The 2012 calendar year was a banner one for Sullivan University, as we crossed the half-century mark, ended a year highlighted by celebrations, transitioned to new university leadership under Dr. Jay Marr, and developed a healthy anticipation of what the future may hold for our university. Against a backdrop of fundamental changes in the competitive, regulatory, economic, and social environments which shape the educational landscape, the challenges to Sullivan University in the near future are many. Included are fundamental choices such as how the university can shape its own future, how we can distinguish ourselves favorably from our competitors and peers, and how Sullivan University can continue to compete by making our fine university even better.

Now, in this first year of our second fifty years, we are being challenged by the Sullivan University System with the vision of transforming Sullivan University from a predominately Kentucky-based university to becoming the region’s preferred career university. Our collective challenge is nothing short of transforming Sullivan University into one of the most highly-recognized career universities in the United States and making our university the one of choice for an increasing diverse and astute student population.

Throughout our history, faculty have helped shape the direction of Sullivan University, the content of our curriculum, the delivery of cutting-edge pedagogies, and the development of new programs. Innovativeness, adaptability, and commitment characterize Sullivan University’s faculty and are the qualities which have helped us transition from a business school of seven students in 1962 into a university system with a popula-
tion well over 5,000 students in 2013. These same qualities which helped make Sullivan University the largest private university in Kentucky will, likewise, be largely responsible for our achieving the strategic vision to increase our national prominence and become the undeniable, preferred provider for career education.

To our professional staff, without you, our university simply could not function. While responsible for academic support and academic administrative roles, your work is most often completed behind the center stage of the classroom and out of the limelight. However, without your competence in roles as varied as scheduling, advising, registering, record-keeping, administering day-to-day activities, and working patiently with students, the wheels which keep our university humming along smoothly would quickly grind to a stop. Thank you for supporting and enabling the academic mission of our university and letting faculty focus on managing the classroom and facilitating learning.

As the incoming CAO and a nearly nine-year faculty member of Sullivan University, I am deeply honored to have been chosen to help Dr. Marr lead the academic effort toward achieving this vision. I am also quite humbled given my start as an adjunct faculty member from the Lexington campus who only applied for a job after a friend repeatedly urged me to do so. Understanding that the thin line between confidence and hubris lies in humility, I approach this opportunity with full understanding that we can make great strides only if faculty, staff, and administration work diligently together to make the vision reality. I also approach this opportunity with great gratitude of the trust you place in me and pledge to hold that trust always in the forefront of my thoughts and my actions.

The next two years, in particular, pose several challenges which we must pull together and meet: creation, adoption and implementation of a new QEP, preparation for the 2015 reaccreditation process, and the development and execution of a Sullivan University Strategic Plan are just a few of the tasks which lie before us. With your active participation and cooperation, meeting and excelling at all of these challenges is possible.

In concluding this letter, I wish to express my gratitude to Dr. Coppock for his selfless service to Sullivan University, his leadership over most of the previous 50 years, returning to help steer Sullivan University back on the right track, and for being a friend and mentor to me as I transition into my new role and try my best to fill a very big pair of shoes. Thank you, Sir.

Sincerely,

Ken

Ken Miller
Sullivan University
LISTENING TO THE STUDENT NEEDS WORKS!!

By James M. Kearfott MSDR
Director of Student Retention for the Sullivan University System

An example was set this quarter by Chef Kimberly Jones of how to work with a student when thinking about withdrawing. Chef Jones could have, when the student came to her, been very empathetic and just let the student go away. NO HARM DONE! This is not who Chef Jones is and the student is better for the result of her intervention.

The student, raised in a medical professional’s home, had made the determination that the path of least resistance for them was to leave the dream of Catering behind and enter the family trade. The first thing that Chef Jones did was to attempt to accommodate the students desire to move into the medical field. Chef Jones being aware of the medical programs at Spencerian College Louisville worked with Dr. Coppock in the attempt to provide the student all the options available in that direction. Once the information was gathered Chef Jones arranged a meeting with the student and the student’s family to discuss those options. Let there be no doubt, this is over and above what is expected, but the outcome is very worth the effort.

During the meeting with the family and the candid discussion that the meeting provided, the student was able to truly identify what direction was correct for them. Both the student and the student’s family agreed that the original dream of Catering was the path to be pursued.

The student is actively engaged in the Catering program and doing quite well. All of this would not have occurred without Chef Jones taking the time to get involved. Chef Jones was also the only one, because of the trust developed, to accomplish this feat in the timely way it occurred. A real willingness to listen to the student, attempting to give the student all the options, and going beyond the norm allowed everyone to walk away a winner.

Well done Kim and thank you for this fine example of retention effort!!!

This begs the question, how many students, in your area of expertise, have come to you and said they were thinking about changing plans and you wished them well and went on about your daily activity. Could you, by taking a few more moments, have asked some open ended questions, found out what the real issue was, and helped them realize what the real plan needed to be? You will, for the most part, be confirming their decision. You won’t know until you follow Chef Jones’ example.
By Nick Riggs

As chair of the Academic Council, I am pleased to present 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.

While many in the Sullivan University community receive minutes of Council meetings and have a chance to offer matters for Council review and action, I think there are many who are not aware of the breadth of topics the Council handles over a year’s time. In 2012 alone, the Council considered and, in many instances, acted upon the following – in no particular order:

- Attendance policy
- Master course outlines
- Video recordings
- Quality Enhancement Plan
- APA formatting
- Bypass exams and prior learning
- Tutoring
- Grade books
- Faculty portal issues
- Religious diversity
- Intellectual property
- Master course syllabi
- Faculty absences
- Technology issues
- Faculty web pages
- Adjunct faculty evaluations
- Student retention
- Phones and electronic devices in the classroom
- Campus Vue
- Academic advising
- Copyright issues

This representative list should give all university constituencies a good feeling that all matters affecting student learning are being addressed with the students’ best interest in mind.

As I always conclude this article - rest assured that the Council has lively debate and discussion at all meetings and regularly sends important matters to the Vice President of Academic Affairs 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 04/11/2013
We are in the process of collecting the final data on QEP 2005. Many thanks to those of you who have done the Levels of Use Interview. I am in the process of doing classroom ethnography at this time. The ethnography is a process of being an objective observer who records what types of learning take place during the class. This activity produces a list of the learning activities and their types. This list shows that active learning, problem-based learning, collaborative learning, and experiential learning have indeed been incorporated into our classes.

So what have we learned about QEP 2005? The following list lays out the facts.

- We know that instructors have achieved a level of engagement with the learning strategies that indicates they are beyond the mechanical practice of the strategy. Our instructors are all thinking reflectively about the practices and engaging students with the practices actively.
- We know that we can document the practices in use in our classrooms.
- We know that at least one faculty study conducted around year 3 demonstrated that students were learning more and had better attitudes toward the class and their learning.
- Unfortunately, we have other evidence provided by the ETS Proficiency Profile that indicates many students still exhibit significant deficiency in some key areas.

When we report the results to SACS, we will of course be honest. We have a mixed bag of results, which is why we are looking at some of the most troubling of the negative results as our topic for QEP 2015.
Calendar of Events
Summer 2013 Quarter

Day School New Student Orientation ................................................................. June 20, 2013
Night School New Student Orientation ............................................................... June 20, 2013
First day of classes ............................................................................................. June 24, 2013
Last day that a student can add an online class .................................................. June 27, 2013
Last day that a student can enter a day class* ..................................................... July 1, 2013
Last day that a student can enter an evening or weekend class ......................... July 6, 2013
Academic Council Meets .................................................................................... July 11, 2013
Rising Senior Open House .................................................................................. July 20, 2013
High School Pre-Orientaion .............................................................................. August 10, 2013
Last day that a student can withdraw and still receive a “W”............................... August 10, 2013
Academic Council Meets .................................................................................... August 15, 2013
NCHS Open House ............................................................................................. August 17, 2013
Chef Shadow ...................................................................................................... August 23, 2013
Scholarship Testing ............................................................................................ September 7, 2013
Break .............................................................................. September 9-20, 2013
Housing Registration ......................................................................................... September 18, 2013
Day School New Student Orientation ................................................................. September 19, 2013
Night School New Student Orientation ............................................................... September 19, 2013
Scholarship Testing ............................................................................................ September 21, 2013
First Day of Fall classes ...................................................................................... September 23, 2013

*Standard protocol requires students to attend by the 5th meeting for day classes; by the 2nd meeting for evening classes.
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: The Camtasia/ Bamboopad audiovisual recording room is now open in the LRC on the Lexington campus. The technology within grants you the opportunity to make videos to enhance instruction in your classes. Don’t miss the training opportunities for the new equipment on July 19. Check it out!

- A group SUS Success Training event will be held Friday, July 26th and on two evenings during Week Five. Instructors attending the event will receive credit for their required Summer Quarter SUS Success session. Stay tuned for more details.

- Effective this term, the drop/add policy for online courses has been revised to read “Online classes may be added until Thursday at 5:00 p.m. and can be dropped until Sunday at 11:59 p.m. for the first week of class.”

- Beginning with the Fall 2013 issue of the Academic Illuminator, the editor-in-chief role will be handed over to the incoming CAO, Dr. Kenneth Miller.