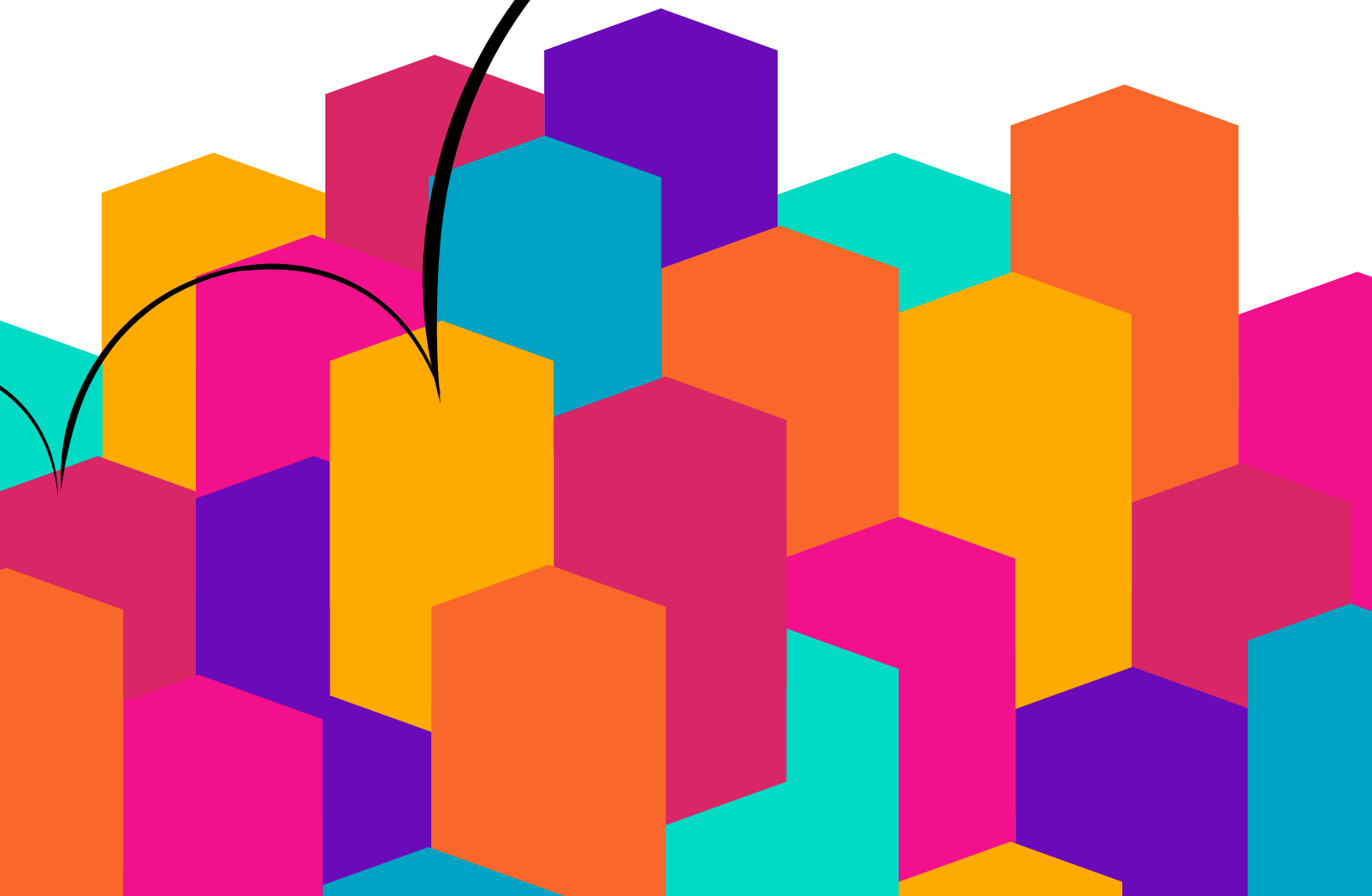


2023 to 2024 the DAN plan



CONTENTS



DANIELEY



WHO WE ARE



A LOOK BACK...



...AND A LOOK AHEAD



OUR THEME



SIGNATURE EVENTS



ASSESSMENT



REFERENCES



DANIELEY

	RES LIFE	DANIELEY
MISSION	To integrate students' academic and residential experiences in order to further their intellectual, personal and community development as lifelong learners and responsible global citizens.	To inspire and to equip students to be courageous people, progressive thinkers, purposeful doers, and benevolent leaders of their communities both at Elon and also beyond Elon.
VISION	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 neighborhoods 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.	To catalyze and propel humanitarian leaders toward the evolution of knowing and the revolution of being.
DIVERSITY & INCLUSION	At Elon University, inclusivity is an integral part of the development of the living-learning experience for all students, faculty, and staff in each neighborhood . . . Each neighborhood is committed to cultivating inclusivity as fundamental to respect for human dignity.	We will actively work to recognize and celebrate the inherent differences in the held identities and lived experiences of our residents, while at the same time holding each other to the highest standards of equity and inclusion possible. We will challenge the misconstruance of human difference as deviance, and we will instill in our residents humanitarian values indicative of responsible leadership.
VALUES	<ul style="list-style-type: none">• Community• Mutual Respect• Staff Development• Service to Every Student	<ul style="list-style-type: none">• Action• Authenticity• Connection• Courage• Curiosity• Empowerment• Humility• Integrity• Introspection• Social Justice



DANIELEY

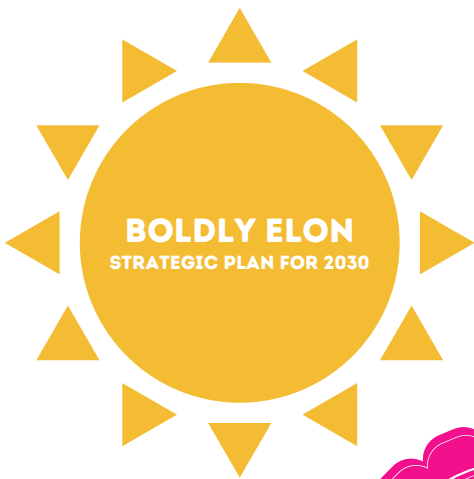
BOLDLY ELON THEME 1 - LEARN

We prioritize creating mentoring opportunities for students with Danieley faculty, staff, and our affiliates. Programming is geared toward formal and informal connection points that bridge residential and academic experiences. Our staff of student leaders promote leadership development and provide peer mentoring to residents. This aligns closely with Theme 1 – LEARN.

BOLDLY ELON THEME 2 - THRIVE

Elon’s strategic plan for 2030, Boldly Elon, explicitly aligns the innovative work Elon is currently doing and planning to do with its commitment to building and fostering more diverse, equitable and inclusive communities. Danieley believes that communities that celebrate and engage with difference directly create communities that foster personal well-being, as stated in Theme 2 – THRIVE.

The Division of Student Life models and adapts its work from Boldly Elon. Of Student Life’s Themes and Areas of Focus for 2020-2025, Danieley’s theme aligns itself most saliently with Theme 3: Inclusive Excellence, Theme 4: Wellness and Well-Being, Theme 5: Vibrant Residential Campus and Theme 6: Civic Engagement.



division of student life



Boldly Elon nurtures Danieley residents in many ways. Our theme “The Danieley Difference” encourages residents not only to grow in their understanding of self and others in regards to difference and identity while here, but also to be inspired to use what they learn to make The Danieley Difference. Our vision is a continued legacy of DEI praxis in their future communities and in their future work as global leaders.



DANIELEY

HISTORY

The Board of Trustees votes to require two-year on-campus residency for students

1957

James Earl Danieley ('46) named 6th president of Elon College

1989

The first six residence halls (apartments A-F) open on East Campus

1998

East Campus is renamed to Danieley Center

1998

Flats G-K and Danieley Center Commons open

2002

Flats L-N and apartments O-P open

1999

Story Complex (where Lakeside Dining Hall now stands) demolished, and the three building names are transferred to Flats L (Maynard), M (Colclough), and N (Chandler)

2004

The Danieley Center lake is named in honor of Verona Danieley ('49), James's wife

Daniel Commons is renovated and expanded, and the PARC opens

2006

Danieley Center Commons is renamed in honor of Violet Hoffman Daniel ('40), a former faculty member

2011

2015



DANIELEY

DEMOGRAPHICS

HOUSING TYPE

by # of residents



Flats
496

Apartments
242

YEAR IN SCHOOL

by # of credits

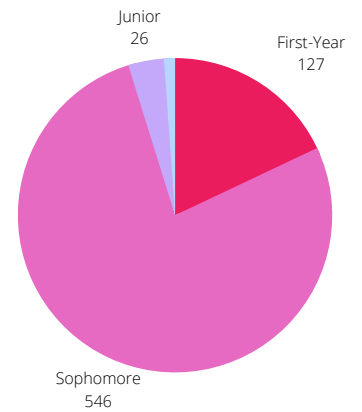
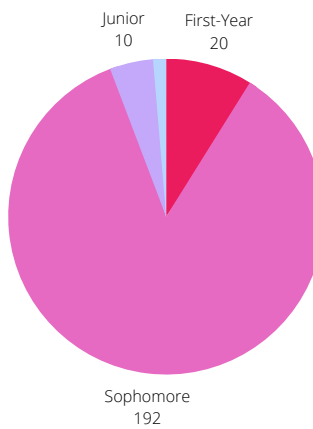
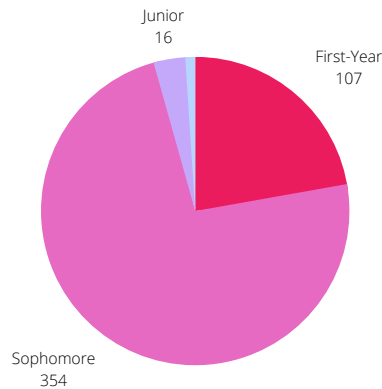
FLATS

APARTMENTS

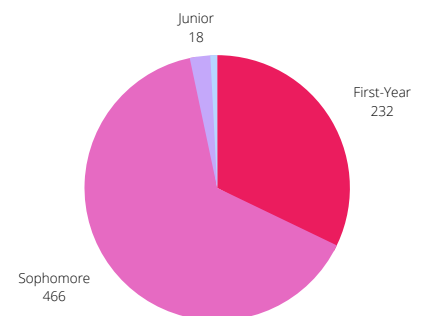
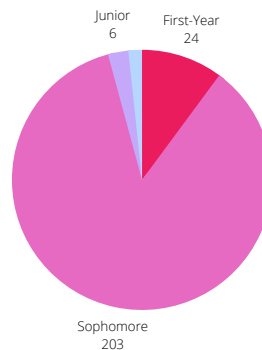
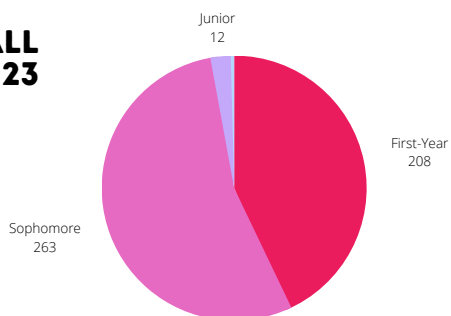
TOTAL



**FALL
2022**



**FALL
2023**





DANIELEY

MAP



- Includes:**
- Danielieley Office (115)
 - Study Lounge (116)
 - Classroom (117)
 - Qdoba
 - Einstein's Bagels



DANIELEY

FACILITIES

▶ APARTMENTS (A-F)

Apartments A-F are two-story apartment buildings with four apartments on each floor (eight total apartments in each building). Each apartment houses four students in total. There are two bedrooms in each apartment, and each bedroom houses two students. Each apartment comes with a full kitchen (one stove/oven, one dishwasher, and one refrigerator provided), living room (one arm chair, one couch, and one coffee table provided), and foyer (one table and four chairs provided). In the bedroom, each student can expect to have one closet, one twin-sized XL bed, one dresser, one night stand, one desk, and one chair. Each bedroom has one bathroom attached, and each bathroom has one sink and one stall shower. There are no elevators. Each building has an exterior door entrance, which leads to the interior where individual apartments can be accessed. Laundry is available to Apartments A-C in the basement of Apartment B (accessed externally), and laundry is available to Apartments D-F in the basement of Apartment F (accessed externally).

◀ APARTMENTS (O-P)

Apartments O-P are two-story apartment buildings with four apartments on each floor (eight total apartments in each building). Each apartment houses four students in total. There are four bedrooms in each apartment, and each bedroom houses one student. Each apartment comes with a full kitchen (one stove/oven and one refrigerator provided) and living room (one arm chair, one couch, one end table, one entertainment stand, and four barstools provided). In the bedroom, each student can expect to have one closet, one twin-sized XL bed, one dresser, one desk, and one chair. There are two bedrooms on either side of the apartment, and two students share one bathroom area. Each bathroom area has open access to two sinks, and closed-door access to a shower and toilet space. There are no elevators. Each building has external access to each apartment, and each student has their own key to access their individual rooms. Laundry is available in each apartment.

▶ FLATS (G-K, L-N)

Flats G-K and L-N are two-story buildings with four flats on each floor (eight total flats in each building). Each flat houses eight students in total. There are four bedrooms in each flat, and each bedroom houses two students. Each flat comes with a kitchen area (two barstools, one refrigerator, and no stove/oven provided [with some exceptions]) and living room (one arm chair, one couch, one table, and four chairs provided). In the bedroom, each student can expect to have one wardrobe, one twin-sized XL bed, one desk, and one chair. There are two bathrooms in each flat, and each bathroom has one sink in the first room and one toilet and one stall shower in the second room. There are no elevators. Each building has external access, and each student has internal access to their flat and their individual room. Laundry is available in each flat. Each flat has a study space on each floor. A cleaning service is provided by Elon University Environmental Services (ENVS) staff. ENVS will clean common areas, but will not clean individual rooms. ENVS will not move personal items or take out personal trash.



DANIELEY

FACILITIES

DANIEL COMMONS

Daniel Commons is a one-story building that offers many amenities to students. The Danieley Neighborhood Office is located in 115. There is a study and lounge space in 116, which includes a Roku TV and foosball table. There is a classroom located in 117. Daniel Commons has dining options available, including Qdoba and Einstein's Bagels. A dining and lounge area, with a central fireplace, is available to students. Students may also use computers and a printer, located in the dining area. There is one individual, single-use restroom and two common, gendered restrooms located off of the dining area. There is a large, outdoor patio that students may utilize.

PARC

The Phoenix Activities and Recreation Center (PARC) is located at the north end of Danieley (next to Flat L and across from Flat I). The PARC has a large, open gymnasium outfitted for basketball or volleyball, and it also has cardiovascular and strength equipment. The PARC is operated and maintained by Campus Recreation and Wellness.

OUTDOOR & LEISURE

Danieley offers many outdoor and leisure spaces. Students will first notice Lake Verona, which has outdoor chairs and hammock poles placed around it. There are two beach volleyball courts, which are located next to Apartment A and behind Apartment F. There is one concrete basketball court, which is located next to Daniel Commons. There is a frisbee golf course spread throughout Danieley. There are two gazebos with tables, which are located between Apartments B and C and between Apartments E and F. The LMN (pronounced like "lemon") Quad and the Rose Quad are great outdoor areas for multipurpose use. There are outdoor grills scattered throughout Danieley.

Learn more about amenities here



View floor plans here



Submit work requests here



You will need your
Elon credentials!



WHO WE ARE

WELCOME TO
the
DAN fam!

We're so glad you're here! We can't wait to meet you! Here's our team:

COMMUNITY DIRECTOR
TANNER GILL
he, him, his

Responsible for the overall residential experience of Danieley.

tgill5@elon.edu * (336) 278-7310 * Daniel Commons 115



FACULTY DIRECTOR
EVAN SMALL
he, him, his

Responsible for the overall academic experience of Danieley.

esmall@elon.edu * (336) 278-7310 * Daniel Commons 115



WHO WE ARE

GRADUATE APPRENTICE

ALY WEAVER

she, her, hers

aweaver12@elon.edu * (336) 278-7310 * Daniel Commons 115

Assists with the overall residential experience of Danieley.



FACULTY IN RESIDENCE

PAULA DIBIASIO

she, her, hers

pdibiasio@elon.edu * (336) 278-6323 * Daniel Commons 115

Assists with the overall academic experience of Danieley.



Assists with neighborhood logistics and operations.

PROGRAM ASSISTANT

JOY ROBERTSON

she, her, hers

jrobertson24@elon.edu * (336) 278-7310 * Daniel Commons 115





WHO WE ARE

LINKED COURSES

Elon offers more than forty sections of First-Year Foundations courses within the Core Curriculum that are residentially linked to the neighborhood in which students live. Linked courses help students integrate their in-class and out-of-class experiences and enable students to more easily study together, perform group work, and have a class-based cohort experience in their own neighborhood. Students may not necessarily live next to each other, on the same floor, or even in the same building as their classmates, but all of the students in a particular linked course will reside in the same neighborhood on Elon's campus. Many faculty teaching these linked courses will take advantage of the programs and events in their linked neighborhood and build course experiences around them.

DANIELEY'S FALL 2023 LINKED COURSES:

1

COR 1100

**Instructor:
Jennifer
Stephens**

2

COR 1100

**Instructor:
Cora Palfy**

3

STS 1100

**Instructor:
Larry
Cantwell**



WHO WE ARE

STUDENT STAFF



3 apartment managers



2 senior resident assistants



14 resident assistants

AMs, SRAs, and RAs all support and foster residents' Danieley experience



office assistants
assist with
office operations



living/learning assistant
assists with faculty
programming



eco representative
assists with sustainable
initiatives in
collaboration with the
Office of Sustainability

STUDENT LEADERS



student neighborhood association

an elected group of Danieley residents who advocate for neighborhood needs, develop neighborhood programming, and serve as the voice for the Danieley residents



A LOOK BACK...

FALL 2022

WINTER-
SPRING 2023

2022-2023

NEIGHBORHOOD PROGRAMS & ENGAGEMENT OPPORTUNITIES

in addition to student staff floor programming

38

over 14 weeks

+

35

over 14 weeks

=

73

over 28 weeks



UNIQUE* DANIELEY RESIDENTS WHO ENGAGED

*residents who engage for the first time

316

of 694 total residents

348

of 658 total residents

479

of avg. 676 total residents



APARTMENTS

106 of 237

101 of 229

150 of avg. 233

FLATS

202 of 457

247 of 429

329 of avg. 443

FEMALE

194 of 420

204 of 395

290 of avg. 408

MALE

114 of 274

144 of 263

189 of avg. 269

INCOMING*

*residents new to Elon who are first-year students

28 of 63

39 of 74

52 of avg. 69



REPEAT* DANIELEY RESIDENTS WHO ENGAGED

*residents who engage more than once

170

of 316 total unique residents

177

of 658 total residents

303

of avg. 676 total residents



APARTMENTS

58 of 237

47 of 229

99 of avg. 233

FLATS

112 of 457

130 of 429

204 of avg. 443

FEMALE

102 of 420

106 of 395

178 of avg. 408

MALE

68 of 274

71 of 263

125 of avg. 269

INCOMING*

*residents new to Elon who are first-year students

15 of 63

19 of 74

30 of avg. 69



... AND A LOOK AHEAD

BASED ON THE DATA FROM THE 2022-2023 ACADEMIC YEAR, DANIELEY PLANS TO...

IMPLEMENT QUALITY MEASUREMENTS

WHAT WE'RE SEEING: In the 2021-2022 year, we introduced quantitative measures to better understand the impact of our programmatic engagement. In the 2022-2023, we fine-tuned these measures to implement specific actions from our data and develop a strategic neighborhood plan. While we collected some qualitative data, we lack robust measures of the quality of our programmatic efforts.

WHY IT MATTERS: In order to best measure achievement of our priorities, goals, objectives, and outcomes, we need more than just quantitative data. While important, quantitative data only tells a portion of our story-- qualitative data will help us to understand our story more three-dimensionally. Qualitative data also helps to conduct more equitable assessment overall, which is in alignment with current feminist epistemological best practices in assessment work (Phelps-Ward et al., 2017).

HOW WE'LL DO THIS: Utilizing text entry in surveys regarding our programming is a measurement already in use. We would like to capture qualitative data in more organic and creative ways like feedback in the moment, photographs, artwork, and more.

FOSTER FIRST-YEAR CONNECTIONS

WHAT WE'RE SEEING: In the Fall 2022 semester, approximately 65% of incoming Danieley residents engaged in a neighborhood-wide program at least once. Overall, this engagement is lower than the average of their Danieley peers. Additionally, in our Mid-Fall 2022 survey, first-year Danieley residents highlighted a need for more connection and community with other first-year Danieley residents.

WHY IT MATTERS: As Elon University continues to increase first-year student enrollment, we anticipate that the Danieley neighborhood will need to accommodate larger cohorts of incoming students. We also acknowledge that peer-reviewed, scholarly research consistently supports that a strong sense of belonging and a successful social adjustment in a student's first six weeks at college yield positive effects on retention and GPA, especially for first-year students (Woosley, 2003; Woosley & Miller, 2009).

HOW WE'LL DO THIS: We plan to implement more opportunities for Danieley first-year residents to get to know each other and other first-year students across campus, both within the first six weeks as well as throughout the year. Our Dan First-Year mixer will encourage community building for first-years and our weekly Danieley newsletter will highlight opportunities for first-year Dan residents to get involved across campus!

INCREASE MALE ENGAGEMENT

WHAT WE'RE SEEING: In the Fall 2022 semester, approximately 42% of male Danieley residents engaged in a neighborhood-wide program at least once. Additionally, approximately 59.65% of the total male Danieley resident population who engaged were engaged multiple times. Overall, male Danieley residents are engaging with neighborhood programming at approximately two-thirds the rate of female Danieley residents, 6.26% less than expected based on the total number of male residents.

WHY IT MATTERS: Peer-reviewed, scholarly research consistently supports a strong association among male students and lower college enrollment, lower academic success, more social and academic probations and suspensions, longer degree completion times, lower graduation rates, and riskier social behavior (Swanson et al., 2015).

HOW WE'LL DO THIS: According to Elon Fraternity & Sorority Life, 22.80% of male students are affiliated with a fraternity-- a 1% increase from 2021. Fraternities provide a strong community by their nature, and so we hope to engage the remaining 77.20% of male students. We will target non-affiliated male residents specifically in our programming.

ESTABLISH LLC PRESENCE

WHAT WE'RE SEEING: Regrettably, Danieley is not home to any living learning community (LLC). While Danieley residents are of course part of the neighborhood community, they do not at the same time belong to other, more intimate, and niche residential communities that their peers in LLCs in other neighborhoods do.

WHY IT MATTERS: Peer-reviewed, scholarly research consistently supports a strong association among students who live in residential LLCs and greater sense of community and sense of belonging, increased campus engagement, and better academic performance (Spanierman et al., 2013). Elon-specific research shows that residents who live in LLCs have higher retention and persistence rates than their non-LLC-affiliated peers.

HOW WE'LL DO THIS: Danieley tends to house students in their sophomore year who are not involved with LLCs. Our desire is to research and propose LLCs to have in Danieley in collaboration with Elon faculty and staff. A cohort-model addition to LLCs (in which second-year, sophomore LLC members would live in Danieley together) will also be explored. All LLCs would begin in Fall 2024.



OUR THEME



The Danieleley Difference



Explore identity,
community, &
difference with us!

Become inspired to see &
engage with the world in
whole, new ways!

Share what you
learn with others!



CALENDAR

~ Signature Events ~

DANIELEY COFFEE

DANSPLAYS

SNACK ATTACKS

WHODANIT?!

STONEWALL SPLATTER ART

INTERCULTURAL DINNER

FIRST-GEN CELEBRATION

MUSIC BINGO

DANIELEY WELLNESS WEEK

BJS IN YOUR PJS

LOTTERY NIGHT



ASSESSMENT

Here's how our plan, theme, theory, and praxis connect with Residence Life's

SOPHOMORE COMMUNITY DEVELOPMENT MODEL



ACTING WITH PURPOSE

As students begin to discover the essence of themselves-- their identities and values-- we are able to engage with them in this formative process by expanding their imagination on how they can name their realities and experiences.

Students who can purposefully process their realities and experiences, who can share their own stories, and who can see parts of themselves in others will experience a powerful result-- deep and impactful connection with others.

RELATIONSHIP-BUILDING

COMMUNITY RESPONSIBILITY

As students begin to connect with and understand others on an individual level, they also begin to feel a sense of belonging to, obligation to, and engagement with the larger community to which they and their peers belong.

Students who feel seen, heard, and valued for who they are experience better holistic wellness. Students who feel a sense of belonging, are engaged in community, and can articulate their unique impact in that community also experience better holistic wellness.

WELLNESS



ASSESSMENT

KEY DEFINITIONS:

- **The Evolution of Knowing:**
 - A gradual process of continuous change or development in a certain direction via the process of engaging with questions relating to the nature of knowledge (i.e., epistemology). Knowing asks questions like, "What do we know?", "How do we know?", and "How do we know that we know?"
- **The Revolution of Being:**
 - A fundamental or paradigmatic change in the way of thinking about, doing, or visualizing something via the process of engaging with questions relating to the nature of reality (i.e., ontology). Being asks questions like, "How are we?," "Why are we?," and "Why do we believe what we are?"

PRIORITY: THE EVOLUTION OF KNOWING

GOAL 1: LIVING COURAGEOUSLY

OUTCOME 1.1: Students will explore what identities they hold and how they intersect.

OBJECTIVE: Students will recognize core identities (e.g., the Big 8 Identities).

OUTCOME 1.2: Students will feel empowered to live authentically according to their held identities.

OBJECTIVE: Students will engage in opportunities to express their personal identities and/or support others' identities.

GOAL 2: THINKING PROGRESSIVELY

OUTCOME 2.1: Students will value difference as a meaningful aspect of the human experience.

OBJECTIVE: Students will engage with programming opportunities for intercultural exchange.

OUTCOME 2.2: Students will reflect critically on identities of self, others, communities, and on systems and institutions of oppression.

OBJECTIVE: Students will define key concepts such as identity, social construction, power, privilege, oppression, bias, prejudice, and discrimination.



ASSESSMENT

PRIORITY: THE REVOLUTION OF BEING

GOAL 3: DOING PURPOSEFULLY

OUTCOME 3.1: Students will integrate fundamental concepts regarding identity and difference into their personal, social, academic, and professional environments.

OBJECTIVE: Survey assessments will demonstrate students' integration of fundamental concepts of identity and difference in academic and residential venues.

OUTCOME 3.2: Students will learn methods by which to engage across difference through critical conversations with others.

OBJECTIVE: Survey assessments will demonstrate increased student confidence in engaging across difference through critical conversations.

OBJECTIVE: Establish a first-generation living learning community and/or an affinity group in Danieley Neighborhood.

GOAL 4: LEADING BENEVOLENTLY

OUTCOME 4.1: Students will organize and effect change around social justice topics (including DEI work generally) that matter to them.

OBJECTIVE: Through intercultural/diversity focused activities, students will set goals to engage in actions that promote change.

OUTCOME 4.2: Students will share what they learned regarding DEI work, social justice, identity, difference, and community.

OBJECTIVE: Students will partner with Dan faculty, staff, and student staff to lead student research resulting in a SURF day presentation based on core concepts and survey assessment findings.



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