Beginning with Thanksgiving, going through Hanukah and Christmas, and concluding with New Year’s Day, these are the times of the year when many of us celebrate with families and enjoy the company of good friends. For many of us, we can simply fill in the blank where the phrase “‘tis the season” can mean: to celebrate, to be joyful, to be jolly, to love, or to shop.

For this son of small town Missouri, “‘tis the season” brings back memories of a boy who sat on the front pew in a little Pentecostal church and sang old hymns like Count Your Blessings, Amazing Grace, and How Great Thou Art. “‘Tis the season” means Thanksgiving dinners with mom, dad, two brothers, Aunt Sue, Uncle Gilbert, and Grandpa Miller—most of whom are long gone but are so dearly remembered. I guess to me, if I were to fill in the blank, “‘tis the season” means to be grateful for those people who mean so much, memories which carry such meaning, and—as in the words of the old hymn—“count your blessings and name them one by one.”

Sometimes, as a university provost, counting your blessings and naming them one by one is much easier said than done. However, in spite of some serious concerns which led to some hard choices, 2015 has yielded more than its fair share of blessings for which the university community and I am grateful.
Accreditations and Approvals: Most obviously, the recently received ten-year reaffirmation of Sullivan University’s institutional accreditation tops the list of blessings, as Dr. Marr and I had the privilege to receive the good news during a meeting which lasted less than one minute. Reaffirmed accreditation or approvals signal legitimacy, quality, and acceptance among professions or respectable institutions of higher education. However, SACSCOC was far from the only accrediting body which visited Sullivan University or received a self-study or application during the past year: ABA (Paralegal), ACPE (Pharmacy), ARC-PA (Physician Assistant), CAHIIM (Medical Coding), and MAERB (Medical Assisting) also made visits and/or received a self-study. In each instance, findings or preliminary findings were few or none, and those approvals or accreditations are or should remain in good standing. Extended to Charlie Brown, Gretchen Paruch, Nick Riggs, Cindy Stowe, Deborah Debroka-Brown, and Jill Ferrari, thank you for spearheading these efforts and for all of the hard work done by you, your faculty and your staff which went into these exceptionally important but exceedingly difficult and time-consuming efforts.

Program Development & Faculty Professional Development: Consistent with Sullivan University’s core mission as a career-based university and our two-year move toward a certification-based competency model for our undergraduate programs, most AS and BS degree programs and many graduate programs offered at Sullivan University incorporate at least one certification, licensure, or body of knowledge aimed at making our graduates a triple-threat in the market: a degree, a certification or licensure, and relevant job experience. Being and remaining relevant as an institution requires continuously improving our programs, courses, and the basic value propositions to our students and the potential employers who eventually purchase their talents. To this end, my thanks go out to deans or directors and faculty of the College of Business Administration, the School of Accountancy, the National Center for Hospitality Studies, the College of Information and Technology, the Department of Early Childhood Education, and the instructional design staff at Sullivan University-Online for heeding the call and incorporating bodies of knowledge and/or educations for certifications into programs of study or within various courses.

Being and remaining relevant as a faculty member means that we simply must continue to develop our skills, enhance our credentials, and rely less on old learning and old ways to reach our students. I am quite glad to report that Sullivan University faculty members—more than any previous time—have worked to improve their credentials through degree attainment or have gained professional certifications. Derek Spend-
love, Tammy Logsdon, Albert Schmid, Jeff Johnson, Tammy Kaelin, Emma Palmer, Amber Riesselman, Cassy Beyerle Hobbs, Daniel Malcom, Lourdes Cross, and Stacy Rowe have gained new professional certifications, which will almost certainly inform their teaching and their interactions with students.

- Scholarly Contributions: For those among us who have been faculty members at Sullivan University for ten or more years, we can so easily recall the days when attendance at academic or industry conferences was rare and scholarly contributions by faculty were virtually nonexistent. As a doctorate-granting institution, we, of course, have to accept the responsibility for contributing scholarly research and being good citizens within the broader academic and professional communities in which we serve.

Although too numerous to mention everyone who engaged in scholarly research activities by name within this article, the collective breadth of our scholarly reach expanded across four continents (i.e., North America, South America, Europe, and Asia) and from nations as diverse as China, Columbia, and the Netherlands, and throughout many major cities in the United States during 2015. A total of 66 new research proposals were reviewed by the Sullivan University Institutional Research Board (IRB) during 2015 on topics as broad as warrior transition units, farm-fresh pharmaceuticals, and restoring the trust in leadership from mid-level managers' perspectives.

In particular, I wish to thank those faculty members who either engaged in scholarly publishing or presentations for the first time during 2015, as the first time generally marks a beginning full of promise. In particular, Ken Moran had a paper based on his Ph.D. dissertation accepted for publication. Josh Simpson presented scholarly work for the first time to the International James Joyce Symposium at Utrecht University in The Netherlands, and Cara Marco presented for the first time during the 2015 SACSCOC Annual Conference and published for the first time in a journal widely distributed among university libraries. For those of you unmentioned who published or presented for the first time, please let me know about your first time presenting or publishing and please accept my apology for either not knowing or for not recalling the details well enough to include in this editorial.

‘Tis the season to be grateful, and—on behalf of the university and a grateful provost—I thank each of you who enhanced professional credentials, assisted in one or more of our many accreditation and approval efforts, or engaged in the broader academic community through conference presentations or scholarly publications. In the words of Stephen R. Covey, thank
you for “sharpening the saw” by investing your energies in the university, to the teaching and scholarship profession, and to the betterment of yourselves and to our students.

Best wishes as we begin a new academic quarter—

Ken

Dr. Kenneth R. Miller, Jr.
Provost
Sullivan University
Sullivan University’s New Bachelor-Associate Articulation Agreement

By

Maurey Bond
Assistant Provost, International Affairs

Sullivan University

The Bachelor-Associate Articulation Agreement between Universidad de La Sabana and Sullivan University, the first agreement of its kind between an accredited, professional gastronomy program in Colombia and a higher education institution in the United States, was signed by both parties this year. This transfer pathway enables La Sabana seniors approaching the final academic term of their Bachelor in Gastronomy program to transfer into an expedited Associate of Science in Baking and Pastry Arts program at Sullivan, gaining both Bachelor classroom instruction and Associate hands-on application.

Derek Spendlove, the Director of Baking and Pastry Arts at Sullivan University and the first Certified Master Pastry Chef in the United States, was first approached with this culinary pathway by Jose Maria Ajkay

Romero, La Sabana’s Director of Gastronomy and 2012 Sullivan graduate in Culinary Arts, during a visit to Sullivan. Chef Spendlove responded by visiting La Sabana in June, gauging the viability of institutional collaboration. Spendlove was soon convinced that La Sabana would fit well with Sullivan.

Subsequent negotiations across multiple divisions at both universities, coupled with promising feedback/interest from La Sabana students, culminated into a unique model for international academic cooperation. This agreement is grounded in academic rigor and industry expertise, enhanced by direct global engagement, designed to be readily re-configured for any geographic region or academic discipline, and already bearing fruit in new enrollment for the coming term.
Jessica Waked Diaz will be the first La Sabana student to enroll at Sullivan through this program, matriculating in January 2016. While the agreement is still in its infancy, as student interest continues to grow, this innovative pathway approach should help Sullivan to advance academic achievement globally.

From left to right: Maria Carolina Serrano (Director of International Relations, La Sabana), Michael Iacovazzi-Pau (Associate Director Of International Admissions and Recruitment, Sullivan), Chef Derek Spendlove (Director of Baking and Pastry Arts, Sullivan); Dr. Obdulio Velasquez (Rector, La Sabana), Alvaro Ibanez (Dean of Gastronomy, La Sabana), Jose Maria Ajkay Romero (Director of Gastronomy, La Sabana), Carolina Velasquez (Manager of International Relations, La Sabana)
they will develop four online courses using textbooks and other course materials that are available free of charge as part of the Open Educational Resources (OER) movement. Dr. Piña and Dr. Moran hope to find answers to five research questions:

- Does the use of OER provide an economic benefit to students?
- Does the use of OER have an effect on student retention and grades?
- Does the use of OER have an effect on student satisfaction?
- What are the effects of OER on faculty and subject matter experts?
- What are the effects of OER on instructional designers?

While these are phrased as traditional research questions, the Faculty Scholarship Grant Program wishes to promote scholarship of all types, both scientific and non-scientific. The mission of the Faculty Scholarship Grant Program is to foster the creation of original research or scholarship of high quality which is likely to have a significant intellectual, cultural, institutional, or community impact. Perhaps the primary focus of the work of Dr. Piña and Dr. Moran might be thought of as institutional in nature, but the Faculty Scholarship...
The Faculty Scholarship Grant Program offers you an incredible opportunity to advance your professional career. Here’s how Dr. Piña sees it: “My chosen career field of educational technology and distance education is dynamic and evolving. For more than two decades, academic scholarship has played a critical role in my career. The choice to integrate scholarship into my professional life has made me a much better teacher and administrator and has helped to establish credibility with my academic colleagues inside and outside of my institution. The integration of scholarship with my role as Dean and faculty within the Sullivan University System continues to rejuvenate me, prevents burnout, and reminds me why I love what I do.”

All Faculty Scholarship Grants require collaboration. Dr. Piña and Dr. Moran are collaborating as principal investigators, but another goal of the Faculty Scholarship Grant Program is to introduce others to the process of scholarship by including them as collaborators in supporting roles. The grant awarded to Dr. Piña and Dr. Moran includes five other collaborators. Terry Kibilosky, Richard Routt, and Bobby Dean are lined up as faculty collaborators; Barry Sanford is on board as a collaborator in instructional design, and Dorothy Day-Chaney will be assisting as a student collaborator. While all of these are members of the Sullivan family, collaboration is also encouraged with interested parties in the community and at other institutions.

What will Dr. Piña and Dr. Moran and their collaborators learn about the use of free textbooks and course materials? Stay tuned. I’m sure that their findings will be presented at professional conferences and

Grant Program is intended to cover a wide range of projects including those with community impacts or cultural impacts, as well as those with the more traditional institutional or scientific impacts.

An example of a recent Faculty Scholarship Grant with a decidedly cultural focus is the one received by Chef Albert Schmid for his project on documenting the evolution of Kentucky cuisine, complete with recipes. I’m getting hungry just thinking about it!

In fact, the goal of the Faculty Scholarship Grant Program is to spread grant-funded scholarly opportunities across all Sullivan University programs and faculty (except for the College of Pharmacy, which has its own grant program). But the only way we can do this is if you apply!

That’s what Dr. Tony Piña has done. The Faculty Scholarship Grant Program has been in existence for a number of years now. During that time twenty-seven faculty members (both full-time and adjunct) have received thirty-two Faculty Scholarship Grants.

Obviously, some faculty members have applied multiple times and received more than one grant. Dr. Piña is one of those. The Faculty Scholarship Grant that was just awarded to Dr. Piña and Dr. Moran is the fourth grant to be received by Dr. Piña. Previous grants focused on graduate business degrees, the assessment of online teaching, and the development of a supportive environment for online faculty. Dr. Piña leveraged these Faculty Scholarship Grants into four peer-reviewed articles or book chapters and fourteen presentations at professional conferences. This is an outstanding record of scholarship, but you could do this too!
written-up in a peer-reviewed publication, funded by their Faculty Scholarship Grant. You could realize these same goals, as well, on a project closer to your own heart, as a future recipient of a Faculty Scholarship Grant.

I will issue the next call for Faculty Scholarship Grant proposals early in the Spring quarter 2016, but it’s not at all too early to begin planning right now. Identify a collaborator (or more than one) and start putting your thoughts together for your proposal. We are very interested in raising the level of scholarship in all Sullivan University programs, and we would especially like to hear from faculty in programs that have not yet received a Faculty Scholarship Grant. Take a look at the materials on the Faculty Scholarship Grant Program website (start at ir.sullivan.edu and follow the navigation panel on the left). And I’m always available to discuss your plans and answer your questions at MWiljanen@sullivan.edu.

F i v e  Q u e s t i o n s  F o r …

D r .  J e r r y  S i m s

P r o f e s s o r  a n d  A s s o c i a t e  D e a n ,
C o l l e g e  o f  B u s i n e s s  A d m i n i s t r a t i o n
S u l l i v a n  U n i v e r s i t y ,  L e x i n g t o n  C a m p u s

For this installment of “Five Questions For...,” we interviewed Dr. Jerry Sims. Dr. Sims is the Associate Dean of the College of Business Administration at Sullivan University’s Lexington Campus. He currently teaches business management courses, specifically Organizational Behavior; Business Organization Management; Leadership and Team Development; Strategic Human Resource Management; Managerial Communication Skills; and Managerial Decision Making.

He has been teaching for thirteen years so far, and we have been lucky to have had him at Sullivan University for that entire period.

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

I originally got into education because I felt it would be rewarding for me to give back some of my experiences in workplaces I have been a part of to students who are seeking to elevate their skills to be more suc-
taught in Sullivan University’s graduate school for years and he was a very interesting business educator. I loved how he could challenge students to think about new points of view even when you thought you had all the practices and theories covered in your original solutions. In other words, he made you keep thinking.

5. Do you have any advice for new educators?

My advice for new educators is to learn from your students and use what you gain from your students to build a practical learning environment that students can thrive in.

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

The thing I like most about teaching is sharing my good experiences and bad experiences in business with my students and challenging my students to be open minded about how to pursue business decisions and to be comfortable with being unique pursuing their goals and dreams. The thing I find most challenging about teaching is when students’ passion to learn is not as great as mine.

3. What are your goals in your educational career?

Be passionate and enthusiastic every day I teach my students; continue to study and learn everything I can from every avenue I can with passion.

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

The role model that comes to my mind is Dr. Stephen Gram-Hill. Dr. Gram-Hill was successful in their careers. My motivation was simply to teach college students and see them be successful as a result of me teaching them.
Sometimes, we know our work is useful but are hard pressed to explain that satisfaction to others outside our industry. As a Navy Supply Corps officer, I used to joke that my job satisfaction came from paying the sailors who fix the ships that keep the sea lanes free for democracy. Here at Sullivan, we take pride in changing lives. We say that, and mean it, but we don’t often get to see our graduates in action after commencement. I’m here to tell you, the proof is in the presentation.

Our PhD program aims to turn out scholar-practitioners. In September, I saw one of our newest doctoral grads in action in the practitioner role, sharing her dissertation research. Since we are a career-oriented university, I highly recommend this experience for all faculty and staff.

You may recall Ashley Lesko from Commencement in October 2015. Her dissertation was on New Manager Influences: Probing the Effects of Career Motivation on Work Engagement. I am proud to have been on her committee with Marilyn Faulkenberg and chair Teri Daniel. On September 24th, 2015, Dr. Lesko made her first post-defense practitioner presentation at the North Carolina Society for Human Resource Management (SHRM) state conference in Charlotte, NC. (See the program here.) Dr. Lesko did us proud. People were very engaged in the topic. It turns out that fewer than 5 of the 77 folks in that breakout room work for companies that formally train their new managers. This is consistent with her dissertation research findings.

I learned a great deal from attending Dr. Lesko’s session that I think is applicable more widely. Here are a few things to keep in mind, for your students’ and your own presentations in the community.

1) Dr. Lesko was not on the original schedule. She contacted NCSHRM in the last days of her dissertation to find out if they were still accepting proposals and was told they were taking substitutes in case of no-shows. Indeed, there was an opening and she got on the schedule; you can see her there if you click on Speakers on that page linked above. It’s quite possible that other conferences have the same opportunity if you keep in touch with the organizers.
2) Ashley asked several of her committee members for slide comments prior to the event. It was relatively easy to do this since I was on her committee. This presentation was entirely different from her defense, and the slides needed many changes and fresh eyes. Slide critiques before presentations might be helpful to offer our grads, especially when they are starting out, as well as to our colleagues getting ready to present at conferences.

3) Ashley met another speaker at the conference who keynotes for a living. She had the brilliant idea of telling him it was her first one, and asked him for a critique. I stood there afterwards as he gave Ashley great feedback and good tips. His advice was right on target, offered a different perspective, and it was free! Again, this is a lesson for all of us who do outreach talks, or would like to. Ask for feedback! People want to help!

4) Ashley’s presentation would be very good for our career services and admissions folks to hear, and I’d recommend a version for the Sullivan Center for Leadership Development. Indeed, I think her topic could be tailored to give us all a better idea of the needs of new managers, since we are in the business of training them. Dr. Lesko is a Navy veteran, too, and her work may be of interest to the Student Veterans chapter, as well. Do we think about sharing internally, with permission, the applied research of our students?

5) It was the last session before dinner, so Ashley didn’t expect great attendance. She was wrong. There were 77 people at her session, not counting us. (Lesson learned—bring double the handouts and business cards you think you’ll need.)

It was a great opportunity to attend this talk. It let me see what to expect at a SHRM conference, which so many of our students might attend. I have a better idea of how to advise other doctoral students on making the transition to practitioner talks. I’m grateful to Ashley for inviting me to attend and to Drs. Marr, Miller, and Swenson for letting me miss the faculty meeting in order to attend our graduate’s debut. Personally, it was a terrific reminder that teaching matters. I teach the managers and the scholars who help our organizations stay competitive in the global economy!

Dr. Lesko can be contacted at ashleyplesko@gmail.com.
In the last two columns, I have attempted to explicate the nettlesome standards for which the university received SACSCOC “recommendations.” Thus far, I have explicated CS 3.3.1.5 [Institutional Effectiveness: community/public service within its educational mission] and CS 3.7.1 [Faculty competence] - in combination with CR 2.8 [Faculty]. With this column, I attempt to explicate the last of these standards, i.e., CS 3.3.2, which deals with the all-important Quality Enhancement Plan [QEP]. CS 3.3.2 reads:

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)

Additionally, complementarity between some “Core Requirement” [CR] standards and some “Comprehensive Standards” [CS] require the CS 3.3.2-tandem examination of CR 2.12, which reads:

Sometimes, CR 2.12 is summarized as “QEP Focus,” and, likewise, CS 3.3.2 is summarized as “QEP Capacity.”

2.12 The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)

NOTE: read more about complementary standards in the next SACSCOC (STILL) MATTERS column.
Next, a little ancient history:


The 1997-2003 Edition of the *Criteria for Accreditation* listed the standards that were in effect until the implementation of the superseding *Principles of Accreditation* in January 2004 (adopted December 1984 and effective 1987 through 2003). Coincidentally, I first participated as a SACSCOC reviewer on a visit 12+ years ago at which time the *Criteria* were being used. Under what may have been perceived as the *Criteria’s* hyper-objective (I often use Procruste-
an to describe them) “must” mandates, no criterion for a QEP was yet mandated. First introduced with the 2002-2006 Edition of the Principles of Accreditation: Foundations for Quality Enhancement (adopted December 2001 and effective January 1, 2004), the QEP standards, i.e.: CR 2.12 and CS 3.3.2, are mainstays of current SACSCOC accreditation practice. They first affected SU with our prior 2005 decennial review, which was originally scheduled for 2004 but delayed a year due to SACSCOC QEP rollout issues. Subsequently, Sullivan University’s most recent (2015) decennial review also involved those two now-more-mainstreamed QEP standards.

Also, in addition to the SACSCOC Principles and the SACSCOC Resource Manual, the SACSCOC Handbook for Institutions Seeking Reaffirmation comprises significant information on the QEP. This info includes the following critical steps:

- Step One: Selecting a Topic
- Step Two: Defining the Student Learning Outcomes
- Step Three: Researching the Topic
- Step Four: Identifying the Actions to be Implemented
- Step Five: Establishing the Timeline for Implementation
- Step Six: Organizing for Success
- Step Seven: Identifying Necessary Resources
- Step Eight: Assessing the Success of the QEP
- Step Nine: Preparing the QEP for Submission

I should also note that the QEP, per se, is not submitted as part of a university’s regularly scheduled Compliance Certification. Instead, it is submitted six weeks prior to the actual On-Site Reaffirmation Committee (OSRC) visit. Remarkably, those On-Site Reaffirmation committees on average cite a whopping 59% of all institutions surveyed for noncompliance for standard CR 3.3.2, which makes it the most frequently cited of all OSRC-reviewed standards. Coincidentally, one SACSCOC VP with whom I have worked on various committees is fond of asserting, “Don’t assume that reviewers will reach the same conclusion that you reached about your data. Tell your story by explaining in your narrative; don’t leave it up to reviewers to reach the same conclusion that you reached – they probably won’t.”

In a 2014 SACSCOC meeting, the following QEP assessment bullet points were discussed in a larger program entitled “CONSIDERATIONS FOR AN EFFECTIVE AND MEANINGFUL QEP (http://www.sacscoc.org/institute/2014/2014SIHANDOUTS/Tuesday/HoffmanBairdTues.pdf):”
3.3.2 Assessment

- Clear statements of goals and outcomes; learning outcomes should be measurable, directly related to the topic, and reasonable;
- Enhanced student learning, not enhanced assessment of student learning;
- Clear and understandable assessment “flow;”
- Important “audience” for assessment is Impact Report;
- Assess progress of plan, as well sound practices;
- Goals and outcomes aren’t clear;
- Assessment measures are too limited/too complex/missing.

Of the myriad of critically important elements formally amalgamated into any institution’s QEP, the three most critically important are development of the QEP’s student learning outcomes (SLO’s), structuring of a strong assessment plan, and solidifying a realistic budget. Knowing that these elements would warrant special scrutiny, SU diligently addressed these three issues in chapters 5, 7 and 8, respectively, of its QEP. Yet—true to the SACSCOC VP’s assertion, the On-Site Reaffirmation Committee did not reach the same conclusion we reached regarding our QEP’s compliance: right on cue, the committee expressed concern for SU’s proposed student learning outcomes, which they found to be too broadly written, combining multiple outcomes in some cases, indistinct outcomes in others, and in several cases, mixing learning outcomes, statements of process or general accomplishments, and unmeasurable aspirational goals. And, to heap Pelion on Ossa, the committee also found that the QEP’s proposed assessment plan relied disproportionately on indirect outcome and process measures. More specifically, the committee observed that, “with respect to the statement of student learning outcomes, a lack of identification of specific direct assessment tools, and a failure to set target measures of success, Sullivan has a comprehensive ‘Plan to Plan’ for its assessment portion of the QEP…. Providing all of this information should result in a comprehensive Assessment Plan rather than a ‘Plan to Plan’.” Fortunately, the committee’s objections fell within the purview of Comprehensive Standard 3.3.2’s less astringent criteria, rather than within those of the more-penalty-fraught Core Requirement 2.12. Regardless, SU dutifully heeded the analytical comments provided by the committee for strengthening the QEP, including retooling its SLO’s and establishing third-party direct (versus indirect) assessment measures. With the aforementioned modifications made, the university submitted its RESPONSE TO THE VISITING COMMITTEE and anticipates reaffirmation in December 2015.

Postscript: as everyone knows by now: in the aftermath of the 2015 Annual SACSCOC Conference - and fortuitously culminating a process that started with a SACSCOC compliance kick-off in August 2013, the university has been granted a full ten-year reaffirmation with no follow up or monitoring reports. Obviously, SACSCOC still matters.
It has been my privilege over a long history with Sullivan University to attend graduation. One of the happiest moments in this event is when the graduates are asked to stand, place what they are holding in the pew, turn around to the audience, and applaud those in attendance who have sacrificed much to support the student in the achievement of the degree. This moment is always powerful and is a profound statement on what it takes to reach the finish line of graduation.

What this article wishes to address is a fact of life that many of our students have to deal with, and that might not be a part of your knowledge set based on your own educational experience. The fact is that many of our students don’t just sacrifice time and effort to come to our classes. Often the residual impact of attaining the goal of a better education is the loss of friends, family ties, and significant others.

Teaching in the First Year Experience area at Sullivan University has students reporting, almost every quarter, the human cost of coming to school and the very heart wrenching choices they have to make to stay in school. This is not a new problem, but is one that needs to be mentioned ever so often, so that we all are continually mindful of existing challenges.

Ed Clougherty, the Chief Retention Officer for Copley Square, wrote the following on June 10, 2011 in a brief article entitled “THE UNSEEN THREAT TO STUDENT SUCCESS”:

“Just back from the APSCU (Association Private Colleges and Universities) conference. The reality of how negative (and dangerous) a student’s significant other and “friends” can impact student persistence and success was told more than once at break out sessions during talks delivered at the conference. Picture a female nursing student entering a program with low self esteem and no sense of success. Day after day she is told that she can be successful and shown through her actions that she should stand tall. During the day the student has all of the success tools and support to become a new person; during the night her boyfriend assaults her because he sees her success as a threat to their relationship. As she progresses, her friends find the evolving student having less and less in common with them, and they begin to fade away. Teachers intentionally take time from class each day to build her up trying to compensate for the night full of heartbreak and social stigma. As I sat and listened to this repeated scenario, I thought how many other students, both male and female, fall victim to some
level of sabotage by their (former) support system members. The importance of creating a new, supportive network of like-minded students and friends for the evolving student cannot be understated. A social network populated by all members of the academic community would certainly provide high levels of support and positive feedback for these at-risk students. A social network can fill the void an evolving student can encounter.”

The importance of bringing this to your attention at this time of year is that the fall quarter brings so many events that pull on our students and force them to make the tough choices. It is a real joy when I speak to a student or former student who tells me, frankly because retention is my responsibility, of what one or more of our professors/instructors have meant to their success. Your encouragement at this time of year will make a difference when:

- The student needs to make sacrifices or cut an event short around a school activity for their children because they need to study for a test or have a paper due.
- That, because of the holidays, overtime hours become a decision point as the need to study and or attend class will be affected.
- Family members are upset because travel plans for Thanksgiving and Christmas will be upset because of the student’s school schedule.
- Family and friends are upset when celebrations and other activities that have been part of the norm are no longer an option because of school.

The list could go on, and you are likely to be able to add many more issues to the list, but these are offered to engage your memory.

Many if not most of us have been blessed with a robust support system in the attainment of the advanced degrees now in our possession. The challenges for many of our students are completely foreign to our experience, and an empathetic ear may be the most that can be offered. The important thing, if empathy is all that can be offered, is that it be available and perceived to be available. What is witnessed from the entries in the contact history as a record of your engagement is that many of you not only have the capacity to be more than empathetic but are quite active in helping the student come to a good solution to their difficult life issue(s).

Blaine Lee, the author of many books on leadership principles, said “The great leaders are like the best conductors – they reach beyond the notes to reach the magic in the players.” It is the contention of this article that the faculty found within the Sullivan University System are replete with great leaders and are willing to find the magic in our students by helping them sustain their academic dreams.

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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 writing to encourage all faculty members, full time or adjunct, to give serious thought to serving on the Council as an elected at-large member. Council meetings are consistently held on Thursdays of the third and eighth weeks of each of the four academic quarters. Four faculty members are nominated and elected to serve on the Council for a year. The nomination and election process is conducted through the Provost’s office, usually during the winter academic quarter. That’s next quarter!

With that in mind, read below for some motivation to seek an at-large spot on the Council. Some of this may seem a little familiar because I wrote a similar article previously, but realized it was published just after an election of at-large members. With new members just taking their positions on the Council at the time, there was little reason for readers to worry about something that was more than a year away. Well, now is the right time to think ahead to next quarter and the at-large Council election process.

Those who serve on the Council, particularly at-large faculty representatives elected by their peers, do so for a variety of reasons. They want to be a part of the bigger picture, they have specific issues they want addressed, they like being part of the solution to big and small problems and issues alike, and they enjoy the challenge of debate and collegial deliberation on all sorts of matters.

Here are some comments from the four at-large Council members whose terms of office expired at the beginning of this year:

“I have enjoyed serving on the academic council this past year. Before serving as an at-large member, I originally saw the effectiveness of the Academic Council a few years ago when I attended meetings as a guest to participate in discussions about tutoring center policies and purposes as an academic support service. I joined a committee of the academic council to hone the mission statement, policies, and job descriptions and create a handbook for the tutoring centers on both campuses. I welcomed the nomination to serve on the AC, to be a part of an effective body of faculty representatives. I was also willing to learn more about deci-
sion making processes, and where and how the AC fit in. It was refreshing to find that the provost regularly attended the meetings to hear the discussions and to let the AC know the perspective of the Administration. That was clear evidence of the open lines of communication between the faculty and administration.”

Sarah Nichter
Associate Professor
Tutoring Center Coordinator
Sullivan University

“Being a member of the Academic Council for the past two years has been a real pleasure. I was able to gain an insight and participate in the voting process for a number of issues. My reason for wanting to be part of this Council was to contribute to the continued successful operation and growth of the university.”

Bobby Dean
Department Chair
Marketing Program

“I decided to submit my name for possible member at-large because I have always contemplated the official process of how things are proposed and then followed through both on the faculty and administrative side. After completing this year, I have learned many things about the process but also how the support of the administration is really there to assist in making things happen. It has been a great year to be involved on this council especially since we just completed our regional accreditation visit. By being a part of the Lexington branch campus, I feel that I assisted as much as possible with the visit, and I have true comradery with faculty at Sullivan University.”

Jill Ferrari, M.A. MT MLT (ASCP)
Medical Assisting Program Director
(Lexington Campus)

“If a faculty member wants to be a voice for the faculty as a whole and learn about the current activities impacting the university, this is the committee to be on. There is certainly a time commitment that needs to be understood but it is worth it if you want to stay abreast of current events and be an active voice for the faculty. . . . It was a pleasure to serve on the
(council) and I learned quite a bit.”

Dr. Michael J. Miller, CMA, CFM
Professor
School of Accountancy/Graduate School

From these comments, it seems all that is needed to serve on the Council is the desire to be engaged in the process of moving forward to achieve stated goals. These goals may be personal, departmental, administrative, or university-wide. And the commitment to attend two Council meetings a quarter is not overly burdensome. That’s a total of eight meetings a year.

Yes, the debate can be lengthy at times, but most university constituencies are represented at Council meetings. Accordingly, all present are provided the opportunity to present their point of view on matters under consideration. I have attended almost all Council meetings, and no one has been maimed or defamed at the meetings, mainly because of the civil and professional manner in which they are conducted. Nor are the meetings merely gripe sessions. We are proud to claim success in maneuvering through a wide range of topics and issues with constructive results. For examples, see my articles in the Summer 2013 and Spring 2014 editions of the Academic Illuminator. These can be found at:

http://library.sullivan.edu/SitePages/UniversityArchives/sulou_illuminator.aspx

If you are a faculty member, whether full time or adjunct, be on the lookout in the Winter 2016 quarter for the email message from the Provost seeking nominations for at-large positions on the Council. Please give due consideration to throwing your hat into the ring. Get engaged! I am sure you will be glad you did.

In conclusion, 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 11/12/2015
Meet the Application Support Team

By Michael Runner, MSM
Application Support Analyst, Sullivan University System

Who We Are: We are Application Support!

- Nicole Briscoe/Application Support Administrator/19 years with SUS/Nicole plays and coaches volleyball and enjoys reading, cooking, and home improvement projects.
- Jill Lucas/Application Support Analyst III/9 years with SUS/Jill enjoys “tickling the ivories” for various events. She loves spending time with her horses whether it’s horseback riding, barrel racing or training.
- Laura McIntosh/Application Support Analyst III/5 years with SUS/Laura is a Girl Scout Leader of both of her daughters’ troops. She’s a huge fan of The Walking Dead and reads Sci-Fi/Horror novels in her spare time.
- Melissa McCarty/Application Support Analyst III/11.5 years with SUS/Mel loves to run, coach high school cross country, paint murals, and build sculptures.
- Michael Runner/Application Support Analyst I/4 years with SUS/Michael is a professional wrestling fanatic who enjoys writing flash fiction, reading graphic novels, skateboarding, and spending time with his growing family.

What We Do: As Application Support Analysts, we service new and existing applications including CampusVue, ImageNow, Student and Faculty Portals, and SharePoint. Within these applications we:

- Implement features/processes
- Support and troubleshoot
- Maintain new and existing applications
- Test & facilitate software upgrades
- Assist with documentation
- Assist with training staff
- Assist with various reporting functions

The reporting functionality of CampusVue is supported by the Data Analytics team which is led by Cathy Williams and consist of John Munyeneh, Michel Daran, and Robin Myers.

If you experience any issues with the applications you use in your daily role or feel a certain process is too taxing and can be improved upon, we’d love to hear from you! Feel free to submit a ticket to the request site at this address: techsupport.sullivan.edu or call 502.413.8800.
New Day Student Registration ................................................................. December 29, 2015
New Night Student Registration ............................................................. December 29, 2015
New Housing Student Registration ............................................................ December 29, 2015
Day School New Student Orientation ......................................................... December 30, 2015
Night School New Student Orientation ......................................................... December 30, 2015
Late Registration ........................................................................................ January 2, 2016
First day of classes ..................................................................................... January 4, 2016
Last day that a student can enter an online class ......................................... January 7, 2016
International Orientation ............................................................................. January 8, 2016
Last day that a student can enter a day class* .............................................. January 11, 2016
Last day that a student can enter an evening or weekend class .................... January 14, 2016
Chef Shadow ............................................................................................. January 15, 2016
Academic Council Meets ............................................................................. January 21, 2016
Graduation Confirmation .............................................................................. February 24, 2016
Academic Council Meets ............................................................................. February 25, 2016
Last day that a student can withdraw and still receive a “W” ......................... March 4, 2016
Adult Open House ..................................................................................... March 5, 2016
Spring Break .............................................................................................. March 21-25, 2016
First Day of Spring 2016 classes ................................................................. March 28, 2016

*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.
Forget the pants. What we need is a close-up of that tie.
THE ACADEMIC ILLUMINATOR

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Michael Runner
Dr. Mark Wiljanen

Special Thanks to:
Dr. Jerry Sims

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 first Colombian students attending Sullivan University through the new Bachelor-Associate Articulation Agreement will begin classes this quarter. Be sure to give them a warm welcome!