Oh the difference twelve months can make! The staff members in my office had a fantastic year with some amazing accomplishments. In addition to each of their personal experiences, which you will read about in this newsletter, Elon became the first school in the nation to package an Experiential Learning Transcript with its academic transcript, all done with no additional cost to students. Both transcripts have been redesigned with new data elements and a structure that paints a more comprehensive picture of our Elon students’ undergraduate experiences. The additional information should prove invaluable as students apply for internships, jobs and graduate schools. Another change is that students can now go online 24/7 to request a paper or PDF version of their transcript. Finally, as we continue to automate all the paper processes into electronic workflows, the turnaround time for records adjustments has improved tremendously, with the majority of alterations completed during the same business day.

Even with all these achievements, there is no time to rest on our laurels. Year two will bring a new host of challenges. As we move into the next fiscal year we hope to launch initiatives related to improving diploma ordering, catalog creation, and the graduation clearance process. As always, we welcome your feedback on our office changes and hope you will take the time to share your perspectives with us.

Students Earning Two Degrees Shall Receive Two Degrees

By: Susan Patton

It is now official. Beginning with the 2014 academic year, Elon will offer a way for students to earn two degrees. Many people thought this was already in effect, but it is not. December 2014, January 2015, and May 2015 graduates will be the first class to take advantage of this offering.

In the past, students who earned a bachelor of science in biology and a bachelor of fine arts in dance had to choose a primary major. The major selected determined the degree. Therefore, on an academic transcript, the student could have a bachelor of science degree with majors in biology and dance.

Now a student who earns two majors with two separate degrees will earn two distinct degrees and be awarded two diplomas.

In order to earn two degrees, a student must complete the following requirements:

1. Earn a minimum of 154 total credit hours, including a minimum of 56 hours at the 300/400 level
2. Complete the 56 hours of common core to be used toward both degrees
3. Meet all degree and university graduation requirements for both degree programs.
4. Earn a minimum of 80 semester hours at Elon.

Students may not earn the same major in multiple degree categories (AB and BS in Chemistry, AB and BFA in Theatre, etc. Additionally, a student who has met graduation requirements for one degree may participate in the commencement activities for that degree and continue on at Elon to earn the second degree.

Students who have completed the requirements for both degrees but have (Continued on page 3)
Employee Spotlight: Ashley Edwards

By: Erin Walker

Elon junior, Ashley Edwards, and Elon Registrar, Dr. Rodney Parks, were co-recipients of the Margaret Ruthven Perry Distinguished Journalism Award in February of this year for their publication, Transgenderism and the College Experience. The honor is presented annually to the author or authors of the top SACRAO journal article.

As a student assistant in the registrar’s office, Edwards says, “I couldn’t have asked for a better staff to work with. Everyone is very helpful and extremely knowledgeable; it makes the job seem less like work.” Edwards found that the research assistant position with Dr. Parks pushed her out of her comfort zone, giving her opportunities to expand her skill set for research and to prepare her for graduate school or other career moves. Edwards credits Dr. Parks for the opportunities he provided her and says working with him “has been a wonderful experience.”

A previous recipient of the Perry Award noted during the ceremony that the person who receives it must have passion and inspiring mentors. When asked, Edwards agreed with the statement. “My passion and interest in the project stemmed from a very close friend who is currently transitioning. Working on the paper gave me an opportunity to learn more about the transition process through his eyes, and allowed me to better understand what he might encounter as he pursues his degree.”

Edwards has had many good mentors in her life and found Dr. Parks to be exceptionally inspiring and influential during the past year. “He was the first to introduce me to the idea of research,” she says, “and he has been instrumental in my success. Dr. Parks is a very productive researcher himself, and is always available to point me in the right direction. His instruction on how to conduct research and write papers suitable for publication proved invaluable in writing this article.” Another influential person for Edwards is Melissa Holmes, Assistant Registrar. “She pushes me to perform at my best and helps me through her endless encouragement and support.” Edwards also credits two high school teachers who helped her learn how to write strong research papers.

When asked what led her to this research, Edwards indicated that Dr. Parks invited her to assist him with his ongoing project. This was her first experience with undergraduate research and she was looking forward to applying this experience to graduate school or a future career. Edwards says that “being invested in the research and her interest in the results was something that grew during the process.” Being new to SACRAO, Edwards was unaware of the Perry Award while she was participating in the research. Nevertheless, she was ecstatic when the award was announced. “It is an honor that I am very thankful for. The paper Dr. Parks and I wrote provides suggestions for eliminating barriers that transgendered students face when they work toward their degrees. This paper is especially useful because it provides academic officials with an ‘in their own words’ narrative of what problems students experience and what the students suggest would help or solve the problems. It will be a useful resource for staff at institutions everywhere.”

Edwards says her next project involves traumatic brain injuries, which is something she has been passionate about since high school. “Your passion for the subject is what drives you,” observes Edwards. The next paper will be designed to help Disabilities Services offices on college campuses. Edwards says, “We do the research to better the experiences of the students, and as we saw at the SACRAO conference in February, institutions are interested in learning more about how to solve students’ problems. Doing this kind of research is a fantastic opportunity.”

As for Edwards’ advice to other students, she says “accomplishing goals takes a lot of hard work and a very persistent personality.” While barriers sometimes discouraged her, especially having to balance all aspects of her life, such as classes, her job, and her research, Edwards was able to use her organizational skills to complete the research that resulted in this prestigious award. She says that, “the possibilities are endless,” and she encourages students to “step out of their comfort zones and reach for opportunities.”
not satisfied the 154 minimum credit hours or 56 hour minimum at the 300-400 level, will receive only one baccalaureate degree. Students in this situation must choose the degree to be conferred. Completed majors will be posted to the transcript.

Once a student has completed all requirements for the second degree, he/she must reapply for graduation in order for the Registrar’s Office to confirm completion of requirements and order the diploma.

Students may not participate in more than one commencement ceremony. Students completing multiple degrees at the same time will be awarded multiple diplomas at

### Programming Power

**By: Casey Hayes**

Have any free time? Neither does anyone else! When a school’s enrollment grows as much as Elon’s, people tend to get quite a bit busier. How does the registrar’s office keep up? We adapt. We find new and better ways to manage larger volumes of work. We analyze and we optimize.

Elon’s registrar understands the need to adapt, and encourages his staff to look for ways to improve and enhance the services in the office.

One recent example is the revamping of the Transfer Equivalency Report (TRER). Previously, the Registrar’s office used a manual process to create a report and to notify individual students about how their credits from other schools would transfer to Elon. While it met a need, this process was slow and could not provide applicants important information in a timely manner for admission decisions and registration choices. Since much of the old process involved repeating the same simple steps, I knew there had to be a better way and I began researching ways to improve this workflow.

Technology offers unlimited opportunities for problem solving and I went through multiple possible avenues – like programming a custom Mail Merge – before I arrived at a solution: writing my own script in the programming language of Python.

While staff members in the registrar’s office still have to enter each course individually, this script automates the process of generating the transfer report, converting it to PDF, composing individual emails, and sending an electronic copy of the report to each student. While I was at it, I also took this opportunity to update the layout of the report to improve its readability.

While everyone in the office has been enjoying the time saved by using this script, Rod has now assigned me to optimize and automate even more of the registrar’s workflows!

---

### Integrating the Power of SharePoint

**By: Melissa Holmes**

On February 16, Assistant Registrar, Nicole Jones and I presented a pre-conference workshop on “Integrating the Power of SharePoint” at the 2014 SACRAO (Southern Association of Collegiate Registrars and Admissions Officers) Annual Conference in Raleigh, NC. Our session covered how we are using SharePoint in the office as a method of promoting cross-training goals, as well as for document housing which relieves the need for filing cabinets full of paper. We also discussed how maintaining pertinent information in an easily accessible location for everyone within the office is useful and last we covered creating and processing electronic forms which have replaced most of the paper forms previously used in our office. SharePoint has become an important part of our daily office

(Continued on page 4)
functions thanks to JP Lavoie and Claudia Sparks in Teaching and Learning Technologies who introduced us to the product in 2013. Nicole and I were able to share the development and use of our site over the past year with other colleagues from NC all the way to the UK who were in attendance at our session.

Nicole explained the ways we use SharePoint daily and gave them a guided tour around our site showing the different areas and what is housed in them. Next, I demonstrated how we use SharePoint for creating and processing paperless forms. I first submitted and processed an audit form live from our website so they could see the end product of the student experience of submitting a form. We then looked at where the submitted forms routes to our office for processing. I showed them the parts of the form and demonstrated how to edit the audit form live and last I demonstrated how to build and edit a simple form and workflow.

After our session, several schools that have SharePoint but aren’t utilizing it came up and talked to us. They were interested in shifting to a more earth friendly paperless sustainable office environment. Throughout the rest of the conference other people who were not able to attend the pre-conference teaching session continued to approach us and ask questions and exchange business cards. Four Registrar offices have already reached out to us and we have sent them additional information on how we are using SharePoint.

This experience was a challenging for a number of reasons and quite honestly a frightening experience for both of us since not only was it our first trip to a SACRAO conference but also our first time presenting a session, and it was elevated to a pre-conference teaching workshop. We were both pushed beyond our comfort zone with the public speaking aspect but we were assured by our supervisors that we would grow professionally from the experience. In hindsight and reflective talks, Nicole and I have had to admit; we definitely grew from the experience and are glad we did it and were thankful for the opportunity to “share...our SharePoint”.

SACRAO 2014
By: Casey Hayes

Each new year heralds the return of our regional conference, the Southern Association of Collegiate Registrars and Admissions Officers (SACRAO). This year, the event was hosted down the road in Raleigh, and our office was fortunate enough to have almost everyone attend and even participate!

These conferences offer great opportunities to network, exchange ideas, preview technologies, and learn how we can run our offices more efficiently. The conference also gives us the ability to showcase some of our amazing innovations that Elon has launched this past year.
Elon Makes a Splash at SACRAO 2014

Student Research Presented at SACRAO
By: Erin Walker

Elon’s Registrar, Rodney Parks, and senior psychology major, Erin Walker, a student research assistant, presented results of their book chapter published by AACRAO during a poster session at the SACRAO conference in Raleigh last February.

They wrote multiple chapters in the book titled “Helping Veterans Succeed: A Handbook for Higher Education Administrators” to increase administrators’ awareness and understanding of student veterans and to provide suggestions for how to create successful experiences for this growing student population. Although they are co-authors of the full publication, Parks and Walker limited their SACRAO poster to the research they co-authored, which focused on Posttraumatic Stress Disorder (PTSD) and Traumatic Brain Injuries (TBIs) and how these conditions may interfere with veterans’ success in higher education. The research also gives suggestions for how administrators can better serve the specific needs of these special student veterans.

Background research conducted by Parks and Walker revealed that PTSDs and TBIs are becoming increasingly problematic on college campuses due to the frequent occurrence of injuries as a result of improvised explosive device (IED) injuries that occurred in Iraq and Afghanistan, noting that by 2011, about 120,000 soldiers returning from active duty since 2003 had been diagnosed with PTSD.” While the symptoms of PTSD can interfere with everyday functioning, several problems are especially difficult in a classroom setting: re-experiencing the traumatic event, coping and resiliency issues, and impairments in learning and memory. Through their literature review, Parks and Walker found a prevalence rate of TBI in soldiers deployed to Iraq and Afghanistan at about 19.5 percent, meaning they affect approximately 320,000 soldiers.” TBI’s can interfere with student veterans’ functioning in the classroom by impairing attention, and prohibiting information from being stored in long term memory.

College and university administrators and faculty members need to be aware of disabilities caused by brain injury because of the influx of soldiers returning from active duty who will using their educational benefits to enroll in higher education. Brain injuries can be detrimental to everyday functioning of students and classrooms in general, and institutions should have resources in place to deal with the needs of these students.

Two other students, Brett Evans and Leah Hayes, also showcased their research at the poster session.

Scholarships All Around
By: Melissa Holmes

This year’s Professional Access and Equality Scholarship covered full conference costs for each of four recipients to attend the SACRAO Annual meeting held in Raleigh, April 16-19, 2014.

“Each year the PAE selects four recipients for the Multicultural/Emerging Leader Scholarship to attend the annual SACRAO conference. This year we had many excellent applicants which made the selection process very difficult. We were able to select four wonderful candidates all of whom attended the working luncheon and are participating with different committees to secure sessions for SACRAO 2015,” says Committee Chair Leana Wilson.

All of the scholarship award winners gather for a picture with Jeanne. (L-R) Amanda Wolk, Clemson University; Jeanne Robertson, SACRAO’s opening keynote speaker; Shelley Lute, University of Central Oklahoma; Kristin Drapela, University of Georgia; and Melissa Holmes, Elon University.

Erin Walker discusses the research with a SACRAO attendee during the poster session.

Erin Walker discusses the research with a SACRAO attendee during the poster session.
First Experiences at SACRAO

From an Old Newbie
By: Cheryl Loy

While many faculty and staff attend professional meetings annually, after more than 30 years in this office I had my first opportunity this year to attend a registrar’s conference. In February I traveled to Raleigh for the Southern Association of Collegiate Registrar’s and Admissions Officers (SACRAO) annual conference. I came away with many ideas, a deeper understanding of the registrar’s importance on campus, and a few new friends as well.

The SACRAO conference had more than 700 attendees and provided me with opportunities to dialogue with peers and to develop camaraderie with others in the field. I attended several presentations outlining best practices in the field and I visited with vendors on new technologies that have the potential to enhance services to the Elon community. Today’s colleges and universities are facing opportunities and challenges that did not exist just a few years ago, including the growing impact of social media and the need to adapt to rapidly evolving technologies, among others. Registrars’ Offices nationally are functioning in a highly dynamic and changing environment. With Rod Parks at the helm, our office is constantly addressing the need to adapt – in the way we operate, how we function, and how we interact with our constituents across campus.

I was also very proud to see several members of our office recognized and receive awards from SACRAO. These awards reinforced for me that we are on a good path, one that will create an opportunity for sustainable student growth well into the future.

From a New Newbie
By: Mandy Stovall

I felt excited and a bit anxious on the February evening before I attended the meeting of the Southeastern Association of Collegiate Registrars and Admissions Officers, in Raleigh. Not only would this be my first conference as an Elon employee, it would be the first professional conference in my whole career.

The car ride seemed only a few moments long and before I knew it, the car was in the parking deck. With supplies in hand, I timidly walked into the state-of-the-art Raleigh Convention Center. As I approached the registration table, a pleasant woman greeted me by saying “Good morning, and welcome to SACRAO.” Her kindness made me instantly feel at ease. I completed the registration process quickly and headed to the location of the first meeting.

My first hour-long conference session was extraordinary and full of great information, as were the five other sessions to follow. I had my first working lunch with other members of the Leadership and Professional Development Committee, and came away feeling recognized and appreciated.

During my time at SACRAO, I networked with people from institutions across the southeast, learned about potential customer services and explored new products provided by more than 40 higher education partners. I definitely felt I’d learned a lot about new ideas, approaches, and solutions from conference sessions, user groups, and forums.

I returned home that evening with a feeling of accomplishment. The experience I gained and the information I received were invaluable. Attending SACRAO helped me discover, engage, and grow, and I appreciate the opportunity to attend the conference with my Elon colleagues.
I participated in the AACRAO International Education Services Winter Institute in Washington, D.C. at the end of January. The Institute focused three days on higher education systems in other countries and the transfer of credit into USA degree programs. With just 48 attendees, this event offered a valuable opportunity to learn from both the presenters and colleagues from other universities. As attendees learned (or were reminded) that the evaluation of course work from other countries is an art, not a science.

Dr. Parks and Ms. Walker contributed three chapters to the publication focused on helping student veterans transition to employment, understanding student veteran disabilities, and the challenges of leaving the combat zone and integrating into the classroom. The book is available for purchase from the American Association of Collegiate Registrars and Admissions Officers.

Regardless of the language involved, we must insist on official transcripts from the institution attended in the original language, even if Elon needs a translation to understand the information; 2) We must verify that the institution involved is recognized by that country’s ministry of education as a degree-granting university. While United States’ institutions are accredited by regional associations, credentials from other countries require verification by the ministry of education. Anyone interested in further information on the IES Winter Institute or topics related to international course credit transfer should contact me.


Winter Institute
By: Robin Straka

I participated in the AACRAO International Education Services Winter Institute in Washington, D.C. at the end of January. The Institute focused three days on higher education systems in other countries and the transfer of credit into USA degree programs. With just 48 attendees, this event offered a valuable opportunity to learn from both the presenters and colleagues from other universities. As attendees learned (or were reminded) that the evaluation of course work from other countries is an art, not a science.

This kind of training is invaluable as Elon nears 100 percent of students participating in global education and increases the number of international students enrolling on campus. Among the 32 institutions attending this conference were UCLA, University of Massachusetts Amherst, Miami University (Ohio), University of Illinois Chicago, Indian University-Purdue University Indianapolis, and William and Mary.

The most important but also frightening session addressed credential fraud and credential forgery. As Elon moves toward its enrollment goals, we must continue to enforce basic procedures to protect the university from fraud: 1) Regardless of the language involved, we must insist on official transcripts from the institution attended in the original language, even if Elon needs a translation to understand the information; 2) We must verify that the institution involved is recognized by that country’s ministry of education as a degree-granting university. While United States’ institutions are accredited by regional associations, credentials from other countries require verification by the ministry of education. Anyone interested in further information on the IES Winter Institute or topics related to international course credit transfer should contact me.

Summer College 2014
By: Nicole Jones

We are close to wrapping up our second year of new Summer College marketing strategies with the goal of reaching 1500 undergraduate students registered. Our first promotional push started on March 1, 2014 at the Elon v/s Davidson home basketball game. We had a really special treat in store. This year we had rally towels made and our beloved Dr. Danielely was kind enough to sign 50 of them. A small group from our office went to the entrance of the gym where students that had passes to get in early were anxiously awaiting admission. These definitely were our diehard fans! They were thrilled to receive the towels and the ones that received the Dr. Danielely signed towels, have a real piece of memorabilia to cherish. My daughter, Maddy, was happy to model the rally towel for us.

Additionally, we once again promoted Summer College at several of our College Coffees over the course of the Spring Semester. Pens, Frisbees, lip balm, notepads, and sunscreen were some of the awesome summer promotional items that we had available for handouts at these events. We also created an abbreviated summer course booklet (Continued on page 8)
that detailed the course descriptions for both summer sessions.

The dates for the two summer sessions are June 3-July 2 and July 10-July 31. If students missed out on preregistering for a summer course they can still register on June 2 for Summer Session I and July 9 for Summer Session II. In the past online courses have only be offered in the first session. This year we have extended those courses to be available in the second session as well. As always, if anyone has questions about Summer College, please stop by the Registrar’s Office, Alamance 102, and see us and we will be glad to assist you.

Alternative Spring Break
By: Melissa Holmes

This spring I was selected by two student coordinators to be a co-advisor for the Alternative Spring Break service trip to Atlanta to explore urban poverty. I had no idea what to expect, but learned quickly to roll with the punches, which included sleeping on a mattress on the floor of a church meeting room. Despite some temporary discomfort, I can honestly say, I wouldn't change a thing about this trip. Spending a week physically and emotionally immersed in volunteer service, elbow to elbow with some of the most amazing Elon students I have met in my twelve years at Elon, was a dream come true for me. I had never before experienced the intensity of serving others from early morning until bedtime for a full week. I know I've been changed in a positive way from the experience and I feel certain, after our final night of reflection and listening to the depths of the students’ feelings about the week, that the trip changed many of their lives as well.

This service trip made me more aware of how large cities and large service organizations reach great numbers of people, and how pressing the needs are in urban communities. I was amazed by the number of people requiring daily assistance to find the basics of food and shelter. I also realized through my work with the students, how people living together with a common goal and a genuine interest in giving to others can make a family out of a group of strangers in just a few short days. I feel blessed by the connections that I made with Elon students as well as with the other people I met. One example was a veteran we encountered while a group of us were loading his vehicle with food to distribute to local families in need. He is currently president of a charitable organization in Scottsdale, GA, and he impressed me by demonstrating lifelong service “in action.” Another moment I will cherish was time spent with an elementary-aged girl as we bonded over crayons and tears. A final highlight of the trip was reading to elementary students alongside a 2013 Elon alumna, who started her own non-profit, Read, Inc., in Atlanta during her junior year in high school.

Since we have returned to our Elon world, some of the students from the trip have messaged me or dropped by to say hello. These are connections that I hope will last a lifetime. I have become a strong advocate for getting involved in Alternative Break service trips and I encourage others to try the experience for themselves.
Having completed my first year as Registrar, it was time to return to the classroom during Winter term and Spring semester. With academic training and extensive experience in counseling, I engaged students in a diversity-themed section of HSS 212, Counseling Individuals and Families during the Winter term. The course was designed to with an emphasis on helping strategies with minority groups such as lesbian, gay, bisexual, transgender, and Native Americans.

One interesting component used in the course was being able to Skype with members of the LGBTQ community across the country. Students had the opportunity to listen to students who were bullied, challenges related to “coming out,” and put themselves in the speaker’s shoes for the day. Students also gained self-awareness by reflecting on issues faced by these groups and the impact of the dominant culture on self-esteem and self-efficacy. The course concluded with an on-site visit to the LGBTQ center in Raleigh to help students understand the resources available to these minority group members and to spend a day of service.

Following up winter, I had the opportunity to teach HSS 111, a service learning course focused on the history, values, and ethics of the human services profession.

Some may wonder, why teach as Registrar? I always tell folks that teaching helps the Registrar see both sides, whether it be the technology we support (grade changes, class rolls) or the policies that we enforce (withdrawal, drop/add), being able to understand how things function from the faculty side is critically important to future system and policy development.

Special thanks to the Human Services Department for adopting me and letting me teach a couple courses.

Thanks for reading! Be sure to check out our fall newsletter including articles featuring:

- Transfer Articulation — creating a database of Elon equivalent courses from commonly transferred institutions,
- Schedule 25 — optimizing classroom scheduling for everyone,
- Replacement Diplomas — new online ordering system at a reduced cost,
- Elon on the Edge — growth of the Experiential Learning Transcript,
- Future of the Academic Calendar — big changes in the Academic Calendar starting 2015-16.