Meeting on the Teagle Assessment Grant
Center of Inquiry in the Liberal Arts
Wabash College
September 22-23, 2006

Friday, September 22
4:00 – 6:00 PM Introductions, Overview and Discussion (Trippet 325)
  ▪ 4 – 5 p.m. – Introduction, Overview of the Center of Inquiry’s work and the Teagle Grants
  ▪ 5 – 6 p.m. – Discussion Session #1
6:15 – 7:00 PM Reception (2nd floor rotunda)
7:00 – 8:30 PM Dinner (Trippet Dining Room)

Saturday, September 23
7:45 – 8:30 AM Breakfast (Trippet Dining Room)
8:45 – 10:15 AM Discussion Session #2 (Trippet 325)
10:15 – 10:30 AM Break
10:30 – 11:45 AM Discussion Session #3 (Trippet 325)
12:00 – 1:00 PM Lunch & Check Out (Trippet Dining Room)
1:00 – 2:00 PM Discussion Session #4 (Trippet 325)
2:00 PM Departures (airport shuttle will leave at 2:00 pm from the main lobby)
Discussion Session #1 – During this discussion session, we hope that you will talk to us about the specifics of the Teagle grant we sent electronically:
  o What broad questions or issues should we discuss concerning the ideas in the grant?
  o What details give rise to more specific questions about it?
  o What parts of the grant would you push us to think more about?

Discussion Session #2 – We hope to talk about the following areas on Saturday morning after breakfast:
  o Share very briefly what kinds of assessment activities you are involved with presently (Teagle-grant related, institutional, or other) and the kinds of assessment assistance that would have been helpful in implementing your grant or institutional efforts.
  o What kinds of assessment services, in addition to what is in the grant, could we consider providing?
  o Are there connections immediately apparent to other Teagle grant work other than your own?
  o What are some ways we might think about advertising these assessment services?

Discussion Session #3 – Later in the morning session, we also hope to explore some more pragmatic concerns with you such as:
  o How, from your point of view, could the activity of being an assessment scholar constitute a form of professional development? How might we support this?
  o What are the best ways to help train assessment team members? Workshops? If so, what might they look like? Other models?
  o What are some of the best ways to communicate what we are continuously learning among our extended assessment team: that is, how do we continuously share what we are learning in each new consultation on and off campus?
  o Can we imagine some ways that students can become part of this assessment work?

Discussion Session #4 – After lunch on Saturday, we will try to wind things up by talking about these questions:
  o In what capacity are you interested in being part of our extended assessment team?
  o Who else might you suggest we invite as a Teagle assessment scholar?
  o Do we have the best contact information for you?
  o Next steps as we move forward to implement the grant?