowed all of the students instructors to reach out and give information on how the student could continue. Put yourself in the student’s shoes: how do you think it felt (while in an emotional low) to have this kind of support?

Question to us all: Has there been or is there now a student in your class that could be or is in a similar situation that you need to talk with and take the time to listen too?
By Nick Riggs

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.

After an election held during the Winter 2013 academic term and some other changes, here is a list of the voting members of the Council (as of 03/25/2013):

**Voting Members:**

- Bohn, Larry [Vice Chair of the Academic Council]
  *Associate Dean, Outcome Management, SUS Online*
- Bowman, Vicke
  *Interim Dean, Early Childhood Education*
- Brown, Charles
  *Director, Sullivan University Libraries*
- Daniel, Terri
  *Dean, Human Resource Leadership Program*
- Dean, Bobby
  *At-Large Faculty Member*
- Dodd, David
  *Director, National Center for Hospitality Studies*
- Gallo, Margie
  *Dean, General Studies*
- Lerme, Keith
  *Dean, National Center for Hospitality Studies*
- Marco, Cara
  *At-Large Faculty Member*
- Merrick, Thomas
  *At-Large Faculty Member*
- Metry, Bob
  *At-Large Faculty Member*
- Miller, Ken
  *Associate Dean, PhD Program*
- Moran, Ken
  *Dean, College of Business Administration*
- Musacchio, Marilyn
  *Dean, The College of Nursing*
- Piña, Anthony
  *Dean of Online Studies, SUS Online*
- Riggs, Nick [Chair of the Academic Council]
  *Dean, The Institute for Legal Studies*
- Schenkenfelder, Christen
  *Director, Pharmacy Technician Program*
- Swenson, Tim
  *Interim Associate Dean, Graduate School*
- Tran, Hieu
  *Dean, College of Pharmacy*
- Udoh, Emmanuel
  *Dean, College of Information and Computer Technology*
- Vowels, Lori
  *Assistant Dean, The School of Accountancy*
- Wilkin, LaVena
  *Dean, Conflict Management*

Fresh faces include newly elected at-large faculty members — Bobby Dean, Cara Marco, Bob Metry, and Thomas Merrick, plus Vicke Bowman, interim dean of the Early Childhood Education program.

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!

Submitted 03/12/2013
The full text of the attendance 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 on pages 92-93. Please note that this policy does not apply to the College of Pharmacy; it has its own attendance rules.

An Overview of the New Policy

As you have undoubtedly heard, a new attendance policy was implemented in January of this year. The policy change was necessary to ensure compliance with government regulations. The policy has several sections to it, but it is straightforward and commonsensical. The following is an overview of the new policy to help you familiarize yourself with it, but I encourage you to read it in its entirety.

As an instructor, you are expected to take and report attendance in a timely fashion. Face-to-face class attendance needs to be reported within 12 hours of each class ending. Online and hybrid courses should have attendance reported twice per week, on Monday and Thursday. Attendance for online classes is based on whether the student shows “academic engagement” in the course (more on that in a minute).

If students miss too many classes, they will automatically be dropped from your course. The number of classes they need to miss in order to be dropped is based on how often the class meets, and are as follows:

- Four times a week: 8th cumulative absence
- Two times a week: 4th cumulative absence
- Once a week: 2nd consecutive absence
- Online/hybrid: 3rd consecutive absence
- 5 1/2 week courses: 2nd consecutive absence

Additionally, if a student is admitted to a course after the start date, the days missed will be counted as absences and cannot be excused.

If a student is dropped because of unsatisfactory attendance, he or she will be given a “NF” grade for the course. For GPA and SAP calculations, this will be treated the same as an “F” grade. If a student stops attending all of his or her classes, and receives “NF”s for all the courses on his or her schedule, the University will consider the student to have withdrawn. However, the student can officially withdraw before Week 8 if he or she prefers, and will receive “W” grades instead of “NF”s.

If your student is dropped for lack of attendance, he or she may be readmitted to the class if he or she submits the proper form; you and the appropriate academic administrator will need to approve the readmission.

If a class is cancelled due to an emergency or weather, it will not count against your students as an absence. However, the University can require make-up days if it deems them necessary.

Academic Engagement in Online Courses

The rules for what constitutes “academic engagement” are set by the Department of Education, and are used to determine whether the student is “absent” or “present.” The following activities are approved as counting towards attendance:

- Participating in a class discussion forum.
- Taking a quiz or test.
- Submitting an assignment in Angel.
- Attending an academic event.
- Or taking an online tutorial or instructional module. You’ll need a way to show that the students completed the assignment.
Calendar of Events
Spring 2013 Quarter

Day School New Student Orientation.........................................................March 22, 2013
Night School New Student Orientation.........................................................March 23, 2013
Late Registration .........................................................................................March 23, 2013
First day of classes ......................................................................................March 25, 2013
International Orientation...........................................................................March 29, 2013
Last day that a student can enter an online class........................................April 1, 2013
Last day that a student can enter a day class* .............................................April 1, 2013
Last day that a student can enter an evening or weekend class ....................April 4, 2013
Academic Council Meets ............................................................................April 11, 2013
Spring Graduation ......................................................................................April 13, 2013
Senior (High School) Discovery Day ............................................................May 11, 2013
Academic Council Meets ............................................................................May 16, 2013
Adult Open House ......................................................................................June 1, 2013
Grad School Open House............................................................................June 4, 2013
Break ..........................................................................................................June 10-21, 2013
Graduate School Registration & Orientation .................................................June 18, 2013
Summer Undergraduate Registration..........................................................June 17-18, 2013
Housing Registration ....................................................................................June 19, 2013
Day School New Student Orientation...........................................................June 21, 2013
Night School New Student Orientation........................................................June 22, 2013
Late Registration ........................................................................................June 22, 2013
First Day of Summer classes ......................................................................June 24, 2013

*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.
In this third installment of “Five Questions For...,” we interviewed Christen Schenkenfelder, the Director of the Pharmacy Technician Program at Sullivan University, Louisville. She has been with Sullivan University since January of 2011, and has been the director of the program since May of that year. Christen’s subject areas of concentration are introducing students to the profession, retail pharmacy operations, medication safety, and nutrition for pharmacy technicians. She also oversees the pharmacy technician externship program.

1. Where are you from originally? Where did you attend school?
I was born and raised in Louisville, KY and grew up just down the street from campus. I went to the University of Kentucky for both of my degrees, one a BS in Communications and the other a BS in Dietetics.

2. What hobbies or interests do you have in your off time?
I love to do anything that gets me outside. I enjoy running, bike riding, hiking, canoeing, kayaking, camping and really anything else that gives me an excuse to not be inside. I have even gone so far as to put Wi-Fi in my vehicle so I can work at the park. I also enjoy traveling. I have been to over 20 countries and all the continents except Antarctica and Australia. I have also started to learn German since it is one of my favorite places to travel, and maybe one day I will move there if I am lucky.

3. What are your goals in your educational career?
I don’t know that I have a lot of goals for myself but I have a lot of goals for my program. The role of the pharmacy technician is constantly expanding and some of our national boards are finally starting to move along with the changes. Kentucky currently has very few regulations on pharmacy technicians. Anyone who works on your nails currently has more regulations on them than pharmacy technicians. I am currently serving on two of our state’s largest pharmacy organizations so that we can work together to help change state regulations as well. State changes and national changes are what helps our field grow.

4. Do you have any advice for new educators?
Stick with it. My first term I started teaching three classes while still working full-time as a pharmacy technician. That first term was very difficult for me because I wasn’t hired until right before Christmas and then started after the new year so I felt unprepared. I spent a great deal of nights working and not sleeping but it paid off. To see students excelling in their classes because I put in extra time to help them was great and well worth some of the sleepless nights.

5. Do you have any favorite anecdotes or memories of teaching, students, etc.?
I currently have one of my previous graduates teaching for me now in the program. It has really been an amazing experience to see someone start off in the program, graduate, work in the field and then come back and work with them. I really enjoy seeing all of her accomplishments and knowing that myself and the other instructors in the program had a small part in them.
In June of 1975, Sullivan received an earlier-than-expected shipment of new electric typewriters, proving once again that technology upgrades will never entirely follow the plan. The more things change...

$30,000 in New IBM's Delivered!

Several weeks ago, pandemonium reigned supreme in the Typewriting Department at Sullivan as word was received from the college administrative offices that IBM had just delivered over 60 new IBM Selectric Typewriters for the Typing Department. These machines, which had been on order for several months, were being delivered several weeks early and final preparation for their installation was not complete; but the decision was made not to delay and within days our students were knocking off more timed writings in a day than some had obtained in a full quarter.

As a background to this story, this reporter learned that for years Sullivan has prided itself on having one of the most modern typing departments at any private business college in the country. The decision to add this $30,000.00 plus worth of new electronics was another major commitment by the college to quality education for all of us.

With more and more firms converting entirely to electric typewriters, President A. R. Sullivan said, "We made the decision to convert completely to electric typewriters for training. This means that our final few manuals along with a number of electrics, including some only a year and a half old, would be replaced with new IBM Selectrics, giving us 110 electric typewriters."

As reported earlier, the excitement among both faculty and students in the typing department was unbelievable. It was out with the old and in with the new as IBM installation engineers brought in a new batch every few minutes during the day and carried out the old. One minute you were typing on an older manual and the next on a beautiful new blue IBM Selectric.

During the past year almost 70% of the typewriters in the three typing halls at Sullivan have been replaced with brand new equipment and President Sullivan indicates another group will be replaced during the coming year.

Mrs. Dickerson, Chairman of the Typing Department said, "We wrote Mr. Sullivan a note saying thanks from all of us in the Typing Department, and I know all the students felt the same way. It is so much quieter with the new selectrics and our students are responding by increased output of work since they were installed."

For our new students just starting, this will give each a wonderful start on brand new equipment and should help each reach graduation much sooner.
As most of you are now aware, in the Fall of 2011, The Sullivan University System piloted a faculty development program to provide our adjunct faculty, system-wide, opportunities to develop their skills for the classroom. In 2012, the pilot was expanded into a program called ‘SUS Success’ and was comprised of a series of webinars that adjunct faculty could participate in either live or on-demand via recording. By the end of the Fall 2012, SUS adjunct faculty had participated in just under 1,000 sessions. Overall, the initiative was a success.

Based on several factors that included feedback from the SUS Success sessions, live in-service evaluations, and faculty retreat session evaluations, SUS Success has been expanded, with modifications, for 2013. Some of the modifications include:

- The availability of content to all faculty system-wide;
- All sessions will be produced in-house using internal experts and available technology; and
- The sessions will be more directly targeted towards SUS and each content area will cover approximately 60 minutes of material – broken down into 5, 10, 15, 20, 30 minute increments to provide for greater flexibility when navigating to specific material, and to be less time intensive to better fit everyone’s schedules.

The following link will direct you to the SUS Success portal located on the Sullivan University System Training website (where there are a number of other resources available).

http://www.sullivan.edu/HR/training/sussuccess.asp

Once there, you will find content areas which include ‘Retention/Persistence’ and ‘How to Combat Plagiarism’. Each content area has different recordings for you to choose from. Content will be continually added throughout 2013, so please watch for notification of new sessions. Also, there is still space available so if you have expertise in content areas that you believe will be advantageous to your peers. If you would like to contribute, please contact me at hmerrifield@sullivan.edu or (502) 413-8898.

For instructions on how to access the recordings from on campus, please visit the following site: http://www.sullivan.edu/HR/training/pdf/NewTraining_video_login_instructions.pdf

For instructions on how to access the recordings from off campus, please visit the following site: http://sullivan.hosted.panopto.com/Panopto/Pages/Viewer/Default.aspx?id=7285b5f7-5182-4da7-a868-532afab72b72

Thank you for joining us! I look forward to helping you achieve a more rewarding experience from your teaching during this academic year.
THE ACADEMIC ILLUMINATOR

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Special Thanks to:
Christen Schenkenfelder

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.

NOTES TO THE FACULTY

- 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.

- The IT Department has become aware of many recent email phishing attempts. If you receive an email that looks suspicious or is from an unexpected source, examine it closely before opening it.

- A video recording studio will soon be set up in the Louisville campus’ Faculty Center where you can create educational videos for your classes. Be sure to check it out!

- The Louisville campus’ library is actively adding new books to its collection. If you have any recommendations, please pass them on!