Welcome to the 2013, winter term! I’m pleased, once again, to have the opportunity to write a few words in support of the outstanding work so many of you do day in and day out, and to do so in the second edition of the Academic Illuminator.

I hope that you will find this edition informative and useful as you prepare for a new term. If you have any ideas or suggestions for future editions, please feel free to share them with Mr. Nathan Ragland or me and we’ll try to get them incorporated in the future.

This term will no doubt bring a unique set of challenges, particularly as we segue back from a census school to an attendance taking school. In many ways, we are returning to our attendance taking roots and while such may cause some degree of added difficulty, in the end, our students and the University will be better off as a result. It’s an exciting time at Sullivan University as we seek ways to better prepare and educate our students and more accurate ways to be compliant with our regulatory responsibilities.

This edition of the Illuminator has some interesting articles and I encourage you to take a moment to read through them. The calendar should be helpful to you as you plan your term and a “blast from the past” will give you a glimpse into student life at Sullivan many years ago.

Have a great term and always feel free to stop by, email or call if there is anything I can assist you with. Thank you for your hard work and dedication – YOU are deeply appreciated!

Dr. Marr
Academic Titles: Yesterday and Today

The title “Professor” is an ancient and storied one, having its roots reaching back as far as the Roman Empire. The term, which had the same spelling as its modern form, originally referred to a person who had joined a religious order; the person would profess his or her religious convictions to others, hence the term “professor.”

In the Middle Ages, starting around the year 1088, religious orders began to found universities. The monks and priests who taught at them retained the title of professor. Now, however, they were professing knowledge in addition to their faiths. Over time, as universities began to be incorporated by kings and rulers, universities lost their earlier emphasis as training grounds for the clergy, and their primary focus became the education of a secular populace. The title “professor” had somewhat fallen out of favor outside the ivory tower, and so it grew to be associated with academe. As such, when universities were secularized, the title “professor” was retained. Only now, instead of primarily professing faith, the holder of the title was professing knowledge and learning.

In the modern world, the term “professor” is the top of a hierarchy of academic titles. Over the past hundred years, a ranking system has been adopted for faculty. The titles “assistant professor” and “associate professor” were created to distinguish the significantly accomplished and highly experienced professor (or “full professor,” as they are sometimes called) from their colleagues. The title “assistant professor” is used for faculty members who may be significantly experienced but still somewhat new to academe. They usually hold these titles for several years until they become “associate professors,” who are usually mid-way through their careers.

Being awarded an academic title is not automatically granted in the academy. Those who teach but have not earned a title are simply referred to as instructors. Being awarded a title is a badge of honor, as is advancing to the next faculty title. Sullivan University grants academic titles to its faculty member who have met the requirements and demonstrated themselves as professional educators. To apply for such an honor, request a petition form from the University administration.
SACS requires all of its universities to have something known as a Quality Enhancement Plan. The scope of the plan is 10 years, and it coincides with the 10 year reaffirmation of the institution. Because we are approaching our 2015 reaffirmation, we must create a new Quality Enhancement Plan for launch Fall Quarter of 2015.

The SACS standard that we must fulfill in our planning is 2.12. It reads as follows:

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

We must also uphold 3.3.2, which reads as follows:

The institution has developed a Quality Enhancement Plan that (1) demonstrate institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

Our plan therefore must have the following characteristics:

It must arise from evidence that we collect as we do assessment.
It must be focused on student learning outcomes or institutional support for student learning.
It must be achievable.
It must involve a wide group of departments and programs in its planning and development.
It must be measurable and assessable.

I have rouged out a process and timeline for us to follow in our planning. We have assembled a working group of volunteers who represent many different academic and nonacademic programs. This group will subdivide into small working groups, each of which will work on specific tasks associated with the process of planning QEP 2015.

We begin by brainstorming possible topics and using a survey of the working group to find the five best. At this point, the effort will take two directions. In one, working groups will conduct feasibility studies on the five topics. In the other, we will conduct a faculty survey, student focus groups, and administrative review to collect more feedback. Throughout this time, anyone surveyed may suggest additional topics for review. Following all of this review, an executive working group will make a recommendation regarding the topic to pursue.

Once we have initial approvals, we get to write the proposal. The working groups will be assigned specific tasks, and the goal will be to avoid overburdening any one group. By August of 2014, we will have the proposal ready for submission to SACS along with our reaffirmation report.

I would like to thank everyone who has volunteered to work on this project. It is, as Dickens would have said, a ponderous task. But we will manage to look at ourselves and find someplace where we can make improvement.
2. Produce a contact manager EARLY ALERT and make sure you assign that alert to the appropriate campus representative (see your training material if you are unclear who that is)

A. In the comment section, for a verbal notification, you should confirm the last date of attendance and state a reason for the withdrawal

B. In the comment section, for an email notification, you should copy and paste the email by the student then add any addition comment.

C. Leave the activity pending

3. In the comment section, for an email notification, you should copy and paste the email by the student then add any addition comment.

This is extremely important. Once the campus, you, are notified by a student that they are withdrawing there is an extremely small window of time to comply with title four funds refund. By everyone complying with these instructions, it will ensure that each campus remains compliant.

Each of us knows that retaining students isn’t easy, however, if everyone does all they can every day to make the educational experience what it should be, students who can will persist.

Remember this, according to the College Student Journal September 1, 2012, “Faculty are second only to peers in student’s intention to persist”
Satisfactory Academic Progress (SAP)

A 2.0 GPA is also required for undergraduate students to graduate. Graduate students, however, must maintain a 3.0 or better cumulative GPA at all times while enrolled, and to graduate.

In addition to the overall cumulative GPA requirements, SAP policy requires that students maintain a completion rate, or the total number of credit hours earned (passed) divided by the total number of hours attempted. The breakdown is as follows: for 1-23 hours attempted, a 25% completion rate is required; 24-35 hours requires a 50% rate, and 36+ hours requires a 67% completion rate.

A final requirement of SAP is that students who do or must attempt more than 150% of the total number of credit hours required for their degree to graduate will lose their Title IV and state financial aid. In other words, if a degree requires 100 credit hours, and it is determined that a student cannot earn said degree in 150 hours or less, they will lose their funding.

If a student fails to maintain SAP, they are placed on Financial Aid Warning or Academic Warning. Students under Financial Aid Warning can still receive state and federal financial aid, but students under Academic Warning cannot. They will have one quarter to return to good standing; failure to do so results in suspension.

Suspended students may petition for reentry through the Satisfactory Academic Progress Appeals process; if successful, they will be listed as “Financial Aid Probation by Appeal,” in which case they may be eligible for Title IV and state financial aid, or “Academic Probation by Appeal,” in which case they cannot receive financial aid until they improve their GPA to SAP standards.

If a student facing suspension wishes to appeal a ruling, they should be directed to http://www.sullivan.edu/appeals. The 2012-2013 Catalog explains the appeal process, and students with questions may be directed there.
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.

The previous article covered the purpose, role, structure, and process of the Council. This article lists current members of the Council (as of 11/01/2012):

**Non-Voting Members:**

Allen, Antonia  
*Associate Dean for Academic Affairs*

Open  
*Vice President for Student Services*

Ghammachi, Gabe  
*Director, Enrollment Services*

Klein, Jim  
*University Ombudsman*

Marr, Jay  
*Vice President of Academic Affairs*

Mitchell, Kim  
*University Registrar*

Ragland, Nathan  
*Distance Education Librarian*  
*[Secretary, Academic Council]*

Schmid, Albert  
*Chair, HRM, BM, HM*

Taylor, James  
*Director, Evening Division*

Tudor, David  
*Dean of Academic Affairs, Lexington Campus*

Uphaus, Penny  
*Director of Education, Ft. Knox*
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 11/07/2012
In this second installment of “Five Questions For...,” we interviewed Chef John Foster, the Culinary Chair of Sullivan University’s Lexington Campus. Chef Foster currently teaches Advanced Culinary Techniques and International Cuisines. He is also responsible for extern students who take the Restaurant Practicum in their final quarter. Chef Foster has been teaching for a half-dozen years, right here at Sullivan University.

1. Where are you from originally? Where did you attend school?
I am originally from New York, with stops in Maine, upstate New York (my birthplace) and New York City (twice) before moving to Kentucky in August of 1990. I did my undergraduate work at Colby College in Waterville, Maine and earned a B.A. in English. I was granted my culinary degree from The French Culinary Institute in New York City in 1989.

2. How did you originally get into education? What was your motivation?
Education has always been a hallmark of every kitchen I ever worked in. It became a way to advance in my position and grow as an individual. The higher I rose in the industry the more involved I became in training from within. In this way I was able to start fresh with every cook and dishwasher I hired. Those employees were then expected to reach back and help another up through education and the passing on of knowledge. This method made for a very empowering kitchen, and also very efficient as well.

3. What do you like the most about teaching? What do you find the most challenging?
What I most like about teaching is its potential for creating and growing creativity through skill and discipline. If you are able to instill in your faculty and students the potential for this growth, through opportunity and training, the results are energizing to all involved. The challenge though is to stay motivated and concentrated on the details of the craft of teaching. If you stray to far from the foundations of good teaching, then you’re just a good storyteller.

4. What are your goals in your educational career?
The main goal in my career arc is to continue with my search for knowledge while I guide others. That comes from my professional relationships, my interactions with increasingly younger students, and my personal ethics that compel me to read and research even when it may only be for my edification.

5. Do you have any advice for new educators?
The best advice I can give to new teachers or even students contemplating the profession revolves around two tenets; know your subject, and know yourself. It takes an incredible amount of patience, and a certain subjugation of ego to be a chef instructor. Too much ego and your overbearing manner erases any authenticity you my have with a shy but talented peer or student. Patience as they say is a gift, and I believe it is rarely and truly given. I sometimes practice patience, getting it wrong every now and then. But the gift should be passed on even in part to anyone who you deem might benefit from a pause in the action to catch their breath, or a break from criticism so that they might contemplate solutions.
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<th>Event</th>
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<tr>
<td>Housing Registration</td>
<td>December 27, 2012</td>
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<td>December 28, 2012</td>
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<td>Night School New Student Orientation</td>
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<td>Late Registration</td>
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<td>First day of classes</td>
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<td>International Orientation</td>
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<td>Last day that a student can enter an online class</td>
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<td>Last day that a student can enter a day class*</td>
<td>January 9, 2013</td>
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<td>Last day that a student can enter an evening or weekend class</td>
<td>January 13, 2013</td>
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<td>Academic Council Meets</td>
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<td>Martin Luther King Jr. Day</td>
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<td>Last day that a student can withdraw and still receive a “W”</td>
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<td>Academic Council Meets</td>
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<td>Senior (High School) Discovery Day</td>
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<td>Adult Open House</td>
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<td>Break</td>
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<td>Day School New Student Orientation</td>
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<td>Night School New Student Orientation</td>
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<td>Late Registration</td>
<td>March 23, 2013</td>
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<td>First Day of Spring classes</td>
<td>March 25, 2013</td>
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*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.
The four learning styles explored were active learning, collaborative learning, problem-based learning, and experiential learning. Here are the discoveries we made about the types of faculty services and resources we offer in relation to these learning styles.

**Active Learning**

Active Learning was rephrased as “active collection development.” Under this category, we felt that everyone (faculty and students) can benefit from active involvement with the libraries. The library's collection development is both faculty- and program-driven.

Library resources and services that fall under the active learning umbrella include:

- **Priority.** The library staff always gives priority in any faculty requests and suggestions for books, DVDs, and other resources.
- **Relevance to the curriculum.** Library purchases are useful, cost-effective, and current for a specific curriculum and/or areas of study. Within the past few years, a number of databases have been obtained in order to “beef up” areas of the curriculum. Some of these databases include the ACM Digital Library, ProQuest’s Dissertations and Theses, the Picture Book Database, and LWW Nursing & Health Professions Premier Collection.
- **Use of the collection by faculty and students.** The library collection provides a vast array of knowledge and we encourage use of the library collection (both print and online).
- **Quality of scholarship and accuracy.** Especially as the graduate program continues to grow, the type of resources that are needed will be more scholarly in nature. We depend on faculty to work with us in identifying the best resources.

**Collaborative Learning**

Collaborative Learning was rephrased as “collaboration.” The library believes that partnering with the faculty is a way to better serve the entire SUS community.

Library resources and services in which collaboration takes place include:

- **Priority.** The library staff always gives priority in any faculty requests and suggestions for books, DVDs, and other resources.
- **Relevance to the curriculum.** Library purchases are useful, cost-effective, and current for a specific curriculum and/or areas of study. Within the past few years, a number of databases have been obtained in order to “beef up” areas of the curriculum. Some of these databases include the ACM Digital Library, ProQuest’s Dissertations and Theses, the Picture Book Database, and LWW Nursing & Health Professions Premier Collection.
- **Use of the collection by faculty and students.** The library collection provides a vast array of knowledge and we encourage use of the library collection (both print and online).
- **Quality of scholarship and accuracy.** Especially as the graduate program continues to grow, the type of resources that are needed will be more scholarly in nature. We depend on faculty to work with us in identifying the best resources.
Research guides. Many research guides created by the librarians are found at http://libguides.sullivan.edu. A large number of these guides were created based on faculty input and are tailored to specific programs.

Academic committees. Several of the library staff are active academic committee members. Involvement can promote collaboration on beneficial university-wide projects.

Liaison programs. Each librarian liaisons with a number of academic departments, meeting routinely with the individual department heads to obtain a better understanding of the information needs of the department.

Class visits. Any faculty member can schedule a librarian for a class visit. The librarians can work with faculty members to provide detailed research instruction on an assigned topic and more!

The Problem-Based Learning category focuses on services and resources that help to “solve problems.”

These include:

Intra-library and Interlibrary loans. Faculty can borrow a needed book and DVD from any of the Sullivan University System libraries (Intra-library Loan). If the item is not available through a SUS library, the item can be requested from a library outside of the SUS system (Interlibrary Loan).

E-books. There are a number of electronic books available to faculty and students. Both Books 24X7 and ACM Digital Library provides access to a variety of business and/or IT books and publications. These e-books are a valuable resource for our off-campus faculty and students.

E-journals. The Sullivan University faculty has access to a wide variety of online journals, magazines, and trade publications.

Tutorials. The tutorials provide step-by-step instructions in the use of the electronic databases, turn-it-in, locating information, and more.

Experiential Learning is another way of “thinking outside the box.” Library resources and services that incorporate experiential learning include:

Panopto and/or Camtasia. Several of our librarians have experience with the use of Panopto, a type of lecture capture software. They also use Camtasia, an application that is used to create video tutorials. Both Panopto and Camtasia are available for faculty use. If requested, the librarians can work with you in the use of these software tools.

Library scavenger hunts. If requested, library staff can work with you to create a customized library scavenger hunt (or mystery hunt) for your students. The scavenger hunt experience is a great way for your students to learn how to use the library.

Reference service. The library staff can provide assistance with research or informational searches for both faculty and students.

In addition to the four learning styles approach in listing library resources and services, there are a few other useful services that tend to stay “under the radar.” Were you aware that:

- You can try out different databases on a trial basis?
- Database vendors provide trial access to databases for limited times. This allows users to “try out” databases free of charge. To find the trial databases, go to http://library.sullivan.edu, click on the Articles and E-Books tab, and log in. The trial databases, along with the expiration date(s), are listed at the bottom of the databases page. The library depends on faculty evaluations/critiques for future database purchases.

- Routine weeding takes place?
- This is not your garden variety weeding. The term “weeding” means that the library collection is reviewed on a routine basis. Items that no longer suit the needs of the collection (i.e., dated, inaccurate, etc.) are removed. If you ever encounter an outdated item in our collection, bring it to our attention!

- There is a “library alert?”
- A monthly email provides information about the new materials available to you through the library. This is a great way to find out what is being added to your subject area.

Whew! We have covered a great deal of ground in this article. There are a myriad of services and resources available to you through your library. Please take advantage of these. The library staff appreciates the faculty support that you provide. We are here because of you.

*Adapted from materials by, and with contributions from, Wendell Barnett, Charles Brown, and Kandace Rogers
In the fall of 1966, a dapper guy in skinny lapels first showed his aptitude for leadership.
The Sullivan University System Faculty Retreat: A Celebration of Education

By Josh Simpson and Dr. Anna Stamp

The SUS 2012 Faculty Retreat, which was held November 2-3, was in many ways an overwhelming success. The theme, “A Celebration of Education,” was certainly appropriate given the number of milestones celebrated throughout the system. The outstanding accomplishments of Sullivan University, Spencerian College, Sullivan College of Technology & Design, and the College of Pharmacy were all recognized. In addition, Sullivan University’s 50 years of service were celebrated.

The keynote speaker was our very own Chancellor AR Sullivan, who delivered an insightful and informative address on the future of for-profit education. For professional development, participants had over 20 breakout sessions to choose from on topics ranging from successful online teaching and Turnitin.com implementation to tutoring and rubric usage.

Retreat highlights included a recognition of faculty from all schools, drawings/giveaways by the Alumni Association, and a performance by the Sullivan band, featuring Glenn Sullivan, Bobby Dean, Tony Piña, and James Taylor.

“I believe the retreat has opened up everyone’s eye to the SUS system as a whole, and we see more than just our individual departments and campuses now,” noted Chris Douglas, Academic Dean, Spencerian College Lexington. “I think it has also provided an avenue for networking and sharing ideas amongst the classrooms.”

All told, the 2012 retreat truly was a celebration of education!

Sullivan University Library, Louisville Campus, Enhancing its Print Collection

The Louisville Campus’ Library and Learning Resource Center, under director Charles Brown, has begun the process of updating its collection of print materials.

As part of its ongoing mission to provide for the information needs of the University community and to meet and exceed the standards of our accreditors, the librarians are currently working diligently to acquire the latest materials and remove outdated works from the collection.

If you have a suggestion for a book or other item you would like to see added to the Library’s collection, don’t hesitate to contact a librarian. They greatly value your input in the collection development process!
THE ACADEMIC ILLUMINATOR

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Nathan Ragland

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James Kearfott
Cara Marco
Dr. Jay Marr
Nathan Ragland
Dr. Nick Riggs

Special Thanks to:
John Foster
Josh Simpson
Dr. Anna Stamp
Belinda Yff

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

- Remember: Sullivan University is, as of this quarter, an attendance-taking institution.

- In the event of inclement weather, classes may be cancelled. Faculty members should refer to the full policy on weather in the employee manual, located at http://manual.sullivan.edu.

- The Sullivan University Library, as part of its liaison program for the University community, has created a website that explains what the liaison program is and how it works. The site can be visited at http://libguides.sullivan.edu/liaison2

- 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 or Kandace Rogers (Lexington) at krogers@sullivan.edu.

- We have two winter quarter faculty inservices scheduled. The first, on Jan. 4 at 10 am, is a QEP recap. The second is Jan. 25 at 11:00 am. Jim Kearfott will be speaking about student retention.