



Planning the Fall Orientation Multi-CLIP Meeting

The Fall Orientation Multi-CLIP meeting is the first time that everyone involved in CLIPs in a given year comes together. This is the time to provide background information, build greater understanding of what CLIPs are, ensure that each CLIP has a clear set of inquiry questions and develop a manageable inquiry plan.

It is helpful to give each CLIP members a three ring notebook with key documents. This notebook can be used by CLIP members as a reference, adding materials relevant to their work throughout the year. Here is an example table of contents for such a notebook.

**Sample Table of Contents for CLIP Notebook
Fall Orientation Multi-CLIP Meeting**

Section # in meeting notebook	Contents of Notebook	Comments
1	List of CLIP Participants	Include each participant's name, CLIP affiliation; department affiliation; email and campus addresses; phone number. See example list format below.
1	Participant Agenda	This is the agenda for the Fall meeting. See example below.
1	Background of CLIPs at College	If a PowerPoint presentation is given during the meeting, provide a hard copy of the PowerPoint.
1	Definitions	Identify terms that may not be familiar to the group. Provide a list of definitions.
2	CLIP member roles and responsibilities	If a PowerPoint presentation is given, provide a hard copy of the PowerPoint.
2	Eight Guiding Principles	Provide a hard copy of the CLIP Guiding Principles.
3	Resources	Provide resource material applicable to CLIPs. (e.g. website reference lists. If several CLIPs are planning to use focus groups, interviews, or questionnaires, provide tips for each. See Module 4 for possible materials to include.)
4	Summary of the CLIP research questions from their applications	Provide one page that lists research questions for each CLIP so everyone sees the scope of the work of the CLIPs collectively.
4	Each CLIP's Inquiry Plan Template with suggestions (each notebook has only the plan for their CLIP)	Provide each CLIP with their plan in the Inquiry Plan Template. (See separate downloadable template.) Convert the information in their application into the template format to facilitate each CLIPs work during the meeting. You may want to include suggestions for how they might proceed. Be clear that they can use or not use these suggestions as they see fit.
5	Website Map	If you have a web site, provide a map in hard copy to help participants navigate.
5	Summary of CLIP Member Meeting and Data Commitments for School Year	Provide this timeline to give an overview of what will be expected over the course of the year.
6	Meeting Feedback Questionnaire	From the beginning model the practice of gathering feedback. See example set of questions below.

Example Agenda for Fall Orientation Multi-CLIP Meeting

Purpose

The purpose of the meeting is to develop a shared understanding and commitment among the CLIP participants to the project, make resources available to them, and provide an opportunity for each CLIP to plan its activities.

Objectives

The desired outcomes by the end of the meeting are:

- Each CLIP has a draft of its inquiry plan nearly complete with a clear link to student learning. The plan has timelines and activities sufficiently worked out that the CLIP members believe they can productively and enthusiastically move forward.
- Participants are convinced that involvement in the CLIP will be worth their time and are committed to participation for the year.
- Participants have their logistical questions answered and/or are comfortable that they know how to get necessary answers for their CLIP work.
- Participants are developing a comfortable, safe, trusting sense of community that encourages a culture of inquiry to support decision-making about teaching and learning.
- Individual participants have begun to identify a priority skill/knowledge they want to acquire and a way to track their learning.

Agenda

Time	Activity
7:30-8:00 am (30 minutes)	Breakfast
8:00-8:45 am (45 minutes)	Introductions Review meeting objectives and agenda and purpose of NSF grant Overview of evaluative inquiry and CLIP processes
8:45-9:05 am (20 minutes)	Role of critical thinking in evaluative inquiry
9:10-9:30 am (25 minutes)	Positioning, planning, and data collection (First three steps of evaluative inquiry)
9:30-9:45 am (15 minutes)	Break
9:45-11:45 am (2 hours)	CLIP planning time
11:45 am-12:15 pm (30 minutes)	Lunch
12:15-12:45 pm (30 minutes)	CLIPs report back to full group
12:45-1:00 pm (15 minutes)	Resources available from BC, InSites, other sources
1:00 -1:15 pm (15 minutes)	Next steps; InSites data collection
1:15-1:40 pm (25 minutes)	Evaluative feedback about meeting, future plans
1:40 pm	Closing

First Multi-CLIP Meeting Questionnaire

Directions: Please respond to the following questions. This information will be used to help the CLILP Guide and Coordinating Group improve their future work with you. Please return the completed questionnaire to [CLIP Guide or other person].

1. What were the most energizing aspects of the meeting?

2. What do you most want to be sure happens this semester in your CLIP?

3. How useful did you find the following components of the meeting? (Please respond to each item by circling the number which most closely represents your response. A five-point scale is used where 1 = Not at All, 2 = Somewhat, 3 = A Moderate Amount, 4 = Quite A Bit, 5 = Very Much.)

Topics Covered at Meeting	Not at All	2	Moderate Amount	3	4	Very Much	5
a.	1	2	3	4	5		
b.	1	2	3	4	5		
c.	1	2	3	4	5		
d.	1	2	3	4	5		
e.	1	2	3	4	5		
f.	1	2	3	4	5		

Use this space for comments on any of the items in Question 3:

4. During the meeting, several resources were described including the website for CLIPs, other websites, books, videotapes, workshops, and resource people. Which, if any, of these resources do you think you will use this semester?

5. What other resources would you like to have available to you this year for your CLIP work?

6. To what extent did you and your CLIP accomplish the **objectives** of the meeting? (Circle the number that best represents your response. Use the five-point scale where 1 = Not at All, 2 = Somewhat, 3 = A Moderate Amount, 4 = Quite A Bit, 5 = Very Much.)

Outcomes	Not at All	2	Moderate Amount	4	Very Much
a. Your CLIP has a draft of its inquiry plan with timelines and activities sufficiently worked out that the CLIP members believe they can productively and enthusiastically move forward.	1	2	3	4	5
b. You are convinced that involvement in the CLIP will be worth your time and are committed to participation for the year.	1	2	3	4	5
c. You have your logistical questions answered and/or know how to get necessary answers.	1	2	3	4	5
d. The group is developing a comfortable, safe, trusting sense of community that encourages a culture of inquiry to support decision-making about teaching and learning.	1	2	3	4	5

Use this space for comments on any of the items in Question 6:

7. If another group of CLIPs were to have a similar meeting, what changes, if any, would you recommend?

8. In a single word or very short phrase, describe your overall feeling about moving forward as part of a CLIP.

Please give the completed questionnaire to [CLIP Guide or other person].

Thank you very much!