Colonnades Neighborhood Plan 2018-2019
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Residential Campus Mission Statement
To integrate academic and residential experiences in order to further students’ intellectual, personal and community development as lifelong learners and responsible global citizens.

Residential Campus Vision Statement
The residential campus program embodies the university’s mission by creating communities that enhance student learning and engagement. Students interact with faculty, staff and fellow students in residential communities designed to extend learning beyond the walls of the classroom. Through planned and informal interactions, students encounter new ideas and perspectives, debate the larger questions of life, and practice active citizenship in a shared community.

Residential Campus Diversity Statement
Inclusivity is an integral part of the development of the living-learning experiences of all students, faculty, and staff in each neighborhood. The programming need not be “one size fits all,” but rather structured to the developmental stage of the majority of residents and when possible build upon their previous experiences and learning. We regard inclusivity as a responsibility of each member to promote differences and commonalities. We pride ourselves on actively living the life we want for our neighborhood. Each neighborhood is committed to cultivating inclusivity as a fundamental respect for human dignity.

The Colonnades Commitment
The foundation of Colonnades stems from our commitment to sustainability and innovation. We approach our commitment with a three pronged philosophy in which social, environmental, and economic factors intersect. While sustainability and innovation are at the heart of Colonnades, it is stewardship that elevates Colonnades to a community focused on creating connection. We are the stakeholders. Together, we are the pillars of our community.

Neighborhood Association

Neighborhood Co-Chairs
- **Sally Murphy**, Community Director for Colonnades Neighborhood.
- **Terry Tomasek**, Associate Professor of Education, Director of Elon Academy, and Faculty Director of Colonnades Neighborhood.

Neighborhood Association Membership [bold indicates faculty/staff]
With our Neighborhood Association we are striving to create a connected and intellectual home-base for students with affiliated faculty and staff as well as peer leaders/mentors. The association is made up of faculty and staff who are interested in the themes associated with the Colonnades neighborhood and have agreed to partner with us in creating a dynamic community.
organization structure. Students (peer leaders) greatly inform this group directing the function of the neighborhood. There will be three association meetings per semester.

**Terry Tomasek, Faculty Director for the Colonnades Neighborhood**

**Sally Murphy, Co-Community Directors for the Colonnades Neighborhood**

Keikichi Littleton, Residential Area Coordinator
Sarah McDonald, Lead Student Mentor

**Staff Affiliates**

- Kelly Harer, Office of Sustainability
- Dan Reis, Teaching and Learning Technology & MakerHub Advisor
- Ross Wade, Student Professional Development Center
- Jerry Waller & Dianne Ford, Belk Library
- Sara Williams, Kernodle Service Learning Representative
- Barbara Carlton, Coordinator for Residential Campus Dining and Engagement

**Faculty Affiliates**

- Dr. Pamela Winfield [religion]
- Dr. Alfred Simkin [biology]
- Dr. Joan Barnatt [education & wellness]
- Dr. Bilal Ghandour [psychology]

**LLC Advisors**

8 LLCs; 10 faculty/staff LLC advisors. All are themed learning communities. Hall for Change is student-directed.

Student Ambassadors (these positions will be filled in the fall by an application process)
- President
- Treasurer
- Special Events Ambassador
- Inter-Residence Association Ambassador
- Ambassadors (10+)
  - Business LLC (Staley 2nd floor)- Derek Muller and Trent Dodson
  - Eco Rep *not elected, appointed by Office of Sustainability, Andrew Jackson

We distribute applications for CNA during the first week of the fall semester providing a due date a week or two into September. The application is submitted to the neighborhood office where the Community Director, Faculty Director, Lead Student Mentor and Residential Area Coordinator review the applications and make offers to students based on application and resume review.

**CNA Position Descriptions**

**Community Director for Colonnades Neighborhood.** The Community Director (CD) infuses a student development focus into the neighborhood, supervises student staff, oversees student conduct, facilities, etc.
Faculty Director of Colonnades Neighborhood. The Faculty Director (FD) infuses intellectual content into the neighborhood and serves as a liaison with interested faculty and staff and a mentor to neighborhood residents.

Residential Area Coordinator (RAC) The RAC is a secondary supervisor to the Resident Assistants and reports to the CD. The RAC works with the LSM to organize and supervise all CNA student ambassadors.

Lead Student Mentor (LSM) In collaboration with the RAC, the LSM organizes and supervises all CNA student ambassadors. The LCM is supervised by the Faculty Director.

Staff Affiliates who serve on the CNA have partnered with us to provide targeted developmental services right in the neighborhood.

Faculty Affiliates will provide feedback to the CNA, will plan programming in the neighborhood and will attend events as they are able.

LLC Advisors will provide feedback to the CNA and will provide programming for their respective LLCs.

Student Ambassadors - The role of the student ambassador is to convey information between their residential group and CNA. They also bring a perspective to CNA from their respective groups.

President
- Oversee and provide insight for the CNA committees
- Prepare meeting agendas
- Attend all meetings and events

Treasurer
- Maintain meeting minutes sending them out to members after every meeting
- Keep an accurate account of attendance, maintain Neighborhood Association files and keep track of expenses and event budget

Special Events Coordinator
- Organize and assign jobs for every event that is held
- Assist in organizing all events, submitting work orders, securing equipment
Marketing and Public Relations Ambassador

- Responsible for coordinating the promotions of all activities and events sponsored by Neighborhood Association
- Maintain and develop a master calendar of scheduled events for the Association
- Plan and create effective marketing strategies, including the creation of posters, flyers, etc. to ensure proper awareness of events

Inter-Residence Association Representative

- The IRC Liaison is a student representative who is responsible for representing the Colonnades Neighborhood within the Inter-Residence Council (IRC), weekly at General Body and Committee Meetings.
- The IRC Liaison must reside in the Neighborhood they are representing. This student leader would serve as the primary residential voice at IRC for their neighborhood and provide continuous feedback about community challenges, opportunities, successes and collaboration with IRC.
- The IRC Liaison has full voting privileges within IRC and is responsible for advocating for the best interests of their neighborhood.
- Attend once a week meetings with IRC
- Serve as a liaison between Neighborhood Association and IRC.

LLC Ambassadors (8)

- Represent your LLC in Neighborhood Association meetings keeping the CNA up to date about happenings in the LLC
- Act as a liaison between the Neighborhood Association and the LLC
- STEM Representative: Responsible for engineering needed at events (main project is Halloween Haunted house)

Floor Ambassadors (6)

- Position available for non-LLC students (# based on floors with no LLC)
- Act as a liaison between your floor and the Neighborhood Association
- Communicate information from CNA meetings to your RA and your floor
- Attend all meetings and events

Eco Rep- Acts as a liaison between the Office of Sustainability and the Neighborhood
Neighborhood

Unique Features (as of spring 2016):

a. **Student Demographics:** 432 students – 39% first-year, 52% sophomore, 6% junior, 3% senior

b. **Facilities:**
   - 432 residence hall spaces – 43% doubles, 57% singles (combination of pods and stand-alone singles)
   - Two buildings have classrooms where linked sections of Core courses are taught in the neighborhood (Kivette and Staley)
   - The university “Maker Hub” opened in Harper Hall in 2015
   - T-Room, in Staley for students to engage with Faculty Director
   - Clohan Dining Hall (which includes Green World and Boar’s Head Deli) is adjacent to Story Hall

c. **Linked Courses:**
   Linked courses provide a bridge connecting faculty to the neighborhoods. The classrooms in the Colonnades neighborhood provide intentional physical space to connect academics to the residential neighborhood (located in Kivette and Staley).

We will reach out to linked course faculty to ask them to encourage their students to participate in relevant neighborhood events and perhaps even attend themselves. While the students in linked classes will not be together as often as will students in the
LLCs, they can more easily plan to work together in groups, will see one another in the neighborhood, and perhaps engage in conversations relative to their common academic experience. Terry Tomasek will meet with all linked course faculty to share information and will offer to meet with all linked courses to share a welcome to the neighborhood.

In the fall of 2017, Tomasek and Vega co-taught an Elon 101 section of un-cohorted students who lived in the neighborhood. It was a great experience and Tomasek will ask Brandy Propst if she can teach another linked Elon 101 section in the fall of 2018.

<table>
<thead>
<tr>
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<th>Instructor(s)</th>
<th>Days</th>
<th>Time</th>
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<td>101</td>
<td>Tomasek</td>
<td>TH</td>
<td>11-11:55A</td>
</tr>
</tbody>
</table>

d. LLCs & LLC Advisors:
Living and Learning Communities in the Colonnades Neighborhood provide another way to bridge faculty and staff to students in the neighborhood. Because students identify with other students around a theme, there is the potential for academic and/or social support. In addition, LLCs also are a bridge between faculty/staff and students as they serve as LLC advisors. Students are encouraged to build relationships of growth and learning in an active, safe, and respectful atmosphere. Faculty/staff are visible in the neighborhood and provide mentoring support outside of the classroom. [2018-2019 Institution Priority #9b, “Strengthen existing Living Learning Communities”]

Story
- Hall for Change Student Directed Community- Amy Belfer and Sarah Bridges leading, 2nd floor
- Gender and Sexuality- Becca Bishopric- 2nd floor

Moffitt- No LLCs

Kivette
- Sustainable Living- Randy Piland and Jen Hamel- 1st floor
- Honors- Stephen Braye - 2nd floor

Staley
- Examining Disparities in Access to Education- Madelyn Pastrana -1st floor
- Business- Stacy Outlaw and Ifeoma Udeh- 2nd floor
Harper

- STEM- Kristen Mazur- 1st & 2nd floor
- Innovate- Michael Spencer and Alyssa Martina- 3rd floor

e. **Student Leaders**
Faculty, staff and students must act collectively as caretakers of the culture. This is why it is important for us to encourage students to take responsibility for establishing a collaborative, high-quality living and learning environment. This will help us to nurture a student-centered culture. We have identified specific neighborhood outcomes related to leadership below and we propose the following student leaders here:

**Student Staff/Student Ambassadors:**

- 15 resident assistants (RA) [supervised by the Community Director],
- one residential area coordinator (RAC) [supervised by the Community Director],
- one lead student mentor (LSM) [supervised by the Faculty Director], and
- approximately 21 student ambassadors [LLC and floor ambassadors plus others as described above] for the neighborhood association.

Part of the student staff/student ambassador responsibilities will be as community builders and conversation initiators (peer mentors). They must be central to students’ development, building identity, and participation in intellectual conversations. They will also be responsible for inviting students to existing campus events and rallying students for neighborhood events. Student leaders’ learning and leadership skills will grow as they develop learning opportunities for their peers. The Lead Student Mentor (LSM) and Residential Area Coordinator (RAC), with the support of the Community Director and Faculty Director, will facilitate/coordinate the other student ambassadors working together.

One new idea that we are exploring is to offer to work with Student Ambassadors on their Leadership ELR. If the student ambassador is interested, the Faculty Director would be willing to serve as mentor for the Leadership ELR requirements. To meet the Leadership ELR students must engage in at least 40 hours of activity during the duration of the project or leadership experience. Students would meet with the Center for Leadership before beginning work (or, if enough student ambassadors were interested we could possibly ask someone from the Office of Leadership to lead a session for us). Students complete assignments in the leadership workbook. Typically, the work may only take a single semester; however, we could possibly modify for an entire semester if they were going to be ambassadors all year. This might be one way that we could help students to develop their peer-mentoring skills.
I (Tomasek) am also thinking about a special LSM project for next year. Sarah is a communications major. I want to talk with her about the possibility of creating a booklet about Colonnades that can be shared (Colonnades stories, traditions, etc.)

**f. Faculty-in-Residence, Visiting Scholars-in-Residence, Faculty Affiliates:**

- **Faculty Director:** Terry Tomasek, Associate Professor of Education, Director of Elon Academy, and Faculty Director of Colonnades Neighborhood, lives in Harper

  Tomasek goals:
  - Support student academic engagement and help them transition to a rigorous curriculum that might demand different learning dispositions than what they were used to before arriving at Elon. (academic competence)
  - Provide opportunities for positive student-faculty/staff interactions (bridging students to a variety of faculty & staff)
  - Help students find their niche (personal involvement on campus & in community)

- **Faculty-in-Residence:** Mark Dalhouse will be living in the Story apartment; however, he is advising an LLC in the new East Neighborhood and working with other aspects of that neighborhood with Clay Stevenson.

- **Faculty Affiliates.** The CD or FD will inform faculty members about upcoming programs/opportunities. We will also invite faculty affiliates to building programs, social events, or neighborhood traditions. The Faculty Affiliate may also invite students from the neighborhood to department events, special speakers, or other campus cultural events. We hope to strengthen our faculty affiliate connections this year. We have recruited two new faculty affiliates. [2018-2019 Institutional Priority #9b, “Establish a building-level faculty affiliate program”]

**g. Staff-in-Residence**

- Sally Murphy, Community Director for the Colonnades Neighborhood, lives in Staley
- Ian Reynolds, Associate Director of Residence Life for Facilities and Operations, lives in Kivette
- Kristina Gallagher, Assistant Director of Fraternity and Sorority Life for Community Development, lives in Moffitt

**h. Intellectual Community Theme: Design Thinking: Exploring Possible Futures**

Design thinking can be considered an innovative mindset to explore possible futures. We are going to use aspects of design thinking this year to explore sustainability in environmental, social and cultural contexts. We intend to connect with campus programming that will help us explore themes such as:
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- Belonging and identity
- Wellbeing and quality of life: sources and strategies
- Good citizenship in fragile environments, cultures, economies, societies
- Changing patterns and cultures of consumption (sustainability and community participation in activities such as composting, recycling, free trade and fair trade)

h. Residential Neighborhood Partner: Danieley Neighborhood
- Opening Week BBQ (see Dining below) [fall]
- Men’s basketball practice event at the PARC [Nov or Dec is suggested]
- A non-sports related event? Something related to common read? Or performing arts?
- Elon Basketball Watch Party (away game) [winter or spring]
- Danieley/Nades/Oaks Trivia Night at Oak House (WT theme-based) [winter]
- Danieley/Nades night at a home basketball game [spring]
- Take Me Out to the Ballpark [spring]
- A non-sports related event? Something related to spring liberal forum speakers?

j. Colonnades Annual Traditions
- Neighborhood Welcome/Colonnades Commitment [Social] (Fall)
- Holiday event (Haunted Harper) [Social] (Fall)
- "Colonnades Carnival" outdoor event each April [Social] (Spring)
- Fireside Chats [Academic] (Fall and Spring)
- T-room [Academic and Social] (Ongoing during Academic Year)

Neighborhood Welcome/Colonnades Commitment
Neighborhood Welcome after dinner, 1st floor meetings, then campus-wide first-year Elon-Connect with new community members in a social environment. We will again provide Colonnades mugs for 1st year students with a tea bag and a note to visit the T-room.

Haunted Harper
CNA Ambassadors plan and carry-out this social event. They decorate the Harper Hall based on a ‘haunted theme’ of their choice. The event is purely social and a type of community building.

Colonnades Carnival
This is a long standing tradition that typically takes place during Earth Week. There are games, activities, food, music and some student groups who share information (Elon votes, sparks, Eco Reps, etc). This is an open event for families as well as students. We invite faculty & staff who have been involved with the neighborhood to come and bring their families. In the spring of 2019 we will partner with the Sustainability office to combine the Colonnades Carnival and the Party for the Planet.
Fireside Chats
We hope to be able to bring back our firepit to have these outdoor events. We will strive to have one per semester related to a topic that is relevant during that time period. Students gather outside, sitting on picnic blankets and chatting about what is going on in the world.

T-room
The T-room is designed to facilitate interactions between students as well as with faculty or staff. The purpose is to provide students the time/space to examine their personal/professional goals and to facilitate personal reflection. We call it ‘be in the moment’ space. During our first year, interactions were primarily between the Faculty Director and students. Students talk about their classes, extra-curricular experiences, their research, studying abroad and what they are learning about self, others and the world. We are striving to make this a place where we don’t label ourselves (i.e. my major is..., my career desire is...) but a place where together we explore the state of being and the process of becoming. During the 17-18 academic year, we made greater efforts to bring in other faculty and staff to this space to interact with students. This was met with great success. We will continue to invite faculty and staff to the T-room for some evening sessions. The best model at this point has been to open the T-room on one afternoon per week and one evening per week.

k. Dining at Elon
We have partnered with Barb Carleton (Coordinator of Dining Engagement) to bring together dining services with several academic events as well as to support some social events within the neighborhood. These events are described below.

Opening Week Event: We will partner with Elon Dining Services for a beginning of the year BBQ in the grassy area at the end of Harper and Staley. This will take place some time during the first week of the semester. We will partner on this event with the Danieley Neighborhood.

Cooking Course: In conjunction with the neighborhood theme (innovation, creating, empowering, learning) we would like to work with Elon Dining to host two cooking demonstrations during each semester for students to learn how to make a meal. This creates an opportunity for students to use existing common space to build new skills and relationships with other students. By providing programming in two specific buildings (Moffitt and Story) we hope to entice our students who live in singles and who are often upper class students to connect with each other but also with our first year students. These meals could range from having an international theme to cooking basics. We would use one of the current kitchens in Story or Moffitt that have an open layout where the kitchen flows into the common area lounge. Students would have an interactive role in helping to prepare the meal. There would likely be about 10 students per class.
Neighborhood Brunch
Tomasek met with Laura Thompson (Aramark Director) to talk about reimagining our building brunch events. We also talked with Clay Stevenson about partnering on this event with the East Neighborhood. The Saturday morning brunch would have a community building purpose-student to student (within and across neighborhoods), student with live-in faculty and staff, and all with Clohan Dining personnel. In addition, there would also be a cooking demonstration. There will also be purposeful conversation related to reflection on past/present/future academic experiences in ways that help students to make meaning across those experiences. For our first brunch we hope to have a wellness theme and also invite staff from the counseling center.

The format would be as follows:
- The event would start at 11AM.
- Prior to starting, we would rearrange Green World to have more long table seating (6 at each table).
- Students would swipe themselves in if they have an all access meal plan. If not, neighborhood staff would swipe students in (budget implication). Students would get food in Clohan and then proceed to Green World.
- A Clohan chef would demonstrate how to prepare a specialty item for students. For example, crepes or a frittata, etc.
- Students would be introduced to Clohan staff (might some of the staff sit with students?)
- Students would be introduced to any faculty and staff who are present. If there is a theme for the event (i.e. wellness) it would be discussed at this point.
- We hope to do a couple of these in the fall semester. One challenge might be working around the use of GreenWorld during football season.
- We would return Green World to its original set-up and wipe down tables.

Long table in Colonnades Dining Room (max 10): We will encourage Neighborhood Assn Student Leaders (which includes LLC student leaders), LLC Advisors, and Linked COR faculty to plan gatherings at the long table in the Colonnades Dining Room. We will also let people know that there are two tables that can be reserved, a smaller circle table within GreenWorld that seats 6-8 people and the rectangle long table that seats 10-12. We will also suggest cross LLC use of the long table (for example, Innovation and Business to talk about creative design in business practice) [no budget implications]

I. Community Service Partner(s)
The goal of a service initiative is to support student engagement in the non-campus community through volunteer service with the Village Project (Center for Access and Success). We plan to continue our existing partnership with the Village Project. Interested Elon students will undergo 3 hours of reading tutoring training and 1 additional hour of Title IX training
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(independent, on Moodle). The depth of this service will provide students the opportunity to experience a longer-term commitment and a deeper connection with a community member outside of Elon. After completing the training, Elon reading tutors will work with 1 child and his/her parent or guardian to develop their reading skills. There will be approximately 7 tutoring sessions per semester on Wednesday evenings from 5:30 to 7:30 on Elon’s campus. The tutoring sessions will take place after fall and spring breaks. We will ask the Elon students to make a 1 year commitment but will be sensitive to those students who might be abroad for a semester or have single semester extenuating circumstances. Students in the Examining Disparities in Education LLC are required to participate in the Village Project.

We have the following specific objectives for students involved in this project:
Volunteers will develop or enhance the following skills:

● Civic responsibility
● Time/energy management
● Honoring commitments
● Relating to children and guardians
● Reading tutoring

Data to articulate skill development:

● Observations by Village Project Staff or CD/FD
● Student commitment and engagement, working effectively, assuming responsibility
● Student self-reflections

Project Strategies:

● Orientation to program (consider personal reasons for involvement and level of commitment)
● Tutor training
● Self-assessment, on-going training
● Debrief experience at end of semester (reflection on personal growth)

We are working with Sara Williams (Kernodle Service Learning partner) to develop prompts for student self-reflection and a plan for the debrief.

In addition, we have been talking with Sara about the possibility of identifying alternate but related service for students who aren’t able to make the commitment to the tutoring. For example:

● Brainstorm possible alternatives to engage around tutoring/literacy (e.g. a book drive)
● Develop and send out a survey (or hold a focus group, perhaps as a conversation topic at an existing tea night) to students to see what ideas or interests they may have
● Research feasibility and timing for those potential future additions for service
m. Elon University Partners
The Neighborhood Association will sponsor at least one program with each of these campus partners. Our students should know the value of each of these areas. In addition, in some cases connecting with these partners can feed into the students’ academic inquiry or professional growth. These partners help us provide a targeted and developmental service to students in our neighborhood.

- Center for Access and Success (Village Project) [Jean Rattigan-Rohr]
  - See above
- Elon Dining Services [Barb Carleton]
  - See above
- Student Professional Development Center [Ross Wade]
  - We are partnering with Ross to develop a life-sized Chutes and Ladders game that is based on designing thinking principles. The premise is for students to explore what it means to work with others who are different, responding to life events, attempting to see through the lens of others, and collaborating with people with who have different strengths and talents (learning empathy). He has ‘played the game’ with Elon staff but we will be making modifications to the game to use with students. We hope to pilot test the game with my Elon 101 section and then host another event in the T-room. The game will likely take about 1 ½ hours (spit Elon 101 into 2 sections, for homework- how will you plan to help this student). 12x12 size, 15-17 players. We might use 4 student persona, one faculty member, a staff member and parent. During March 2017, the ERG office will be playing the game. We hope to observe to generate feedback for Ross on ways to modify the game for students. We hope this experience will help students to better understand life experiences from multiple perspectives.
- Office of Sustainability [Kelly Harer]
  - Phoenix Cup Energy in the fall and Phoenix Cup Waste in the Spring
  - Intentional Composting information sharing
- Kernodle Center for Service Learning and Community Engagement [Sara Williams]
  - See above
- Teaching and Learning Technologies (Maker Hub) [Daniel Reis]
  - Various events throughout the year
- Belk Library [Jerry Waller & Dianne Ford]
  - Mystery Date with a Book (T-room)
Neighborhood Outcomes
Students in the Colonnades Neighborhood come from all class years (first year - senior) and therefore have different developmental needs. Because of this, we have considered these differing needs in our community plan.

First Year Students need to find connection to the university, the academic content of their classes and each other. For many this may be the first time living on their own.

   Personal Goal: Responsive independent living skills
   Social Goal: Creating relationships in a new place
   Academic Goal: Understanding University Requirements and Exploring Academic Interests

Sophomore students are often forgotten in the literature as they have already built a connection to the university but are not yet ready to move on as Juniors or Seniors may be.

   Personal Goal: Build Upon Independent Living Skills
   Social Goal: Continue to Strengthen Relationships and Branch out to leadership roles
   Academic Goal: Confirm Academic Interests, begin looking at other options (Internships, Service, Study Abroad/Away, etc).

Junior/Senior students make up a small percentage of Colonnades residents; however, they have the potential to be strong student leaders.

Recognizing students will come into the neighborhood at varying levels of complexity in their knowledge, skills and dispositions, the learner outcomes described below reflect the highest level that we aspire to for all students; however, our goal is to help students make positive growth in each area no matter their starting point. This means that we don’t expect all students to reach the highest levels of complexity in all areas but we do aim that all students will show growth toward complexity. We therefore need to acknowledge, understand and begin from each students’ developmental capacity. Our neighborhood activities are planned with an eye toward moving students along this continuum.

Neighborhood outcomes are organized in three main areas (indicated in bold with A, B, C).

A. Support Elon’s Core Curriculum and Experiences
Students will:
   ● Assume leadership roles within the community (target 2nd year students).
   ● Develop an increased awareness and acceptance of self and others (core curriculum).
   ● Chose to become positive, active citizens who work for social change for the common good (core curriculum-civic engagement).
B. Support neighborhood theme and community-building
Students will:
- Develop an understanding of and action towards sustainable, interpersonal, and independent living.
- Begin to think and act in sustainable, innovative ways.

C. Support personal development
Students will:
- Feel comfortable in the larger Elon community (target 1st year students).
- Pursue personal and academic growth opportunities (identity awareness).
- Practice healthy and positive engagement with other students, staff and faculty.

Plans to Measure Program Effectiveness
- Attendance numbers at events
- Feedback from students/staff or faculty who attended events (some formal surveys and some informal asking)
- Focus group with Neighborhood Association, Student Ambassadors and RA staff on what went well and what could be improved.
- Student conducted focus groups

Planned Calendar for Neighborhood Events
In August 2016, the Presidential Task Force on Social Climate and Out-of-Class Engagement recommended ways for all students to be more fully connected to the university’s academic, intellectual and social opportunities in a manner that is healthy, engaging and meaningful. The suggestions can be summarized around five themes. In our neighborhood planning we are focusing on three areas:

Managing expectations, messaging, and the transition of first-year students
Prepare students for the transition to college by clearly articulating the challenges they are likely to face and communicating about the resources available to help with the transition. 
[Each month we will bring a campus resource to the T-room to better connect residents.]

Increasing access to high-quality mentoring experiences
Strengthen faculty, staff and peer mentoring programs for all students. Continue to provide the student staff with resources and information about serving in the capacity of a mentor to their residents. [In 2018-2019 we hope to invite more faculty and staff to the T-room and other related events.]
Enhancing the physical campus environment
Create more informal indoor and outdoor facilities that create a comfortable atmosphere for intellectual and social interactions. The T-room is providing an informal indoor space for intellectual and social interactions. We want to continue to pursue more outdoor informal interaction settings, such as fireside chats, picnics, quad activities. [This connects to Elon’s Institutional Priority #8c- “Partner with planning, design & construction management to assess and evaluate spaces on campus (indoor and outdoor) for informal student interactions and make recommendations for future needs.”]

Special Events Planned for the 18-19 Academic Year

Common Read: *Something Must be Done about Prince Edward County: A Family, a Virginia Town, a Civil Rights Battle* (by Kristen Green)
We will be using the common read in some fashion. In an effort to collaborate directly with our linked CORE faculty we will partner with them to enhance the work they are doing related to the text. Our student staff will be leading discussions with their community at a floor meeting to dive into community building.

**Designing Your Life Book Club**
We are not sure about doing this event again. We will be meeting with students in the coming weeks to get feedback on our pilot project this semester.

**Wellness**
Elon has recognized the increased need for a focus on student wellbeing. We would like to include some wellness activities in 2018-2019 connected to the university focus on improved student mental health. Maybe yoga sessions, mindfulness strategies, etc. Still thinking about what this might look like. We want to present a culture of holistic well-being as opposed to one-off events. 2018-2019 Institutional Priority #7, “Enhance support for mental health and well-being for students.”

**Wetting our Appetite**
I was thinking about selecting several on campus events and providing appetizers before the event for students in my apartment and then going to the event together. Once a semester, we might extend this to be dinner and a movie.
Something in the fall with Innovation LLC?
Michael Spencer indicated that the newly organized Innovation LLC will be planning a series of events for the fall. We hope to partner with the LLC on this.

Sundaes on Sunday
To focus on building Building identity and connecting first-year students to older students, we plan to host five Sundaes on Sunday events during the fall semester. Tomasek will take Ice Cream Sundae fixings to 2nd floor common rooms in each building. All students in the building will be invited. We will ask RAs to plan some sort of meet-and-greet activity for the building. If the weather is nice, we might hold this event on the patio area in front of each building. This will hopefully help students in the neighborhood to learn about me and my role as the Faculty Director.

Tea Toting Time
During the first half of the fall semester, Tomasek will travel with a tea cart to the lobby of each building (except Staley). If successful (students stopping to chat) we might continue this on a monthly basis over the remainder of the semester.

First Generation Conference (Winter 2019)
NC Emerging 1G Summit was hosted and led by the Examining Disparities in Educational Access Living Learning Community in Winter Term 2018. The event drew attendees from students around the state. It is unclear at this time if the LLC will have a similar event in 2019 (there will be a change in advisor). If so, we will partner with the event again.

First Six Weeks Initiatives

- Move-In/Orientation
  - FY student move-in: August 24
    - Orientation: August 24 – 27 (events on inclusive community)
    - Welcome to Neighborhood & First Floor Meeting: August 24
  - Returning Student move-in: August 25-26
- Week 1: August 28 – Sept. 2
  - First Day of Classes: August 28
  - LLC Kick-Off Event: August 28
  - First Week of Classes
  - First College Coffee of the year
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- Neighborhood BBQ: August 29
- Building/Floor Meeting: August 29
- T-room: Connecting and Reconnecting. What is most on your mind as you start this academic year? [promote difference and commonality], August 30

- Week 2: Sept. 3 – Sept. 9
  - Labor Day: Sept. 3 (still have classes)
  - Drop/add period end September 3
  - LLC Long table Lunch [promote difference and commonality]
  - Tea Toting Tuesday- Kivette
  - Involvement Fair: Sept. 7
  - Rise Against Hunger: Sept. 8 [promote difference and commonality]
    - FY students
  - CREDE SMART Week
  - Staley Floor Programs [promote difference and commonality]
  - Sundaes on Sunday: Sept. 9 (Moffitt) [promote difference and commonality]

- Week 3: Sept. 10 – Sept. 16
  - Colonnades Brunch (Wellness Focus) - Saturday, Sept. 15 [promote difference and commonality]
  - LLC Long table Lunch [promote difference and commonality]
  - 1st club meetings
  - Tea Toting Tuesday- Harper
  - T-Room Thursday nights [promote difference and commonality]
  - Neighborhood Association Ambassador - applications
  - Get on the Bus event
  - Harper Floor Programs [promote difference and commonality]
  - Sundaes on Sunday - Sept. 16 (Story) [promote difference and commonality]

- Week 4: Sept. 17 - 23
  - LLC Long table Lunch [promote difference and commonality]
  - Neighborhood Association Student Ambassador First meeting
  - Linked Faculty Common Reading conversation [promote difference and commonality]
  - Tea Toting Tuesday- Moffitt
  - T-Room Thursday nights [promote difference and commonality]
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○ Moffitt Floor Programs  [promote difference and commonality]
○ Sundaes on Sunday - Sept. 23 (Harper)  [promote difference and commonality]

● Week 5: Sept. 24 - 30
○ LLC Long table Lunch  [promote difference and commonality]
○ Family weekend: September 28-30
  ■ Neighborhood event: Saturday, Sept. 29 (Meet & greet the AD and FD in the T-Room (9-9:30PM reception)
○ Phoenix Cup
○ Whetting your appetite event (Civic Engagement)
○ Story Floor Programs  [promote difference and commonality]
○ T-Room Thursday nights  [promote difference and commonality]
○ Sundaes on Sunday - Sept. 30 (Kivette)  [promote difference and commonality]

● Week 6 : Oct. 2 - 7
○ Start of mid-terms
○ Kivette Floor Programs (study break ideas?)  [promote difference and commonality]
○ Tea Toting Tuesday- Story
○ T-Room Thursday nights  [promote difference and commonality]
○ Sundaes on Sunday - Oct. 7 (Staley)  [promote difference and commonality]

Other Events:
Fall Break - October 11-14
Inauguration - October 18 - 20
My Culture is not a Costume (T-Room)
Haunted Harper - October 31

Tentative Calendar of Events

August
August 22, 1:30-3: CNA meeting during planning week
August 24th: New Student Move-In, T-room open from 9 until 12. Orientation is August 24-27 (events on inclusive community). Welcome to Neighborhood & First Floor Meeting. 3rd floor at 8AM, 2nd floor at 9:30 and 1st floor at 10:30
August 25- Returning student move-in
August 28th: LLC Kick-Off, 5:30p.m. in Alumni Gym. LLC Advisors will be asked to lead a breakout session with their respective group during this time.
August 29th: Opening week Neighborhood BBQs, Dining Services will host and cover the cost, in the yard between Staley and Harper Halls (C)

August 29th: Building/Floor Meeting

August 30th: T-room: Connecting and Reconnecting. What is most on your mind as you start this academic year? [promote difference and commonality]

September

September 3-9: LLC Long table lunch [promote difference and commonality]
September 3-9: Tea Toting Tuesday-Kivette
September 3-9: CREDE SMART Week
September 3-9: Staley Floor Programs [promote difference and commonality]
September ?: Eco Rep Training
September ?: CNA Student Interest meeting
September 7th: Involvement Fair
September 8th: Rise Against Hunger [promote difference and commonality] FY students
September 8th: LLC Advisor meeting, Moseley 215, 8-9AM
September 9th: Sundaes on Sunday: Moffitt [promote difference and commonality]
September 10-16: LLC Long table Lunch [promote difference and commonality]
September 10-16: Tea Toting Tuesday- Harper (invite Dianne Ford to this)
September ?: Get on the Bus event, Guided bus tour of East Burlington, Kernodle Service Learning Center will do this
September 10-16: Harper Floor Programs [promote difference and commonality]
September 11th: Tectonic Plates: Science Café: Opioid Addictions and Pain Management – 30 years of medical practice, Fat Frogg Bar and Grill, 7 p.m, leave from quad at 6:30PM to walk over (or can meet us there at 6:45), chips and drinks for all who attend.

September ?: Colonnades Brunch, Wellness Focus (A, B, C) [promote difference and commonality] Make sure to invite the LLC advisors and the maker hub staff (student and Elon staff)

September 16th: Sundaes on Sunday- Story [promote difference and commonality]
September ? – October ??, Phoenix Cup Energy
September 12th: Common Reading Speaker, Kristen Green, Alumni Gym, 7:30PM (A & C) Reception and Author book signing in Isabelle Cannon at 5:30-7:00PM
September 13th: Th, Core Forum with Kristen Green, 8:00-9:10AM and 2:20-3:30PM, Great Hall of Global Commons

Friday, Sept. 14, 9:25-10:35 and 12:15-1:25, Great Hall of Global Commons

September 13th: Call to Honor ceremony, 9:40 a.m., Alumni Gym

September ?: CNA student Ambassador retreat (place & tie TBD)

Sept. ?: Dinner with International Students, 7:10PM, Tomasek apt (A, C)

September 17th: Helen Huang, “Restoring Motor Function in amputees with Smart Prosthetics” McCrary Theatre, 7PM (Whetting Your Appetite event with Harper?)
September 17-23: LLC Long table lunch [promote difference and commonality]
September 17-23: Neighborhood Association Student Ambassador First meeting
September 17-23: Linked Faculty Common Reading conversation [promote difference and commonality]
September 17-23: Tea Toting Tuesday - Moffitt
September 17-23: Moffitt Floor Programs [promote difference and commonality]
September 17-23: Job Fair and Internship Expo, 2-5:30PM
September 23rd: Sundaes on Sunday - Harper [promote difference and commonality]

September 24th: (Monday) Deliberative Dialogue: Coming to America – Who Should We Welcome, What Should We Do?, McKinnon Hall, Moseley Center, 4:30 p.m. The immigration issue affects virtually every person in the United States, directly or indirectly, often in deeply personal ways. The steady influx of newcomers has helped build America, creating a mix of cultures, religions and ethnicities not found anywhere else in the world. What does the future of immigration look like in this country? Do policy changes need to take place? A deliberative dialogue is an opportunity for students, faculty, staff and community members to gather together to exchange diverse views and experiences to seek a shared understanding of a challenge facing our society and to search for a common ground for action. This model has been established by the National Issues Forum, a nonpartisan, nationwide network of locally sponsored public forums for the consideration of public policy issues. Advance registration is required at this link. Sponsored by the Kernodle Center for Service Learning and Community Engagement and Council on Civic Engagement

September 26th: Joseph Sebarenzi, “A Message of Peace and Reconciliation”, Whitley, 7:30PM

September 24-30: LLC Long table lunch [promote difference and commonality]
September 24-30: Story Floor Programs [promote difference and commonality]
September 28-30: Family weekend, neighborhood event Sat. Sept. 29 (meet and greet the AD and FD in the T-room, 9-9:30 reception)
September 30: Sundaes on Sunday- Kivette [promote difference and commonality]
TBD: Maker Hub Event (B, C)
TBD: Whetting your appetite event (Civic Engagement)
Weekly: T-room events (A, B, C)
“Before I tell my life what I want to do with it, I must listen to my life tell me who I am”
Tea Culture & life listening
Parker Palmer
TBD: Hispanic Heritage Month

October

October 2nd: (Tu) Core Forum #2: Mark D. Gearan, director of the Institute of Politics (IOP) at Harvard Kennedy School. The influence of power and resistance in historical and contemporary interactions Themes: Advocacy, civic engagement, politics, and society 8:00-9:10AM and 2:20-3:30PM, Great Hall of Global Commons
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October 2-7: Kivette Floor Programs (study break ideas?) [promote difference and commonality]
October 2-7: Tea Toting Tuesday- Story [promote difference and commonality]
October ?: Neighborhood Association Meeting
October 7th: Sundaes on Sunday-Staley [promote difference and commonality]
October ?: Beginning of Village Tutoring
October 17th: Food Truck in Colonnades Neighborhood [Casey Claflin partner with Dining]
October 18th: Fall Convocation and Book Inauguration, Schar Center, 3PM
October ?: Haunted Harper, CNA event, (C)
October 25th: President Book visiting the T-room at 8:15PM
October 31st: President Book visiting the T-room at 8:15PM
The Hindu festival of lights commemorates the triumph of light over darkness and good over evil. Experience Elon's celebration of the spiritual holiday through traditional food and dance as well as songs and stories from students, faculty, staff, and community members.

Nov. 1st: (Th) additional Core Forum day, KOBC 101, 8:00-9:10AM – Dr. Sandy Marshall-forced migration and humanitarianism; 2:20-3:30PM – Dr. Carmen Monico-A Critical Sociological Analysis of “Push-Pull” Factors Influencing Human Trafficking: Towards an Integrated, Multidimensional Conceptual Model to Inform Interventions

TBD: LLC Long table dinner (A, B, C)
TBD: Saturday Brunch Demonstration (partnership with dining)
Weekly: T-room events (A, B, C): Wellbeing and quality of life

November
November 7th: “Just Click Here, Comrade: Fake News in 2018”, Turner Theatre, Schar Hall, 7 p.m. False information has been around as long as information itself. In today’s digital world, however, it travels at the speed of light. Learn the HOW and WHY of online misinformation as well as specific tools to combat its proliferation in this fun, fast, entertaining and engaging talk by Julie Smith, an instructor in Webster University’s Communications and Journalism Department. She has been teaching media literacy and media-related classes at the university level since 1997. She is the author of the book Master the Media: How Teaching Media Literacy Can Save Our Plugged-In World. Smith is on the Leadership Council of the National Association for Media Literacy and the Executive Board for the Gateway Media Literacy Project.

November ?: Neighborhood Association Meeting
November 9th & 10th: Intersect and Leadership Conference, Moseley. Check-in begins Friday at 4 p.m. Intersect is a two-day conference that provides an unprecedented look at the disciplines of diversity, leadership and the cross-sections of the two. Participants engage in dialogue reflection through keynote speakers, educational sessions, and roundtable discussions. The conference pillars work to inspire participants to create positive change for the common good in their organizations and community. Register at www.elon.edu/intersect by October 26.

TBD: LLC Long table lunch/dinner (A, B, C)
TBD: Men’s basketball practice event at the PARC, partnership with Danieley
Weekly: T-room events - Good citizenship in fragile environments, cultures, economies, & societies (A, B, C)

**December**

December 4th: Festival of Holiday Lights, Scott Plaza, 6:30 p.m. Lights and luminaries, hot chocolate, cider and merriment mark Elon’s annual holiday festival. The evening features many talented Elon musicians, various cultural and religious celebrations of winter and a formal lighting of campus decorations. Rain date is Thursday, December 6.

Weekly: T-room events (A, B, C), Coffee Bar during finals week

**January**

January 10th: MLK Commemorative Address, Anita Hill, 6:00PM, McCrary Theatre
January ?:, 11am - 2pm, Human Library event, Belk library 2nd floor (partnership with Belk Library & Gender & LGBTQIA) (A&B)
Weekly: T-room events (A, B, C)