Cornerstone Guide

Resources for Faculty
Fall 2012

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Welcome to the Cornerstone Program!

Thank you for participating in the Fall 2012 Cornerstone/First-Year Living-and-Learning Program! We are entering the 2nd year of this program, formerly known as the First-Year Residential Learning Communities (RLC) & First-Year Residential Courses (FRC).

Living-and-learning communities such as Fairfield’s Cornerstones promote faculty, staff, and student interaction around scholarly and creative inquiry; foster active and collaborative learning; and connect students to enriching educational experiences across the curriculum.

This Cornerstone resource guide is brought to you by the Office of Academic Engagement, Residence Life, and the Center for Academic Excellence.

Contents

<table>
<thead>
<tr>
<th>Cornerstone Courses &amp; First-Year Living-and-Learning Communities at Fairfield</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Program Background &amp; University Strategic Plan</td>
<td>3</td>
</tr>
<tr>
<td>● Changes to the Cornerstone Program</td>
<td>4</td>
</tr>
<tr>
<td>● Opportunities for Faculty</td>
<td>5</td>
</tr>
<tr>
<td>● Fall 2012 – Cornerstone Courses</td>
<td>6</td>
</tr>
<tr>
<td>● FAQs</td>
<td>8</td>
</tr>
</tbody>
</table>

First-Year Living & Learning

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>● First-Year Residence Halls</td>
<td>10</td>
</tr>
<tr>
<td>● Residence Hall Lounge Space</td>
<td>11</td>
</tr>
<tr>
<td>● Res. Life mission &amp; values</td>
<td>12</td>
</tr>
<tr>
<td>● Cornerstone Partners in Residence Life:</td>
<td></td>
</tr>
<tr>
<td>● Area Coordinator (AC)</td>
<td>13</td>
</tr>
<tr>
<td>● Resident Assistant (RA)</td>
<td>15</td>
</tr>
<tr>
<td>● Resources for Faculty Engaged in Living and Learning</td>
<td>20</td>
</tr>
<tr>
<td>● First-Year Experience</td>
<td>21</td>
</tr>
</tbody>
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Pedagogical Resources for Cornerstone Courses & Teaching First-Year Students

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>● Planning Worksheet for Activities Outside the Classroom &amp; in the Residence Hall</td>
<td>22</td>
</tr>
<tr>
<td>● Sample Activities</td>
<td>23</td>
</tr>
<tr>
<td>● Pedagogical resources</td>
<td>24</td>
</tr>
</tbody>
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Funding for Cornerstone Course Enhancements

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<tr>
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<td>● Applications &amp; deadlines</td>
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</table>
Cornerstone Courses & First-Year Living-and-Learning Communities

**Background**

The purpose of this program is to accelerate and intensify the academic engagement of undergraduate first year students into the living and learning community of Fairfield University (Goal II) during the initial weeks and months of their tenure with us. By intentionally structuring some foundational Core courses as living and learning opportunities, we shall not only boost our retention rates but also intensify the introduction of our first year students into an active learning community. We seek to set habits of mind and heart that will carry them through to degree completion and beyond. These residential courses will also contribute to the integration of the Core curriculum (Goal I) by placing students in foundational courses at the outset of their first year that will introduce some of our overall Core learning outcomes. As well, this program is designed to improve the sense of mutual respect and co-responsibility within the residence halls among students, for the freshmen will begin their interactions with each not only as fellow residents but also as fellow students; we expect that the behaviors typical of the classroom – listening, inquiring, engaging – will carry over into the hall. Early friendships would be made in the context of peer support for academic advancement and socialization into Fairfield’s community of engaged learning.

- Paul Fitzgerald, S.J., Senior Vice President for Academic Affairs, (February 4, 2010).

**Fairfield University Strategic Plan**

**Goal I. Integration of the Core Curriculum**

A. The Academic Division will create coherence within the core curriculum, both horizontally across disciplines and vertically in relation to the major.

B. Students will come to understand the impact of the core curriculum on their overall education and as the framework on which their major studies build.

C. The Academic Division will create specific structures, drawing on the resources of the Center for Academic Excellence and the Office of Mission and Identity, to foster discussion of the spirit and specifics of the core among faculty who teach it.

D. The Academic Division will develop a system for the coordination and regular assessment of the core, and increase the number of full-time faculty teaching within it.

**Goal II. Integration of Living and Learning**

A. Working across traditional boundaries, Fairfield University will create a more intentional and holistic living and learning environment, one that includes a comprehensive advising system and support for faculty initiatives that foster the integration of students’ intellectual, social, ethical, and spiritual growth.

B. We will develop a comprehensive, four-year living and learning program for our undergraduate students, with a range of goals articulated for each segment of the formative process.

C. Most important, we will collaborate across divisions and departments to promote a campus culture that sustains our desired living and learning environment and a residential life setting that welcomes diversity and encourages respect.

*Source:* Learning and Integrity: A Strategic Vision for Fairfield University. 2005.  
Changes to the Cornerstone Program

In its first year (2010 – 2011), many colleagues found that the First-Year Residential Course (FRC) program enhanced student engagement. In surveys of faculty, one colleague noted, “The progress I was able to make with my FRC section was far greater than my other sections.” Another wrote, “It added value to the [student] experience...it gave them a sense that learning does not stop when the class period is over.” Still others observed, as this faculty member did, that students “tended to feel more comfortable speaking in class, asking questions and participating in discussion of the material. Many of them also took exam preparation quite seriously and met with one another more often to talk through ideas, questions, etc.”

Based on formal and informal assessments of the program, changes were made to the program for the 2011 – 2012 Academic Year.

1. **What's in a name?** The name has changed from First-Year Residential Courses to *Cornerstone Courses*. This description more effectively distinguishes the program from the First-Year Experience (FYE) program and highlights the foundational work of these courses. While the residential component remains an important feature of the Cornerstone Course program, common housing is one of only several features that facilitate community-building in these courses.

2. **What are Cornerstone Courses?** Cornerstone Courses are reserved for first-year students (both living on campus and commuters) and are designed to enhance student engagement by helping students integrate their intellectual and social lives. The program is based on a learning-community model, which promotes student-faculty interaction, peer-to-peer inquiry, and active learning. Essential components of the program include residential-based programming facilitated by resource teams (including residence life, library staff, and academic support), faculty development and support, and funding for course enhancements.

3. **What improvements have been made to the Cornerstone Program?** Implementation challenges in the Fall 2010 program have been addressed through improvements to academic planning and registration, improvements to housing placement, improvements in communication related to the program, and increased opportunities for faculty development. It is worth noting that the new first-year residence halls came online in Fall 2011, creating further opportunities for academic programming.
All incoming first-year students are required to register for a Cornerstone Course.

Cornerstone Courses provide faculty with opportunities to:

- Bridge student learning inside and outside the classroom:
  - Help your students explore connections between course work and world outside the classroom
    - Seamless web of learning across classroom and out-of-class settings, link programs and activities across the academic and out-of-class dimensions of students’ lives and removing obstacles to students’ pursuit of their academic and personal goals.
    - Occasions to “step into the students’ space” to advance the learning goals of the course. Faculty can take advantage of the fact that students are all living in the same residence hall/floor (note: Commuter students will be given access to the First-Year residence hall).

- Deepen / extend / reinforce student learning through active approaches: discussions, reflection, service and experiential learning, interdisciplinary inquiry, group interactions, field trips, and presentations by instructors and guests.

- Introduce first-year students to your expectations and that of college instructors and the values inherent in the mission and core of the University.

- Provide tools to support students’ academic and co-curricular experiences and skills development.

- Engage your students in a fun and non-classroom learning environment that helps them see that learning is continuous.

- Help first-year students adjust to Fairfield and develop tools for success.

- Use collaborative learning activities and assignments that require students to work together and practice skills introduced in the classroom.

- Collaborate with other instructors and collaborate with residence hall staff (Area Coordinators and Resident Assistants) to promote related programming.

- Promote intentional learning beyond the classroom to foster intentional integration of curricular and co-curricular goals.
### Fall 2012 – Cornerstone Courses
(39 sections; Approx. 1032 seats)

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*Cross-listed course.
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*Cross-listed course.*
FAQs – Cornerstones & First-Year Residence Halls

1. **Who will be coordinating the Cornerstones/First-Year Residence Halls?**
   Key contacts coordinating the First-Year Learning Communities and partners to support integrated programming that advance educational goals of Cornerstones, the Core, and Fairfield as a whole:

   **Beth Boquet,**  
   Associate Vice President for Academic Affairs  
   [eboquet@fairfield.edu](mailto:eboquet@fairfield.edu)  
   x 4025

   **Ophelie Rowe-Allen,**  
   Acting Director of Residence Life  
   [orallen@fairfield.edu](mailto:orallen@fairfield.edu)  
   x 4215

   **Area Coordinators (AC), First-Year Residence Halls**  
   (see position description)  
   **Stephanie Fernandez**, AC – Jogues Hall  
   [sfernandez@fairfield.edu](mailto:sfernandez@fairfield.edu)

   **Resident Assistants,**  
   full-time undergraduate Fairfield students  
   **First-Year Residence Halls**  
   **Michael Moore**, AC – Regis Hall  
   [mmoore8@fairfield.edu](mailto:mmoore8@fairfield.edu)

   **Greg Vigliotta**, AC – Campion Hall  
   [gvgliotta@fairfield.edu](mailto:gvgliotta@fairfield.edu)

2. **What space and equipment are available in the residence halls for faculty teaching Cornerstones?**
   Learning-support space set aside for student learning/out-of-classroom pedagogical activities

   - First-Year Residence Halls include: Campion Hall, Gonzaga Hall, Jogues Hall, and Regis Hall.  
     (see page 10: Residence Hall Lounge Space/Learning Space)

   **Space for activities such as:**
   - Conducting class sessions in the residence hall
   - Holding office hours in the residence hall
   - Study skills sessions (e.g., note-taking, reading strategies, etc.)
   - Assigned student group work/team projects (space for groups to get together)
   - Study/Review sessions
   - Small group discussion
   - Informal academic advising in hall
   - Showing movies connected with topics covering in the classroom, freeing up more time for in-class discussions
   - Forums or seminars linking two or more existing courses

3. **What are the residence hall protocols for reserving such spaces/equipment?**
   - To reserve residence hall lounge space, contact:  
     **Sharon Ferguson**, Operations Assistant in Residence Life  
     Ext. 4215; [sferguson@fairfield.edu](mailto:sferguson@fairfield.edu)

     (see page 20: Resources for Faculty Engaged in Living and Learning, for additional resources)
**Booking other rooms on campus**

*The following University staff can help you with availability and reservations:* 

<table>
<thead>
<tr>
<th>Building</th>
<th>Contact Person</th>
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<tbody>
<tr>
<td>Alumni Hall</td>
<td>Jan Buswell</td>
</tr>
<tr>
<td>Alumni House</td>
<td>Ext. 2377; <a href="mailto:jbuswell@fairfield.edu">jbuswell@fairfield.edu</a></td>
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<tr>
<td>Barone Campus Center</td>
<td></td>
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<td>Classrooms (Weekends and Weekdays after 4:30pm)</td>
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<td>DSB Dining Room</td>
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<td>Levee</td>
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<td>Classrooms (Weekdays 8:30 am– 4:30pm)</td>
<td>Theresa Sabo</td>
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<tr>
<td>Rec Plex</td>
<td>Ext. 2693; <a href="mailto:tsabo@fairfield.edu">tsabo@fairfield.edu</a></td>
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<tr>
<td>Library</td>
<td>JoAnn Garrity</td>
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<tr>
<td></td>
<td>Ext. 2648; <a href="mailto:jgarrity@fairfield.edu">jgarrity@fairfield.edu</a></td>
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<td>Susan Victor</td>
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<td>Ext. 3110; <a href="mailto:svictor@fairfield.edu">svictor@fairfield.edu</a></td>
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<td>Chris Kaplan</td>
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<td>Ext. 2980; <a href="mailto:ckaplan@fairfield.edu">ckaplan@fairfield.edu</a></td>
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<td>Dee Mastrone</td>
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<td>Ext. 2217; <a href="mailto:dmastrone@fairfield.edu">dmastrone@fairfield.edu</a></td>
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<td>Egan Chapel Community Room</td>
<td>Deb Picarazzi</td>
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<td>Ext. 2550; <a href="mailto:dpicarazzi@fairfield.edu">dpicarazzi@fairfield.edu</a></td>
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</tbody>
</table>

4. **What can Cornerstone faculty expect by participating in the program?**
   - You will receive a list of Cornerstone courses and contacts of faculty and professional staff.
   - There will be opportunities to tour the residence hall where your students will be living and see the learning spaces that are available (tours of the facilities TBA).
   - Throughout the fall semester there will be informal gatherings with area coordinators (ACs), resident assistants (RAs), and other faculty teaching Cornerstones.

5. **What is expected of Cornerstone faculty?**
   *Faculty are encouraged to:* 
   - Indicate “Cornerstone” and provide a brief program description on your course syllabus.
   - Discuss the purpose and goals of the program with students as appropriate.
   - Highlight any course enhancements and indicate the name of resource persons in Res. Life.
   - Provide feedback on the Cornerstone program at the end of Fall 2012.
   - Help support the educational experiences of first-year students outside the classroom (consider applying for course enhancement funds).
   - “Step into the students’ space” to advance the learning goals of their course (e.g., attend res. hall open house during Fall Welcome, provide an educational program, dine with students, participate in social activities).
   - Coordinate with Cornerstone partners: ACs, RAs, and other faculty teaching Cornerstones:
     - Share your learning goals for your course (exchange syllabi).
     - Learn about the programming offered in the residence hall.
     - Collaborate on and plan out-of-class co-curricular activities.
First-Year Residence Halls

First-Year students living on campus will be housed in four residence halls: Campion, Jogues, Regis, and Gonzaga.

34. Campion Hall, a residence hall for 243 students completed in 1964, is named for St. Edmund Campion, S.J., (1539-1581) who was martyred for preaching the Catholic faith in Reformation England.

36. Jogues Hall, a residence hall for 296 students, was completed in 1968. It is named for St. Isaac Jogues, S.J., (1607-1646) who was born in Orleans, France. A Jesuit who worked among native Americans in Canada, he was killed near what is now Albany, N.Y. Jogues Hall also houses music practice rooms.

38. Regis Hall, a residence hall for 279 students, was completed in 1965. It honors St. John Francis Regis, S.J., (1597-1640), preacher and missionary to southern France and patron of the Social Apostolate.

39. Gonzaga Hall, built in 1957 primarily as a residence hall, houses 223 students, and contains an auditorium and the credit union, as well as the Department of Residence Life and Housing Student Support Services. The building is named for St. Aloysius Gonzaga, S.J., (1568-1591), born in Castiglione, Italy. He died while tending the sick during the Roman plague in 1591 and is the patron saint of youth.
### Cornerstone Class/Residence Hall Lounge Space/Learning Space, 2012-2013

<table>
<thead>
<tr>
<th>Building</th>
<th>Location</th>
<th>Occupancy</th>
<th>Media</th>
<th>Amenities</th>
<th>Reservation Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campion Hall</td>
<td>2nd Floor</td>
<td>15 people</td>
<td>None</td>
<td>Kitchen</td>
<td>Res. Life</td>
</tr>
<tr>
<td>Campion Hall</td>
<td>3rd Floor</td>
<td>20 people</td>
<td>None</td>
<td></td>
<td>Res. Life</td>
</tr>
<tr>
<td>Campion Hall</td>
<td>4th Floor</td>
<td>20 people</td>
<td>TV/DVD Player</td>
<td></td>
<td>Res. Life</td>
</tr>
<tr>
<td>Gonzaga Hall</td>
<td>1st Floor ARC</td>
<td>15 people</td>
<td>None</td>
<td>Kitchen</td>
<td>Res. Life</td>
</tr>
<tr>
<td>Gonzaga Hall</td>
<td>3rd Floor Lounge</td>
<td>15 people</td>
<td>TV/DVD Player</td>
<td></td>
<td>Res. Life</td>
</tr>
<tr>
<td>Gonzaga Hall</td>
<td>Auditorium</td>
<td>320 people</td>
<td>LCD/TV/DVD Player</td>
<td>Kitchen</td>
<td>Student Activities Ext. 2377</td>
</tr>
<tr>
<td>Jogues Hall</td>
<td>1st Floor Lounge</td>
<td>15 people</td>
<td>None</td>
<td></td>
<td>Res. Life</td>
</tr>
<tr>
<td>Jogues Hall</td>
<td>2nd Floor Lounge</td>
<td>17 people</td>
<td>TV/DVD Player</td>
<td></td>
<td>Res. Life</td>
</tr>
<tr>
<td>Jogues Hall</td>
<td>3rd Floor Lounge</td>
<td>20 people</td>
<td>None</td>
<td></td>
<td>Res. Life</td>
</tr>
<tr>
<td>Jogues Hall</td>
<td>4th Floor Lounge</td>
<td>12 people</td>
<td>TV/DVD Player</td>
<td>Kitchen</td>
<td>Res. Life</td>
</tr>
<tr>
<td>Regis Hall Kitchen</td>
<td>Ground Floor North</td>
<td>12 people</td>
<td></td>
<td></td>
<td>Res. Life</td>
</tr>
<tr>
<td>Regis Hall Study</td>
<td>Ground Floor South</td>
<td>20 people</td>
<td></td>
<td></td>
<td>Res. Life</td>
</tr>
</tbody>
</table>

### Office Numbers

<table>
<thead>
<tr>
<th>Office Numbers</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Life</td>
<td>x4215</td>
</tr>
<tr>
<td>Jan Buswell, <em>Student Activities</em></td>
<td>x2377</td>
</tr>
<tr>
<td>Public Safety</td>
<td>x4090</td>
</tr>
<tr>
<td>Jean Mathurin, <em>Media Services</em></td>
<td>x2725</td>
</tr>
<tr>
<td>Elizabeth Miske, <em>Sodexho</em></td>
<td>x3233</td>
</tr>
</tbody>
</table>

If you would like to reserve space in residence halls, please call the **Office of Residence Life (x4215)**.
Mission of Residence Life

At Fairfield University, education within the residence halls, townhouses, and apartments occurs in the context of the Jesuit philosophy, which recognizes the vital need to develop the whole person. While it is a goal to provide a safe, comfortable, and efficiently run residence system, our primary efforts will be directed to the well-being of the student.

The residence program is built on the premise that individual growth flourishes in an environment of shared responsibility. While much of the residence experience occurs in group settings, it is ultimately the individual's self-awareness and maturity that are our primary foci. Initially, education in the residence will provide learning opportunities so that students can develop socially, emotionally, physically and intellectually. As a requisite, a skilled and caring staff of Jesuits, area coordinators, senior resident assistants, resident assistants, townhouse and apartment managers and others is provided to support in this development.

Community will follow as students focus on similarities and differences after first accepting each other as individuals and friends. Through appreciation and respect of one's human qualities, it will then be the search for spirituality in all of us that will lead those who are members of the residence life community to expand beyond our campus to the greater community of men and women serving others.

Office of Residence Life Core Values

*Caring for the Whole Person: Cura Personalis*

We are committed to fostering respect for every person and providing personal care with attention to the individual's background, strength and areas for growth.

*Striving for Excellence: The Magis*

We are committed to striving for excellence while challenging and supporting each other to further our mission.

*Educating Men and Women for Others*

We are committed to acknowledging and fostering our responsibility for others and empowering those in our community to do the same.

*Reflection: Contemplatives in Action*

We are committed to fostering active engagement and providing opportunities to discuss and appreciate how our experiences change us.

Cornerstone Partners in Residence Life

- Area Coordinators and Resident Assistants (see descriptions)
- Ophelie Rowe-Allen, Acting Director of Residence Life –x4215; E-mail: orallen@fairfield.edu
Fairfield University is a Catholic and Jesuit institution located on the scenic southwestern Connecticut coastline approximately one hour from New York City. Approximately 5,000 under-graduate and graduate students from 42 states and 45 countries are enrolled at the University's six schools. The University was founded in 1942 and is focused on leadership, service, and educational excellence. The University's 220-acre campus serves 2,600 residential students.

Department:
At Fairfield University, education within the residence halls, townhouses, and apartments occurs in the context of the Jesuit philosophy which recognizes the vital need to develop the whole person. While it is the goal to provide a safe, comfortable, and efficiently run residence system, our primary efforts will be directed to the well-being of the student.

Fairfield University is committed to providing residential communities that effectively integrate classroom learning experiences and personal reflection into the residential environment. During the four-year residential experience, all students have the opportunity to engage in living and learning housing options. The Residence Life staff member is an integral team member in organizing and implementing living and learning programs within our communities, working alongside our Jesuits, student leaders, faculty members, student development staff, and campus ministers.

Fairfield University is a residential community with about 87% of undergraduate students living on campus. Students are housed in community by class year in a variety of housing options: six traditional residence halls, three suite-style residence halls, three apartment buildings, and one townhouse complex. We also oversee our beach community where, traditionally, 400 of our senior students live.

Position:
We are currently searching for candidates who are committed to working as part of a leadership team in our residential living and learning communities. The area coordinator is a vital member of the team, responsible for the development of the living and learning communities within his or her building. They work very closely with the director of Living and Learning, the faculty chair and staff liaison, and the resident assistants within their community. With the help of the leadership team, the area coordinator will manage a residential community housing 200 – 400 residents and will supervise a staff of five to nine resident assistants. The area coordinator is a 12-twelve-month, live-in commitment renewable yearly with a maximum of three years.

Qualifications:
Master's degree and previous residence life experience or other related experiences are required. Particular emphasis will be placed on candidates who have experience with, and demonstrated ability to facilitate, effective living and learning environments within residential communities.

Remuneration:
The compensation package includes a furnished apartment, meal plan, local phone, cable, utilities, Ethernet, retirement with matching (TIAA/CREF), comprehensive medical plan, & tuition remission. Salary is highly competitive.

To Apply:
Applicants should submit a letter of interest, resume, and contact information for three references to Ophelie Rowe-Allen, acting director of Residence Life, orallen@fairfield.edu.
Purpose: The area coordinator staff member is an integral team member in organizing and implementing living and learning programs within our residential communities, working alongside our Jesuits, student leaders, faculty members, student development staff, and campus ministers.

Essential Functions:

1. Supervises and manages residential communities dedicated to living and learning. This involves:
   a) Supervision, training, selection, and staff development of five to nine resident assistants
   b) Being a live-in presence for 200-400 residents within your community, working day, weekend, and evening hours
   c) Mentoring and advising students and appropriately referring students to agencies on campus, e.g., Public Safety, Counseling Services, Financial Aid, Health Center, Campus Ministry, etc.
   d) Creating a safe community through policy enforcement and awareness
   e) Opening and closing of the residence halls throughout the academic year and summer
   f) Managing their residential facility, including conducting health and safety instructions, facilities management, room changes, etc.
   g) Participating in rotating on-call duty responsibilities for crisis management

2. Coordinates and develops the residential living and learning program within their building
   a) Coordinate and serve as an integral member of the living and learning leadership team for their area
   b) Communicate, support and implement the philosophy and mission of their living and learning community to students, staff, and community members
   c) Attend and participate in all residential living and learning events, which includes living and learning programming, mentoring meetings, orientations, retreats, etc.
   d) Participate in the recruitment of all living and learning programs
   e) Promote ongoing vocational questioning and conversation around living and learning themes
   f) Work in close collaboration with the director of Living and Learning to implement the living and learning program within their community

3. Develops and facilitates Community Building within their residential community
   a) Serves as a mentor and positive role model for our students by living out the Jesuit mission of Fairfield University
   b) Participates in the spiritual and religious formation of students through collaborative work with the resident Jesuits and campus ministers particularly in hall worship services, small group and individual discussions, etc.
   c) Advises, mentors, and trains the Residential Community Council (RCC) within their community including attending all meetings, programs, and training sessions
   d) Coordinates all developmental programming that complements our programming vision statement that occurs within their communities.
   e) Plans and Implements late night weekend programming for all residential students
   f) Oversee the budgets of the community
   g) Holds students accountable for code of conduct actions within their community

4. Participates and supports the Office of Residence Life on such projects as:
   a) Summer conferences and camps
   b) Student leader development and training
   c) Resident assistant recruitment
   d) Housing assignments and lottery
   e) Committees designated by the Director of Residence Life
   f) Other duties as assigned
General Job Description
The resident assistant is a full-time undergraduate student who serves as a University representative and is an integral member of the Office of Residence Life team in managing the day-to-day operations of the University’s residence halls. Responsibilities of the RA include developing a living and learning community, cultivating relationships with the students residing in their assigned areas, implementing our Jesuit and Catholic mission and vision, conducting regular inspections of their floors/area, participating in a rotating duty schedule, and assisting in the implementation of the community development model. The position is a 9-month appointment, beginning approximately 1.5 weeks prior to the opening of the academic year.

Qualifications
Resident assistants must have sophomore, junior or senior status, carry a full-time academic load, and be in good standing with the University. RAs must maintain a minimum GPA of 2.8 cumulative. RAs should demonstrate strong leadership and possess sensitivity for the welfare of fellow students. Experience in residence hall living is highly recommended.

Compensation
Traditional residence hall resident assistants receive room and board (approximately $12, 210). The townhouse and apartment RAs receive room only (approximately $9,930 and $10,250 respectively). Also a stipend of $300 per academic year for first-year staff or $400 per academic year for second-year staff will be issued on a semester basis. Senior Resident Assistants (SRAs) receive room and board (Townhouse and Apartment SRAs receive Room only). In addition, SRAs receive a $700 stipend per year.

Time Commitment
1. RAs should anticipate 15-20 scheduled hours per week of routine responsibilities (i.e., staff meetings, resident contact, office coverage, staff assignments, etc.).
2. Outside employment or internships will be limited during the period of the RA appointment. All employment and internships must be discussed with and be approved by the RA's supervisor and be limited to 10 hours a week if approval is granted.
3. RAs must be fully committed to their position by not accepting any major leadership roles in other organizations or clubs. It is expected that the RA will not be holding a leadership role on the IRHA executive board, and FUSA executive board. It is also expected that RAs will not hold the title of president in any club or be editor of the Mirror.
4. The scheduling of evening/nighttime classes must be approved by your supervisor.
5. RAs understand that the residence halls will remain open for some holiday weekends and that RA staff coverage is required during those weekends. All staff are required to participate in closing and opening procedures for Thanksgiving, Winter Break, and Spring Break. RAs remain on campus until the official closing (and have completed all administrative duties) of the residence halls at the beginning of each break period and at the close of each semester. At the conclusion of the break, RAs must return to campus to open the residence hall at the scheduled time. The RA may not remain in residence during break periods when the halls are officially closed unless permission has been granted by the Office of Residence Life.
6. SRAs, Residential Colleges, WiStem, Leadership through Service, Man to Man and Healthy Living RAs must return by August 23rd by 1:00pm. The remainder of the RA staff arrives on August 25th by 1:00pm for training and preparation of the halls for opening. All RAs are required to return by Thursday, January 10th, 2013 by 1pm prior to the start of the spring semester for training and preparation for opening the halls.
7. RAs understand that any University activities that they are involved in may not interfere with the RA position in any way (i.e. training, staff meetings, all staff meetings, duty, in-services, new staff selection, opening and closing of the halls, etc.) or negatively impact their visibility and availability in the area and floor.

8. The resident assistant position is a live-in position, and RAs are expected to sleep in their own room each night. As a general guideline, RAs are expected to be in their hall by 1 a.m. on weeknights and 2 a.m. on weekend nights (exception: prior approval from AC). Staff members are encouraged to get away at least one weekend per month. Time away requests must be submitted to the AC in advance, who will ensure that no more than 50% of the staff is off each weekend.

Specific Duties and Responsibilities

Promotes and facilitates a positive community living and learning experience in our Jesuit and Catholic tradition

1. Orient students to the concept of community living by encouraging cooperation, respect, consideration, learning, and community spirit on the floor/halls

2. Sets an academic atmosphere in his or her community by demonstrating a personal interest in academic pursuits, exemplifying good study habits, and ensuring that conditions suitable for study are maintained (i.e. curtailing the noise level, hall damage and maintenance concerns)

3. Develops and maintains a positive relationship with the resident Jesuits. Works closely with the hall resident Jesuit on community issues and individual concerns, and facilitates activities such as weekly masses, prayer groups, inter-faith services, etc. for residents to connect with the resident Jesuit

4. Helps residents to recognize the relationship between individual freedom and the rights of others, leading to the development of appropriate assertive behavior

5. Encourages residents to take responsibility for their own actions and environment

6. Shows respect and appreciation for the differences among residents and encourages the individuality of each resident

7. Knows, interprets, and enforces University and Residence Hall policies and conducts his or her own behavior in accordance

8. Is familiar with the University's student conduct system and follows proper procedures to support it

Provides relevant and developmental community building/programmatic offerings for residents

1. Completes the living and learning community model/programming model for his or her specific area

2. Initiates and involves students in the development of recreational, values-oriented, educational, spiritual, cultural, vocational, and social programs in the residence halls.

3. Assists in the development of the Residence Community Council (e.g. hold elections, contribute to the RCC on a weekly basis and support the programs). RA must attend at least one RCC meeting per month and report back at staff meetings.

4. Shares information about the residence halls, campus, and community activities with residents.

5. Is familiar with campus and community programming resources.

6. Helps develop leadership skills among students.

Serves as resource for students residing in assigned area

1. Is attentive to the personal well-being of the residents of the assigned floor in such areas as safety, security, and emergency situations.

2. Is available and accessible to students for both formal and informal individual and group contact.
3. Develops and maintains a positive, on-going relationship with residents by visiting each resident frequently

4. Advises students, within the limits of training and capability, on academic and social matters and, when necessary, refers those students in need of specialized assistance to the appropriate University support agency (Counseling Center, Financial Aid, Registrar, Academic Dean, Campus Ministry, etc.). Communicates these referrals to the area coordinator

5. Orients new and returning students to the University and the area each semester through community meetings and individual contact

6. Is alert to changes in "typical" student behavior that might be a sign of a more serious problem and informs the area coordinator in a timely manner

7. Is aware of the relationship between roommates and other individuals or groups in his or her area and takes a proactive approach in helping to resolve any conflicts

8. Knows the people, location, and extent of services offered by various campus offices and organizations where students may be referred for personal, academic, and social concerns

9. Maintains a bulletin board for posting relevant information regarding policies, campus activities, and information

**Attends and participates in all required training programs**

1. Reads and understands the entire Resident Assistant Guidebook/Manual and University Handbook during Fall Training

2. Attends and participates in all Resident Assistant trainings, including spring, fall and winter trainings.

3. Attends and participates in monthly All-Staff Department meeting coordinated by the Office of Residence Life.

4. Attends and participates in all weekly in-area staff meetings and bi-weekly/weekly one-on-one supervision meetings with the area coordinator.

5. Attends Fall and Spring Leadership Conference

**Assists with the daily operations of assigned residence hall**

1. Maintains daily and weekend nighttime area duty coverage. Duty begins at 8pm and ends at 8am the following morning. The RA(s) on duty must be in the building for this period of time. Daytime duty may be required during large campus-wide activities and will be required on the last weekend of the Spring semester before finals begin

2. Is familiar with the operation of the main Residence Life office

3. Handles maintenance concerns in both a proactive and reactive manner and follows the appropriate channels to communicate problems

4. Completes paperwork and meets deadlines in a timely manner

5. Maintains an awareness of routine and emergency procedures essential to the safety and security of individuals in the area

6. While on duty, is responsible for the master key of the building and uses it only as directed in the Resident Staff manual/guidebook. The loss or misuse of this key may result in termination. This key may never be given to a non-staff member.

7. Knowledgeable and able to instruct residents regarding evacuation procedures, safety procedures, and the location of fire-fighting equipment

8. Expected to periodically inspect student rooms for health, safety, and maintenance purposes
9. Supervises student behavior in the residence halls in accordance with University policies and procedures and submits Record of Incident (ROI) forms when necessary

10. Visits the Office of Residence Life daily to check Resident Staff mailbox

11. Sets up room voicemail before the semester starts and checks voicemail on a daily basis

12. Understands that the University e-mail account is the official e-mail account used to conduct University and Residence Life business and must be checked daily and maintained under max capacity.

Assists with Office of Residence Life initiatives

1. Supports living and learning initiatives and programs, including First-Year Experience (FYE) program, JustUs Community, Ignatian Residential College, Build-A-House, WiSTEM, Healthy Living, etc.

2. Assists as needed in Inter Residential Housing Association (IRHA) activities

3. Promotes the mission of the Office of Residence Life and Fairfield University in the residence halls

4. Participates in the selection process for various departmental positions, including both professional and student staff

5. Assists with general administrative responsibilities (housing lottery, lock-outs, submitting and following up on maintenance requests, completing administrative paperwork as requested by the Office and the area coordinator)

6. Maintains accurate records and to furnish relevant information about students to the Office of Residence Life (student damage, room inspection forms, room changes, and weekly reports) as requested

7. Cooperates with the Department of Public Safety to ensure proper safety procedures within the residence halls

8. Assists and answers directly to his or her supervisor, area coordinator. In addition, RA will be accountable to the area coordinator who is responsible for the evening supervision of the residence halls (area coordinator on duty).

Role Model/Ethical Leader

RAs must recognize that due to the unique nature of the duties and responsibilities of the RA position, their conduct must be above reproach. Staff members have a responsibility to behave in ways which will not have a detrimental effect upon the University or any members of the University community, and which will not compromise the integrity of the position. Furthermore, personal conduct must at all times be in conformity with the law, the University Student code of conduct, and residence hall policies. Finally, personal behavior must reflect consciousness of our Jesuit tradition and the role as a positive role model for the students in the halls.

RAs must agree to and understand:

- The Student Code of Conduct, including the alcohol, drugs, and guest policies and guidelines located in the Student Handbook

- The importance of being a role model at all times by abiding by the Student Code of Conduct and holding residents accountable when they are in violation of the Student Code of Conduct, including the alcohol, drugs, and guest policies.

- The University accepts the responsibility and legal use and consumption of alcohol by students over the age of 21; however, students, especially RAs, must not illegally use or abuse the consumption of alcohol.
Other duties as assigned

1. Complies with the directives and all other tasks delegated by the area coordinator and/or the Office of Residence Life

I, the undersigned, accept the following conditions regarding my employment with Fairfield University as a Resident Assistant Employee. The time period of my employment is from August 23rd (SRA, Residential Colleges, Man to Man, Leadership through Service and WiStem & Healthy Living RAs) and August 25th, 2012 (all others) to May 10th, 2013. I accept and am willing to fulfill the Senior Resident Assistant (SRA) and/or Resident Assistant (RA) role, which is an ongoing process and unique in nature, to the best of my ability.

I also understand that the list above is not meant to be an all encompassing list of resident assistant responsibilities and others may be assigned as needed. This contract is also subject to change in accordance with the best interest of the Office of Residence Life and our student staff members. I further understand that the appointment to the position of resident assistant may be terminated at such time that I fail to abide by the above-mentioned conditions.

S/RA Printed Name: ___________________________ S/RA Signature:___________________________ Date:______________

Supervisor Printed Name: __________________________ Supervisor Signature:______________________ Date: ______________
Resources for Faculty Engaged in Living and Learning

Buses and Vehicles Available for Rent:
Contact Suzanne Neubauer at Student Activities for more information at x3288
- 54-,40-,28- and 15-passenger coach buses
- School bus: 46 passengers
- All buses can be requested to be handicap accessible
- Nine different 8-passenger University-owned vans
- Bus and Van General Polices and Reservations
  [http://fairfield.edu/student/trans_reservations.html](http://fairfield.edu/student/trans_reservations.html)

University Travel Policy:
Details reimbursable and non-reimbursable expenses related to travel

Academic Engagement and Student Affairs Offices and Contacts:
- **Beth Boquet**, Associate Vice President for Academic Affairs – Functional areas are Student Engagement, Academic Advising, Peer Tutoring; x4025; eboquet@fairfield.edu; Canisius 300
- **Suzanne Solensky**, Director of Undergraduate Academic Planning – Functional areas are online advising resources for faculty and students, peer advising, coordination with Student Affairs on Orientation and other projects; x2044; ssolensky@fairfield.edu; Kelley Center West
- **Helen Kropitis**, Operations Assistant -Academic Engagement – Functional areas include budget support for proposal process along with follow up of approved funding resources; x4025; hkropitis@fairfield.edu; Canisius 300
- **Joe DeFeo**, Associate Dean of Students and Director of Student Development – Functional areas are collaborating with students, Dean of Academic Engagement, faculty, staff, and administration in developing and integrating student centered living and learning experiences; x4053; jdefeo@fairfield.edu; Kelley Center West
- **Ophelie Rowe-Allen**, Interim Director of Residence Life – Functional areas are residence halls, summer camps and conferences, liaison to the beach community, community development; x4215 orallen@fairfield.edu; BCC Lower Level
- **Sharon Ferguson**, Operations Assistant in Residence Life – Functional areas include all scheduling of residence hall lounges for programs; x4215; sferguson@fairfield.edu; BCC Lower Level
- **Kamala Kiem**, Director of New Student Programs – Functional areas are Orientation, the First Year Experience, and transfer student services; x4053; kkiem@fairfield.edu; Kelley Center West

Other Campus Resources:
- **University Activities**; Jan Buswell, Operation Assistant ; x2377; BCC reservations, posting policy, transportation, event ideas, program contract negotiations
- **Kelley Center Reservations**, Sue Victor; x3110; svictor@fairfield.edu
- **Campus Events Calendar** - [http://webcalendar.fairfield.edu](http://webcalendar.fairfield.edu)
First-Year Experience Program (FYE)
The First-Year Experience (FYE) program, essential for all incoming undergraduate first-year students, is focused on teaching Fairfield’s core Jesuit values, cultivating student self-discovery, and exploring the importance of community. This year-long program includes a weekly fall seminar, designated campus events for students to attend, and a mentoring program.

FYE groups are led by a faculty or staff community associate and a New Student Leader (NSL), who facilitates the FYE seminar and serve as a resource for first years in their transition to Fairfield.

- **New Student Leaders** (NSLs): A New Student Leader is a student who was selected after an intensive hiring process to serve the role of mentor, advisor, acquaintance, facilitator, and resource for incoming students. The NSL co-facilitates the FYE seminar with a CA in order to discuss different issues and topics relating to the first-year experience at Fairfield University. The NSL is a trained Peer Academic Advisor.

- **Community Associates** (CAs): A Community Associate is a faculty or staff member who co-facilitates the FYE seminar and brings professional experience, wisdom, and guidance to their group. The CA will serve as an advisor and resource to first year students as well as an advocate for establishing a sense of community amongst their group.

The First-Year Experience program strives to provide students with:
- An understanding of the rich history and tradition of the Society of Jesus and Ignatian spirituality
- The impetus to fully engage in their college community by exploring all the opportunities for learning
- An exposure to the resources available to them to fully engage in curricular and co-curricular experiences
- Access to the many wonderful events, programs, and services available at Fairfield
- The tools necessary to live a reflective life
- The passion to serve others in this community and our global world

**FYE Events & Cornerstone Courses**
There are opportunities for FYE and Cornerstones to complement one another. First-Year students are required to attend a certain number of FYE events throughout the academic year. Cornerstone faculty are encourage to have their events (such as class outings, class dialogue in the halls, peer review sessions, etc.) registered as a FYE event. This will encourage student participation as students receive FYE credit. Additionally, entire departments or multiple course sections are welcome to register a large scale event for Cornerstone students, and the New Student Programs office will coordinate the possibility of Cornerstone students receiving more than 1 FYE credit for attending the event.

To register your event as an FYE event (for your students to receive FYE credit) please e-mail: FYE@fairfield.edu - include the event name, brief details of the event, date & time, location, and what Cornerstone the event is for, key contact(s).

Any questions about the FYE Program? Contact FYE at FYE@fairfield.edu or (203) 254-4053 or Kamala Kiem, M.A. & M.Ed., director of New Student Programs; kkiem@fairfield.edu

For more information, visit New Student Programs:
http://www.fairfield.edu/student/new_index.html
Planning for Learning Experiences Outside the Classroom

Brainstorm

1. What are some activities that could bridge learning between your students’ in-class and out-of-class experiences? Identify some learning activities to add to your course that will give students additional learning experiences or reinforce their in-class learning. Think about what sorts of activities suit your own teaching style and personality.

Aligning Out-of-Class Activities and Your Course Goals

2. What are your learning goals? Do the out-of-class learning activities effectively support your learning goals? (e.g., Do the learning activities prepare students for classroom experiences or assessment activities?)

3. Which activities are appropriate for your course? Do these activities integrate/align with other components of your course? In what ways will students benefit from doing these activities? (e.g., What will students be able to do as a result of the activity/activities? What should students take away from the activity/activities?)

Out-of-Class Activities

4. What will students be doing? How will you get students involved?

5. How will you prepare your students for the activity/activities you have in mind (e.g., tips on how to work in groups, how to use office hours effectively)? How will you communicate to the students the ways in which out-of-classroom activities fit into the course?

Logistics

6. What resources will you need? Which individuals will you coordinate with? What space or materials will need to be reserved?

Sequence of learning activities (Fink’s “Castle Top” template)

Sketch out a sequence of in-class and out-of-class activities using those you identified. In place of the question marks, enter the learning activity you propose for each block of time. The goal is to create a sequence of activities that build on each other.

<table>
<thead>
<tr>
<th>Week: _____</th>
<th>In-class Activities</th>
<th>?</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Topic:</td>
<td>Out-of-Class Activities</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

### Possible Out-of-Classroom Pedagogical Activities*

<table>
<thead>
<tr>
<th>Small-scale</th>
<th>Medium-scale</th>
<th>Large-scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold an office hour in the residence hall</td>
<td>Group Advising/Mentoring Session or Activity</td>
<td>Weekly office or advising/mentoring hours in the residence hall</td>
</tr>
<tr>
<td>Help students form study groups</td>
<td>Personal Growth and Development Session (e.g., writing skills, study skills, learning styles, time management, career counseling)</td>
<td>Ongoing academic skill development activities/workshops</td>
</tr>
<tr>
<td>Show a film in the residence hall</td>
<td>Organize a speakers or film series Movie nights (film followed by discussion)</td>
<td>Ongoing involvement in academic clubs and organizations</td>
</tr>
<tr>
<td>&quot;Meet and Greets&quot; between faculty and students</td>
<td>Faculty/student presentations Alumni presentations</td>
<td>Participate in Welcome Week activity, Retreat Weekends, Finals Week break or other community activities (e.g., sports or game nights)</td>
</tr>
<tr>
<td>Informal faculty and student discussion(s)</td>
<td>Panel discussions (e.g., on current events)</td>
<td>Forums or seminars linking two or more existing courses</td>
</tr>
<tr>
<td>Have students go see a speaker, performance, exhibit or display on campus</td>
<td>Bring in speakers (e.g., so students can learn what they can do with a major) Organize an exhibit or display</td>
<td>Organize a field trip off campus Service learning activities</td>
</tr>
<tr>
<td>Hold a study/review session in the residence hall</td>
<td>Arrange for tutorial activities</td>
<td>Offer ongoing reviews or tutorials</td>
</tr>
<tr>
<td>Meal with students (Lunch or dinner with faculty and staff) on campus</td>
<td>Organize monthly group meals</td>
<td>Meal with students (Lunch or dinner with faculty and staff) off campus</td>
</tr>
<tr>
<td>Support for other University programs and campus-wide events</td>
<td>Help with preparations for scheduled activities</td>
<td>Collaborate on activities and meetings that enhance student interpersonal and multicultural awareness</td>
</tr>
</tbody>
</table>

*Level of time commitment/degree of involvement tailored to amount of time able to invest: from spending a few hours per semester interacting with students in a residential setting (advising, tutoring, informally meeting with students, etc.) to an active and ongoing affiliation with a specific residential learning community.
Pedagogical Resources

Online Resources:

First-Year Experience and Living & Learning
• First-Year Resource, National Resource Center: http://sc.edu/fye/resources/fyr/index.html
• The National Study of Living-Learning Programs:
  http://www.livelearnstudy.net/home.html

Learning Communities
• Learning Communities: Building Gateways to Student Success. By Tinto (1998)

Learning Teams / Study Groups; Cooperative / Collaborative Learning
• Building Learning Teams: The Key to Harnessing the Power of Small Groups in Higher Education. Volume 8, Number 6. NTLEF.com;
• Collaborative Learning: Group Work and Study Teams, B.G. Davis (1993) Tools for Teaching
  http://teaching.berkeley.edu/bgd/collaborative.html
• Collaborative Learning: Small Group Learning Page, National Institute for Science Education
  http://www.wcer.wisc.edu/archive/cl1/CL/default.asp
  Newsletter on Teaching, Vol. 10, No. 2;
• Effective Strategies for Cooperative Learning. Felder and Brent (2001)
• Turning Student Groups into Effective Teams. By Oakley, Felder, Brent, and Elhajj (2004)

Office Hours
• Helping Students Get More Out of Office Hours. McGraw Center for Teaching and Learning, Princeton University (Tip Sheet for Students):
  http://www.princeton.edu/mcgraw/library/sat-tipsheets/office-hours/

Additional links:
• Academic Advising Resources, National Academic Advising Association (NACADA)
  http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/index.htm
• Center for Academic Integrity, Clemson University, Rutland Institute for Ethics
  http://www.academicintegrity.org/ (Fairfield has been a member since Fall 2010).

References:


Application for Cornerstone Programming Enhancement Funds

These funds are available to support community-building activities for faculty and students who are participating in Cornerstone courses. Goals of this program are to engage students and faculty outside the classroom, and to engage students more actively in the work of the course.

Faculty participating in the Cornerstone program are eligible to apply for funds for fall semester projects. There is no strict maximum for awards, but larger requests may not be fully funded.

Applications should take the following form:

I. Name   Department   Course

II. Describe the use you have in mind for the funds you request.

III. Explain how these funds will help to build community and enhance student learning outcomes in your course.

IV. Provide a detailed budget describing the expenditures for this project.

In order to assess the impact of this program on students, we ask that you provide us with some feedback on your project. Upon completion of this project, please agree to submit a one-page description of it and of its impact on student learning in the course.

Signed: ________________________________

Date: ________________________________

Please submit applications to Office of Academic Affairs (dae@fairfield.edu).

<table>
<thead>
<tr>
<th>Fall 2012 applications deadlines:</th>
<th>July 16</th>
<th>Review completed by: July 27</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>August 20</td>
<td>Review completed by: August 31</td>
</tr>
<tr>
<td></td>
<td>October 15</td>
<td>Review completed by: October 26</td>
</tr>
</tbody>
</table>

| Spring 2013 applications deadline: | February 4 | Review completed by: February 15 |
## Key Contacts

### Academic Affairs
- Canisius Hall Room 300; Ext. 4025

**Beth Boquet**  
Associate Vice President for Academic Affairs  
eboquet@fairfield.edu

**Helen Kropitis**  
Operations Assistant  
hkropitis@fairfield.edu

### Residence Life
- Barone Campus Center Room 9; Ext. 4215

**Ophelie Rowe-Allen**  
Acting Director for Residence Life  
orallen@fairfield.edu

**Stephanie Fernandez**  
Area Coordinator (AC) – Jogues Hall  
sfernandez@fairfield.edu

**Michael Moore**  
Area Coordinator (AC) – Regis Hall  
mmoore8@fairfield.edu

**Greg Vigliotta**  
Area Coordinator (AC) – Campion Hall  
gvigliotta@fairfield.edu

### First-Year Student Support

**Kamala Kiem**  
Director of New Student Programs, First-Year Experience (FYE)  
kkiem@fairfield.edu  
Ext. 4053

**Suzanne Solensky**  
Director, Undergraduate Academic Planning  
Office of Academic Engagement  
ssolensky@fairfield.edu  
Ext. 2044

**Jessica York**  
Director, Exploratory Academic Advising  
Office of Academic Engagement  
jyork@fairfield.edu  
Ext. 2042

### To reserve rooms on campus:

#### First-Year Residence Hall space:

- Sharon Ferguson, Ext. 4215  
  Operations Assistant, Residence Life  
sferguson@fairfield.edu

#### Classroom space:
- Use on weekdays (8:30am – 4:30pm):  
  Theresa Sabo, Ext. 2693;  
  tsabo@fairfield.edu
- Use on weekends (and weekdays after 4:30pm):  
  Jan Buswell, Ext. 2377;  
  jbuswell@fairfield.edu

#### Library space:
- JoAnn Garrity  
  Ext. 2648;  
  jgarrity@fairfield.edu

#### Kelley Center space:
- Susan Victor  
  Ext. 3110;  
  svictor@fairfield.edu

#### Space in Barone Campus Center, Alumni House, Alumni Hall, Dolan School of Business Dining Room, or the Levee:
- Jan Buswell, Ext. 2377;  
  jbuswell@fairfield.edu

(Additional room reservation contacts on page 9)

### To reserve buses and vehicles for rent:

**Suzanne Neubauer**  
Student Activities  
Ext. 3288

#### Bus and Van
- General Polices and Reservations  
  http://fairfield.edu/student/trans_reservations.html