

**Students' Lives and Learning**  
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**Vexing Questions from Presentation**  
*From January 17, 2013 COEPS Spring Forum*

**What do we know about UW-W student learning and how do we know it?**

**Within the COEPS, where are the hot spots for student meaning making?**

Who prompts it?

How is it sustained?

How can it be amplified throughout the College?

**Learning About While Learning to Be**

- We must take our students' emotions as seriously as we take their intellects.
- Good pedagogy requires taking seriously the "intelligence" in "emotional intelligence."
- Parker Palmer's book: Power of Ordinary Practices
- Our effectiveness in the roles we play on campus is as much about who we are as what we do.

**What is the nature and design of compelling experiences?**

- Ingredients to Compelling Experiences: A human connection; somehow, the experience touches us in a human way.
- The individual makes the experience her/his own; s/he embraces the experience as uniquely personal.
- The experience prompts reflection of self and one's world

**How can Inclusive Excellence have a heart that touches students (all people)?**

- How do students discover for themselves why/how inclusion is important for them?
- As it relates to interactional diversity, what have you seen or done with the COEPS that captures learning from inclusive excellence?

**Designing Environments: Stewards of Our Own Culture**

- How do we understand the interrelationships between the student and the environment?
- How would we study the characteristics of the COEPS environments in which students interact and study?

**Assessment — implies closer links between the traditional divisions of academic and student affairs.**

- How can our process bring us together to raise questions about the "whole" student and to address those questions from the broadest possible, across-the-institution perspective?
- How can assessment projects involve interdisciplinary teams working toward a more comprehensive understanding of students and campus environments?