Congratulations Sullivan University on
Another Amazing Achievement!
Mayfield Learning Center — Ribbon Cutting Ceremony
February 8, 2019

Mr. David Keene, VP Community Partnerships, and many others were instrumental in making this a reality! More pictures on page 12.
Congratulations to **Dr. David Tudor**
Vice President, Lexington

**David Tudor** defended his dissertation on November 13, 2018, and graduated on December 14, 2018. The degree awarded was an Ed.D. in Educational Leadership and Policy Studies from Eastern Kentucky University.

The title of his dissertation was *A Causal Comparative Study of Student Success and Persistence in an On-Campus and Online Undergraduate Program*. He began the program in the fall of 2013. His other degrees include a B.B.A. in Management from the University of Kentucky and a M.Ed. in Counseling and Personnel Services (emphasis: College Student Personnel) from the University of Louisville. He joined Sullivan University on August 1, 2005, as the Associate Director of Academic Services and later moved in the Associate Dean of Academic Services position. In October 2008, he became the Dean of Academic Affairs for Lexington and moved into the Vice President, Lexington, role in 2018.

*Again, Congratulations on this tremendous achievement!*

**In addition,** Dr. Tudor was recognized at the Bluegrass Tomorrow Visions Awards with the Robert N. Clay Distinguished Service Award!

Photo submitted by **Ann Moore**.
From the event program:

"David's service to Bluegrass Tomorrow began in the summer of 2013 when he joined the planning committee for the Bluegrass Higher Education Consortium's first annual Academic Leadership Academy (ALA) as Sullivan University's liaison to the Academy. Since then, he has served annually as a co-chair of the ALA planning committee. He enjoys working with the faculty fellows who participate in the academy, the liaisons who represent the twelve institutions of higher education that comprise the consortium, and the university presidents, faculty and administrative staff who serve as presenters."
Accolades & Events

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.

On December 4, 2018, Dr. Chris Betz was awarded the Distinguished Service Award of the American Society of Health-System Pharmacists.

Linda Blair received the Starfish Flinger Award from Junior Achievement for her involvement with the JA Inspire event over the past two years. Several faculty, students, and high school admissions staff members work at the Sullivan exhibit. They participated this year from October 23-25. They featured careers in Medical Laboratory, Respiratory Care, and Surgical Technology.

In February, 2019, Charles Brown, Assistant Provost and Dean of University Libraries, had his “Teedie” to Teddy to TR: Theodore Roosevelt, 1858-1919 – A Centenary Commemorative Essay published by Choice, the premier U.S. academic library book review journal. His Theodore Roosevelt: Bibliophile Extraordinaire will be published in the Winter 2019 issue of Kentucky Libraries. He also provided a concurrent session, 8.2 Student Achievement High Impact Factors at the 2018 SACSCOC annual meeting in New Orleans. Dean Brown also had an article published on the Evolve.org webpage.

On November 5, 2019, WHAS11 News interviewed Sullivan University's Dr. Teresa Daniel about her recent contribution to an article about workplace bullying in Redbook Magazine. This magazine has a circulation of over two million. Dr. Daniel is the Dean of the Human Resource Leadership Program and a national expert in workplace bullying.

Dr. Kim Elder was named the 2018 Sullivan University Faculty Preceptor of the Year.
Dr. Dale English is the recipient of the 2018 Distinguished Service Award for the Northeast Ohio Medical University’s Alumni Association.

For the second consecutive year, Dr. Diana Lawrence, was selected to be a Learning Elite judge for Chief Learning Officer magazine. This year, she joined 300 judges from around the world.

Sarah Lisenby was named 2018 Technician of the Year by the Kentucky Pharmacist Association (KPhA), whose criteria recognize a Certified Pharmacy Technician for outstanding professional activities. Only active pharmacy technician members of the Association shall be eligible for nomination and receipt of the award.

In August 2018, Denise Logsdon received her 30-year pin for membership in the American Massage Therapy Association. She has been a national or chapter officer or committee member for most of those years and was so recognized. In October, she received recognition at the Federation of State Massage Therapy Boards Annual Meeting, receiving the Lifetime Achievement Award for Outstanding Service in Massage Therapy Regulation. In lieu of another plaque, money that would have spent on the plaque was donated in her name to Selah Freedom, a Florida charity that works to end human trafficking. FSMTB also donated $10,000 to Selah Freedom.

Library Director (Main location) Cara Marco participated in her first SACSCOC offsite team visit November 5-7, 2018.
Collaboration Between Colleges

Professor Kelly Joy and her Physician Assistant students enrolled in PA525 - Clinical Laboratory Medicine and Application from the College of Pharmacy & Health Sciences were thrilled to have the opportunity to work with Tina Lewis, Department Director, Medical Programs, DuPont, College of Allied Health and the outstanding laboratory facilities at Sullivan University DuPont Circle.

Professor Joy is also looking forward to working with College of Nursing faculty and begin utilizing the simulation labs in the future utilizing the SIM lab.

WIT2018 - Women in Technology

Article and photos submitted by Donna Reed, Director of Career Services, Atkinson Square.

WIT2018 (Women in Technology) was born out of a small group of eight women meeting at Fante’s Coffee to discuss an event to promote women in technology that Humana held in 2016. The group wanted to find a way not just to promote women in technology, but to normalize it. Technology programs can span anything in the STEAM (Science, Technology, Engineering, Art, and Math) definition. The group hoped overcome roadblocks to create visible and positive role models in these careers.

“I can tell my daughter she can be anything in the world, but can she see it?” seemed to be our focus. We needed to bring these people out of the humble shadows, and show our younger generations a true tech legacy in Louisville, KY. Our hopes were to have at least have fifty women and male champions at the event.
Accolades & Events (cont.)

With the help of two amazing male champions, Papa Johns’ Mike Nettles and Humana’s Tom Cooper, we had a vision and a goal. We spread our collective networks to find every woman serving in a technology role and the results were absolutely astonishing. We had Trina Spalding, VP/IT Security Officer at Hilliard Lyons; Amy Schroeder, Senior Project Manager for SkyBridge Resources, Cyndi Masters, CEO of DBS Interactive, Sarika Attal, Director of Enterprise Architecture at Papa Johns, Grace Simrall, Chief of Civic Innovation and Technology, City of Louisville, and so many more. Papa Johns and SkuVault also offered to sponsor high school students to enable them to attend. I went to our Sullivan University family and asked for giveaway bags for the high school students and a Dale Carnegie class to donate as a prize. Of course, everyone pitched in to help, and we had bags for each high school student from the admissions department, and not one, but two Dale Carnegie classes that Dr. Jay Marr came out to give away himself! I was honored to be able to represent our tech community in Louisville to speak about not only creating equality in the tech workforce, but also true equity through education, creating strong networks to break down the barriers faced by women.

We called the event the second annual Women in Tech Conference because we had modeled it after one in 2016 created internally with Humana. However, this event turned out to be the first truly collaborative Louisville effort and sold out months in advance.

Luckily, a sponsor offered a shuttle, and a church provided extra parking. On the day of the event, we had gone from hoping for fifty attendees to having well over 300 women in technology and male champion attendees. From the event, we have seen conversations change from, “Can I work in technology?” to “How can you help me work in technology?” We consider such validation to be a true indicator of success. We also secured sponsorships and a date for next year before the end of the conference.
Accolades & Events (cont.)

Exceptional MAERB Accreditation Visit!

On February 4-5, 2019, the College of Allied Health (COAH) Medical Assistant program at the DuPont location underwent a reaccreditation site visit by the Medical Assisting Exam Review Board (MAERB). The site visit appears to have yielded a 100% compliance visit with no findings!* Additionally, the site visitor noted three significant program strengths:

1. **Program Director** was extremely knowledgeable, organized and passionate about the program.
2. **Faculty** were student centered, caring and provided quality education to our students.
3. **Resources**, the classrooms, labs and equipment were very modern and simulated the real world for medical assistants.

Having third party recognition of the program and the faculty certainly is a source of pride for the University. **Tina Lewis, the Medical Department Director,** noted what an incredible effort that was made by her Practicum Coordinator and program faculty to prepare for this visit. Each of them should be commended on their contributions to such a great visit. **It truly was a team effort!**

**Congratulations to the medical assisting faculty and Program Director on an outstanding visit!**

*Unofficial, still awaiting official letter.

Campus in the Community

Submitted By Dr. David Tudor, VP, Lexington

Dr. LaTonya Irons, Chef Bill Hallman, Anchalee Steele, and Dr. David Tudor participated in the William Wells Brown Elementary School Career Day on November 16.

The event was designed to expose students to career and college possibilities. **Dr. Irons** drew upon her training as a dental hygienist to show the kids proper brushing and flossing techniques.

The goal was to expose the students to some career possibilities that are accessible through training post-high school, and to give the university a chance to give back to the Lexington community. **Chef Hallman** dazzled the 321 students by creating “smoked” Cheetos for them to enjoy. **Ms. Steele,** program director, Medical Laboratory Technician program, brought slides of interesting material for students to view under microscopes. **Dr. Irons and Dr. Tudor** handed out toothbrushes and dental floss to the students and their teachers.
The Sullivan University Breeders’ Cup Competition

The Sullivan University College of Hospitality Studies (COHS) partnered with Churchill Downs & the Breeders' Cup for a competition which was similar to the COHS Taste of Derby competition held during Kentucky Derby week. However, it focused on baking & pastry. Phase I of the competition was held at The Bakery at Sullivan University.

The photos below truly demonstrate not only the skills of the students, but the talent and commitment of the COHS faculty & academic leadership.

The three finalists completed again at an event emceed by Kevin Harned.

Breeders’ Cup Pastry Challenge Winner......
Dallys Highfill
Five Questions For ... Dr. Jason James
Program Director, Cybersecurity
Sullivan University

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

I was born and raised in Pittsburgh, PA. I received my BA in Economics in 1998 from Allegheny College in Meadville, PA; my MBA in 2005 from Robert Morris University in Pittsburgh, PA; and my PhD in Information Systems from Robert Morris University in 2017. In May 2019, I am scheduled to complete an MS in Technology in Information Assurance and Security.

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

I have always loved education and when the opportunity arose to pursue my PhD in 2014, I seized the opportunity and began teaching part time in 2015 and then went full time in 2017 at Sullivan University. I have always had the desire to teach students about Cybersecurity. I was in the field for many years and wanted to excite students with the many possibilities in the field.

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

What I like most about teaching is all the different students I encounter as well as the excitement they have for Cybersecurity and the different areas they can explore. What I find most challenging is trying to keep my curriculum current since Cybersecurity is constantly changing.

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

Dr. Gene Spafford of Purdue University, who is considered to be the pioneer of the Cybersecurity programs that have popped up all over the United States over the last 20 years. In the late 1990s, he went before Congress and informed them about what was to come in the industry. He told them that we need to educate our students in order to protect our national infrastructure or we may not have any left.

5. Do you have any advice for new educators?

First, educate yourself all the time, whether it be a degree, continuing education, certifications, etc.; and, complete at least a Master’s degree in your field of expertise because accreditation requires at least a Master’s degree to teach. Second, make sure you are doing it for the right reasons and not just for a change of scenery. It has to be about the students since that is why we educate them for a career in the field we so passionately love.
The fall 2018 graduating seniors from the Sullivan University College of Technology and Design’s Interior Design’s program presented their portfolio packages displaying their design work. For marketing purposes, the students selected a brand. They also designed their own portfolio packages, which included their portfolio book of projects, a logo, resume, cover letter, business card, website, and Instagram design for professionals to view their design work. Here are few snapshots to celebrate their success.
Where can I find QEP guides and information?

Faculty and students can find QEP guides, templates and drop boxes in Blackboard. Face-to-face students will see a QEP button on the left side tool bar if their course has a QEP implementation. Online students will find QEP activities and assessments directly embedded into their courses. Instructors should check out their Instructor Info in Bb for details. Instructors can find directions for implementations and accessing engagement reports in the Instructor Info for any Blackboard course.

Coming in Winter 2019:

Students will find that the new process to monitor I CARE points and complete the redemption form has been updated to be more user-friendly.

In other QEP news, we launched the Career Awareness Pretest and Research Activity using Career Coach in the fall quarter. This activity was implemented on all campuses and locations. At Atkinson, the class completed this requirement during class so questions could be discussed to help increase career awareness and expand career knowledge.
ETS Proficiency Profile directions and guides are housed in Blackboard within the QEP content. All students earning an A.S./A.A. degree will be required to complete the online version in one of the following courses: AMT258, BUS224, CCS245, CCS246, CET244, CGD267, DWD267, DRF285, HRM164, HVA295, NUR261, PHT299, and PN301.

Please continue to read QEP emails with instructions and reminders to learn how we are putting **CARE** back into **career**!

---

**Mayfield Learning Center (cont.) from page 1**
The Sullivan University Main Campus Library held an Open House on November 8, 2018. The event celebrated the creation of “Norbert,” the marzipan dragon that is displayed at the library. Named by student suggestion this past spring, “Norbert” was created thirty years ago by Dale Gregory in the second class of the culinary program. The Open House celebration included a birthday cake for “Norbert” and snacks for all visitors.

A major part of the celebration was an edible book contest. “Edible books” are creative food projects inspired by books and stories. They can be in the shape of a book, show a literature-derived scene, or make a pun on the title. They can be made of anything that can be eaten, but often are made of cake. Chef Sams enlisted Chef Perez and her Modern Pastry Arts and Design students to participate. They made cakes based on If You Give a Mouse a Cookie, If You Give a Pig a Pancake, as well as the works of Dr. Seuss and the fantasy genre.

The students who participated received awards and had their works displayed in the cafeteria on November 12.

Awards:

**Most Appetizing and Judge’s Choice** - If You Give a Mouse a Cookie - Madison Whitney-Schaale

**People’s Choice** - If You Give a Pig a Pancake - Ed Schuler

**Best Team Entry** - Dr. Seuss - Andrew Buckner, Meredith Dawson, and Oliver Bronnbauer

**Best Depiction of a Genre** - Fantasy Genre - Alicia Davis
After the event, Norbert’s Twitter account (@SULibraryDragon) was followed by Laura Numeroff, the author of two of the books honored in cake: If You Give a Mouse a Cookie, and If You Give a Pig a Pancake! She had very complimentary things to say about the cakes. Both the students and the faculty should be proud, and the library humbly thanks all involved in this great event.

If you give a librarian an idea,
the idea may grow into an event.  
So, the librarians will make a plan, advertise, and ask for help from faculty. 
The faculty will ask their students to participate in the event.     
When the students bring their works to the event     
everyone who sees it will be impressed.     
So, the librarians will want to show more people.     
They will have a second event to honor the students’ hard work.     
Because the students made cake, the event will be during lunch.     
So, the event will need to be in the cafeteria, where an employer is coincidentally on campus recruiting.  
The employer will be impressed and tell the students about a job opening.     
The students will love that the library brought them a new opportunity.     
When students love their library they talk with the librarians; and, when you talk with a librarian, you tend to give them ideas.

-George Bergstrom-
SACSCOC (STILL) MATTERS:
An ongoing column addressing compliance issues

Ruffalo℠ Noel-Levitz: A PECC Assessment Tool (?)

By
Charles Brown
Assistant Provost and Dean of University Libraries

The PECC mission and charter state the following:

In addition to aggressively pursuing the mission of the PECC (i.e.:
To ensure quality assurance, the Sullivan University Planning and Evaluation Coordinating
Council (PECC) systematically evaluates and assesses institutional effectiveness processes and
their data- and values-driven results as presented by members of the Sullivan University
community), the university continues to use its proven Continuous Improvement Circle (CIC)
model to improve day-to-day educational and support services to its students.

Figure 1: Continuous Improvement Circle (CIC):
Continuous Improvement Circle Methodology: in order to implement the CIC process, the university identified three on-going, major components of its planning and evaluation process, which it has successfully executed over the past several decades as follows:

- Major area achievement
- General education
- Satisfaction with the educational process and product.

Additionally, it asserts:

Since 2000, the key assessment instrument used by Sullivan University for determining satisfaction with the educational process and product is the Noel-Levitz® (now, the Ruffalo℠ Noel-Levitz) Student Satisfaction Inventory™ (SSI™), a third-party, consistent, and nationally-respected assessment instrument. Assessing student input by cohort and program for 90+ [actually, now 70+] inventoried assessment areas, the SS™ provides the university comparative national data relative to other traditional four-year undergraduate degree-granting private institutions (norm group) via performance gap metrics. The SSI™ scores also provide comparative data relative to prior years’ Sullivan scores. In sum, the Noel-Levitz® SSI™ enables the university to measure itself against three dataset metrics: past performance, a norm group, and goals.

Then, it delineates the annual process by which the Ruffalo℠ Noel-Levitz Student Satisfaction Inventory™ (RN-L SSI™) is administered, viz.: the Senior Vice President for Administration administers the SSI™ to undergraduate, day, evening, online, and graduate students in the spring quarter each year for all campuses. The scores are sent to RN-L for compilation; the results are submitted to the PECC, processed by the Associate Provost/Dean of the Graduate School; and, then, scores exceeding a satisfaction-to-performance gap (typically) of 1 are uploaded to the IE PORTAL. Once uploaded, academic as well as non-academic deans/department heads are required to analyze results and develop a plan for improvement to be implemented as soon as approved and as soon as possible, but no later than the next academic quarter. These analyses and plans are recorded on the IE PORTAL for the PECC; and, the CIC’s a posteriori process continues.
SACSCOC (STILL) MATTERS (cont.)

The Noel-Levitz® instrument measures student perceptions (hence, it constitutes an indirect measurement) of the effectiveness and user friendliness of the following university functions (scales):

- Recruitment
- Registration Effectiveness
- Financial Aid
- Campus Life
- Academic Advising
- Safety and Security
- Instructional Effectiveness
- Campus Support Services
- Campus Climate
- Student Centeredness
- Concern for the Individual
- Service Excellence

RN-L’s web page indicates:

The Student Satisfaction Inventory™ gives you a powerful tool to improve the quality of student life and learning. It measures student satisfaction and priorities, showing you how satisfied students are as well as what issues are important to them. Use this data to:

- Guide strategic action planning
- Strengthen student retention initiatives
- Meet accreditation requirements
- Identify areas of strength for institutional marketing
- Chart your progress toward campus goals

As manifested through their PECC presentations, many of the university’s academic and student services units utilize SSI™’s empirically driven data for these express purposes. The following figure illustrates the university’s annual assessment cycles and the corresponding departments assessed. Red check marks indicate those departmental assessments (59%, 13 of 22) utilizing the Ruffalo Noel-Levitz Student Satisfaction Inventory™ instrument (an sample of which is available at the Ruffalo Noel-Levitz website.
Typically, departmental RN-L data analyses function to provide differential Y2Y environmental insights. Those data supplement more SLO-relevant data otherwise generated by each departments units’ uniquely applicable assessment instruments.

**Figure 4: 2017-18 PECC Longitudinal Assessment by Department:**
SACSCOC (STILL) MATTERS (cont.)

As highlighted in figure 5, the RN-L SSI™ instrument produces demographically informed gap score-based data.

Figure 5: Ruffalo℠ Noel-Levitz SSI™ (sample demographics page):

The SSI™ solicits student response to approximately 70 questions (although a few additional institution-specific customized questions can also be added). A performance gap score results from comparison of student respondents’ perceived importance ascribed to a given question and their corresponding satisfaction score. RN-L collates these data against a purported national peer group comprising (in our case) 4-year public and private institutions. This comparison generates a quantitative mean difference between the department score and the peer score. Mean differences may result in a negative or positive differentiated metric, which may be asterisked as follows:

* Difference statistically significant at the .05 level (see Figure 6, Recruitment & Financial Aid: -0.51*)
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

See this library guide for the full article.
When I teach the COPHS’s sterile compounding course and lab, it is important that the pharmacy students learn more than just how to draw a medication up in a syringe, inject it into a bag of IV fluid, and send it to the hospital’s nursing unit for a patient. Many times the orders for a patient specify only the name and dose of the drug; it is the pharmacist’s responsibility to choose the IV fluid, volume, determine the stability, assure that the preparation is customized for the specific patient’s needs, and to communicate with both the prescriber and the nurse about any issues to be resolved. As much as possible, we try to simulate real-life experiences when in the lab environment.

Pharmacists working in the institutional setting (hospital, home care, long-term care, etc.) should know the types of IV catheters patients have and the supplies needed to care for those IV access devices (catheters). In a perfect world, I would be able to take the students into the patient’s home or hospital room to watch that demonstration of care, where they would see first-hand that the decisions a pharmacist makes in preparing intravenous medications can positively or negatively impact patient care.

However, this is not a perfect world. So instead, I borrow a torso model (Chester Chest) from the Sullivan University nursing program and demonstrate how each of the types of IV catheters work, discuss the restrictions some have, review how they are flushed, and explain how the type of catheter is chosen for a patient. This demo takes an hour. I try not to have more than 8-10 students at a time in order to give hands-on access. With 25-35 students in lab each day, that means doing the 1-hour demo three-to-four times in one afternoon. Although I am usually hoarse by the end of the afternoon, the effort is worth it because this activity makes the students better pharmacists and helps prepare them for working in today’s healthcare team environment.
In some ways, this approach is better than seeing a real live patient. Chester Chest does not mind if I pull back the “skin” on his chest to reveal an implanted injection port so we can examine how that device works. I could not do that part of the demo with a real patient – they tend to object to having their skin peeled back! The Chester Chest demo allows students to palpate (feel) the port beneath the skin and access (inset a needle into) the port to see why it is important they use the correct length needle for a given patient. Students care more about the “what” when they understand the “why.”

Students often ask me during that session, “Why do I need to learn this?” My response is, “I don’t want you to feel stupid when you are on rounds and somebody asks you whether that IV fluid can be administered through a ________ catheter.” That may sound blunt, but I had to learn the hard way, and I felt stupid when asked that question on rounds. I remember wishing somebody had taught that to me in school. Between teaching here and in-home care, I’ve taught this lesson to over a thousand learners in the past 15 years. It never gets old.

I know this approach works. Pharmacy students doing their hospital rotations shortly after finishing the sterile compounding course often email me to say, “I knew exactly what I needed to know. Thanks!” I also hear from preceptors that “Sullivan students know more about this field than students from (insert name of any area college of pharmacy).” The exam performance on this material has also improved by close to 15% since I began using Chester Chest in the lab.

Depending on the model, purchasing a Chester for the COPHS would cost $800 - $1100, which would not make economic sense. I use him about 2 weeks a year. Denise Smith, RN, the Program Director for Practical Nursing & simulation lab coordinator, has allowed me to borrow Chester and has even dropped him off to me some of the time. Working together has been wonderful.

My trips over to the DuPont building to borrow Chester are a LOT easier than when I had to go to the Dixie Highway campus. Denise toured me through the DuPont facility shortly after the school moved in a year ago. After seeing the new facilities, I have told everybody that I knew, who was interested in nursing or allied health careers, to check out the programs and the new facilities. In September, I hosted an area diabetes educator meeting and arranged with the DuPont campus leadership to use one of the nursing classrooms. One of the Admissions team members stayed a little late that day and toured the guests through the building. After that day, several of the attendees told me that their neighbor/niece/son/daughter/co-worker sounds like a good match for the Sullivan programs – that was worth the effort it took to coordinate the evening.

I think we should all become more familiar with the programs offered in the university. Now that we are one university, we can and should find ways to get out of our silos, work with our colleagues in other departments, share resources and expertise, and remember that we are the university’s best marketing resource.
Important Dates

First day of classes .......................................................... January 2, 2019
Last day that a student can enter an online class .................. January 3, 2019
Hybrid Weekend (Louisville and Lexington) ......................... January 4-5, 2019
Last day to enter a day class .............................................. January 7, 2019
Last day to enter a night class ............................................ January 7, 2019
Last day students can engage in an online class .................. January 9, 2019
Deadline to submit title change application ......................... January 11, 2019
Academic Council Meets .................................................. January 17, 2019
Martin Luther King Jr. Day (no classes) .............................. January 21, 2019
Midterm exams ............................................................... January 28—February 1, 2019
Hybrid Weekend (Louisville and Lexington) ......................... February 1-2, 2019
Last day to withdraw with a grade of “W” ......................... February 17, 2019
Academic Council Meets .................................................. February 21, 2019
Hybrid Weekend (Louisville and Lexington) ......................... February 22-23, 2019
Final Exams week .......................................................... March 11-17, 2019
Last day of the Winter Quarter ......................................... March 17, 2019
Spring Break ................................................................. March 18-24, 2019
First Day of Spring 2019 classes ....................................... March 25, 2019
Last Day to add an online class is 4:59pm EST ................... March 28, 2019
Spring General Faculty Meeting - Online - Provost/Vice Provost .................. March 29, 2019
Last Day to add a day class (at the respective start time) ........ April 1, 2019
Last Day to add a night class (at the respective start day/time) ... Monday, April 1- April 4, 2019
Graduation (sans COPHS) ................................................. April 27, 2019
Registration Open ......................................................... Monday, April 29, 2019
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 accolades, events, 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 https://cdm17244.contentdm.oclc.org/digital/collection/p17250coll7/search.

Questions, comments, requests for article coverage, and article submissions may be sent to Cara Marco at cmarco@sullivan.edu.

Notes to the Faculty

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

- Please ensure course grade remain up-to-date on a weekly bases. Ensure residential students are utilizing Blackboard to check their grades and overall progress.

- Check your Sullivan University email often as important announcements are sent related to students, student reinstatements, and other time sensitive information.