

QUESTIONS FOR REFLECTION

Learning Matters (Chapter 2)

1. What is your role in student learning at your institution? How do you, and your institution, measure your effectiveness? What areas for improvement do you see in your efforts? What can you do to be more effective?
2. What pedagogies or programs at your institution create engaging and integrated learning? How can you make these programs even more effective? How can you make these programs available to more students?
3. How do you currently, or how might you, use the essential elements of high-impact practices to develop powerful learning experiences for students both in and outside the classroom?
4. Where is integrative learning most likely to occur at your campus? What could you do to support more integrative learning for students, faculty, and staff?
5. How does your institution, and how do you, respond to struggle and failure? What can you do to create a climate where failure can be a step toward learning? What actions can you take to incorporate this way of thinking into your own work and into programs and systems at your institution?
6. How is learning promoted and rewarded for faculty and staff at your institution? What are some creative new ways that learning could be supported?
7. What can you do to learn more and to contribute more to your peers' learning?

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Relationships Matter (Chapter 3)

1. How does your institution create structures, environments, and programs to encourage meaningful relationships? Who do these structures and programs tend to involve, and who typically is not included? What could be done to broaden and expand participation beyond these individuals and groups?
2. Are there systemic organizational barriers on your campus that inhibit an integrated approach to relationship building?
3. Which programs and practices best foster the development of strong relationships between students and faculty on your campus? What programs at other institutions might work on your campus?
4. What are the most important and effective practices your institution uses to encourage healthy interactions between students and their peers?
5. Are meaningful relationships with students integrated in areas across your institution such as academic affairs, athletics, and student life or through supervision of student employment?
6. How are positive relationships supported, rewarded, and recognized on your campus?

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Expectations Matter (Chapter 4)

1. What are the expectations that your institution explicitly communicates to students, faculty, and staff? What are the implicit expectations the institution communicates? How do the explicit and implicit expectations align?
2. How clear, consistent, coherent, and explicit are expectations for different constituent groups (that is, students, staff, faculty) at your institution? How are those expectations linked to your institution's mission and values and focused on students and learning? Where and how are these communicated?
3. Are expectations for student performance set at appropriately high levels, given students' academic preparation? Are academic challenges for students balanced with appropriate support?
4. How do you and your institution encourage and support individuals and groups in setting and meeting their own expectations?
5. What methods (for example, honor codes, traditions, rituals, formal events, trainings, social media) does your institution use to uphold, reinforce, and celebrate expectations?
6. How do you address gaps between desired institutional expectations and actual performance?

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Alignment Matters (Chapter 5)

1. To what extent are curriculum, policies, structures, and resources aligned with your institution's aspirations for undergraduate education? To what extent are your own work and values aligned with your institution's aspirations?
2. Which leaders at your institution are asking hard questions about alignment? Who else could and should be working toward alignment?
3. Do you engage in environmental assessments to identify dysfunctional and misaligned processes? If so, when and how does this work best? If not, how might you begin?
4. How often does your institution challenge prevailing assumptions and take reasonable risks to improve cross-functional processes and programs? How can systems thinking enable your institution to connect the parts to create a better, more holistic experience for students?
5. Are your major institutional processes, such as enrollment and advising, relatively smooth and seamless, or are they misaligned? How effective are the handoffs between key stakeholders in critical process areas?
6. How can you enhance the design and implementation of policies and practices so that they are seamless and agile not only for students, but also for staff, faculty, and other key stakeholders?
7. What are the barriers to better alignment on your campus? How can you cultivate perspectives and relationships that will make alignment more possible in the future?

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Improvement Matters (Chapter 6)

1. How would you describe your institution's culture of assessment and improvement? How much does accreditation drive your assessment work?
2. What examples can you identify of evidence-informed action at your institution? What lessons can you draw from those examples for your next improvement efforts?
3. How (and with whom) are you sharing, on and beyond your campus, both the processes and the results of your improvement efforts?
4. How can you involve more stakeholders, including students and faculty, in improvement initiatives on your campus?
5. How can you and your institution most effectively model the improvement process for students?
6. How do you and your institution support professional development to make people and groups capable of using assessment for improvement?
7. How are you and your institution replicating, celebrating, and rewarding successful improvement efforts?

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Leadership Matters (Chapter 7)

1. How does your institution cultivate leadership at all levels? Do you have programs for how to engage students, alumni, and others in leadership on campus?
2. How can you enhance shared responsibility for leadership at your institution?
3. What are some specific examples of ways that institutional values and priorities guide leadership and decision making in your context?
4. When do you and other leaders on your campus take strategic risks? Who are the leaders on campus who are most likely to take risks? What have you and your colleagues learned from these experiences with risk taking?
5. Does your program and campus have a strategic planning and resource allocation process in place that is linked to your campus vision of what matters most for student learning and success?
6. How does your institution determine its highest priorities? How does learning factor into these priorities?