ELON UNIVERSITY

Student Life
Five Year Plan
2005-2010

Elon brings learning to life
Elon University Mission Statement

Rooted in the historic tradition of the United Church of Christ, Elon University embraces its founder's 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:

- We nurture a rich intellectual community characterized by active student engagement with a faculty dedicated to excellent teaching and scholarly accomplishment.
- We provide a dynamic and challenging undergraduate curriculum grounded in the traditional liberal arts and sciences and complemented by distinctive professional and graduate programs.
- 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. We foster respect for human differences, passion for a life of learning, personal integrity, and an ethic of work and service.
September 1, 2005

Dear Colleagues:

The Division of Student Life at Elon works in partnership with faculty and other staff of the university to provide a seamless learning experience that fulfills our founders' “vision of an academic community that transforms mind, body and spirit” (Elon University Mission Statement). Student Life is best known nationally for its commitment and success in this partnership to integrate curricular and co-curricular learning. For each of the past three years U.S. News and World Report named Elon among the top U.S. universities for excellence in service learning and residential learning-community programs. The Education Trust ranked Elon #7 in the nation for its 72% graduation rate for African-American students. The Policy Center on the First Year of College named Elon as one of 13 schools of institutional excellence for its first year student experience program. The initiatives outlined in the Student Life Five Year Plan for 2005-2010 build upon these and other programs that prepare students to become independent, lifelong learners and productive, responsible community members.

In this plan you will find both a description of Student Life in the year 2010 and how this vision will be achieved. At the heart of the plan are the following three broad themes that form the conceptual foundation for guiding and measuring success over the next five years:

- Student Engagement (student peer involvement, leadership and civic engagement)
- Integration of in-and-out-of class learning
- The campus climate and community

The plan elaborates upon these themes and provides concrete and measurable action strategies, with departments assigned for annual implementation. The plan also specifies the facilities, technology and staff necessary to implement the plan. The plan gives detailed, factual data for the past five years that will be assembled annually to show progress and trends to inform future initiatives.

I hope you will find the Student Life Five Year Plan for 2005-2010 informative. Your comments and reactions are most welcomed.

Sincerely,

Smith Jackson
Vice President for Student Life
and Dean of Students
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.
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References
I. Division of Student Life

The Division of Student Life is a comprehensive program providing professionally managed student services, student activities, and opportunities for student growth and learning.

Student Life Departments and Programs Include:

- Campus Recreation
- Counseling Services
- Chapel/College Coffee
- Elon Challenge (Ropes Course)
- Elon Experiences Transcript/E-Portfolio
- Emergency On-call
- Family Weekend
- Greek Life
- Health Services
- Judicial Affairs
- Leadership
- Moseley Campus Center
- Multicultural Affairs
- New Student Orientation
- North Carolina Campus Compact
- Personal Health Programs
- Religious and Spiritual Life
- Residence Life
- Service Learning
- Sexual Assault Awareness and Response
- Student Activities
- Student Media
- Student Organizations
- Substance Education

Student Life Endowed Programs Include:

- Isabella Cannon Leadership Program
- Kernodle Center for Service Learning
- Truitt Center for Religious and Spiritual Life

II. Progress in the Past Five Years

A. Facilities Improvements

- Daniele Bay Center Residence Hall buildings and the Daniel Commons were built in phases between 2000 and 2003, adding 600 beds and a dining facility.
- The African-American Resource room was expanded and housed within a new Multicultural Center in the campus center in 2001.
- The R.N. Ellington Health & Counseling Center opened in August 2001.
- The Stewart Fitness Center was renovated in 2002 to include a new 5,000 square foot fitness center and 2 new dance studios.
- The Kernodle Center for Service Learning expanded into the space occupied by the Student Government Association in 2002.
- The Student Government Association doubled its office space when they moved into the newly renovated Moseley 221-A in 2002.
- The Kenan Honors Pavilion and the Isabella Cannon International Pavilion were built in 2002 as residential learning communities with a faculty-in-residence and classrooms.
- All residence hall rooms were air-conditioned and Phoenix Card access installed on all common hallway residence halls during the summers of 2003 and 2004.
Facilities Improvements (continued)

- The Truitt Center for Religious and Spiritual Life was established in 2004 in honor of Vera Richardson Truitt with a $1 million endowment from Douglas and Edna Noiles (class of 1948).
- The Greek Life/Judicial Affairs and Student Life/Auxiliary Services offices created separate offices in the campus center with the move of Religious and Spiritual Life to the Truitt Center in 2004.

B. Staff Additions and Changes

- Assistant Chaplain and Director of Religious Life
- Associate Director of Residence Life and Judicial Affairs
- Assistant Director of Service Learning
- AmeriCorps VISTA
- Assistant Director of Campus Recreation for Club Sports
- Outreach Coordinator for Service Learning
- Full-time University Physician

C. Program Additions and Changes

- The Faculty-in-Residence program (FIR) was established in 2001. Three faculty live in residence halls to increase informal faculty-student interactions.
- Health and Counseling Services were consolidated into one facility in fall 2001.
- Elon was selected as the host campus for North Carolina Campus Compact in the Summer of 2003
- The Kernodle Center Service Learning Faculty Fellow position was created in fall 2003, to deepen the connection of academic courses with service experiences.
- Dance Marathon (Elonthon) was established at Elon in 2003. This 24-hour event raises money for Children’s Miracle Network and Duke Children’s Hospital.
- Substance Education was incorporated into Campus Recreation in the fall of 2004. A Faculty Fellow for Substance Education was added to further infuse alcohol education into the curriculum.
D. Key Facts and Statistics

A comprehensive database of program participation and facility usage for the past 5 years is given on page 37. Areas of significant growth are presented below.

1998 to 2002: 680 new beds (Danielely Center & Academic Village); 188 off-campus apartment beds leased; total number of single bedrooms = 188 (7%).

2006 and 2007: 670 new single beds; 516 Oaks Apartments and 154 in new halls; total number of single bedrooms = 858 (30%). Off-campus apartment leases discontinued.

The number of volunteer service hours continues to grow each year. In 2004-2005, 2,823 students participated in service, and 89% of May 2004 graduates had done service while at Elon. Each year faculty members teach over 35 service-linked courses.
Use of the Campus Recreation facilities continues to grow with the increase in student population as well as the increase of beds on campus. Expansion of the fitness center will be necessary in order to meet the high demand for use.

The greatest amount of growth in student organizations has been in academic organizations and club sports. From 2000 to 2005 academic organizations grew from 16 to 27, while the number of club sports increased from 9 to 21.
III. Student Life Division in the Next Five Years

A. Student Life in 2010 – A Quick Glimpse

- Pedestrian campus - Shuttle buses will run during peak class hours to all major off-campus apartments and new parking lots on the perimeter of campus. The campus transportation schedule will be expanded to serve students in local apartments.

- Residential campus - Campus owned housing will expand from 2500 to 3000 beds, while phasing out apartments leased off-campus. Study rooms will be added in residence halls; the phased conversion of Danieley Center flats to apartments will begin. Each residential area will have a commons building or large meeting space. Additional Greek houses will be built.

- Residential Learning Communities - Learning communities will expand from 12 to 18 and faculty-in-residence will increase from 3 to 5.

- Civic Engagement - Elon will become known nationally for its leadership minor and student leadership programs. Student leadership teams will serve as consultants on the campus and engage in civic engagement projects locally, nationally and internationally.

- Service Learning Scholars & Trips - A Service/Civic Engagement Scholars program will be developed; national and international service learning immersion experiences, trips and courses will be added.

- Diversity Education - A diversity certificate education program will be implemented to include readings, discussions and experiences. Resources will be added to support issues related to sexual orientation. A Diversity Faculty Fellow will provide faculty development workshops to infuse diversity education into the curriculum.

- Spirituality - New programs in the curriculum and co-curriculum will address students’ quest for forming identity, making meaning of experiences and defining life purpose. Students will complete a “roadmap for wholeness” for their collegiate experience.

- Personal Health and Community Well-Being - A director and peer educators will provide programs for students’ personal health and community well-being.

- Campus Recreation and Club Sports - The Stewart Fitness Center will be increased in size and personal training will be added as a programmatic area. South Campus will be developed into a club sports complex and driving range with a club house. New playing fields will be added to support intramurals.

- Staff Professional Activities and Grants - Student Life deans, directors, associate directors and assistant directors will each do presentations and/or publish articles a minimum of every two years. Deans and directors will write a grant every five years. Student Life will coordinate at least two state and/or regional conferences at Elon every year. Non-exempt staff will have professional development plans to fulfill each year.
B. Student Learning Paradigm and the Student Life Curriculum

Student Learning Paradigm

Student Life integrates its educational programs with the broader learning mission of the university. Student Life efforts are tied to the General Studies goals, the University mission and specific learning outcomes grounded in developmental and environmental theory. Integral to this student learning philosophy is the collaborative relationship between Student Life and Academic Affairs to provide a seamless student experience that connects learning in and out of the classroom, and creates a total campus learning environment. Examples are:

- Faculty Fellows in Service-Learning, Leadership, and Substance Education work with Student Life staff to connect academic disciplines with co-curricular experiences.

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

- Students with shared classes or intellectual interests reside together in 15 residential living/learning communities. Three residential communities have 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 freshman classes into a coherent program.

- Thirty-five classes per year have service components; Leisure/Sports Management and Business Leadership classes work with Campus Recreation and Leadership to organize campus-wide events and programs.

- An experiential transcript verifies students’ participation in the Elon Experiences, Study Abroad, Leadership, Service, Undergraduate Research, and Internships/Co-ops.

- The judicial system spans both academic and social honor codes and emphasizes character development and personal responsibility as essential to an Elon education.

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

- The General Studies Competencies of Writing, Teamwork and Public Speaking are taught and assessed with leaders in student organizations and programs.

- Pre-stated learning outcomes are assessed for all educational programs and student leadership/employee training sessions within Student Life departments.

- The academic credentials of the Student Life staff have increased. The Vice President, the University Physician, and one other staff member hold doctorates, with two in progress; all directors and 9 of 11 assistant directors hold masters, with two in progress.
The Student Life Curriculum

The conceptual framework that guides programmatic efforts in the Division of Student Life rests on three pillars: Student Engagement, Integration of In-and-Out-of Class Learning, and Campus Climate-Community. Traditionally assessment of these programs focuses on the number of students participating in programs, facility usage, and satisfaction surveys. Documenting the number of students who participate in a co-curricular program will continue, but of equal importance will be assessing "what students learned as a result of their participation." Student Life will assess student learning and development in the following five areas:

**Service:** To give time, energy, and effort on behalf of community needs. Students will demonstrate an ethic of service that creates a better life for others.

**Leadership:** To guide, facilitate, and/or influence the work of a team to make a positive difference for the common good. Students will demonstrate the ability to develop and communicate a vision in order to guide collective action toward a common goal.

**Integrity:** To promote character, honesty and respect for others. 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 lives.

**Diversity:** To promote self understanding, a sense of belonging and a recognition and appreciation of differences. Students will demonstrate the capacity to view issues from varying perspectives, and appreciate and celebrate the differences which make each individual unique.

**Wholeness:** To integrate mind, body and spirit. Students will develop physical, emotional, and spiritual values and behaviors that will allow them to lead lives of purpose and well-being.
C. Conceptual Framework for Future Programmatic Efforts

The following conceptual framework will guide the programmatic efforts of the Division of Student Life. Primary themes and component parts are briefly outlined below:

1. STUDENT ENGAGEMENT
   a. Student Initiated Programming
   b. Identity and Relationship Development
   c. Leadership
   d. Wholeness

2. INTEGRATION OF IN-AND-OUT-OF CLASS LEARNING
   a. Connecting the Curricular and Co-curricular
   b. Learning Competencies
   c. Pre-stated Learning Outcomes in Programs
   d. Overlap of Social and Intellectual Activities

3. CAMPUS CLIMATE AND COMMUNITY
   a. Diversity
   b. Citizenship/Integrity
   c. Service Ethic and Civic Engagement
   d. Student-Centered Services
D. Detailed Presentation of Comprehensive Action Plan

1. STUDENT ENGAGEMENT

The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program (Kuh, 1991, 2005). 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 which will have the most profound effects on students’ development.

a. Student Initiated Programming – Programming initiated, planned and implemented by student groups which involve students in active learning.

1. **Peer Diversity Education Programs** - Plan and conduct 9 workshops annually. Each peer educator will be awarded a $25 stipend for completing 3 workshops. (2005-2006, Multicultural Affairs)

2. **Religious Life Council** - Revise current council to represent organizations and foster cooperative programming. (Fall 2006, Religious and Spiritual Life)

3. **Event Planning Workshop** - Develop and present two Student Union Board and Resident Student Association programs on event planning and risk management for student organizations per semester. (Fall 2006, Student Activities and Residence Life)

4. **“Party Smart” Committee** – Form a committee of off-campus student residents and provide materials and sessions on alcohol, risk management and community relations. (Fall 2006, Substance Education)

5. **“School opening” Program Committee** – Develop a committee representing all groups that provide programming for new students. (Fall 2006, Orientation)

6. **Campus Recreation Web Page Video** – Post a student-produced video on Campus Recreation web page. (Fall 2006, Campus Recreation)

7. **Multicultural Student Conference “Leadership through Diversity”** – Host a one-day diversity conference for high school student leaders coordinated by multicultural student organizations. (Spring 2007, Multicultural Affairs)

8. **Grants for Diversity Education Programs** - Award five student groups grants of $25 to $75 to sponsor educational and social programs each semester. (Spring 2007, Multicultural Affairs)
STUDENT ENGAGEMENT (continued)

9. Student Programming Board for Low-Risk, Weekend Activities - Develop a board of representatives from student organizations and campus programs to plan and implement low-risk weekend programs. (Fall 2007, Student Activities)

10. Adopt-a-Faculty Mentoring Program - Each residence hall floor will adopt faculty members to include in events/advising each year to bring academic, institutional and faculty presence to the residence hall communities. (Fall 2007, Residence Life)

11. Host National Intramural Recreation Sports Association Events - Campus Recreation student leaders will host two NIRSA events (Group Exercise workshops, tournaments, etc.). (Spring 2008, Campus Recreation)

b. Identity and Relationship Development - Programs, services and physical spaces invite students to develop a stronger understanding of themselves (identity), and to form deeper relationships with peers and mentors.

1. Enhance Moseley Center Staff Relationships - Develop pre-fall training retreat for student staff to build relationships among entire staff. (Fall 2005, Moseley Center)

2. Minority Faculty/Staff and Student Welcome Receptions – Hold annual receptions for students, faculty and staff of each ethnic minority population. (Fall 2005, Multicultural Affairs)

3. Questions of Faith Series - Co-sponsor annual Questions of Faith series with Elon Community Church to promote intergenerational dialogue on spiritual issues. (Fall 2005, Religious and Spiritual Life)

4. Student Organization Advisor Development and Recognition - Collaborate with the Center for Leadership to conduct training sessions, luncheons, discussions and recognition program to improve advisor knowledge, skill level and appreciation. (Fall 2005, Sports Clubs; Spring 2006, Greek Life)

5. Multicultural Food For Thought – Host an annual Multicultural Center openhouse featuring Mexican, African, Asian and Indian dishes, games and music. (Spring 2006, Multicultural Affairs)

6. Leadership Development Institute Advisor Track – Create workshops for advisors to attend and further develop skills in advising student organizations through the transition process and beyond. (Spring 2006, Leadership)

7. Presidential Leadership Meeting – Conduct one meeting each semester to keep student organization Presidents/Advisors informed of policies, procedures and upcoming events offered for the development and growth of student leaders and advisors. (Spring 2006, Leadership)
8. **Isabella Cannon Leadership Video** – Create a video commemorating Isabella Cannon. (Fall 2006, Leadership)

9. **First-Year Class Identity Activities** - Collaborate with First Year Experience committee to provide activities for class identity. (Fall 2006, Associate Dean of Students, Orientation)

10. **Relationship Enhancement** - Develop and implement two programs (An Evening for Couples and Living Our Values) which enhances healthy relationships. (Fall 2006, Religious and Spiritual Life)

11. **Faculty Affiliate Program** - Each Greek chapter will “adopt” a faculty member to hold office hours in the Loy Center house each week. (Spring 2007, Greek Life)

12. **Greek Senior to Freshman Mentor Program** - Develop opportunities for senior members of the fraternity and sorority community to mentor new members during the spring semester (Spring 2007, Greek Life)

13. **African American Wall of Fame** – Document interviews with each Wall of Fame honoree and hold a symposium for honorees to share their stories with the Elon community. (Fall 2007, Multicultural Affairs)

14. **Roommate Relations** – Create interactive “Roommate Relations Survival Guide” tutorial. (Fall 2007, Residence Life)

15. **Residence Hall Intramural Teams** - Increase residence hall and floor participation in intramural sports to one team per hall per semester in order to build community and teamwork skills. (Fall 2007, Residence Life)

16. **Isabella Cannon Leadership Program Alumni Board** – Establish alumni board to highlight their leadership activities beyond Elon and provide direction and support for the program. (Fall 2007, Leadership)

17. **Campus Recreation Alumni/ae Mentors** - Develop a mentor program with alumni/ae for team leaders interested in pursuing a career in campus recreation. (Fall 2007, Campus Recreation)

18. **Isabella Cannon Leadership Program 15-year Anniversary** – Hold an event to honor Dr. Isabella Cannon and past leadership fellows. (Fall 2008, Leadership)

19. **Online Alumni Newsletter/ List-serve** – Create online newsletter and list-serve for Kernodle Center alumni to highlight their community involvement and explore options for participation in service trips, gatherings at Homecoming, etc. (Spring 2009, Kernodle Center)
STUDENT ENGAGEMENT (continued)

c. Leadership - Students are given increasing amounts of responsibility and freedom in administering campus programs and student organizations as they rise in the administrative structure.

1. Truitt Center Program Directors – Develop leadership team of 5-7 students to administer Truitt Center programs. Interfaith dialogue and worship, hosting spiritual leaders in residence, leading spiritual formation retreats, vocational and life skills workshops, and weekly chapel. (Annually, Religious and Spiritual Life)

2. Multicultural Student Leadership Team – Implement student leadership team to coordinate the operations of the Multicultural Center and serve as liaisons with Watson, DEEP, SMART programs (Fall 2005, Multicultural Affairs)

3. Driving Range Work Team - Implement student-directed work team to manage and operate driving range. (Fall 2005, Campus Recreation)

4. Restructure Resident Staff Leadership Positions - Job descriptions, training and learning outcomes will be completed for the RA, Senior RA and the Residence Area Coordinator positions to create progressive leadership development experiences. (Fall 2005, Residence Life)

5. Organization Consulting Model – Train juniors and seniors in ICLP to serve as consultants at least once per semester with student organizations on organization and leadership development (Fall 2005, Leadership)

6. Monthly Greek Officer Round Tables - Host monthly officer roundtables for chapter officers including president, recruitment, new member educators, public relations, community service, treasurers, etc. (Spring 2006, Greek Life)

7. Host the Southeast Fitness Expo - Host the National Intramural and Recreation Sports Association Southeast Collegiate Fitness Expo of student aerobic leaders. (Campus Recreation, Spring 2006)

8. 10th Annual State Leadership Conference – Host the North Carolina College Personnel Association student leadership conference. (Spring 2006, Leadership)

9. Orientation inter-campus visits - Conduct campus visits to peer institutions for Orientation Team Leaders to learn about their orientation programs. (Spring 2006, Orientation)

10. Fit to Lead – Host annual summer leadership development program for rising student leaders from each student organization. (Greek, Sports Clubs, Religious, etc.). (Summer 2006, Leadership)
STUDENT ENGAGEMENT (continued)

11. Hearing Board Training - Develop current student judiciary members as trainers and mentors for newly appointed/elected members. (Fall 2006, Judicial Affairs)

12. Junior IFC/PHC/NPHC - Implement junior councils to foster and encourage leadership development among new members. (Fall 2006, Greek Life)

13. Moseley Center Staff Training - Implement pre-semester training for facility assistants planned and facilitated by student managers. (Fall 2006, Moseley Center)

14. Campus Recreation Inter-campus Visits - Conduct campus visits to peer institutions for Campus Recreation Team Leaders to learn about their campus recreation programs. (Spring 2007, Campus Recreation)

15. Regional NPHC Private School Conference - Host a regional National Pan-Hellenic Council conference for private institutions. (Fall 2007, Greek Life)


17. Kernodle Center Advisory Board – Create an advisory board consisting of students, staff, faculty, and agency partners to advice the department’s initiatives. (Spring 2008, Kernodle Center)

d. Wholeness - Integrate mind, body and spirit.

1. Expand electronic learning about physical and mental health issues - Provide expanded electronic outreach through enhanced links to web-resources which address mental and physical health topics. (Fall 2005, R.N. Ellington Health and Counseling Center)

2. Task Force on Smoking – Review report from 2000 and assess current climate. Write report making recommendations for future action. (Fall 2005, Associate Dean of Students)

3. Life Skills Workshops - Co-sponsor with the Career Center a series of workshops on the skills students need to make a successful transition to life after college (Fall 2005, Religious and Spiritual Life)

4. Campus-wide Health & Wellness Committee – Form faculty, staff, and student committee to facilitate students' active participation in developing healthy lifestyles. (Fall 2005, Substance Education)

5. Increase faculty awareness regarding student mental health issues - Develop a numen/lumen presentation and discussion for all faculty regarding mental health issues facing college students today (Fall 2005, Counseling Services)
6. **Peer Health and Education Programs** - Develop and implement topics in addition to alcohol, such as drugs, tobacco, and sexual assault into the peer education model for Substance Education. (Spring 2006, Substance Education, Personal Health Programs and Community Well-Being)

7. **Increase outreach to student groups regarding mental and physical health** - Present ten programs each year to student groups or classes on issues pertaining to physical and mental health. (Spring 2007, R.N Ellington Health and Counseling Center)

8. **Religious Diversity Day** – Develop for students to attend religious services outside of their denominations with a faculty and/or staff member. (Spring 2007, Multicultural Affairs, Religious and Spiritual Life)

9. **Meditation Space** - Develop a permanent on-campus meditation space. (Fall 2007, Religious and Spiritual Life)

10. **Profile of first year** – Review and disseminate to the campus the information collected on the first year experience for the university to understand and address first year students wholistically. (Fall 2007, Associate Dean of Students and First Year Experience Committee)

11. **Alumni/ae Leadership Panel** – Develop alumni/ae panel of 3-5 people to address issues of personal balance among careers, civic engagement and family (Spring 2008, Leadership)

12. **Leadership Personality Inventory** – Institute StrengthsQuest®, a personality inventory, with LEAD team for next two years; become standard part of the Isabella Cannon Leadership Program in year three. (Fall 2008, Leadership)
2. 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 so as to appear whole or continuous (Kuh, 1991; 2005). Properly, all areas of the university are connected in a common program of learning.

a. Connecting the Curricular and Co-curricular – Connected Learning is the purposeful integration of curricular (academic classes/knowledge or General Studies goals) and co-curricular learning (experiences outside the formal classroom). Connected Learning always includes the Experiential Learning Requirement paradigm of Preparation, Implementation, and Reflection.

1. H. Shelton Smith Lecture - Create a partnership between the Truitt Center and the Religious Studies Department to host the annual H. Shelton Smith Lecture on the intersection of church and society (Annually, Religious and Spiritual Life)

2. Faculty Fellow for Learning Communities - Create a faculty fellow position to work with other faculty, the learning community council and residence life to define outcomes, roles and new communities to deepen students’ curricular and co-curricular experiences. (Fall 2005, Residence Life)

3. Develop Religious Pilgrimage course – Develop academic course around the concept of spiritual pilgrimage that are co-facilitated with faculty in the Religion Department. (Fall 2006, Religious and Spiritual Life)

4. Leadership Studies Minor – Develop partnerships with faculty to link the Center for Leadership with leadership courses and support curriculum committee approval of minor (Fall 2006, Leadership)

5. Leadership Library Collection – Collaborate annually with Belk Library to catalogue and build a critical mass of leadership literature. (Fall 2006, Leadership)

6. Web Portfolios – Implement web portfolios with five Elon 101 class sections to showcase best academic works, an interactive resume, and reflection pieces on the Elon Experiences. (Fall 2006, Assistant to the Vice President for Student Life)

7. Showcase Student Learning through Service – Create venues (webpage, poster sessions) to showcase student learning and accomplishments through Academic Service-Learning and Elon Volunteers! programs. (Fall 2006, Kernodle Center)

8. Internship Opportunities for Undergraduates - Develop a semester internship experience for undergraduate students interested in higher education administration. (2006-2007, Greek Life, Campus Recreation, Student Activities, Moseley Center, Multicultural Affairs, Residence Life, Service Learning, Leadership)
INTEGRATION OF IN-AND-OUT OF CLASS LEARNING (continued)

9. Experiential Learning Requirement - Develop modules for satisfaction of the ELR in service and leadership programs. (Fall 2007, Leadership and Kernodle Center)

10. Social Norming Campaign – Implement a Social Norming campaign as a class project in a Communications department class. (Spring 2008, Substance Education)

11. Faculty Fellow for Diversity - Identify a faculty member to work with faculty to infuse diversity education components into the curriculum. (Fall 2008, Multicultural Affairs)

12. Service Scholars Program – Develop with Service Learning Faculty Advisory Board a two-year, upper-class service scholar program that blends service, leadership, academic courses and an applied capstone experience. (Fall 2008, Kernodle Center)

13. National and International Leadership Courses – Implement a national winter term course for Sophomore Fellows (Winter 2006) and an international winter term course open to all students. (Fall 2009, Leadership)

   - Campus Recreation Projects with HHP and LSM – Work with new chairs to facilitate at least one project a semester in these two areas. (Fall 2005, Campus Recreation)
   - Student Activities and Leadership Class Events - Plan and help coordinate at least one major event each semester with the LSM Programming and Event Management Class (Fall 2005, Student Activities)
   - Moseley Facilities Management Exercise - Provide educational module and experiential exercise on facility management for the leadership programming class. (Fall 2006, Moseley Center)
   - Group Exercise Certification Class – Develop a group exercise certification class for academic credit through the HHP department. (Fall 2007, Campus Recreation)
   - Campus Recreation Facilities Class - Develop a course with Leisure Sports Management that includes tours of other university recreation facilities. (Winter 2008, Campus Recreation)
b. Learning Competencies - Experiences outside the classroom are intentionally structured so students can learn, demonstrate and articulate specific skills supporting General Studies Goals.

1. Teamwork Competency
   - **Greek Leaders** - Use model with House Managers, Councils and Presidents as a assessment tool for developing personal leadership styles. (Annually, Greek Life)
   - **Orientation Leaders** - Use team performance model and conduct pre-post assessment with Orientation Leaders. (Spring-Fall 2005, Orientation)
   - **Campus Recreation** - Use team performance model and pre-post assessment with Campus Recreation team leaders (Fall 2005, Campus Recreation)
   - **Truitt Center Coordinators** - Use team performance model with pre-post assessment of Truitt Student Leaders (Fall 2006, Religious & Spiritual Life)
   - **Staff Training** – Provide annual training for new and returning directors and assistant directors on use of teamwork competency. (Fall 2006, Leadership)
   - **Residence Area Coordinators** - Utilize team performance model and do pre-post assessment with RAC’s. (Fall 2006, Residence Life)
   - **Isabella Cannon Leaders** – Administer pre-post assessment with LEAD team, Phase II lead labs, and freshmen fellows. (Fall 2007, Leadership)

2. Writing Competency
   - **Greek Life Annual Goal and Objective Reports** - Collaborate with Chapter Presidents to complete annual goals and objectives. (Fall 2005, Greek Life)
   - **Multicultural Affairs** – Apply the writing competency to end of semester S.M.A.R.T mentor evaluations of mentees. (Fall 2005, Multicultural Affairs)
   - **Greek Life Newsletter** - Develop a Greek Life newsletter to be published 3 times per year. (Spring 2006, Greek Life)
   - **Watson Newsletter Editor** – Create a student position to manage the Watson Program Newsletter, Bits and Pieces. (Spring 2006, Multicultural Affairs)
   - **Truitt Center Publications** - Develop student-written and edited devotional material for the Season of Lent to be included in an On-line virtual Stations of the Cross. (Spring 2007, Religious and Spiritual Life)
   - **Honor Board Applications** - Provide feedback on applications and resumes for Honor Board members to enhance writing skills. (Fall 2008, Judicial Affairs)
INTEGRATION OF IN-AND-OUT OF CLASS LEARNING (continued)

3. Public Speaking Proficiency

- **Public Speaking Training Module** - Work with the School of Communications to devise a training module to enhance public speaking competency that can be used by deans and directors with student leaders. (Fall 2006, Religious and Spiritual Life)

- **Student Union Board** - Provide opportunities for members to develop skills and practice public speaking. (Fall 2006, Student Activities)

- **Truitt Center Student Coordinators** - Participate in one activity each semester designed to foster improved oral presentations. (Fall 2006, Religious and Spiritual Life)

- **Orientation Workshop Presentations** – Students will present two educational workshops at the annual Southern Regional Orientation Workshop. (Spring 2006, Orientation)

4. **Covey’s 7 Habits of Highly Effective People® Certification** – Provide two-day certification seminar by Gallup, open to students in Isabella Cannon Leadership Program. (Spring 2008, Leadership)

5. **Web Portfolios** – Implement web portfolios with 10% of seniors to showcase best academic works, an interactive resume, and reflection pieces on the Elon Experiences. (Fall 2008, Assistant to the Vice President for Student Life and Dean of Students)

6. **Learning Competency Data Report** - Compile results, create and distribute report across campus. (Fall 2008, Leadership)

7. **Cultural Competencies** – Infuse concepts and experiences for understanding diversity and inclusive leadership in Phase II and Phase IV curriculum. (Fall 2009, Leadership)
INTEGRATION OF IN-AND-OUT OF CLASS LEARNING (continued)

c. Pre-stated Learning Outcomes in programs – Student Life program areas and individual programmatic efforts (social, educational, religious, and physical) will have pre-stated learning outcomes and/or students will be able to articulate specific skills or outcomes from participating in the programs.

1. Spirituality of Vocation Workshops - Develop program for juniors and seniors that focuses on clarifying the spiritual values that are expressed through one’s vocation. Twenty five juniors and seniors will participate in the program. (Annually, Religious and Spiritual Life)

2. Greek Retreat - Conduct Greek Community development program and assess learning outcomes and skill acquisition at annual retreat. (Fall 2005, Greek Life)

3. First-Year Summer Experience Programs - Define learning outcomes and assessment method for Adventures-in-Leadership, Discovery, and Pre-SERVE. (Summer 2006, Leadership)

4. Residence Life Learning Model – Create and train/assess student staff on comprehensive “One-Community-World” model encompassing learning outcomes for community building, programming, staffing, training and faculty involvement. (Fall 2006, Residence Life)

5. Leadership Phase Outcomes - Create standard assessment of learning outcomes for each phase of the Isabella Cannon Leadership Program, as criteria for students to matriculate to next phase. (Spring 2007, Leadership)

6. EV! Leadership Training – Implement a year-long leadership development program with an assessment component for EV! Coordinators and Directors with learning outcomes of enhanced leadership and communication skills, and an understanding of social issues in Alamance County (Fall 2007, Kemodle Center)

7. Pre-Stated Learning Outcomes for Student Staff Development - Develop learning outcomes rubric for department’s student staff training to assess acquisition of skills and demonstrated learning in each area. Revise training activities to better meet learning objectives. (Fall 2007, Greek Life, Residence Life, Orientation, Campus Recreation, Multicultural Affairs, Service Learning, Religious and Spiritual Life)

8. Infuse Environmental Education into Elon Outdoor Trips – Campus Recreation will sponsor one trip each academic year that focuses in depth on environmental awareness. (Fall 2007, Campus Recreation)
d. **Overlap of Social and Intellectual Activities** – Social activities and settings will include faculty in academic or intellectual activities, and intellectual/academic activities will be provided in social settings.

1. **Multicultural Film Festival** – Expand participation to faculty/staff and identify a faculty member to partner with a member of the Multicultural Student Council to lead film discussions. (Spring 2006, Multicultural Affairs)

2. **Enlightenment Book Club** – Expand participation to faculty/staff and identify a faculty member to partner with a member of the Multicultural Student Council to facilitate discussions on selected books by ethnic minority authors. (Spring 2006, Multicultural Affairs)

3. **Faculty-in-Residence Program** – Create one new Faculty-in-Residence position each year until each residential area has one, including new Visiting Faculty-in-Residence in Foreign Languages. (Spring 2006-2010, Residence Life)

4. **Isabella Cannon Leadership Fellows Community Dinners** – Hold annual dinner for upper-class leadership fellows to discuss a text related to the respective focus of each phase. (Fall 2006, Leadership)

5. **Smoking Awareness Integration HED 111** - Develop a plan and education module on smoking awareness and cessation plans for HED 111 course and prepare student facilitators to present those modules. (Fall 2007, R.N. Ellington Health and Counseling Services, Personal Health Programs and Community Well-Being)

6. **Spiritual Life Learning Community** - Establish an interfaith Spiritual Life Learning Community (Fall 2008, Religious and Spiritual Life, Residence Life)

7. **Social Justice Learning Community** – Collaborate with Kemodle Center and Sociology department to create a mixed class-year, mixed majors, learning community around social justice issues. (Fall 2009, Residence Life)
3. 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). The Division of Student Life actively participates in sustaining and developing a campus climate that supports the growth of all individuals and the university community as a whole. The university also strongly values personal responsibility, an ethic of service to others, and civic engagement both on and off the campus. In order to support a tolerant, caring and other-oriented community, Student Life promotes programming opportunities and the delivery of services which encourage students to explore, understand, and be accepting of differences.

a. Diversity - Programs, staff, spaces and traditions that promote self understanding, a sense of belonging and an understanding of others different in their interests, heritage, cultures and perspectives.

1. Urbanopoly/Alamance County Experience – Conduct 3 afternoon and 1 day-long urban-immersion simulations each semester for 15 students per group to experience local poverty issues through clubs, Elon 101 and Global Studies courses. (Fall 2005, Kernodle Center)

2. Promote Religious Diversity Programming by Organizations - Co-develop and implement an event sponsored by religious life student organizations which promotes exposure to and openness toward differing religious experiences and values. (Spring 2006, Religious and Spiritual Life)

3. Moseley Center Staff Diversity - Work with Multicultural Affairs and the Isabella Cannon International studies office to recruit ethnically diverse staff for the Moseley Center (Fall 2006, Moseley Center)

4. Better Serve Minority Religious Affiliation Groups - Assist students in forming small affiliation groups for Moravians, Buddhists, Muslims, and other groups whose numbers may not be sufficient to form distinct religious organizations. (Fall 2006, Religious and Spiritual Life)

5. Diversity Workshops – Develop cultural sensitivity workshops and offer 3 to faculty and staff with Human Resources. (Fall 2006, Multicultural Affairs)

6. Abroad Grants Website - Create a reflective website for students who receive grants to highlight their insights and experiences while studying abroad. (Fall 2006, Leadership)

7. Sexual Orientation Program - Increase educational resources and programming in the Multicultural Center to address issues related to sexual orientation. (Fall 2006, Multicultural Affairs)

8. Multicultural Affairs Council – Appoint two faculty members to serve staggered, two-year terms on the Multicultural Affairs Council. (Fall 2006, Vice President for Student Life)
CAMPUS CLIMATE AND COMMUNITY (continued)

9. Ebony and Ivory Step Show - Partner with NPHC to host Ebony and Ivory Step Show for each IFC and PHC group to learn the history and rituals of “stepping.” Conduct annual competition among IFC and PHC groups. (Spring 2007, Greek Life)

10. Student Activity Program Diversity - Increase the ethnic, gender and sexual orientation diversity of Student Activities programs, performers and genres of musical acts. Assess progress annually and develop an improvement plan based on student feedback. (Fall 2007, Student Activities)

11. Diversity Certificate - Develop a certificate education program to include readings, discussions and experiences. (Fall 2007, Multicultural Affairs)

12. Cultural Lecture Series – Partner with other departments to sponsor two culturally diverse scholars and artists to present to campus. (Fall 2008, Multicultural Affairs)

13. Residents Valuing Cultures – Collaborate with Multicultural Affairs to host semesterly diversity experiences in each residential area. (Fall 2008, Residence Life)

14. Martin Luther King, Jr. Community Event - Elevate Elon’s annual event to be recognized by local community as the premier Martin Luther King, Jr event to attend. Connect event to Winter Term theme. (Winter 2009, Multicultural Affairs)

15. Greek Membership Dues Scholarship - Develop a scholarship program with Institutional Advancement for students of low socio-economic standing to pay for membership dues for their organization. Provide three scholarships per year, one for each governing council. (Spring 2009, Greek Life)

16. Diversity Learning Community – Collaborate with faculty and Multicultural Affairs to create a “One World” Learning Community focused on ethnic, religious, racial, gender and other diversity issues across the world. (Fall 2010, Residence Life)

b. Citizenship/Integrity – Programs, policies and procedures that allow students to exercise Academic Citizenship, taking responsibility for their own learning, maintaining community standards, and promoting civility and respect for self and others.

1. Increase University Community Attention to Issues of Violence - Establish a University/community partner committee to develop programs and initiatives to create a climate where acts of violence, including sexual violence are not tolerated on the University campus (Fall 2005, Office of Student Development)

2. Guidelines for NPHC Intake – Develop a booklet of comprehensive and consistent guidelines to clarify the intake process for the member organizations of NPHC. (Fall 2005, Greek Life)
3. Greek Life Relationship Statement - Develop and implement a printed relationship statement between Elon University and the inter/national Greek-letter organizations. (Fall 2005, Greek Life)

4. Loy Center Community Standards - Develop community standards agreement each semester for all Loy Center residents to define communal living expectations. (Fall 2006, Greek Life)

5. New Student Honor Code Orientation - Create a resource booklet for new students to learn about the honor codes. (Fall 2006, First Year Student Committee)

6. Bylaws Review - Review student organization bylaws every three years by cluster area on a rotating basis. (Fall 2007, Organization Development)

7. Club Sports Outreach Program - Develop a program for Club Sports teams to teach sports skills to local youth. (Fall 2007, Campus Recreation)

8. Acorn Society – Increase participation in the Acorn Society, Elon’s undergraduate giving circles, to 25% of freshman, sophomore, and junior classes. (Fall 2007, Assistant to the Vice President for Student Life and Dean of Students)

9. Student Organization Bill of Rights - Create and publish student organization rights and responsibilities with a system of accountability. (Fall 2007, Organization Development)

10. Increase Men’s Involvement in Violence Awareness/Prevention Programs - Design and implement programs to increase men’s involvement in programs which address violence against women, including sexual violence (Fall 2007, Personal Health Programs and Community Well-Being)

11. Honor Board Reflection Component - Incorporate reflection time after every Honor Board to assess members learning and growth in the process, and to increase understanding and communication between student and faculty members. (Fall 2008, Judicial Affairs)

12. Judicial Affairs Assessment - Develop a process evaluation instrument to administer to students who have participated in the judicial process to better assess student perceptions of treatment and learning. (Fall 2008, Judicial Affairs)

13. Common Good Project Grants - Award ten grants of $2,000 through a competitive application process for Phase IV senior fellows projects. (Fall 2008, Leadership)
CAMPUS CLIMATE AND COMMUNITY (continued)

c. Service Ethic and Civic Engagement - Students, faculty, and staff are committed to making a positive difference for others on and off the campus and fulfilling their civic responsibilities.

1. Orientation Leaders Service Projects – Implement a service project into annual orientation staff training. (Fall 2005, Orientation)

2. Watson Community Mentoring Program - Assign Watson Scholars to acclimate 10 local high school juniors to the college environment. High School students will be selected based on financial need, strong leadership experience and academic records. (Fall 2005, Multicultural Affairs)

3. Agency-Based Student Staff – Place five student staff on-site with five partner agencies to coordinate, train and educate student volunteers. (Fall 2005, Kernodle Center)

4. Community Service Plan for Greek Community - Develop and implement a plan for fraternity and sorority members to perform hands-on community service in additional to philanthropy activities. (Spring 2006, Greek Life)

5. Student Athletes Summer Institute – Cannon Leadership Program will host a summer leadership conference for high school athletes. (Summer 2006, Leadership)

6. On-Campus Partnerships with Kernodle Center – Provide workshops for Student Life Directors/Assistant Directors and student service organizations to support and deepen their involvement with service. (Spring 2007, Kernodle Center)

7. Leadership Turrentine – Write grant to expand leadership program for local middle-school students to two new schools. (Spring 2007, Leadership)

8. Annual Community Service Plans - Execute plan for student staffs to participate in at least one direct service project each year. (Fall 2007, Student Activities, Residence Life, Multicultural Affairs, Leadership, Organization Development, Moseley Center, Campus Recreation, Orientation, Religious and Spiritual Life, SGA)

9. Residence Area Adopt a Service Agency - Charge each residential area to partner with a community agency for annual service projects. (Fall 2007, Residence Life)

10. Emerging Leaders Service Days - Collaborate with the Kernodle Center for Service Learning to coordinate Emerging Leaders to incorporate education and reflection into a day of community service. (Fall 2007, Leadership)

11. Charity to Change Service Model - Research and create a developmental model for guiding student engagement and learning in developing partnerships, community building and volunteer service efforts. (Fall 2008, Kernodle Center)
d. **Student-Centered Services** - Student services will be based on evaluation of effectiveness for meeting students' basic needs for safety, cleanliness, comfort, appearance and accessibility, as well as for convenience, cost effectiveness and “user-friendliness” for a growing and diverse student population.

1. **Survey Reach of Religious Life Programs** - Develop follow-up survey to students who expressed interest in religious life programs prior to matriculation to assess whether needs for religious life program contact have been met. Develop response plan to students whose religious interests are not represented by existing recognized groups or programs. (Annually, Religious and Spiritual Life)

2. **Revise Sexual Assault Response Protocol** - Revise protocols for sexual assault response to better meet needs of students reporting sexual assault (Fall 2005, Office of Student Development)

3. **Late Night Activities/Events in Moseley Center** - Develop and implement a collaborative and comprehensive plan for increasing late night programs in the Moseley Center to every Thursday-Saturday nights the University is in session. (Fall 2005, Moseley Center & Student Activities)

4. **Assess Area Office Coverage** – Review and assess Residence Life area office coverage, service hours and services in order to develop proposal for increasing overall customer service. (Fall 2005, Residence Life)

5. **Summer Health Services to Graduate Students** - Develop a plan to increase convenient fee-for-service arrangements for DPT students during summer months. (Spring 2006, Health Services)

6. **Increase Awareness/Outreach Activities Regarding Acts of Sexual Violence** - Develop enhanced web-page and brochures to increase awareness of sexual violence and the resources available to those who experience it. (Fall 2006, Personal Health Programs and Community Well-Being)

7. **Smoking Cessation Programs** - Research and implement smoking cessation initiatives which are targeted to student-age population and integrate participation by individuals and groups. (Fall 2006, Personal Health Programs and Community Well-Being, R.N. Ellington Health and Counseling Center)

8. **Facility Safety Review** – Create committee of Resident Student Association, Student Safety Committee and Campus Safety and Police to review safety of residential access, provide recommendations for Card Access in more areas, and examine exterior/interior residential safety issues. (Spring 2007, Residence Life)
9. **Increase Fee-For-Service Options** - Increase fee for service options for students who require services beyond the scope of Health and Counseling Services and who do not have transportation to outside appointments. Potential new areas for fee for service include psychiatry, nutrition, and dermatology. (Fall 2007, R.N Ellington Health and Counseling Center)

10. **Accreditation Standards** - Benchmark Health and Counseling services against requisites and standards for accreditation. (Fall 2007, R.N Ellington Health and Counseling Center)

11. **Expand Campus Recreation programming for faculty and staff** – Market current programming and provide additional programs to better serve faculty and staff. (Fall 2007, Campus Recreation)

12. **Well-Woman Care** - Increase quality of well-woman care through increased number of schedulable hours available for well-woman examinations. (Fall 2007, R.N. Ellington Health and Counseling Center)

13. **Increase areas of specialization in Counseling Services** - Increase staff clinical specialization in Students with Disabilities, Substance Abuse Counseling and Assessment, Multicultural Counseling, and Eating Disorders. (Fall 2007, R.N. Ellington Health and Counseling Center)


15. **ADA Facility Protocol Review** – Collaborate with Disability Services and students to review ADA services, protocols, facilities and communication with families. (Spring 2008, Residence Life)

16. **Expand Counseling Services Evening and Weekend Hours** - Increase evening hours one hour each night and weekend hours by two hours on weekends. Implement evening and weekend hours in Counseling Services. (Fall 2008, R.N. Ellington Health and Counseling Center)

17. **Appointment Times in Health Services** - Implement appointment times in Health Services to increase predictability in wait times for patients. (Fall 2009, R.N. Ellington Health and Counseling Center)
E. Staffing and Facilities Needs to Support the Action Plan

1. Staffing

Staffing patterns will focus on addressing and serving the learning, developmental and service needs of a growing student population. Administrative, clerical, and direct service support personnel will be expanded. The position needs for support and service personnel will be assessed in light of the addition of facilities, increases in program/service hours, and increases in patron uses for Student Life programs.

New facilities will also necessitate revision and the addition of professional and administrative positions to meet growing program needs. Key expansions in personnel over the next five years might include:

- The addition of residence life student and professional staff members to service new apartments, residence halls, and Greek facilities.

- The addition of a full-time Assistant Director in Multicultural Affairs to assist with expanded programming designed to meet the diversity objectives of the Student Life curriculum.

- Additional mid-level provider hours in Health Services to provide for an appointment structure and to meet benchmarks for accreditation.

- Increase evening and weekend staffing (clerical, nursing, and mid-level provider) to accommodate increases in program hours in Health Services.

- Add counselor positions to move the Counseling Services staff ratio toward 1:1000, which is university industry standard. The additional clinical hours will also allow staff to provide focused services in substance abuse assessment/treatment, multicultural counseling, students with disabilities and eating disorders assessment and treatment.

- Expand fee-for-service providers in Health and Counseling Services to expand specialty areas of service which are cost prohibitive to provide in the Ellington Center. Areas of concentration will be psychiatry, dermatology, and nutrition counseling.

- Move current part-time Coordinator of Orientation to Director of Orientation and Student Organization Development.

- Implement a division-wide position to coordinate and provide educational experiences regarding topics of personal health, healthy relationships and prevention/response to sexual violence.

- Add support staff position to address service and staffing needs in Harden Sports Clubhouse, Driving Range, and increases in Sports Club participation.
Staffing and Facilities Needs to Support the Action Plan (continued)

- Move current part-time Coordinator of Substance Education to full-time.

- A Diversity Faculty Fellow will provide faculty development workshops to infuse diversity education into the curriculum.

- Expand current split position of Assistant Director of Moseley Center and Activities to two-full-time positions. The Assistant Director of Student Activities will provide additional coverage to expand evening and weekend programming opportunities on campus. The Moseley Center Assistant will provide staff access for the majority of evenings when program usage is high.

- Split shared position in Judicial Affairs and Residence Life into two full-time positions. The increase and complexity of judicial cases necessitates expansion of staff to assist with adjudication of judicial cases. The Residence Life position will assist with residence life staff development, as well as advising the Resident Student Association.

- Expand auxiliary staffing for religious groups not currently represented on campus. Potential staff will be recruited to serve Jewish, Baptist, Methodist and Muslim students.

- Enhance partnerships with current informational technologies services and move toward development of technology position for the Division of Student Life.

- Establish an Assistant to the Vice President and Dean of Students position to coordinate administrative functions of the division as well as develop fundable ideas and grant proposals.
2. Facilities

Student and staffing needs driven by increased enrollment, increased participation and engagement in programs and the realization of the residential campus concept will require renovating current spaces and constructing additional facilities. This growth is necessary to maintain the quality of current programs and address the needs of the Student Life Five Year Plan. The key expansions and additions to facilities might include:

a. Campus Housing

- Two and four bedroom apartments will be built to keep upper-class students on campus as leased apartments are phased out.
- Living-learning halls with mostly single rooms and common spaces will be built to maintain a mixture of students of all academic classes on campus.
- More Greek houses will be built to support the strong interest in Greek Life.
- The density of current housing will be reduced to increase comfort and privacy. Common areas will be proposed for each residential area.
- Apartments will be created for Faculty-in-Residence in residential areas.
- Card access will be added in additional areas (suites and flats).

b. Outdoor Spaces

- South Campus will be developed to include lighted and irrigated club sports fields and a driving range complex.
- A feasibility plan will be developed for an outdoor roller hockey rink.
- Outdoor community grills will be constructed in residence areas for programming and gatherings.
- A walking path will be proposed for the campus.
- An area will be developed with monuments for each National Pan-Hellenic Council organization, with benches, and a gazebo/plaza for step-shows/gatherings.
- A meditative garden or labyrinth will be developed to encourage contemplative thought.
- Ropes course elements and/or an Alpine climbing wall will be added.

c. Physical Activity/Recreation Spaces

- The Harden building at South Campus will be renovated to service club sports and the driving range and provide for golf instruction.
- Intramural fields will be added to replace those behind the Kouy Business Center.
- New gym space will be planned via reallocation of current space, or building new space, and may include an indoor running track.
Staffing and Facilities Needs to Support the Action Plan (continued)

- Fitness space will be expanded into dance studio A or in other to-be-developed recreational spaces.
- Outdoor Programs Space- The current space in the Koury Center will be expanded by enclosing the adjacent, pool patio or finding a new location.
- A feasibility study will be done to create an outdoor water recreation area at Lake McIntosh, with a crew team.

d. Student Meeting Spaces

- The Holt Chapel will be renovated to provide meeting spaces for large student groups.
- The Harden Club House will provide a lounge atmosphere for informal student gatherings.
- A commons building will be proposed for the North Area for groups to conduct meetings and social events.
- A commons building will be built with the addition of campus apartments.
- The Lodge will be refurbished to be a more inviting retreat setting.
- The addition to the Campus Center will provide additional meeting and auditorium space.
- A meditation chapel space will be created to provide quiet space on campus for personal reflection and prayer.
- A large informal space for student dances, programs, and social gatherings will be proposed for the lodge or another location on campus.

e. Administrative/Student Engagement Spaces

- Residence Life Office - This office has outgrown its current space. Plans will be developed to expand or relocate this office to a larger space.
- Center for Leadership - New office space and an expanded space for student engagement will be added with the addition of an auditorium to the Moseley Campus Center
- The Multicultural Center - the Center will expand to include a conference room and student organization space.
- The Kernodle Center for Service Learning - New office space and an expanded space for student engagement will be added with the addition of an auditorium to the Moseley Campus Center or by housing the Kernodle Center for Service Learning in a Greek house or elsewhere.
- The Resident Student Association will gain new space either in the Moseley Campus Center or via the reallocation of space on campus.
Staffing and Facilities Needs to Support the Action Plan (continued)

3. Technology

a. Convert from paper-based to automated, streamlined processes - Online
   returning room sign-up (Spring 2006) and online, interactive maintenance and
   departmental forms. (Spring 2007, Residence Life)

b. Web-Based Event/Customer Satisfaction Evaluations - Develop a web-based
   program for students to evaluate campus programs provided by Student Activities
   and the Student Union Board (SUB) and services in Moseley (Fall 2006, Student
   Activities and Moseley Center)

c. First Year Student use of the Web – Assess the effectiveness of Elon’s website
   in providing student services to incoming students. Adjust programs and services
   accordingly. (Fall 2006, Orientation)

d. On-Line Event Registration Forms - Provide students an on-line link to
   appropriate event registration forms. (Fall 2006, Student Activities)

e. Student Organizations – Publish Student Organization and Advisor resources
   online. (Spring 2007, Organization Development)

f. Card Access on suites/flats/Danieley apartments – Develop plan and begin
   phasing in card access for all residence hall rooms and exterior entrances. (Spring
   2007, Residence Life)

g. Electronic Roster Submission – Create process for student organizations to
   submit roster information through an on-line form. (Fall 2007, Leadership)

h. Wireless Truitt Center and Lodge – Propose extending the campus wireless
   network to the Truitt Center and the Lodge. (Fall 2007, Religious and Spiritual
   Life, Campus Recreation)

i. New Organization Handbook – Create electronic handbook with resources for
   student leaders of new (provisional) student organizations. (Spring 2008,
   Leadership)

j. Enhance CD Rom for Freshmen - Work with Elon Information Systems and
   Technology to add campus housing information and images in an engaging and
   popular manner. (Spring 2008, Residence Life)

k. Kernodle Center/SLC DVD – Create a Service Learning Community CD or DVD
   to inform students about service opportunities at Elon, introduce incoming students
   to the issues and demographics in Alamance County, and recruit students for the
   SLC. (Spring 2008, Kernodle Center)
Staffing and Facilities Needs to Support the Action Plan (continued)

1. **Wireless Residence Halls** - Seek technology grant or University funding to convert all residential facilities to wireless. (Fall 2008, Residence Life)

2. **Web-based Substance Education Assessment** - Make available a web-based substance assessment program. (Fall 2008, Substance Education)

3. **Kernodle Center Video/DVD Resource Library** – Build a video/DVD resource library for students, faculty, classes and community partners to access in order to learn about local, national and global social issues (hunger and homelessness, domestic violence, poverty, illiteracy, etc.). (Fall 2008, Kernodle Center)

4. **New Databases:**
   - **Greek Life On-Line Recruitment Registration** - Implement an on-line recruitment registration and member management system for Panhellenic and Interfraternity Council Member Chapters through Intercollegiate Solutions. (Spring 2006, Greek Life)
   - **Kernodle Center** - Upgrade the four databases central to daily operations (Validation, Interest Check-List, Agency and Academic Service-Learning). Automate ASL forms, procedures, and evaluations. (Fall 2007, Kernodle Center)
   - **Judicial Affairs database system** - Identify and develop proposal to purchase a new automated system to manage all judicial records and communications. (Spring 2007, Judicial Affairs)

5. **Residence Life shared drive** – Create a shared drive for Residence Life in order to allow professional staff members to share important documents and enable staff to be more efficient and consistent. (Fall 2007, Residence Life)

6. **Kernodle Center Shared Network drive** – Create a shared drive for Kernodle Center in order to allow students and professional staff members to share important documents and enable staff to be more efficient and consistent. (Fall 2007, Kernodle Center)

7. **Greek Life Alumni/ae Newsletter/ List-serve** – Develop an alumni/ae and parent semestery e-newsletter to highlight activities and information in Greek Life. (Fall 2009, Greek Life)
IV. Appendices

Organizational Chart for the Division of Student Life
Multi-Year Use Reports 2000-2005
General Studies Goals and Explanation of Program
Student Organizations
Student Life Professional Development
  Student Life Presentations
  Student Life Publications
  Professional Involvement and Leadership
  Community Involvement/Service
  Awards/Honors
  Hosted Conferences/Workshops
  Grants

References
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<td>129,934</td>
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## Student Life
### Multi-Year Use Reports
#### 2000-2005

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- 38 -
### Student Life
#### Multi-Year Use Reports
#### 2000-2005

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<td>88</td>
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<td>89.9</td>
<td>88.5</td>
</tr>
<tr>
<td><strong>ENROLLMENT FIGURES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>4,138</td>
<td>4,341</td>
<td>4,432</td>
<td>4,584</td>
<td>4,796</td>
</tr>
<tr>
<td>African American</td>
<td>263 - 6.4%</td>
<td>271 - 6.2%</td>
<td>277 - 6.3%</td>
<td>291 - 6.4%</td>
<td>342 - 7.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>24 - 0.6%</td>
<td>29 - 0.7%</td>
<td>33 - 0.7%</td>
<td>40 - 0.8%</td>
<td>43 - 0.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>35 - 0.8%</td>
<td>48 - 1.1%</td>
<td>51 - 1.2%</td>
<td>38 - 0.8%</td>
<td>52 - 1.1%</td>
</tr>
<tr>
<td>Indian</td>
<td>5 - 0.1%</td>
<td>8 - 0.2%</td>
<td>8 - 0.2%</td>
<td>6 - 0.2%</td>
<td>8 - 0.2%</td>
</tr>
<tr>
<td>International</td>
<td>69 - 1.7%</td>
<td>59 - 1.4%</td>
<td>70 - 1.6%</td>
<td>61 - 1.3%</td>
<td>67 - 1.4%</td>
</tr>
<tr>
<td>Total Minority Enrollment</td>
<td>327 - 7.9%</td>
<td>356 - 8.2%</td>
<td>369 - 8.3%</td>
<td>375 - 8.2%</td>
<td>445 - 9.3%</td>
</tr>
<tr>
<td>Total Minority &amp; International</td>
<td>396 - 9.6%</td>
<td>415 - 9.8%</td>
<td>439 - 9.9%</td>
<td>436 - 9.5%</td>
<td>512 - 10.7%</td>
</tr>
<tr>
<td><strong>MOSELEY CENTER</strong></td>
<td></td>
<td></td>
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<tr>
<td>ROOM RESERVATIONS</td>
<td>3,582</td>
<td>3,896</td>
<td>3,565</td>
<td>3,466</td>
<td>3,992</td>
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<tr>
<td><strong>AIRPORT SHUTTLES</strong></td>
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<tr>
<td>Number of Trips</td>
<td>77</td>
<td>78</td>
<td>78</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>Number of Students Transported</td>
<td>730</td>
<td>711</td>
<td>631</td>
<td>653</td>
<td>901</td>
</tr>
<tr>
<td><strong>VAN RESERVATIONS</strong></td>
<td>1,874</td>
<td>1,882</td>
<td>2,789</td>
<td>1,870</td>
<td>2,883</td>
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<tr>
<td><strong>Student Life</strong></td>
<td><strong>Multi-Year Use Reports</strong></td>
<td><strong>2000-2005</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-----------------</td>
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<tbody>
<tr>
<td><strong>RELIGIOUS PREFERENCE OF ENTERING STUDENTS (CIRP Data)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Protestant</td>
<td>49.30%</td>
<td>47.10%</td>
<td>45.00%</td>
<td>48.40%</td>
<td>46.30%</td>
</tr>
<tr>
<td>Catholic</td>
<td>24.10%</td>
<td>25.90%</td>
<td>24.20%</td>
<td>25.20%</td>
<td>29%</td>
</tr>
<tr>
<td>Other Christian</td>
<td>10.40%</td>
<td>9.40%</td>
<td>10.70%</td>
<td>9.20%</td>
<td>9.90%</td>
</tr>
<tr>
<td>Jewish</td>
<td>1 70%</td>
<td>2.20%</td>
<td>3.00%</td>
<td>2.10%</td>
<td>2.70%</td>
</tr>
<tr>
<td>Other Religions</td>
<td>1 50%</td>
<td>3.00%</td>
<td>2.90%</td>
<td>1.90%</td>
<td>2.60%</td>
</tr>
<tr>
<td>No Preference</td>
<td>11.80%</td>
<td>12.50%</td>
<td>13.60%</td>
<td>12.80%</td>
<td>12.50%</td>
</tr>
</tbody>
</table>

| TURNING 21 | | | | | |
| Student Participants | 217/25.9% | 190/22.7% | 190/21.6% | 163/16.8% | 182/18.0% |
| Number of Events | 4 events | 4 events | 4 events | 4 events | 4 events |

| HOMETOWN HEROES | | | | | |
| Nominated by Students | 67 | 46 | 90 | 83 | 54 |

| PARTICIPATION IN RELIGIOUS AND INTERFAITH GROUPS/CORE | | | | | |
| Participation in Religious and Interfaith Groups | 43.4% | N/A | N/A | N/A | 34.20% |

| IMPT OBJECTIVES TO ACHIEVE (CIRP Data) | | | | | |
| Developing a meaningful philosophy of life | 46.00% | 43.60% | 41.40% | 40.20% | 46.60% |
| Helping others who are in difficulty | 65.00% | 64.00% | 66.80% | 67.70% | 67.00% |
| Helping to promote racial understanding | 32.60% | 31.10% | 32.30% | 31.60% | 33.80% |
| Integrating Spirituality into my life | 49.60% | 44.90% | 46.10% | 48.50% | 43.80% |

| RESIDENCE LIFE | | | | | |
| Expanded Housing | 106 | 108 | 0 | 39 | 40 |
| Percent Occupancy Average | 98.50% | 98% | 98% | 99% | 100% |
| Total Capacity | 2,420 | 2,639 | 2,706 | 2,685 | 2,670 |
| Total Occupancy- Fall Opening | 2,452 | 2,654 | 2,732 | 2,736 | 2,724 |
| Total Capacity- Fall Opening | 2,420 | 2,533 | 2,706 | 2,685 | 2,670 |

| KERNODLE CENTER FOR SERVICE LEARNING | | | | | |
| Number of Students/Hours | 525/29 | 2100/57285 | 2601/70500 | 2714/81179 | 2795/83719 |
| Course Linked Service Learning | 411/11088 | 517/10473 | 694/3234 | 715/15296 | 428/16000 |
| Service Programs & Organizations | 1002/19494 | 0.05 | 1169/20398 | 1601/21218 | 1924/24554 |
| Service Events | 1826/5153 | 2017/7099 | 2094/7017 | 1848/7922 | 1478/7047 |
| Elon Volunteers/ Staff | 65/5365 | 67/4371 | 59/4566 | 82/5303 | 87/5927 |
| Individual Placement | 90/4030 | 93/3086 | 154/3147 | 235/4416 | 175/5598 |
| Student Organizations | 81/7882 | 964/10569 | 1243/13839 |
| Greek Organizations | 812/7309 | 495/2111 | 1400/14325 | 1378/15545 | 958/10953 |
| Number of Courses Linked w/Service | 23 | 29 | 35 | 33 | 24 |

| STUDENT ACTIVITIES | | | | | |
| ON CAMPUS PROGRAMMING | | | | | |
| Number of Programs | 85 | 96 | 116 | 115 | 145 |
| Total Attendance | 15,691 | 16,490 | 10,165 | 11,470 | 34,440 |
| Average | 178 | 176 | 88 | 99.7 | 238 |

| TRAVEL-ORIENTED | | | | | |
| Number of Programs | 37 | 31 | 13 | 16 | 21 |
| Total Attendance | 1,056 | 1,147 | 487 | 613 | 731 |
| Average | 29 | 37 | 37 | 38 | 35 |

| SGA ELECTIONS | | | | | |
| Number Voting | 1,236 | 1,171 | 1,005 | 1,038 | 1,308 |
| Average | N/A | | | | |
### SGA BUDGET

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Organizations Requesting Funding</td>
<td>64**</td>
<td>86</td>
<td>73</td>
<td>80</td>
<td>86</td>
</tr>
<tr>
<td>Total Amount Requested</td>
<td>$377,832</td>
<td>$532,000</td>
<td>$688,000</td>
<td>$774,308</td>
<td>$723,818</td>
</tr>
<tr>
<td>Total Budget</td>
<td>$490,924</td>
<td>$796,000</td>
<td>$549,000</td>
<td>$816,600</td>
<td>$557,260</td>
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<tr>
<td>Total Collected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,012,752</td>
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</table>

**Began funding CMB w/ 5 org @ 18.5% + 9 Honor organizations @ 2%**

### STUDENT DEVELOPMENT

#### WITHDRAWALS

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<tr>
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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>58</td>
<td>47</td>
<td>84</td>
<td>189</td>
</tr>
<tr>
<td>2001-2002</td>
<td>64</td>
<td>42</td>
<td>90</td>
<td>200</td>
</tr>
<tr>
<td>2002-2003</td>
<td>93</td>
<td>19</td>
<td>100</td>
<td>212</td>
</tr>
<tr>
<td>2003-2004</td>
<td>91</td>
<td>29</td>
<td>67</td>
<td>187</td>
</tr>
<tr>
<td>2004-2005</td>
<td>71</td>
<td>18</td>
<td>108</td>
<td>197</td>
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### EMERGENCY DUTY CALLS

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<tbody>
<tr>
<td>Medical</td>
<td>72</td>
<td>125</td>
<td>123</td>
<td>121</td>
<td>110</td>
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<tr>
<td>Psychological</td>
<td>15</td>
<td>20</td>
<td>23</td>
<td>27</td>
<td>12</td>
</tr>
<tr>
<td>After Hours Return to Campus</td>
<td>3</td>
<td>2</td>
<td>14</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Drugs</td>
<td>13</td>
<td>14</td>
<td>24</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Parent Calls</td>
<td>7</td>
<td>12</td>
<td>15</td>
<td>14</td>
<td>10</td>
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<tr>
<td>Physical Plant</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Fire/Fire Alarm</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Security-Related</td>
<td>17</td>
<td>26</td>
<td>13</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Other</td>
<td>41</td>
<td>19</td>
<td>8</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>176</strong></td>
<td><strong>221</strong></td>
<td><strong>234</strong></td>
<td><strong>241</strong></td>
<td><strong>177</strong></td>
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### PARTIES/EVENTS

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<tbody>
<tr>
<td>Average number of drinks per week-total</td>
<td>7.6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>11.5</td>
</tr>
<tr>
<td>MEN</td>
<td>12.3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>16.8</td>
</tr>
<tr>
<td>WOMEN</td>
<td>4.8</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>7.1</td>
</tr>
<tr>
<td>No. drinks at last social occasion (not avg. per week)</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>11.5</td>
</tr>
<tr>
<td>No. drinks at parties and bars (not avg. per week)</td>
<td>4.7</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MEN</td>
<td>6.2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>96%</td>
</tr>
<tr>
<td>WOMEN</td>
<td>3.8</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>91%</td>
</tr>
<tr>
<td>On-campus</td>
<td>3.9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Off-campus</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Fraternity Members</td>
<td>8.1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>98.80%</td>
</tr>
<tr>
<td>Sorority Members</td>
<td>4.8</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>92.40%</td>
</tr>
<tr>
<td>Athletes</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>74.40%</td>
</tr>
</tbody>
</table>

*Core survey administered every two years*
The General Studies Program
Elon University

General Studies at Elon

Elon University’s historical commitment to the liberal arts and sciences is reflected in a dynamic curriculum offered through the General Studies program. By preparing students to live responsible, productive lives in an increasingly complex world, this program enriches the human spirit and promotes global citizenship. Dedicated to the development of thinking, learning, and communicating, the General Studies program expands students’ ability to understand the world and their place in it, enabling independent, healthy, and creative action.

The Mission

The General Studies Program aspires to develop excitement about intellectual discovery, a curiosity that transcends disciplinary boundaries, and a global vision with which to address fundamental issues in order to improve the human condition.

To accomplish this mission, the program provides an interdisciplinary framework for learning, integrating the arts and sciences with experiential education. Though each discipline within this framework is different, the intellectual challenges are similar. Students are asked to see the nature and dimensions of a problem, use appropriate resources and methods in search of solutions, develop well-reasoned arguments, and effectively communicate with a wider audience.

Through this intellectual process, the General Studies Program challenges students to become responsible participants in the global community.

Goals

The General Studies Program will enable students to develop:
1. Effective writing and speaking skills.
2. Complex quantitative reasoning skills.
3. Information literacy skills.
4. The capacity to view issues from other cultural perspectives.
5. The ability to communicate effectively with people from other nations and cultures.
6. An understanding of their interconnectedness with other people and the environment, as well as their responsibility to both.
7. A mature understanding of how knowledge is constructed through academic inquiry within and across disciplines.
8. The intellectual curiosity essential to life-long learning.
9. Ethical decision-making skills to promote the common good.
10. A vital and integrated sense of self: mind, body, and spirit.
Student Organizations

Academic
- Alpha Kappa Psi
- American Chemical Society
- Asian Studies Club
- Assoc. for Computing Machinery
- Blueprint
- Cinelon
- Crime Studies Club
- Diverse Students of Science
- E. Pluribus Unum
- Economics Club
- Elon Engineers
- Elon University Public Relations Student Society of America
- Financial Management Association
- French Club
- Health & Human Performance Major Club
- Human Services Society
- International Studies Society
- Italian Club
- Leisure/Sport Management Society
- Lincoln Pre-Med Society
- Mathematics Assoc. of America
- Mock Trial Competition
- Model UN
- Phi Alpha Delta (Law)
- Psychology Club
- Public Relations Student Society of America
- Sigma Alpha Iota (Music)
- Society of Physics Students
- Society of Professional Journalists
- Students for Peace and Justice

Government
- College Democrats
- College Republicans
- NC Student Legislature
- Student Government Association

Greek
- Alpha Chi Omega
- Alpha Kappa Alpha
- Alpha Omicron Pi
- Alpha Phi Alpha
- Alpha Xi Delta
- Delta Delta Delta
- 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
- Phi Mu
- Pi Kappa Phi
- Sigma Chi
- Sigma Gamma Rho
- Sigma Kappa
- Sigma Phi Epsilon
- Sigma Pi
- Sigma Sigma Sigma
- Zeta Phi Beta
- Zeta Tau Alpha

Honors
- Alpha Delta Omega (Human Services)
- Alpha Kappa Delta (Sociology)
- Alpha Psi Omega (Theater)
- Beta Alpha Psi (accounting)
- Beta Beta Beta (Biology)
- Beta Gamma Sigma (general business)
- Gamma Sigma Alpha (Greek)
- Gamma Theta Upsilon (Geography)
- Kappa Delta Pi (Education)
- Lambda Pi Eta (Communications)
- Omicron Delta Epsilon (Economics)
- Omicron Delta Kappa (Academics & Leadership)
- Order of Omega (Greek)
- Phi Alpha Theta (History)
- Phi Beta Delta (International)
- Phi Eta Sigma (Freshmen)
- Phi Kappa Phi (General Scholarship)
- Pi Delta Phi (French)
- Pi Gamma Mu (Social Sciences)
- Pi Mu Epsilon (Math)
- Pi Sigma Alpha (Political Science)
- Psi Chi (Psychology)
- Sigma Delta Pi (Spanish)
- Sigma Iota Rho (International)
- Sigma Tau Delta (English)
- Theta Alpha Kappa (Religious Studies)
Student Organizations (continued)

Media
Colonnades
ESTV
Pendulum
Phi Psi Cli
WSOE

Performance
All-Male Accapella Group
Elon's Finest
Sweet Signatures
Twisted Measure

Programming
Black Cultural Society
Hellenic Student Association (HSA)
Intercultural Relations Club
Iron Tree Blooming
Liberal Arts Forum
Phoenix Phanatics
Resident Student Association (RSA)
Spectrum
Student Union Board

Religious
Baptist Student Union
Campus Outreach
Catholic Campus Ministry
Fellowship of Christian Athletes
Gospel Choir
Hillel
Intervarsity Christian Fellowship
Methodist Fellowship
Sigma Alpha Omega

Service
Alpha Phi Omega
Elon Volunteers!
Epsilon Sigma Alpha
Habitat For Humanity
Rotaract
Safe Rides
SHINE (Students Helping In Neighborhoods Everywhere)
Sierra Student Coalition

Club Sports
Club Baseball
Club Volleyball
Cycling Club
Equestrian Club
Field Hockey Club
Golf Club
Lacrosse Club (Men's)
Lacrosse Club (Women's)
Martial Arts Club (Tae Kwon Do)
Roller Hockey Club
Rugby Club (Men's)
Rugby Club (Women's)
Ski & Snowboarding Club
Soccer Club (Men's)
Soccer Club (Women's)
Softball (women's club)
Swim Club
Tennis Club
Triathlon Club
Ultimate Frisbee Club
Women's Club Basketball
Professional Development

PRESENTATIONS

2005 – 2006


Dillon, M. *Transitioning to a Graduate Assistant/Professional*. (2006, April). Presented at the NIRSA National Conference, Louisville, KY


2004 – 2005


2003 – 2004


2002 – 2003


2001 – 2002


Patterson, J. L. (2001, November). Building bridges against sexual assault. Presented at the North Carolina Coalition Against Sexual Assault Fall Conference.


2000 – 2001


PUBLICATIONS

2005 – 2006


2004 – 2005


2003 – 2004

- 48 -

**2002-2003**

**2000 – 2001**

Patterson, J. L. Editor (December 2001) Wholeness of the Campus. Elon University
PROFESSIONAL INVOLVEMENT/LEADERSHIP

2004 – 2005


Komasz, M. K. (2004). First Timers Newsletter Editor, Association of Fraternity Advisors

Whittier, C. E. (2004). Conference Chair, Association of Fraternity Advisors

Whittier, C. E. (2005). Executive Vice President, Association of Fraternity Advisors

Whittier C. E. (2004-2005). Board Member and Communications Chair, Association of Fraternity Advisors Foundation


Whittier, C. E. (2004-2005). International Programming Committee Chair, Alpha Omicron Pi Fraternity

2003 – 2004
Cobb, T. (2003-2004). Audit Committee Chair, Piedmont Carolina Chapter of the American Red Cross, Burlington, NC

Cobb, T. (2003-2004). Education Chair, Community Council of Alamance County, Burlington, NC


Whittier, C. E. (2003-2004). International Programming Committee Chair, Alpha Omicron Pi Fraternity

2002 – 2003
Cobb, T (2002-2003). Board of Directors Chair, Piedmont Carolina Chapter of American Red Cross, Burlington, NC

- 50 -
Manning, K. (2002-2004). Member, North Carolina Campus Compact

2001 – 2002
Tulchinsky, P. J. (2001). Big East Conference Women’s Basketball Officiating Camp

2000 – 2001


Patterson, J. L. (President – Elect 2000, President 2001) North Carolina Association for Women In Education (NCAWE) Board of Directors


COMMUNITY INVOLVEMENT/SERVICE

2006 – 2007

2005 – 2006

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

2004 – 2005


Parrish, K. (2004-2005). Sexual Assault Response Team Member

Patterson, J. L. (September 2004- May, 2005). Alamance/Burlington School System Task Force on Middle Schools

Patterson, J. L. (August 2003- May 2006). Leadership Team, Western Middle School

Patterson, J. L. (1998 – 2004). Volunteer, Alamance County Schools Bond Committee

2003 - 2004


2002 - 2003


Richmond, L. (2002-2005). Board Member, Piedmont Carolina Chapter of the American Red Cross
AWARDS/HONORS

2004 – 2005


Elon ranked in the top 20 in the 2004 US News and World Report for Learning Communities.

Kernodle Center for Service Learning and Elon Volunteers! received the Golden Heart Award from Piedmont Carolina Chapter of the American Red Cross. (2005)

National Association of College and University Residence Halls 2005 - Top 44 Programs - Lynn Cupero (student), "48 Hours of Sheer Madness," Syracuse University (May 2005)

National Association of College and University Residence Halls 2005 - Top 44 Programs - Josh Donde and Kate McCarthy (students), "Halloween Haunted Hall," Syracuse University (May 2005)


North Carolina Association of Residence Halls 2005 - Philanthropy Award. (February 2005)

South Atlantic Affiliate of the National Association of College and University Residence Halls 2004 Spirit Award. (November 2004)


Whittier, C.E. Order of Omega Doctoral Fellowship Recipient. (December 2004)

2003-2004

Kernodle Center for Service Learning and Elon Volunteers! received the inaugural “Volunteer Service Award” from the Boys and Girls Club. (2003 – 2004)

South Atlantic Affiliate of the National Association of College and University Residence Halls 2003 Spirit Award. (November 2003)

Patterson, J. L.  Elon University Greek Faculty Advisor of the Year. (May 2004)

2002 – 2003

Kernodle Center for Service Learning and Elon Volunteers! received the Golden Heart Award from Piedmont Carolina Chapter of the American Red Cross.


2001 – 2002
Patterson, J. L.  Administrative Staff Member of the Year, Elon University. (May 2002)

HOSTED CONFERENCE/WORKSHOP

2004 – 2005
2004  David Faber “A Holocaust Survivor’s Memoir” Elon University, NC State, UNC Charlotte, Meredith College, Peace College, Salem College
2004  Sigma Gamma Rho Sorority, Incorporated Regional Conference
2004  North Carolina Campus Compact Service Learning Institute
2005  Phi Mu Women’s Fraternity Regional Leadership Conference
2005  North Carolina Campus Compact Service Learning Institute

2003 – 2004
2003  North Carolina Association of Residence Halls Fall Summit
2003  North Carolina Campus Compact Service Learning Institute
2003  National Intramural-Recreational Sports Association (NIRSA) State Workshop
2004  NC Council of College Health Professionals Spring Conference

2002 - 2003
2002  North Carolina Campus Compact Service Learning Institute

2001 – 2002
2001  North Carolina Campus Compact Service Learning Institute
2002  NC Council of College Health Professionals Spring Conference

2000 – 2001
2001  David Faber “A Holocaust Survivor’s Memoir” Elon University, NC State, UNC Chapel Hill, Meredith College
**GRANTS**

**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). Frueauf Foundation Award: $15,000 for Community Partner Initiative Grants and Community-Based Staff.

**Elon Volunteers!** (Spring 2004). State Farm Good Neighbor Grant for $1,000 for Kids Krusade event.

**Anderson, S., Folger, S., & Hollingsworth, J.** (2003). Association of College and University Housing Officers-International Media and Technology Committee Grant, $1,000.


**REFERENCES**


**Astin, A.** (1996). Involvement in learning revisited: Lessons we have learned. *Journal of College Student Development,* 37, 123-134.


Elon University Academic Message

An Elon student’s highest purpose is

academic citizenship:

giving first attention to learning and

reflection, developing intellectually,

connecting knowledge and experiences, and

upholding Elon’s honor codes