 Registrar’s Corner
Major Staffing Changes

After 20 years of service to the Office of the Registrar, Karen Pore transitioned to the Bursar’s Office on March 9th to become an Associate Bursar. Karen is excited to take on new challenges and brings to her new role extensive knowledge of student systems and systems development. With Karen’s departure, many of her duties have been reassigned to existing staff members while we search for a new Assistant Registrar. The Office of the Registrar is committed to making this a smooth transition; to that end, Karen’s responsibilities have been reassigned as follows:

Room scheduling and reports: Casey Hayes
System issues (registration, term design, training, and user questions): Nicole Jones
SharePoint and new systems development: Melissa Holmes
Graduate programs: Rodney Parks

Additionally, Mandy Stovall, the program assistant at our front desk, recently accepted a new opportunity and has moved to the West Coast. Both staff members will be deeply missed and we wish them the very best in their new positions.

New Walking Time Table

In March we shared our new Walking Time Table, a collection of average walking times between each academic building on campus. Melissa Holmes and Casey Hayes created this table using Google Earth to map the distance along the shortest path between each building. The distances were then converted to walking times using an average walking speed of 3.1 miles per hour. The map is color coded to highlight (in reddish hues) the distances that exceed 10 minutes.

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2015: The Year of SmartCatalog

It’s official! SmartCatalog will replace the printed version of the academic calendar beginning in Fall 2015. You may be asking, “What is SmartCatalog?”

Have you ever considered how the academic catalog is created? As you can imagine, information flows in a number of directions to ultimately create the catalog.

This is very organized and effective for the curriculum committees but, as you can imagine, keeping track of all these changes can be challenging. SmartCatalog helps manage this complexity because it is built on single-source content management technology. Catalog data will be maintained in a central database, and edits will only need to be made once to update items across the catalog or across multiple handbooks (i.e., faculty, undergraduate, graduate, etc.). Designated users will be able to access the database online and revise, review, and approve changes to the catalog through an easy interface. The beauty of this technology is that it provides a searchable online catalog that is fully formatted for all electronic and mobile devices. Features offered by the new catalog include:

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Streamlined Degree Audit Updating: Instead of having to make painstaking manual comparisons between information in the catalog and the degree audit system, the new catalog will compile year-end data summarizing all updates to degree requirements and parse them for scribing into the degree audit system.

Track Edits: SmartCatalog tracks changes, including editors and date- and time-stamps, in list format. Exact changes may also be viewed word for word. Changes are tracked automatically and may not be circumnavigated by users.

Understand the Process: With the new software you always know what’s happening in the edit and review process. Reports for Items and Users identify what has been changed, by whom, and when, as well as what has been locked. Dependencies reporting shows the relationship of any item, such as a course, to all other items, such as programs, prerequisites, and cross-listings.

Print on Demand Formatting: SmartCatalog produces print-ready documents on demand. No manual formatting is required to create a document that is ready “To go a press” or to be saved as a PDF file. Further, the catalog can publish smaller sections of the database to create targeted booklets of information for specific audiences, such as advisors.

Secondary Publications: These include Advising Worksheets, Departmental Program and Course Guides, Campus Phonebooks, Guidance Counselor Handbooks, and others.

Work on the new catalog began in March. Stay tuned for updates throughout the summer!

Assistant Registrar Attends and Presents Sessions at the Southern Association of Collegiate Registrar and Admissions Officers (SACRAO) Annual Meeting

Melissa Holmes, Assistant Registrar/Technology, kept very busy during SACRAO’s 68th annual meeting in Mobile, Alabama this February. Melissa presented three sessions, including, “Automated Course Exceptions,” “Catching Fire: Resourcing Student Assistants to Write and Publish within the Registrar’s Office,” and “SharePoint: Power in Daily Office Practices.” Melissa also coordinated a session and fulfilled her duties as a member the 2014-2015 SACRAO IT Committee. Prior to returning from Alabama, Melissa also conducted a site visit with the Office of the Registrar staff at the University of Alabama. We deeply appreciate Melissa’s representation of Elon throughout this trip, which enabled her to advance her own professional development while also sharing with other institutions the ways in which our Registrar team is excelling.

Elon Transcript to Include Law School

Throughout the spring term, the Office of the Registrar has worked with the Elon Law School to launch a new Elon transcript that includes all academic work, including undergraduate, graduate, and professional coursework. The new combined transcript opens the door for law students to receive a transcript with their entire academic history, rather than having to order multiple versions of the Elon transcript. This component also clears the way for the launch of our 24-hour transcript delivery, which allows students and alumni to receive an official PDF transcript within minutes of ordering the document at any time.
New Research Aimed at Understanding the Challenges Women Faced Earning a Degree in the 1950s and 60s

Zoe Sachs, student assistant for the Office of the Registrar, has launched a research project to examine the experiences of women in the 1950s and 60s who faced barriers in their pursuit of higher education. The research will investigate the financial, personal, social, and political obstacles that hindered women from obtaining college degrees. The feminist movement had a direct impact on the number of women pursuing college degrees, and this work will explore how the efforts of these early feminists helped lay the groundwork for women in higher education today. Sachs hopes to uncover stories of women who were forcibly dismissed from higher education for behaviors the institutions felt were inappropriate. At the time, some Southern institutions posted a notation on the transcript of such women that cited the reason for their dismissal as, “Conduct Unbecoming of a Woman.”

Spring 2015 Publications with Students and Elon Alumni


Registrar Student Ambassador Ashley Edwards Presents Research at National Conference

Ashley Edwards, a Registrar’s Office student ambassador for the past four years, continues to attend and present at regional and national conferences. For the second year in a row Ashley has been awarded the AACRAO Conor Scholarship to present her research on students with traumatic brain injury at the upcoming national conference in Baltimore, Maryland. Additionally, Ashley was awarded the first-ever Southern Association for Collegiate Registrars and Admissions Officers (SACRAO) Student Pre-Professional Scholarship. The $1,200 SACRAO scholarship was established to assist undergraduate students in attending the annual SACRAO conference, held annually in states throughout the Southeast.

At the conference, Edwards presented and assisted on three different research presentations, presented two poster sessions (“Exploring the Challenges of Academic Advising for Student Veterans” and “Should Institutions Expand the Academic Record?: The Elon Experiences Transcript”) and co-presented with Melissa Holmes on a presentation entitled, “Catching Fire: Resourcing Student Assistants to Write and Publish within the Registrar’s Office.” As an aspiring higher education administrator, Edwards has gained invaluable contacts with Registrar’s and Admissions Offices across the country by attending these conferences.
**Winter Term Theme Uses Registration to Boost Enrollment**

In 2011, an Elon subcommittee successfully proposed a themed Winter Term focused on diversity as a new signature program of Elon University. The program’s overarching goals were to enhance students’ knowledge of diverse cultures, facilitate their engagement in and valuing of intercultural cooperation, and assist them in navigating pluralism. These goals remain in the foreground as the university works to create positive and meaningful interactions between and among diverse students and other diverse groups.

Like many other institutions with a themed term, Elon brings numerous speakers to campus to engage in dialogue with students, faculty, and staff. However, unless a speaker is nationally renowned, student attendance at these events can be sparse. Increasing student participation in optional events such as these is a challenging task. After implementing a number of marketing campaigns to inform students and encourage attendance, Elon embarked on a new method to promote student participation.

Using registration as a catalyst for encouraging participation in diversity-themed events, we added a new component to the registration system that enables students to register for diversity-themed events at the same time they register for classes. Using the Registration Results screen in Colleague, students now see the following message:

“When you have completed your registration, click here to register for your two diversity-themed events. All first-year students are expected to register for one ADL Campus of Difference session during the Winter Term. If you are a first-year student, please register for an ADL Campus of Difference session before adding a second event.”

After clicking the registration button, students are taken to the events management system where they register for two themed events. Getting all students to register for the events was challenging; however, the new system had a dramatic impact on the number of students attending themed events. While the coordinators for most events did not keep track of participation, the general feeling was that many more students participated in themed offerings this year than previous winter terms. One component that was counted was the number of first-year students who attended our ADL training. During Winter Term, ADL leaders taught more than 600 first-year students who had signed up using the new system.

**University Registrar Wins National Award - Elected to Serve on National Board**

The AACRAO Board of Directors has awarded Dr. Parks the Emerging Leader Award for 2014. The award is presented to professionals who, early in their AACRAO career, have made an exceptional or unique contribution and who demonstrate promise as a future AACRAO leader. Dr. Parks was recognized for his work in conducting higher education research with undergraduate students and publishing that research in a number of AACRAO publications. Dr. Parks was also nominated for and was elected to serve on the 2015 Nominations and Elections Committee for AACRAO.
Elon Moves to 24/7 Registration

We are pleased to announce that the Summer and Fall 2015 registration cycle will mark the beginning of ongoing registration throughout spring semester. In previous years, following the week-long period in which students were given appointments to access registration, we would close registration until drop/add for the new term. Now, once students have reached their designated appointment time they will be able to continue adjusting their schedules until drop/add ends for the designated term. Under the new parameters, registration for summer and fall will remain open until May 31\textsuperscript{st}. Fall registration will resume on August 11\textsuperscript{th} and continue through drop/add for the fall term. During registration closure, new students will be registered for the Fall term. Seats in courses will therefore open and close as students adjust their schedules, and it will be up to the student to monitor OnTrack for available openings.

An Update on Earning Two Degrees

With the launch of the two-degree policy, some may wonder whether students are taking advantage of the new policy. We had our first student graduate with two degrees in Winter term, and we are set to graduate 39 additional dual-degree students in May. These students will receive two diplomas as they cross the stage. As we prepare to graduate our first group of dual-degree students we asked one member of the graduating class, Danielle Biggs, for her thoughts as a beneficiary of the new policy.

Student Perspective on Two Degrees

- **Danielle**, what does it mean to you to be able to receive two degrees?

During Freshman Orientation in August 2011, I remember sitting under the oaks with other first-years, with our parents seated behind us at convocation, listening to Dr. Lambert share wisdom with my peers and me. I clearly remember his traditional motto of saying that, “Elon is like a buffet,” and that during our four years here we shouldn’t “just make ourselves a bologna sandwich.” By making the decision to earn two degrees, I feel like I am living up to Dr. Lambert’s recommendations. During my four years, I’ve piled my academic plate high and digested twice the information and course material, perhaps, than a student who might have one concentration. Not only has this enriched my experience at Elon, but I feel that this makes me a more diversified candidate within the job search.

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• Do you think it will help you in the future?

Diving forward into life beyond Elon, I know that my two degrees are equipping me with the skill set to tackle a plethora of social issues and to achieve success in a variety of work opportunities.

• What advice would you give other students if they are interested in two degrees? What has been the hardest aspect of earning two degrees?

Go for it!!! It’s surely not easy to earn two degrees . . . you are signing up for very late nights of studying [and] running around on campus from classes to meetings; the stressors of getting heavy loads of class work done while trying to remain a normal college student can take a toll on you. But the wisdom you learn from various professors within your two areas of concentration pour a priceless amount of knowledge into you daily. If you have two passions and think you might be able to mesh them to spark change in society post-Elon . . . sign up for two majors. If you are interested in a certain field before Elon, and fall in love with another field during your time at Elon . . . sign up for two majors. The opportunities are endless, and the people at this great institution will help you every step of the way. Ask questions of your faculty, do your research, and make sure you can earn both degrees and still graduate, and make the decision!

• Any other thought to share with the campus or students?

I want to thank Elon for allowing me to major in to two different concentrations and for providing me with more than enough support to earn two degrees. From the Performing Arts Department faculty, to the Student Professional Development Center staff, to the Truitt Center for Religious & Spiritual Life staff, and other mentors and campus leaders . . . I have been strengthened and cheered on. It surely takes a village to raise a child . . . and Elon has been the perfect village to raise me up as a scholarly student with two majors.

On the Horizon

Elon is part of a beta group that will launch a new electronic diploma called the CeDiploma. In May, Elon students will cross the stage and receive the paper version of their diploma. The following week they will get an email containing instructions for downloading their CeDiploma. This diploma is a perfect PDF replica of the paper version, with a new seal in the left corner and a unique number. Students will be able to upload the diploma to social media sites and forward it to potential employers. However, the most innovative element of the CeDiploma is the creation of a new widget by Campus Technologies that allows anyone who receives the diploma from the student go to our web page, type in the student’s last name and the number on the diploma, and receive verification of the degree and conferral date.

Elon students can already upload their experiential transcript, so our hope is that students will upload both documents to LinkedIn to show employers they have a degree and the experiences necessary for professional success. This technology will allow Elon graduates to market themselves in a new and unique way.
Elon Course Drop (withdrawal) Proposal

Effective Fall 2015, the Office of the Registrar will begin testing the Colleague module to process course withdrawals electronically through OnTrack, rather than using the SharePoint application. Over the course of the last year, only two students have been put back into courses following the two day “pause” period, which was implemented in response to the concern that with the transition from paper forms, professors would not have an opportunity to discuss student performance prior to the withdrawal. Under the new proposal, students will be able to drop individual courses via OnTrack, and faculty will receive an email each evening identifying any student who has dropped. Faculty rosters and Moodle will be updated automatically, without faculty intervention, when a student drops a course. Students who drop during the designated drop period will receive a grade of W. Course drops will not be permitted after the withdrawal deadline except in cases of medical or other hardship, as determined by the appropriate Dean’s Office.

Under the new proposal, students will be able to drop one, some, or all of their classes during the drop/add period. Courses dropped in this manner would not appear on a student’s transcript or and these credit hours would not be counted as attempted hours for financial aid purposes. No grade would be assigned for such courses. Once the drop/add period is over, students may drop from one or some courses, but a complete university withdrawal would require completion of the university withdrawal form.

Students who drop before the semester’s drop deadline (the period that begins the first day after drop/add and ends on a date designated by the university) will receive a grade of W on their academic transcript. The grade of W does not count in the student’s GPA.

Students who experience a significant personal hardship (e.g., medical or family emergency, prolonged illness) will be directed to the Director of Health Promotions & Student Concerns Outreach to request a hardship withdrawal.

Students will be made aware that a reduction in their hours could result in the loss of full-time student status and thus affect financial aid, scholarships, University housing accommodations, access to University resources and facilities, immigration status for international students, and Veterans Educational Benefits. Students will be notified prior to initiating a withdrawal to contact the appropriate office and their academic advisor with questions about the impact of their withdrawal before being permitted to initiate the drop. Students who are returning from academic dismissal will be advised to consult with their academic advisor prior to dropping, as violation of the minimum enrollment requirements may lead to a second dismissal from the University. Veterans and dependents of veterans who receive educational benefits will be encouraged to notify the Veterans Education Benefits officer housed in the Financial Planning Office before withdrawing.