**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.

1. **Colonnades Neighborhood Plan**
2. **Neighborhood Co-Chairs**

* **Cristina Vega,** Community Director for Colonnades Neighborhood.
* **Terry Tomasek,** Associate Professor of Education, Director of Elon Academy, and Faculty Director of Colonnades Neighborhood.

3) **Organization Chart/Neighborhood Association Membership [bold indicates faculty/staff]**

Community Director

Faculty Director

Residential Area Coordinator

Lead Student Mentor

Faculty and Staff (6- 12)

Student Ambassadors (17-20)

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) will greatly inform this group to give and direct the functioning of the neighborhood. There will be three association meetings per semester.

**Terry Tomasek, Faculty Director**

**Cristina Vega, Community Director for the Colonnades Neighborhood**

Asher Thompson, Residential Area Coordinator

Micalah Collins, Lead Student Mentor

**Staff Affiliates**

**TBD, Office of Sustainability**

**Dan Reis, Teaching and Learning Technology & MakerHub Advisor**

**Ross Wade, Student Professional Development Center**

**Jerry Waller & Dianne Ford, Belk Library**

**TBD, Kernodle Representative**

**Faculty Affiliates**

**David Bockino** [communications] [will commit to being a member of Neighborhood Assn but not sure can commit to faculty affiliate]

**Dr. Pamela Winfield** [religion] [She hopes to use faculty affiliate money to host a couple of movie nights during the year.]

**LLC Advisors (TBD)**

Student Ambassadors (these positions will be filled in the fall by an application process)

TBD, President

TBD, Administrative Ambassador

TBD, Special Events Ambassador

TBD, Marketing & Public Relations Ambassador

TBD, Inter-Residence Association Ambassador

TBD, LLC Ambassadors (10)

TBD, Floor Ambassadors (5)

TBD, Eco Rep \*not elected, appointed by Office of Sustainability- Patrick Larsen (lived in

Colonnades during 16-17 but will live off campus in 17-18) and Taylor McFadden (living in the Sustainability LLC in 16-17)

We distribute applications for CNA during the first week of the 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.

This year we hope to reach out to returners in the neighborhood to apply for CNA before the year ends in order to encourage current residents to get and stay involved.

CNA Position Descriptions

**Community Director for Colonnades Neighborhood**, Cristina Vega. 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,** Terry Tomasek. 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),** Asher Thompson. 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.

**The Lead Student Mentor (LSM),** Micalah Collins**.** 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**

President

* Oversee and provide insight for the following committees of the CNA
* Attend all meetings and events

Administrative Ambassador

* Prepare meeting agendas and send out minutes after every meeting
* Keep an accurate account of attendance, maintain Neighborhood Association files

Neighborhood Association Special Events Coordinator

* Organize and assign jobs for every event that is held
* Propose one event per month to the Neighborhood Association
* Assist president in planning all events, submitting work orders, securing equipment
* Attend once a week meetings with IRC
* Serve as a liaison between Neighborhood Association and IRC

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
* Act as a liaison between their LLC and the Neighborhood Association

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.

LLC Ambassadors

* Represent your LLC in Neighborhood Association meetings
* Keep the Neighborhood Association up to date about happenings in your 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

* Position available for non-LLC students (# based on floors that do not have a community)
* 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

* Act as a liaison between the Office of Sustainability and the Neighborhood

4) **Neighborhood Unique Features (as of spring 2016):**

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

* 5 buildings – Story (2007), Moffitt (2007), Kivette (2011), Staley (2011), and Harper (2011)
* 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

c. **Linked Courses:** 5 total: 4 COR 110 sections; 1 ENG 110 section

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.

COR     110      CA           Redington, Douglas    MWF    09:25A-10:35A            Colonnades

COR     110      CB           Islam, Tamiz                 TTH    08:00A-09:40A  Colonnades

COR     110      CC           Manring, Susan            MWF    12:15P-01:25P            Colonnades

COR     110      CD           Bauer, D.                TTH    02:20P-04:00P  Colonnades

ENG     110      C1            Lindenman, Heather   MWF    09:25A-10:35A            Colonnades

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.

Two neighborhood programs will be designed especially to support faculty in the linked courses. “Fireside Chats” will be offered two times during the year (once in fall and once in spring). The first one may center on the common reading and since many faculty in COR 110 utilize the common reading in some way, we anticipate support for this program. [Institutional Priority 6. Develop and implement plans to further strengthen Elon’s campus culture and community by enriching student, faculty, and staff connections.]

**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. [Institutional Priority #6. Develop and implement plans to further strengthen Elon’s campus culture and community by enriching student, faculty, and staff connections.]

10 LLCs; 15 faculty/staff LLC advisors. All are themed learning communities except for Hall for Change that is student-directed.

* ASHES- Substance Free Housing (**Advisor TBD**) Colonnades B (Moffitt) first floor
* Business Learning Community (Stacy Outlaw & Ifeoma Udeh) Staley 2nd Floor
* ELONCH – Entrepreneurship (**Advisor TBD** Alyssa Martina) Story 3rd Floor
* Gender and Sexuality (Leigh-Anne Royster & Kevin Bourque) Story 2nd Floor
* Honors Floor (Steve Braye & Barbara Miller Gaither) Kivette 2nd Floor
* STEM – Science, Technology, Engineering, and Math (**Advisor TBD**) Harper 1st & 2nd floors)
* Sustainable Living (**Advisor TBD**) Kivette 1st Floor
* Disparities in Access to Education (Esther Freeman) Staley 1st Floor
* LICHENS : Life Sciences, Chemistry, and Environmental Science (Jen Uno, Amanda Chunco and Jen Dabrowski) Harper 3rd Floor
* Hall for Change (Amy Belfer will co-lead with another student who will be living on the floor, we are still waiting for a name from Amy)(no faculty advisor) Story 2nd Floor [16-17 Institutional Priority #20. Continue to implement the academic/residential integration necessary to complete the Residential Campus Initiative (Living and Learning at Elon) by piloting and assessing student-directed, themed living learning communities.]

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.

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:
    - Supporting student academic engagement and helping them transition to a rigorous curriculum that might demand different learning dispositions than what they were used to before arriving at Elon. (academic competence)
    - Providing opportunities for positive student-faculty/staff interactions (bridging students to a variety of faculty & staff)
    - Helping students find their niche (personal involvement on campus & in community)
* *Faculty-in-Residence*: Mark Dalhouse will be living in the Story apartment. He will interact with residents of Story and attend Neighborhood-wide events as he is able. His primary role however is to work with Alfred Simkin on development of the new residential neighborhood.
* *Faculty Affiliates.*  The CD or FD will inform faculty members about upcoming programs/opportunities. We will also invite faculty affiliates to building brunches, 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. Our target is a minimum of 2 identified faculty affiliates for the 2017-2018 academic year, identified by August for the buildings without many LLCs.

**g. Staff-in-Residence**

* Cristina Vega, Community Director for the Colonnades Neighborhood, lives in Staley
* Ian Reynolds, Assistant Director of Residence Life for Facilities and Operations, lives in Kivette
* Emily Mitch, Assistant Director of Fraternity and Sorority Life, lives in Moffitt

h. **Intellectual and/or Community Themes**

* Innovation: Leading the Way

In an effort to embrace and support the common read for the fall we want to acknowledge the many different paths students take to get to Elon as well as the different paths students will take while they are here. We want students to encourage and support each other no matter the path they choose i.e. study abroad, leadership roles, research, etc.

**Special Events Planned for the 17-18 Academic Year**

First Generation Conference (Winter 2018)

We are working with students from the Examining Disparities in Education LLC to plan for a conference on Elon’s campus specifically for first-generation college students who attend private institutions in North Carolina. The conference will take place during winter term 2018. A group of approximately 12 students have already organized and started planning. The LSM for Colonnades is an active member of this student group. We will continue to provide guidance and support but we hope that this will be a mainly student-led effort. This project is in line with Elon 2016-2017 Institutional Priorities: *2. Continue robust efforts to make Elon a more diverse, inclusive, and culturally skilled community by providing programs that (a) explore cultural identities and promote constructive dialogue across diverse perspectives.*

Common Read: Make Your Home Among Strangers

We will be using the common read to center conversations related to belonging, inclusion, first generation college students, and economic class to inspire collaboration and communication within the neighborhood. 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. We also hope to connect our sophomore students to our first year students by offering opportunities for them to engage in the common read through a book club. Our student staff will be leading discussions with their community at a floor meeting to dive into community building. We would also like to connect students to local resources and take them on field trips to experience some of what other institutions are doing.

10th Anniversary Celebration

The 2017-2018 academic year will mark the 10th year that the Colonnades Neighborhood has been in place (Story and Moffitt opened in 2007). We will have a 10th anniversary focus all year long but will also have a community-wide celebration during the spring semester.

**i. Residential Neighborhood Partner**: Danieley Neighborhood

* Opening Week BBQ (see Dining below) SOCIAL
* Tailgate party and Half-time program during a football game
* Elon Basketball Watch Party (away game)
* Men’s basketball practice event at the PARC

**j. Colonnades Annual Traditions**

* First Night Nades/ Colonnades Commitment [Social] (Fall)
* Holiday event (Haunted Hall) [Social] (Fall)
* Canned Food Drive for Allied Churches [Service] (Fall)
* "Colonnades Carnival" outdoor event each April [Social] (Spring)
* Fireside Chats [Academic] (Fall and Spring)
* CommUNITY Dinners [Academic] (Fall and Spring)
* Building Brunches [Social] (Fall)
* T-room [Academic and Social] (Ongoing during Academic Year)

T-room

A new tradition in the Colonnades Neighborhood is the T-room. This space 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. In 2016-2017, student interactions have primarily been with the Faculty Director and between 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. In the 17-18 academic year, we will focus our efforts on bringing in other faculty and staff to this space to interact with students. The best model at this point has been to open the T room on one afternoon per week and one evening per week.

Building “House” Identities

Colonnades Neighborhood students should feel connected to their floor, building/house, and neighborhood. Ideally students will drive the creation and sustainability of building/house identities. Buildings in the Colonnades neighborhood are already named after past Elon presidents or donors. Developing building identities beyond their names will require each building to develop some of the following:

* Students in each building may identify a mascot and color/s.
* Annual building competition with cornhole sets (decorated by each building).
* Annual themed building brunch in the dining hall.
* Others as suggested by students.

Student staff/ambassadors will help in the development of building identity.

Maker Hub

We have the opportunity to partner with the Maker Hub since it is located in the Harper Building. During 2016-2017 we have explored several potential ways to partner. The most successful has been Tomasek inviting students to the Maker Hub to learn to sewing. Tomasek has developed several easy projects that students can complete as they learn to use the sewing machines. We also took part in a ‘sewing rebellion’ event. In 2017-2018 we would like to continue to partner with the Maker Hub to provide more opportunities for students to take existing items and ‘re-invent’ them into something else. Mark Dalhouse’s wife (our new faculty in residence) is also a sewer and we hope to invite her to join us in this partnership as well.

**k. Dining at Elon**

We have partnered with T.J. Bowie (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 is not First Night Elon). This will take place some time during the first week of the semester. We will partner on this event with the Danieley Neighborhood. [Limited budget implications]

CommUNITY Dinners: During the 2016-2017 academic year we used a variety of models for CommUNITY Dinners. The most successful was a catered event that we had in the Isabella Cannon Room associated with the Race Card Project. Dinners in Green World have been less well attended. After conferring with TJ Bowie, we suggest two commUNITY Dinners for each semester (fall/spring) with the first being a catered stand-alone event for about 30 students, the second dinner each semester will be in Green World. TJ will cover the cost of the catered dinners and student meal swipes will be used for the Green World dinners. [Limited budget implications]

Building Brunch: As a way to establish building pride, and foster students’ out of class engagement with faculty and staff affiliated with Colonnades we will host 5 building meals a year (all in the fall- 1 for each building) in which students will gather in GreenWorld and share a meal. We selected a Saturday brunch to be able to offer programming during a typically non-programmed time on the weekends. All linked faculty and LLC faculty/staff, residents, and affiliated faculty and staff will be invited. The goals of the brunches are to build building identity/unity, to foster intellectual discussions outside the classroom, to have students interacting with faculty and mentors, as well as to have fun. This is another way to bridge students, faculty and staff as well as connect academics to a typically non-academic physical space. Each building will plan other building activities for the day of their brunch to further facility building community. [See budget] (11-12 for brunch, possible dates 9/9, 9/23, 10/21, 10/28, 11/11- with 12/2 & 12/9 as back up. TJ is exploring the possibilities of special breakfast items on brunch days)

Cooking Course: In conjunction with the neighborhood theme (innovation, creating, empowering, learning) we would like to work with Elon Dining to host a cooking course during the spring semester for students to learn how to make a meal. A cooking course would create an opportunity for students to use existing common space to build new skills and relationships with other students. By providing programming in these buildings specifically (Moffitt and Story) we hope to entice our students who live in singles and who are often upperclass 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 Moffit 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 20 students per class. [See budget]

Long table in Colonnades Dining Room (max 20): 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 longtable that seats 10-12. We will also suggest cross LLC use of the long table (for example, ELONCH and Business to talk about creative design in business practice) [no budget implications]

**l. 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). During the 2016-2017 academic year we partnered with the Village Project. We plan to continue this partnership in 2017-2018. Interested Elon students will undergo 3 hours of reading tutoring training and 1 additional hour of Title IX training (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 at Newlin Elementary School. 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.

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)

**m. Elon University Partners**

* Center for Access and Success (Village Project) [Jean Rattigan-Rohr]
* Elon Dining Services [TJ Bowie]
* Student Professional Development Center [Ross Wade]
* Office of Sustainability [**TBD**]
* Kernodle Center for Service Learning and Community Engagement [**TBD**]
* Teaching and Learning Technologies (Maker Hub) [Daniel Reis]
* Belk Library [Jerry Waller & Dianne Ford]
* Linked Course Faculty [**TBD & TBD**]

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.

In the fall, Terry Tomasek will pursue other potential department/program partnerships. Terry will reach out to different departments to gauge interest in engaging faculty in sharing information around programs of study and inviting students to conduct undergraduate research.

**5) Neighborhood Outcomes**

**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.*

Students in the Colonnades Neighborhood come from all class years (1st 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: Responsible 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.

We have initially met with Kim Fath and asked her to look at the HERI and NSEE data to give us information about students in our neighborhood. We have identified specific indicators on the survey that we are interested in. We will use this data to help us begin to understand our community better and to make more data-driven decisions about programming. We are still waiting on her report.

**We have organized our neighborhood outcomes around three main areas (indicated in bold with A, B, C).**

1. **Support Elon’s Core Curriculum and Experiences**

Students will:

* Assume leadership roles within the community (target 2nd year students).
* Feel comfortable having challenging conversations with peers, staff, and faculty (core curriculum).
* 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 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.
* Practice healthy and positive engagement with other students, staff and faculty. [not on plan but thinking about: valuing other cultures, openness to intercultural learning, withholding judgment, tolerating ambiguity and uncertainty]

**7) Plans to Measure Program Effectiveness**

* Sending out a survey at the beginning, middle, and end of the year (**?**)
* 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 (see below)
* Using Design Thinking methods for assessment (i.e. Journey Mapping)

Student Conducted focus groups

A particular interest for us during the 17-18 academic year will be the sophomore experience. During May of 2016 we met with Kim Fath to develop a focus group protocol and questions. Kim also trained 3 of our students to pilot test the focus group before the end of the 17 spring semester. We will use feedback from this pilot to revise our protocol and questions for next year.

Pilot Focus Group Question Outline

We are particularly interested in the sophomore experience in the Colonnades Neighborhood. We are trying to figure out what kind of residential experience the sophomore student is looking for. Thank you again for helping us with this. As we ask each question, please feel free to share your thoughts informally (we don’t necessarily have to go around the circle). We won’t move on to the next question until everyone has had a chance to share their ideas; however, please share only information with this group that you are comfortable sharing. Everything you share here will be treated as confidential- your names will not be included with any information shared with Dr. Tomasek or Cristina Vega. Please remember that you may decline to respond or leave the focus group at any time. Are there any questions or concerns before we begin?

Let’s start with a basic question.

1. What was the best part about living in Colonnades this year?

Thank you for sharing those experiences. You will have the opportunity to share anything else that you want to share at the end of our questions.

We are really interested in learning about what ‘community’ means to sophomores who live in the Colonnades.

2. What does community in the Colonnades Neighborhood mean to you?

<possible probe: Is it the same for you this year as last year?>

3. How much ‘community’ do you want in Colonnades? What does that look like?

Thank you for your thoughts. Next, we would like to ask you about your experiences more broadly.

4. Related to your personal or professional growth, what have been the most important experiences you have had at Elon?

a. Did you create space to process these experiences so that you were able to make meaning from the experience[tt1] ?

5. We talk about a culture of busyness at Elon. Have you experienced this for yourself this year?

a. What is the relationship between the cultural of busyness and your ability to process and make meaning from your experiences?

6. What kinds of things do you think we can do in the Colonnades community to help students make meaning from their experiences? [tt2]

7. Is there anything else that you want to tell us about your experiences in Colonnades?

That finishes the focus group. Thank you for coming this evening and sharing your experiences with us.

**8) 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 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. *[In 2017-2018 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 will be requesting funds for a fire pit and outdoor screen in an attempt to create more outdoor informal interaction settings.]*

In addition, a variety of scheduled events are in line with **2016-2017 Institutional Priorities** (the priorities are connected to events below with numbers/letters):

2. Continue robust efforts to make Elon a more diverse, inclusive, and culturally skilled community by providing programs that (a) explore cultural identities and promote constructive dialogue across diverse perspectives, and (b) provide greater understanding of the development of race in America and its impact on social outcomes.

6. Develop and implement plans to further strengthen Elon’s campus culture and community by enriching student, faculty, and staff connections.

20. Continue to implement the academic/residential integration necessary to complete the Residential Campus Initiative (Living and Learning at Elon) by (a) implementing new strategies for students to engage with faculty and staff through campus dining experiences and (b) provide neighborhood intellectual dinner discussions and academic programs.

**August**

August 25th: New Student Move-In and First Night Nades/ Colonnades Commitment (C)

August 26th: Returner Move-In

August 30th: Danieley and Colonnades Welcome Back Dinner (C- IP#6, 20)

Having Building meetings to build community with returners as well

(suggestion: LLC Advisors meet with their folks during week of August 27th)

**September**

September 9th: Harper Hall Building Brunch (A, B, C- IP#6, 20)

Make sure to invite the LLC advisors and the maker hub staff (student and Elon staff)

TBD: Call to Honor ceremony, 9:40 a.m., Alumni Gym. First-year students required to attend

TBD: Job Fair and Internship Expo

September 11: Dinner with International Students (A, C- IP#2, 6, 20)

September 14 & 15: Common Reading Speaker (A & C- IP#2)

TBD: Floor meetings related to Common Reading (A, & C- IP#2)

TBD: Common Reading book club for Sophomore residents (A, & C- IP#2)

September 20th: Baird Lecture: Dr. Siddhartha Mukherjee, 7:30PM, McCrary Theatre (A)

September 23rd: Staley Hall Building Brunch (A, B, C- IP#6, 20)

TBD: Dinner with First Gen students in the neighborhood (particularly those un-cohorted) (A, C-

IP#2, 6, 20)

TBD: CNA Meeting (A&B)

TBD: CommUNITY Dinner (Campus Dining partnership) (A, B, C- IP#6, 20)

TBD: LLC Long table dinner (A, B, C- IP#6, 20)

TBD: Maker Hub Event (B, C)

TBD: Phoenix Cup

TBD: Tailgate party and possible half-time program during a football game [partnership with Danieley] (C) [could we combine some type of LLC mixer with this?]

Weekly: T-room events (A, B, C- IP#6, 20)

**October**

October 5th: Fall Convocation Former Prime Minister David Cameron, Alumni Gym (A & C- IP#2)

TBD: Core Forum #1 (possible connection with linked COR110 classes) (A & C- IP#2)

October 6th: Terry’s Birthday!

October 6th-8th, Family Weekend Meet & Greet. Meet & greet the AD and FD in the T-Room

(continental breakfast- terry baking muffins- with coffee and tea, 8-9?, T-room

October 21st: Story Hall Building Brunch (A, B, C- IP#6, 20)

October 28th: Moffitt Hall Building Brunch (A, B, C- IP#6, 20)

October 2nd - 12th(TBD): Fireside Chat (A, B, C)

These events will include linked/LLC/affiliate faculty in both planning and the leading of discussion. Topics will be chosen in a timely manner - perhaps addressing a recent major world event, or an issue of particular importance to students.

TBD: Haunted Harper (C) [Part of Phoenix Frenzy]

TBD: Field trip related to Common Reading (A, B, C- IP#2)

TBD: CNA meeting (A&B)

TBD: LLC Long table dinner (A, B, C- IP#6, 20)

Weekly: T-room events (A, B, C- IP#6, 20)

**November**

November 11th: Kivette Hall Building Brunch (A, B, C)

November 1st - 18th: Can-struction Food Drive (partnership with the Center for Access and

Success) (A&B&C)

TBD: Fireside chat/coffee house with a hot chocolate bar & smores at the fire pit

TBD: Intersect: Diversity and Leadership conference, Moseley Center, attendees need to register

TBD: Core Forum #2

TBD: Maker Hub Event (B, C)

TBD: CNA meeting (A&B)

TBD: CommUNITY Dinner (Campus Dining partnership) (A, B, C- IP#6, 20)

TBD: LLC Long table dinner (A, B, C- IP#6, 20)

Weekly: T-room events (A, B, C- IP#6, 20)

**December**

December 2nd & 9th: (back-up dates for building brunch)

Weekly: T-room events (A, B, C- IP#6, 20)

**January**

TBD: Human Library event, (partnership with Belk Library & Gender & LGBTQIA) (A&B)

January 10th: Keynote speaker Wes Moore, 6:00PM, McCrary Theatre

January 16: Cristina B-day :)

January 20th (tentative): First Generation Conference (A, C- IP#2)

TBD: Cooking Course (B, C)

TBD: Maker Hub Event (B, C)

TBD: LLC Long table dinner (A, B, C- IP#6, 20)

Weekly: T-room events (A, B, C- IP#6, 20)

**February**

TBD: Black History Month Event [partnership with CREDE] (A&B&C)

TBD: Phoenix Cup: Waste [partnership with Sustainability]

TBD: Men’s basketball practice event at the PARC [partnership with Danieley] (C)

TBD: Maker Hub Event (B, C)

TBD: CNA meeting (A&B)

TBD: CommUNITY Dinner (Campus Dining partnership) (A, B, C- IP#6, 20)

TBD: LLC Long table dinner (A, B, C- IP#6, 20)

Weekly: T-room events (A, B, C- IP#6, 20)

**March**

March 2: Fireside Chat (potential partnership with Global Education Center) (A&B&C)

“How do you think about leveraging this experience to support your continued professional growth or future job search.” if cold, use fire scene on TV, map to put pins in

March 7th: Elon Day

March TBD: Successful Internships (partnership with SPDC) (A&C)

March TBD: Core Forum

TBD: Elon Basketball Watch party for an away game [partnership with Danieley] (C)

TBD: Maker Hub Event (B, C)

TBD: CNA meeting (A&B)

TBD: LLC Long table dinner (A, B, C- IP#6, 20)

Weekly: T-room events (A, B, C- IP#6, 20)

**April**

April 5th: Spring Convocation, Angela Duckworth, 3:30 p.m., Alumni Gym

TBD: Colonnades Carnival (B)

April TBD: Alamance Makers Guild (partnership with MakerHub) (B)

April TBD: Core Forum

TBD: Cooking Course (B, C)

TBD: CNA meeting (A&B)

TBD: CommUNITY Dinner (Campus Dining partnership) (A, B, C- IP#6, 20)

TBD: LLC Long table dinner (A, B, C- IP#6, 20)

Weekly: T-room events (A, B, C- IP#6, 20)

**May**

Weekly: T-room events (A, B, C- IP#6, 20)

**Various Ideas for Anniversary Events**

Decath-ELON. Each LLC will contribute one event idea