The purpose of Student Affairs work at Fordham University is to create a campus culture that reflects and advances the Roman Catholic tradition of moral and intellectual development pioneered and fostered by Jesuit colleges and universities. We seek to create, for and with our students, an intentional community that will set the highest standards of academic, social, moral, and spiritual excellence. This community must bring to life, in a meaningful way, the fundamental ideals of Jesuit education. The student, as individual and as a part of the community, will be the center of our efforts, and will be expected to fully participate in the education offered by full participation in the community.

We are a student-centered division. Student Affairs professionals recognize and honor the intrinsic value, dignity, rights, and responsibilities of each student whose development is entrusted to us. We seek to actively assist our students in the development of their God-given talents, we strive to nurture in each a growing sense and appreciation of self-worth and dignity as well as a recognition of these qualities in others. Personal care and attention to the development of the individual student, in and of itself, will not fully realize our long-term aspirations for our students. Work in Student Affairs pursues the greater goal of instilling in each student the moral values, social conscience and ethical sense that form the soil upon which leadership in service to others is rooted.

To realize our vision of community, and our aspirations for the students within it, we strive to recruit, select and develop Student Affairs staff members who are willing and able to become living models of personal and professional integrity. These women and men are committed to the values formation demanded by our Jesuit ideals. Our community is one where people make a difference in the lives of others. The professionals responsible for the development and nurturing of this community must therefore be living examples of what we expect our students to become. We are willing to establish clear and high standards for ourselves and, in turn, for the students entrusted to our care. Our responsibility as a division to attend to the development of our students as future leaders demands no less of us.

Revised: June 2007

Division of Student Affairs

STUDENT AFFAIRS
MISSION

A Jesuit University should distinguish itself by offering a human, social, spiritual, and moral formation, and for pastoral attention to its students and to the different groups of people who work in it or are related to it.

-34th General Congregation

FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK
Goal
We seek to develop each of the students entrusted to our care so that they may fully actualize their God-given talents.

For Students
Student Affairs staff members care for students. We do this through individual support, respect, conversation and close attention to the needs and particular challenges faced by each student. To augment this care, we also challenge students to become well-rounded, educated women and men over the course of their careers in our midst. The Fordham experience is designed to facilitate student development, engaging them in a wide variety of activities and programs that promote personal growth and expose students to new thoughts and ideas. To accomplish this goal—this unique caring challenge—we seek to create programs and experiences, policies and even administrative processes infused with educational value, aware that the campus is the classroom and that even the smallest experience is a subtle part of a Fordham education.

For the Community
Student Affairs seeks creative ways to strengthen and celebrate diverse gifts, but does so in the context of common purpose. We develop and work with each student as individuals, celebrate each student’s diversity and introduce each student to new experiences. Fordham is an inclusive community that expects full involvement and participation in this effort. This leads naturally to a community that does not rely solely on professionals to provide such care, but one that through example constantly trains care for one another and themselves.

Integrated Learning Communities
The Ignatian educational vision defines excellence in terms of full human development—the integration of knowledge and virtue, learning and compassion. Therefore, its educators are called and expected to be exemplars of the development and integration they promote. The Student Affairs Division encourages students to live a fully integrated life in both thought and action by providing an environment where students can dialogue and engage in academic conversations outside the classroom. Student Affairs staff members create and sustain a living/learning environment where students are challenged to consistently integrate their academic and co-curricular experiences.

Service to Others
Jesuit education is grounded in commitment to service. This service begins on campus through participation in student clubs and committees and moves beyond and outside the campus boundaries to take on the challenges of local, national, and global needs. The full development of our students includes the ability to recognize the needs of others, the willingness to step forward and meet those needs and the courage to lead others to do the same.

For Staff
Fordham University is a value-centered community of educators and learners. Student Affairs staff members are encouraged to be life-long learners who engage in developmental opportunities regarding current student issues and trends in higher education. We strive to become well-rounded members of the Fordham community by participating in a wide variety of University activities.
Unity of Heart and Mind is the integration of a person’s intellectual and affective commitments. In this uniquely Ignatian formulation, the life of the mind is not a cold and clinical intellectual pursuit, but instead entails often profound social implications. In a similar way, affective commitments—habits of the heart—are intertwined with both faith and reason. We approach the challenge of work with students not with resort to one of these elements and the exclusion of the other. Rather, the elements of heart and mind are inextricable elements of our educational approach. Good administration, then, tempers the rational with the emotional, solemnity with humor, understanding with healthy challenge and rights with responsibility. In this way, our students are encouraged to emulate the unity of heart and mind they observe in their everyday interaction with staff.

Student Affairs staff members help students develop moral and ethical answers to the eternal question: “How shall I live?” We seek to develop caring, responsible and respectful individuals with character, integrity and critical-thinking skills. We assist students in the task of subjecting assumptions, ideologies, attitudes, and biases to scrutiny, tempering intellect with compassion and feeling with reason. With patience and respect, the less-experienced will be urged to examine parochial assumptions. At the same time, the values that underpin the community and the professional approaches of staff will encourage the development of first principles to guide students through a life of service to family, friends, and community.

Student Affairs staff members create this community by working to integrate what is learned inside the classroom with what is experienced outside. Full participation in the University community is an expectation akin to full participation in the classroom. From this participation, students are meant to develop an appreciation and respect for themselves and others. This will, in turn, inform the efforts of those taking their places each year in the larger community outside Fordham’s gates. Student Affairs staff cultivate a compassionate intellectual community as a training ground for our students.

“Unity of Heart and Mind” relies on an integrated learning environment. It embodies emotion and knowledge as a means to spark action that will better the world for individuals and communities. Student Affairs staff members support an active and balanced learning environment through an understanding of the core curriculum, co-curricular programming, and students’ integration of their learning into a worldview and the principles by which they choose to live.

Jesuit education raises consciousness of others and develops a particular empathy for the marginalized in society. Students are given the opportunity to use their talent and knowledge to serve local and global communities, including the campus itself. Continued service to the community assists students in learning more about the institutional causes of marginalization.

The betterment of society and the pursuit of justice in the world is a focus of Jesuit education. Student Affairs staff are challenged to be lifelong learners and contemplative leaders. As a matter of professional practice, each engages students in reflective dialogue on the effective integration of intellectual raw material from the classroom—faith, theory, ethics—with active participation in community. Student Affairs staff members are expected to model behavior that is consistent with the Ignatian service imperative.
We seek to educate leaders-in-service, trained through experience for the future challenge of serving the families, peoples, cities, states, organizations, institutions, nations, countries and a shared global community.

Jesuit education affirms the value of critical inquiry, articulate expression and mastery of skills for life-long learning. This particular philosophy of education integrates learning inside and outside the classroom, creating a uniquely seamless educational experience. Student Affairs staff members root practice and goals in the Ignatian foundations of the institution, advancing a value-centered vision and subjecting policies, procedure and methodology to assessment and reappraisal in relation to this standard. Service to others is a core component of all students’ educational, personal, vocational and social growth.

Integrating one’s life, learning, and values into a coherent vision of living serves as a unifying communal standard of excellence. Throughout the University experience students and staff engage in a variety of activities in an effort to experience diversity. Students are encouraged to volunteer their time and energy to service programs designed to assist others. Human service internships are promoted throughout the community as effective vehicles of service for and with others.

Student Affairs staff members enjoy the dual role of supporting and complementing the academic mission of the University. In keeping with the goal of educating the whole person, Student Affairs staff approach all activities, processes, policies, and environments outside the classroom as co-curricular experiences. These activities are designed to support the primary focus of each individual student in their academic journey. Student Affairs staff members seek to engage the academic community in an ongoing dialogue that addresses the intellectual, vocational, emotional, social, physical and spiritual needs of students.

As educators in a Jesuit institution, we stress community outreach as a core value of the University’s mission. Service to others functions as a measure of social responsibility and an expression the mission of the University. Specifically, Student Affairs staff members engage students in service projects that promote awareness of others and the formation of women and men called to a life of service.

A goal of the Division of Student Affairs is to recruit, train and develop staff members who aspire to be leaders-in-service within their chosen areas of expertise. We seek to select staff members who have prior service involvement and a strong commitment to be of service both within and beyond their own fields and immediate communities. The Student Affairs’ Orientation program serves as an initial vehicle designed to address the University’s common purpose and goals. The Orientation Program focuses on the history, identity and mission of the University in relation to each individual’s work and participation in campus life.

We want graduates who will be leaders concerned about society and the world in which they live, desirous of eliminating hunger and conflict, sensitive to the need for more equitable distribution of God’s bounty, seeking to end sexual and social discrimination, eager to share their faith and love with others. In short, we want our graduates to be leaders-in-service. That has been the goal of Jesuit education since the 16th century. It remains so today.

-Peter Hans Kolvenbach, Assembly ‘89
MAGIS
Ad Majorem Dei Gloriam

Goal
We seek to instill in our students a standard of academic, moral, social and spiritual excellence, challenging them to consistently seek the greater good and the better society for the greater glory of God.

For Students
Jesuit education emphasizes a vision for living that celebrates reflective habits of the heart and mind. Students are expected to be aware, compassionate and respectful toward the needs of others, developing and realizing God-given talents through participation in programs and experiences that challenge them to reach their full potential. Student Affairs staff members develop programs, events, clubs and organizations that spring from and advance the Jesuit tradition of service. Students participate in a wide range of activities that are designed to engage the intellectual, social, cultural, spiritual and physical elements of their University experience on and off-campus.

For the Community
Listening, speaking, critical reading and writing serve as effective tools that are essential for the creation of an interconnected intellectual community of educators and learners. Student Affairs staff members will work to provide all members of the University community with opportunities to share in the richness and eloquence of the communal dialogue. These dialogues promote a central tenet of Jesuit education, namely an awareness of others and the development of women and men willing to serve others. Fordham University's roots in Ignatian spirituality and the implication of that tradition for the University's educational mission focus our energy on the daily renewal of campus life, provide new meaning for our work and guidance for our collective pursuit of excellence.

Integrated Learning Communities
Student Affairs in the Jesuit context assists students in reaching their highest academic potential but leavens this work with the understanding that education is not an end in itself. It is instead a means to achieve a greater knowledge and love of God and a vital part of the balance of heart and mind so central to Jesuit ideals. Academic excellence is encouraged and facilitated through the collaboration of students, faculty and staff. Student Affairs staff members work toward the creation of an integrated University learning environment that embodies the Jesuit dedication to holistic life-long learning.

Service to Others
Jesuit education is grounded in commitment to service. This commitment includes service to the Church, to society, and to the University community. To fully develop our students as individuals, Student Affairs staff members must challenge students to see themselves as active members of the community beyond the University.

For Staff
Student Affairs staff frequently serve as interpreters and educators for our students as they come to understand the tenets of Jesuit education, an approach steeped in the Church’s teachings. This role becomes more vital and challenging each year, as contemporary culture is an increasingly dominant determinant of our student body’s worldview. It is the responsibility of the Student Affairs Division to bring to the University community men and women with impeccable credentials. Those who join staff must share a common purpose, engage in reflective decision-making, embrace spirituality as a component of personal wellness and celebrate a morally-based quality of life. The Student Affairs division offers training and professional development opportunities that introduce staff to the University and continually challenge staff members to enhance their professional experience within the community.

The magis is not simply one among others in a list of Jesuit characteristics. It over-arches them all. The entire life of Ignatius was a pilgrim search for the magis, the ever-greater glory of God, and the ever-fuller service of our neighbor, the more Universal good, the more effective apostolic means. Mediocrity has no place in Ignatius’ world view.

-Peter Hans Kolvenbach, S.J.
34th General Congregation, 1995