The 2017 Sullivan University System Faculty Retreat returned for the fifth straight year to historic Churchill Downs on October 14th. Held by the iconic twin spires, the retreat's sumptuous Millionaire's Row venue afforded early bird attendees the pre-dawn spectacle of thoroughbreds being exercised for the Fall meet.

Under the flawless orchestration of Dr. Tim Swenson and invaluable General Education/English Department laboring oars, Dr. Anna Stamp and Mr. Josh Simpson, this year's retreat focused thematically on retention — "Giving Students Reasons to Stay." For the seventh year configured as an all-locations event, retreat organizers included a dress-down option which garnered over five large boxes of canned foods for the less fortunate, as well as a formidable display of 400-plus scholarly publications produced by SUS faculty.

Once again, the ultra-charismatic Mr. Dennis M. Wible captivated the approximately 220 Sullivan-Spencerian-SCTD faculty attendees with a rapt keynote speech, which underscored the transformative nature of higher education. Aided by a stuffed goose who had laid a golden egg and a gloriously poignant video vignette in which comedian Whoopi Goldberg portrayed an artfully resilient disabled young woman whose inner beauty had been ingenuously discovered by her new fiancé, Professor Wible masterfully analogized higher education's intergenerational transference of advantage through pedagogy.
Over the length of the morning and afternoon, the subsequent three parts of the retreat comprised four-to-five concurrent sessions presented by SUS faculty. These sessions ran the gamut of such highly relevant peer-to-peer presentations as, "Bridging Research and Practice: How You Can Become a Scholar-Practitioner" by Dr. Teresa Daniel, Ms. Cara Marco, and Dr. Anthony Piña; a Roundtable Discussion “Early Lessons Learned Using Blackboard Tools for Monitoring and Supporting Student Engagement and Retention" by Dr. Joan Combs Durso and Mr. Jim Kearfott; "Organizational Management Conflict Resolution" by Ms. Janie Johnson; "Enhancing Our College Graduates’ Employability Skills" by Ms. Haleh Karimi; "If Active Learning is the Best Method, Why Not Gamify It?" by Mr. Bergstrom, Dr. David Hinkes, and Dr. Heather Merrifield; and, "Institutional Effectiveness High Impact Practices (IE/HP): Alignment of Mission" by Dean of University Libraries Mr. Charles Brown. The audience favorite gaming and the institutional effectiveness presentations skillfully reprised notable subjects from last year's event.

The program followed other recent years’ agendas with remarks by Sullivan University President/CEO Dr. Jay Marr and a state-of-the-system update by Sullivan University System President Glenn Sullivan. The latter’s overview was highlighted by the system’s recent merger efforts and the December move of Spencerian College to the synergistically exploitive multi-hospital healthcare complex off of Dupont Circle. Following a slickly produced video profiling this year’s nominees, SUS President Sullivan also announced this year’s SUS Technology Award winner, Spencerian College’s Surgical Technology Chair, Sarah J. Patsfield.

Ms. Sarah Patsfield effectively demonstrated the benefits of the Annual Sullivan University System Faculty Retreat. Ms. Patsfield applied what she learned about the "flipped" classroom at the 2015 Retreat by converting her Surgical Technology program lectures from PowerPoint to Sway. The online tool allowed her students 24/7 access to lectures on any internet accessible device, which made lectures more efficient, and the classroom time more targeted toward individual student needs. Ms. Patsfield’s approach made education more accessible to her students who juggle multiple responsibilities inside and outside of the classroom.

Congratulations to this year’s SUS Technology Award finalists:

Scott Cordle, Sullivan University, Louisville
Joan Durso, Sullivan University, Louisville
Bill Hallman, Sullivan University, Lexington
Vinh Nguyen, Sullivan University, College of Pharmacy
Tom Owen, Sullivan College of Technology & Design

To learn more about these exceptional faculty members, visit https://vimeo.com/237751996
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 SALUTE flyers are currently being created. SALUTE is a National Veterans Honor Society in which Sullivan will become involved.
• Dr. LaVena Wilken visited the Ft Knox campus to present the PhD information session to those interested. She did a wonderful job and the two August sessions went well.
• New t-shirts were distributed to the students. They are maroon, and have the words “35 YEARS” printed under the Sullivan University logo.
• Updates to the administration building and the classrooms building have been made — overhead fixtures have been updated to the new LEDs. Also, a new air conditioning chiller has been installed for the administration building.

Lexington Campus

Here is the news from Lexington:

• Kandace Rogers concluded service as chair of the academic section of the KY Library Association. She was, however, voted in as board secretary for 2017-2018.
• Promotion: Chef Ian Hester was promoted into a full-time position.
Sullivan University Center for Learning-Northern Kentucky

Fall looks to be busy at the Sullivan University Center for Learning-Northern Kentucky. Here are some of the planned events:

- September 16: Sullivan night at the Simon Kenton High School Football game
- September 21: Professional development workshop about Family Budgeting for alumni, students and community friends
- September 23: Orientation for new entering students at the Center for Learning
- October 6: Special recognition of our manufacturing employers for National Manufacturing Day
- November 2: Celebration of our first year of operation and discussion of the Sullivan University merger with our community partners
- November 14: Presentation by Dr. Marilyn Faulkenburg and a local panel of experts about making human resources strategic again
- November 16: Professional development workshop about Being Our Best for alumni, students and community friends

For more details or to join us for any of these events, email Vicki Berling at vberling@sullivan.edu.

Sullivan University Online

Here are some of the latest happenings with the Online team:

- The residential Master Course Shell project is under review.
- Dr. Anthony Piña’s title was changed to Associate Provost, Instruction and Online Learning.
During mid-July, my colleague and husband, Dr Gary Metcalf, and I presented findings from our most recent study focused on exceptional leaders and how they differ from other fully effective leaders at the International Society for the Systems Sciences annual conference. The research was funded by Sullivan University via the faculty research grant program.

This is a great program that provides financial support up to $5,000 per project for full-time faculty members (and up to $1,500 for adjunct faculty). The funding can be used, among other things, to hire research assistants, to cover travel and related expenses incurred to collect data, and to attend conferences to present the results of your work. Calls for proposals are solicited two times per year—in both the spring and fall.

The terms of the grants require that students must be involved in any funded project. This applied research experience not only enhances their skills, but it also makes them even more marketable upon graduation.

While the funding provided by this program helps to cover research-related expenses, it can also help to ensure that your findings are more widely disseminated to your colleagues at international, national, regional, and local conferences and meetings—enhancing both your reputation and that of the university. If you have an interest in tackling an interesting research question, think about pursuing a faculty research grant to help support your project. It’s a win-win for both you, our students, and the university.

Here is some other exciting news from the Louisville campus:

- **Dr. Krista Riggs**, the Director of Assessment and Basic Sciences for the Physician Assistant Program, is the co-author of an article accepted for publication by the *Journal of Clinical*
Investigation. The article, entitled “Atherogenesis and metabolic dysregulation in LDL receptor–knockout rats,” was published in the May 4, 2017 issue.

- Dr. Teresa Daniel, Dean of the Human Resource Leadership Program, recently co-wrote an article with Dr. Gary Metcalf. The article, “How some companies unwittingly make bullying a rational choice,” was published in the Summer 2017 issue of the journal Employment Relations Today.

- Sherry Grace, PA-C, Director of Clinical Education for the Physician Assistant Program, is the new President of Kentucky Academy of Physician Assistants (KAPA). The KAPA president is elected to a three year cycle consisting of President-Elect, President and Immediate Past President. Ms. Grace completed her year as president-elect and, at the most recent meeting of the KAPA Board of Directors, assumed her role as president.

- Dr. Anthony Piña’s latest book, Beyond the Online Course: Leadership Perspectives on e-Learning, has received a very positive review from Teachers College Record. Amongst the many positive notes in the review was the statement “The book Beyond the Online Course: Leadership Perspectives on e-Learning, edited by Anthony A. Piña and Jason B. Huett, aims at preparing leaders in distance education and excels at addressing a wide range of key issues to consider when planning, designing, and/or improving online programs and courses.”

- Dr. David Hinkes was recently selected by the Sigma Beta Delta Leadership Academy to be a faculty advisor. He was one of five panelists chosen in a nation-wide competition of Sigma Beta Delta faculty advisors. The academy event will take place in early October 2017.

- The Health Information Management Program has recently been granted programmatic accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Thanks to the accreditation, HIM students may sit for a professional certification exam.
The time has finally arrived! QEP will be fully implemented in the Fall quarter 2017. With the additional Student Connections WhichWay Module #4 in bachelor level courses focused on raising financial literacy with content to help students successfully repay student loans, we have met our timeline goals. Students enrolled in programs that do not offer bachelor-level courses, or choose to exit school after completing their associate degree, will get the Module #4 information in their financial planning graduation packet.

In addition to this new implementation, the programmatic portfolio final selections will be collected and scored using the Written Communication VALUE Rubric in the fall. A BIG thank you to the deans, directors, and department chairs for working with our consultant, Dr. Tara Rose. The assignment design improvements to capstone portfolio pieces will better align with the VALUE Rubric and provide students with more guidance to demonstrate their mastery of written communication skills in programmatic courses.

Implementation of activities and assessments has been the priority over the last year. Now our attentions will turn to raising completion rates and improving scores to document student learning. Continuous improvement is essential to strengthen our institutional effectiveness as well as add value to the student's educational experience.

As QEP coordinator, I will continue to reach out to faculty, staff and students for their feedback. Please contact ariggs@sullivan.edu with your latest ideas or thoughts that can help us expand career awareness, increase career knowledge, heighten financial literacy, or enhance communication skills.
For this issue of “Five Questions For...,’ we interviewed Laura McClendon Stokes, an adjunct instructor and PhD student here at Sullivan University. Laura enrolled in Sullivan University’s PhD program in the Summer 2011 quarter, and began teaching online courses in 2012. The following year, she began teaching on campus, as well. She is currently working on her dissertation, and intends to defend it in the Fall quarter.

1. Where are you from originally? Where have you attended school?
   I’m originally from a tiny town called Mayfield in far Western Kentucky. It’s a pretty sleepy little town down near Paducah, and my parents still live there. I attended Transylvania University (in downtown Lexington), and then moved to Louisville after graduation for a job. I received my MBA from the University of Louisville in 2005 and then left my corporate job in 2011 when I was accepted into Sullivan’s Ph.D. program.

2. How did you originally get into education? What was your motivation?
   After almost ten years in Corporate America, I realized... I hated Corporate America. I spent a year or so figuring out what to do with my life, and applied for Sullivan’s Ph.D. program with the intention of doing something like consulting. I liked academia and I’m pretty extroverted, so it seemed to fit. I liked the idea of teaching as well, so when the opportunity arose (through the Ph.D. program), I jumped at it. As it turned out, I was a pretty good teacher – and I loved it! That was 2012, and I haven’t looked back since.
3. What do you like the most about teaching? What do you find the most challenging?

I love getting to know the students. That sounds cliché, but they’re all so funny! ...And I really do learn something from almost every student. There’s so much diversity here, and at least once a year I’m put outside of my comfort zone and challenged with something new. I love that. There’s nothing quite as satisfying as watching that lightbulb go off in a student’s head, that moment when they actually get it. I love seeing students in hallways months later and they’ll update me with their lives and how something we talked about in class actually happened to them. (Imagine that!) The challenging parts come when you have students who just refuse to learn. I want them to care as much as I do, but for whatever reason sometimes that’s just not feasible.

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

Yes, and I think she is probably a bit terrified of me still, which is a funny story. Her name is Karen Jehn, and I went a little “fangirl” on her at a conference a few years ago. Her work was groundbreaking in the organizational conflict realm, and she’s still one of the top researchers and professors in the field. I had NO idea she was going to be at the conference where I was presenting a case study paper based upon her theory. (You know that academic nightmare moment where the guru is sitting in, listening to you talk about his theory? Yeah, that happened.) Anyway, I was also a huge fan of her personally and knew pretty much everything Dr. Jehn had ever published, everywhere she’d ever taught, etc. Between meeting her and the presentation itself, I was such a nervous wreck that I could barely form sentences and ended up just rattling off most of her former papers and university jobs. She was really nice, but you could tell I startled her a bit with my extensive knowledge: she kind of avoided me the rest of the conference. I still have her business card, though!

I would be totally remiss if I didn’t acknowledge some of the amazing faculty I’ve encountered here at Sullivan as well. After six years in the PhD program, you get to know some folks! We really do have some very top-notch faculty.

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

I actually have a second job (in retail), so between the two jobs and the dissertation there’s not much free time. I have two Goldendoodle rescues who are my four-legged children, and they’re pretty hilariously spoiled rotten. I love sports – namely football season – and eat WAY more pizza than I should. I love to read, although getting to read popular novels only happens very few and far between these days.
As the university moves steadily toward merging under the one banner of “Sullivan University,” many individuals are involved in multiple project teams and are experiencing additional challenges to their schedules. Prioritization of time and energy is a given by every staff, faculty, or administrative member of each of these teams. Do you feel pulled? Ian Thomas, an author and creative director, who has worked with companies like NIKE, Levi’s, Johnny Walker, Apple and more, states:

And every day, the world will drag you by the hand, yelling, ‘This is important! And this is important! You need to worry about this! And this! And this!’ And each day, it’s up to you to yank your hand back, put it on your heart and say, ‘No. This is what’s important.’ – Iain Thomas

Many of those tasked with membership in transition teams experience stress in balance with committee assignments, keeping up with changing workloads, and performing existing job requirements. Referencing all this back to the issue of student persistence is a very small leap. Have you ever had the occurrence to hear these types of statements from your students?

*My performance at work has improved, they have added more responsibility, and I am starting to get behind.*

*I am feeling exhausted and behind from the moment I get up until the time I go to bed. Making time for study is becoming harder and harder.*

*I have family responsibilities, added pressure at work that enables me to pay for school,*
and there is just not time!

I missed class yesterday because my employer threatened me with my job if I did not stay until close at 2:00 A.M.

I missed the deadline, need, and hope for an extension in the online class because...

I could go on with more, but am sure one if not all of these has been your experience. Is it any wonder then, with all good intent, when you interject that the student needs to change performance in your class, make sure they are attending, get the paper in by, etc., that they are hearing “Charlie Brown’s teacher” from the comic strip.

As educators, if we feel pulled and finding time to get everything done is challenging, is it a wonder that some of our students find it easy to yield to the “flight response”? The line of least resistance is often not coming to class or not logging in, which results in getting farther behind, which ultimately ends in a drop or opting to withdraw. The first line to changing that outcome and helping the student regain focus is the professor/instructor.

Please click here to read the rest of this article.
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.

One new voting representative has been added to the Council as the result of a special election and one “not-so-new” voting representative has rejoined the Council by appointment. Anthony “Tony” Santamassino was chosen in a special election called by the Provost to replace an at-large faculty member representative, who is no longer with the university. Richard Routt, who previously served on the Council as an elected voting representative, has been appointed to the Council in his capacity as chair of the Finance Department within The School of Accountancy. These fine new voting members are listed below, including their professional information and some comments related to their anticipated Council activities. Welcome aboard to Tony and welcome back to Richard!

Anthony “Tony” W. Santamassino

ACADEMIC UNIT: General Education
TITLE: Assistant Professor
DEGREES EARNED: B.A., Psychology, University of Louisville; M.A., Counseling Psychology, Spalding University
LENGTH OF SERVICE AT SU: 6 Years
WHY YOU RAN FOR AT-LARGE POSITION: I was the first Hybrid instructor (teaching as an employee of all three entities). This has given me some unique perspective. As the University enters into a new chapter with the merger of the entities, I hope to make some contribution and get more involved.
WHAT YOU HOPE TO ACCOMPLISH: I hope to add some perspective as a Behavioral...
Scientist and address issues relating to students' psychological health and motivation.

**BIGGEST CHALLENGE FACULTY FACE AT SU:** The biggest challenge for faculty is getting students to be engaged without the need to constantly justify the subject matter. "Why do I need to take math? I'm not going to be an accountant. Sullivan just wants me to pay more money, so they require unnecessary courses." Narcissism is the fastest growing mental disorder of the last 10 years. "Selfie Stick" is the ultimate example of this phenomenon. Educators like to label groups, i.e., "Millennials," and assign attributes to them as though these are evolutionary changes in the species. They are not. These are learned behavior patterns that can be unlearned.

**BIGGEST CHALLENGE THE UNIVERSITY FACES:** The biggest challenges I see are the changing demographics and cultural attitudes that diminish intellectual aspirations and education. We face a societal paradigm that increasingly diminishes and ridicules intelligent and/or educated citizens.

**ANYTHING ELSE YOU WOULD LIKE TO ADD:** We have an amazing group of people on our faculty with a treasure trove of knowledge that we need to tap into as Sullivan moves into the future. I look to my colleagues for inspiration and direction. I am honored to be a part of the Council and the Sullivan Team.

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**Richard Routt**

**ACADEMIC UNIT:** School of Accountancy  
**TITLE:** Associate Professor of Finance  
**DEGREES EARNED:** Bachelor of Science - Biology and Economics, University of Kentucky; MBA - Human Resources, Sullivan University; MS - Human Services - Concentration in Health Care, Capella University; and ABD - Financial Management, North Central University  
**LENGTH OF SERVICE AT SU:** 18 years  
**WHY YOU RAN FOR AT-LARGE POSITION:** Appointed by Mike Miller, Dean of the College of Accountancy  
**WHAT YOU HOPE TO ACCOMPLISH:** As an AC member, I hope to aid in making changes in the delivery methods of higher education.
As you can see, 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.

I invite all faculty members, full time and adjunct alike, to consider serving on the Council in the future. From the above 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.

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 09/06/2017
Calendar Of Events
Fall 2017 Quarter

New Day Student Registration (Louisville and Lexington) ........................................... September 19, 2017
New Night Student Registration ......................................................................................... September 19, 2017
New Housing Student Registration ...................................................................................... September 20, 2017
Late Registration ..................................................................................................................... September 20, 2017
First day of classes .................................................................................................................. September 23, 2017
ESLi Orientation ..................................................................................................................... September 25-26, 2017
ESLi classes begin ................................................................................................................... September 27, 2017
Last day that a student can enter an online class ................................................................. September 28, 2017
International Orientation (Louisville and Lexington) .............................................................. September 29, 2017
International/Hybrid Weekend (Louisville and Lexington) ...................................................... September 29-30, 2017
Last day students can engage in an online class ................................................................. October 1, 2017
QEP Committee Meeting, Louisville (2:00-3:00, Room TBA) ............................................... October 3, 2017
QEP Committee Meeting, Lexington (2:00-3:00, Room 238) ................................................. October 4, 2017
Last day that a student can enter a day class ........................................................................ October 5, 2017
Last day that a student can enter an evening or weekend class ............................................ October 5, 2017
Indiana High School Bus Trip (Admissions event) .................................................................. October 5, 2017
Academic Council Meets (2:00, Room 121, Louisville Campus) ........................................... October 12, 2017
Faculty Retreat ....................................................................................................................... October 14, 2017
Louisville Open Air Fair ....................................................................................................... October 14, 2017
Western Ohio High School Bus Trip (Admissions event) ...................................................... October 19-20, 2017
Graduation ................................................................................................................................. October 21, 2017
International/Hybrid Weekend (Louisville and Lexington) ...................................................... October 27-28, 2017
IT Open House ....................................................................................................................... November 15, 2017
Academic Council Meets (2:00, Room 121, Louisville Campus) ........................................... November 16, 2017
International/Hybrid Weekend (Louisville and Lexington) ...................................................... November 17-18, 2017
Thanksgiving Break .............................................................................................................. November 20-24, 2017
Last day that a student can withdraw and still receive a “W” ................................................ December 1, 2017
Winter Break ............................................................................................................................ December 18, 2017 – January 1, 2018
First Day of Winter 2018 classes ........................................................................................ January 2, 2018
This column will continue to focus on institutional effectiveness High Impact Practices (IE/HIP) coincident to and culturally significant to the academic/nonacademic implementation of IE standards specifically at the program-, department-, and institution-levels. In the prior 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. This column will focus on outcomes, which – as noted SLO scholar, J. Fredericks Volkwein, observed “are central to the purpose of educational organizations, and the assessment of these outcomes supplies some of the most important evidence demonstrating institutional effectiveness” (2011, p. 3); or, put another way, as Ogles (2002, p. 2) asserts, “outcome assessment also generates quality assurance data.” However, the doyenne of U.S. higher education assessment, Trudy Banta emphasizes that “outcomes assessment is at the highest level of cognitive complexity” (Suskie, 2009, p. xiv). I paraphrase Frattali’s definition of outcomes as: multidimensional concepts defined only in terms of the desired results of an intervention (1998, p. 8); but, for our purposes, I adopt Ruben’s generic working definition: "Outcomes are the organization’s current documented accomplishments, achievements and performance over time. These may relate to purposes and plans, leadership practices, relationships with the beneficiary and constituency groups and organizations, programs and services, faculty/staff and workplace climate, and its approaches to metrics, assessment, and analysis" (2016, p. 66) Outcomes can be established at the institution-level, but for our purposes generally are predicated at the course- or program-levels:
Image 1: Institutional Core Competency to Course-level Outcome:

(Barkley, 2016, p. 16)

For examples, see Barkley’s “Learning Goals Inventory” (ibidem, p. 425ff, or at https://www.aacu.org/sites/default/files/files/gened16/AlabamaLearningGoals.pdf).

As illustrated below, additionally, Khosrow-Pour provides both a course-level template for “Coursework Assessment” (i.e., an “objective-assessment alignment organization chart”) and a course-modeled example (i.e.: “adapted alignment organization chart”) of a completed template.

Please click here to read the rest of this article.
THE ACADEMIC ILLUMINATOR

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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.