The Oaks Neighborhood

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Intellectual and Community Themes

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.

Residence Life Community Development Statement
Residence Life constructs thriving intellectual neighborhoods that motivate students to build relationships and deepen their academic experience by providing purposeful activities that promote awareness of self and others, creating opportunities for faculty engagement, and employing intentional community development strategies. We believe our campus community members and student leaders are educators who have the capacity to mentor and guide residents as they self-author their unique Elon experience.

EMERGING ADULTHOOD
The Community theme guiding the Oaks programming is Emerging Adulthood.

When students move into on-campus apartments, they’re forced to reckon with “adult behaviors.” Oaks residents are living independently, studying abroad, conducting undergraduate research, taking on leadership positions, working at internships, and engaging in deep inquiry in their majors. They’re also learning to live independently. And according to a study that analyzed 5,000 tweets that incorporated the hashtag “adulting,” that’s not a bad thing. “Are you surprised to see that the most common sentiment expressed by ‘adulters’ is positive? Adulting is a source of pride” (Risdal, 2017).
“Generation Z sees problems but wants to find solutions and knows how to wield their tools and knowledge to do so. We predict Generation Z will have a strong work ethic similar to Baby Boomers and the responsibility and resiliency of their Generation X parents, and they may be even technologically savvier than the Millennials” (Seemiller & Grace, 2016).

Through Late Night Noms and Neighborhood Dinners, residents have expressed that they need support being adults. In 2020-2021, the Oaks will focus on introducing students to diverse perspectives, learning how to be responsible and discerning information consumers, discussing civic engagement outside an election year, the concept of thriving, and more. Most of our events focus on some aspect of being an adult and what that means. We’ve had organic conversations with residents that transition from surface level to in-depth and meaningful; this shows our residents are ready, willing, and sometimes eager to go deep.

Residents of The Oaks and Park Place are supported by Elon as scholars and professionals, and they are interested in learning to integrate their academic lives with their residential and social lives. They want support learning to manage their residential lives — cooking, managing a living space, navigating relationships as adults while taking advantage of all Elon has to offer. In other words, they want more of their academic life in their social and residential life and they want help making their residential life as productive as possible to support their academic life.

**Thrive** – The concept of college students thriving is a holistic approach to student success (Schreiner, 2013). “Thriving college students not only are academically successful, they also experience a sense of community and a level of psychological well-being that contributes to their persistence to graduation and allows them to gain maximum benefit from being in college (Schreiner, 2010). Elon embraces the ABC model for wellness. Act, Belong, Commit has the goal of actively engaging with activities and organizations that increase a sense of belonging into the Elon community, which encourage commitment to things that bring meaning and purpose to students’ Elon experience (Donovan & Anwar-McHenry, 2014).

The ABC model, with thriving underpinnings, acknowledges that wellness and thriving are more than the absences of a mental illness (Donovan & Anwar-McHenry, 2014).

Elon defines holistic wellness by six dimensions:

- **Purpose**
- **Social**
- **Community**
- **Financial**
- **Physical**
- **Emotional**

The Oaks Neighborhood will pay particular attention to purpose well-being, social well-being, community well-being, and financial well-being, while still keeping in mind the other two dimensions. For purpose well-being, the Oaks will focus on identity development and providing residents opportunities to reflect on experiences such as study abroad. The Boldly Elon Strategic Plan highlights Thriving as a commitment and creating learning opportunities for students to advance their intercultural learning. The Oaks Neighborhood will continue to create opportunities
for students to reflect deeper on identity such as offering book club books by diverse authors and partnering with identity offices to host thoughtful and meaningful events. For social well-being, the Oaks will focus on providing opportunities for residents to build relationships within the neighborhood, such as hosting a book club to encourage conversation while being on the same page. Based on feedback from students, staff, and Oaks Neighborhood Association members, the Oaks Neighborhood will specifically focus on financial wellness by bringing experts on campus to Oaks events at least once a semester to begin and continue this conversation with residents. Research firm Raddon conducted a survey of 2,500 16-18 year olds, or members of Generation Z, to learn more about their financial understanding and habits. The study found, in particular, that 56 percent of respondents believe financial education programs are important sources of financial information. Indeed, participation in such programs (35 percent) is much higher than other generations (Raddon, 2017). We will use our social media outlets to highlight how Oaks residents are engaging with the ABC model, as a way to showcase their successes and encourage other residents to adopt positive thriving behaviors. We hope that this will foster a true sense of belonging among our residents. Community well-being is a focus on ownership in one’s neighborhood. The concept of community governance will be explored in first building meetings.

Information Literacy – News diffusion, a theoretical concept first broached in 1945, is the process by which information about people, events, and trends flows through society. But there is a dark side to diffusion – rumors and lies, both of which diffuse at a much faster rate than true news content. Studies have found that users who spread fake and/or extremely biased information are smaller in number, but also more active on social media and connected to more users than average. A 2019 study of the 2016 U.S. presidential election found that more users on social media favored Hillary Clinton for president by a wide margin, but supporters of President Donald Trump were much more active on social media channels. The study also indicated that the diffusion of center and left-leaning news moved in a traditional fashion – mainly journalists spread the news to the audience. But “fake news” was spread mostly by Trump supporters – mainly individuals who spread the news to other people but also to right-wing media outlets, who would then sometimes amplify the message (Bovet and Maske, 2019). Take a look at COVID: A Pew report found that about two-thirds of Americans trust the CDC to provide accurate information about the pandemic, while 30 percent said the same about President Trump and his administration. But when broken down by party, the results are more staggering. About three-quarters of Democrats trust the CDC, while only 9 percent had the same trust in Trump. On the other side the split is more evident, as Republicans believe in the CDC (51 percent) and Trump (54 percent) about the same. More troubling, the same Pew report found that roughly one-third of Americans who have heard about the COVID-19 pandemic believe it was planned by people in power (Pew, 2020). Could it be that getting news from social media is causing this rift? It’s possible. Another Pew study found broadly that Americans who get their news primarily from social media are less engaged and less knowledgeable. And further, “Even as Americans who primarily turn to social media for political news are less aware and knowledgeable about a wide range of events and issues in the news, they are more likely than other Americans to have heard about a number of false or unproven claims” (Pew, 2020). These survey results support the idea that information and media literacy are cornerstones to an informed public and electorate, and that discerning the veracity of information is an integral skill. Gen Z is technologically savvy, and they consume media quickly. That can make it difficult for them to filter out what is real and what is not. “With only 44% evaluating the quality or reliability of information they receive, it is no
surprise that the mentality of trusting what is on the internet rings true with them” (Seemiller & Grace, 2016). Through Oaks dinners and newsletters, students will have the opportunity to learn more about how to engage thoughtfully with the information that surrounds them.

**Community and Civic Engagement** – A study from The Center for Information & Research on Civic Learning & Engagement found that following the 2016 presidential election “a significant number of both Trump and Clinton voters are motivated to stay engaged in civic life, though the underlying reasons for—and levels of—their commitment to civic and political engagement differ” (CIRCLE, 2017). The 2014 U.S. Census found that the general population in America was 62 percent white, 12 percent Black, 17 percent Hispanic, and 2 percent two or more races. But those under 18 — or Gen Z — were 52 percent white, 14 percent black, 22 percent Hispanic and 4 percent two or more races. These students feel strongly about racial equality and want to create a more equitable world (Seemiller and Grace, 2016). And as it turns out, Gen Z engages in volunteer service activities at "about the same rates as Millennials, and … they are more concerned about the economy than any other social issue (Rue, 2018). And further, nearly half think voting is important, which is still slightly less than other generations. Rue wrote that, "Compared with Millennials, a smaller percentage believe that the country is headed in the right direction. They have been inspired by the activism of 17-year-old Nobel Peace Prize winner Malala Yousafzai, who is seen as a role model because of her ability to inspire significant social change, despite her youth" (2018). Students have the opportunity to indulge their predilection toward civic and community engagement, so long as they’re given the tools to perform and succeed. As Rue asks in her overview of Generation Z: “We should be asking, are we doing enough to connect our students with issues of social import beyond our campuses? Are we providing them with the tools they need to analyze power dynamics and influence points? Are we helping model coalition-building and root cause identification? Are we helping them connect what they are learning in the classroom to the tools of citizenship?” The Oaks Neighborhood intends to connect residents with tools and opportunities to actively participate in community and civic engagement.

**Neighborhood Outcomes**

1. Develop residents’ autonomy and interdependence through apartment living
   a. Develop residents’ awareness of the neighborhood and university resources
   b. Use neighborhood social media channels to highlight themes and activities related to the independence that comes with apartment living and to celebrate examples of being a neighbor
2. Encourage residents’ awareness around Elon’s Act-Belong-Commit Wellness model
   a. Provide opportunities for residents to enhance their sense of belonging in the Oaks Neighborhood
   b. Share techniques for supporting the thriving resident by encouraging residents to develop a positive lifelong wellness philosophy
   c. Leverage social media to highlight Oaks residents who are successfully employing the Act-Belong-Commit model
3. Challenge typical ways of thinking and accessing information
   a. Build residents’ confidence and competence in intellectual inquiry through practice in low-pressure environments with faculty and staff
   b. Provide space for students to reflect on their information consumption
c. Provide strategies for students to analyze their use of social media platforms
d. Allow students to explore the role media plays in influencing social behavior
4. Encourage community and civic engagement for all residents
   a. Develop residents’ understanding of issues that are relevant on the local, regional, national, and global stages
   b. Provide opportunities to participate in community and civic engagement

Plans to Measure Program Effectiveness

- Attendance at all Oaks Neighborhood events is tracked via a card swipe. At the end of the academic year, card swipe data is reviewed to spot trends of who is attending events. If Maroon Moments are continued next year, event attendance data and Maroon Moments data should be compared to find trends, including the effect attending an Oaks event has on questions asked via Maroon Moments.
- Informal qualitative data will be gathered at each event by using a whiteboard to ask residents a one word take away as a form of assessment. This assessment will be used by staff and leadership team to determine if learning outcomes were met. After a few years of data collection, this data can be used to show historical cross-assessment.
- The Oaks will hold a focus group once a semester to ask them what events they have attended, enjoyed and would like to see. They will also be asked what they learned or took away from the events. Oaks leadership will also attempt to organize focus groups with future Oaks residents in the late spring to introduce them to the neighborhood theme and invite them to offer ideas for programming.
- Residents are asked to fill out a survey that comes through Residence Life, and the Oaks will use this feedback to measure program effectiveness. The Oaks will also administer brief surveys following every neighborhood dinner and longer ones at the end of each semester.
- In the AM on-call log, AMs will be asked to share their assessment of the neighborhood after doing a round. Their answers will be tracked by the use of a hashtag option in the log. Hashtags will include descriptors that will help assess the overall environment of the neighborhood and the moods of students. Data will be shared with staff at staff meetings throughout the semester and with other offices as appropriate.

The First Six Weeks

The focus for the first six weeks for upper-class students should be on adjusting, supporting and exploring. Upper-class students returning to Elon may have been aboard in the spring or have friends aboard in the spring. They may have an adjustment period from their summer experience to returning to Elon. Some upper-class students may be in leadership roles where they are helping and mentoring first-year students. Residence Life student staff members, O Team Leaders and others are returning to Elon and jumping into their roles. We will support upper-class Oaks residents through Late Night Noms events that will encourage residents to reflect on their leadership and/or summer experiences.

Understanding that the Oaks Neighborhood will consist of sophomore, junior and senior students, AMs will be expected to have weekly engagement opportunities for all sophomores. All Oaks events will be open to any student who lives in the Oaks, regardless of class year. Knowing this, AMs will advertise events to all students. Weekly engagements can include attending neighborhood events with students,
promoting and attending events around campus, creating building events, etc. AMs will work with sophomore students to more strongly encourage sophomore roommates to facilitate roommate agreements with their AM.

With Oaks residents being student leaders and adjusting back to Elon, it is also important to recognize not all Oaks students have found their sense of belonging. They may be exploring more of what Elon has to offer. Some upper-class students may be exploring leadership opportunities. Bringing Oaks students together in informal settings, such as Late Night Noms, will provide an opportunity for reflection and for sharing of leadership roles and opportunities around campus.

Staff Expectations

Every interaction with a resident can be a learning moment: from a lost key to roommate conflict. It is about taking interactions deeper. The goal is to create a culture where staff feel challenged, supported and encouraged to take ownership in the educational process and to view themselves as educators. Simon Sinek’s “Start with WHY” (2009) explains that greatness is built from a model of why, how, what, and in no other order. For events and initiatives, AMs will understand the outcomes for the neighborhood and buy into the opportunity they have to cultivate a vibrant neighborhood and community. All events and educational opportunities should start with the end in mind. When students leave, what should they have gained from attending (Sinek 2009)?

Staff expectations for the first six weeks will include the following, with the understanding that staff members have different leadership styles, and goals can be reached by different approaches:

- Assist with move-in and opening
- Host building meeting
- Welcome billboard “about me board”
- Door decs for each door with preferred name
- Welcome email to building
- Presence and participation at events
- Roommate agreements
- Complete first health and safety inspection
- Introduce themselves to every resident by end of first six weeks
- Create, plan, and host one building event within the first 6 weeks
- Take residents to one campus event within the first 6 weeks

First Six Weeks Calendar

- Week One (August 23-27)
  - 8/23 Welcome Back Block Party
  - First building meetings
- Week Two
  - CREDE SMART Week (date TBA)
    - Partner with CREDE to host Oaks cookout
- Week Three
  - 9/7 First Neighborhood Dinner
  - 9/11 Muslimedia Event
- Week Four
  - 9/14 Late Night Noms
- Week Five
○ AMs host building event
○ 9/21 Potluck Podcasts

- Week Six
  ○ AMs take residents to a campus event

The Oaks Neighborhood Association

Neighborhood Co-Chairs
- **TBA**, Community Director of the Oaks Neighborhood
- **Matt Wittstein**, Associate Professor of Exercise Science, Faculty Director of the Oaks Neighborhood

Neighborhood Association Membership
The Oaks Neighborhood Association will meet twice a semester. Meeting dates and times will be set based on member availability.

Faculty & Staff
Faculty and staff in the Oaks Neighborhood Association, ONA, will each choose to focus their work on the Association into either programming or affiliating with the residents of a particular building. Members of the ONA will have the opportunity to renew their membership mid-April. Depending on who will continue to be a part of the association, the Faculty Director and Community Director will ask AMs and ONA members for recommendations. Invitations to join the ONA will go out mid-May.
- Teresa LePors, Coordinator of Library Research and Scholarly Services and Assistant Librarian
- Kate Upton, Associate Professor of Finance and William Garrard Reed Finance Center
- Titch Madzima, Associate Professor of Exercise Science
- Danielle Golinski, Assistant Director of Career Services - Love School of Business (liaison)

Student Members
In early September, residents of the Oaks Neighborhood will be emailed and invited to join the ONA. ONA membership will be advertised at welcome back event and by AMs, FD, and CD.
- TBD, Lead Student Mentor
- TBD, IRC Liaison
- TBD, 2-3 Oaks & Park Place Neighborhood Residents
- TBD, EcoRep
- TBD, Oaks Facilities Assistant

Neighborhood Features

Student Demographics:
The Oaks Neighborhood is made up of 650 students.
30% Sophomores
49% Juniors
21% Seniors
Facilities

- The Oaks
  - The Oaks opened in Fall 2006
  - 4-person units with single rooms, 4-person units with double rooms, 2-person units with single rooms
  - Each apartment has a full kitchen, living space and laundry area
  - Williams, Brown and Sullivan have 2 seminar rooms in each building
  - Council, Oaks C and Oaks D have 4 seminar rooms in each building
  - McCoy Commons with a club room, multi-purpose rooms and offices for Phoenix Card, Campus Safety and Police and the Oaks Area Office
  - McCoy Commons patio offers students a volleyball court, basketball court and an outdoor patio that is used for event space and student recreation space

- Park Place
  - Park Place opened in Fall 2016
  - 3-person units with single rooms.
  - Each apartment has a full kitchen, living space and laundry area
  - 125 students – mostly seniors
  - Mediterranean Deli on first floor
  - Three 1-person units for staff members

Student Leaders

Student Staff and Educators:
- Lead Student Mentor - TBD
- EcoRep – TBD
- TBD, IRC Liaison
- Facilities Assistant: TBD
- Office Assistants: TBD

IRC Liaison

The IRC Liaison is a student representative who is responsible for representing the Oaks Neighborhood within the Inter-Residence Council weekly at General Body and Committee Meetings. This student leader would serve as the primary residential voice at IRC to provide continuous feedback about community challenges, opportunities and successes to IRC. The IRC Liaison has full voting rights within IRC and is responsible for representing the residential community.

Apartment Managers

Nine Apartment Managers. See appendix for each apartment manager's leadership role.
- Williams - Andie Wienberg
- Council - Emma Walker
- Oaks C - Ethan Gabriel
- Oaks D - Cici Salazar
- Oaks D - Wylie Walton
- Brown - Miracle Smythe
- Sullivan - Taylor Russ
- Park Place - Pierce Johnson
- Park Place - Maddie Spence
Faculty-in-Residence
Faculty Director: Matt Wittstein, Associate Professor of Exercise Science, Faculty Director of The Oaks Neighborhood, lives in Williams 102.

Staff-in-Residence
TBA, Community Director for the Oaks Neighborhood, lives in Williams 107.

Residential Neighborhood Partner
The Station at Mill Point and the Oaks Neighborhood will partner together for summer and Winter Term events and collaborate on book clubs throughout the year. The Station and the Oaks have similar populations and can share resources to connect residents with the goal of expanding their personal network. SAMP and the Oaks will partner to host a book club during January 2022 to support the Winter Term theme.

The East Neighborhood and the Oaks both share a civic engagement theme and focus. The East and Oaks Neighborhoods will collaborate on events, such as the celebration of Black History Month in February via a joint Neighborhood Dinner that will feature black and African-American civic leaders talking with students about their journey and sharing a bit about North Carolina and Alamance County history and Muslimedia, an opportunity for students to dine and engage in conversations with area residents of the Islamic faith at the Burlington Masjid.

Intellectual and Community Programming
For consistency, the majority of Oaks programming happens on Tuesdays with a recurring monthly schedule.

Feedback from Oaks and Park Place residents, including feedback from a formal survey and student focus groups, showed residents enjoy events that give practical advice. Students also shared they enjoy events where they can make something and take it with them, such as making organic air fresheners and kindness kits. Our goal is to integrate the academic, social, and residential in all of our programming.

First Tuesdays – Neighborhood Dinners
Neighborhood dinners are intellectually themed social events. At Oaks Neighborhood dinners, faculty join students to discuss current issues in the world. Faculty members will be chosen based on their expertise, as well as students’ interest in having dinner with them. These dinner conversations allow residents to explore the issues in the world and connect them to what they’re learning in their courses. They are informal and social, and the discussions are resident-led with conversation questions composed by AMs, the LSM, the Faculty Director and the Community Director. (Learning outcomes: all, depending on the topic and the faculty guests)

Second Tuesdays – Late Night Noms
The Oaks Neighborhood staff has established Late Night Noms as a social tradition with a focus on the emerging adulthood theme. Late Night Noms runs from 8-9 p.m. in the club room. Each Late Night Noms has a theme, including wellness, productivity, sustainability and identity development. (Learning outcomes: all)
Third Tuesdays – Podcast Potlucks
The Oaks will host monthly Podcast Potlucks to enhance students’ social and intellectual wellness. This event will involve selecting an overarching theme and specific podcast episodes for students to listen to and discuss at a potluck dinner. Themes will intentionally focus on diversity, equity, and inclusion within the context of our community. (Learning outcomes: 1, 2 & 3)

Shut up and Dance
Shut up and Dance, formerly called Freedom Sings, is a narrated musical experience in which Grammy-award winning musicians play songs that have been banned or censored in the past. The show is narrated to offer useful historical context surrounding the songs and the political movements. The concert experience provides a unique way to educate people about First Amendment and free expression issues. (Learning outcomes: 1 & 3)

Student Initiated Programming
The Oaks will dedicate resources to supporting student initiated and led events during the spring semester. The purpose of this programming is to intentionally support students’ active participation in the “Commit” stage of Elon’s Act-Belong-Commit Wellness model while also giving opportunities to practice leadership skills and reinforcing neighborhood themes. (Learning outcomes: all, depending on event details)

Annual Traditions
- **Welcome Back Block Party**- A welcoming meal traditionally has been a hugely successful neighborhood kick-off event. Over the years, this event has had many themes, but the core goal to bring residents together, welcome them back to Elon, and provide them with the chance to meet their neighbors stays the same. ONA members are invited, giving residents their first Oaks opportunity to engage in informal intellectual faculty interactions. (Learning outcome: 1)
- **Book Club** - The Oaks and the Station at Mill Point will partner to host a joint book club in the fall and spring semesters. (Learning outcomes: 1 & 2, depending on the conversations and depending on the topic of the book and the conversations)
- **Winter Term Trivia**- The Oaks will partner with other neighborhoods to host a trivia night with questions based on the Winter Term theme. Winter Term Trivia offers an opportunity for students who are here over J-term to be in their community, knowing programming can be sparse during January. (Learning outcome: 2, 3 & 4)
- **Black History Month Event** - The Oaks Neighborhood will partner with The East Neighborhood and The CREDE to host an event for Black History Month. Past events have included a dinner inviting local Black and African-American political and civic leaders to share their journeys and knowledge about Alamance County and North Carolina history and an Expo event where identity affiliated student groups have hosted tables, similar to an organization fair. The focus of the event will be determined by the needs of the students in 2021-2022. (Learning outcomes: 2, 3 & 4, depending on the conversations)
- **Oaks BBQ** – The last Neighborhood Dinner of the year will be a bigger event held outside, with the goal to celebrate students’ academic accomplishments by providing a social “bookend” to the neighborhood’s social community. This event—with food, music and yard games—provides a time for adequate farewells between faculty, staff, and residents. (Learning outcome: 1)
Dining at Elon
The Oaks Neighborhood will partner with Amy Chilcutt and Elon Dining for family-style dinners in the Club Room on the first Tuesdays of each month. The Oaks may also work with Amy to reserve the long tables for meals with residents before major campus events.

Elon University Partners
The Oaks Neighborhood will collaborate with a university partner that will support the intellectual climate and will provide students with resources as they take up The Next Big Thing. The Oaks Neighborhood will work with the university partner to shape events and/or discussions that support the university partner’s current initiatives and events. This could mean advertising and encouraging residents to attend campus events, inviting a partner to a neighborhood dinner, or theming a Late Night Noms to a university partner’s initiative. (Learning outcomes: 1 & 2)

- Kernodle Center for Service Learning and Community Engagement
  - The Oaks will support community engagement through informal conversations with residents about the importance of being an active citizen. Some neighborhood events will include distribution of Elon Votes! voter registration information and Elon Volunteers! participation information, along with material from other campus involvement groups.

- Elon Office of Sustainability
  - The Oaks plans to partner with the Oaks EcoRep to create and implement creative ways residents can practice sustainability.

- Student Professional Development Center
  - The Oaks will partner with the SPDC and create a space for student staff members to participate in StrengthsQuest during summer training.

- CREDE
  - The Oaks Neighborhood will partner with the CREDE to bring topics such as identity development and diversity education into the neighborhood via Late Night Noms and Neighborhood Dinners.

Oaks Neighborhood Events Calendar 2021-2022
The Oaks will continue to structure events through its current Tuesday night model. Neighborhood Dinners and Late Night Noms themes will be determined by AMs, the LSM, the FD, the CD and the Neighborhood Association based on resident and neighborhood needs. Please note that events are subject to change based on recommendations from the University Task Force focusing on reopening in fall 2020. Oaks leadership team is thinking about ways to engage students with an adjusted budget and participation limits.

August
- 8/23 Welcome Back Block Party
  - 6pm, McCoy Commons Patio

September
- 9/7 First Neighborhood Dinner
  - 6pm, McCoy Commons Patio
- 9/14 Late Night Noms
  - 8-9pm, Oaks Club Room
- 9/21 Potluck Podcasts
  - 6pm, McCoy Commons Patio
October
- 10/5 Neighborhood Dinner
  - 6pm, Oaks Club Room
  - 8-9pm, Oaks Club Room
- 10/12 Late Night Noms
  - 8-9pm, Oaks Club Room
- 10/19 Potluck Podcasts
  - 6pm, Oaks Club Room

November
- 11/2 Neighborhood Dinner
  - 6pm, Oaks Club Room
- 11/9 Late Night Noms
  - 8-9pm, Oaks Club Room
- 11/16 Potluck Podcasts
  - 6pm, Oaks Club Room

December
- 12/7 Neighborhood Dinner
  - 6pm, Oaks Club Room
- 12/14 Late Night Noms - Exam Edition
  - 8-9pm, Oaks Club Room

January
- 1/11 Book Club with SAMP
  - TBA
- TBA Winter Term themed trivia
  - 7:15 p.m., The Oak House

February
- 2/8 Black History Month Event
  - TBA
- 2/15 Late Night Noms
  - 8-9pm, Oaks Club Room
- 2/22 Potluck Podcasts
  - 6pm, Oaks Club Room

March
- 3/1 Neighborhood Dinner
  - 6pm, Oaks Club Room
- 3/8 Late Night Noms
  - 8-9pm, Oaks Club Room
- 3/22 Potluck Podcasts
  - 6pm, Oaks Club Room

April
- 4/5 Neighborhood Dinner
  - 6pm, McCoy Commons Patio
- 4/12 Late Night Noms
  - 8-9pm, Oaks Club Room
- 4/19 Potluck Podcasts
  - 6pm, McCoy Commons Patio
Neighborhood Assessment Plan

The Oaks Neighborhood CD and FD plan to spend one meeting a month focusing on reviewing assessment data gathered from tracking attendance. Gathering data from Phoenix Connect can provide information such as demographic of event participants, attendance numbers, and how many events participants have attended. Reviewing this can help The Oaks Leadership team focus efforts in needed areas with the goal of offering engaging events for all Oaks residents. Brief surveys about Oaks events will be sent after events and larger summative surveys will be administered at the end of each semester. Also toward the end of each semester, the CD and FD will reach out to students on the attendance lists for the purposes of forming focus groups.
Oaks AMs will be expected to complete Maroon Moments, which are the in-depth and meaningful conversations that are taking place already in the Oaks. The goal of Maroon Moments is to track the connections and engagement of students after the first six weeks. This will help assess what students could benefit from as the semester and academic year progresses. AMs will fill out one Intentional Conversation log for each of their residents by the end of the first six weeks. After the first six weeks, the data will be sorted and reviewed by the Community Development Committee, CDs, and grads. Data will show where students are as a whole and by neighborhood.
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