When I taught full-time, one of my favorite lectures to deliver was titled, "Jobs, Careers, and Callings." To grossly oversimplify the subject, jobs typically focus on earning the daily bread, are seen as necessary, and are not generally seen as fulfilling. Careers emphasize advancement, achievement, social standing, power, among other attributes many see as desirable. Finally, people who follow their callings find that work is inseparable from their lives; they work for the fulfillment the work itself brings to their lives. Perhaps, it's the romanticism that the word "calling" implies or the spiritual nature of the word; however, most students would always choose pursuing one's calling as being as close to perfection as one can get when considering a person's relationship with his or her work.

Having spent far too long staring at the computer with no eloquent way to put it, I'll just make an announcement: At the end of this fall quarter, I will be stepping away from the Provost position and back into my calling as a full-time faculty member. This will be my last editorial for The Academic Illuminator. My reasons for stepping back into a faculty role are actually pretty straightforward. First, the past few years have proven difficult ones with my wife living in Lexington and my living in Louisville from Monday through Friday, leaving just the weekends and the occasional vacation to reconnect. Granted, I knew that going into the position, but knowing hasn't made living away any easier. Second, I am just now wrapping my arms around...
some long-term health issues and want to continue focusing on living a healthier life. Third, with aging in-laws and parents, my attention is and will continue to be drawn more to family. Returning to faculty will likely provide a bit more (much needed) schedule flexibility than being Provost. Finally and probably most importantly, I have chosen to get back to what I consider my calling...teaching. In a nutshell, those are my reasons.

Looking back at past editorials which I wrote for The Academic Illuminator, a few prominent themes become evident: showing care and gratefulness, seeing students as individuals and learning their stories, finding better ways of doing things, and being passionate about making a difference. Usually relaying different points through parables, these editorials have largely served as my message board and my way to communicate what I see as important to faculty and academic staff. They have served as my way to communicate with passion and purpose my thoughts about the profession of teaching, our collective responsibilities to our students, and how we can work to make Sullivan University an even better place to work, to learn, and to fulfill our passion and purpose as faculty members.

Studs Terkel, the legendary radio host and social commentator, once wrote that work is about the pursuit “…of daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor.” Having the opportunity to serve as Provost has been and will continue to be an honor…a career move which provided meaning, recognition, and a good deal of astonishment (some astonishments better than others). However, being Provost is not my calling and it could benefit another who sees academic administration as his or her calling. With this, I want to thank Dr. Marr for being a most wonderful boss. I also wish to thank President Sullivan for being a true gentleman and granting my request to return to faculty. To my successor, I want to encourage you to show gratefulness, say “thank you” as often as you can, understand that all students have their stories and our collective responsibility is to help them write some pretty important chapters, and strive every day to find meaning in what you do and help others find meaning in what they do. Most of all, I wish to thank the faculty for all of the support shown to me over the past years and my fondest wishes that each of you sees the profession of teaching as your calling.

Best wishes as we begin a new quarter—

Ken
Provost
Sullivan University
Greetings from Admissions!

By

Heather Cunningham
Senior Director of Admissions,
Sullivan University

For those of you who do not know me, my name is Heather Cunningham and I am the Senior Director of Admissions for Sullivan University campuses. I have been with the System for the past six years, most recently as the Director of Admissions at Sullivan College of Technology & Design.

I wanted to update you on some recent staffing changes in the admissions department. In the past quarter, we have a lot of new faces coming in, and several familiar faces leaving.

As I am sure you are aware, Nina Martinez has stepped into the role of Vice President of Admissions for the System, replacing Jim Crick. Brittany Wright is no longer with SU, and Lauren Gold has moved out of Sullivan University and into the System role of Director of High School Programs, while Carrie Shain moved into the position of Communications Specialist with Creative Communications.

Sarah Williams is new to the team as the Associate Director of Adult Admissions. Sarah had previously been at Sullivan College of Technology & Design and is replacing Brittany Wright’s position. Angela Gill has added additional responsibilities in picking up the management of all Chef Representatives in addition to the local and regional high school teams.

New to the adult admissions team is Leyou Belayneh, Scott Ervin, Brandy Bowman, Bill Gray, and Robin Helton. The high school team has added Brittany Ruehling and Chef Representative, Ryan Tucker.

Admissions is always looking for new ideas of how we can promote and grow your programs. Over the next several months, we will be getting with some of you to create evening open houses that are more geared to specific programs. The goal of this would also be for someone to have a
take away that they can apply in their daily life. For example, if we have an IT open house, we may also spend 10-20 minutes of the event teaching attendees how to secure their home network.

Another big change that will be happening over the next several months is that the Online Admissions team will be moving over to the main campus. The goal of this is provide the best customer service experience possible to our students.

If you ever have any questions, concerns, or ideas regarding admissions, please do not hesitate to reach out to me at 502-413-8545 or hcunningham@sullivan.edu.

Have a fantastic quarter!

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The 2016 SUS Faculty Retreat: Putting Students First

by

Josh Simpson and Anna Stamp

The start of the fall quarter means that the 2016 SUS Faculty Retreat is just around the corner. This year’s retreat is a one-day event which will be held at beautiful Churchill Downs on Saturday, October 15.

Over the years, the SUS Faculty Retreat has showcased the talents and methodologies of nationally-renowned speakers from all areas of academia. This year, we are returning home! The planning committee is excited to announce that all of the sessions will be presented by our very own SUS faculty and staff.

This year’s event will offer fourteen sessions in the areas of assessment, pedagogy, professional development, and technology. There are so many options for faculty to choose from!

If you have not yet registered, please do so at http://sullivan.edu/facultyretreat/

As the retreat approaches, please check the website for updates, the agenda, session abstracts, presenter bios, and more!

Thanks, and see you October 15!
I read with eclectic avidity. As a result, I am conversant with first century Roman poet Juvenal’s *Satires* in which he immortally averred “Quis custodiet ipsos custodes?” literally translated as *Who will guard the guards themselves?* (Satire VI, lines 347–8). Also, I know that at the end of the second paragraph of his first inaugural address as president, Thomas Jefferson remarked that: “*Sometimes it is said that man cannot be trusted with the government of himself. Can he then be trusted with the government of others? Or have we found angels, in the form of kings, to govern him? Let history answer this question*” [Independent Journal Wednesday, February 6, 1788. The Papers of Thomas Jefferson, Volume 33: 17 February to 30 April 1801 (Princeton University Press, 2006), 148-52 https://jeffersonpapers.princeton.edu/selected-documents/first-inaugural-address-0]. Also, Jefferson’s protégé, James Madison, who was the motive force in the development of the US Constitution and father of the Bill of Rights, and, of course, he was also later himself President of the United States, had written earlier in the *Federalist Papers, Number 51*, this very famous passage: “*If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary.*” Of course, at base level, these admonitions relate to governance issues, which – of course – appear conspicuously on SACSCOC’s radar under the auspices of the DOE.

In last quarter’s column, I discussed Complementarity between Core Requirements and Comprehensive Standards and presaged an upcoming column explicating SACSCOC Federal Requirements (FRs) within the broader context of the U.S. Department of Education’s (DOE)
hegemonic investiture/recognition of certain national and regional (i.e., SACSCOC) accreditors. I indicated that these accreditors – in tandem with their respective state departmental of educations – act as condominial quasi-governmental gatekeepers for those higher education institutions (i.e., SU) seeking accreditation. That contextualization – as SACSCOC states in Resource Manual - explicated FRs as explicitly reflecting “criteria established by the U.S. Department of Education for inclusion in regional accreditation reviews” (p. 113). Recent board changes at another local university have precipitated this column’s interest in SACSCOC governance and administration issues, particularly regarding one of the “governance and administration” standards, i.e.: 3.2.5. Board Dismissal.

Several SACSCOC standards relate to governance: in a 2014 SACSCOC Leadership Orientation PowerPoint by Dr. Belle Wheelan, SACSCOC President, and Dr. Barry Goldstein, SACSCOC VP, entitled “Governance and Administration,” (http://www.sacscoc.org/2016trackaorientation/pres/GOVERNANCEandADMINISTRATION.pdf), the following such standards were referenced:

CR 2.2 (Governing Board)
CS 3.2.1 (CEO evaluation/selection)
CS 3.2.2 (Governing board control)
CS 3.2.2.1 (Governing board control - institution’s mission)
CS 3.2.2.2 (Governing board control - fiscal stability of the institution)
CS 3.2.2.3 (Governing board control - institutional policy)
CS 3.2.3 (Board conflict of interest)
CS 3.2.4 (External influence)
CS 3.2.5 (Board dismissal)
CS 3.2.6 (Board/administration distinction)
CS 3.2.7 (Organizational structure)
CS 3.2.9 (Personnel appointment)
CS 3.7.4 (Academic freedom)
CS 3.7.5 (Faculty role in governance)
Also, SACSCOC presumably considers this topic of such importance that it has created a web-based training module, one of only five produced (•Finance •Governance •Institutional Effectiveness •QEP •Student Services). SACSCOC.org states that these: “web-based training modules have been developed to help peer review committee members become better equipped to address specific review responsibilities. The modules are especially designed for first-time peer evaluators, but should be beneficial to more experienced reviewers as well. The emphasis is on developing professional judgment and on paying special attention to the exact wording of the standards within the Principles of Accreditation.”

The following Core Requirement, CR 2.2 addresses the institution-wide criteria applicable to governing boards. (NOTE: for purposes of this discussion, I left out the non-applicable section [* * * *] that focused on “military institution[s] authorized and operated by the federal government.”):

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

*(Principles, 18-19)*

Of course, other CR’s not specifically referenced in the aforementioned PowerPoint also significantly impact “governance and administration,” notably the following:

CR 2.3 (Chief Executive Officer)
CR 2.4 (Institutional Mission)
CR 2.5 (Institutional Effectiveness)

Then, once past these Core Requirements, the largest set (i.e.: 3.2.1. through 3.2.14, with standard 3.2.2 [Governing board control] also being further subdivided into three sections) of
Comprehensive Standards comprise CR 3.2, which are designated in the *Principles* with what appears to be a “Governance and Administration” subject heading. SACSCOC onsite teams include different specialist, including a president, who presumably is adept at governance and administrative issues. Such is the level of SACSCOC peer-review scrutiny for these standards, that typically the onsite chair and the designated team-member president will be assigned to write the team’s compliance response for these standards. Among the five (5) webscale training modules which SACSCOC has developed for its evaluators is one on “governance and administration:” [http://sacscoc.org/modules/governance/story_html5.html](http://sacscoc.org/modules/governance/story_html5.html)

Of the two public documents where it provides definitions, only the *SACSCOC Resource Manual* APPENDIX B, Glossary of Terms provides a definition of “governance:”

**Governance:** On the basis of their governance systems, member institutions are classified as one of two primary types of institutions -- Public or Private. Private institutions are further classified as Not-for-Profit and For-Profit. (See also *Type of Institution*).

(p. 114)

Like the *Resource Manual*, the other SACSCOC document containing definitions, i.e., the *SACSCOC Handbook for Institutions Seeking Reaffirmation* Glossary and Reference Guide, simply provides the exact same definition under *Type of Institution* that is listed for *Governance*. Clearly, these definitions connote a taxonomic governance “structure” more so than a governance “control” (both terms: *Principles*, passim) – terms SACSCOC uses in other documents - for differentiated types of member institution. For purposes of this article, the *SACSCOC Mergers, Consolidations, Change of Ownership, Acquisitions, And Change Of Governance, Control, Form, Or Legal Status Substantive Change For Sacscoc Accredited Institutions Policy Statement’s* Glossary of Terms ([Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Sta-](#) Revised Dec 2015, Updated July 2016)) provides the following related definition in which I have highlighted the term, “governance:”
Absent a more specific and non-taxonomic definition of “governance,” one must educe a more usable meaning from the standards themselves. However, for such a significant term applicable to so many standards, “governance” only appears eight times in the Principles. Notably, “governance” – along with “administration” - constitutes the subject heading for the largest corpus of standards, which fall under CR 3.2: “Governance and Administration.” This administrative governance represents the construct for which I have been searching and accords more with conceptually with a public administration of policy definition of “governance.” For example: in 1993, the World Bank defined governance as the method through which power is exercised in the management of a country’s political, economic and social resources for development; and, according to Jon Pierre, “governance refers to sustaining coordination and coherence among a wide variety of actors with different purposes and objectives. Such actors may include political actors and institutions, interest groups, civil society, non-governmental and transnational organizations. This definition illustrates that while the government of a traditional State has to cope with internal challenges and external challenges from the above actors, some of the functions previously the preserve of government may be taken over some of the same parties. This definition gives credence to the assertion made earlier that governance is broader than government.” Black’s Law Dictionary does not define “governance,” but the American Heritage Dictionary (AHD) does: “the action, manner or power of governing” (AHD goes on to define “governing” as “to make and administer the public policy of [a state, for example]; exercise sovereign authority over” (p. 761, Fifth ed.). CR 3.2: “Governance and Administration” allows for institutional board of directors/trustees’ exercise of control via the following loci of such authority: CEO evaluation/selection; governing board control; governing board control - institution’s mission; governing board control - fiscal stability of the institution; Governing board control - institutional policy; governing board control - institutional policy; board conflict of interest; external influence; board dismissal; board/
administration distinction; organizational structure; personnel appointment; etc. Related to board dismissal policy development, the *Resource Manual*, which provides helpful exegetical insights into the standards themselves, references the following “Developing Policy and Procedure Documents” Commission Document:

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Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097  
**DEVELOPING POLICY AND PROCEDURE DOCUMENTS**

**Best Practices** -

A functional policy is one that is broad enough to encompass all aspects of the issue addressed, not just one or several facets of it. It is approved through the appropriate institutional processes and published in appropriate institutional publications and on the institutional website in order to ensure accessibility to those affected by the policy and its related procedures. In addition to the language of the policy itself, the document includes:

- A concise statement of the purpose of the policy and assurance that it is aligned with institutional or unit purposes.
- The implementation date and the dates of any subsequent revisions to the policy.
- Procedures for implementation and review of the policy and attendant procedures are also published as above. Well-defined procedures identify:
  - Designated personnel responsible for implementing the policy
  - The means by which institutional constituents are informed of the policy and procedures it entails
  - A timeline for completion of procedures
  - A methodology for monitoring compliance with the policy and reporting results
  - A schedule for reviewing the effectiveness of the policy and its attendant procedures.

In addition, an institution clarifies the relationship between the policy itself and the procedures proposed to implement it by addressing the following questions:

- By what process are the procedures developed, approved and amended?
- Is compliance with the procedures mandatory?

Adopted: SACSCOC Board of Trustees, June 2010  

(p. 41)
Anent the SACSCOC “governance and administration” issue currently in the local news, the SACSCOC Handbook for Institutions Seeking Reaffirmation provides the following excerpt citing CR 2.2 noncompliance:

And, more relevantly, the following for CS 3.2.5, Board dismissal noncompliance:

“Due to the role of the Congregation in the governance of the institution, the possibility of control by a minority of the Board and by a separate entity arises. Furthermore, an apparent contractual or employment interest by the Chairman of the Board of Directors is not in compliance with this Core Requirement.”

(p. 74)

In this column, whenever the word “policy” comes up within the context of SACSCOC, I have repeatedly reminded readers that the word “implicit” appears only three times in the Principles of Accreditation. In each of those three instances, “implicit” introduces the following prescriptive statement before each of the three main categories of principles, i.e.: before the

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. (Board dismissal)

For four standards – CS 3.2.3 (Board conflict of interest), CS 3.2.5 (Board dismissal), CS 3.7.5 (Faculty role in governance), and FR 4.5 (Student complaints) – institutions must explicitly document implementation and enforcement of the required policy in addition to publication. [The “appropriate reasons” should be identified and the “fair process” fully described.]

Excerpt citing noncompliance: “Policy regarding the dismissal of members of the Board is stated in one sentence in the Bylaws. The Compliance Certification states that the Conflict of Interest Policy could apply, but that policy does not address dismissal of a Board member. The possible reasons for dismissal are not stated, nor is the process for dismissal provided. Therefore, without a more definitive dismissal policy, the Committee has determined that the institution is not in compliance with this Comprehensive Standard.”

(p. 81)
Core Requirements; before the Comprehensive Standards; and, before the Federal Requirements:

In many SACSCOC Focused Reports for 3.2.5, the off-site committee found that existing policies were not implement or enforced per the “implicit” statement(s), e.g.:

**3.2.5** The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. (Board dismissal)

**Findings of the Off-Site Reaffirmation Committee:** All board members of the Board of Regents and the Board of Supervisors are subject to the Louisiana statues should removal by impeachment, for suit, and for cause become necessary. Specific documentation is provided verifying the existence of these guidelines. Any such action may be appealed as specified by the Louisiana Code of Government Ethics Appeals. The institution provided no information regarding implementation of this policy. [http://sacs.uno.edu/focused-report/responses_answers/5.htm](http://sacs.uno.edu/focused-report/responses_answers/5.htm)

And, this example from Hillsborough Community College:

[https://www.hccfl.edu/sacs/focusedreport/fr3_2_5.htm](https://www.hccfl.edu/sacs/focusedreport/fr3_2_5.htm)
And, lastly, this example with response from Angelo State (Texas) University:

3.2.5

Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Compliance Report Narrative

The Texas Tech University System, which includes Texas Tech University, the Texas Tech University Health Sciences Center, and Angelo State University, is governed by a board of nine regents appointed by the governor with the advice and consent of the senate (TEC §§109.21–109.22). The members hold office for staggered terms of six years, with the terms of three members expiring January 31 of odd-numbered years. A
non-voting student regent is also appointed by the governor for a one-year term from June 1 to May 31 (TEC §51.355). Members of the Board of Regents are considered state officials and are subject to the Texas Government Code §572.051, which enumerates the standards of conduct and conflict of interest provisions applicable to state officers or employees. Texas Government Code §572.058 defines the procedures necessary for removing from office those state officials who are found to violate the standards of conduct. The process involves a petition by the attorney general identifying the cause and a decision by due process of a court or jury that the individual violated a standard of conduct for a state official.

Off Site Team Comments

The Compliance Report cited Texas Government Code §572.051 and §572.058 which, respectively, prohibit conflicts of interest and spell out the procedure by which a state officer (including TTUS Regents) might be removed from office for violating the conflict of interest prohibition. Code §572.051 further requires all state agencies to adopt code of ethics policies implementing the provisions of the law. In its response to CS 3.2.3, Board Conflict of Interest, Angelo State University documented fulfillment of this legal requirement by providing pertinent TTUS Regents Rules from Sections 1 and 3. However, the documentation provided does not indicate the possibility of removal of office for any cause other than violating conflict of interest and does not present process procedures for removal for cause of any member of the Board.

University Response

Angelo State University is part of the Texas Tech University System (TTUS) and is accountable to no board except the Texas Tech University System Board of Regents. TTUS regents may only be removed for appropriate reasons (e.g., nepotism, private interest in a decision, breach of trust) and by certain process procedures. TTUS governing board practices and the Regents' Rules, which are the policies of the TTUS, are based on Texas Government Code (TGC), which in turn is based on the Texas Constitution. A memo from TTUS General Counsel John Huffaker summarizes reasons and process. More detail is provided below. TGC Chapter 572.002 Item 1B includes regents in
its definition of appointed officers and Section 051, Subsection (a) defines the standards of conduct expected of appointed officers. Subsection (b) in section 051 describes possible sanctions for violations of behaviors described in Subsection (a) and applicable ethics policies referred to in Subsection (c) such as Chapter 03.01 of the TTUS Regents' Rules. Subsection (b) also states that a state officer who violates Subsection (a) "is subject to any applicable civil or criminal penalty if the violation also constitutes a violation of another statute or rule." TGC Chapter 572 section 058, Item (b) defines removal from office for violation of private interest in a measure of decision. Board conduct is outlined in the Regents' Rules Chapter 01.03. Chapter 03 of the TTUS Board of Regent Rules outlines proper conduct (03.01.1), ethical behavior (03.01.2), conflict of interest (03.01.3), and regent conduct in relation to benefits, gifts, and honoraria (03.01.4). Section 03.01.8, Item j defines removal for violation of nepotism rules. Section 03.02 defines conduct including breach of trust (03.02.1) and subsequent adjudication (03.02.3). Chapter 9.02.4 sets out the provisions relating to conflicts of interest and investments. TGC Chapter 572.058 subsections b and c, as stated in ASU's original response, describes removal from office by the attorney general or by a district court. As appointed officers of the State, board members can be impeached. TGC Chapter 665 subsection A defines impeachment; section 002 lists individuals, including regents, who may be impeached; sections 003 and 004 define, respectively, the process procedures for impeachment when the House is and is not in session; and sections 022 and 023 define, respectively, the process procedures for subsequent removal from office when the Senate is and is not in session if the impeachment process goes that far.

http://www.angelo.edu/content/files/18804-fr-325--governance-and-administration-board

Michael Johnson, SACSCOC VP/Chief of Staff, responded to this issue in a recent ACCSHE (Accreditation in Southern Higher Education) listserv email:
Good examples. Maybe I can shed even more light. The most frequently referenced policy where there is no evidence of implementation is Board dismissal (CS 3.2.5). If no member of the governing board has ever been dismissed, then the institution should make that point in its narrative. On the other hand, if a dismissal has occurred, the narrative should make clear the policy was followed. For some smaller institutions (probably never for a School of Medicine), the institution still must have an intellectual property policy (CS 3.2.14). I would be surprised that a copyright policy has never been implemented or enforced, but a policy concerning ownership of intellectual property generated by the institution’s faculty or staff might never have come up as an issue; in that case, the narrative should make clear the policy has not had a need to be implemented.

On the other hand, as you point out, the admissions policy (CS 3.4.6) is implemented lots! Does it call for a review committee to look at applicants? If so, is there evidence it meets (minutes, summary statistics, etc.)? Are there specific admissions criteria? If so, do applicants meet those criteria? Are exceptions admitted according to policy governing exceptions? I can think of lots of ways to document implementation/enforcement of an admissions policy.

Another example would be a policy on Board conflict of interest (CS 3.2.3). It is easy to show the actual policy from the Bylaws or a Board handbook, and reasonably easy to show it was adopted according to procedure. How to show implementation? Well, if the policy calls for Board members to sign statements disclosing conflicts, then there would be signed statements for each Board member. If the policy calls for recusal from votes where there is a conflict, then Board minutes would show examples of recusals. If the policy calls for annual or initial training of Board members on conflict of interest, then there should be a record that the training occurred (again, probably in board minutes). Use your judgment as to how much evidence is enough; the goal is not to have a narrative that is hundreds of pages for each standard, but instead enough to convince a reviewer not familiar with your institution that you implement and enforce policies.

I hope these examples help.

Mike

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Decatur, GA 30033

https://listserv.uhd.edu/cgi-bin/wa?A2=ind1602&L=ACCSHE&P=R2204&1=ACCSHE&9=A&I=3&J=
on&d=No+Match%3BMatch%3BMatches&z=4
I will remind you of the following SACSCOC document related to analyzing a case’s NARRATIVE and EVIDENCE for compliance:

For state universities, corresponding state statutes invariably provide the policy whereby they may be dismissed from boards. This is certainly the case for Kentucky universities as reflected in the Kentucky Revised Statutes (KRS), e.g.: **164.821 Board of Trustees of University of Louisville -- Membership -- Terms.** In part, this statute states that “Board members may be removed by the Governor for cause, which shall include neglect of duty or malfeasance in office, after being afforded a hearing with counsel before the Council on Postsecondary Education and a finding of fact by the council.” A collateral KRS, related to the government reorganization, i.e.: **12.028 Governor and elected state executive officers to submit proposals for change to General Assembly -- Review of temporary changes by interim joint legislative committee -- Restrictions on changes -- Reorganization plans -- Committee action -- Termination of temporary reorganization -- Legislative monitoring -- Lapsed funds,** also seems to be a point of bipartisan contention. The courts will likely end up deciding both issues. However, in researching litigations involving SACSCOC and member schools - though none focusing specifically on dismissal of board members), the courts ruled in many cases - with inevitable consequences - that membership in SACSCOC is voluntary (NOTE: this is the very first characteristic which SACSCOC lists in its “Fundamental Characteristics of Accreditation,” *Principles*, p. 3).

WDRB notes on its web page that:

“A judge is expected to make a decision soon on whether or not to issue an injunction
in Gov. Matt Bevin’s reorganization of the University of Louisville board of trustees.

On Thursday, a Franklin County Circuit Court judge heard arguments from the Attorney General’s office and Gov. Bevin’s general counsel on whether or not Bevin’s executive order was legal.

In an executive order issued in June, Gov. Bevin abolished U of L’s board and created a new one with 10 appointed members instead of the 17 set by state law.


In a related wfpl.org article:

[The] assistant provost [for Academic Accountability, Institutional Research, Effectiveness, and Analytics] at the University of Louisville, testified that there was no immediate danger of the school losing its accreditation.

“I don’t think we’re talking about anything that’s going to happen tomorrow or next month,” she said. “These things take time.”

http://wfpl.org/judge-questions-bevins-u-l-board-overhaul/

As we all know, SACSCOC is very deliberative in the high-stakes “game” of accreditation. So, they will likely proceed jurisprudentially and very charily in response to this board dismissal compliance issue. For questions related to governance, Jefferson and Madison – as I remarked above - would let the sweeping judgment of history in the presumed form of Lincolnian “better angels of our nature” decide the rectitude of dissenting positions. In the local board dismissal case – to paraphrase Shakespeare - courts and SACSCOC will both attempt to “buckle this distempered cause/Within the belt of rule.” (Macbeth, Act 5, Scene 2) The courts will predicate their findings on the evidentiary precedents of case law. Philosophically, I perpend, the law itself constitutes a form or type of SACSCOC standard, i.e.: “agreed upon requirements.” With the following words, SACSCOC articulates the toplofty “Philosophy” underpinning the standards:
“Self-regulation through accreditation embodies a traditional U.S. philosophy that a free people can and ought to govern themselves through a representative, flexible, and responsive system. Accordingly, accreditation is best accomplished through a voluntary association of educational institutions. Both a process and a product, accreditation relies on integrity, thoughtful and principled judgment, rigorous application of requirements, and a context of trust....The product of accreditation is a public statement of an institution’s continuing capacity to provide effective programs and services based on agreed upon requirements” (Principles, p. 2).

SACSCOC will ultimately decide this issue based on its interpretation of adherence to the “agreed upon requirements” as exemplified by its own compliance case precedents – some of which I have listed above. However, another such case nearer to home is exemplified in the history of Morehead State University, which – according to an August 29, 2016, editorial in The Morehead News, lost its accreditation in 1946 when a governor appointed new board members who fired one president and hired another. Fortunately, SACSCOC forced Kentucky to change its law on such appointments and MSU had its accreditation restored retroactively in 1948 (http://www.themoreheadnews.com/opinion/editorial-u-of-l-governance-fight-could-bring-disaster/article_425e933c-6e1b-11e6-8209-1741e0b934bc.html).

I hope these insights into this particular “SACSCOC matter” have been helpful. If you have questions, kindly let me know.
Retention: Winning the Battles one Student at a time!

By James M. Kearfott, MSDR

Director of Student Retention for the Sullivan University System

Recently I was able to attend a conference where an entire session was dedicated to the issue of retention methods. Individuals from several colleges and universities shared their practices and procedures in the effort to help students persist. It became clear to me that what is being achieved here with the Sullivan University System should be a point of pride for all.

The reality facing all Colleges and Universities is that everyone is encountering student attrition these days. Many institutions of higher learning are experiencing a downturn in enrollment, and the Sullivan University System has not been exempt from that reality. The hard fact remains that many students who start college do not stay. Published data show information like this:

Among those enrolled in 4-year institutions during 2004 fall semester, only 58% completed a bachelor's degree within 6 years. Student attrition is by no means a recent phenomenon.¹

Many of these colleges and universities have taken the faculty out of the equation by practice if not by policy. Several from institutions in attendance at the conference mentioned above talked to the difficulty in getting the academics engaged in the persistence issues of their students. One participant shared, when speaking to NCAA requirements, how difficult it was to chase down some faulty for required data on scholarship students. This was one of several shared. Most all of these institutions have implemented designated staffs and/or departments who are tasked with student persistence. All of these institutions had a single location, had a more tra-
ditional student, and limited (if any) online presence.

The retention practices in place with the Sullivan University System may not be the easiest to manage or to even guarantee total compliance, but it can and should be argued that it does make a marked difference in the lives of our students. The fact is that many of our faculty are watching out for students in academic need, taking action, and sharing the result in the faculty portal. The results are making a difference. These efforts are positioning the university to help students across all delivery methods to persist today and in the future. It is suggested that we are ahead of the curve.

Rosemary Capps, faulty developer at the University of California, Davis, in the Center for Excellence in teaching and learning, published a study on "Supporting Adult-Student Persistence in Community Colleges". This study focused on a population of students at Salt Lake Community College (SLCC). SLCC has a population of students that mirrors those who attend one of the Sullivan University System campuses. Two quotes from that article stand out:

...a feeling that teachers care about students, which participants assumed to be specific to SLCC. The feeling of being cared for personally led to their satisfaction with the college.

Were participants connected to SLCC as an institution: Not Much. Were they connected to individuals on campus? Absolutely.

The article continued and cited Museus and Quaye (2009):

They found that the efforts of individual agents on campus can be more important than any student organization. Although they specifically investigated ethnic minority college student persistence, their conclusions may also explain persistence for other non-traditional student groups such as adults.

The importance of each faculty member’s efforts with students cannot be overstated, and it can and does work in all delivery...
methods. This office is witness to examples of this almost daily and the sharing of information in the faculty portal is helping students who, without that help, would not persist. The following example is just one of many that I could cite:

A faculty member in the English department had a student who, even though continuing in coming to class, was not succeeding. Many things could have happened such as saying "The student is just not doing what is expected" or "Let the student's department deal with the issue, I am a general education instructor". That is not what happened. The faculty member took the time to speak to the student and found a laundry list of reasons (not excuses) for the student's academic problems. That faculty member stepped out of their comfort zone and, at the time of this writing, has secured a commitment by the student and a solution to successfully complete the quarter.

The message remains that all of our campuses help students win the battle of education one student at a time. Actions like the one mentioned in this article happen daily and are not noted enough. The challenges of working with students remains relational. A common theme that runs through all articles written on the subject of retention is that relationships matter. The model in practice with the Sullivan University System is one of community responsibility and sharing. This is making and will continue to make a difference in our students' lives.

References


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.

In the June 2016 ACH, co-written with Nathan Ragland, Council secretary and Distance Education Librarian & Associate Professor, we discussed the major overhaul of the official Charter of the Sullivan University Academic Council (AC Charter). From my perspective as Council chair, I believe the most beneficial consequence of the revised AC Charter is the restructuring of the voting membership, which has and will continue to reflect wider faculty representation across all academic programs and disciplines.

To prove my point, I am once again providing the most up-to-date Council roster, which includes both voting and nonvoting members. As you view it, note that all academic programs and units are nicely represented.

Roster of the Sullivan University Academic Council

Voting Members

The School of Accountancy

| Mike Miller | Interim Associate Dean |

The College of Business Administration

| Ken Moran | Dean |
| Jerry Sims | Associate Dean, Lexington Campus |

The Department of Early Childhood Education

| Vicke Bowman | Director |
### The General Education Department

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Margie Gallo</td>
<td>Dean</td>
</tr>
<tr>
<td>Josh Simpson</td>
<td>Chair, English</td>
</tr>
<tr>
<td>Jason Greenberg</td>
<td>Chair, Social and Natural Sciences</td>
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### The Graduate School

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Tim Swenson</td>
<td>Dean/Associate Provost (Represented by J. Durso)</td>
</tr>
<tr>
<td>Joan Durso</td>
<td>Chair, Master of Public Management (Standing Proxy for T. Swenson)</td>
</tr>
<tr>
<td>Heather Merrifield</td>
<td>Chair, Conflict Management (AC Vice-Chair)</td>
</tr>
<tr>
<td>LaVena Wilkin</td>
<td>Director, PhD Programs</td>
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### The National Center for Hospitality Studies

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>David Dodd</td>
<td>Executive Director</td>
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### The College of Information and Computer Technology

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Emmanuel Udoh</td>
<td>Dean</td>
</tr>
<tr>
<td>Julie King</td>
<td>Associate Dean</td>
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<tr>
<td>Scott Cordle</td>
<td>Chair, Information Technology</td>
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### The Institute for Legal Studies

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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Nick Riggs</td>
<td>Dean (AC Chair)</td>
</tr>
<tr>
<td>Helen Bongard</td>
<td>Department Chair, Lexington Campus (Represented by M. Wilson)</td>
</tr>
<tr>
<td>Mike Wilson</td>
<td>Faculty (Standing Proxy for H. Bongard)</td>
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### The College of Pharmacy

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<th>Name</th>
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<tbody>
<tr>
<td>Cindy Stowe</td>
<td>Dean</td>
</tr>
<tr>
<td>(Represented by K. Daugherty)</td>
<td></td>
</tr>
<tr>
<td>Kimberly Daugherty</td>
<td>Professor, Clinical and Administrative Sciences</td>
</tr>
<tr>
<td>(Standing Proxy for C. Stowe)</td>
<td></td>
</tr>
<tr>
<td>Misty Stutz</td>
<td>Assistant Dean and Chair, Clinical and Administrative Sciences</td>
</tr>
<tr>
<td>Arthur Cox</td>
<td>Assistant Dean and Chair, Pharmaceutical Sciences</td>
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### The College of Health Sciences

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Lisa DeBroka</td>
<td>Director, Health Information Management</td>
</tr>
<tr>
<td>Paulette Rollant</td>
<td>Interim Dean, College of Nursing</td>
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### Lexington Campus Representatives

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<tr>
<td>Jill Ferrari</td>
<td>Director, Medical Assisting Program</td>
</tr>
<tr>
<td>Kandace Rogers</td>
<td>Director, SU Library, Lexington Campus</td>
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### Sullivan University Library and Learning Resource Center

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<th>Name</th>
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<tbody>
<tr>
<td>Charles Brown</td>
<td>Dean of Libraries</td>
</tr>
<tr>
<td>Cara Marco</td>
<td>Assistant Director, Louisville Campus</td>
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### At-Large Faculty Representatives

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Mohamed Abualhaija</td>
<td>Assistant Professor, Graduate School</td>
</tr>
<tr>
<td>David (Wes) Auberry</td>
<td>Adjunct Faculty</td>
</tr>
<tr>
<td>George Bergstrom</td>
<td>Instructional Librarian, Louisville Campus</td>
</tr>
<tr>
<td>Richard Routt</td>
<td>Chair, Finance Program, School of Accountancy</td>
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Nonvoting Members

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Antonia Allen</td>
<td>Associate Dean for Academic Affairs</td>
</tr>
<tr>
<td>Larry Bohn</td>
<td>Director of Online Operations and Compliance, SUS Online</td>
</tr>
<tr>
<td>Penny Clark</td>
<td>Director of Education, Ft. Knox</td>
</tr>
<tr>
<td>Heather Cunningham</td>
<td>Senior Director of Admissions</td>
</tr>
<tr>
<td>Jim Klein</td>
<td>University Ombudsman</td>
</tr>
<tr>
<td>Kenneth Miller</td>
<td>Provost</td>
</tr>
<tr>
<td>Kim Mitchell</td>
<td>University Registrar</td>
</tr>
<tr>
<td>Tony Piña</td>
<td>Associate Provost, Sullivan University Systems Online</td>
</tr>
<tr>
<td>Nathan Ragland</td>
<td>Sullivan University Library (AC Secretary)</td>
</tr>
<tr>
<td>James Taylor</td>
<td>Director, Evening Division</td>
</tr>
<tr>
<td>David Tudor</td>
<td>Dean of Academic Affairs, Lexington Campus</td>
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<tr>
<td>Mark Wiljanen</td>
<td>Director of Institutional Research</td>
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If you are a faculty member, take advantage of having the current Council roster in front of you. Please feel free to contact one of the voting members from your academic discipline if you have a matter to be brought to the Council’s attention. With your input, the Council can continue to expand its influence in the governance of the university, particularly as it relates to student learning, academic programs, faculty interests and concerns, and the betterment of the university as a whole.

By the way, at the most recent Council meeting, I was elected to serve another two-year term as Council chair and Heather Merrifield (Chair, Conflict Management) was elected to serve a one-year term as Council vice-chair. I am honored and consider it a privilege to serve as Council chair. And I am more than pleased that I will continue to be ably assisted by Nathan Ragland, who has agreed to remain as Council secretary. With the myriad of matters the Council considers and all that leads up to each Council meeting, the job involves a lot of behind-the-scenes activities, planning and communications. I believe we have a great team in place to accomplish these tasks.

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 08/30/2016
Skype for Business: Your Comprehensive Communication and Collaboration Solution

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

For the modern day business, communication and collaboration are comprised of so much more than emails and phone conferences. Today’s communication software needs to be robust and allow users to convey all forms of human expression including verbal, written, visual, and emotional. We are pleased to announce that we have implemented Skype for Business for all employees of the Sullivan University System, allowing you to work the way you want, whatever the message, no matter the location of the recipient.

We're really excited about this change, and we hope you are as well! Below are the benefits this powerful piece of software provides to you now:

**HD Video and Audio Conferencing:** Conveniently conduct face-to-face meetings without leaving your desk.

**Screen Sharing:** Easily show others all or only a portion of your screen with a simple click of the mouse.

**Instant Messaging (IM):** Chat with colleagues and business contacts quickly and discreetly.

**Calling:** Use free Skype-to-Skype calls from anywhere in the world.

**File Transfer:** Instantly and easily send and receive large files.

We are here to help if you have any questions or encounter any issues with Skype for Business. Please visit IT Portal’s [Skype for Business Page](#) for training guides and tips (be sure to sign in at the top right corner), submit an [IT ticket request](#), or email [IT Support](#) with any questions, concerns, or feedback.
For this installment of “Five Questions For…,” we interviewed Christi Osterday, the Louisville campus’ new Outreach and User Experience Librarian. Christi came here from the Southern Baptist Theological Seminary Library, where she had worked since 2007.

Christi received her Master’s of Library Science from UK, a M.A. in Worship from the Southern Baptist Theological Seminary, and a B.A. in Music Performance (Cello) from Miami University of Ohio.

In her new position at Sullivan University, Christi is overseeing several exciting new and continuing projects such as the redesign of Library marketing and informational materials. Keep an eye out for her new and improved outreach activities coming up over the next few months!
1. You’ve been appointed the Library’s new outreach librarian. What fun and interesting activities do you have in store for our students?

I hope to revive our social media experience for students. This may take some time to build up, but I want to engage students where they are—online or on their phones. Through this, I hope to encourage a larger sense of community and comfort between the students and the library. Regarding events, my next big project is a book club for next quarter. I’m very excited about the potential for student and faculty enrichment and discussion as well as a community building experience.

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

I don’t have fond memories of libraries when I was a child. When I was in undergrad, I avoided the main library as much as possible—it was on the other side of a large campus, and my degree program didn’t require much research. I did, however, use the music library for sheet music for my program because it was centrally located and saved me money. Even still, I usually returned material late. During my first master’s degree, I found a job on campus at the library. I needed the money and wanted to help my school. However, what I thought would be extremely boring and quiet turned out to be the most interesting way to spend a day. I helped students of every degree program find and use the resources they needed and chatted with coworkers (as well as procrastinating students and faculty) about the intricacies of their different studies. When class was in session, the main work area was never quiet—instead it was a hub of energy. Both the desire to help patrons and the need to be a part of that energy are what convinced me to change professions and drives me today.

3. What is one thing most people don’t know about your field?

You don’t have to whisper in a library. Please, don’t feel like you have to be quiet unless you’re in a designated quiet zone! Librarians want you to relax and enjoy your time in the library. Organization of information is a complex thing. There’s a reason people get degrees in Library Science. Relying on Google with-
out assistance from someone without experience in either your field of study or library science (and without the databases libraries pay a lot of money to provide) will not produce a sound paper. Librarians exist to help people filter through all the junk and get the information they need.

4. Do you have any favorite anecdotes or memories of librarianship, students, etc?

At SBTS...

We had to check the building thoroughly at closing, otherwise students would try to pull all-nighters in the library.

Standing desks are pretty popular, so some students were known to pile books up on a table so they could set their laptop on them to work. Also, some assigned study desks were put on raisers. These students were in desperate need of an alternative: http://oristand.co.

Important items were left in returned books as bookmarks: paychecks, a love note from husband to wife, a picture of someone’s kids. Sometimes less important things were left in books: toilet paper.

5. If you could make everyone in the world read one book, what would it be?

So, it’s a book series instead of one book, but I wish I could get everyone to read it. Naomi Novik is a relatively new author and though I love everything I’ve read of hers, the Temeraire series stands out. Both the story and writing style held me captive in the same way J.K. Rowling’s Harry Potter did. These books were agonizing to set down.

The series takes place during the Napoleonic wars. Except there are dragons. And these dragons are an integral part of the war effort. The story follows one dragon and his rider while revealing many social issues that plagued that time period as well as ours. I encourage anyone to borrow the first book, In His Majesty’s Service, from their local public library. Peter Jackson has shown interest in making a movie about one or more of the books. It’s currently listed in IMDB as “Temeraire.”
Calendar of Events  
Fall 2016 Quarter

New Day Student Registration ................................................................. September 20, 2016
New Night Student Registration ................................................................. September 20, 2016
New Housing Student Registration ............................................................... September 21, 2016
Late Registration ..................................................................................... September 24, 2016
First day of classes .................................................................................. September 26, 2016
Last day that a student can enter an online class .................................. September 29, 2016
International Orientation ....................................................................... September 30 - October 1, 2016
Last day that a student can enter a day class* ....................................... October 4, 2016
Last day that a student can enter an evening or weekend class .......... October 6, 2016
Academic Council Meets ......................................................................... October 13, 2016
SUS Faculty Retreat ................................................................................ October 15, 2016
Fall Graduation Ceremony ...................................................................... October 22, 2016
Academic Council Meets ......................................................................... November 17, 2016
Thanksgiving Break ................................................................................. November 21 - 25, 2016
Last day that a student can withdraw and still receive a “W” ............... December 2, 2016
Winter Break .......................................................................................... December 17, 2016 - January 2, 2017
First Day of Winter 2017 classes ............................................................... January 3, 2017

*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.
Let us emphasize again that she was running a hospital’s IBM installation at the age of nineteen. #girlboss
THE ACADEMIC ILLUMINATOR

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.

- 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.