

## Possible Questions

1. What are the characteristics of a well-educated person? (If your institution has a shared vision or clearly articulated educational philosophy, please answer “institutionally.” Otherwise, answer from your own individual perspective.)
  - a. well-versed in 21<sup>st</sup> century skills including effective communication, expert thinking, problem-solving, capacity to handle unexpected problems, intentional learner
  - b. depth of knowledge in a chosen field or fields of study
  - c. social responsibility
  - d. emotional maturity
  - e. cultural knowledge
  - f. other

**Follow-up Question:** If people at your table have different ideas about what it means to be educated or what aspects of education should be emphasized, how might these differences be resolved at your institution?

2. What kinds of experiences and pedagogies do you use to accomplish the educational goals adopted by your institution? For each, do academic affairs and student affairs work together to provide and assess these experiences?
  - a. formal lectures
  - b. service-learning and volunteer experiences
  - c. research experiences and creative activities
  - d. internships, co-op experiences
  - e. involvement in student organizations
  - f. study abroad and international education on and off campus
  - g. linkage of work-study experiences and student employment experiences to educational goals
  - h. leadership programs
  - i. other: please describe

**Follow-up Questions:** Where does learning primarily take place at your institution, more during formal educational programs or during informal learning in co-curricular activities or some combination of both? To what extent does your institution draw upon community-based or international experiences as a learning environment beyond campus?

3. How would you characterize the working relationship between student affairs personnel and academic administrators and faculty at your institution?
- a. We enjoy a close collaboration characterized by a common set of goals for education and a spirit of partnership in achieving those goals. At our institution, both classroom and co-curricular activities are seen as educationally purposeful and related to each other.
  - b. Some parts of student affairs work closely with academic affairs. Others do not.
  - c. We are generally cordial and display a sense of mutual respect but we do not work together very much if at all.
  - d. We have different ideas about what is important in the education and development of our students and we tend to work separately, or at times, at cross-purposes.
  - e. We have not really explored this question or examined how academic and campus-based or community-based experiences can reinforce each other or how academic and student affairs might work together to accomplish our educational goals.

**Follow-up Questions:** What attitudes do academic affairs and student affairs personnel have about each other at your institution and in general across postsecondary education? What conditions, incentives, and disincentives shape the working relationship between academic and student affairs at your institution and in higher education generally?