



The Oaks and Park Place Neighborhood

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Elon University

The Oaks and Park Place Neighborhood Plan

2022-2023

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 and Park Place (OPP) programming is *Emerging Adulthood*.

When students move into on-campus apartments, they're forced to reckon with "adult behaviors." OPP 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 savvy than the Millennials” (Seemiller & Grace, 2016).

Through Late Night Noms and Neighborhood Dinners, residents have expressed that they need support being adults. In 2022-2023, the Oaks and Park Place Neighborhood 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 OPP 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’s Wellness 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 and Park Place 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, OPP will focus on identity development and providing

residents opportunities to reflect on experiences such as study abroad. The Boldy Elon Strategic Plan highlights Thriving as a commitment and creating learning opportunities for students to advance their intercultural learning. OPP 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, OPP 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 OPP 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

Outcome 1: Autonomy, independence, and interdependence as young adults

“Adulthood” reflects the development of skills and behavioral characteristics of mature, self-sufficient members of society. The Oaks and Park Place Neighborhood supports its residents learning new “adulthood” practices through deepening their engagement with available campus and local resources to develop autonomy in both independence and interdependence.

Learning: Residents will have the opportunity to learn “adulthood” skills such as cooking, cohabitating, and budgeting through formal and informal neighborhood events.

Developmental: Residents will develop awareness of neighborhood, campus, and local resources.



Programmatic: Neighborhood programming will support this outcome by strategically partnering with campus units to connect residents with university resources, offering formal opportunities to learn “adulting” skills, such as cooking, cohabitating or budgeting, and through passive programming and relationship development with neighborhood leadership.

Outcome 2: Thriving in The Oaks and Park Place Neighborhood

Thriving reflects a holistic approach to well-being that includes purpose, social, financial, community, physical, and emotional wellness. The neighborhood enhances residents’ abilities to thrive during their time as Elon students and beyond, aligned with the new HealthEU initiative, through developing a deeper understanding of personal and community identity.

Learning: Residents will learn about Elon’s HealthEU wellness model and about different identities.

Developmental: Residents will be supported in developing a lifelong wellness philosophy that considers the multiple dimensions of wellness and aligns with personal identities and values.

Programmatic: Events in OPP are intentionally relationship-rich, inclusive, and promote a sense of belonging in the neighborhood, campus, and broader community. Student-led activity groups, neighborhood dinners, and other events will directly support residents’ ability to thrive in the neighborhood. Social media will be used to highlight positive examples of residents thriving, their unique identities, and their growth.

Outcome 3: A community-focused and civically engaged neighborhood

Community and civic engagement are at the core of developing global citizens. The Oaks and Park Place Neighborhood provides opportunities for residents to connect and serve in our local community and to participate in local, state, and national political discussions.

Learning: Residents will learn about current social and political issues facing our university, local community, and the world.

Developmental: Residents will develop skills in engaging respectfully in discourse around social and political topics and develop skills and techniques to actively participate in community and civic engagement.

Programmatic: The neighborhood will partner with The Kernodle Center for Civic Life to offer at least two meaningful community or civic engagement opportunities per year. Neighborhood dinners and other social gatherings will serve as a space to practice in discourse with residents of differing viewpoints, perspectives, and experiences.

Outcome 4: Accessing and assessing information and data with purpose

The ability to read, write, and communicate data and information in context is a valuable skill for any college graduate going into any career field. The OPP Neighborhood facilitates residents taking a critical and reflective approach to understanding how information is consumed and used.



Learning: Residents will learn strategies to enhance their access and assessment of information and data, with special focus on the context in which information is gathered and presented.

Developmental: Residents will build confidence in intellectual inquiry related to their academic endeavors through practice in low-pressure environments with faculty, staff, and peers. Residents will be able to explore how media consumption influences their own and others' behaviors.

Programmatic: The OPP Neighborhood will maintain a book club that enables residents to discuss shared readings and will include both fiction and nonfiction topics. OPP will use social media intentionally to provide objective and context relevant information. Passive programming will be used to encourage students to challenge typical ways of thinking and understanding information.

Neighborhood Features

Student Demographics:

The Oaks and Park Place Neighborhood is made up of approximately 640 students. *(Please note 2022-2023 demographics will be available after housing selection later in the spring semester.)*

39% Juniors

32% Sophomores

29% 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:

Oaks and Park Place Neighborhood

Annie Hester | PROGRAM ASSISTANT



Jen Cole | COMMUNITY DIRECTOR

Matt Wittstein | FACULTY DIRECTOR

- Living and Learning Assistant – Isabella Meconiates
- EcoRep – Molly Ruiz
- Facilities Assistant: Hannah Lanoue
- Office Assistants: Sarah Sweeney, Maddie Fayne, TBD

Apartment Managers

Nine Apartment Managers. See appendix for each apartment manager's leadership role.

Oaks A/Williams – Elspeth Allen

Oaks B/Council - Delyla Makki

Oaks C – Aidan Burnside

Oaks D – Sydney Barlow

Oaks D- Timmy Gies

Oaks E/Brown - Nadine Jose

Oaks F/Sullivan - Gloria Cadet

Park Place – Ariana Wilson

Park Place – Nick Asprea

Faculty-in-Residence

Faculty Director: Matt Wittstein, Associate Professor of Exercise Science, Faculty Director of The Oaks and Park Place Neighborhood, lives in the neighborhood.

Staff-in-Residence

Jen Cole, Community Director for the Oaks and Park Place Neighborhood, lives in the neighborhood.

Oaks and Park Place Neighborhood Association

Purpose

The Oaks and Park Place Neighborhood Association (ONA) provides meaningful connections with various stakeholders to residential neighborhood planning and operations. The primary purposes of the ONA are to serve as an advisory committee for the neighborhood, promote and advocate for deep engagement in the residential neighborhood, and provide direct connections to some campus resources for our residents. Membership is voluntary and members are invited to attend at least two meetings in the fall and spring semesters, are encouraged to engage with residents through formal (leading or attending programming) or informal (e.g., email, conversation) ways, and provide feedback on neighborhood planning documents. Meeting dates and times are set based on membership availability. The co-chairs meet weekly or biweekly.

Membership

Neighborhood Co-Chairs (CD and FD)

- **Jen Cole**, Community Director of the Oaks Neighborhood
- **Matt Wittstein**, Associate Professor of Exercise Science, Faculty Director of the Oaks Neighborhood



Faculty & Staff (3-6 members, voluntary, new membership identified by May)

- **Laurie Judge**, Senior Associate Director of Career Services for Elon College, The College of Arts and Sciences
- **Teresa LePors**, Coordinator of Library Research and Scholarly Services and Assistant Librarian
- **Titch Madzima**, Associate Professor of Exercise Science
- **Kate Upton**, Associate Professor of Finance and William Garrard Reed Finance Center

Student Members (LLA, student leaders, invited students, office workers)

- **Isabella Meconiates**, Living Learning Assistant for The Oaks and Park Place Neighborhood

Other Members (community partners for service, as needed, by invitation)

- There are currently no other members

Intellectual and Community Programming

Our goal is to integrate the academic, social, and residential in all of our programming. As the University emerges from limited operations, we are relearning what our residents want and need in this co-curricular integration. Feedback from Oaks and Park Place residents, including a formal survey and informal conversations, showed residents enjoy events that are either intentional and meaningful or grab-and-go where they can make something and take it with them, such as hot chocolate kits and succulents.

Neighborhood Dinners – twice a semester

Neighborhood dinners are intellectually themed social events. At OPP Neighborhood dinners there will be tables related to our themes and how to get involved. These conversations allow residents to explore the neighborhood theme, connect to the world around them 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 LLA, the Faculty Director and the Community Director. (Learning outcomes: all, depending on theme). Event will be relaxed and include student bands for a variety of engagement.

Fall

Dinner #1 – Emerging Adulthood & Thriving (September)

Dinner #2 – Civic and Community Engagement & Service (November)

Spring

Dinner #3 – Information Literacy (February)

Dinner #4 – Wellness/Healthy Elon (April)

Late Night Noms

The OPP Neighborhood staff has established Late Night Noms as a social tradition with a focus on the emerging adulthood theme. Late Night Noms runs from 8-9:30 p.m. in the club room. Each Late Night Noms has a theme, including wellness, productivity, sustainability and identity development. (Learning outcomes: all)



Faculty Director Led Event

The faculty director will develop a neighborhood program that enhances students' social and intellectual wellness. This event will involve selecting an overarching theme and invite students to engage in meaningful conversation with each other with invited faculty and staff while enjoying a shared meal. Themes will intentionally focus on diversity, equity, and inclusion within the context of our community. (Learning outcomes: 1, 2 & 4)

Resident Initiated Programming – Activity Groups

OPP will dedicate resources to supporting resident initiated and led events, especially during the spring semester. The purpose of this programming is to intentionally support students' active participation in the HealthEU Wellness model while also giving opportunities to practice leadership skills and reinforcing neighborhood themes. (Learning outcomes: all)

How to: Apartment Edition and Oaks/Park Place Bucket List

New to the neighborhood are two programs designed to orient students to campus resources and develop their skills in living as an adult.

How to: Apartment Edition will consist of demonstrating practical skills related to living in an apartment. This might include information on cohabitating and using roommate agreements, proper use of laundry and kitchen appliances, effective use of apartment and neighborhood spaces for studying and other work, or building relationships in a residential community. *How to: Apartment Edition* will use in-person, passive, and online means to engage residents. (Learning outcomes: 1, 2, & 3)

The *OPP Bucket List* is an early semester challenge to get residents to engage with our neighborhood and university resources. A list of activities and actions will be provided at our Welcome Back Extravaganza and encourage residents to meet neighborhood leadership (CD, FD, LLA, AMs), attend campus events, connect with the neighborhood on social media, or practice elements of “adulting”. The overarching goal of the *OPP Bucket List* is to encourage immediate engagement that connects members of the community to each other. (Learning outcomes: 1, 2, & 3)

Passive and Pop-Up Programming

To engage residents where they are, passive and pop-up programs will be led by AMs each semester. Passive programming refers to engagement amongst the residents in their buildings and might include dad jokes posted on apartment doors or a discussion prompt in the GroupMe. Pop-up programming refers to AMs bringing events into the buildings with casual activities or goodies like game night and/or cookie carts. (Learning outcomes: 1 & 2)

Annual Traditions

- **Welcome Back Extravaganza** – 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 opportunity to engage in informal intellectual faculty interactions. (Learning outcome: 1, 2, & 3)
 - Tables will be staffed by AMs, for example:
 - Oaks Area Office
 - University Resources



- How to: Apartment Living
 - Oaks/Park Place Bucket List
 - Games
 - Photo booth
 - Activity Groups
- **Book Club** – OPP will host a student run book club in the fall and spring semesters. (Learning outcomes: 1, 2 & 4, depending on the conversations and depending on the topic of the book and the conversations)
- **Winter Term Trivia-** OPP will partner with other neighborhoods to host a trivia night with questions based on the Winter Term theme if applicable. 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: 1, 2, & 4)
- **Black History Month Event** - The OPP Neighborhood will partner with The East Neighborhood and The CREDE to host an event for Black History Month. Past events have included trivia and 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. (Learning outcomes: 2, 3 & 4, depending on the conversations)
- **Acorn to Oaks Journey Week** - This event is a multimodal reflection on growth. Residents will have opportunities to consider how they have changed since arriving at Elon, their growth as a resident in The Oaks and Park Place Neighborhood, how they are developing skills and knowledge that support their personal and professional aspirations, and how they will continue to thrive in their journey. The event includes a mix of in-person, passive, and online programming. (Learning outcomes: 1 & 2)
- **Oaks/Park Place End of Year Celebration**– 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 & 2)

Residential Neighborhood Partners

The Station at Mill Point and the Oaks/Park Place Neighborhood will partner together for summer and Winter Term events and collaborate throughout the year. SAMP and OPP have similar populations and can share resources to connect residents with the goal of expanding their personal network. We will partner to host programming based on the community development model of Life After Elon.

The East Neighborhood and OPP both share a civic engagement theme and focus. The East and OPP Neighborhoods will collaborate on events, such as the celebration of Black History Month in February.

Elon University Partners

OPP Neighborhood will collaborate with university partners to shape events and/or discussions that support the university partner’s current initiatives and events. This collaboration is intentionally reciprocal, with both the university partner and residents will benefiting from the partnership. 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: all)



- Kernodle Center for Service Learning and Community Engagement
 - OPP 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
 - OPP plans to partner with our EcoRep to create and implement creative ways residents can practice sustainability. The Oaks/Park Place EcoRep is strongly encouraged to use the container garden to support their efforts.
- Student Professional Development Center
 - OPP will partner with the SPDC to collaborate on Life After Elon programming and create a space for student staff members to participate in StrengthsQuest.
- CREDE
 - OPP 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.
- Elon Dining
 - The OPP Neighborhood will partner with Elon Dining for family-style dinners in the McCoy Commons Club Room. OPP may also work with the Assistant Director of Academic-Residential Partnerships for Dining Engagement to reserve the long tables for meals with residents before major campus events.

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, Orientation Team Leaders and others are returning to Elon and jumping into their roles. We will support upper-class OPP residents through Late Night Noms events that will encourage residents to reflect on their leadership and/or summer experiences.

Understanding that the OPP Neighborhood will consist of sophomore, junior and senior students, AMs will be expected to have monthly engagement opportunities for all class years. All OPP events will be open to any student who lives in the neighborhood, 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.

With OPP residents being student leaders and adjusting back to Elon, it is also important to recognize not all residents 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 OPP residents 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
- Meet and engage with all their residents
 - Deliver a Welcome Bag to each apartment (new community building effort)

First Six Weeks Calendar

- Week One (August 23-26)
 - 8/26 Welcome Back Block Extravaganza
 - How to: Apartment Edition
 - Oaks/Park Place Bucket List
 - First building meetings
- Week Two (August 29 – September 2)
 - First Neighborhood Dinner – Oaks Theme
 - How to: Apartment Edition
 - Oaks/Park Place Bucket List
- Week Three (September 5-9)
 - Collab w/ Campus Partners – CREDE / Truitt Center – Identity & Belonging
 - Oaks/Park Place Bucket List
- Week Four (September 12-16)
 - Faculty Led Event
 - Student-Led Activity Group Kick-Off
 - Oaks/Park Place Bucket List
- Week Five & Six (September 19-30)
 - AMs host joint building events (3 total)
 - Hispanic Heritage event
 - Late Night Noms (Adulting/Thriving themed)



Oaks and Park Place Neighborhood Events Calendar 2022-2023

Neighborhood Dinners and Late Night Noms themes will be determined by AMs, the LLA, the FD, the CD and the Neighborhood Association based on resident and neighborhood needs. Please note that events are subject to change. AMs will collaborate with one another to plan one program a month for the entire neighborhood (3 AMs per event/3 AM programs a month).

August

- First 6 Weeks schedule

September

- First 6 Weeks schedule

October

- Neighborhood Dinner - first week – w/ Kernodle Center, Elon Volunteers and Elon Votes
 - 6pm, McCoy Commons Patio
- Late Night Noms - Civic Engagement
 - 8-9:30pm, Oaks Club Room

November

- Neighborhood Community Engagement Event - Service
- Faculty Led Event
 - 7pm, Oaks Club Room

December

- 12/3 Oaks Study Snacks
 - 10:30am-12pm, Oaks Club Room

January

- Winter trivia with SAMP
 - 7p.m., The Oak House
- Night out dinner

February

- Neighborhood Dinner - first week – with Information Literacy “MythBusters”, Invite Chris Harris or Kate Upton
 - 6pm, McCoy Commons Patio
- Black History Month Event w/ East/CREDE
 - TBA
- Faculty Led Event
 - 7pm, McCoy Commons Patio

March

- Faculty Led Event – week before spring break
 - 7pm, Oaks Club Room
- Late Night Noms - low key stuff/passive – week after spring break
 - 8-9:30pm, Oaks Club Room
- Acorn to Oaks Journey Week (March 27-31)
 - Have some AM events here

April

- Neighborhood Dinner - first week – Sustainability & Self Care
 - 6pm, McCoy Commons Patio
- Late Night Noms - Destress
 - 8-9:30pm, Club Room

Oaks and Park Place Neighborhood

Annie Hester | PROGRAM ASSISTANT



Jen Cole | COMMUNITY DIRECTOR
Matt Wittstein | FACULTY DIRECTOR

- Wellness Activity (yoga, sport competition)

May

- EOY Celebration – last week of April (28/29) or first week of **May (6th)**
 - 6pm-8pm
- 5/10 Study Snacks
 - 10:30am-12pm, Oaks Club Room

Summer

- Summer BBQ w/ SAMP

The Oaks and Park Place Neighborhood maintains an offline calendar of events ([tentative calendar as of 05/26/2022](#))

Assessing Neighborhood Success

The primary goal for the residential neighborhood is to support residents' growth and development throughout their journey of emerging adulthood. In order to assess how well our professional staff, faculty affiliates, student staff, and programming accomplish that goal we will consider three characteristics of residents' experiences living in the neighborhood: engagement, growth, and programming effectiveness. Each of these areas can be measured using quantitative and qualitative methods. Some details are provided below to help guide that assessment.

Measuring engagement

We want to be able to capture both the depth and breadth of engagement of our residents in neighborhood activities.

- Attendance data will be recorded and assessed for each neighborhood event
- Interactions via group chat, email, or social media will be quantified
- Residents will be surveyed to collect qualitative data
- Apartment Managers will assess their residents levels of engagement including interpersonal relations

Measuring growth

We want to understand how our residents are growing as students and people and how living in the neighborhood contributes or challenges that process

- Residents will be surveyed to collect qualitative data
- Acorn to Oaks Journey week will offer additional opportunity for residents to express their growth
- Apartment Managers will provide examples of growth or challenges their residents have faced
- Today at Elon will be assessed for features about neighborhood residents
- If possible, resident data such from offices such as the registrar (GPA), facilities management (FixIt requests), student involvement (joining or starting organizations), student care and outreach, and student conduct (disciplinary incidents) could be used to provide quantitative measurements of growth.



Measuring program effectiveness

We want to ensure programs are aligned with neighborhood goals and lead to positive outcomes described in our neighborhood plan.

- Events will be rated on their alignment with neighborhood goals by the CD, FD, and/or AM leading the event
- Attendance data provides one layer of effectiveness
- Each event will have opportunities for attendees to share what they learned or loved or want to improve on the event (e.g., white board, follow-up survey, suggestion box, direct email)

Additional assessment techniques

We want to include residents and other stakeholders in the improvement process for the neighborhood

- Residents, including Apartment Managers, will be invited to support development of the 2023-2024 neighborhood plan
- An anonymous survey/suggestion box will be included in every neighborhood newsletter email
- Apartment Managers will continue to complete Maroon Moments, sociograms, or use other systems to document engagement, growth, or program effectiveness of their residents



Appendix 1 – Apartment Manager Leadership Roles

Staff Development (1)

Responsible for providing staff development activities. These can and should take place during staff meeting. One team builder a week and one staff development activity a semester. A team builder could be anything from an ice breaker to an outside of Elon activity. Staff development is more about the development of leadership skills. This can be anything from identity exploration to a time management activity. This role is also responsible for working closely with the OPP Program Assistant (Annie Hester) and Community Director to accomplish administrative office tasks such as scheduling office hours and on call for the semester and breaks.

Responsibilities:

- Weekly team builder at staff meetings
- One staff development activity a semester during staff meeting
- Schedule on call for the semester and breaks and post to teams
 - Handle any on-call switches
- Create AM office hours schedule
- Serve as Oaks representative to RA/AM core team.
- Create birthday calendar and decide fun ways to celebrate Birthdays during staff meetings
- Utilize office hours

Communications/Marketing/Social Media Coordinators (1)

This role is responsible for OPP social media presence and the promotion of events and programming. This includes being responsible on social media and checking to make sure pages and accounts stay accurate. This role should have two definitions (content creator and PR) and work closely with the LLA.

Responsibilities:

- Run and manage IG account
- Create creative ways to advertise events
 - Put up yard signs
 - Create door hangers for bigger events and work with FA to put them on doors
- Create creative ways to gain feedback on events
 - Use white board to ask an assessment question for students to answer at end of event
- Post on social media two times a week (at least once to advertise for events)
 - Create one initiative a semester on how to showcase residents and staff in neighborhood
- Collaborate with community and Elon partners (e.g. CREDE, Kernodle, the EcoRep, etc) to promote partner initiatives through social media and print/digital promotional materials
- Utilize office hours

Events Coordinator (3)

Responsible for the planning of logistics of all neighborhood events. In collaboration with the Community and Faculty Directors and the entire OPP staff, provide leadership and organizational support for all neighborhood events.



Coordinator 1 – Neighborhood Dinners

Coordinator 2 – Late Night Noms

Coordinator 3 – Programming

Responsibilities for Coordinators 1 and 2:

- Lead planning sections during staff meeting
 - Finish loose ends after staff meetings
- Invite campus partners
- Help create budget for event
- Attend every Dinner or LNN
- Write up event analysis after each event
- Track event attendance using card reader
- Submit event planning form for each event
- Shopping for program, ordering food, etc.
- Manage set up and clean-up of event
- Utilize office hours



Responsibilities for Coordinator 3:

- Create sign-up system to neighborhood events
- Track event attendance using card reader and Phoenix Connect
- Send Neighborhood “thank yous” to guests
- Collect and manage event analysis after all events
- Manage and continuously update the Neighborhood Calendar
- Utilize office hours
- Lead planning sections during staff meeting
 - Finish loose ends after staff meetings
- Assist with planning of traditions or big neighborhood wide events
 - Program shopping
 - Budget
 - Invite campus partners

Community Connectors (4)

Responsible for building, maintaining, and supporting relations amongst the variety of populations within the OPP Neighborhood. In collaboration with the Community Director, Faculty Director, and all Community Connectors.

Connector 1 – Sophomores

Connector 2 – Juniors

Connector 3 – Seniors

Connector 4 – International, transfer and non-traditional

Responsibilities:

- Monthly in-person gathering with your population
- Submit programming form for gatherings
- Create and maintain a GroupMe
- Attendance tracking
- Identifying needs and wants for your population (pulse checks)
 - Monitor engagement with monthly group analysis summaries submitted to CD
 - Monthly pulse check update during staff meetings
- Create a population specific resource card
- Connect residents to appropriate on-or-off campus resources
- Acclimate students to university when applicable
- Utilize office hours to chat with population when able
- Collaborate with other Community Connectors for inclusive events, especially Coordinator 4
- Program shopping when applicable
 - Budgeting



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