Division of Student Life
2010 - 2015 Plan
Elon University Mission Statement

Elon University embraces its founders' vision of an academic community that transforms mind, body, and spirit and encourages freedom of thought and liberty of conscience.

To fulfill this vision, Elon University acts upon these commitments:

a. We nurture a rich intellectual community characterized by active student engagement with a faculty dedicated to excellent teaching and scholarly accomplishment.

b. We provide a dynamic and challenging undergraduate curriculum grounded in the traditional liberal arts and sciences and complemented by distinctive professional and graduate programs.

c. We integrate learning across the disciplines and put knowledge into practice, thus preparing students to be global citizens and informed leaders motivated by concern for the common good.

d. We foster respect for human differences, passion for a life of learning, personal integrity, and an ethic of work and service.


This strategic plan to guide the institution over the next ten years was approved by the Elon University Board of Trustees in December of 2009. The plan is organized around eight themes:

- An unprecedented university commitment to diversity and global engagement
- Supporting a world-class faculty and staff
- Attaining the highest levels of achievement across our academic programs
- Launching strategic and innovative pathways in undergraduate and graduate education
- Stewarding Elon’s commitment to remain a best-value university
- Developing innovative alumni programs to advance and support the Elon graduate
- Establishing a national tournament tradition of athletics success along with the highest academic standards for Phoenix athletics
- Significantly enhancing Elon’s campus with premier new academic and residential facilities and a commitment to protecting our environment.
August 1, 2010

Dear Colleagues,

Elon is known for its collaborative, powerful partnership between student life and academic affairs. By making this partnership even deeper and more seamless, Elon in 2015 will be the nation’s premiere model for “integrative learning,” a purposefully coordinated experience that integrates students’ learning in and out of the classroom, whether on campus or in communities throughout the United States and aboard.

For each of the past eight years *U.S. News and World Report* named Elon among the top U.S. universities for excellence in its first-year experience, service-learning, and residential learning-community programs. Elon has also been recognized four years in a row as a national leader in service-learning and civic engagement by The Corporation for National & Community Service, and was among the first universities to receive the Carnegie Foundation's Community Engagement classification. The initiatives in the Student Life Five Year Plan for 2010-2015 build upon these and other programs that prepare students to become independent, lifelong learners and socially responsible and successful citizens.

As the university began developing its new strategic plan, The Elon Commitment, the Division of Student Life developed a preliminary strategic plan, the Student Life 2020 Plan, in the fall of 2008. The 2020 plan outlined future student life priorities to both inform and be informed by The Elon Commitment, which the Trustees approved in December of 2009. This iterative planning process resulted in the Student Life Five Year Plan for 2010-2015, which is presented in this document. In this plan you find both a description of Student Life in the year 2015 and how this vision will be achieved. At the heart of the plan are the following seven student life priorities that form the framework for guiding and measuring success in Student Life over the next five years:

1. Diversity Education and Support of Diverse Student Populations
2. Seamless Residential Experience
3. Spiritual Development and Multi-faith Understanding and Respect
4. Student Transitions
5. Transformative Leadership and Service Experiences
6. Health and Well-being
7. Personal Responsibility and Ethical Decision-making
The plan elaborates upon these priorities and provides concrete and measurable action strategies, with departments assigned timelines for implementation. The plan also specifies the facilities and staffing necessary to implement the plan. In addition, the appendices present program and facility usage data from the past five years, which will continue to be assembled annually to show progress and trends to inform future initiatives. Last but not least, our staff’s contributions to the profession and to the community are highlighted in the appendices.

I hope you will find the Student Life Five Year Plan for 2010-2015 informative. Your comments and feedback are most welcomed.

Sincerely,

Dr. G. Smith Jackson
Vice President for Student Life and Dean of Students

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**Division of Student Life**

**Mission Statement**

*The mission of the Division of Student Life is to prepare students to be independent, lifelong learners and productive, responsible community members. Activities and programs both on and off the campus promote student learning, talent development, and the synthesis of experiences for a balanced, reflective life.*
# Division of Student Life

## 2010 – 2015 Plan

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Throughout this document, you will find full size feature pieces highlighting new facilities planned as part of Elon’s new strategic plan.

Through the next strategic plan, our community will affirm our place among colleges and universities known for academic excellence and exceptional student achievement. The greatest asset in carrying out this plan is our shared sense of mission: that we are an academic community committed to student transformation; that we value freedom of thought and liberty of conscience; that we are a liberal arts university with distinctive professional schools and graduate programs; that we believe in active student engagement; that we are dedicated both to teaching and scholarly accomplishment; and that we believe passionately in the preparation of global citizens, civic engagement, and preparing our students for meaningful lives of work and service. From this shared mission our community has titled our plan for the next decade The Elon Commitment.

For information about:
- The Global Neighborhood, see page 16.
- The Multi-Faith Center, see page 18.
- The Elon Town Center, see page 28.
- The Station at Mill Point, see page 31.

To learn more about these facilities and all the initiatives of The Elon Commitment, please visit: www.elon.edu/strategicplan.
Division of Student Life Five Year Plan: 2010-2015

I. Division of Student Life Departments and Programs

- Campus Center & Conferences
- New Student Programs
- Campus Recreation
- North Carolina Campus Compact
- Counseling Services
- Religious and Spiritual Life
- Chapel/College Coffee
- Residence Life
- Elon Challenge (Ropes Course)
- Service Learning & Community Engagement
- Elon Experiences Transcript
- Student Activities
- Emergency On-call
- Student Conduct
- Greek Life
- Student Development
- Health Services
- Student Government Association
- Leadership
- Student Organization Development
- Multicultural Center
- Substance Education

Division of Student Life Endowed Programs:

- John R. Kernodle Center for Service-Learning and Community Engagement
- Isabella Cannon Leadership Program
- Vera Richardson Truitt Center for Religious and Spiritual Life

II. Progress in the Past Five Years

a. Facility Improvements

- The Phoenix Club Sports Fields & Driving Range opened at South Campus in fall 2005 with 5 lighted fields, a driving range and the Harden Club House.
- The National Pan-Hellenic Council Memorial Garden was dedicated at Homecoming in the fall of 2005.
- The Holt Chapel on South Campus was renovated in 2005 to restore the main chapel as well as a meeting room on the lower level.
- The Stewart Fitness Center was expanded in the summer of 2006 from 4,500 to 8,000 square feet, with new cardiovascular, free-weights and strength training equipment, and new entertainment systems.
- Oaks Apartments and McCoy Commons opened in two phases fall 2006 and 2007, adding 512 beds in two and four bedroom apartments. Campus meeting rooms, the Jordan Club Room, and Campus Safety/Police opened in the commons.
- Colonnades Residence Halls A & B and Dining Hall opened in the fall of 2007, adding 154 single bedrooms and a 400-seat dining hall, which was named by University Business as a Dining Hall of Distinction.
The Daniel Commons was renovated summer 2007, with new paint, carpet and furniture, and the addition of a fitness room.

The Kernodle Center for Service Learning was expanded into the Pendulum/yearbook space and refurbished in the summer of 2008 to add student workspaces, computer stations, and offices.

The Multicultural Center was expanded and remodeled in the summer of 2008, with a grander more visible entrance, two new offices, and expanded library and program spaces.

The Office of Residence Life was reconfigured and refurbished in the summer of 2008 to create a larger and more welcoming waiting room.

Lighthouse Tavern was purchased by the university and renovated. It re-opened as an extension of the Student Activities program fall 2008.

A Meditation Garden and Labyrinth was built on South Campus in December 2008, and included a monument to honor deceased students.

Holland House was moved to South Campus in the summer of 2009 and now houses the Newman Catholic Center on the first floor with 5 students and a peer minister residing on the second floor.

The Zone was renovated and remodeled in the summer of 2009 to house a family-run, Costa Rican coffee shop.

b. Staff Additions and Changes

- Coordinator of Personal Health Programs and Community Well-being
- Assistant to the Vice President for Student Life and Dean of Students
- Assistant Director for Campus Recreation- South Campus
- Assistant Director of Moseley Center (R25 scheduler)
- Campus Director of Hillel (part-time)
- Coordinator of Substance Education (from pt)
- Assistant Director of Student Activities (from pt)
- Assistant Director of Multicultural Affairs and Leadership
- Program Assistant for the Multicultural Center (from pt)
- Program Assistant for the Kernodle Center for Service Learning (part-time)
- Program Assistant for Moseley Campus Center (part-time)
- Coordinator for Judicial Affairs (from pt)
- Associate Director of Residence Life (from pt)
c. Program Additions and Changes

- The Personal Health and Community Well Being program was launched in fall 2005 to provide programming and response to the issues of sexual and interpersonal violence and address correlated issues.
- The Division Student Life Annual Awards Ceremony was created in 2005.
- The Pedestrian Campus Plan began in fall 2005 with shuttles to transport students residing within a 10-minute walking radius of campus. E-rides was created to take students to their off-campus residences after hours.
- In conjunction with Academic Affairs, the annual Call to Honor Ceremony was inaugurated fall 2006.
- Substance Education became an independent department and a Presidential Task Force on Alcohol Report was completed in 2007. Changes included doubling student activities fee, forming SPARKS peer educator group, requiring an online educational program (CollegeAlc) for all new students, introducing BASICS mentoring program, and adding a campus coffee shop.
- The Odyssey program was created fall 2008 to support 40 first generation and/or high financial need recipients.
- The Jewish Life program was expanded fall 2008 with the creation of a half-time Hillel Campus Director in the Truitt Center.
- The QUEST program, an interfaith immersion experience in Atlanta for incoming students, was started summer 2008.
- Lighthouse Tavern was purchased and renovated by Elon and re-opened fall 2008 as an extension of Student Activities for a student music venue/program space to reduce high-risk drinking.
- Faculty involvement with Student Life programs was enhanced with the creation of a Faculty Fellow for Leadership (2003), a Faculty Fellow for Learning Communities (2005), and a part-time Coordinator of Civic Engagement (2008).
- A Campus Scheduling and Summer Conference Planning Office was opened in the Moseley Campus Center fall 2008.
- The Charting Your Journey: Life Entrepreneurs Program was created in Fall 2008 with New Mountain Ventures for sophomores to better align their core identity with their professional and personal goals.
- The East Burlington/Downtown Burlington Biobus began Spring 2010 to transport students 4 days a week to 35 local service agencies and provide community members transportation along a fixed route.
III. Student Life Division in the Next Five Years

a. Student Life in 2015- A Quick Glimpse

- **Residential campus:** The Residential campus experience will be re-envisioned around distinct intellectual neighborhoods with linkages to academics and campus programs. Campus housing will expand from 2900 to over 3900 beds. The North Area will be replaced with a Global Residential College, five new Greek houses will be built and a senior student village will be created.

- **Leadership Programs:** Participation in leadership programs will increase with more options for lateral entry, stronger connections to students’ disciplines and international/domestic experiences.

- **Service Learning Programs:** Campus Kitchen will become a premiere on-campus service experience; an ElonBioBus fixed route will provide transportation for students to perform service and be engaged in the Burlington community.

- **Diversity Education:** Diversity programs will be expanded with a certificate program, a SafeZone program, a Diversity Faculty Fellow, and numerous campus-wide programs. The Odyssey and Watson Scholars programs will almost double from 65 to 113 students.

- **Spirituality:** A multifaith center, religious community houses and interfaith learning communities for multiple faiths will be established. Immersion experiences will be expanded beyond Atlanta and Morocco.

- **Campus Recreation and Club Sports:** The Stewart Fitness Center will double in size to encompass two stories within Koury Athletic Center; additional Club Sports and Intramural fields will be constructed; an auxiliary campus recreation facility will be constructed at Danieley Center.

- **Ethical Conduct and Personal Responsibility:** Judicial Affairs will be re-envisioned to center around the positive tenets of the honor code and ethical decision-making. A programmatic focus on mediation and restorative justice will be added.

- **Health and Well-being:** A non-credit requirement, “HEALTH EU”, will increase physical activity course offerings and wellness programming (proposed if GST Wellness requirements are eliminated).

- **Pedestrian campus:** The ElonBioBus system will be expanded to service new parking lots on the perimeter of campus for first year students.
• **Staff Professional Development:** A staff development program, the Student Life Expert, will be implemented to ensure staff remain abreast of student development theory and current issues in the field.

• **Graduate Student Services:** A vibrant graduate student council will be developed to be a representative voice of graduate students.

b. **Student Learning Paradigm and the Student Life Curriculum**

**Student Learning Paradigm**

Student Life supports and complements the broader learning mission of the university. Student Life programs are tied to the General Studies goals and learning outcomes grounded in developmental and environmental theory. The student learning philosophy is the collaborative relationship between Student Life and Academic Affairs to provide a seamless and integrated learning experience that connects learning in and out of the classroom and creates a total campus learning environment. Examples are:

- Faculty Fellows in Civic Engagement, the Multicultural Center, Center for Leadership, Learning Communities, Service-Learning, and Substance Education work with Student Life staff and faculty to connect academic disciplines with co-curricular experiences.

- Student Life and Academic Deans meet monthly to plan ways to integrate the intellectual, physical, social and spiritual development of students through joint efforts.

- Students sharing residential spaces are co-enrolled in classes together in nineteen residential living/learning communities. Three faculty are faculty-in-residence.

- A First Year Experience Committee of Student Life, Academic Affairs and General Studies integrates new student orientation, the first year seminar and the core first-year student classes into a coherent program.

- Forty-two classes per year have service components; sport and event management and business leadership classes work with campus recreation and leadership to organize campus-wide events and programs.

- An experiential learning transcript verifies students’ participation in the Elon Experiences- Study Abroad, Leadership, Service, Undergraduate Research, and Internships.
- An honor system, that spans both academic and social honor policies, emphasizes character development and personal responsibility as essential elements of an Elon education.

- Reflection is systematically implemented in service, leadership and diversity education activities. Approximately eighty-nine percent of seniors engage in service while at Elon and one third hold key leadership positions in campus organizations and programs.

- Learning outcomes are pre-stated and assessed in all Student Life departments and for educational programs and student staff training workshops.

- Each year approximately three to five student life staff persons co-lead study abroad courses with faculty during winter term.

- The academic credentials of the Student Life staff have increased. The Vice President and the University Physician hold doctoral degrees, with three others in progress; all directors and coordinators hold masters degrees; and 18 of the 21 associate/assistant directors hold Masters Degrees, with two in progress.
The Student Life Curriculum

The Division of Student Life has a history of excellent goal setting, planning and implementation of programs that support the university’s mission, strategic plan, and annual priorities. However, much of the “evidence” of student learning and development through Student Life programs has been anecdotal or longitudinal across the division, as assessment within departments has focused on the number of students participating in a program, satisfaction surveys and goal setting. While this information is instructive for program improvements, the next step in furthering student learning and development is the articulation and assessment of specific student learning outcomes for each department. Extensive program evaluation will continue, but of equal importance will be assessing “what students learned as a result of their participation” in these programs. Student Life will assess student learning and development in five areas:

Service: Students will demonstrate an ethic of service and participate in recognizing and changing community, social or legal standards and norms which compromise or marginalize the well-being of groups or individuals.

Leadership: Students will demonstrate the ability to identify a need, work in diverse teams and achieve a common vision.

Integrity: Students will recognize the effects of their behaviors on the well-being of others, their community and their environment and demonstrate ethical decision-making in their personal and community lives.

Diversity: Students will demonstrate the capacity to view issues from varying perspectives, and appreciate and celebrate the differences which make each individual unique.

Wholeness: Students will demonstrate lifestyle choices and behaviors which promote health, emotional well-being and will recognize the role of spirituality in personal and group values and behaviors (a sense of purpose, identity and well-being).
c. The Three Pillars: The Student Development Process Model for Achieving the Seven Student Life Priorities

The Student Life Five Year Plan for 2010-2015 presents seven priorities that form the framework for guiding and measuring success in programs and activities over the next five years. The seven priorities define program outcomes, the “what.” The Student Life Curriculum described above defines the student learning outcomes intended as a result of students’ participation in these programs, the “why.” Connecting the “why” with the “what” is the “how,” which are the three pillars. These three pillars—Student Engagement, Integration of In-and-Out of Class Learning, and Campus Climate and Community—are based on student development and environmental theories and constructs. They define “how” staff approach their work with students and define how programs, facilities, and interactions are structured to be intentional and purposeful. While priorities may change from year to year, or from plan to plan, the three pillars are foundational to working effectively with students over time. The three pillars are defined below and inform the action strategies for achieving each of the seven priorities of this plan.

a. **Student Engagement:** The amount of student learning and personal development associated with any educational program is directly proportional to the quality of student involvement in that program (Kuh, 1991, 2005). Programs and activities that engage students are those in which students are more than passive participants, but rather are actively involved and invested. Students are engaged when they are initiating, planning and/or implementing and are given increasing amounts of responsibly, freedom and ownership, whether individually or as a group.

   The single most potent factor for student involvement is the formation of strong peer relationships (Astin, 1993; 1996; Pascarella & Terenzini, 2005). The peer group is powerful because it has the capacity to involve the student more intensely in the educational experience. Thus, those student life programs that engage students with their peer groups are those that will have the most profound effects on students’ development.

b. **Integration of In-and-Out of Class Learning:** Learning is a function of the whole person and whole experience. What was once believed to be separate, distinct parts (e.g., in-class and out-of-class, social and intellectual, curricular and co-curricular, on-campus and off-campus experiences) are now of one-piece, bound together as a continuous, inter-related whole (Kuh, 2001; 2005).
Programs and activities that integrate in-and-out of class learning are those that purposefully integrate curricular (academic classes, or General Studies goals) with co-curricular experiences; have pre-stated learning outcomes which the students can articulate or demonstrate as a result of participation; or overlap social and intellectual activities in an intentional manner.

c. **Campus Climate and Community**: Behavior is influenced not only by the person and by the environment, but also the interaction between the person and the environment (Lewin, 1936; Rodgers, 1990). The Division of Student Life actively participates in developing and sustaining a campus climate that supports the learning and development of all individuals and the university community as a whole. Student Life also promotes program opportunities and the delivery of user-friendly and accessible services for a safe and dynamic learning environment.

d. **Comprehensive Action Plan for Achieving the Seven Student Life Priorities**

1. **Diversity Education and Support of Diverse Student Populations**: Students and parents increasingly understand that learning to work with and appreciate persons different from themselves is necessary to prepare for success in a global society (Milem, Chang, and Antonio, 2005). Educators know that a diverse campus promotes critical thinking and deepens learning (Guein, Dey, Hurtado, and Gurin, 2002). Through diversity education programs and support of diverse populations on the campus (students, faculty and staff), Elon assures its graduates are self-aware and accept and learn from those different from themselves.

   a. **Student Engagement**

   - **Student Leader Diversity Training**: Add a diversity program for student leaders during common leader training prior to fall opening. (Fall 2010, Opening Programming Committee, Multicultural Center)

   - **Expand diversity peer educators program**: Trained peer educators will lead programs on reducing acts of racism, discrimination, and stereotypes campus-wide. (Fall 2011, Multicultural Center)

   - **Diversity Program in New Student Orientation**: Add a diversity program and expand the role of SMART mentors to educate all first year students
on issues regarding diversity. (Fall 2011, Multicultural Center, New Student Orientation)

- **“Difficult Dialogues” program**: Develop a program to engage students campus-wide in discussion of difficult or uncomfortable topics related to difference. (Fall 2012, Multicultural Center)

- **Multicultural Greek Organization**: Examine adding an Asian-Pacific Islander, Multicultural or Latino Greek organization. (2015, Greek Life, Multicultural Center)

b. **Integration of In-and-Out of Classroom**

- **Multicultural Center Faculty Fellow**: Appoint a faculty member to further infuse multicultural education into the curricular and co-curricular programs. (Fall 2010, Multicultural Center, CATL)

- **Leadership Immersion Experience to Lithuania**: Implement a credit-bearing program in Vilnius, Lithuania for students to develop international leadership skills. (Summer 2011, Leadership)

- **Faculty/staff multicultural education workshops**: Provide workshops to provide strategies for teaching, advising and working on a diverse campus; assist faculty/staff in handling difficult dialogues. (Fall 2011, Multicultural Center, CATL)

- **Y.E.S! Youth Educational Services**: Develop common training program for all students and departments working with K-12 populations. (Fall 2011, Kernodle Center, School of Education, Multicultural Center)

- **Martin Luther King, Jr. Multiculturalism, Leadership & Service Experience**: Design a student experience between winter and spring terms to examine King’s leadership, the civil rights movement, and service. (Spring 2013, Leadership, Multicultural Center, Truitt Center for Religious & Spiritual Life, Kernodle Center)
Multicultural Education Certificate Program: Pilot a Multicultural Education Certificate program, focusing on identity development and cultural competency. (Fall 2013, Multicultural Center)

Service Immersion Experience to San Luís Potosí, Mexico: Create an international service immersion experience for students through an Alternative Break Service Trip in conjunction with Burlington’s Sister Cities Program in Mexico. (Spring 2014, Kernodle Center, Burlington-Alamance County Sister Cities)

c. Campus Climate & Community

Campus ADA Annual Review: Design an annual review process and strategic plan to ensure compliance with ADA guidelines. (Spring 2011, Student Development, Disability Services)

Safe Zone Program: Implement a training program for faculty, staff and students to serve as allies and support GLBTQ students. (Fall 2011, Multicultural Center, Student Development, Sexual Assault & Gender Issues Council)

Housing Plan for Students with Disabilities: Assess quality and quantity of current housing accommodations and recommend future planning of more diverse housing options for students with disabilities. (Fall 2011, Residence Life, Student Development, Physical Plant, Disability Services)

Campus Climate Assessment for Diverse Populations: Assess the campus climate for students, faculty and staff of diverse populations. (Spring 2012, Multicultural Center, Presidential Diversity Council)

Student Activities Diversity Programming: Create a tool to measure and assess student programming, ensuring programs further the diversity initiatives of the institution. (Spring 2012, Student Activities, Multicultural Center, Truitt Center)

Diverse Visual and Performing Arts: Explore options for displaying semester-long art exhibits and performances, local artists, freedom movement artifacts, and traveling exhibits. (e.g., Smithsonian Multicultural Art exhibit, Library of Congress American Memory collection)
and Law Library of Congress collection on diversity-related rulings). (Fall 2013, Multicultural Center, Performing & Visual Arts)

2. **Seamless Residential Experience:** Students can take full advantage of the campus, its resources, programs and mentoring opportunities when they live on campus. Research across the years has shown that students who reside on campus perform better academically, are more engaged in the life of the campus, have higher graduation rates, and maintain a stronger affinity with their university as alumni (Pascerella and Terenzini, 2005). To achieve its full educational potential, residential facilities and programs should meet students’ progressive developmental needs, integrate academic and residential environments, and provide spaces for social and academic development (Demarest, D. 2001). A vibrant residential campus extends beyond the residence halls and includes facilities, programs and services that engage students, examples include the library, recreation facilities, meeting and gathering places. The concept of the residential campus embodies not only the university’s campus, but also those spaces and interactions that occur in the community surrounding the campus.

a. **Student Engagement**

- **Student consultant corps:** Train students to serve as consultants to guide students through the process of achieving approval of student organizations. (Fall 2010, Student Activities)

- **Increase Juniors/Seniors Living in Greek Houses:** Create more single rooms and incentives for upper-class students to reside in Greek housing and mentor younger Greek members. (Fall 2011, Greek Life)

- **Student Initiated Programs on West Lawn:** Create spaces and policies to encourage students to initiate political awareness and civic engagement activities in the Moseley Center "West Lawn" area (Fall 2011, Moseley Center)
• **Substance-free Housing**: Create an Alcohol and Substance-free Housing themed community led by upper-class students. (Fall 2011, Substance Education, Residence Life)

• **Expand the Resident Assistant position**: Charge a committee with examining best practices nationally for community advocacy, learning assistance, and peer education. (Spring 2013, Residence Life)

• **Student-led Mentoring Program**: Create a mentoring program in all residence halls for upper-class students to co-teach classes with faculty, lead theme housing, organize programs, etc. (Fall 2013, Residential Campus Working Group of the Long Range Planning Committee, Residence Life)

b. Integration of In-and-Out of Classroom

• **Residential Programs/Neighborhoods for Each Class**: Develop curricular and co-curricular programs for each class (First-year students through Senior) in distinct neighborhoods on campus (Fall 2012 and ongoing, Residence Life, Learning Community Council, LRPC)

• **Expand learning and themed residential communities**: Develop a process for academic departments and student groups to sponsor new communities, doubling the number of current communities by 2020. (Fall 2012 and ongoing, Residential Campus Working Group of LRPC, Residence Life)

• **Integrate General Studies Course within Global Residential College**: Teach the Global Experience to all first-year students in new North area classrooms. (Fall 2013, Residence Life, General Studies)

• **Visiting Scholar Program**: Develop a program to house scholars visiting the campus who will conduct programs in the residence halls. (Fall 2013, Residence Life)

c. Campus Climate & Community
● **Phoenix Tailgating:** Form a campus committee to annually assess the management of tailgating and staffing needs due to new buildings and construction on campus. (Spring 2011, Student Activities, Moseley Center, Greek Life, Athletics, Alumni Relations, Security, Physical Plant)

● **Campus Recreation Advisory Committee:** Create a student, faculty, and staff advisory board to assist with future programming initiatives. (Fall 2011, Campus Recreation)

● **Centralized Events Office:** Expand role of Conference Planning Office in Moseley and form campus-wide committee to approve and manage the increasing number of event requests/plans on campus. (Fall 2012, Moseley Center)

● **Freshman Parking Plan:** Develop a plan for some or all first year students to park in satellite parking lots. (Fall 2013, Vice President for Student Life)

● **Residential Services:** Partner with student service and academic departments to develop developmentally appropriate satellite services within residential neighborhoods. (Fall 2014, Residence Life)
3. **Spiritual Development and Multi-faith Understanding & Respect:** Traditional college-age students are in a prime time and place to deepen their identity and further develop an understanding and respect for diverse faith traditions and worldviews. (Kazanjian and Laurence, 2006; Chickering, Dalton, and Stamm, 2006). To achieve these goals, the spiritual life programs and facilities must affirm the diverse spiritual identities and worldviews of Elon community members and promote a rich inter-faith dialogue on campus.

a. **Student Engagement**

- **Interfaith Living-Learning Community:** Design and implement an Interfaith Living-Learning Community composed of students from a variety of religious and faith backgrounds. (Fall 2011, Truitt Center, Residence Life)

- **Spirituality & Leadership Book Club:** Create a book group on the leadership qualities of religious and spiritual leaders. Bring leaders/experts on topics to campus. (Fall 2012, Leadership, Truitt Center)

- **Religious Community Houses:** Open a Hillel Center on campus with four to six residents and common space for programs/meals, and plan for additional houses for other faiths/cultures. (Fall 2012, Truitt Center)

- **International Interfaith Immersion:** Develop an Interfaith immersion experience for students in the Middle East. (Summer 2013, Truitt Center, Isabella Cannon International Center)

- **Alternative Break Interfaith Immersion:** Develop an alternative break Interfaith Immersion Experience (like QUEST) in Atlanta or DC for upper-class students. (Fall 2013, Truitt Center)

- **New Religious & Spiritual Life Organizations:** Add to the Religious & Spiritual Life Organization Council one new religious life organization representing an underserved religious tradition (Islam, Hinduism, or Buddhism) and one representing the progressive Christian movement. (Fall 2014, Truitt Center, Religious Studies Dept.)

b. **Integration of In-and-Out of Classroom**

- **Interfaith Dinner Dialogue Series:** Develop an Interfaith Dinner Dialogue Series inviting students of various faith traditions to ask questions and
dialogue with each other on a monthly basis in a cohort setting. (Fall 2011, Truitt Center)

- **Colloquium on Religion and Culture**: Hold the first themed colloquium with visiting scholars and undergraduate research projects. (Fall 2013, Truitt Center, Religious Studies Dept.)

c. **Campus Climate & Community**

- **Protestant Worship Service**: Hold a weekly interdenominational Protestant worship service on campus on Sunday mornings. (Fall 2010, Truitt Center)

- **Survey of Agnostic, Atheist, Others**: Conduct a campus survey and research other schools on ways to be inclusive of agnostics, atheist, and those on campus who do not identify with a faith tradition. (Spring 2011, Truitt Center, Religious & Spiritual Life Committee)

- **Re-Conceptualize College Chapel**: Conduct a comprehensive evaluation of College Chapel on the name, content, structure, time/day, location and marketing. Involve appropriate faculty or a class to conduct the evaluation. (Spring 2011, Truitt Center)

- **Develop more awareness of Religious and Spiritual Life Opportunities**: Redesign the Truitt Center website to highlight basic tenets, practices and holidays of the world’s major religions and local resources for worship, religious education and spiritual growth. (Spring 2011, Truitt Center, Campus Technologies)
- **Multi-faith Council:** Form a council with representatives from across the campus to coordinate and facilitate the mission of the Multi-faith Center. (Spring 2012, Truitt Center)

- **Grand Opening and Program for Multi-faith Center:** Plan for an international spiritual leader to dedicate the new multi-faith center and develop programs for the new center. (Fall 2012, Truitt Center)

- **Meditation/Reflection Parlor:** Explore the possibility of providing a space for silent meditation/reflection within the Moseley Center. (Fall 2015, Moseley Center, Truitt Center)

4. **Student Transitions:** Elon students of today are academically well prepared and have had many enriching experiences. Yet many have not have defined their strengths, developed resilience in the face of adversity, or become fully awakened to opportunities that will move them toward a well thought out plan reflecting their core identity (Gergen and Vanourek, 2008). Student Life will work with Academic Affairs to deepen student transition programs for students to make a smooth transition to college, maximize their Elon experiences, and be prepared for life post-Elon.

   a. **Student Engagement**

   - **Housing for Students Studying Abroad:** Enhance campus housing options for students preparing for or returning from studying abroad. (Fall 2011, Residence Life)

   - **First-Year Summer Experiences Expansion:** Accommodate greater number of students by adding two FSE Programs and expanding existing programs. (Summer 2012, 2013, Orientation)

   - **First Year and Four Year Service Pathways:** Develop a component in the RoadMap program for students to map their service experiences. (Fall 2012, Kernodle Center for Service Learning, Orientation)

   - **Develop a GAP Semester Program:** Develop program for students admissible to Elon who desire a transformational, growth-producing experience prior to attending Elon. (Fall 2012, Vice President for Student
Life, Admissions, International Programs, Academic Affairs, Leadership, Service-Learning)

- **Orientation Program for GAP Semester and Spring Admits:** Provide a new student orientation program for students who participate in a fall GAP semester or whose enrollment is deferred until spring semester. (Winter/Spring 2013, New Student Orientation, Admissions)

- **Re-design Residence Life Community Orientation:** Revise orientation to residence halls to increase the development of community, exploration of diversity, and understanding of life in an intellectual community. (Fall 2013, Residence Life)

b. Integration of In-and-Out of Classroom

- **First-Year Roadmap:** Implement First-Year Roadmap with Elon 101 classes for students to map their academic, social and co-curricular plans. (Fall 2010, Orientation, First Year Committee)

- **Greek New Member Education Program:** Implement program for new members of Greek organizations to learn time management and academic success skills to help maintain or improve their GPAs. (Spring 2011, Greek Life)

- **Student Employment Career Development:** Conduct career development sessions for student applicants for jobs and for graduating senior workers. Conduct exit interviews. (Fall 2011, all Student Life departments, Career Services, Institutional Research)

- **First Year Healthy Choices Elon 101:** Offer an Elon 101 section with a theme of developing healthy choices within their 4-year “roadmap.” (Fall 2011, Student Development)
● **Expand Life Entrepreneurship Program:** Develop a model to include 50% more students in the program. Conduct interviews of seniors who participated in the program as sophomores to assess learning outcomes. (Spring 2013, Leadership, CATL)

c. Campus Climate & Community

● **Student Employment Alumni Network:** Develop alumni network of former student employees to assist current students with career planning and development. (Spring 2012, Student Life)

● **Leadership Alumni Forum:** Create a bi-annual, educational or career workshop on campus for leadership alumni. (Spring 2012, Leadership, Alumni Relations)

● **Parent Workshop:** Develop an online Parent Workshop on empowering students for successfully navigating their first year transition. (Summer 2012, Residence Life, Orientation, Student Development, Parent Programs)

● **Orientation Weekend Expansion:** Add one day to orientation to orient parents and provide students more in-depth information on campus resources and expectations. (Fall 2014, Orientation, First-Year Committee)

5. **Transformative Leadership and Service Experiences:** A primary educational goal for Elon is to prepare students to be informed leaders motivated by concern for the common good (The Elon Commitment Strategic Plan, 2010). In collaboration with Academic Affairs, Student Life will further deepen students’ civic and community engagement to create innovative solutions to society’s most pressing problems locally, nationally, and internationally.

a. Student Engagement

● **Campus Kitchen:** Create an Elon University affiliate of the national Campus Kitchen Project to redirect unused food from Aramark to community partners for use in the local community. (Fall 2010, Kernodle Center for Service Learning, Aramark, Allied Churches)
- **Tri-Annual Greek Summit**: Hold a summit of students, advisors, alumni and national officers from all chapters to examine alignment of student behaviors with values of the Greek organizations and the university. (Spring 2011, Greek Life)

- **Greek Officers Leadership Development**: Provide annual, position specific training for executive officers. (Fall 2011, Greek Life, Leadership)

- **“Leadership Elon” Program for Presidents of Student Organizations**: Develop an annual leadership series for student organization presidents and team leaders to include an annual retreat, skill development workshops and recognition (Spring 2012, Leadership, Vice President for Student Life)

- **Isabella Cannon Leadership Program Restructure**: Redesign program to deepen academic connections, allow students to join the program as sophomores and provide greater flexibility for students to study abroad for a semester or year. (Fall 2012, Leadership)

- **Clubs 4 Kids Program for Burlington Community**: Use the Clubs 4 Kids faculty/staff program as a model to implement a similar student program for Burlington Parks and Rec and the Boys and Girls Club. (Fall 2014, Campus Recreation)

- **Summer of Service**: Identify and publicize paid, summer, service fellowships and internships with nonprofit organizations via Elon centers in New York, Los Angeles, London and Costa Rica. (Fall 2014, Kernodle Center for Service Learning, Career Center)

- **Domestic Leadership Internship Experiences**: Create domestic internship opportunities for students. (Spring 2015, Leadership)

b. **Integration of In-and-Out of Classroom**

- **Transportation to Service Sites**: Evaluate the Biobus service loop pilot for expansion to meet the needs of riders and community partners. (Fall 2010, Kernodle Center for Service Learning)

- **Leadership Advisory Board**: Reorganize the Leadership Advisory board to allow for continual feedback and insight from faculty, staff and students
for both the curricular and co-curricular aspects of the leadership programs. (Spring 2011, Leadership)

- **Public Health Internship Program:** The Office of Student Development will serve as an internship site for students majoring in public health. (Spring 2011, Student Development)

- **Experiential Learning Requirement:** Qualify pre-school experiences (Pre-Serve, Adventures in Leadership, Discovery and Quest) as ELR satisfying programs. (Fall 2011, Kernodle Center, Leadership, Truitt Center)

- **Ellington Center Feasibility Study:** Conduct a study to examine the feasibility of the Ellington Center as a preceptor site for the Physician’s Assistant Program. (Fall 2011, Student Development)

- **Student Leadership Course:** Explore the development of a credit-bearing course to prepare students for campus leadership roles and staff positions. (Fall 2012, Residence Life, Leadership, Philosophy, Psychology, Academic Advising, Counseling)

- **Alternative Breaks:** Add domestic and international alternative break opportunities to address a wider range of social issues. (Fall, 2013, Kernodle Center for Service Learning, Multicultural Center, Leadership, Cannon Centre for International Studies, Truitt Center)

- **Graduate and New Academic Service-Learning Courses:** Expand to new disciplines and graduate schools; create advanced faculty and staff preparation programs and service events. (Fall 2013, Kernodle Center, Center for Teaching and Learning)

- **Campus Recreation Student Employee Undergraduate Research:** Have two undergraduate employees each year utilize Campus Recreation programs or services to develop undergraduate research projects. (Spring 2014, Campus Recreation)
c. Campus Climate & Community

- **Freshman Leadership Fellows AYLA Connection:** Connect first-year leadership fellows and Alamance Youth Leadership Academy to strengthen leadership skills for both first-year fellows and participants in AYLA. (Fall 2010, Leadership, Community Partners)

- **Alamance Youth Leadership Academy:** Partner with the Chamber of Commerce and the School of Education to create a mentor program comprised of high school students who have graduated from the AYLA experience. (Fall 2014, Leadership, School of Education)

6. **Health and Well-being:** A student’s intellectual and social success is directly related to their physical and emotional health and positive interpersonal relationships (Evans, and others (2010), Chickering and Neisser (1993)). Each of these aspects relates with and contributes to the development of the whole person. Programs and services that promote healthy lifestyle choices and practices are valuable for optimal performance and well-being during and after college (Sax, 1997).

a. Student Engagement

- **Peer led Anti-Hazing workshops:** Train SPARKS or create a new peer educator group for providing anti-hazing programs. (Fall 2010, Student Development, Leadership)
• **SPARKS-led Sanctioned Alcohol Sessions:** Train peer educators to lead the sanctioned alcohol education sessions in conjunction with professional staff. (Fall 2010, Substance Education, Judicial Affairs)

• **Host BACCHUS Area 12 Regional Conference:** Host the BACCHUS Area 12 Regional Conference for peer educators. (Spring 2012, Substance Education)

• **Greek Life Student-led Alcohol Education group:** Develop student-led GAMMA or another named group of Greek students to provide programs on alcohol and other drugs. (Fall 2012, Greek Life, Substance Education)

b. **Integration of In-and-Out of Classroom**

• **Student Distress Signals Awareness and Education:** Develop an awareness and education program for Elon faculty and staff members that includes information on “student distress signals,” response protocols, the referral process, and resources available on and off campus. (Fall 2010, Counseling Services)

• **Non-medical Prescription Drug Abuse Campaign:** Create a campaign on the physical, academic, mental, and legal dangers of non-medical prescription drug abuse as a class project in a Communications Department class (Fall 2011, Substance Education, Judicial Affairs, R.N. Ellington Health and Counseling Center)

• **Social Norming Campaign:** Implement a social norming campaign in cooperation with a School of Communications class addressing alcohol use among Greek students and students by gender. (Spring 2012, Substance Education, Greek Life)

• **BASICS Program:** Double the number of students who complete the Brief Alcohol Screening and Intervention for College Students program. (Fall 2012, Substance Education, Judicial Affairs)

• **Implementation of HEALTH EU Program:** Propose a new student wellness model for students to complete online alcohol course, take one activity course and one personal health seminar, contingent on elimination of Wellness GST requirement. (Fall 2014, Campus Recreation, Substance Education, Student Development)
c. Campus Climate & Community

- **Student Grievance Procedure**: Develop a grievance procedure for students reporting discrimination or harassment due to membership in protected groups. (Spring 2011, Student Development)

- **Tobacco and/or Smoke free campus**: Propose smoke-free or tobacco free campus policy with transition plan. (Spring 2011, Substance Education)

- **Student Health Insurance**: Explore feasibility of accepting student health insurance payments and make a proposal to senior staff. (Fall 2011, Health Services, Student Development)

- **Student Stress Reduction Program**: Explore grant/funding options to develop a “Mindfulness Based Stress Reduction” program for Elon students. (Fall 2012, Counseling Services)

- **Healthy Choices Handbook**: Design handbook focused on personal safety and healthy habits during the first-year of college. (Fall 2012, Orientation, Substance Education, Campus Recreation, Student Development, ARAMARK)

- **Expand Bike Rental Program**: Work with Environmental Sustainability department to expand the bike rental program (60+ bikes) and investigate feasibility of rentals via Phoenix Cards. (Spring 2013, Campus Recreation)

- **Sexual and Relationship Violence Awareness Grant Program**: Develop a grant proposal to fund 10 annual faculty grants of $1500.00 each to fund inclusion of sexual violence and relationship violence awareness into their curriculum. (Fall 2013, Student Development – Violence Prevention, SAGIC)
7. **Personal responsibility and ethical decision-making:** Elon University recognizes and affirms the importance of character development and personal responsibility as essential elements of an Elon education. The vitality of the academic community relies on each member taking personal responsibility for his or her actions and safeguarding the well-being of others, our resources and the environment. By thinking critically and reflecting on their behaviors (King & Kitchener, 1993; Pascarella & Terenzini, 2005), students develop a strong sense of responsibility for self and others and, upon graduation, are prepared to live lives of integrity. (Rest, 1988).

a. **Student Engagement**

- **Honor Board Committee:** Expand role of Honor Board student members to educate the campus about the Honor Code. (Spring 2011, Judicial Affairs, Academic Affairs, SGA)

- **All Student Organization Honor Board:** Develop an honor board system to hear all student organization conduct cases. (Spring 2012, Greek Life, Student Activities, Judicial Affairs)

- **Sanction Reduction Program:** With the student Honor Board members, develop a peer managed program for students to reduce their level of sanctioning after demonstrating evidence of personal change. (Fall 2012, Judicial Affairs, Academic Affairs)

b. **Integration of In-and-Out of Classroom**

- **Greek Life Advisory Committee:** Form a committee of faculty, alumni and national officers of Greek organizations to serve in an advisory capacity. (Fall 2011, Greek Life)

- **Ethics Bowl Tournament:** Hold during LEADstrong Week an Elon Ethics Bowl with teams from academic departments with winning team to compete in the regional and national bowl tournaments. (Fall 2012, Leadership, academic departments, SGA Academic Council)

- **Honor Code Awareness Week:** Annual week of programs/awareness campaign to increase student awareness of personal responsibilities and honor code policies. (Fall 2012, Judicial Affairs, Academic Affairs, Student Marketing, Faculty)
- **Social Justice/ Business Week**: Provide a week of programs/panels on social justice and ethics as related to business practice and policy. (Fall 2014, Truitt Center, Love School of Business)

  c. Campus Climate & Community

  - **Office of Student Conduct & Community Standards**: Re-envision department philosophy, name, programs and brand around the positive tenets of the honor code and ethical decision-making. (Spring 2011, Judicial Affairs, Academic Affairs, SGA)

  - **Restorative Justice Program**: Develop and implement a restorative justice option in the judicial process for appropriate violations. (Fall 2014, Student Development, Judicial Affairs)

  - **Mediation Program**: Provide options for students to resolve interpersonal conflicts through mediation in lieu of judicial action. (Fall 2014, Judicial Affairs, Student Development, Health and Counseling, Residence Life)
e. Infrastructure to Support the Action Plan

1. Staffing In the Next Five Years

Staffing patterns for the next five years will focus on maintaining and deepening the learning, developmental and service needs of an increasingly diverse student population and supporting the highest priorities of the Elon Commitment strategic plan.

- Increase Residence Life student and professional staff for new residence halls and apartments being constructed as part of the Residential Campus Plan in The Elon Commitment, with a higher staff to student ratio.

- Add a Faculty Fellow position and Faculty Affiliate to implement the Residential Campus Plan

- Add a Judicial Case Coordinator to coordinate judicial cases as the number of resident students on campus increases.

- Appoint a Faculty Fellow, convert the two Assistant Director positions from half- to full-time, and create a new Associate Director position in the Multicultural Center to further support the Elon Commitment diversity agenda.

- Create a religious life graduate assistant position, in collaboration with an area seminary or divinity school, to assist with the creation of a Protestant Worship Service held on campus Sunday mornings.

- To support the new Multi-faith Center programs to fulfill The Elon Commitment diversity agenda:
  - Move the Truitt Center Program Assistant from 10 to 12 months
  - Create a Chaplain Residency position with 2 year term to assist with programs and provide diversity of faith traditions
  - Move the Hillel Director from 18 to 30 hours
  - Create a part-time position to support the Muslim Community

- Add a full-time Clinical Addictions Specialist to the Counseling Staff and a part-time BASICS Coordinator to support the recommendations of the Presidential Task Force on Alcohol.
• Hire a Campus Kitchen coordinator to manage student leaders, community relationships, fundraising and meal preparation/distribution.

• Convert the Kernodle Center Program Assistant from a part-time, ten month position to a full-time 12 month position to support additional staff/activity in the center.

• Add a Coordinator of Gap Programs.

• Add a part-time Outreach and Alternative Breaks Coordinator in the Kernodle Center for Service Learning and Community Engagement.

• Create a part-time Graduate Research position to assist with division-wide assessment needs.

• Add health provider and counselor hours to respond to increases in student demand for services.

• Add a part-time, 10-month Program Assistant in Student Activities to help the Director coordinate Family Weekend.

• Expand staff in Campus Recreation to implement the HEALTH EU Program, if approved.

• Move Campus Recreation Program Assistant to full-time in summer.

• Increase Program Assistant hours in July for health services to comply with changes in state immunization regulations.

• Increase Program Assistant hours in Moseley Center to increase coordination of campus events and conferences.

• Add professional and support staff in Campus Recreation with the addition of a new recreation facility at Danieley Center.
2. Facilities in the Next Five Years

The realization of the residential campus concept and achieving diversity goals will require renovating current spaces and constructing additional facilities. These facilities are necessary to maintain the quality of current programs and address the needs of the Student Life Five-Year Plan.

a. Campus Housing

- The Story & Harper Center residence halls, and Harden Dining, will be replaced with a new residential college and dining hall.
- Three Colonnades buildings will be added.
- Greek houses will be built to support the strong interest in Greek Life.
- A senior student village of low-density apartments to retain upper-class students on campus will be developed.
- Older residential buildings will be remodeled/renovated and more common spaces added to increase functionality and privacy.
- Apartments will be created for Faculty-in-Residence in residential areas.
- Spaces for student support services and student programs will be provided in several residential buildings/neighborhoods.
- Card access will be added to additional buildings.
b. The Moseley –Koury-West Lawn “Student Life Corridor”

- The West Lawn will be further developed as the crossroads of student activities, programs and events, surrounded by the Moseley Center, Koury Center, Fine Arts building, and new Dining Hall to form a quad.

- The Fitness Center in Koury Center will be expanded into the athletic weight room with the opening of the field house.

- The Koury and Moseley Centers will serve as a unified student center for student programs, meeting and recreational spaces if/when academic programs are relocated from Koury.

- A new entrance on the north side of Campus Recreation oriented toward the West Lawn and facing the new Dining Hall will be proposed to provide additional recreational/student and dance studio spaces.

c. Student Meeting and Recreation Spaces

- Club sports/Intramural fields will be added to replace those on Fire Station Fields

- A new Campus Recreation multi-activity court gymnasium will be constructed on campus.

d. Spaces to Support Diversity

- A Multi-faith Center will be constructed to include sacred and meditation spaces, the Truitt Center offices and programs, the Center for the Study of Religion and Culture, and student programming spaces.

- The Multicultural Center will be expanded to accommodate the increased programs and diversity of student needs.

e. Large Student Meeting Spaces

- A commons space will be added to the historical residential area to provide for student programs, classes, study and informal social interactions.
● A large informal space for student dances, concerts, programs, and social gatherings, will be built on campus (the ‘party barn’).

● The lodge and its grounds will be refurbished to become a more inviting student meeting and social space.

f. Administrative/Student Life Program Spaces

● The Center for Leadership will be expanded in the Moseley Center or moved to Koury Center, or other campus location, to provide office, program and student work spaces.

● The Ellington Center will be expanded to allow for additional health and counselor providers, additional fee-for-service health providers, psychologists, a psychiatrist, and record storage.

● The office of the Coordinator for Substance Education will be relocated within the Koury or Moseley Center to allow offices for the coordinator, the peer educators program (SPARKS), and the BASICS coordinator.

● Judicial, Greek Life, Orientation and the Resident Student Association Offices will be expanded as spaces are freed up to allow for the Moseley-Koury student center/recreation plans.

● A Graduate Student Council office will be created in Moseley or Koury Center.

● The high ropes course for leadership and team development at the Lodge will be expanded by 3 elements.

3. Technology

Technology will continue to be added and improved to allow more efficiency in operations, provide more secure facilities, provide additional data for discerning decision-making, and enhance communications and learning in Student Life programs.
IV. Appendices

Organizational Chart for Division of Student Life
Multi-Year Use Reports 2006-2010
Student Organizations
Student Life Professional Development

Student Life Presentation
Student Life Publications
Professional Involvement and Leadership
Community Involvement/Service
Awards/Honors
Hosted Conferences/Workshops
Grants
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<tr>
<td><strong>Rec Facility Use</strong></td>
<td>156,272</td>
<td>163,311</td>
<td>166,081</td>
<td>170,095</td>
<td>168,111</td>
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<td><strong>Active Guests</strong></td>
<td>501</td>
<td>487</td>
<td>591</td>
<td>674</td>
<td>459</td>
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<td><strong>Equipment Checked Out</strong></td>
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<td><strong>Locker/Towel Use</strong></td>
<td>174</td>
<td>237</td>
<td>251</td>
<td>293</td>
<td>221</td>
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<td><strong>Aerobics - Paid Participants</strong></td>
<td>788</td>
<td>996</td>
<td>997</td>
<td>969</td>
<td>793</td>
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<td><strong>Total Participants</strong></td>
<td>5,390</td>
<td>5,910</td>
<td>5,925</td>
<td>5,983</td>
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<td><strong>Fitness - Personal Training Sessions</strong></td>
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<td>140</td>
<td>189</td>
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<td><strong>Cardio Conquest</strong></td>
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<td><strong>Aerofit Training Program</strong></td>
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<td>3,376</td>
<td>7,911</td>
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<td><strong>Driving Range Usage</strong></td>
<td>3,621</td>
<td>3,204</td>
<td>3,358</td>
<td>3,404</td>
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<td><strong>Intramural Contests</strong></td>
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<td>1,336</td>
<td>1,547</td>
<td>1,602</td>
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<td><strong>Intramurals Teams</strong></td>
<td>373</td>
<td>465</td>
<td>501</td>
<td>521</td>
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<tr>
<td><strong>Intramurals Participation</strong></td>
<td>3,524</td>
<td>4,928</td>
<td>5,479</td>
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<td><strong>Outdoors Equipment Rentals</strong></td>
<td>301</td>
<td>221</td>
<td>252</td>
<td>315</td>
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<td><strong>Outdoors Participants</strong></td>
<td>84</td>
<td>155</td>
<td>101</td>
<td>158</td>
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<td><strong>Special Event Participants</strong></td>
<td>2,442</td>
<td>2,301</td>
<td>2,163</td>
<td>2,370</td>
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<td><strong>Club Sport Teams</strong></td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
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<tr>
<td><strong>Club Sport Participants</strong></td>
<td>766</td>
<td>751</td>
<td>817</td>
<td>877</td>
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**Club Sports**

- Aiki Bujitsu: 46, 50, 15, 9, 17
- Baseball: 50, 48, 54, 49, 53
- Cycling: 21, 13, 22, 17, 13
- Equestrian: 28, 38, 31, 39, 24
- Field hockey: 21, 37, 39, 34, 37
- Golf: 43, 11, 33, 35, 36
- Men's Lacrosse: 30, 43, 50, 66, 57
- Men's Rugby: 28, 43, 49, 51, 44
- Men's Soccer: 54, 52, 68, 69, 75
- Rollerhockey: 22, 17, 19, 23, 20
- Ski and Snowboarding: 32, 4, 0, 0, 0
- Softball: 15, 17, 21, 13, 12
- Swimming: 50, 51, 46, 58, 47
- Tennis: 60, 43, 83, 58, 53
- Triathlon: 19, 21, 15, 27, 20
- Ultimate Frisbee: 47, 65, 60, 71, 93
- Volleyball: 33, 43, 33, 48, 35
- Waterski: 41, 0, 0, 0, 0
- Women's Basketball: 18, 17, 25, 24, 20
- Women's Lacrosse: 35, 45, 43, 48, 55
- Women's Rugby: 51, 50, 40, 47, 43
- Women's Soccer: 64, 43, 71, 50, 56

**TOTAL**

- 767
- 751
- 817
- 877
- 840

**Outdoors**

- White Water Rafting Trips: 9, 7, 31, 46, 41
- Winter Ski Trip: 7, 10, 9, 0, 0
- Horseback Riding: 0, 0, 0, 0, 0
- High Ropes: 16, 18
- Hiking Trips: 13, 5, 26, 45, 42
- Indoor Climbing Trips: 12, 29, 21, 25, 14
- Sea Kayaking Trips: 14, 6, 0, 22, 6
## Student Life
### Multi-Year Use Reports

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<td>Elon Day</td>
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<td>Turkey Trot</td>
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<td>Swim to Florida</td>
<td>81</td>
<td>143</td>
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<td>Sportsfest</td>
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<td>Sportsfest</td>
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<td>Benchpress Competition</td>
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<td>Benchpress Competition</td>
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<td>Spring Scamper</td>
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### Special Programs

#### Professional Student Development
- Certified Personal Trainers- AFAA: 4, 2, 5, 4, 4
- NSPA Certified Aerobics Instructors-AFAA: 8, 11, 9, 4, 5
- Student Interns- Elon: 0, 0, 0, 0, 0
- Practicum Students- Elon: 0, 0, 0, 0, 0
- NIRSA Members: 8, 9, 3, 6, 3
- NIRSA Regional Conference: 2, 0, 0, 0, 0
- NIRSA National Conference: 8, 8, 2, 6, 3

#### Personnel
- Total Hours Worked: 25,600, 26,000, 26,400

### Fitness Center Usage
- 104,113, 128,162, 130,993, 134,004, 133,353

### Counseling Services
- Intakes *: 485, 583, 514, 509, 526
- Severe Issues: 80, 92, 97, 99, 98
- After hours COC Response: 25, 25, 16, 17
- Campus Responses after hours: 35**, 6, 4, 2, 1
- Off-Campus Referrals: 223, 326, 85
- Students on Medication: 90, 92, 98

* Indicates re-auditing of all files with new staff
** indicates all after hours calls

### Greek Life
#### Fraternities
- Number of Fraternity Chapters: 10, 10, 10, 10, 11****
- # Fraternity Men: 405, 326, 420, 515, 452
- % of Men in a Fraternity: 22, 21, 24, 26, 23
- # of Fraternity New Members: 187, 150, 176, 149, 101
- Fraternity Average GPA: 2.93, 2.92, 3.06

* Sigma Phi Epsilon chapter (IFC) relinquished its charter and Kappa Alpha Psi (NPHC) members graduated.
** Alpha Kappa Lambda chapter (IFC) ceased operations.
*** Phi Beta Sigma and Pi Kappa Phi added
****Omega Psi Phi Re-chartered Spring 2010

#### Sororities
- Number of Sorority Chapters: 10, 11###, 11, 11, 11
- # of Sorority Women: 1,168, 1,146, 1,152, 1158, 1090
- % of Women in a Sorority: 41, 41, 42, 41, 38
- # of Sorority New Members: 355, 335, 342, 396, 324
## Student Life

### Multi-Year Use Reports

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Sorority Average GPA</td>
<td>3.22</td>
<td>3.21</td>
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</table>

* Sigma Kappa chartered (PHC) and Delta Sigma Theta (NPHC) chapter suspended.

** Sigma Gamma Rho chartered (NPHC) in May.

# Alpha Chi Omega chartered & Delta Sigma Theta reopened

## Delta Sigma Theta closed again

### Delta Sigma Theta reopened

### Delta Delta Delta chartered in November

### Delta Sigma Theta reopened

### HEALTH SERVICES

<table>
<thead>
<tr>
<th>No. Days Facility Open</th>
<th>201</th>
<th>202</th>
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<tr>
<td>Patient Flow</td>
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<tr>
<td>Patient Contact Total</td>
<td>33,436</td>
<td>35,994</td>
<td>32,806</td>
<td>29,686</td>
<td>32,414</td>
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<tr>
<td>Patients seen in center</td>
<td>12,239</td>
<td>12,636</td>
<td>11,201</td>
<td>10,046</td>
<td>9,774</td>
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<tr>
<td>Student Total</td>
<td>11,734</td>
<td>10,711</td>
<td>11,011</td>
<td>9,839</td>
<td>9,602</td>
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<tr>
<td>Staff Total</td>
<td>625</td>
<td>147</td>
<td>200</td>
<td>200</td>
<td>172</td>
</tr>
<tr>
<td>Seen by MD/NP</td>
<td>7,840</td>
<td>8,598</td>
<td>8,453</td>
<td>8,007</td>
<td>8,064</td>
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<tr>
<td>Walk-in patients</td>
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</tr>
<tr>
<td>Appointments</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Daily Avg. (Patient contact)</td>
<td>166</td>
<td>178</td>
<td>158</td>
<td>146</td>
<td>158</td>
</tr>
<tr>
<td>Daily Average (seen in center)</td>
<td>60</td>
<td>65</td>
<td>61</td>
<td>49</td>
<td>48</td>
</tr>
</tbody>
</table>

- Saturday hours began in Winter Term 2002. Affected daily averages for patient contacts and number seen.

### JUDICIAL AFFAIRS

| Alcohol Policy Violations | 293 | 623 | 554 | 410 | 446 |
| Drug Policy Violations    | 20  | 22  | 37  | 41  | 32  |
| Academic Violations       | 42  | 41  | 37  | 61  | 72  |
| Number of Cases           | n/a | n/a | n/a | 428 | 438 |
| Students Involved/Charged | 464*| 1124*| 1094*| 822*| 987*/735** |

*respondents charged with social/academic violations (includes repeat respondents)

**students charged with social/academic violations

### LEADERSHIP

#### ADVENTURES IN LEADERSHIP

<table>
<thead>
<tr>
<th>Trips</th>
<th>Participants</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>56</td>
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<td>2</td>
<td>64</td>
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<tr>
<td>2</td>
<td>64</td>
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<tr>
<td>2</td>
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#### DISCOVERY

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<td>1</td>
<td>9</td>
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<tr>
<td>1</td>
<td>14</td>
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<td>1</td>
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<tr>
<td>1</td>
<td>18</td>
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<td>1</td>
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#### QUEST

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<tr>
<th>Trips</th>
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<tbody>
<tr>
<td></td>
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#### PreSERVE

<table>
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<tr>
<th>Trips</th>
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<tr>
<td></td>
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### CHALLENGE COURSE TOTAL

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<thead>
<tr>
<th>Low Ropes</th>
<th>High Ropes</th>
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<tbody>
<tr>
<td>1,236</td>
<td>61</td>
</tr>
<tr>
<td>(242 off-campus)</td>
<td>48</td>
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## Student Life
### Multi-Year Use Reports

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<tbody>
<tr>
<td>Operating Budget</td>
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<table>
<thead>
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<tbody>
<tr>
<td>Emerging Leaders</td>
<td>41 grad.</td>
<td>33 grad.</td>
<td>42 grad.</td>
<td>41 grad.</td>
<td>50 grad.</td>
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<tr>
<td>Phase 2</td>
<td>210</td>
<td>204</td>
<td>128</td>
<td>147</td>
<td>61</td>
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<tr>
<td>Phase 3</td>
<td>51</td>
<td>57</td>
<td>57</td>
<td>44</td>
<td>41</td>
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<td>Phase 4</td>
<td>38</td>
<td>46</td>
<td>40</td>
<td>54</td>
<td>30</td>
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<td>FIT TO LEAD</td>
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<tr>
<td>Applicants</td>
<td>41 grad.</td>
<td>33 grad.</td>
<td>42 grad.</td>
<td>41 grad.</td>
<td>50 grad.</td>
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<td>Participants</td>
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<td>25</td>
<td>26</td>
<td>28</td>
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<td>FRESHMEN FELLOWS PROGRAM</td>
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<tr>
<td>Applicants</td>
<td>288</td>
<td>356</td>
<td>321</td>
<td>277</td>
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<tr>
<td>Fellows</td>
<td>26</td>
<td>25</td>
<td>25</td>
<td>26</td>
<td>28</td>
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<tr>
<td>Applicants that Attend Elon</td>
<td>109</td>
<td>159</td>
<td>126</td>
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<td>ORGANIZATION DEVELOPMENT</td>
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</tr>
<tr>
<td>Total Number of Organizations</td>
<td>128</td>
<td>139</td>
<td>152</td>
<td>158</td>
<td>167</td>
</tr>
<tr>
<td>Total Members</td>
<td>4,053</td>
<td>6,169</td>
<td>7,636</td>
<td>8,040</td>
<td>7,510</td>
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<tr>
<td>Number of Non-Greek organizations</td>
<td>113</td>
<td>113</td>
<td>126</td>
<td>134</td>
<td>141</td>
</tr>
<tr>
<td>Total Members Non-Greek</td>
<td>2,874</td>
<td>4,560</td>
<td>5,926</td>
<td>6,292</td>
<td>5,913</td>
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<tr>
<td>New Organizations</td>
<td>7</td>
<td>10</td>
<td>4</td>
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<td>Leadership roles held on campus</td>
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<td>LEADERSHIP MINOR</td>
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<tr>
<td>Total Students declared</td>
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<td>62</td>
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<tr>
<td>Total Students graduating</td>
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<td>MULTICULTURAL CENTER</td>
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<td># African American Freshmen Enrolled</td>
<td>74</td>
<td>64</td>
<td>67</td>
<td>80</td>
<td>74</td>
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<tr>
<td>% Retained to Sophomore Year</td>
<td>90.5</td>
<td>90.6</td>
<td>89.6</td>
<td>86.3</td>
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<tr>
<td>ENROLLMENT FIGURES</td>
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<tr>
<td>Total Enrollment</td>
<td>4,956</td>
<td>5,230</td>
<td>5,456</td>
<td>5,628</td>
<td>5,666</td>
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<td>African American</td>
<td>332 - 6.7%</td>
<td>344 - 6.6%</td>
<td>317 - 5.8%</td>
<td>327 - 5.8%</td>
<td>332 - 5.9%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11 - 0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>53 - 1.1%</td>
<td>53 - 6.6%</td>
<td>59 - 1.1%</td>
<td>78 - 1.4%</td>
<td>84 - 1.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>61 - 1.2%</td>
<td>83 - 1.6%</td>
<td>114 - 2.1%</td>
<td>123 - 2.2%</td>
<td>127 - 2.2%</td>
</tr>
<tr>
<td>Indian</td>
<td>8 - 0.2%</td>
<td>8 - 0.2%</td>
<td>9 - 0.2%</td>
<td>8 - 0.1%</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>86 - 1.7%</td>
<td>89 - 1.7%</td>
<td>112 - 2.1%</td>
<td>127 - 2.3%</td>
<td>120 - 2.1%</td>
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<tr>
<td>Multiracial</td>
<td>42 - 0.7%</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>54 - 1.0%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4563 - 80.5%</td>
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<td>Unknown</td>
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<td>333 - 5.9%</td>
</tr>
<tr>
<td>Total Minority Enrollment</td>
<td>454 - 9.2%</td>
<td>488 - 9.3%</td>
<td>499 - 9.1%</td>
<td>536 - 9.5%</td>
<td>650 - 11.5%</td>
</tr>
<tr>
<td>Total Minority &amp; International Enrollment</td>
<td>540 - 10.9%</td>
<td>577 - 11.0%</td>
<td>611 - 11.2%</td>
<td>663 - 11.8%</td>
<td>770 - 13.6%</td>
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<p>| MOSELEY CENTER                   |           |           |           |           |           |</p>
<table>
<thead>
<tr>
<th>ROOM RESERVATIONS</th>
<th>n/a</th>
<th>n/a</th>
<th>3,477</th>
<th>3,136</th>
<th>3,265</th>
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<td><strong>AIRPORT SHUTTLES</strong></td>
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<tr>
<td>Number of Trips</td>
<td>81</td>
<td>79</td>
<td>77</td>
<td>106</td>
<td>101</td>
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<tr>
<td>Number of Students Transported</td>
<td>875</td>
<td>1,442</td>
<td>1,196</td>
<td>962</td>
<td>838</td>
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<tr>
<td>* Began Shuttles to RDU Airport in 1995-1996.</td>
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<td><strong>VAN RESERVATIONS</strong></td>
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<td>Number of Trips</td>
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<tr>
<td>Number of Students Transported</td>
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<tr>
<td><strong>NEW STUDENT ORIENTATION</strong></td>
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<tr>
<td>New Students</td>
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<td>1,296</td>
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<tr>
<td>Transfer Students</td>
<td>87</td>
<td></td>
<td>81</td>
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<td>Head Staff</td>
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<td>Orientation Leaders</td>
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<td>Transfer Orientation Leaders</td>
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<td>O-Team Members</td>
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<td><strong>RELIGIOUS LIFE</strong></td>
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<tr>
<td>Religious Preference of Entering Students (CIRP Data)</td>
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<tr>
<td>Protestant</td>
<td>46.2%</td>
<td>43.7%</td>
<td>39.5%</td>
<td>38.5%</td>
<td>No CIRP '09</td>
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<tr>
<td>Catholic</td>
<td>26.2%</td>
<td>25.7%</td>
<td>24.3%</td>
<td>26.6%</td>
<td>-</td>
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<tr>
<td>Other Christian</td>
<td>10.1%</td>
<td>10.3%</td>
<td>11.9%</td>
<td>11.8%</td>
<td>-</td>
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<tr>
<td>Jewish</td>
<td>2.5%</td>
<td>4.1%</td>
<td>3.4%</td>
<td>3.1%</td>
<td>-</td>
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<tr>
<td>Other Religions</td>
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<td>2.3%</td>
<td>2.4%</td>
<td>5.3%</td>
<td>-</td>
</tr>
<tr>
<td>No Preference</td>
<td>11.6%</td>
<td>14.1%</td>
<td>18.6%</td>
<td>14.7%</td>
<td>-</td>
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<td><strong>TURNING 21</strong></td>
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</tr>
<tr>
<td>Student Participants</td>
<td>142/13.9%</td>
<td>181/16%</td>
<td>196/16.9%</td>
<td>207/16.8%</td>
<td>222/17.6%</td>
</tr>
<tr>
<td>4 events</td>
<td>4 events</td>
<td>4 events</td>
<td>4 events</td>
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<tr>
<td><strong>HOMETOWN HEROES</strong></td>
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</tr>
<tr>
<td>Nominated by Students</td>
<td>95</td>
<td>98</td>
<td>47</td>
<td>47</td>
<td>32</td>
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<td><strong>CHAPEL TOTAL/AVERAGE ATTENDANCE</strong></td>
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<td></td>
<td></td>
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<td>1187/47</td>
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<td><strong>RELIGIOUS &amp; SPIRITUAL LIFE ORGANIZATIONS</strong></td>
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<td>9</td>
<td>9</td>
<td>10</td>
<td>14</td>
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<td><strong>MEMBERSHIP IN REL. &amp; SPIRITUAL LIFE ORGS</strong></td>
<td>802</td>
<td>1,064</td>
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<tr>
<td>Affinity</td>
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<td>Baptist Student Union</td>
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<tr>
<td>Campus Outreach</td>
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<tr>
<td>Catholic Campus Ministry</td>
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<tr>
<td>College Life</td>
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<tr>
<td>Elon Gospel Choir</td>
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<tr>
<td>Elon Hillel</td>
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<td>33</td>
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<tr>
<td>Fellowship of Christian Athletes</td>
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<td>InterVarsity Christian Fellowship</td>
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<td>Iron Tree Blooming Meditation Society</td>
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<td>Lutherans, Episcopalians, &amp; Friends</td>
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<td>Methodist Fellowship</td>
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<td>Sigma Alpha Omega</td>
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## Multi-Year Use Reports

### Student Life

<table>
<thead>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Atheists &amp; Non-Religious of Elon</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>25</strong></td>
</tr>
<tr>
<td><strong>PARTICIPATION IN RELIGIOUS AND INTERFAITH GROUPS/CORE</strong></td>
<td>N/A</td>
<td>36.60%</td>
<td>N/A</td>
<td>32.60%</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>IMPORTANT OBJECTIVES TO ACHIEVE (CIRP data for entering students)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing a meaningful philosophy</td>
<td>51.4%</td>
<td>52.0%</td>
<td>54.7%</td>
<td>59.80%</td>
<td>-</td>
</tr>
<tr>
<td>Helping others who are in difficulty</td>
<td>70.9%</td>
<td>67.4%</td>
<td>72.0%</td>
<td>76.20%</td>
<td>-</td>
</tr>
<tr>
<td>Helping to promote racial understanding</td>
<td>34.7%</td>
<td>33.6%</td>
<td>36.4%</td>
<td>45.20%</td>
<td>-</td>
</tr>
<tr>
<td>Integrating Spirituality into my life</td>
<td>45.2%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>-</td>
</tr>
</tbody>
</table>

*CIRP Data as of 2008 reflects approx. 50% reduction in total respondents from prior years

### RESIDENCE LIFE

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Expanded Housing</strong></td>
<td>71</td>
<td>54</td>
<td>20</td>
<td>68</td>
<td>40</td>
</tr>
<tr>
<td><strong>Percent Occupancy Average</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Capacity</strong></td>
<td>2,672</td>
<td>2,655</td>
<td>2,901</td>
<td>2,881</td>
<td>2,881</td>
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<tr>
<td><strong>Total Occupancy- Fall Opening</strong></td>
<td>2,668</td>
<td>2,795</td>
<td>2,874</td>
<td>2,950</td>
<td>2,923</td>
</tr>
<tr>
<td><strong>Total Capacity- Fall Opening</strong></td>
<td>2,601</td>
<td>2,601</td>
<td>2,881</td>
<td>2,815</td>
<td>2,841</td>
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</table>

### SERVICE LEARNING

<table>
<thead>
<tr>
<th></th>
<th>2866/80585</th>
<th>2833/89848</th>
<th>2847/90184</th>
<th>2927/92771</th>
<th>2,886/97,977</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students/Hours</strong></td>
<td>16,650</td>
<td>22,611</td>
<td>24,406</td>
<td>21,558</td>
<td>30,335</td>
</tr>
<tr>
<td><strong>Course Linked Service Learning</strong></td>
<td>23,470</td>
<td>25,555</td>
<td>27,656</td>
<td>9,571</td>
<td>37,175</td>
</tr>
<tr>
<td><strong>Service Programs &amp; Organizations</strong></td>
<td>10,334</td>
<td>10,267</td>
<td>9,552</td>
<td>4,174</td>
<td>4,914</td>
</tr>
<tr>
<td><strong>Service Events</strong></td>
<td>5,551</td>
<td>4,765</td>
<td>4,305</td>
<td>1,081</td>
<td>12,744</td>
</tr>
<tr>
<td><strong>Elon Volunteers! Staff</strong></td>
<td>4,803</td>
<td>4,305</td>
<td>1,081</td>
<td>2,185</td>
<td>17,889</td>
</tr>
<tr>
<td><strong>Student Organizations</strong></td>
<td>5,244</td>
<td>7,863</td>
<td>12,986</td>
<td>24,555</td>
<td>13,445</td>
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<tr>
<td><strong>Greek Organizations</strong></td>
<td>18,683</td>
<td>14,483</td>
<td>11,245</td>
<td>26,280</td>
<td>17,889</td>
</tr>
<tr>
<td><strong>Number of Courses Linked w/Service</strong></td>
<td>32</td>
<td>39</td>
<td>35</td>
<td>38</td>
<td>42</td>
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</table>

### STUDENT ACTIVITIES

#### ON CAMPUS PROGRAMMING

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Number of Programs</strong></td>
<td>92</td>
<td>107</td>
<td>103</td>
<td>105</td>
<td>108</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td>18,342</td>
<td>22,368</td>
<td>28,428</td>
<td>20,850</td>
<td>23,372</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>199</td>
<td>209.00</td>
<td>276</td>
<td>199</td>
<td>216</td>
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</tbody>
</table>

* = Attendance high due to large scale concerts that sold out.

#### TRAVEL-ORIENTED

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Programs</strong></td>
<td>30</td>
<td>22</td>
<td>15</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td>979</td>
<td>857</td>
<td>460</td>
<td>380</td>
<td>276</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>32</td>
<td>39</td>
<td>31</td>
<td>27</td>
<td>25</td>
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</table>

#### LIGHTHOUSE TAVERN

<table>
<thead>
<tr>
<th></th>
<th><strong>30</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total Attendance</strong></td>
<td></td>
<td>880</td>
<td>10,019</td>
<td></td>
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</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td>29</td>
<td>130</td>
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*only from Spring 2010
## Student Life
### Multi-Year Use Reports

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>STUDENT DEVELOPMENT</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>WITHDRAWALS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>89</td>
<td>86</td>
<td>40</td>
<td>62</td>
<td>72</td>
</tr>
<tr>
<td>Winter</td>
<td>34</td>
<td>29</td>
<td>28</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Spring</td>
<td>65</td>
<td>133</td>
<td>151</td>
<td>132</td>
<td>167</td>
</tr>
<tr>
<td>Medical</td>
<td>53</td>
<td>62</td>
<td>79</td>
<td>53</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>198</td>
<td>248</td>
<td>219</td>
<td>227</td>
<td>267</td>
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<tr>
<td><strong>EMERGENCY DUTY CALLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical</td>
<td>103</td>
<td>96</td>
<td>89</td>
<td>92</td>
<td>144</td>
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<tr>
<td>Psychological</td>
<td>35</td>
<td>32</td>
<td>25</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>After Hours Return to Campus</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Drugs</td>
<td>11</td>
<td>14</td>
<td>23</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Parent Calls</td>
<td>13</td>
<td>14</td>
<td>11</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Fire/Fire Alarm</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>44</td>
<td>39</td>
</tr>
<tr>
<td>Security-Related</td>
<td>6</td>
<td>7</td>
<td>18</td>
<td>27</td>
<td>34</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>4</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>189</td>
<td>198</td>
<td>232</td>
<td>282</td>
</tr>
<tr>
<td><strong>STUDENT GOVERNMENT ASSOCIATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>SGA ELECTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Voting</td>
<td>1,281</td>
<td>1,762</td>
<td>1,514</td>
<td>1,766</td>
<td>2,237</td>
</tr>
<tr>
<td><strong>SGA BUDGET</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizations Requesting Funding</td>
<td>86</td>
<td>59***</td>
<td>68</td>
<td>81</td>
<td>82</td>
</tr>
<tr>
<td>Total Amount Requested</td>
<td>$896,123</td>
<td>$551,500</td>
<td>$638,700</td>
<td>$558,680</td>
<td>$564,480</td>
</tr>
<tr>
<td>Total Budget</td>
<td>$616,396</td>
<td>$441,140</td>
<td>$500,212</td>
<td>$520,080</td>
<td>$507,480</td>
</tr>
<tr>
<td>*Began funding CMB w/ 5 org @ 18.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUBSTANCE EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not use alcohol in the past year</td>
<td>5%</td>
<td>15%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drank alcohol twice a month or less often</td>
<td>31%</td>
<td>26%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drank 3 or more times per week</td>
<td>45%</td>
<td>29%</td>
<td>44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used tobacco once a week or more times</td>
<td>17%</td>
<td>13%</td>
<td>12%</td>
<td></td>
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</tr>
<tr>
<td>Drank 5 or more drinks in one sitting in past two weeks:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>32%</td>
<td>50%</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or 2 times</td>
<td>30%</td>
<td>28%</td>
<td>28%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or 5 times</td>
<td>23%</td>
<td>15%</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6+ times</td>
<td>14%</td>
<td>7%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were subject to some “second hand” problem</td>
<td>59%</td>
<td>N/A</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average number of drinks per week-total</td>
<td>10.4</td>
<td>7.3</td>
<td>7.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MEN</strong></td>
<td>15.1</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WOMEN</strong></td>
<td>7.4</td>
<td>4.8</td>
<td>6.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. drinks at last social occasion (not avg. per week)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>No. drinks at parties and bars (not avg. per week)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MEN</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>WOMEN</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>On-campus</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Off-campus</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Fraternity Members</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Sorority Members</td>
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<tr>
<td>Athletes</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
</tbody>
</table>
Elon University
Student Organizations

Academic
- Alpha Kappa Psi
- American Advertising Federation
- American Chemical Society
- Arabic Language Club
- Art Guild
- Asian Studies
- Association for Computing Machinery
- Cinelon Productions
- Crime Studies Club
- Economics Club
- Elon Engineers
- Elon Feminist for Equality Change and Transformation (EFFECT)
- Elon Microfinance Initiative
- Elon Pre-Dental Society
- Exercise Science Society
- Financial Management Association (FMA)
- French Club
- Helping Elon's Ailing Remember Together
- Human Services Society
- International Studies Society
- Italian Club
- Japanese Club
- Kappa Kappa Psi (National Band Honorary Fraternity)
- Leisure and Sports Management
- Lincoln Pre-Med Society
- Mathematics Association of America
- Mock Trial
- Model UN
- Mu Phi Epsilon
- NC Council for Teachers of Mathematics
- Phi Alpha Delta (Law)
- Phi Beta Kappa
- Pi Sigma Epsilon (Marketing)
- Psychology Club
- Public Relations Student Society of America (PRSSA)
- Sign Language Club
- Society of Human Resource Management
- Society of Physics Students
- Society of Professional Journalists
- Student Entrepreneurial Enterprise Development
- Student North Carolina Association of Educators
- Tau Beta Sigma

Campus Programs
- Campus Recreation
- Club Sports Council
- Elon Student Ambassadors
- Elonthon
- Isabella Cannon Leadership Fellows
- Isabella Cannon Leadership Program
- LEAD Team
- New Student Orientation
- Residence Life
- SMART Mentors

Government
- College Democrats
- College Republicans
- NC Student Legislature
- Student Government Association
- Students for Peace and Justice

Greek
- Alpha Chi Omega
- Alpha Kappa Alpha
- Alpha Omicron Pi
- Alpha Phi Alpha Fraternity
- Alpha Xi Delta
- Delta Delta Delta
- Delta Sigma Theta
- Interfraternity Council
- Kappa Alpha Order
- Kappa Alpha Psi
- Kappa Sigma
- Lambda Chi Alpha
- National Pan-Hellenic Council
- Omega Psi Phi
- Panhellenic Council
- Phi Beta Sigma Fraternity Inc
- Phi Mu
- Pi Kappa Phi
- Sigma Chi
- Sigma Kappa
- Sigma Phi Epsilon
- Sigma Pi
- Sigma Sigma Sigma
- Zeta Phi Beta Sorority Inc
- Zeta Tau Alpha
Elon University
Student Organizations

Honors
Alpha Kappa Delta
Alpha Psi Omega
Beta Alpha Psi
Beta Beta Beta
Beta Gamma Sigma
Gamma Sigma Alpha
Gamma Theta Upsilon
Kappa Delta Pi
Lambda Pi Eta
Omicron Delta Epsilon
Omicron Delta Kappa
Order of Omega
Phi Alpha Theta
Phi Beta Delta
Phi Eta Sigma
Phi Kappa Phi
Pi Delta Phi
Pi Gamma Mu
Pi Mu Epsilon
Pi Sigma Alpha
Psi Chi
Rho Lambda
Scabbard and Blade
Sigma Delta Pi
Sigma Iota Rho
Sigma Tau Delta
Theta Alpha Kappa

Religious
Affinity
Baptist Student Union
Campus Outreach
Catholic Campus Ministry
Elon Gospel Choir
Elon University College Life
Hillel
Intervarsity Christian Fellowship
Iron Tree Blooming
Lutherans, Episcopalians and Friends
Methodist Fellowship
Sigma Alpha Omega
Student Atheists and Non-Religious of Elon

Service
Alpha Phi Omega
Elon Volunteers
Epsilon Sigma Alpha
Habitat for Humanity
Invisible Children
Safe Rides
Sierra Student Coalition

Sports
Club Baseball
Club Field Hockey
Club Volleyball
Cycling Club
Elon University Water Ski Club
Equestrian Club
Golf Club
Lacrosse Club (Men's)
Lacrosse Club (Women's)
Martial Arts Club
Men's Club Basketball
Men's Club Soccer
Men's Club Volleyball
Roller Hockey Club
Rugby Club - Men
Rugby Club - Women
Swim Club
Tennis Club
Triathlon Club
Ultimate Frisbee Club
Women's Club Basketball
Women's Club Soccer
Women's Club Softball

Media
Colonnades
ESTV-Television
Pendulum - Newspaper
Phi Psi Cli
WSOE - Radio

Performance
Ballroom Dance Club
DanceWorks
Elon's Finest
Rip_Chord
Sweet Signatures
Twisted Measure

Programming
Black Cultural Society
Chess Club
Intercultural Relations Club
Latin American Student Organization
Liberal Arts Forum
Phoenix Phanatics
Resident Student Association
Spectrum
Student Union Board
Professional Development 2005-2010

PRESENTATIONS

2009 — 2010


Schmiederer, J. & Wise, M. (2009, October). “Changing a campus culture to promote honor.” Presented at the Center for Academic Integrity Annual Conference, St. Louis, MO.


Barker, M.D. “Moving Beyond Food and Fun in Diversity Education.” North Carolina College Personnel Association (NCCPA) LEAD Conference, February 2009, Raleigh, NC.


Williams, T.L. “Demystifying Diversity: Five Core Competencies of Integration.” NC Campus Compact Civic Engagement Institute, Elon University, Elon, NC.


Edwards K., Collins B., Orangio C. “Service Learning Community: Leadership and Development,” NC Campus Compact, Elon, NC.


to Elon Academy parents, Elon, NC.


**Morrison, M. & Frier, M.** (February, 2010) “Outreach to First-Year Students.” Presented at the NC Campus Compact Pathways to Achieving Civic Engagement Conference (PACE)

**Gregory, W.** (2010, February). “Bringing the mustard: Increasing member participation.” Presented at the Leadership Development Institute, Elon, NC.

**Gregory, W.** (2010, February). “Effective communication and delegation for leaders.” Presented at the Leadership Development Institute, Elon, NC.


**Schmiederer, J.** (2010, March). “Doing a geographically narrow job search.” Presented for the students in UNCG’s “HED 690 – Internship in Higher Education” course at UNCG.

**Thomas, Z. & Glassman, D.** “The first 90 days: Navigating your new professional experience.” Presented at the Graduate Professionalism Summit, Raleigh, NC


**Tulchinsky, P.** (2010, April). “PTI for a JOB.” Presented at NIRSA National Conference Student Development Workshop, Anaheim, CA

**Thomas, Z.** (2010, January). “Greek Leaders Retreat.” Facilitator at The University of North Carolina, Chapel Hill, NC


2008—2009

Tulchinsky, P. (2008, April) “PTI for a JOB.” Presented at NIRSA National Conference, Austin, TX


Thomas, Z. (2009, July). “Undergraduate Interfraternity Institute.” Facilitator at Indiana University, Bloomington, IN


Regional Conference. Nashville, TN.


**Edwards K., McQueen B.** (2008, August). “Student Engagement as Education.” Elon University Dean and Directors Meeting, Elon, NC.


**2007 - 2008**


2006 —2007


Freeman, J. P. (2006, February) “Ethical Leadership: Balancing the needs of students and the institution.” Presented at the LEAD Conference, Elon, NC


2005 — 2006


**PUBLICATIONS**

2009 — 2010


Semmel, Deborah has written protocols for the Bone Marrow Transplant Unit, developed teaching strategies for the Duke residents program, and is now creating a program for the Radiation Oncology Unit.
Semmel, Deborah (2007, January) Bone Marrow Transplant: presentation to the nursing staff at Duke Medical Center Transplant Team.

2007 — 2008


2006 — 2007


2005 — 2006


PROFESSIONAL INVOLVEMENT/LEADERSHIP
2009 — 2010

Baughman, J. B. (2009). Regional Awards Selection Committee, National Association for Campus Activities

Baughman, J. B. (2009). Awards Ceremony Planning Committee, National Association for Campus Activities

Baughman, J. B. (2010). Career Preparation Center Committee, National Association for Campus Activities


Thomas, Z. (2010). Director of Education Programming, Kappa Lambda Chapter of Alpha Phi Alpha Fraternity, Inc. (Greensboro, NC)

Thomas, Z. (2010). Facilitator at Greek Leaders Retreat for the University of North Carolina, Chapel Hill, NC

Thomas, Z. (2010). Elections and Nomination Committee, Association of Fraternity and Sorority Advisors

Thomas, Z. (2009). Facilitator at Undergraduate Interfraternity Institute in Indiana University, Bloomington, IN


Tulchinsky, P. (2010) NIRSA Region II Student Leadership and Academic Awards Committee

Tulchinsky, P. (2009, 2010) NIRSA Student Professional Development Committee

2008 - 2009

2007 — 2008
Baughman, J.B. (2008). National Awards Selection Committee, National Association for Campus Activities


2006 — 2007
Boone, J. (2002-2006). Member, Occupational Health Nurses Consortium, Alamance Regional Medical Center

Cobb, T. (2005-2010) Board of Directors Member and Audit Chair, Piedmont Carolina Chapter of the American Red Cross, Burlington, NC

Cobb, T. (2005-2008) Advisory Council Member, Alamance County 4-H Program, Burlington, NC


Tulchinsky, P. (2006, 2007) NIRSA Career Opportunities Center Committee

COMMUNITY INVOLVEMENT/SERVICE

2009 — 2010
Schmiederer, J. (2010 – present). School Advisory Board, Blessed Sacrament School

Bailey, G. LCSW board member of Hospice and Employee Assistance Program for Alamance
County.

**Cobb, T.** (2010) United Way of Alamance 2009 Campaign Award Recipient Colleen Newsome Campaign Development Award

**Cobb, T.** (2009-2010) Campaign Cabinet Education Division Co-chair United Way of Alamance County

**Cobb, T.** (2005-2010) Board of Directors Member and Audit Chair, Piedmont Carolina Chapter of the American Red Cross, Burlington, NC

**Cobb, T.** (2005-2010) Member-Community Council of Alamance County

**O’Shea, B.** (2007-present) Board of Directors, Executive Secretary, Habitat for Humanity of Alamance County

**O’Shea, B.** (2010-present), Board of Directors, Triad Health Project

**Martin, L. M.** (2009-2010). Board Member Alamance Citizens for a Drug-Free Community.

2008-2009

**Cobb, T.** (2007-2008) Advisory Council Member, Alamance County 4-H Program, Burlington, NC

2006-2007


**Parrish, Katherine** (2004-2007) board member Alamance Cares, AIDS prevention and services to Alamance County.

**Parrish, Katherine** (2005-2007) board member Sexual Assault Response Team (SART), a multi-disciplinary team for Alamance County.

**Parrish, Katherine** (2006-2007) member of the Strategic National Stockpile Committee (SNS) for Alamance County.

**Parrish, Katherine** (2005-2007) member of the Alamance County flu pandemic planning committee.

2005 — 2006


**Boone, J.** (2005-2006). Workshop Chair, Epsilon Sigma Alpha, NC State Council

**Cobb, T.** (2005-2008) Advisory Council Member, Salvation Army Boys and Girls Club of
Awards/Honors

2009-2010
Panhellenic Council recognized as Outstanding Council of Year – Mid American Greek Council Association Awards (2009)

Interfraternity Council recognized as Outstanding Council of Year – Mid American Greek Council Association Awards (2009)

Higher Education Leader of the Year, National Society for Experiential Education (2009)

New Student Orientation received First Place in Banner Competition at the Southern Regional Orientation Workshop, University of Louisville (2010).

SPARKS Peer Education received Outstanding Extended Program for Love Your Body Week 2008: Be Comfortable in Your Own Genes! at the BACCHUS Region 12 Conference (2009)

SPARKS Peer Education received Outstanding Extended Program for Blackout Elon at the BACCHUS Region 12 Conference (2010)

Jack Utrata, a SPARKS Peer Educator, received runner up for the BACCHUS Spring Break PSA contest (2010)

SPARKS Peer Education won 3rd place for School Exhibit Competition at the BACCHUS General Assembly in Orlando, FL (2009)

The Kernodle Center has been on the President’s Honor Roll for Higher Education Community Service with Distinction (2006-2010)

2008-2009
New Student Orientation students Chika Kusakawa & Jonathan Mahlandt received “Best Communication” in Case Study Competition at the Southern Regional Orientation Workshop, Columbus State University (2008).

Panhellenic Council recognized as Outstanding Council of Year – Mid American Greek Council Association Awards (2009)
Interfraternity Council recognized as Outstanding Council of Year – Mid American Greek Council Association Awards (2009)

Salvation Army Boys and Girls Club Special Recognition Award (2009-2010)

Golden Heart Award for most blood units collected from the Piedmont Carolina Chapter of the American Red Cross (2009-2010)

2007-2008

2006- 2007

HOSTED CONFERENCE/WORKSHOP

2009 — 2010
2009 Student Government Association, Statewide Meeting and Conference of Student Government Officers
2009 Men Can Stop Rape “DC Strength Training: From Theory to Practice
2010 National Association of College and University Attorneys (NACUA) “Campus Threat Assessments”
2010 North Carolina Coalition Against Sexual Assault "Cracking the Foundation: Sexual Violence and Systems of Oppression"
2010 North Carolina Coalition Against Sexual Assault “Campus Consortium Workshop/Training”
2010 Men Can Stop Rape “Regional Strength Training: Train the Trainer”
2010 North Carolina Coalition Against Sexual Assault “Best Practices for Providing Campus Crime Awareness.”
2010 "Cutting Through the Noise: Outreach to First Year Students", NC Campus Compact Pathways to Achieving Civic Engagement Conference (PACE)

2007 - 2008
2008 NC Council of Campus Health Professionals (CCHP)

2006 —2007
2007 NC Council of Campus Health Professionals (CCHP) spring conference
GRANTS

**Hillel.** (Spring 2005). Hillel International Award: Soref Advancement grant, $5,000 for advancing the programs and initiatives of Hillel.

**Spectrum and the Multicultural Center.** (Fall 2009) Guilford Green Foundation: LGBTSQA Spring 2010 Conference, $3,000

**Spectrum and the Multicultural Center.** (Fall 2008) Guilford Green Foundation: Safe Zone Project, $1,000

**Spectrum.** (Fall 2007) Guilford Green Foundation: Gay? Fine by Me. Project, $1500

**Spectrum.** (Fall 2007) Guilford Green Foundation: Speaker, $2000

**Hillel.** (Spring 2005). Hillel International Award: Soref Advancement grant, $5,000 for advancing the programs and initiatives of Hillel.

**Kernodle Center for Service Learning.** (2005-2009). Frueauff Foundation Award: $20,000 annually for Community Partner Initiative Grants and Community-Based Staff.

**Hillel.** (Spring 2005). Hillel International Award: Soref Advancement grant, $5,000 for advancing the programs and initiatives of Hillel.

**Kernodle Center for Service Learning.** (Spring 2005). Frueauff Foundation Award: $15,000 for Community Partner Initiative Grants and Community-Based Staff.

**Substance Education.** (2007-2010) $236,000 U.S. Department of Education Grant to Reduce High-Risk Drinking among College Students.

GIFTS

**Center for Leadership.** (2010). Pickett Family. Two $60,000 gifts to create an endowment towards grants to students in their junior or senior year to support leadership internships or Cannon Legacy efforts.

**Kernodle Center for Service Learning.** (2010-2011). Patrick Family. $10,000 to support domestic alternative break experiences for students.

**Kernodle Center for Service Learning.** (2010). Campus Kitchen Project at Elon University. $50,000 to support the first year of operations for Campus Kitchen.
V. References


Demarest, David. “Constructing community: By rethinking how residence halls are designed, colleges are building a sense of community on today’s campuses.” American School and University (Nov 2001), 150-155.


Evans, Nancy J., Forney, Deanna S., Guido, Florence M., Patton, Lori, Renn, Kristen A. Student Development in College: Theory, Research and Practice 2nd Ed. San Francisco: John Wiley & Sons, 2010


Kuh, George, Kinzie, Jillian, Schuh, John, and Whitt, Elizabeth. *Student Success in College.* San Francisco: Jossey-Bass, 2005


