As we look back at 2017, all that we were able to accomplish should amaze us.

Early in the winter term, the Sullivan University System Board of Directors, “voted unanimously to merge the system’s three individual educational institutions - Sullivan University, Sullivan College of Technology and Design (SCTD) and Spencerian College - into a single entity that will be known as Sullivan University. This is not a decision that has been taken lightly, nor is it a new concept. The concept of merging the schools has been under discussion for well over a decade and has been motivated by what is best for our current and future students” (intranet.sullivan.edu/merger).

It was exciting to see team members from all three institutions pull together, form workgroups and collaborate closely to outline the policies, processes, and procedures that will shape the New SU, which of course is, “contingent on the review and approval of outside regulatory and accrediting agencies” (intranet.sullivan.edu/merger).

Winter through Summer term, many employees were focused on the LMS change. The conversion from the ANGEL system to Blackboard required many hours and sleepless nights from the online administrators, instructional designers and IT team, as well as faculty. The conversation started with the Graduate School and by Summer, Blackboard was rolled out to the undergraduate online programs. The use of the new LMS will improve our future face2face course development and delivery, tutoring services and meeting recording capabilities. And—THAT—is just the beginning.

Throughout 2017, accreditation activities kept us very busy as well. In addition to securing the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) initial accreditation for the Health Information Management associate of science program, the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), upon the recommendation of Medical Assisting Education Review Board (MAERB), visited the Medical Assisting associate of science program in Lexington and renewed the program for another seven years.
At the graduate level, the College of Pharmacy’s Pharm.D. program received an impressive, maximum eight-year renewal awarded by the Accreditation Council for Pharmacy Education (ACPE). Also, ARC-PA visited in early fall, and a response should be received in March 2018. But, the pièce de résistance was that we prepared for and completed a very successful system-wide SACSCOC Substantive Change site visit, which was a monumental accomplishment. *Kudos to everyone!!*

**So, what is in store for 2018?**

*Between now and the merger*, the academic affairs department will be working on course mapping, program mapping and face2face Blackboard master course shell development and training. The move to formal curriculum mapping is based on our desire to improve student-learning outcomes. Curriculum mapping “improves program coherence, increases the likelihood that students achieve program-level outcomes, improves communication among faculty, encourages reflective practice and aligns instruction with desired learning outcomes” (Adsit, Ellis, and Ford, 2014, p.5).

On **December 29, 2017**, initial curriculum mapping training will be provided at the Provost’s Academic Affairs Leadership Cabinet (PAALC) meeting by Dr. Kenneth Moran, Vice Provost; and Dr. Anthony Pina, Associate Provost, Instruction and Online Learning; and in collaboration with Mr. Barry Sanford. Mr. Sanford oversees the instructional design team for online course development. Dr. Pina oversees the Faculty Development Program and training, as well as the Face2Face Master Course Development project. We are very fortunate to have such competent individuals developing the training and leading the change. The training will be recorded and will later be available at [https://us bbcollab.com/guest/f5ecbd22bfab4c33a0d4de9a44b9f861](https://us.bbcollab.com/guest/f5ecbd22bfab4c33a0d4de9a44b9f861).

The desire is to **create a robust**, curriculum mapping knowledge across the New SU through all academic leadership and within the faculty. In 2018, the New SU academic department will focus on specific and measurable student learning outcomes, which will help us meet our institutional mission, which is to provide a “**student-centered learning environment** that facilitates students’ identification of their life goals and the means to achieve those goals…The University promotes a **culture of teaching excellence throughout the institution**” ([sullivan.edu/about-us](http://sullivan.edu/about-us)). Through the mapping process, we will be able to promote a culture of teaching excellence by identifying “…program strengths, gaps, and assessment measures, as well a shift to student-focused rather than instructor-center instruction” (Adsit, Ellis, and Ford, 2014, pp.11-13).

To **maintain a culture of teaching excellence** throughout the institution, as the landscape of higher education continues to change, it is **more important than ever** for us to **create a structure** that is **robust enough** to deliver consistent, measurable *(and hopefully exceptional)* student learning outcomes, but **agile enough** to adjust to the ever-changing environment.

**I look forward to 2018!**

**Happy New Year to All!**

Academic Accolades

In this column of the Academic Illuminator, we highlight faculty accomplishments and current events for all Sullivan University locations, both physical and virtual, as well as information of interest to readers from our many locations.

Fort Knox Extension Campus

Here is the latest from Fort Knox:

- The Fort Knox Extension Campus celebrated the Fort Knox All College Graduation, one of 21 colleges who participated in the event. Sullivan University President/CEO, Dr. Jay Marr, was our distinguished representative. Congratulations to all of the Fort Knox grads!
Lexington Campus

- Mr. David Tudor has accepted appointment as Vice President for Sullivan University - Lexington campus. Mr. Tudor will assume this role on a date to-be-determined as we near merger of our educational institutions. Mr. Tudor will bring a wealth of knowledge and skill to the position having served at Sullivan University for 12 years as both an Associate Dean for Academic Affairs from 2005-2008 and as Dean of Academic Affairs from 2008-present.

Sullivan University Online

- All online and hybrid courses in all disciplines are now in the new Blackboard LMS. ANGEL has been discontinued.
- In 2018, all faculty teaching face-to-face courses will receive a Blackboard shell for each course to be used for grades and to enhance their courses as they see fit. Comprehensive training will be provided beginning early winter quarter.

Louisville Campus

- Ms. Julie King from Associate Dean, College of Information & Computer Technology to Dean, College of Information & Computer Technology. Ms. King has been in the role of Associate Dean, College of Information & Computer Technology for 11 years and has been a member of the Sullivan University Academic Team for 18 years. Prior to joining Sullivan University, she was the Chair of Computer Science/Instructor with Fugazzi College for seven years. We look forward to Ms. King's leadership and the future developments in the College of Information & Computer Technology.
- Dr. Chris Hughes’ research focusing on the genetic factors and social/environmental factors which contribute to delinquency across adolescence and early adulthood was accepted for presentation at the 2018 Academy of Criminal Justice Sciences Annual Meeting & Conference (ACJS) on 2/13-17/2018 in New Orleans, LA.
- Librarian Cara Marco recently attended the Kentucky Association of Career Colleges and Schools’ (KACCS) Networking Event at Sullivan College of Technology and Design. The event included representatives from Medquest College, ATA College, and SUS system schools. There were two breakout sessions, one about challenges they were experiencing and a second about best practices and successes.
• **Dr. David Hinkes** was one of four faculty sponsors **nationwide awarded** to attend and participate in the Second Annual Leadership Academy Bentonville, AR. It provided wonderful exposure for Sullivan University and memorable experience for Dr. Hinkes.

• **Dr. Brian Toevs** has accepted the Department **Chair of Cyber Security** appointment. Over the next year, his main focus will be on his normal teaching assignments and curriculum development. We look forward to his leadership.

• On November 2-4, 2018, the **Kentucky Academy of Physician Assistants** (KAPA) held a Medical Challenge Bowl competition at the KAPA Annual CME Symposium. A team representing Sullivan University's Physician Assistant Program participated in the competition, and won! They defeated teams representing University of Kentucky and the University of the Cumberlands. **Congratulations to the PA Program**, and to winning team members Natalie Duffy, Brittney Branham, and Kavita Lohano!

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**System-Wide**

• **Dr. Kenneth Moran** was recently promoted from Dean of the College of Business Administration to **Vice Provost**. Dr. Moran will transition into the new position on January 1, 2018. He has been in the role of Dean, College of Business Administration, since March 2008. He also served as the Director of Quality Enhancement, joining the University in December 2004. Prior to joining Sullivan University, he taught at Azusa Pacific University and Bethel University in San Diego, California. He also served nine years in the US Navy followed by 15 years in the Department of Defense industry.

• **Mr. Vince Tinebra** has accepted appointment as **Vice President for Sullivan University - Atkinson Square**. Mr. Tinebra will assume this role on a date to-be-determined as we near merger of our educational institutions. Mr. Tinebra will bring a tremendous knowledge and skillset to the role having served as a Campus Director for American National University for seven years. In that role, Mr. Tinebra was responsible for enrollment growth, budget and P&L, marketing, compliance, accreditation, faculty scheduling and development and overall operations of the university.

• The annual **SUS Faculty Retreat** featured a display highlighting **over 440 publications** from Sullivan University System faculty and administrators over the past several years. These included 28 books, 33 book chapters and more than 150 journal articles.
QEP Update

By
Angela Riggs
QEP Coordinator,
Sullivan University

The following are the latest updates from the QEP:

- The Programmatic Portfolio submissions for the fall 2017 capstone classes will be scored in the winter 2018 quarter.
- New QEP members from SCTD and Spencerian have been added to the committee. Our sister schools have started QEP implementation of select activities and assessments.
- Faculty QEP Teaching Materials can be found in this One Drive folder.
- The Career Coach tool has been updated by Emsi. The new tool can be found at https://sullivan.emsicc.com/ If you find any errors related to your specific program, please contact ariggs@sullivan.edu.

Looking ahead: We hope to begin housing QEP Programmatic Portfolios in Blackboard for the Spring 2018 quarter. More details will follow for students and instructors.
For this issue of “Five Questions For…,’ we interviewed Wendell Barnett, Collection Development Librarian at Sullivan University’s Lexington campus. Wendell has been a librarian for 25 years, and has worked at Sullivan University’s Lexington campus library for 23 of those years!

1. Where are you from originally? Where did you attend school?
I was born in Hamilton, Ohio, and when I was five my family moved to a suburb of Cincinnati. I graduated from Mt. Healthy High School, Cumberland College (now University of the Cumberlands), Wesley Biblical Seminary, and the School of Library Science, University of Kentucky.

2. The public may not be aware, but librarians have many specializations within their field. What is your specialty, and what is your role at the Lexington campus library?
My specialty is cataloging. My role at the Lexington campus library is multi-faceted because of the small staff here. I am primarily the materials selector—I choose the books and media the library acquires, with approval of the director—and the cataloger of said materials. I also staff the service desk for quite a bit of the day to be available to answer questions, and assist students, faculty and staff with any research needs they present.
3. Do you have any professional heroes or role models?

As a cataloger, my professional hero and role model is Dr. Lois Mai Chan. I was fortunate to be one of her students at the University of Kentucky. She literally wrote the book on cataloging: Cataloging and Classification: An Introduction. She also was one of the toughest instructors I have ever had; which also means she was one of the instructors from whom I have learned the most.

4. Do you have any advice for new educators?

Use the library! Librarians are not fulfilled unless they are assisting people find information. While we do not know everything, we do know where to look (almost all the time). In addition, we don’t like being unable to find that requested information, and so to paraphrase Liam Neeson in Taken: “...what we do have are a very particular set of skills. Skills we have acquired over very long careers. Skills that make us a dream for people like you. We will look for that information you want, we will find it and we will give it to you."

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

I love to read. My favorite genres are fantasy/science fiction, historical and alternative fiction, and military history with a focus on WWII and the Civil War. I like to paint landscapes primarily in oils, but I branch out using acrylics and watercolors on occasion. I like to build scale models (mainly aircraft), take day-hikes, and watch period pieces on TV with my wife.
Student Retention

Collaboration and Communication

*Where to find help for students and why it is important.*

By James M. Kearfott, MSDR

Director of Student Retention for the Sullivan University System

It is the fact of life moving forward that online learning is and will be the focus of the student experience. The need to make sure that the students are ready to take these classes is a vital first step in making it possible for the students to persist through your classes. Fall quarter 2017 introduced the Blackboard learning management system (LMS) to the entire student population. Many efforts were taken to ensure that all students moving to the new LMS had the information to do so successfully. One tool that you might not be aware of is the access to tutorials. These high quality tutorials will inform and appeal to any learning style. A link to information about the tutorials is attached here.

More and more classes are offered online, and students choose them for a variety of reasons. Not all students will be as prepared to function in the LMS as they should be, and will come to you for assistance in use of the tools. It is important that you be able to help them find the answers to these technical questions. To avoid the flight reaction by some, your assistance in helping them find the documents is key. These tutorials reside in the student portal. There is a topic heading entitled “Online Classes,” and then one selects “How To”. That is all there is to it. The student will be able to work from there to find all the navigation questions answered at their speed.

This is brought to your attention because not all students will be excited about taking online classes when enrolled at one of our ground-based campuses. Historically, online learning attracted a very different student than those who selected ground-based learning. A study done by Robinson and Hullinger (2008) using data from the National Survey of Student
Engagement (NSSE) suggests that the high achieving online student selects that method to prepare for or upgrade skills in their vocation. They will score higher in four of the key measurements used by the NSSE: 1. They will accept the academic challenge, 2. They will be more prone to be collaborative, 3. They will be more likely to interact with faculty, and 4. Because they tend to be older, they enrich the experience by bringing in life experience.

The article continues to explain, by referencing findings of a similar study, the Community College Survey of Student Engagement (CCSSE), that challenges for those who did not succeed in online learning can be due to a perception of “not experiencing active and collaborative pedagogies, interacting one-on-one with faculty, or experiencing social and academic support.”

Ground-based students may take online classes for much different reasons than mentioned by those in the NSSE study. Students may choose to take online classes because it is the only method of delivery for a needed class that quarter, they may have a misperception of the rigor of online learning, or the classes were the answer to a life schedule difficulty. These students, it is suggested, may not be as prepared as those students referenced in the NSSE study. Students who select online learning for these reasons may require additional encouragement to produce academic success in the online environment.

Every student’s situation is unique to them and our willingness to deal with them at the point of that need can and often does make the difference. If you are teaching in a ground-based class, you can be sure that one or more of the students in your class is taking at least one online class. Your ability to answer some basic questions, like how to find these tutorials, may relieve enough frustration for that student to re-engage and succeed in all of their classes. If you are a faculty member teaching exclusively online, you will most likely have one or more ground-based students as class members. Your willingness to work with their challenges will help them adapt to the online environment.

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Academic Council Highlights

By
Nick Riggs

As chair of the Sullivan University 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), the matters it addresses, and related events.

[SPECIAL NOTE: This article was written in mid-December 2017.]

Just the other day, I was pondering how busy we have all been with merger-related activities and all of the tentacles the process has created. Now that we know the final merger decision by the SACSCOC will not come down until mid-2018, we can momentarily exhale – just a little. As the year winds down, we can also reflect on what we do day in and day out as professors:

◇ developing courses
◇ prepping for classes
◇ teaching
◇ grading
◇ posting attendance
◇ tutoring and advising students
◇ communicating with students
◇ engaging in QEP implementation activities
◇ posting retention efforts in the contact manager
◇ responding to administrative requests or mandates
◇ _________________ (I’m sure I have left out many items, so add yours here.)
The following tasks can be added to the above list for those who are also academic leaders (deans, program directors and coordinators, department chairs, etc.):

◊ encouraging QEP implementation
◊ involvement with programmatic accreditation/approval matters and processes
◊ growing academic programs by assisting in marketing efforts
◊ assisting in academic advising
◊ maintaining and updating program assessment
◊ reporting to the PECC group
◊ responding to administrative requests or mandates
◊ handling of a multitude of other program-specific activities
◊ ________________ (I’m sure you can think of some things I missed, so add yours here.)

Given all of these ongoing tasks and in the spirit of the season, as the Chair of the Academic Council and on behalf of your fellow educators on the Council and, most importantly, our students, I want to wish everyone Happy Holidays, Merry Christmas, Happy Hanukah, Happy Kwanzaa, Happy Solstice, etc., and the Very Best in the Coming New Year! May we all enjoy Peace on Earth!

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 12/18/2017
New Day Student Registration (Louisville and Lexington) ......................... December 28, 2017
New Night Student Registration ................................................................. December 28, 2017
New Housing Student Registration ............................................................. December 28, 2017
Late Registration ......................................................................................... December 30, 2017
First day of classes .................................................................................... January 2, 2018
Last day that a student can enter an online class ........................................ January 4, 2018
International/Hybrid Weekend (Louisville and Lexington) ........................ January 5-6, 2018
International Orientation (Louisville and Lexington) ................................ January 6, 2018
Last day students can engage in an online class ........................................ January 7, 2018
QEP Committee Meeting, Lexington (2:00-3:00, Room 239) ..................... January 9, 2018
QEP Committee Meeting, Louisville (2:00-3:00, Room 121) ...................... January 10, 2018
Last day that a student can enter a day class* ............................................ January 11, 2018
Last day that a student can enter an evening or weekend class .................... January 11, 2018
Martin Luther King, Jr. Day ..................................................................... January 15, 2018
Academic Council Meets (2:00, Room 121, Louisville Campus) ................. January 18, 2018
Admissions Tennessee Bus Trip .................................................................. January 18-20, 2018
Admissions Chef Shadow Event .................................................................. February 2, 2018
International/Hybrid Weekend (Louisville and Lexington) ......................... February 2-3, 2018
Academic Council Meets (2:00, Room 121, Louisville Campus) ................. February 22, 2018
International/Hybrid Weekend (Louisville and Lexington) ......................... February 23-24, 2018
Last day that a student can withdraw and still receive a “W” ....................... March 2, 2018
Spring Break .............................................................................................. March 19-23, 2018
First Day of Spring 2018 classes ................................................................. March 26, 2018

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.
This column concludes a recent three-part series focusing on institutional effectiveness High Impact Practices (IE/HIP) mapped to the corresponding three principles on the PECC’s Targeted Issues Checklist (TIC). By means of their implementation at the academic/ nonacademic program- and department-level, I propose that these IE/HIPs will enhance potential SACSCOC compliance.

In the first IE HIPs article, I posited that institutional – and for that matter, institution-aligned departmental – mission statements drive outcome formulation as well as actualizing their concomitant downstream assessment processes. Then, in the second article, I predicated IE/HIPs, which posited a reciprocally conceptual nexus between departmental missions and their derivative outcomes. With this final installment, I focus on the TIC’s last sine qua non element, i.e.: the Culture of Continuous Improvement (CoCI).

The CoCI comprises what-I-refer-to-as macroPECConomic criteria, that is: larger, more global, and often multi-factor macroassessment criteria, which change from one annual assessment cycle to another, such as department analyses of outcomes. In contrast, I use the term microPECConomic to connote particularized or more single-factor microassessment criteria, which do not change from one annual assessment cycle to another, such as a department’s mission.

The following Targeted Issues Checklist image illustrates the CoCI instructions for completing the requisite five-column table that follows.
Meredith Gorran Farkas postulates that what constitutes a CoCl “is very much in the eye of the beholder,” she ultimately defines it - as “where assessment is a regular part of institutional practice” (Gorran Farkas, 2015, p. 150). That workaday organizational practice is contextualized by what Banta, Jones and Black denominate a “shared conceptual framework” (2009, p. 34, passim), viz.: Sullivan University’s PECC. With that framework in place, Hamm asserts “organizations...lay a foundation, then outline expected behaviors that drive the values into the fiber of the organizations’ operation and people” (Hamm, 2017, p.) SU’s PEConomics strategy “provides direction for the assessment process; is mission-driven and informed by research; and, like the assessment process itself, should be continually evaluated and modified when necessary” (ibidem, p. 123).

To read the conclusion of this article, please visit

http://libguides.sullivan.edu/ld.php?content_id=38232574
THE ACADEMIC ILLUMINATOR

Editor-in-Chief:
Dr. Diana Lawrence

Editor:
Nathan Ragland

Columnists:
Charles Brown
James Kearfott
Angela Riggs
Nick Riggs

Special Thanks To:
Wendell Barnett

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 such as news and events of interest to faculty, 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

- Please remember to submit your gradebooks at the close of every quarter. Timely submission of gradebooks is mandatory for all instructors. This may not seem to be an important task, but it is critical. Every gradebook needs to be in the gradebook repository in order to meet Department of Education regulations on the matter.

- Reminder: Employees and students at Sullivan University must wear their identification badges at all times. NCHS students who have their names embroidered on their uniforms are exempt from this policy while wearing said uniforms.