Perhaps, the biggest surprise after a year and a half since assuming the provost’s position is that very little good news reaches my office or crosses my computer screen. Instead, Dr. Marr and I are much, much more likely to hear about the problem student, the neglectful faculty member, or the negative staff member than about the vast majority of our good students, excellent faculty members, or caring staff members. Bad news does, indeed, travel considerably faster than good news, and... quite frankly... ripples of bad news which frequently reach senior administrators can take the wind out of the sails. Sometimes... just sometimes... even hard-nosed administrators—who are admittedly paid to make tough decisions and deal with “the problems”—need a little boost.

Before those among the faculty and staff who read this article conclude that Ken is just crying in his beer or just needs a swift kick to the backside, there’s a reason for my beginning this way: we all have the opportunity to influence how we think. For instance, my editorial for the last Academic Illuminator issue centered on the meaning of the “Unless Stone” as told in Dr. Seuss’s The Lorax. Taking that little lesson to heart, I decided to go out and try to identify several faculty and staff members who genuinely demonstrate their caring for Sullivan University and our students through their deeds, and present them with a personal gift: an I Care locket keychain. Thus far, I have given away 10 out of 25 such locket keychains, and recipients’ stories of genuine caring have truly inspired me, as I hope that one or more of their stories will inspire you. So far, recipients have come from both the Lexington and Louisville campuses, and the stories behind why...
each received the gift would simply take too much space to write. In the end, I hope that these little vignettes, which highlight two faculty members and two staff members, inspire you as much as their examples have inspired me.

- **Genuine Caring (Faculty Members)**—If Sullivan University had a “dean of faculty” position based solely on his or her selfless dedication to students and our aspirations of what a caring faculty member is all about, Calvin Carroll would immediately cross the minds of many of us. Calvin received an *I Care* locket keychain—the second one presented. So characteristic of Calvin’s selfless service, I presented him with the locket keychain in his classroom. Although he was five minutes early for class, Calvin apologized to me for being late because he was helping a student access her e-mail and was not 10-minutes early for class as he usually is. Known largely for his belief in and strict adherence to working closely with students and our Plus Friday policy, Calvin’s classroom usually has several students who seek out extra help before and after class. His Plus Friday sessions usually have between 5-15 students, and his students usually show up early for class. Calvin, thank you for caring so deeply for our students and for doing so over the past 30 years.

Most Sullivan University students take many of their courses or possibly even their entire programs of study in the online environment. Quite frankly, hardly anything is more discouraging than learning about faculty members who pay less than adequate attention to their online students. Joan Combs-Durso was presented with an *I Care* locket after I learned from one of her former students, a doctoral student who initially didn’t care too much for Joan’s demand for quality work, how much she worked with him. The student told me that he would reach Joan frequently through Go-to-Meeting—a platform which Sullivan University provides to faculty members—and even did so once or twice while Joan was working out. Joan believes deeply in leveraging technology in ways to keep in close contact with her quantitative methods students, and is the university’s single leading user of Go-to-Meeting... by far. She hosts voluntary tutoring sessions once or twice per week during a quarter for each class and records those sessions for students who cannot join sessions in real time. Joan cares, and her students know she does. Joan, thank you for being so attentive and accessible to our online students.

- **Genuine Caring (Staff Members)**—We all know too well that many of our students come to Sullivan University with serious issues dealing with basic needs like finding adequate shelter, or having enough money for bus rides or gas for their cars, and their personal issues sometimes break our hearts when we learn about them. Our students sometimes have survival issues which travel with them as they pursue studies at our school. Kristina (Tina) Love, a Financial Planning Coordinator in Louisville, took it upon herself to help a student and her child find a place to live after they found themselves homeless. Tina took it upon herself to take those extra steps and reach out on the student’s behalf. Tina filled out applications on behalf of student to the Family Scholar House and helped the student find adequate housing for her and her family. Echoing a thank you
note from the student whom Tina helped, Tina “don’t ever stop what you are doing.”

On the Louisville Campus, the first person a student usually sees is “Ms. Beverly.” Over the past couple of years, I have seen how Beverly Blake interacts with students and does her best to keep them on the straight and narrow path. Truthfully, I have sometimes listened to Ms. Beverly from the hallway behind the reception desk and chuckle a bit when I hear her chastise some young man to “pull up those pants” or tell some student “you’re not coming into my house with that hat on.” Well, as most of us know too well, many students need those not so gentle reminders that they are adults and need to present themselves as such. Education doesn’t just happen in the classroom; some of the most important learning takes place outside, and Ms. Beverly certainly does her part to teach our students little lessons in things like self-respect, respect for others, and respect for Sullivan University. Thank you, Ms. Beverly, for doing what you do.

The truth of the matter is pretty simple: anyone can say that he or she cares with words, but not everyone can prove it through deeds. In the end, I hope that these little vignettes—which highlight just a few of the many, many staff and faculty members who prove through their deeds just how much they care about Sullivan University and our students—proves as much as a source of motivation and inspiration to you as they have been to me. Because sometimes... just sometimes... we all need a little extra to keep us going and to remind us of the powerful influence our deeds can have on others. As we enter into 2015, let’s keep in mind that those new and continuing students trust us as the faculty and staff of Sullivan University to do our jobs well and to show through our words and our deeds that we have their best interest at heart. In short, to show that we care.

Best wishes as we enter a new academic quarter—

Ken

Dr. Kenneth R. Miller, Jr.
Provost
Sullivan University
Our QEP team has been working hard throughout the Fall quarter to develop detailed plans for the implementation of our Sullivan University Quality Enhancement Plan (QEP), “Career Literacies and Career Competencies: Putting Care Back into Career”. You probably recall that we identified two overarching goals that will be driving all of our QEP activities:

**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.

In last quarter’s QEP Update (Academic Illuminator, Fall 2014), I explained how the QEP Committee (composed of 46 members, including faculty, staff, and students, representatives from all campuses and the Online Division, and representatives from all major programs and all major service units) elaborated these two goals into four focused and assessable Student Learning Outcomes (SLOs):

**Career Literacies: Student Learning Outcomes:**
- **Student Learning Outcome 1:** Students will attain clear understandings (career awareness) of their intended careers and of the relevance of their programs of study in preparing them for those careers.
- **Student Learning Outcome 2:** Students will develop a level of financial literacy that will prepare them for satisfying careers and personal lives.

**Career Competencies: Student Learning Outcomes**
- **Student Learning Outcome 3:** Students will participate in experiential learning opportunities in their intended career fields.
- **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.
Here are some highlights of the major implementation activities we've planned for each of these SLOs:

- **The SLO 1 (Career Awareness) implementation activities** will take advantage of the various features of the EMSI Career Coach web service. This will start with a personal inventory instrument based on the Holland inventory which matches personalities to occupations using scores on five personality dimensions (realistic, investigative, artistic, social, enterprising, conventional). The Career Coach inventory ties the resulting scores to a selected set of occupations and to the University’s programs of study leading to careers in those occupations. This personal inventory career assessment will be managed by the Admissions office, and Admissions officers will assist students in matching up their personal inventory results with Sullivan University programs of study.

In the Information Literacy course (FYE 101) – and possibly in other courses – students will increase their career awareness by exploring the other features of the Career Coach web service, where each potential occupation is tied to data tailored to the local service area. These data provide a wealth of local information concerning any selected occupation: how many people are currently employed in that occupation in the local area, how many of them are approaching retirement age, an estimate of the annual number of local job openings in that occupation, and the typical hourly pay for someone in that occupation in the local area at the entry-level, at the senior-level, and the local median pay rate for that occupation. The Career Coach web service also includes a resume builder option. All of this will help build students’ career literacy and help them attain a clearer understanding of the careers toward which they are headed and the relevance of their selected programs of study in preparing them for those careers.

All first quarter courses will include career-awareness activities. Faculty in the introductory course in each student’s chosen program will include a significant amount of material examining what a career is like in that field, the typical career prospects, conditions, tasks, assignments, and responsibilities – and why completing a college degree is essential to career success. Ideally, the introductory course in every program of study will include presentations by industry representatives in that field who can give a real-life feel of what the career entails, exciting students about their intended careers and reinforcing the importance of the courses they will be taking.

General Education courses are also...
very important to this effort. Exercises and examples will be designed, where appropriate, to promote career literacy, career awareness, and career exploration. Students will be reminded (with some degree of repetition) how all of their courses—General Education as well as courses in their programs—make a substantial contribution to their preparation for a successful career.

- The **SLO 2 (Financial Literacy)** implementation activities will focus on the 30+ modules provided by the USA Funds Life Skills program. These modules, covering a wide range of financial literacy topics, are delivered as an online web service. Students will develop their financial literacy through a sequence of three groups of these modules scheduled at intervals over the students’ first eight quarters at Sullivan University. The first group of financial literacy modules will be presented as part of the Information Literacy (FYE 101) course. The second group will be embedded in a required course, typically in the fourth or fifth quarter, in each program of study. The third group will be embedded in a required course in the final quarter prior to attainment of the associate degree. A fourth group of financial literacy modules will be assigned to baccalaureate students in a required course prior to their graduation.

- This series of exercises will expand and enhance students’ financial literacy, giving them the knowledge and skills that will allow them to make informed and effective decisions concerning financial resources.

- Experiential learning opportunities should be a focal point of every program of study at Sullivan University, and for **SLO 3 (Experiential Learning)**, all programs will be encouraged to expand their offering of experiential learning opportunities. In many cases (and perhaps most desirably), experiential learning takes place as an externship in the career field. These provide important stepping-stones and transitional passages between school and career. The development of externship opportunities is an excellent way of reinforcing linkages between Sullivan University programs and the local business community, paving the pathway to initial career successes after graduation. But experiential learning can also occur in other ways, including service learning, project-based learning, and research projects making appropriate use of career-relevant information sources and career-oriented critical thinking and problem-solving skills. Ideally, programs of study should implement several different approaches to experiential learning, building out a more nuanced understanding of the student’s chosen career field.

- The skills envisioned by **SLO 4**
(Communication Skills) should be developed continuously throughout the span of each student’s course of study. General Education courses will be very important in this regard, but courses in the chosen program of study will be equally important and perhaps even more important, as this is where the connections between communication and career success will gain critical significance and become most apparent. In promoting the development of students’ communication skills, we must be mindful of the varying importances of different communication styles in different career fields. Some careers may demand carefully crafted narratives while others may emphasize short, focused memos and clear, concise e-mails. Students should try to become comfortable in a variety of communication styles, but different programs of study will have different points of emphasis.

To help promote these communication skills (and assist in other aspects of the QEP), we will be rolling out an institution-wide implementation of a major digital portfolio management system. Upon entering Sullivan University, each student will establish a digital portfolio to collect samples of the student’s career-related accomplishments. The portfolios should be filled with career-relevant communications broadly defined to include a wide variety of communications from e-mails and memos to simple reports and lengthier and more detailed reports and other communication modalities including spreadsheets, tables, graphs, and even perhaps audio or video clips, as well as more traditional reflective writing samples. Each student’s portfolio can be developed as an on-going process throughout the student’s progress toward a degree. The portfolio will receive special emphasis and review in each program’s capstone course.

Communication skills activities will be rounded out by the development of a professional resume and the practice of interview skills. These career-springboard activities will be scheduled in each student’s final two quarters.

We can see that there is a lot here, and we are still working out some of the details of these implementation plans. But as we look forward to the SACSCOC onsite review team’s visit in late February, be thinking about how you can incorporate these initiatives into your courses and support activities and how you can leverage these plans to enhance your teaching effectiveness and the educational experience of our Sullivan students. Your thoughts and suggestions are always welcome. Please send them my way at MWiljanen@sullivan.edu.
For this installment of “Five Questions For...,” we interviewed George Bergstrom. George is the Instructional Librarian at Sullivan University’s Louisville campus. He is responsible for all aspects of student instruction, particularly the FYE program. He is also the liaison to all of the health sciences programs at the University. He has been with us for 11 months so far, and has almost twelve years’ worth of experience as a librarian. Prior to coming aboard at Sullivan University, he worked at Jefferson Community & Technical College and Purdue University, as well as several public libraries.

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

I was born in New Hampshire, grew up in Virginia and Illinois, and eventually moved to Indiana for college. My undergrad degree is in Computer Science from Rose Hulman Institute of Technology and my Master’s in Library Science is from Indiana University – Bloomington.

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

The story of how I got into librarianship is fairly common, I worked in a library as an undergrad, got a full time job after graduating and soon discovered that I enjoyed helping others navigate the information landscape. My motivations lie in the desire to teach others how to teach themselves to find the information that may answer their questions. How to evaluate and think critically about what they find, and communicate to others the answers that they have found and how it may impact them.

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

I like that every day is different. I also like the ‘ah ha’ moment on the face of students when I am able to help answer their question or lead them to the right source to fill their information need.

4. Do you have any advice for new educators?

Meet your librarian! Both here are Sullivan, but also whichever public library you fre-
quent (I used to be a public reference librarian.) At every academic institution I have ever worked, the librarians and staff are there to assist students and faculty equally. We can help with: materials acquisition; designing effective research-based assignments; teaching students how to use the library and our resources; and, (as I said above) how to evaluate and interrupt the information they find for best use in solving their problems.

5. What hobbies or interests do you have in your off time?

My hobbies revolve around games in all formats (card, board, video, casual, etc.). I am also interested in the use of games in education, or what is sometimes called the gamification of education.

The 2014 SUS Faculty Retreat: Inspiring Educators

By Josh Simpson

On November 1, 2014, faculty and administrators from all campuses across the system met for a day of learning and sharing at the SUS Faculty Retreat.

Over the years, the faculty retreats have showcased ground-breaking research and unique perspectives on a far-reaching list of pedagogical topics, and this year was no exception. The 2014 theme, “Inspiring Educators,” proved to be (and to do) just that. As Professor Sarah Nichter explains, “I liked that the sessions I attended prompted me to consider new possibilities to better reach my students.”

The Sullivan University System has developed a rewarding partnership with Cengage, McGraw-Hill, Pearson, and Wiley, who this year, as in the past, sponsored the nationally-renowned speakers. Dennis Wible, who has presented in the past, reflects, “I really appreciate the opportunity to present to [SUS faculty]. They make a great audience -- always cooperative and thoughtful.”

“I enjoyed the sessions very much,” adds presenter Robert Onorato, “and the faculty were great.”

“If I could highlight one important concept I learned,” observes Professor Richard Routt, “it would be how the relevance of lecture material in itself has motivational abilities. Great job to all the faculty and staff who made this year’s faculty retreat memorable.”

Thanks to everyone for helping to make this year’s faculty retreat such a success!
S A C S M a t t e r s

P r e p a r i n g f o r t h e S A C S - C O C O n s i t e C o m m i t t e e V i s i t

By
Anthony Piña, Ed.D.
Chair, Onsite Committee Hosting Task Force

As part of the activities related to our ten-year reaffirmation of accreditation with the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC), Sullivan University will be hosting an onsite Reaffirmation Committee on February 24-26, 2015. The Committee will consist of peer evaluators from SACS-COC member colleges and universities and a Vice President from SACS-COC headquarters who will serve as an advisor to the Committee. The Reaffirmation Committee’s goal is to assess whether Sullivan University is in compliance with the nearly 100 different core requirements, comprehensive standards and federal requirements outlined in the SACS-COC Principles of Accreditation, and to evaluate the soundness of our Quality Enhancement Plan (QEP).

The SACS-COC Reaffirmation Committee members are selected based on the position held within their own institutions and their individual areas of expertise. Each member is given oversight over a specific set of standards and requirements. During the onsite visit, committee members will examine data and conduct interviews on all Sullivan University campuses and the Online Division. They will meet together to achieve consensus on their observations and compose a draft reaffirmation committee report. On the last day, they will meet with Sullivan University and System leadership to deliver a verbal exit report. The final Reaffirmation Committee Report will be sent to the SACS-COC, where a final decision on the University’s accreditation standing will be determined.

Hosting an onsite committee requires attention to a number of details and tasks. The members will require transportation to and from Louisville International Airport, the Brown Hotel, the three Sullivan University Campuses, and area restaurants. Hospitality arrangements will include hotel rooms for each team member, welcome packages in each member’s room, on-campus “working” breakfast and lunch arrangements, dinner reservations, IT staff to make sure that technology runs as it should, and concierge staff to make sure that committee members have all of the supplies, access to personnel, and anything else needed to do their jobs.

Two separate and secured work rooms—one at the Brown Hotel and an identically equipped room at Sullivan University Main Campus—will be set up for the SACS-COC
Reaffirmation Committee. Each room will feature laptop stations for each committee member; an indexed paper copy of the reaffirmation report and evidence; a USB drive with all reaffirmation report info; a networked printer; a copier; a shredder, stationary items and, of course, food and drinks. The rooms will also feature Sullivan University-branded items. Many thanks to my fellow members of the Onsite Committee Hosting Task Force: Antonia Allen, Heather Merrifield, John Kell, and, particularly, Shelley Shumate.

Having served on multiple SACS-COC onsite teams myself, I know that this SACS-COC team will have a huge amount of work to do and a very short amount of time in which to do it. Please be very respectful to the members of the Reaffirmation Committee—they are volunteering time away from their “day jobs” to perform this professional service. In order to accomplish their required tasks, committee members may request to meet with any Sullivan University administrator, faculty member, staff member or student. Please make sure that you are “on alert” during February 24-26, as you may be called upon with little advanced notice. Faculty members should be conversant in the QEP and administrators, faculty and staff should discuss the SACS-COC standards and regulations relating to their areas with their supervisors.

RAVE Emergency Alert System

By Gabe Ghammachi

Dean of Students, Sullivan University Louisville

Let me introduce everyone to Rave Mobile Safety, an emergency alert delivery system that is widely used in the Commonwealth of Kentucky. We have been searching for a system that is user-friendly, efficient, and, above all, cost-effective, and after months of looking at different options and systems, we found the RAVE to be one that meets the Sullivan System needs as a whole. Not only is it user-friendly and cost-effective, but it also provides many more functions that are beneficial that will be introduced at later dates as the need arises.

Rave Mobile Safety offers and maintains a library of training videos as well ongoing live training for self-paced instructions so that the product knowledge is always at your fingertips.

In addition, the system allows you to pick who you want to send the alert or the message to; it could be to one campus or to the whole system, thus providing versatility in communications.

For the next year, we will use the Rave system and test it to its fullest capability.
Where there is hope....

By James M. Kearfott, MSDR
Director of Student Retention for the Sullivan University System

What is the meaning of this little word? HOPE - Merriam-Webster’s dictionary defines this word, when looking at it as a noun, as follows:

**Hope**
*Noun*

- The feeling of wanting something to happen and thinking that it could happen: a feeling that something good will happen or be true
- The chance that something good will happen
- Someone or something that may be able to provide help: someone or something that gives you a reason for hoping”

http://www.merriam-webster.com/dictionary/hope

Sullivan University can be defined by its programs as a place of HOPE. The argument is made that the very foundation of its programs and structure instills hope in future students. The thought that the student is always in reach of an attainable goal (the stair step program), the promise of support by the use of plus Fridays and the tutoring centers, taking classes relating to a chosen field, and small class sizes affording more personal attention, should be enough for a student to remain hopeful. Is that right? Maybe not.

Think about the way you come to a class each quarter. What are your expectations? What are your aspirations for those in your care? Should those aspirations go beyond the collections of a letter grade, making sure a paper is turned in on time, or yes (don’t let this
shock you coming from me) or making sure that they are there every class session? It is the thesis of this work that the answer to that question is YES!

Admittedly I am prejudice about creating a feeling of HOPE in a classroom. By choice I continue to teach FYE 101 and, to be honest, it is a challenge on occasion to make this class new and exciting each quarter. Recently, an event happened that doesn’t occur often in the world of FYE 101W. I was in the beginning stages of the flu bug that has hit many of us all; even though my lesson was as prepared as possible, I found myself less than engaged. Was the point of the lecture coming across? Yes. Was the material there for the class to have what they needed to obtain the grade for the evening? Yes. Was there enough engagement to keep everyone on task? Again, the answer is yes. The problem was that, even with all of that, the class was less than dynamic. With some pride, this class, even though it has a bad reputation among many freshman, is full of discussion and sometimes heated debate. What was the difference this particular evening? The answer to that question was ME. It is a personal pledge to the class to inspire a purpose of HOPE in every class session, making the time that they spend in coming on Wednesday worth the student’s effort. An apology was made to the class and a pledge made by me that this will not happen again.

Instructors and professors are, or should be, passionate about their fields of study. A recent study done by IUPUI and authored by Dr. Michelle JoAnn Hansen, Dr. Daniel J. Trujillo, Donna L Boland, and Joyce L. Mac Kinnon entitled *Overcoming Obstacles and Academic Hope: An Examination of Factors Promoting Effective Academic Success Strategies* postulates some very interesting concepts, and is offered to you as a good read if you are thinking that you have tried everything to reach your class. The article is published in the *Journal of College Student Retention*, Volume 16(1) 49-71, 2014-2015.

When you think of all the things that pull at the Sullivan University student which are not factors for the more traditional student such as those attending IUPUI, it speaks to the need for each faculty member, staff member, and administrator to be the agent of HOPE. The article speaks to success stories of individuals who thought they could succeed (had some hope), and because of
the experience of the class room (this could be in any delivery method — day, night, in person, or online) the student would never miss and would be determined to succeed.

A strong conclusion drawn from the article was this:

“This study suggested that academic hope is not a fleeting emotion, but plays an important role in ensuring that students enact sustained, effective, and intentional strategies to attain valued educational and social goals.” “Overcoming Obstacles and Academic Hope” (November 1, 2014-2015)

Two words jump out from this conclusion. The first important word is sustained. It is suggested to you to ask the question what sustains hope within your students. Why do students overcome any obstacle to come to some classes and don’t to others. The second word is intentional. Chancellor Sullivan speaks over and over again about our student customers, and this is never more true than in Jefferson County in 2014. At last count there are 36 brick and mortar post-secondary programs available to our students (information drawn from participation in 55,000 graduates “Degrees Matters” initiative 2014). The students have to intend to stay in your class, intend to do the work you expect, and intend to succeed.

It is strongly suggested that each of us is a major agent in inspiring or diminishing HOPE, not by reducing academic standards, but by exampling a true message of HOPE to the students we serve.

This time of year is recognized as a time of hope. Regardless of your religious affiliation or philosophy, the message of hope is found in all cultures as the seasons change and we all look to the New Year. It is suggested that you take a moment of contemplation over the holiday season to focus on what message of HOPE you bring to your students regardless of delivery method.
Academic Council Highlights

By

Nick Riggs

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.

For this edition, I am moving away from the serious and routine aspects of Council activities. Instead, I thought I would regale readers with some clever, humorous and possibly meaningful quotes from faculty and others across the globe that relate to what we do – TEACH! You might find a quote that is meaningful to you, that you can share with students, or that just makes you laugh. You know the old saying, “A smile can go a long way.” Enjoy!

- "A BMW can't take you as far as a diploma." ~ Joyce A Myers
- "A mind is like a parachute. It doesn't work if it is not open." ~ Frank Zappa
- "A police officer came to my house and asked me where I was between 5 and 6. I replied: Kindergarten." ~ Author Unknown
- "A smile is the prettiest thing you'll ever wear." ~ Author Unknown
- "A teacher's job is to take a bunch of live wires and see that they are well-grounded." ~ D. Martin
- "A very wise old teacher once said: I consider a day's teaching wasted if we do not all have one hearty laugh." ~ Gilbert Highet
- "Be who you are and say what you feel, because those who mind don't matter, and those who matter don't mind." ~ Dr. Seuss
- "Creativity: Take the obvious, add a cupful of brains, a generous pinch of imagination, a bucketful of courage and daring, stir well and bring to a boil." ~ Bernard Baruch
- "Discover wildlife: be a teacher!" ~ Author Unknown
- "Education is learning what you didn't even know you didn't know." ~ Daniel Boorstin
- "F.A.I.L. = First Attempt In Learning" ~ Author Unknown
- "He who laughs most, learns best." ~ John Cleese
- "I am a teacher: I am silently correcting your grammar." ~ Author Unknown
- "I am not a superhero. I am something more powerful: I AM A TEACHER! I don't need a cape because I'm lifted up by the amazing and inspiring students that I teach!" ~ Author Unknown
- "If your absence won't make any difference, your presence won't either." ~ Author Unknown
- "In the school I went to, they asked a kid to prove the law of gravity and he threw the teacher out of the window." ~ Rodney Dangerfield
- "Once you get people laughing, they're listening." ~ Herbert Gardner
- "The best angle from which to approach any problem is the try-angle." ~ Author Unknown
- "The expert at anything was once a beginner." ~ Helen Hayes
- "The wise teacher knows that 55 minutes of work plus 5 minutes laughter are worth twice as much as 60 minutes of unvaried work." ~ Gilbert Highet
- "There are three things to remember when teaching: know your stuff; know whom you are stuffing; and then stuff them elegantly." ~ Lola May
- "Teachers are flexible and can work on their lesson plans from anywhere!" ~ Heidi McDonald

For more quotes (with some pictures), check out the following link:
http://www.uniqueteachingresources.com/Funny-Teacher-Quotes.html

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 10/31/2014
Sullivan University has a very important new policy in place regarding faculty, professional, and para-professional staff members’ credentials and certifications. If a Sullivan employee’s position requires a credential, degree, and/or a certification, said credentials, degrees, and certifications must be verified with the bodies that granted them. Please note that the verifications and authentication of credentials, degrees earned, certifications, etc. (hereafter referred to simply as credentials) are required for employment at Sullivan University. Employees must provide all of their credentials to their department head, manager, dean etc. These credentials are used to determine which courses the employee is eligible to teach, and are required by the university’s accreditors. As a faculty member, it is in your best interest to provide all of your credentials. After all, the more credentials you provide, the more courses you will be eligible to teach.

A new employee who is considered for employment with Sullivan University must have his or her credentials verified by the manager offering the position before the new employee starts work. If the credentials cannot be verified before the new hire’s date of employment, the offer of employment must be revoked in most circumstances. If the credentials cannot be verified in a timely fashion for reasons beyond the new hire’s control (such as civil unrest in the country where the credential was earned, natural disasters, etc.), the new hire has one month after the date of employment to provide them. If they are still not provided by then, the employee must be terminated. If, at any point, the credentials are proven to be false, the employee will be terminated with cause.

It is also noteworthy that, if a current employee earns a credential while working at the university, he or she should notify his or her manager, department head, etc., and verify the credential as soon as possible. When a prospective employee applies to Sullivan University, the hiring manager will request unofficial transcripts; these will serve until the official ones arrive. The applicant has to request the official transcripts, to be sent straight to the Compliance and Licensing Specialist, his– or herself. The applicant will be reimbursed for the expense, of course. When the official transcripts are received, they will be compared to the applicant’s resume/vita for discrepancies, then placed in his or her file.
Calendar Of Events
Winter 2015 Quarter

New Day Student Registration ................................................................. December 30, 2014
New Night Student Registration ............................................................... December 30, 2014
New Housing Student Registration ........................................................... December 30, 2014
Day School New Student Orientation ......................................................... January 2, 2015
Night School New Student Orientation ...................................................... January 3, 2015
Late Registration ......................................................................................... January 3, 2015
First day of classes .................................................................................... January 5, 2015
International Registration and Orientation ................................................ January 9, 2015
Last day that a student can enter an online class ....................................... January 12, 2015
Last day that a student can enter a day class* ............................................ January 12, 2015
Last day that a student can enter an evening or weekend class .................. January 15, 2015
Academic Council Meets ............................................................................ January 22, 2015
Last day that a student can withdraw and still receive a “W” ...................... February 20, 2015
Adult Open House ..................................................................................... February 21, 2015
SACS-COC Onsite Reaffirmation Committee Visit .................................... February 24-26, 2015
Academic Council Meets ............................................................................ February 25, 2015
Break ........................................................................................................... March 23-27, 2015
First Day of Spring 2015 classes ............................................................... March 30, 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.
"Oh Sheryl honey, I’ve been leaning in since before you were BORN.”

– Vicky Lege, July 1968

Lean in: women, work, and the will to lead,
by Sheryl Sandberg. 658.4092 S213l
THE ACADEMIC ILLUMINATOR

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Special Thanks to:  
George Bergstrom

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

- 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.

- It’s that time of year again — be sure to prepare for adverse weather conditions! One should remember that, even if classes are cancelled, faculty and staff may be expected to come to work. Be sure to watch for emergency alerts from the new RAVE system; it would also be prudent to review the University’s adverse weather policy at http://manual.sullivan.edu.