

f1a_Please indicate the session schedule in which you participated this fall:	f2b_Reflecting more generally, do you have observations about the practice of having a common reading linked to a Convocation speaker? Do you have suggestions for how to improve this practice in the future?	f3b_More generally, what are your observations about the syllabi that are provided as potential guidance to faculty offering O-week sessions?	f4a_Observations about your Orientation Week Seminars this fall:	f5a_Observations on Orientation Essays (drafting, sharing, uploading, etc.) and Introducing the Academic Statement to students this fall:	f6_Now that Evergreen is in its fourth year of implementing the new Orientation sessions, what do you think is the primary benefit for students?	f7_What is the primary benefit of the new Orientation sessions for you as a faculty member?	f8_If you could prioritize one change or improvement to the O-week sessions, what would it be?
OLY Daytime, Mon/Thurs 1-4	The question I would ask is whether or not it is worth our resources in times of limited resources to pay speakers for a one hour speaking event. And I know you asked this speaker to come and "teach" us about her book but I assume she was paid additional funds for this time or it was included in her fees.	Much of this is material that should be taught by Student Affairs rather than faculty as it was in the past. And it should be part of the faculty work during the first week of their program with consistent reiteration. Since none of us hold a unified vision of what learning means, how we manage covenants, what we expect of students in seminar they hear from us what we think "should" or "could" happen then...they have to negotiate what their faculty actually want them to do.				None whatsoever. Absolutely useless as a faculty member and is an incredible waste of my time.	
OLY Daytime, Mon/Thurs 1-4	I think it's difficult to do. We don't have much faculty discussion about it, and many faculty do not feel at all connected/committed to each year's choice. It seems like a obligation to read it, but not an intellectual enterprise. Again, I think this could be improved if faculty who are teaching freshmen each year could instead agree on a text and read it.	With such a detailed syllabus, I'm left wondering why faculty are doing this work. With this syllabus, this seems like work that could be done by staff, or returning students. Could returning students be hired for the week to do this work?	See above. Seems disconnected from the rest of campus - steals from consistent curriculum development in our programs.	Students are frightened by it. It's a good goal.	It's not at all clear. Freshmen I taught last year barely remembered the sessions by spring.	As indicated above, I really don't see much benefit so far.	O-week readings should be for faculty teaching freshmen each year only. That would help with accountability and participation. It would also make our advice more targeted. Other faculty could schedule sessions to meet with incoming students in their non-freshmen programs. Let us meet with our program students - rather than a group of students we may never see again. This would also help with registration turnover in the first week - students could get questions answered to see if they are a good fit before the program starts.
OLY Daytime, Mon/Thurs 1-4	I admit that it's nice if we can find a common reading but, in practice, I think we will have difficulty finding readings that work for the majority of us. I would recommend stopping the practice and chalking it up to a worthwhile experiment that taught us the values as well as the limitations of this practice.	Very helpful.	Students were clearly excited about being here and grateful for the chance to get oriented and have questions answered. Discussions of convocation were superficial but lively, which is only to be expected with students who have little experience with analytical discussions. I had to miss the book seminar on Thursday.	Very important work, which I can't comment on because I could only participate in the Monday session.	I really don't have evidence upon which to base any answer to this question. I know what we hope is happening, but I'm not clear on the results.	There is no benefit for me as a faculty member. I participate out of a sense of obligation; that's all.	not sure
OLY Daytime, Mon/Thurs 1-4	Terrific practice. Great experience for students. Brings scholarship alive. I think we have to work to keep the quality of the authors/speakers really high.	Very helpful.	Great. Students were motivated, and we really got to talk about the goals of seminars in general.	Students took the assignment seriously and enjoyed sharing their essays with each other.	They get to understand Evergreen's pedagogical goals; they get a chance to understand seminars outside the program; they start to think about the big picture of their learning here.	I get jazzed about the pedagogy behind what we do. But it was exhausting.	The some-tables/some-chairs format for the audience at Convocation seems awkward.

OLY Daytime, Mon/Thurs 1-4	I like the common reading, even when I don't actually like it, and I like the connection with the speaker. But I don't think it has to be an author-speaker -- what about an old (and maybe shorter) text with a scholar-speaker? What about a small press poet and a reading, maybe with a short talk?	Helpful generally as well.	My sessions were less seminar than anticipated, much more focused on introductions, institutional specifics and values, and the Orientation Essay. I don't know if that was a function of the switch to 3 hour sessions? Although I like that switch.	The examples that got shared with the whole room were exemplary! Better than I've seen before (although perhaps b/c we had transfer/older students), a great start to the AS. They also gave us the entry to talking about the pattern of fall work, spring revise, submit, and the difference between self-evaluations and the AS.	Really being welcomed by faculty faces and voices. Faculty are in a good position to dis-identify with the institution, to really identify and to give students something beyond institutional language and values. Not that the latter are bad, just that contact with a different set of values and welcome in a different voice are good.	I like the time with students whom I'm not being asked to evaluate -- reminds me that all of my students have backgrounds I want to know about, futures I want to talk about, etc.	
OLY Daytime, Mon/Thurs 1-4	Eliminate it.	Helpful but almost too prescribed. Tone and structure feels like we are indoctrinating students into a given type of thinking and not allowing them to have an open minded view of education and the teaching/learning practices at Evergreen. Perhaps indoctrination is the goal but I find this to be a very un-Evergreen practice.	Too long, most students don't read the text and many disagree with the purpose of reading the text as well as the 'requirement' to read it in the summer before enrolling in classes. Many students in my session regarded these activities as mandatory 'brainwashing' - I couldn't agree more.	Fine if this is required for students to graduate but seriously, six hours about writing an essay? Most of my regular students don't spend more than six hours on a homework assignment - even in first-year programs. During the academic year the work of supporting the Academic Statement cuts more time out of our teaching of actual course/program content. Maybe we should all just teach nothing.	Nothing.	Nothing but a waste of time.	Eliminate them.
OLY Daytime, Mon/Thurs 1-4	Maybe having a book chosen by the faculty teaching core (so they could more fully incorporate it into their programs). O-week sessions could be with your own students - the non-core faculty would be released from the common read, as would transfers.	Tons of great options - too many to choose from. I felt very well supported, but tried to cram too much in.	It was a positive experience for us, but I met this week with my freshmen and many of them did not have very positive o-week seminars. A bad seminar is arguably worse than no seminar. Only faculty inspired by the reading and/or engaging with first year students should do O-week seminars. Forcing faculty to do this seems like a very bad idea?	Why not just have students right a first draft of the AS? The Orientation Essay is confusing. Especially since they all recently wrote an admission essay also.	Get to meet other students and two faculty (though when faculty don't make a good impression, that isn't helpful!). They get to hear advice from faculty on all types of things.	I got to see a few of another faculty member's seminar techniques. But the bulk of the O-week experience is NOT beneficial: 1) it takes significant time away from curricular planning, 2) I meet students, but so briefly that I forget names (and they forget mine), so then I feel badly when I see them again, 3) I have to prepare materials and read texts outside of my areas of expertise- which is significant work and strain, and 4) I put significant effort into building a functional seminar that will only meet twice. I'd rather invest this time and effort in my own students.	Have us all work with our own students instead of just first-year students.
OLY Daytime, Mon/Thurs 1-4	No. It seemed that the strategy worked, beautifully.		They went great. Students were excited and very engaged. They were excellent opportunities to integrate students into the Evergreen culture and community.	The Orientation Essays paved the way for introducing the Academic Statement. Students had the opportunity to express themselves and discover their path to articulate their educational goals.			
OLY Daytime, Mon/Thurs 1-4	I feel that the book for O-week is never truly useful. Most of the students brush through the book without really studying it. We happen to have some really bright students in this year's workshop, who helped gear the discussion. But they all complained about the lecture given by Scarry in Convocation, because they could not really followed her. I don't know how to improve it. It is a good idea, but it is tough to carry out.	Kudos to those who offered the syllabi! I used it, followed the procedure, and I would not have known what to do without it.	I had a great group, and they connected with each other well with the reading of orientation essay and discussion on the book. Some really articulate and bright young voices.	All the students brought their orientation essays, typed and official looking, and were eager to share with each other. It was the most exciting part of our workshop.	They feel the respect and attention they need as an adult and intellectual. I think the orientation sessions are effective and beneficial as a whole.	Re-visiting our Evergreen values: 5 foci, 6 expectations and all that. I do feel the pressure and stress spending so much with them while I need to plan on my own program.	Find the right book.

OLY Daytime, Mon/Thurs 1-4	The common reading does not have to be a book. It could be an article. It could even be a worthy film (documentary or otherwise). The important thing is that we have a common element for discussion. It will work best if it grabs students as much as faculty.	Maybe providing a syllabus is necessary for new faculty, but if you have taught here a few years, this should be unnecessary.	Good kids, ready to learn. How many will we lose?			I would imagine a huge variance based largely on the faculty in the room.	Let's not kid ourselves. This is an expensive process for faculty. I'm willing to do it, and I do it happily because, if done right, it benefits new students and the institution. But it involves borrowing from family, and from my upcoming program. If there is an upside for me, it is the ability to meet good minds that have much to gain from joining a future program. But it would be best if we did not downplay the cost.	
OLY Daytime, Mon/Thurs 1-4	I don't know that the current system is what I'd develop if I were starting from scratch - but I don't know what to suggest to replace it, either. I think it's fine!	See above. And: I think those syllabi have been great and very helpful each time.	We had a great group of students. They seemed (and said they were) quite tired in the Thursday session, but they got through it.	The Orientation Essay seemed like exactly a first draft of the Academic Statement this time; I remember there being more of a difference between them in past years. Maybe I'm misremembering that. But I found myself telling students that their Orientation Essays were first drafts of their Academic Statements, requiring no modification. That seems like a missed opportunity, somehow.		A robust and personal introduction to important features of Evergreen's educational style.	I don't usually think of those sessions in this way... But they give me a chance to learn from my session partner; we all have different ways of talking about Evergreen and of introducing tasks, and it's always nice to see how someone else does those things.	I'm not sure. Perhaps: include some open space in the schedule? I wanted to follow the published schedule, so as to give my group an experience similar to what other students were getting, but it left no room for me to think about what I thought should be included. I know that I could have ignored the schedule entirely and planned the session from scratch - but I'd like there to be more middle ground between "no plan" and "every minute is overplanned".
OLY Daytime, Mon/Thurs 1-4	I don't think a common reading builds community or helps retention. I DO believe that a mock seminar with faculty is a great idea and it builds a cohort from the beginning. We could easily have had an enriching seminar without that particular common reading, just based on students' "a-ha" moments in their lives.	I appreciate them very much. However, "have the students do a close reading of the text" is awfully advanced at the start of their college time.	Again and again, students expressed the firm belief that their course schedules weren't on the college website. I walked each of them through the process of getting to the R25 page. Even then, they didn't understand it. This is clearly a very big deal for them! They felt that the "college isn't prepared for us if they can't even put up class schedules the week before classes." To a person, they were embarrassed to be shown where it was. But even after being shown, they were quite resentful.	This was GREAT. Really great. Students took it seriously and were particularly adept at offering helpful critiques of each other. Most of them wrote quite generic essays.		Building a cohort and having a forum to answer their questions.	No benefit at all, other than being able to get to know a faculty member that I'm not teaching with. I heard that in many cases faculty were partnered with their current team members. I think that being partnered with a different person is a good idea.	Drop the common reading.
OLY Daytime, Mon/Thurs 1-4	why not a common reading - i think it best to have one similar to Scarry's in that it asks the students to stretch their thinking, consider other ways of knowing etc. and not a quasi autobiographical or touching story of triumph etc. a book like Thinking in an Emergency is thought provoking for the students and not simply "inspirational"	very helpful - probably doesn't need to be so common-reading centered - we picked up on Scarry's themes but didn't spend time having the students work directly with the text except as homework and then to read out a passage and give a short comment etc. in the last 15 mins of thurs	that is something that got cut	seemed to have gone really well for the students - a totally doable assignment I believe in that they all had one - the results were lovely and thoughtful		bonding with each other right away, bonding with faculty right away, bonding with Evergreen right away - a lot of comments from the students on thursday about how the week confirmed for them that they were indeed in the right place	from student comments in session they are not only enjoying O week but really benefiting from the variety of sessions and the chance to meet other students and staff and faculty right when they arrive and prior to getting down to the business of their programs	can't think of anything at the moment great job and hats off to the Mentor Council
OLY Daytime, Mon/Thurs 1-4	I think that it's a good model for Evergreen, and would like to continue using it.	These have typically been detailed and useful, but I have often diverged from them in practice . . . .	Twenty smart, engaged, thoughtful students, most with secure homes in the curriculum. I hope that they got to know one another some and that their friendships continue and grow into the coming year.	The prompts this year were brief and focused--very good! I don't know how the uploading went, but hope that these students are well-prepared for the next round of work on their academic plans and the final statement for their transcripts, which is just the cherry on top of the four-years-of-planning sundae.		A coherent, academically focused welcome to campus, with practice seminar, and a chance to make some FRIENDS.	An enjoyable opportunity to get acquainted with a broad cross-section of new students, and begin to think about the year's teaching in light of some actual contact with this year's cohort.	Can't think of any . . . .

OLY Daytime, Mon/Thurs 1-4	Some students in our group commented that it was difficult to listen in such a large audience. I suspect the inhospitable cavernous nature of the CRC might have something to do with that. Sound was a problem in the Q&A section, too. But conceptually, the linked reading and speaker works well and seems to provide new students with the opportunity to have a trial run at seminar, get to know a few more people, including faculty, and get a jump on their academic statement.	I use the syllabi as scripts, so appreciate specific language and options provided. It reduces my workload. So far, they've been very good. I especially appreciate options that encourage small groups of students to introduce each other, talk together and report back to the larger group.	Strong group of students, very engaged, very appreciative of the seminars. Most of them took extra effort to thank us at the end.	It all went well, however I don't know how many of our group uploaded their essays. None of them seemed to have questions about how to do it.	Understanding Evergreen's core pedagogy, including taking responsibility for one's education.	I enjoyed getting to know my teaching partner better through this exercise. We haven't taught together before, so it gave me a sense of how he works in the classroom. I also enjoyed a lower stakes engagement with students; because the focus is on welcoming them, it's easier to be relaxed and enjoy them without worrying about assessment.	can't think of anything at this time.
OLY Daytime, Mon/Thurs 1-4	Please continue!	Very helpful.	Better attended than in the past; students came, were generally alert, and participated.	I'm not sure the Orientation Essay should be separate from the Academic Statement. It's sort of confusing for students.	It's a forum where students can ask any questions they want about Evergreen in a low stakes setting, and they learn the philosophies of an experimental, interdisciplinary, public liberal arts education.	It's strictly financial. But it's also nice to meet some of the students beyond our program and have a chance to articulate what Evergreen is all about.	It would be nice to have a shorter version of one of the college history films to show and discuss. They should know their roots.
OLY Daytime, Mon/Thurs 1-4	I think it's a good practice. It reminds us that books and arguments are written by people with real concerns. I'd like to see a public discussion panel instead of (or in addition to) the convocation speech. Seeing the author in conversation with others about her ideas would give incoming students a sense of how seminars might be conducted. We should be modeling the Evergreen experience.	From my perspective, the book and speaker are helpful in introducing students to ideas. They're not the most important part of O-week. The most important part of these sessions is giving students access to faculty and each other. It's about building relationships and being able to ask questions. If students know they can approach a faculty member - either during O-week or later on in the quarter - they know they have a safety net here at Evergreen. They may never use that safety net, but they can feel more confident knowing someone has their back. Sharing Orientation essays was easily the most powerful activity we did. Students bonded, shared, sympathized, and wept openly. This is not an exaggeration.	See 2a.	Again, sharing Orientation essays was easily the most powerful activity we did. See 3b. The prompt could be simpler - the first two questions on the sheet were sufficient for most students to open up about their past educational experiences. Making this a low-pressure and sympathetic environment for their writing seems key to me.	See 3b.	I like getting a small, unrepresentative sample of our incoming students. A snapshot of my future classroom.	Simplify the syllabus. It should fit on one, maybe two sheets of paper.
1	I think that Dr. Scarry did an excellent job of giving a convocation speech that tied to the reading. I was very pleased that she was available to do seminar with faculty in the spring. I like the practice, but I can also see where there could be improvements in terms of buy in by the faculty and students. I also wonder if this should be extended to *all* students, and make it an all campus read. This is what UCSB does: <a href="http://guides.library.ucsb.edu/content.php?pid=215982&amp;sid=5360426">http://guides.library.ucsb.edu/content.php?pid=215982&amp;sid=5360426</a> (I don't know how they pay for it!) There is a whole year's worth of curriculum that comes out of it and they also get some community buy-in with local libraries etc. I think Olympia is small enough that this model could also be put in place	I feel as though this year's syllabus was very well organized. The previous year's syllabus was OK, but there was no buy in from me or my teaching partner invested in the book because we weren't so into it. That left our seminar far less cohesive.	I feel like they were useful to the students who were ready, and most of them were I think. It is not transparent to me what is done with students who don't attend Oweek or fail to engage with it.	I noticed a delay in being able to see my students' Oweek essays through my.evergreen! Last week I couldn't see them, but now I can. That's a good start. I think the system is still confusing to them--do they actually attend a session on uploading it? It's rather hard to explain in verbally and without visuals. I also don't have a "student view" that would enable me to better explain how it gets uploaded.	I think that it is positive for them to see a variety of professors outside of their program. This is also their opportunity to meet students outside of their program. I think it starts to point them in the direction of developing study habits, but isn't quite strong enough in that department.	Helping me transition out of summer!	Add a module about good study habits; it's evident that many students are underprepared for rigor in learning. Aside from reading, they need to learn to take notes, to pay attention etc.

OLY Daytime, Mon/Thurs 1-4	One size rarely fits all. This is particularly true at Evergreen, and it seems like a very poor idea to have borrowed from other more 'straight' institutions.	See above. I missed that part about the benefits of running a seminar with students that had not read the book. It seems this sets a bad example for their later work at the college.	Students were excited to talk with faculty, but only one or two were interested in the 'seminar topic'.	Orientation Essays went well.	Getting a better intro to the college.	Zero benefit for me.	Get rid of the one size fits all attitude.
OLY Daytime, Mon/Thurs 1-4	Nothing in particular, nope.	See above.	None in particular, they went quite well.	It was all very straightforward and worked seamlessly, to the best of my knowledge.	I expect O-Week is crucial, otherwise the students will be coming into an entirely unconventional instructional setting with no sense of how it should be navigated.	This is actually a significant sticking point for me, because as a new faculty member with no prior Evergreen experience I felt very strongly that my more experienced teaching partner was forced to bear the bulk of the load, as I simply didn't have sufficient experience to be certain I wasn't misadvising and misinforming students as new to the institution as I. As a result, I am uncertain of the utility of having new faculty conduct these sessions, perhaps it would be better if they attended in a capacity similar to the new students themselves.	This is actually a significant sticking point for me, because as a new faculty member with no prior Evergreen experience I felt very strongly that my more experienced teaching partner was forced to bear the bulk of the load, as I simply didn't have sufficient experience to be certain I wasn't misadvising and misinforming students as new to the institution as I. As a result, I am uncertain of the utility of having new faculty conduct these sessions, perhaps it would be better if they attended in a capacity similar to the new students themselves.
OLY Daytime, Mon/Thurs 1-4	I think that we should not have a common reading text as we have had the past few years. Rather, I think we should read a short essay or article on liberal arts education (e.g. Cronon's Only Connect). I also suggest we consider having the convocation speaker be drawn from the faculty.	I appreciate the hard work of the Mentor Council and others to give us off-the-shelf menus of items.	Not sure if it was because of the book or because I happened to have transfer students this time after having first year students last time, but I thought the seminars went well.	I'm generally concerned that the memoir like invitation for Orientation Essays gives a wrong impression about the various genres of Academic Statements. I'd rather see students address how they plan to develop the capacities of a liberally educated person (or the capacities reflected in the Expectations of an Evergreen Graduate) and spend less time on confession or autobiography.	Connecting to academic work straight away.	In its current configuration, not much of anything.	Get rid of the new common read each year, focusing instead on a discussion of liberal education.
OLY Daytime, Mon/Thurs 1-4	It would be worthwhile to consider a shorter reading, such as a classic article, short story, play, or short book (e.g., Civil Disobedience, The Yellow Wallpaper, What To The Slave Is The Fourth of July? An Enemy of the People, The Big Two-Hearted River) and have a convocation speaker who could give a talk in dialogue with that classic reading. This would introduce students to the idea that they are entering into an ongoing dialogue.	They are really valuable. With the syllabi, all faculty can go into O-week sessions and have a productive seminar discussion with minimal prep time. Without them, the prep time would be much greater and at a time when faculty time is at a premium.	The students were enthusiastic about Evergreen. They seemed most interested in finding out how this place works and in getting to know each other.	I did not read any of the O Essays, but the students seemed to have a lot to share when they read them. They seemed to be quite engaged in the process.	It gives them a common experience; it allows them to develop an identity as Greeners; it gives them a chance to ground themselves in their present, entering moment, through their O Essays; it gives them a leg up on forming a sense of group membership around an academic task. All wins, in my book.	I'm not doing this for my benefit, but for the benefit of the students! So, on that level, the question is beside the point. That said: It did invigorate me about the upcoming academic year.	One faculty per Orientation seminar group. This is how most seminars by far are structured anyway.
OLY Daytime, Mon/Thurs 1-4	Is there any indication that students might like to read something enjoyable, instead of so powerfully....thoughtful.	Great to have prompts	Great to have prompts	Not enough time for students to feel comfortable expressing themselves to others. Really to strangers.			Less time.

<p>OLY Daytime, Mon/Thurs 1-4</p>	<p>I would suggest having sophomores who went through the previous year convocation be on the selection panel for reading of the next year. With all due respect to Pauline Yu, I can see how the science fiction reading for next year about the collapse of Western Civilization would also not be seen as a celebration of learning by some incoming students and be a catalyst for withdrawal from the college before the quarter starts. Do consider including faculty, staff and student voices in future selections to break the cycle of group think in a faculty only selection process - perhaps students and staff are already part of the process.</p>	<p>see above</p>	<p>We did our best to work with the discouragement that came from the tone of the reading - worked to help students prepare for a college level seminar.</p>	<p>process is ongoing</p>	<p>learning to seminar before program starts</p>	<p>mandatory service, I have met students from previous o weeks in the hallway and in programs who remember as their orientation faculty - seems to have an anchoring effect.</p>	<p>better reading selection process taking into account viewpoints from students who will be sophomores</p>
<p>OLY Daytime, Mon/Thurs 1-4</p>	<p>I don't think it's absolutely necessary to link the book with the speaker at Convocation.</p>	<p>They are worthwhile tools, but I'm glad that they weren't prescriptive. It was nice to have some suggestions about what to do, but it was also nice to be able to let the sessions unfold organically if one wished.</p>	<p>Since I was lucky enough to work with a group that were all folks returning to College or entering as sophomores and above, the sessions were both great. Virtually everyone speak up without having to be prompted to do so, and there were lively discussions as both sessions.</p>	<p>Again, dealing with upperclassmen helped immeasurable here. Most of the students had definite ideas about why they were here and what they wanted to accomplish. Thus, they didn't need much encouragement either to get started on their essays or to share them with the group.</p>	<p>It takes the edge off for those folks who may be intimidated by TESC's learning methodologies and it's a nice ice-breaker as well. It's also nice that students get introduced to some faculty member with whom they may never study, but whom they're likely to see on campus and recognize as a familiar face. All last year I kept running into students who had been in my seminars and was able to ask them how things were going. That extra bit of interpersonal contact goes a long way towards making someone feel comfortable here.</p>	<p>A chance to be reinvigorated by the caliber of the students that we get here.</p>	
<p>OLY Daytime, Mon/Thurs 1-4</p>	<p>I think this is a great practice. It makes knowledge real to students because they can see an author, right in front of them, passionate about writing, reading, and learning. It helps make orientation week an integrated whole, and it puts academic work squarely at the very center of how we welcome students to the college. I think it's absolutely essential to make sure that faculty teams for orientation week are strong, and that the orientation speaker fully understands the academic statement and how O-week introduces it.</p>	<p>I think it's good to have a syllabus, but it should have a lighter touch than the last one. I also think that there should always be summer faculty seminars on the book. A brief moment at the very end of the faculty retreat is far from sufficient.</p>	<p>They were great. We had a wonderful time with the students. The practice of writing an O-week essay between the first and second sessions is excellent. Students come back the second day with a short piece of writing. When they share those essays together, they reveal their hopes, dreams, fears, and vulnerabilities, which opens them up and helps them see that they are part of an institution that is serious about helping students.</p>		<p>Primary benefit is starting to reflect on their education, in a serious and sustained way, when they first arrive at the college. Student reflection continues to be one of Evergreen's most important practices dignifying students' full humanity and exemplifying the central aims of liberal education. It shows that we walk the walk. It's brilliant and the students know it.</p>	<p>It's a great way to get connected with students' initial vulnerability when they start at Evergreen, and it tunes us in to the essential principles of the college that unite us as a faculty. It's one of the ONLY things that all faculty do together, at the same time, that serves students.</p>	<p>Prepare by ensuring that every faculty team for O-week includes at least one faculty member who is deeply committed to and conversant in the O-week book and all academic statement work.</p>
<p>OLY Daytime, Mon/Thurs 1-4</p>	<p>I think it brings the text to life and is a good experience for students to connect texts with their authors. Makes convocation a more meaningful first Evergreen learning experience, and enlivens the first experience of Evergreen seminar.</p>	<p>Some feel less open and fluid.</p>	<p>Students had to work harder to find their way into text, but there was a lot less meandering off into personal anecdote. Working with a new faculty unfamiliar with seminar meant that both the students and my co-teacher were learning what "student-led" means. A bit challenging. Also, it felt as if there was less time for actual seminar than in the past.</p>	<p>Getting easier to explain after years doing it. It might be useful to know exactly what students see when they go to write and submit them...visuals...perhaps a mock-student ORS interface to be able to take them through?</p>	<p>They meet other students and connect with faculty in a classroom setting.</p>	<p>I suppose it is nice to meet new students...to feel their enthusiasm. And it is a way to reconnect with the 6 Es and 5 Fs prior to doing the 6 hours of AS work in program.</p>	<p>Students seemed very confused about their O-week schedules this fall - what they needed to do when and what to do if they had schedule conflicts. It was difficult to answer questions when we did not know what kind of communication they had received. If there was a print-out or an email of the week's schedule and of make-up sessions, I missed it.</p>

<p>OLY Daytime, Mon/Thurs 1-4</p>	<p>Drop the book thing. We could seminar the social contract, 6 expectations, a short reading on learning communities. I've heard across other colleges that experiential, immersion activities like wilderness retreats are profound for students and bond them to a smaller group and the institution.</p>	<p>Didn't follow it</p>	<p>Students like hearing from each other, where from, their interests and likes. They like learning about what to explore in the region, local events. They are nervous about our structure and like hearing how to use academic fair to meet faculty, use advising services, etc. I'm biased, but it seems when they hear it from faculty they listen carefully about how to navigate the curriculum.</p>	<p>A more useful tool for students as an "orientation essay" would be to fill out a worksheet that has 3 sections. section 1 lists all prior coursework, work and volunteer experience, basically create a CV. Section 2 lists fields of study/disciplines students know that they want to explore. Section 3 is filled out with faculty guidance, listing faculty and programs that address their interests with potential pathways and pitfalls to get what they need at Evergreen. They would also get coached on liberal arts breadth and how to weave that in. Having this process documented would help academic advisers and faculty get a snapshot of a student's past and projected academic arc.</p>	<p>Direct contact with faculty, first hand stories of how to navigate Evergreen. Get ORIENTED to Evergreen.</p>	<p>Loss of sleep. I still have to plan elements of fall quarter, now with 6 less hours. This is amplified with larger teaching teams as it takes longer to plan in a team of 3. We are also asking faculty to plan in teams and include 3 of 5 academic domains to count as highly interdisciplinary. Not having paid summer time to plan works against team teaching and adding O-week work has made it worse.</p>	<p>Ditch the book. This place is so different from what students have experienced before we need to ORIENT them to Evergreen if we want student success and retention to improve.</p>
<p>OLY Daytime, Mon/Thurs 1-4</p>	<p>I think it's important that these two things are closely linked. Please keep the the readings relevant to social justice issues.</p>	<p>They have been extremely helpful!</p>	<p>I value them.</p>	<p>Important work!</p>	<p>Introduction to Evergreen: its philosophy, structure, style of teaching/learning, learning community and campus</p>	<p>The orientation sessions reorients me to Evergreen, allows me to work with students and faculty outside of my current program and give me some peace of mind knowing our students are better supported. = mutual aid!!!</p>	<p>I'm surprised by the amount of faculty who have difficulty with thinking together/acting together around the O-week sessions. I wish some faculty would just quit their whining and put that energy into their work.</p>
<p>OLY Daytime, Mon/Thurs 1-4</p>	<p>Several of the students complained about the speaker "lecturing" and not really seeming to hear the questions. Despite my partner and my efforts to explain the variety of speaking styles and also that the acoustics were a matter of technology, not a reflection of the speaker's engagement with the students....once 3 white, male bodied students said that in a row....it pretty much put a negative spin on things, that we could not turn around. The men's voices were seen as more authoritative than ours...apparently.</p>	<p>I thought it was helpful to my own planning and thinking about how to address the sessions/materials.</p>	<p>The students in our session, although different ages, had a very concrete grasp of what an "emergency" means [e.g., storms; power outages; earthquakes] and so many did not read the book due to the more theoretical focus and the discussion of nuclear matters in the beginning. Two white, male bodied students had read a portion and were so highly critical of the text--despite my partner and my efforts to turn this around....seem to taint the rest of the group's willingness to read the text by the following meeting. Most did not even bring the book.</p>	<p>The students shared theirs and they seemed to have a range, which was valuable for the entire group to realize..."no one right answer"</p>	<p>Well, since most didn't read or bring the book....I would have to say that was sort of a bust. The most they seemed to get out of it, seemed to be the import of the Academic Statement [some didn't write it, either]....but....sharing the ones written.... My partner and I also tried to offer some tips and insights that might be helpful in navigating TESC</p>	<p>Took time away from planning :( So, I guess, if there was a benefit....it would be in seeing new students who aren't in my class.</p>	<p>Help the students understand BEFORE they are SENT the book...WHY they are receiving it; and clear expectations about what they are to be doing....where they are headed....as so many of our group seemed to not even understand why they had gotten the book in the first place. Just saying. It isn't that my partner and I didn't try to explain this. Still.....</p>

OLY Daytime, Mon/Thurs 1-4	I am a real believer in the power of having a common read every year to bring the campus together around a theme, issue or problem. We have such a diffuse campus with no departments or majors, and the more we can do to create shared, common experiences for faculty, staff and students, the better. I think it's a good idea to choose readings that are shorter, but not necessarily "easier" reads. I haven't liked the more "feel-good" books we've had (Listening is an Act of Love, for example) because those books themselves haven't meaty enough to bring the issue at their core to life. I feel similarly about the Carlotta Walls LaNier book. Though I think her story, and the issues it presents, are incredible central to a college like ours, the book itself didn't animate them like another one (or film or essay) could have.	I would like to see some attention paid to articulating clearly in the syllabus what the goals are of these 2 sessions and what we can reasonable expect to achieve in those 6 hours. I didn't find seminarng extensively on the book to be particularly successful with such a large and varied group. I wonder if there are other ways to get students working with concepts from the text that are move tied to their orientation essay (so that the orientation essay each year addresses a theme from the common read in terms of the student's own educational background and goals).	see above	I think the process (logistics) is clear and easy to communicate to students. I think giving students (and faculty) more language about the rationale and goal of academic statements on paper and on the website would be helpful.	I believe the primary benefit for students is that it gives them an academic experience during O-Week, in addition to student affairs activities, that allows them to meet faculty as they learn about the academic statement and Evergreen's philosophy and pedagogy. I also think a huge benefit is that students are being exposed to faculty they might never otherwise meet or work with, during their first week at the college. I know I'm very excited to welcome new students to campus, and I'm glad to have the opportunity to do so each year. I'd love to see student affairs and academic activities more closely tied as we move forward, but I think there have been some good moves forward in making O-week more robust, challenging and engaging for students.	I believe the primary benefit for faculty is that it gives us the opportunity to encounter or reencounter the bigger picture of our work as faculty and the college's philosophy every fall. I like the ritual quality of it, and that it reminds us that we have to continue to help students understand this unusual institution and the freedoms and responsibilities students have when they're here. We don't have other opportunities to reflect on what we mean by "interdisciplinary" or "liberal arts" or "experimental college" and this seems to me one place that is allowing us to do this, as faculty. I'd love to see some faculty summer institutes tied to the O-week and academic statement initiative that allow for deeper discussions of the unique challenges of Evergreen's structure, pedagogy, etc. for students and ways of engaging students in discussions about them during O-week, mentoring days, and in their own programs.	
OLY Daytime, Mon/Thurs 1-4	I think it is nice to make the connection with the person but not always necessary. We could have a reading and a speaker who is not the author but who could contextualize the themes and form of the reading nonetheless.	Very helpful. We don't have much time to prep for these sessions so the help is appreciated.	We had good attendance both sessions. The students participated. I liked working with the faculty I worked with. It's important time for students to get more advising from faculty.	The Orientation Essays are still quite varied and I am finding it important to have follow up time in fall quarter, especially with lower division students.	More guidance in knowing what questions to ask about decisions in their education.	An opportunity to educate students about what to expect at Evergreen so they are less confused and frustrated. For me, it is more opportunity to learn about the interests of an array of students outside of my program who are attending the college and to remind myself of the values of this particular pedagogy.	
OLY Daytime, Mon/Thurs 1-4	It made it easier to seminar on the topic without actually reading the book.	It was helpful.	None	It was helpful in that it encouraged students to start thinking about their academic statements.	I believe it is more social than anything else.	I got to know more students, who I occasionally see on campus.	None
OLY Daytime, Mon/Thurs 1-4	I really like having the common reading linked to the Convocation speaker. I was very impressed that Scarry wrote her speech specifically for Evergreen -- that is something that I have not noticed previous speakers doing. I would suggest that we ask future speakers to tailor their talks to our college, to the FYS Convocation, and to the Academic Statement work. That would make their talk much more powerful. Are all students invited to the Convocation speaker?	The specific suggestions about how to seminar on Scarry's book, ideas for homework, prompts for writing exercises, etc. -- all of those specific teaching tools were very useful. It was clear that the O-week team had put a great deal of effort into this work. In the end, I appreciated the length and detail because I was able to pick and choose what I wanted to use in the classroom, and the quality of the options was very high. Thank you!	There were so many other tasks to complete that we only had a short time for our seminar. It did not appear that most students were prepared for the seminar. It was very useful to just let them try it out without faculty facilitation, but to let them know that this was what we were doing ahead of time. We also clued them into non-verbal communication (what it looks like when someone is withdrawing, or wants to get into a conversation, and how faculty sometimes specifically avoid looking at students in the eyes to invite students to talk to each other instead of to the teacher...).	This went well. It has always seemed like a powerful experience for the students. EXCEPT for they may need some better written instructions on how/where to upload their essays.	This year's group was very enthusiastic about Orientation Week. They began the week a bit tentative, but ended the week excited and very ready to begin their programs. If anything, they were worried that they would be disappointed that their programs wouldn't be as cool as Orientation Week had been. The primary benefit for this group of students was as an icebreaker into college and Evergreen. They also met students in their O-Week group who shared interests and concerns, which I think made them feel less isolated. They saw that Evergreen faculty are normal human beings. And students were uniformly moved in a positive way by what happened in the Diversity workshop -- please let the First People's Multicultural Advising Center know that whatever they did had a major impact on our group of students.	I enjoyed working with my colleague and getting to know this group of new students. It was a good way to ease into a new year.	Is there a way to pack less into the faculty-led sessions, while still keeping them to two days a week?

OLY Daytime, Mon/Thurs 1-4	I like having a common reading and bringing the author to Convocation to speak to us. I like creating a culture of reading and thinking together, across the whole campus.	I like having provided syllabi very much. Makes the whole experience a lot less painful.	The students seemed eager and excited about Evergreen. I find the sessions to be most persuasive in terms of getting the students to feel like attending Evergreen was the most awesome decision they have ever made. I don't feel like there is enough time to teach them how to seminar and to really have a seminar on the book, and this year, because the book was fairly inaccessible to them, the seminar discussion was not so great.	Seems fine...although perhaps we should just call it an AS draft instead of an Orientation Essay.	O-week seems really good for instilling a sense of what Evergreen is about. The students seem to feel excited and supported.	None. Let's be real. Faculty are getting ready to teach their own programs, and this would have been their last week of summer vacation before the intensity of the year starts.	Faculty should get to choose their O-week partner or have no partner at all.
OLY Daytime, Mon/Thurs 1-4	The book was very dense with references early. It appeared to turn off the readers before that got deep enough into the text to get "hooked" on the ideas.			This was a good place to do all of that.	Some exposure to different teachers.	I can't think of any.	
OLY Daytime, Mon/Thurs 1-4	It's a necessary practice-very Dewey in its intent. Do staff also read the book? --it would be cool to have staff participate in the faculty/student seminar.	It worked for us--	As always, not all students read the book--but many read it very carefully.	We had sufficient time for students to draft statements and share them, but no control if and when they were uploaded.	Reflection and understanding the fundamentals of a liberal arts education.	Co-planning with a colleague that I have not taught with.	Add system for uploading AS during the last session. Make sure the handouts are in the room when we arrive.
OLY Daytime, Mon/Thurs 1-4	The common reading is a great idea if two things happen: (1) students read it, + (2) faculty read it. As it stands, it's not clear how many students read it, nor how many faculty teach it. The data from these surveys should be helpful in this respect. Word on the street is faculty don't read/teach it because (a) they never agreed to (cf. the original proposal), and (b) they are not required to (cf. the CBA). This is a multiplex but not-insurmountable problem...	these seem to have been improving. They are better when they are less steadfastly bound to the texts assigned, which makes them more portable to applications in our teaching and learning. They would get better still if they were developed out of summer institutes with faculty. What do our students and colleagues want and need to know as the school year begins? Introductions to our practices and theories, and also reminders. The more hands on deck in this conversation the better!	They were fine. The TRIO students were helpfully vocal. Not all students had read the text.	Not sure how many Orientation Essays got uploaded (just to judge by the ones I can see in my current program). I suspect many of them might get lost, given the swirl of paperwork at the beginning of the quarter. Detail fatigue. One way around that would be for faculty to discuss it with incoming students at the very beginning of fall quarter.	It introduces everyone in the room to Evergreen's idiosyncratic theory and practice of teaching and learning. A benefit of assigned reading (whether that is a book or some other kind of text) is that it sets a challenge, and gives some real substance to the seminar.	Helps me reconnect with what we do and why (and how)	Summer Institutes, as described in the original proposal, that are dedicated to theorizing and practicing O-Week and the Academic Statement, and to improving teaching and learning at Evergreen more generally; the common reading (if it gets retained) can be a part of this, but absolutely should not be at the center
OLY Daytime, Mon/Thurs 1-4	Connecting a reading to the speaker is a positive aspect of orientation. However, why not try just a chapter or an article by the speaker so that even late admits can have access to the reading. Also, the college is spending a hell of a lot of \$\$ buying all of those books each year, especially when so many end up donated to the library or used book stores.	If some of us hadn't gone over it at the Academic Retreat, many of us would have been unable to find the forest for the trees, i.e., so detailed hard to determine what the Mentor Council concerned most important. I understand that options were posed and an incredible amount of time was put into the syllabus, but in the future save yourselves some time and cherry pick key items from this year's syllabus for future guidelines.	The common reading should NOT be the focus of Orientation Week. Conducting pseudo-seminars (see 2b above) is unproductive and a form of "false advertising," especially when we act like "seminar" has a monolithic meaning despite the fact that seminars vary according to faculty inclinations -- or in the sciences where seminars apparently are rarely conducted.	OK	Becoming comfortable in a safe setting with people they don't know -- talking about who they are, why they chose Evergreen, working on the orientation essay & sharing with others	Serving to help students feel welcome and comfortable in their collective transition to Evergreen. But overall, attending the speaking (2 hrs.) and 2 seminars (6 hrs) is very disruptive as we try to start the Fall quarter	1. Drop the obsession on a seminar around a book. Move to a shorter reading that is accessible in length and content to the average 18-19 year old right out of college or a transfer student who has been away from school for a while. 2. Plan Orientation Week by the end of Spring Quarter while faculty are on contract rather than sending emails that get lost during the summer that faculty are expected to read despite faculty not returning to their work until September 15. 3. Shorten the length of the 2 seminars to 2 hrs/each
OLY Daytime, Mon/Thurs 1-4	Also seems fine. My only complaints are about faculty workload, but that doesn't seem to be what this is about.	Same as above - Great - I appreciate the time others spend putting this together. I think it greatly improves the quality of what we all offer and it also reduces my workload. I can pick and choose and tailor as I see fit.	Good practice for the students.	It seems fine. It's unclear when they are to upload these into the system.	The get to make connections and are welcomed in a good way to campus.	Not feeling any. It's a lot of work during a time that we used to have for program planning. I'm still struggling with that. Coupled with the fact that the "faculty retreat" has been moved into the two weeks before school, I am feeling time that I am not paid for being used for what I used to be able to do during this time. I don't like that and feel a bit resentful. I try not to share that with the students, though.	

<p>OLY Evening, Mon/Thurs 5:30-8:30</p>	<p>Great idea. Gives an early shared experience. It would be nice if continuing students were also encouraged to read the text or watch convocation.</p>	<p>WAY TOO MUCH DETAIL. I appreciate all the hard work that must have gone into thinking through multiple options for each short timeslot, but I would prefer a briefer explanation of one way you imagine linking the text to some core ideas about Evergreen or the first year experience. Faculty (and students) will modify the discussion themes anyway. Just working though the syllabus took a couple of hours with my partner, and we already had some alternative ideas about "connections" we'd like to make.</p>			<p>Sense of connection and place. Intellectual excitement. Introduction to TESC culture and practices. Opportunity for individualized advice and a little hand-holding. Meeting students outside one's program/course.</p>	<p>Learning more about a potential teaching partner, especially their collaboration skills and communication style with students.</p>	
<p>OLY Evening, Mon/Thurs 5:30-8:30</p>	<p>Only one person in our group went to Convocation. In general, though, I like the opportunity for people to hear and read.</p>	<p>I like the suggestions of options, some of which I will use during my program.</p>	<p>Useful and interesting.</p>	<p>People were very surprised that they had an assignment -- many of them work full time. All but one did it, though. The AS simply scares people when it is described.</p>	<p>They get a sense of the intellectual work expected of them, we have a chance to introduce them to collaborative learning, they meet people they will probably see again at some time, they are able to observe and interact informally with faculty</p>	<p>I can't think of one, except getting back into the swing of things. It's an extra book to read, and six extra hours of performing for which we aren't paid any more than we were paid before this began.</p>	<p>I'm not sure we need two faculty for 8-10 students, although it's nice to work with a colleague.</p>
<p>OLY Evening, Mon/Thurs 5:30-8:30</p>	<p>I do like the common reading as a practice and hope we'll continue.</p>	<p>At the faculty retreat, 4 of us spent time with the syllabus, made changes together, and the syllabus offered some structured and useful ideas.</p>	<p>Only 2 of 7 students had read the whole book, but we had anticipated this, and assigned a short section of the text for Thursday's seminar. That way, they had Scarry's talk as context and we worked on the shorter excerpt doing close reading and analysis. We talked about this as "practice" that could become "habit."</p>	<p>Since we had a small group, each of the students read her/his draft aloud and the others listened and responded, noting what had stood out to them about each writer's draft. We urged them to post them right away, I'm not sure they followed through on that. We also used the poem prompt--each student chose a short phrase, we put the poem on the board, and I typed it up and e-mailed the students, thanking them for their participation and shared their poem.</p>	<p>They practice being Evergreen students, they meet faculty and have some basic questions answered, and they feel more welcome at the college.</p>	<p>It's good to be reminded about how difficult Evergreen seems to many new students, and I enjoy working with the.</p>	
<p>OLY Evening, Mon/Thurs 5:30-8:30</p>				<p>This always feels like the weakest and most challenging part of the 2 days, but I don't have good suggestions for how to improve it, I'm sorry to say, unless we drop it. We dropped nearly every student between Monday and Thursday. I'd venture to say (of course, I'm making this up--I have no real idea) that they didn't show because they didn't write, and weren't willing to come and say that.</p>			

OLY Saturday 10-4	I like the idea of setting an intellectual tone but I'd like to see the money spent on helping students, faculty, and staff develop greater competency around issues of power and privilege. Students often don't do the reading, and faculty often don't incorporate the book into their fall programs, so it's a lot of money spent for a relatively small payoff. I do really like the practice of giving students substantive access to faculty (not necessarily their program faculty) during orientation week. It's an ongoing injustice that part time faculty are expected to do the same work overload without commensurate pay, and I'd like to see a smarter use of faculty time and energy (i.e. stop pairing us up, split us into smaller groups, or make it so that we only have to do this every other year).	I do appreciate all the work that goes into these documents and think that the common syllabus is really useful tool for faculty who are less invested/less comfortable running book seminars.	The students who showed up were highly engaged and very generous with each other. I love the energy of these sessions and enjoy meeting students in this context. A great antidote to the "siloing" of 16-cr programs.	I think the current model is an appropriate support mechanism for the new requirement. We need additional resources (i.e. money for faculty time) devoted to supporting students who are nearing the finish line. How about paying a small stipend to faculty who have been laid off who are willing to work with groups of about-to-graduate seniors?	Faculty attention + meeting other students.	I enjoy it but don't think I necessarily benefit from it. I still resent the fact that our one decent raise in the last few years was premised on this additional workload.	Shift the use of faculty resources. It's an ongoing injustice that part time faculty are expected to do the same work overload without commensurate pay, and I'd like to see a smarter use of faculty time and energy (i.e. stop pairing us up, split us into smaller groups, or make it so that we only have to do this every other year).
OLY Saturday 10-4	Making the book or whatever serve the purpose of orienting students to Evergreen, and not to the book itself-that's my main suggestion.	I liked it.	Best so far--students left understanding Evergreen better, how the Expectations frame their work overall, and the importance of community.	Worked--the drafts are really drafty because they had just an hour.	Depends whether students are writing more or fewer self-evaluations; depends on whether more or fewer students understand the Expectations as the broad framework for their learning.	good reminder that students are getting a degree, and whatever I teach is just a part of that bigger picture	
OLY Saturday 10-4	A common reading has value, in creating, expanding and strengthening Evergreen culture and community. We should try one year being even more inclusive and having all students (and faculty, staff) do the common read. Faculty could incorporate it into their fall syllabus and we could have a common seminar for the whole Evergreen community, designed to connect faculty, staff and students in ways we usually don't come together.	The basic framework of activities and transition between them was well-designed.	Too many activities that students told were required. Evergreen needs to find a balance between no or little required orientation and what was expected this year. I taught an all-day Saturday session in which I understood fulfilled students' orientation requirements. However, some of the students in my session were told otherwise - that they had to go to three additional sessions. Also, we need to be clearer about what "required" means - are there consequences if students don't attend? Are there any? If there are no real consequences, as in loss of credit, bad evaluation, which is what students care about, then we need to be more honest and bill orientation instead as an excellent way for students to succeed here.	Well-laid out, effective activities and prompts.	Feeling more confident and grounded as they start their time at Evergreen, partly as a result of connecting with faculty and other students.	Getting the first-class jitters over with during O-week, and feeling more relaxed, prepared and confident when my program starts the following week.	Common read for all of Evergreen. Seminar with George.
OLY Saturday 10-4	Choose the book which will be more relevant from students' perspective.	It probably was good for some.	Our seminar was excellent. In fact, some students said it was the best among all orientation activities. We had a session where students talked about what was beneficiary and what was not. We assisted some who were frustrated with some issues.	We focused on uniqueness of the academic statement and they seem to follow our lead.	I don't think it is important what I think. Ask students.	? I am not sure.	Give students more time to reflect and get to know each other.
OLY Saturday 10-4	I don't have any suggestions. Seems like a good idea.		People generally did participate. They generally were excited, although a little apprehensive, about entering the Evergreen experience.	The writing part seemed to work	It seemed to me that the primary benefit for students was actually getting a little taste in advance about what Evergreen would be like.	It was interesting / useful to hear the concerns of new students. It was an interesting venue à€” not exactly teaching but facilitating some intellectual work for new students for a relatively short period of time.	half-time sessions for part-time faculty?