Hardly anyone can beat Dr. Seuss for a good lesson or two. As a Generation -X kid raised during the heyday of Dr. Seuss television specials and Dr. Seuss books purchased from the Weekly Reader book list, I grew up absorbing such little lessons as being true to one’s self, not fearing to stand out or stand up, and acting with kindness and compassion. All of these lessons were taught by characters as eternally endearing as Cindy Lou Who, Horton, The Cat in the Hat, and many others.

Perhaps the most important Seuss lesson of all is found in The Lorax. One of my favorite books as a child, I have to admit that the tale had been buried somewhere in the deep recesses of my memory for quite a long time. But when the Lorax’s cute cartoon face greeted me from my television screen recently, I sat entranced like a child and didn’t move until I’d finished watching the story about the Swomee-Swans and Brown Bar-ba-loots who “frisked about in their Bar-ba-loot suits.”

At the heart of the story is the Once-Ler, a man who invented the Thneed (something everyone needs), which is made from the tufts of Truffula trees. The Once-Ler cuts down the Truffula trees at such an alarming pace until hardly a trace of a single Truffula tree is left in place. The Lorax—a creature who speaks for nature and is devastated by the loss—returns to the now-barren land and leaves the Once-Ler with a sad circle of stones surrounding the stump of the last Truffula tree. An inscription on one stone consists of a single word: “Unless.”
The Once-Ler ponders this word for years, unsure of its meaning and deeply saddened by what he had done to the world around him. But, upon telling his story to a young boy who has never seen a real tree and wants to plant one, the Once-Ler reaches the conclusion that the meaning of the inscription on the stone is:

“Unless...someone like you cares a whole awful lot, nothing is going to get better. It’s not.”

Even as adults somewhat hardened to the childish rhymes and cartoonish creatures which entertained and educated us so much as children, the Once-Ler’s hard lesson holds equally true for innocent children and jaded adults alike—care a whole awful lot before you expect anything to get better.

Back during the early-to-mid 1980s, Chancellor Sullivan and Dr. Coppock conducted student retention seminars across the United States based on the premise of “I Care.” Many of us still wear the green and white buttons which came about during that time. The big idea behind the whole “I Care” initiative was the difference between “caring” and “caring-plus.” As adults, we know the importance of caring; it’s a whole different thing to say that we care “a whole awful lot” ...just as caring and caring-plus are different from each other.

Students do not enter Sullivan University with the intention of dropping out before the end of their programs of study, yet many do. Research now shows what Chancellor Sullivan and Dr. Coppock knew so well nearly 30 years ago: How students perceive their learning environment and other college experiences influences their willingness to persist and continue persisting until graduation. To the major point of caring a whole awful lot, Noel, Levitz, and Saluri (1985, p. 17) state that “the caring attitude of college personnel (whether faculty or staff) is viewed as the most potent retention force of a campus.” Yes, for those of you who are curious, these are the same Noel and Levitz behind the Noel-Levitz Student Satisfaction Inventory, which we use so extensively at Sullivan University. In particular, the interaction between the faculty member and the student appears to especially influence a student’s decision to persist or desist. According to Patricia Cross’s research (1998), “students who have frequent contact with faculty members in and out of class during their college years are more satisfied with their educational experiences, are less likely to drop out, and perceive themselves to have learned more than students who have less faculty contact.”

On the eve of the largest matriculation season of the year, positive faculty contacts and caring attitudes of both faculty and staff can influence the student’s decision to persist or desist. Many students decide whether to stay or go early during their first quarter of study. Particularly for those among us who teach those first-level courses or come into contact most closely with first-quarter stu-
students, the following list of “I Care” suggestions may help prevent many of the “unless” factors which can lead to persistence/retention issues:

<table>
<thead>
<tr>
<th>“I Care”</th>
<th>“Unless”....Persistence/Retention Issues</th>
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<tbody>
<tr>
<td>Know students as individuals and as learners...Get personal and know your students.</td>
<td>Students see themselves as just another face in the crowd. Faculty members may rely too heavily on one teaching strategy, usually lecture, and do not reach all students.</td>
</tr>
<tr>
<td>Build a sense of community within the classroom...Actively facilitate social connections.</td>
<td>Students do things like study alone, fail to build social connections, and are more likely to simply disappear.</td>
</tr>
<tr>
<td>Identify “strugglers” as early as possible...Get them the resources they need.</td>
<td>Faculty and staff fail to recognize tell-tale signs like repeated absences, not participating in class discussions, missed appointments, and leaving early/arriving late to classes and appointments.</td>
</tr>
<tr>
<td>Set clear, high, attainable expectations...Introduce the course enthusiastically, not just read the syllabus.</td>
<td>No real expectations are set for students. Connections between a course and student’s future goals are unclear. Reading the syllabus verbatim is just plain boring. Why show up for class other than to just check off a block on the planner?</td>
</tr>
<tr>
<td>Use every minute of class time productively...Don’t dismiss class early.</td>
<td>Faculty members regularly dismiss classes early, fail to show up for classes on time, and cut courses short by not holding week #11 class sessions. Students get a clear idea that faculty members do not value their educations as much as they do their personal schedules.</td>
</tr>
<tr>
<td>Provide academic advising in the classroom...Invite Enrollment Services to your classroom.</td>
<td>Students often times have difficulty juggling multiple, immediate priorities—families, friends, personal crises, etc. Planning for the future takes a second seat to other pressing priorities.</td>
</tr>
<tr>
<td>Work with other faculty, staff and administrators to develop shared expectations...You are not alone.</td>
<td>Faculty members struggle alone with how to manage a classroom, build community, set high expectations, use time productively, and implement alternative teaching strategies.</td>
</tr>
<tr>
<td>Be invasive...Reach out and touch somebody (figuratively speaking, of course).</td>
<td>Students who struggle with personal, academic or other issues which undermine their academic success can feel alone, isolated, and question their commitments and/or abilities to succeed.</td>
</tr>
</tbody>
</table>

Many years ago as a young stockbroker, I committed a quote by President Theodore Roosevelt to memory and it has stuck with me over the past 25 years or so: “People do not care how much you know until they know how much you care.” As faculty and staff members who are primarily hired to a job because of our knowledge, expertise, and previous experience, it is too easy to forget that the
human side of the university is as important, if not sometimes more so, than the purely educational one. The basic relationship in an educational environment is still between a student and a teacher, whether that student is in the physical classroom or is thousands of miles away in cyberspace. The more we demonstrate genuine caring, the more likely the student will decide to persist and eventually fulfill his or her goal to complete a program of study and graduate. Chancellor Sullivan and Dr. Coppock knew that 30 years or more ago, and research bears out what they knew to be true then. After pondering the meaning of the Unless Stone for many years, even the Once-Ler finally realized that the key to making positive change is to first care a whole awful lot.

Best wishes as we begin the new quarter—

Ken

Dr. Kenneth R. Miller, Jr.
Provost
Sullivan University
I am certain that everyone reading this has a good understanding of the purpose and role of the Admissions Department. We interview, tour, and enroll students, right? It’s our responsibility to ensure we have new students in the classrooms every quarter.

Yes, our primary responsibility is to help students take the necessary steps needed to begin class. This includes getting to know our future students. During the interview process, we get to know them and find out what their support system is like. We talk about their goals and aspirations and answer any questions they have about our school and our processes. We often assist them in choosing a major, coordinate acceptance tests, and class registration. The Admissions Officers become a part of that support system – they become their friends, mentors, parents, cheerleaders... Yes, we wear many hats in the lives of our students and we LOVE what we do!

The college admissions process can be overwhelming for students and their support systems. The enrollment process, acceptance tests, credit reviews and transfer, Financial Planning appointments, Registration, Orientation, and all these other “simple tasks” can often be a daunting experience for our students and my admissions team.

College admissions have changed tremendously over recent years and these changes have had a significant impact in the way Sullivan University’s Admissions Department ensures students select us as their college of choice. Here are some of the major change factors that are re-shaping college admissions:

1. Competition: Across the board, the acceptance rates have dropped, and with many colleges choosing to utilize and mandate “common” application software, colleges and universities are struggling to look for something unique that distinguishes them and the students they accept. (Common application is an undergraduate college admission application that applicants may use to apply to any of 517 member colleges and universities in 47 states and overseas).
2. Number of HS Graduates is declining: New data from the National Center for Education Statistics forecast a decline in the number of high school graduates over the next decade and college enrollment rising, but at a much slower pace than in recent years.

3. Cost: Over the last decade, tuition has increased at a rate higher than inflation and family income. It’s even costly to submit an application, with many schools charging between $50 and $100 to apply. Availability of federal Financial Aid is limited as tuition and cost of attendance soar.

4. Applications: With common application or through electronic applications in place, it has become almost too easy to apply to colleges, which means students are applying to more schools.

5. Technology: The application process has become more electronic; students research our programs, costs, and benefits online (website, social media), and make a decision to apply or reach out for more information faster and more efficiently.

Our Admissions department has gone through a transformation over the past couple of years to adjust to some of the changes mentioned above. We have redesigned our interview process to really get to know our students before a program of study is recommended. We’re working closely with Financial Planning to ensure their cost concerns are addressed and that every student has a realistic financial package in place. Finally, we’ve redesigned our application for admission and now have it available in an electronic format. While there are no plans to move towards “common application”, we believe electronic forms make it much easier for students to complete the application process. Earlier this year, we’ve even given electronic Registration a try for our International and Graduate School students and I can happily report they were both very efficient and successful. We’ve also increased our presence on social media and completely redesigned our website to better service prospective students.

The future of the Admissions Department at all Sullivan University campuses and divisions is bright! We are working hard every day to find new ways to communicate with students and discuss opportunities at Sullivan University. We have an amazing team of professional Admissions Officers and dedicated managers who work hard to coach and develop our employees and our students. Albert Einstein said it best: “The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.” We are committed to always grow and to always improve; to think and rethink, and to always challenge ourselves to achieve success. We, Sullivan University Admissions, are ALL IN!
In my last QEP Update (*Academic Illuminator*, Summer 2014), I reported on the process leading up to the recommendation by the QEP Committee that we adopt “Career Literacies and Career Competencies: Putting Care Back into Career” as Sullivan University’s 2015 QEP topic. Perhaps you’ve even heard some discussion around campus of this topic and of the two overarching goals that will be driving our activities undertaken within the scope of this QEP:

**Goal 1 (Career Literacies):** Through the development of multi-faceted career literacies, including expanded awareness and understanding of career fields and career options, students will be career-focused and engaged in a career-oriented, clearly-relevant program of study.

**Goal 2 (Career Competencies):** Students will develop a set of career-relevant ancillary skills, materials, and experiences, complementing their career-specific core education and enhancing their abilities to compete successfully in their intended careers.

You’ll recall that the development of a substantial Quality Enhancement Plan (QEP) with a significant institutional impact is an important requirement of the SACSCOC accreditation reaffirmation process. As Sullivan University progresses through this crucial reaffirmation process over the coming months, it is imperative that we devise a Quality Enhancement Plan that will effectively improve and promote our institution in today’s competitive educational marketplace.

The QEP Committee (composed of 46 members, including faculty, staff, and students, and representatives from all major programs and all major service units) worked diligently to elaborate the twin QEP goals of enhanced career literacies and career competencies into a small number of focused and assessable Student Learning Outcomes (SLOs). After considerable deliberation and revision, the QEP Committee identified four significant Student Learning Outcomes (two SLOs for each of the two goals) and produced the following descriptions:
Career Literacies: Student Learning Outcomes:

Student Learning Outcome 1: Students will attain clear understandings (career literacy) of their intended careers and of the relevance of their programs of study in preparing them for those careers.

Students will undertake a personal inventory of capabilities, aptitudes, and interests. This inventory will form the core information required to evaluate educational and career goals at the beginning of a Sullivan University student’s experience. Student counseling, through the Admissions, Student Services, and Career Services units, will help students connect their personal inventories to reasonable and appropriate programs of study and career options.

Through a combination of counseling, advising, and research, students will develop a detailed understanding of typical career prospects, conditions, tasks, assignments, and responsibilities in their intended career fields. The Admissions, Student Services, and Career Services units, working with the University Library and academic units, will guide students through appropriate research activities focused on relevant industries; specific companies; occupational, career, and business directories; internet-based employment resources; job-search databases; and other career-focused literacies.

Student Learning Outcome 2: Students will develop a level of financial literacy that will prepare them for satisfying careers and personal lives.

Financial literacy encompasses the knowledge and skills that allow someone to make informed and effective decisions concerning financial resources. Familiarity with the operation of credit cards, loans, interest rates, debt, savings, and investment is an important element in the successful transition from education to employment. Through a set of lessons, readings, and exercises, students will expand and enhance their financial literacy.

Career Competencies: Student Learning Outcomes

Student Learning Outcome 3: Students will participate in experiential learning opportunities in their intended career fields.
Experiential learning is a process through which students develop knowledge and skills from direct experiences outside a traditional academic lecture format. Experiential learning encompasses a variety of activities including internships, service learning, undergraduate research, project-based learning, and other educational experiences making appropriate use of a variety of career-relevant information sources and career-oriented critical thinking and problem-solving skills. The ability to identify and evaluate issues and options, and to work collaboratively to implement solutions, comes into play in a wide variety of complicated, ill-structured real-world situations. Students engaged in experiential learning opportunities will develop and apply these crucial skills in career-specific contexts. Well-planned, supervised, and assessed experiential learning opportunities can promote career development, civic engagement, cultural awareness, leadership, and other professional and intellectual skills.

**Student Learning Outcome 4:** Students will acquire career-appropriate communication skills, including the preparations and materials enabling them to engage confidently in job interviews in their intended career fields.

A variety of communication skills, written, verbal, and non-verbal, are important to career success. Students will develop and practice skills in career-appropriate business writing, speaking (and listening), and presentation of self. Students will prepare a career-specific resume and practice in mock interview sessions. A career-oriented portfolio of accomplishments and written reflections will demonstrate each student’s career-awareness and career-readiness.

By making progress toward these four Student Learning Outcomes over the next few years, I’m sure that we will promote ourselves as the “preferred regional career university” in line with our mission and our strategic plan (*Academic Illuminator*, Spring 2014). And I know that this will elevate the levels of student satisfaction with, and community support for, Sullivan University.

Now the hard work begins of transforming these SLOs into specific, detailed implementation and assessment plans. This will be our focus over the coming weeks. Your thoughts and suggestions are always welcome. Please send them my way at MWiljanen@sullivan.edu.
Five Questions For...

Jill Ferrari, M.A. MT MLT (ASCP)
Chair, Medical Science Department and Director, Medical Assisting Program
Sullivan University, Lexington

For this installment of “Five Questions For...,” we interviewed Jill Ferrari, M.A. MT MLT (ASCP). Jill has been at the Lexington campus as a full-time faculty member since 1998, and has taught for 17 years overall. At the Lexington campus, she wears many hats. Jill serves as the Chair of the Medical Science department, Director of the Medical Assisting program, a Practicum Coordinator, a CAAHEP Medical Assisting Site Surveyor, and leader of the Kentucky Society of Medical Assisting Educator Forum. In the classroom, Jill teaches Medical Terminology, Anatomy & Physiology, Medical Ethics, Medical Labs, Health and Safety, Practicum rotation overview, Medical Office Procedures, and Medical Software Applications.

1. Where are you from originally? Where did you attend school?

I am originally from Lebanon, KY (Marion County). I completed high school and moved to Richmond, KY to attend school at EKU (Eastern Kentucky University). I completed both an associate and bachelor degree in Medical Technology, and returned again to complete a master’s degree in education with an allied health emphasis.

2. How did you originally get into education? What was your motivation?

While I was working in the laboratory industry, I was in charge of many students completing their rotation requirements for the associate and bachelor degree in medical technology (MLT and MT credentials). I honestly enjoyed it more than I thought I would. Taking the time to explain details related to testing being performed on patient samples and how we are never to forget that there really is a patient behind every sample was very rewarding because most of the students appreciated the extra time and details being related to them. My immediate supervisor commented to me one day that she thought I would be great at teaching on the
college level. She could see that I truly enjoyed spending the time with the individuals even when there were some difficulties in the understanding of concepts. I had already been contemplating whether or not to return to school for completing such a degree. I couldn’t remember if I had mentioned this to her in the past so when I asked her and she indicated that I had not, I took it as a true sign that I should give it a shot. I haven’t looked back since!

3. What do you like the most about teaching? What do you find the most challenging?

Teaching students with various age ranges has been very rewarding. Although there are distinct differences in maturity, I find it a true challenge to help a group work together to make it all happen both in their mastery of the material but also in their abilities to treat each other as they would want to be treated as a patient. Compassion is an essential trait in becoming an effective medical professional.

4. Do you have any heroes or role models in education or your field of study?

While completing course work for my bachelor’s degree at EKU, there was one professor who distinctly stood out to me as being a role model. He displayed many behaviors that I not only liked at the time, but admire even more after contemplating back on my class experiences with him. Attention to detail, assisting with ways to grasp the knowledge (study guides etc.) are just a few of his positive attributes that I try and use today in all of my classes. I also try to display these while being a mentor for my faculty members.

5. Do you have any advice for new educators?

Stay true to your goals for the students! Do not think that you have to lower standards for students even if the majority is having difficulties in reaching them. Simply work on how to change how you approach the goal to assist in getting the students to “buy in”. Once that is in place, student success will come!
“A little month:” that is how Hamlet described the time between the death of his father and the marriage of his mother to his uncle. At the time of this writing, “a little month” is the period of time left to conclude the Sullivan University 2015 SACSCOC Compliance Report; and, by the time you are reading this, the report will have been submitted in digital format on 20 thumb drives and in twenty paper-formatted copies.

This little month will conclude the following nearly-year-long phases:


II. CONTENT VETTING AND UPDATING PHASE: November 2013 to April 2014.

III. SACSCOC STEERING COMMITTEE REVIEW PHASE: April 2014 to June 2014.


V. FINAL REWRITE/Polishing/Completion PHASE: August 2014.

Throughout these stepwise processes, I have received a great deal of assistance from many expertly knowledgeable department content providers, who – during the early phases, were tremendously relieved to see their names turn from red to green on the dreaded weekly SACSCOC STANDARDS ASSIGNMENT sheets.

I can report now that the health of the compliance report – like the health of the emperor, is excellent:

A few more files need to be uploaded and some final tweaking of some content needs to be done, but then it will be ready to roll on to SACSCOC. These final processes are now occurring:

Dr. Merrifield and David Tudor have just checked all the EVIDENCE and they should work okay.

Dr. Daugherty has done yeoman-like work in conducting a Xitracs-prescribed CLEAN UP of the formatting, as well as assisting with a multitude of other tasks.
Dr. Marr and Dr. Miller have subjected the draft’s NARRATIVE and EVIDENCE to very close scrutiny over the last couple of weeks.

A meeting with corporate focused on securing evidentiary BoD minutes was held.

Several people, among them Dr. Merrifield and Penny Uphaus, have provided very good final copyediting insights of punctuation, syntactical and grammatical errors.

The entire document has been vetted repeatedly by many stalwart volunteers against the Resource Manual and other authoritative sources for standard adherence.

Many, many hands – to speak metaphorically, have assisted tirelessly to positively shape this draft; and I am inexpressibly grateful for everyone’s wonderful team effort.

Soon, Ms. Shumate will prep the paper copies for mailing and I will upload it to thumb drives. Then, the report will be sent to SACSCOC. At that point, the die (a single dice, but King Richard’s play on the word “die,” which he was soon to do, horseless) will be casted – as the Bard says, as it will be incumbent upon us to “stand the hazard of the die.”

However, I don’t think we will have much real hazard to stand.

Quantitatively – as noted in the table at the end of this report, the total number of evidentiary items comprises 1827 (834.8 MB) with an additional 247 URLs. This equates to a grand total of 2074 individual pieces of evidence. Qualitatively, the draft has been subjected to immeasurable – and very close (word-by-word, sentence-by-sentence, piece-of-evidence-by-piece-of evidence), scrutiny both against the disaggregated parts of each standard (in order to ensure compliance with all parts of each standard [my strategy was to use those phrasal elements of headers within the text in order to lead potential reviewers to the appropriate findings]), as well as against our own internal policies and procedures. Individuals and teams of reviewers have attempted to parse the implicit and explicit meaning – as well as attempted to interpret the construction which SACSCOC reviewer will place on every written jot and tittle, every word, every phrase and every sentence. The result is that the document is very strong: one of the strongest I have seen in all my experiences with reviewing such compliance reports as a volunteer member of onsite and offsite teams for SACSCOC.

To some, the task of producing such a critically important compliance document in less than a year would have seemed an insuperable challenge. However, with the indefatigable assistance of so many conscientious and willing helpers, the real challenge was
not team work, but – on the contrary, was organizational, compositional, and logistical. As a consequence, I conclude this report by again praising your commitment – particularly the individuals named above, the library staff (who became my production team), the SU administrators, and everyone else who assisted in moving this quintessentially-important Sullivan University project forward – both, by means of what they do every day, and also by the specific assistance they have provided me and the university for its compliance report.

Summary of all XITRACS

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<th>Evidence Items</th>
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**Total files:** 1827  **834.8 MB**
**Total items:** 2074  **834.8 MB**

This submission will require approximately 835.8 MB of storage space.
How Can You Move The Needle?

_A thought piece for your consideration, suggesting that you can, by helping realign a student’s mindset, create a change in the academic outcome in your classes._

By James M. Kearfott, MSDR

Director of Student Retention for the Sullivan University System

Have you ever heard or even said, “if only we had a better quality student then there would be a better academic outcome in my class.” These statements are said at almost every institution, at all levels of admissions standards, and not isolated to colleges/universities that seek to help those who are interested in career development over the traditional search for higher learning only.

A recent article in the _Journal of College Student Retention_, [Vol. 15(4), p. 515-536, 2013-2014] dealt with the mindset of a student and the success or lack thereof, and what a change in mindset can have in academic outcomes. Dr. Rishi Sriram, Ph.D. of Baylor University, Waco, Texas draws much of the article’s initial reason from research conducted by Dr. Carol Dweck Ph.D. For more details, reference the following website [http://www.learning-theories.com/self-theories-dweck.html](http://www.learning-theories.com/self-theories-dweck.html)

The premise of the study suggests that “Results indicated that students taught to view intelligence as malleable reported significantly higher levels of multivariate variable academic effort and the univariate variable study skills than did the students who were directly taught study skills.” [Journal of College Student Retention, Vol. 15(4), p. 515 abstract, Rethinking Intelligence: The Role of Mindset in Promoting success for Academically High-Risk Students.] The argument is made that more than just teaching study skills, positive change can and will occur if the instructor(s) involved with the student helps them to develop a _growth mindset_.

To be brief, there is a volume of information for you to review so I will be just address the highlights. It is suggested that students come to you with either a fixed mindset (the stu-
dent internally perceives that success or failure is outside of their control) or growth mindset (the student believes that the academic outcome can and will be affected by the amount of effort) The foundation for these two definition is found in Dr. Dweck’s work.

The article in the Journal of College Student Retention stresses (p. 527) that outcomes of stressing a growth mindset resulted in a statistical and practical manner. It also needs to be mentioned that the results are not earth shaking; but can they be enough? What is meant to say is this, can by encouraging the theory of a growth mindset to “move the needle” be enough to allow the student to realize success in your class? The final result in your class may not be a letter grade change but can be a significant change in the satisfactory completion of a paper on time, a better prepared student for your lecture, more involvement of the student on your discussion board, and, yes, a possible movement in the correct direction in your grade book.

The following are some ideas found to help facilitate the growth mindset:

1. Establish high expectations (not just high standards): The acknowledgement that the work you will be expecting is going to require the student to stretch their academic muscles. This also requires you to re-enforce with your comments the assurance that the student can do the work expected.

2. Create a risk-tolerant learning zone: Tell the student that mistakes are expected and that learning involves these errors. Learning comes from these mistakes and the student’s growth will come from errors and the correction of those errors.

3. Give feedback that focuses on process: Pay attention to what the student can control such as effort, persistence, and good strategies, not personality traits such as perceived ability etc.

4. Introduce the concept of the malleable mind: It is suggested in the reading for this article to, if possible, incorporate reading assignments on this topic so that the student can begin to understand there can be a change in perception.

These steps originate in the article by Larry Ferlazzo “Response: Classroom Strategies to Foster a Growth Mindset” (October 15, 2012), derived from http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2012/10/response_classroom_strategies_to_foster_a_growth_mindset.html
The win/win suggested by the article is that you as an academic can see an increase in energy and performance by students who attain or at least strive for the growth mindset. The win for the student is that implementation of growth mindset skills has a positive result in academic performance, personal accountability, and better persistence to graduation.

The research admits that the findings are not conclusive and that more extensive research is ongoing, but what is suggested gives hope, has proven results, and makes the classroom (regardless of delivery method) a better place to be. As an educator, it is suggested that you will find this information interesting and possibly something for you to consider when developing your lessons for next quarter.

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**The 2014 Sullivan University System Faculty Retreat: Inspiring Educators**

By

**Josh Simpson and Dr. Anna Stamp**

*Members, Faculty Retreat Planning Committee*

The 2014 Sullivan University System Faculty Retreat is just around the corner, and this year attendees can expect some exciting new changes.

This year, we will be returning to Belterra Resort for a one day event (no overnight stay) on Saturday, November 1.

This year’s theme, “Inspiring Educators,” has a twofold purpose—1) to provide practical techniques faculty can implement to inspire students in (and beyond) the classroom, and 2) to offer inspirational strategies to help faculty rediscover their initial love for teaching and service. A wide assortment of national speakers (and some familiar faces!) will be delivering breakout sessions on a broad-reaching selection of topics.

This one-day event will allow faculty to focus on what is most important—motivating and connecting with 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 1, 2014. If you have not yet done so, please register for the event by October 1 by visiting the following link: [http://sullivan.edu/facultyretreat/](http://sullivan.edu/facultyretreat/)
As chair of the Academic Council, I am pleased to write 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.

Here is a refresher on 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 Provost 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 Provost; 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 Provost for review and approval by the Provost, the Chief Executive Officer (CEO), and/or the University President.
Approved actions become the policy of the University. If the Provost, the CEO, or the President disagrees with the actions of the Council, the Provost Affairs provides to the Council reasons for the disagreement; and

- establishing standing committees to review, discuss, and propose action on complex academic related matters.

Here is a list of the current members of the Council (as of 07/22/2014):

### Voting Members (22):

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bohn, Larry</td>
<td>Associate Dean, Sullivan University Systems Online</td>
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<tr>
<td></td>
<td><strong>[AC Vice-Chair]</strong></td>
</tr>
<tr>
<td>2. Bowman, Vicke</td>
<td>Director, Early Child Education</td>
</tr>
<tr>
<td>3. Brown, Charles</td>
<td>Director, Sullivan University Libraries</td>
</tr>
<tr>
<td>4. Daniel, Teri</td>
<td>Dean, Human Resource Leadership Program</td>
</tr>
<tr>
<td>5. Dean, Bobby</td>
<td>At-Large Faculty Member</td>
</tr>
<tr>
<td></td>
<td><strong>[serves through 2/1/2015]</strong></td>
</tr>
<tr>
<td>6. Dodd, David</td>
<td>Executive Director, National Center for Hospitality Studies</td>
</tr>
<tr>
<td>7. Durso, Joan</td>
<td>Department Chair, Masters of Public Management</td>
</tr>
<tr>
<td>8. Ferrari, Jill</td>
<td>At-Large Faculty Member</td>
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<td></td>
<td><strong>[serves through 2/1/2015]</strong></td>
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<tr>
<td>9. Gallo, Margie</td>
<td>Dean, General Education</td>
</tr>
<tr>
<td>10. Merrifield, Heather</td>
<td>Department Chair, Conflict Management</td>
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<tr>
<td>11. Miller, Mike</td>
<td>At-Large Faculty Member</td>
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<tr>
<td></td>
<td><strong>[serves through 2/1/2015]</strong></td>
</tr>
<tr>
<td>12. Moran, Ken</td>
<td>Dean, College of Business Administration</td>
</tr>
<tr>
<td>13. Musacchio, Marilyn</td>
<td>Dean, The College of Nursing</td>
</tr>
<tr>
<td>14. Nichter, Sarah</td>
<td>At-Large Faculty Member</td>
</tr>
<tr>
<td></td>
<td><strong>[serves through 2/1/2015]</strong></td>
</tr>
<tr>
<td>15. Piña, Anthony</td>
<td>Dean of Online Studies, Sullivan University Systems Online</td>
</tr>
<tr>
<td>16. Riggs, Nick</td>
<td>Dean, The Institute for Legal Studies</td>
</tr>
<tr>
<td></td>
<td><strong>[AC Chair]</strong></td>
</tr>
</tbody>
</table>
17. Schenkenfelder, Christen  Director, Pharmacy Technician Program
18. Stowe, Cindy  Dean, College of Pharmacy
   (ongoing proxy, Abeer Al-Ghananeem)
19. Swenson, Tim  Dean, Graduate School/Associate Provost
20. Udoh, Emmanuel  Dean, College of Information and Computer Technology
21. Vowels, Lori  Assistant Dean, The School of Accountancy
22. Wilkin, LaVena  Director, PhD Program

NAME
1. Allen, Antonia  Associate Dean for Academic Affairs
2. Ghammachi, Gabe  Dean of Students
3. Klein, Jim  University Ombudsman
4. Marr, Jay  Chief Executive Officer
5. Miller, Ken  Provost
6. Mitchell, Kim  University Registrar
7. Ragland, Nathan  Distance Education Librarian
   [AC Secretary]
8. Schmid, Albert  Chair, HRM, BM, HM
9. Taylor, James  Director, Evening Division
10. Tudor, David  Dean of Academic Affairs, Lexington Campus
11. Uphaus, Penny  Director of Education, Ft. Knox
12. Wiljanen, Mark  Director of Institutional Research

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!

Submitted 08/01/2014
The Faculty Qualifications Policy was written to document the standards used when determining whether faculty members are qualified to teach courses. This policy is based off SACS standards, specifically standard 3.7.1 which can be viewed at http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf.

The main consideration used when determining a faculty member’s qualifications is the highest degree he or she has earned in the discipline he or she wishes to teach in. For example, if an instructor has a PhD in finance and a Master’s in business administration, the highest degree earned would be the PhD if he taught finance courses, but only a Master’s if he taught general business courses.

Sullivan University also prefers its faculty to have experience in the field they teach. This is called the “Scholar Practitioner” model. For the University’s purposes, an instructor with a PhD in Finance would not be as suitable as one with both a PhD in Finance and ten years’ experience working in the finance industry. This preference extends to both full-time and adjunct faculty.

Generally, faculty members who teach at Sullivan University will meet the following qualifications:
- Undergraduate general education instructors will have a doctorate or Master’s in the field they teach, or a Master’s with a concentration (18+ graduate hours) in the field they teach.
- Instructors teaching courses at the Associate’s level that are designed to transfer to a Bachelor’s degree will have a doctorate or Master’s in the field they teach, or a Master’s with a concentration (18+ graduate hours) in the field they teach.
- Instructors teaching courses at the Associate’s level that are not designed to transfer to a Bachelor’s degree will have a Bachelor’s degree in the discipline, or an Associate’s degree and demonstrated competency in the discipline.
- Instructors teaching Bachelor’s-level courses will have a doctorate or Master’s in the field they teach, or a Master’s with a concentration (18+ graduate hours) in the field they teach.
- Instructors teaching at the graduate level will have a doctorate or terminal degree in the field they teach.
- Graduate TAs will have a Master’s or 18+ graduate hours in the discipline, and will be supervised and trained.

If an instructor wants to teach in a field for which he or she does not meet the criteria, approval can be granted by the department head, senior academic administrator, or the CEO. This will be based on the instructor’s professional achievements and licensures.
Calendar Of Events
Fall 2014 Quarter

New Day Student Registration ........................................... September 23 and 25, 2014
New Night Student Registration ........................................... September 23 - 24, 2014
New Housing Student Registration ....................................... September 24, 2014
Day School New Student Orientation ................................... September 26, 2014
Night School New Student Orientation .................................. September 27, 2014
Late Registration ............................................................. September 27, 2014
First day of classes ............................................................ September 29, 2014
International Registration and Orientation .......................... October 3, 2014
Last day that a student can enter an online class .................. October 6, 2014
Last day that a student can enter a day class* ...................... October 6, 2014
Last day that a student can enter an evening or weekend class ... October 9, 2014
Academic Council Meets .................................................... October 16, 2014
Adult Open House ............................................................ October 18, 2014
Sullivan University Graduation Ceremony .......................... October 25, 2014
Last day that a student can withdraw and still receive a “W” .... November 14, 2014
Academic Council Meets .................................................... November 20, 2014
Thanksgiving Break .......................................................... November 24-28, 2014
First Day of Winter 2015 classes ......................................... January 5, 2015

*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.
And on this day in 1977, Fate fixed her implacable gaze on Charlie Brown.
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

- The Sullivan University Library will be launching a new website for the Fall 2014 quarter. It is a work in progress — If you have any questions or comments, they may be directed to lib-circ2@sullivan.edu.

- If you know someone who could benefit from a Sullivan University education, be sure to refer them at http://sullivan.edu/referral/index.aspx!

- 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.