

# **Report of the Orientation Review Committee**

## **December 2006**

### **Introduction**

The committee was established by the Dean of the College and the Interim Vice-President for Campus Life and Student Services in mid-October 2006 and charged with producing a report by December 2006. In broad terms the charge to the committee focused on the goals and objectives of the Orientation program, the effectiveness of the current schedule and program in meeting those goals and specifically how the academic elements and class meetings might be reconfigured to provide a better introduction to Brown. (The complete charge to the committee forms Appendix I, see p.12).

It became clear to the committee that a number of problems existed with the current formulation of Orientation. Addressing these problems through recommendations in focused areas would be of assistance in vastly improving the overall effectiveness of the ways in which new students are introduced to Brown. The following are among the concerns that the committee identified.

The current program is too long and is diffuse. The existing administrative structure is incoherent and lacks accountability and is therefore inefficient. The class meetings lack clarity and there is a particular problem with the placement of the class meeting that confronts the issue of sexual assault. There are a plethora of student groups involved in mentoring and advising roles throughout Orientation but they lack any kind of overall coordination and direction. The current schedule of programs can be described as inhospitable to parents and in general the whole approach to parents needs improvement. The advent of on-line registration through the Banner system requires that we address how best to integrate this into the academic advising that occurs during Orientation.

Identifying these concerns enabled the committee to move towards recommendations that would be directly related to making improvements in these areas. With this as a formative context the committee decided that it would be beneficial to focus on three primary areas: the scheduling and length of orientation, the academic components and the class meetings.

In the time allotted to the committee it met eight times for 90 to 120 minutes each meeting. The second meeting included Katherine Bergeron, Dean of the College; Russell Carey, Interim Vice-President for Campus Life and Student Services; and Margaret Klawunn, Dean of Student Life and Associate Vice-President for Campus Life. The purpose of this meeting was further discussion of the committee charge and clarification. Part of this discussion was the directive that we should not be constrained in our thinking by budgetary issues. At the third meeting sub-committees were formed to address the three primary areas, and these sub-committees met several times to review and make recommendations about their given areas. The composition of the sub-committees is given in Appendix III, see p.15).

While the committee did not proceed by voting on particular recommendations, it was clear that consensus characterized the vast majority of the discussions and the final recommendations arrived at by the committee.

A list of those who served on the committee is given in Appendix II (see p.14). It is important to note that there was a wide representation of those constituencies that have interests in and concerns about orientation. Unfortunately, it was not possible to undertake any formal consultation outside of the committee membership. It is the committee's understanding, and hope, that these recommendations will be the subject of discussion with an array of interested groups that could not be consulted by the committee this fall.

It should be noted that in early December the committee received a proposal from the Brown Annual Fund. This proposal was for the inclusion of some programming about philanthropy in Orientation. The committee discussed this proposal and recommends that no new programming in this area take place. The committee thought that an enhanced Orientation would be more likely to predispose families and future alumni to give to Brown than a specific program. It was thought that Orientation was much too early a stage to broach the topic of philanthropy and perhaps ran the risk of stimulating a backlash. The committee did identify two opportunities where references to philanthropy could be made. These are the gift of baseball hats from an alumnus, which currently is not well explained to the students and the proposal that an alumni class gives the incoming class the gift of the book that has been chosen as the summer reading, (see p. 5).

This report will focus primarily on the recommendations made with respect to the calendar, academic content and class meetings. A summary of the recommendations in these areas will follow the description of the committee's thinking in each of these areas. Comments addressing the following aspects of Orientation: pre-Orientation programs, international student orientation, the organizational structure of Orientation, the Third World Transition Program and the training of student groups involved in Orientation will be made and in most cases were the subject of discussion by the committee. They differ in the amount of attention the committee has devoted to these topics and thus may be viewed as areas where the committee has made suggestions rather than recommendations. These are areas that need further consideration and because of this may not be areas that can be significantly changed for the 2007 Orientation. The committee was unable to review medical school and graduate student orientation programs.

## **The Length and Scheduling of Orientation**

This committee was charged to examine the effectiveness of the current orientation schedule. In reviewing the length of the programs and logistics of the week, the subcommittee determined that reviewing the content of each specific day would be appropriate and necessary.

To gain a better sense of the current schedule and programs, the sub-committee reviewed schedules from the past year, reviewed orientation schedules from the majority of member schools of the Consortium of Funding Higher Education (COHFE), and gained a sense of the importance and history of each event in Brown's Orientation. In general it was thought prudent to create a more succinct orientation around what were considered to be the essential elements, while providing alternative options to those stakeholders who could not be accommodated in the changed schedule. It was determined that there were several elements that are essential to Orientation at Brown, and that it was vital to ensure the integrity of these elements. In no particular order, they included:

*Two separate days for move-in.* Currently, Residential Life offers families one day to move in and provides information suggesting that students may move in a day early under certain circumstances. While some of this has been due to the staffing demands on key-pickup, the reality of an urban campus like Brown is that streets become intensely congested. Creating one exclusive day to move in is not an insurmountable task but it is something that the sub-committee did not feel it could advocate strongly at this time.

*Academic programming and advising.* There are several distinct aspects to this part of Orientation. Retaining distinct and ample time for academic advising was thought essential and with the advent of the Banner on-line registration, something that will need particular attention in 2007. Secondly, the creation of a time for academic programming of some kind is necessary to create a more intellectual introduction and tone. Also retaining time for placement exams prior to registration continues to be essential.

*Programming for Parents.* The sub-committee enthusiastically supported retaining and possibly expanding the programs for parents, while ensuring that they do not place an undue financial burden on families. Changes to the schedule that would allow for parent participation over a weekend would be of benefit to those parents who would face difficulties getting release time from work or would face a financial impact due to loss of wages.

*Maximizing opportunities for faculty to be active participants.* Changes in the schedule that would be helpful in having more faculty be available to participate in the Orientation was thought to be beneficial. Limiting faculty involvement over the Labor Day weekend was thought to be crucial in this respect and helpful in persuading faculty of the need to start classes one day later than currently scheduled.

*Retaining time for the financial aid entrance meeting.* This is a mandatory meeting for students receiving financial aid and has to be accommodated in the schedule.

*Ensuring that the class meeting on sexual assault happens early in the Orientation Program.* Given the knowledge that sexual assaults can occur very early after students arrive it was considered that, for the purposes of increasing the safety of students, the class meeting dealing with sexual assault should be placed early in the program.

The recommended Orientation schedule is provided in a day, by day, hour by hour breakdown in Appendix IV, (see p.16). What follows is a commentary on that diagrammatic presentation.

Saturday and Sunday morning of the Labor Day weekend are the move in days with parents' events planned for late Sunday morning and across lunchtime. These events were envisaged as being for both parents and their students. The current First Class meeting will be replaced by a welcome (see below, p.7). The first unit meeting will precede dinner and a social event which will in turn lead up to the First Class meeting which will deal with drugs and alcohol (for details see p.8). An array of social events will be provided at the end the day.

Monday morning will be devoted to the academic sessions with faculty focused on the reading the class has done (for details, see below p.5-6). There will be some free time available to students during the morning as the academic sessions do not run the entire morning. The afternoon has the financial aid meeting followed by placement exams. After dinner the Second Class meeting dealing with sexual assault takes place and social events will end the day.

Tuesday is primarily devoted to academic advising with advising workshops, academic tours, group meetings with advisors and individual meetings with advisors, ending with on-line registration assisted by the Meiklejohns in conjunction with advisors. The Third Class meeting is in the evening and will deal with diversity. The Academic Expo will follow and again the day will end with social events.

Classes will begin on Wednesday with Convocation across lunchtime on Wednesday morning. (For comments on Convocation see p.11 and the reference to the Convocation speaker on p.5). From this point on the evening time on Wednesday, Thursday and Friday can be used to accommodate any events not included in the Orientation schedule. This will continue into the "First Weekend" (see below).

The overall schedule is now confined to four days, replacing the current six day schedule. It should be noted that the recommended schedule makes no reference to the International Student Orientation, UCAAP or TWTP. Two of these programs are discussed later in this report (see p.8-9) and all are programs that start before the full Orientation program. If the schedule of these programs remains the same they will have to be adjusted so as to interface with the new schedule for the main Orientation. Similarly all the student groups that have training and orientations before the main Orientation would need to re-schedule their training.<sup>1</sup> The other group impacted by this recommended change would be athletes involved in pre-season practices. In order to ensure the involvement of first year student athletes the earliest possible discussions should be undertaken with the Director of Athletics and his staff.

The committee considers that one advantage of this new schedule is that it may serve to eliminate some of the problems related to alcohol and sexual assaults that have been experienced under the current schedule. The initial weekend still has a parental presence and involves moving onto campus. The following weekend, which the committee terms "First Weekend" is after classes start and involves a number of planned events.

The committee also wanted to draw attention to the fact that this change in the schedule would demand that many offices across campus would need to be open over a holiday weekend. This raises issues of staffing and the committee recommends that the impact of this change, including staffing patterns and restrictions on staff time be discussed with any offices affected.

It seems clear that reducing Orientation by two days means that we cannot accommodate all the current activities within the new four day schedule. In order to deal with this we recommend the creation of a set of "First Weekend" activities. This involves branding the first weekend after classes start in such a way as to encourage participation and make the activities more appealing.

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<sup>1</sup> See also the committee's recommendations about the cross-training of students on page 10.

This provides a solution for stakeholders who are committed to participate in orientation activities, but are not essential or central to Orientation. It is also recommended that some attention be paid to how some activities which start during the Orientation and First Weekend be continued and followed up through the first semester and perhaps beyond.

## **The Academic Content and Advising in Orientation**

During the second meeting of the committee the Dean of the College, Katherine Bergeron introduced an academic seminar proposal. This was discussed by the sub-committee which came to the conclusion that this would be extremely difficult to implement and as it seemed to involve graduate students as seminar leaders, it ran the risk of contradicting Brown's stance on undergraduate teaching, i.e. that this is almost entirely undertaken by faculty. The sub-committee therefore turned its attention to other means of achieving the goals described in the charge.

The committee recommends a number of changes to orientation that are intended to enhance the academic tone of orientation and provide a common intellectual experience for the incoming class. The recommendations will provide a means of introducing the incoming class to Brown faculty and their work through mutual engagement with academic content. In making these recommendations the committee has attempted to preserve the notion of choice as part of the Brown academic experience. Lastly, the committee recommends a new approach to introducing students to academic resources, particularly advising, and to creating a familiarity with their function and location. The recommendations are:

*That reading (book, article or collection of articles) for the incoming class be chosen by the faculty member who is chosen to be the Convocation speaker.*

The justification for this approach was seen as the value of placing the faculty directly in the forefront of the academic portion of Orientation. In asking the Convocation speaker to choose the reading we can create a continuous academic thread that begins with the summer reading the students do before Orientation and ends with the speech the faculty member gives at Convocation, which in all likelihood will refer to the reading. The chosen faculty member should be guided in their choice so as to ensure that the chosen reading be widely available, be accessible from a number of disciplinary perspectives and can be related to multimedia formats (e.g. a movie). There was considerable discussion about the advantages and disadvantages of a book rather than an article or collection of articles. The majority favored the selection of a book for both practical and symbolic reasons.

*Once the reading is chosen efforts are devoted to ensuring the engagement of the incoming class with the text.*

If a book is chosen we recommend exploring the possibility of having the book purchased by an alumni group as a gift to the incoming class. The book would be sent to each member of the incoming class, together with a letter from the alumni group. We feel that it is necessary, in order to overcome resistance to the notion of "summer reading", that the academic leadership of the university and the faculty member who chooses the reading, address the importance of this

reading as the student's first intellectual activity at Brown. In essence we need to carefully think about how to sell this idea to the incoming class. This initiative will be ineffective if a significant proportion of the class do not read the book.

We recommend that some on-line means of encouraging discussion of the book prior to the arrival of students be established. It remains open as to whether this be a supervised or guided discussion.

*During Orientation students are asked to choose from an array of discussions offered by faculty. This will be presented as and perhaps even named a "conference" with different sessions open to the incoming class. The sessions would cover a range of different disciplinary perspectives on the reading.*

In order to ensure that these discussion sessions work well we will need to have between 40 and 80 faculty discussion leaders (groups of between 17 and 35 students at each discussion). Prior to arrival students will be asked to list their top five choices so that they can be assigned to the sessions. The task of recruiting this substantial number of faculty seems ambitious so it is recommended that these discussions be organized into two blocks, each of seventy-five minutes. The same sessions will be offered in each block of time. Students will be assigned to one of the sessions. The advantage of this is that it lessens the need to recruit such a large group of faculty and it frees up some time for students in the orientation schedule. The goal would be to have as broad a range of disciplinary approaches to the text as possible represented in the discussion sessions. Movies related to the text could be shown at another time and could be accompanied by a featured presenter drawn from outside Brown.

*Discussions about the reading, the movie and the sessions held by faculty should be continued in the residence halls or some other venues, in smaller groupings than the faculty discussion sections. These discussions will be student led and involve the residence hall staff and others as needed.*

The design of the discussions sessions with faculty is intended to produce small groups of students at each session. This in itself may not be enough to overcome the reluctance of some students to engage in discussion and so the committee recommends this other opportunity through student-led discussion. As this is student-led it will model effective student leadership in an academic context. These discussions may be organized around a movie related to the text and could take place over dinner.

*Design and implement an academic tour of the campus.*

After the advising workshop and group meetings of advisors and advisees, the incoming class will be taken on tours of the campus by their Meiklejohns. This tour will include all academic support offices and as many academic departments as possible. The emphasis will be on the academic support areas which will be prepared to welcome the tour group.

*Develop a schedule of placement tests and registration procedures that interface effectively with the new orientation schedule.*

Given the implementation of the Banner system and the introduction of on-line registration, careful consideration needs to be given to how and when this interfaces with other advising activity. Currently it seems logical that on-line registration will occur after the individual meetings with advisors on Thursday, so time needs to be set aside late on Thursday afternoon, and perhaps into Thursday evening, for students to complete on-line registration. Time constraints did not allow any discussion with the Banner team, but this would be essential in any further orientation planning. Time has been set aside for placement tests.

*Develop a means of placing greater emphasis on writing as a significant aspect of a Brown education.*

No consensus was reached on the question of writing as part of orientation. Various possibilities were discussed, including having students write an additional short essay on the reading that would be available for the advisor to read and perhaps use as a means of advising the student with respect to writing courses; creating an essay contest based on the reading and developing some on-line writing component as part of the pre-orientation discussion of the reading. A key part of the discussion of writing concluded that Orientation did not present good opportunities to evaluate writing and that this sort of academic evaluation should not be seen as a function of Orientation. With the new SAT writing scores there now exists a starting point for evaluation that could be bolstered by the design of some form of placement test.

## **Class Meetings**

The committee acknowledged the need for centralized oversight and control of the Class Meetings to ensure that the content of the meetings are promoting the mission of orientation, that they are regularly reviewed and evaluated and contain relevant messages to ensure the success of first-year students. The sub-committee believed that the content of the Class Meetings could be reduced or redistributed in such a way to eliminate the need for four distinct meetings and to shorten the length of the Class Meeting on community values, Brown Non-Academic and Academic Standards, safety and alcohol (traditionally, Class Meeting II).

Specifically, the committee recommends that the current Class Meeting I be eliminated. It is recommended that a new formal ceremony is established that will welcome first year students and offer affirming words to parents as they prepare to depart the campus. As appropriate, the committee recommends that the ceremony provide musical fanfare and energy that befits such a joyous occasion.

The committee acknowledged the importance of providing first year students with appropriate information about Brown's Non-Academic and Academic Standards. It was recommended that students continue to be introduced to the standards during the summer through an on-line presentation that includes a brief quiz regarding common rules, regulations and services and that the review of these topics during the Class Meetings is reduced significantly. The committee believes that the first Class Meeting (formerly Class Meeting II) should offer an introduction to Brown's community values, brief references to the Non-Academic and Academic Standards, and campus safety resources. The central piece of Class Meeting I would become information regarding the responsible use of alcohol and might include a carefully selected guest speaker.

The allotted time for Class Meeting I would be 90 minutes (reduced from 120 minutes). Also, if a guest speaker is selected, the presentation would be at one location (currently, there are six locations for this meeting).

Additionally, the committee recommends that Residential Peer Leaders are given specific training regarding the content of Class Meeting I to prepare them to facilitate discussion among their residential units as they may evolve during and after orientation.

The committee recommends that the Class Meeting on the topic of sexual assault be moved forward and presented as the second Class Meeting, as has been requested by students, and continue in its current format with a guest speaker. Additionally, the committee recommends that appropriate staff be available following the presentation for students who would like to discuss personal reactions to the subject.

The committee recommends that the Class Meeting on diversity for Orientation 2007 continues to be a presentation on Brown's Slavery and Justice Report and reaction to the report. It is recommended that that appropriate peer counselors or facilitators be available following the presentation for students who would like to discuss personal reactions to the report.

The committee believes that the Class Meeting on diversity should offer messages on a broad range of subjects relevant to cultural pluralism including discussions on topics such as sexism, racism, heterosexism, and classism. The sub-committee discussed a number of possible programs that might be appropriate for the Class Meeting including a documentary featuring upper-class students discussing their experiences as a member of a marginalized group at Brown and/or their experiences of diversity at Brown. Other ideas for the future included guest speakers who could address broad topics of diversity such as Yale Law Professor Kenji Yoshino, author of "Covering: The Hidden Assault on our Civil Rights"; Tim Wise, an anti-racism speaker; and Wellesley professor Peggy McIntosh who writes and lectures on white privilege.

## **Orientation Programs That Serve Specific Student Populations**

There are a number of programs that are designed to meet the needs of specific student populations. They are UCAAP, TWTP, International Student Orientation and BUAD. The committee did not devote much of its time to BUAD and UCAAP, other than to say that BUAD seemed ideally suited to a time slot in the First Weekend activities. The discussion of the International Student Orientation and the TWTP is described below.

### **International Student Orientation**

Brown University has just embarked on an internationalization initiative but at this early stage it is unclear just how this will have an impact on the current programs that deal with international students. However, this initiative should be recognized as the future context for a program like the International Student Orientation.

It is important for the University to recognize its obligation to adequately acclimate first year students and other new students from outside the United States by offering a specific orientation

that addresses their unique needs and concerns. Although there are new international students who have spent time in the country and are highly sophisticated with respect to their knowledge of American customs, there are other new international students who need assistance with the adjustment process and can benefit significantly from a comprehensive program designed for them.

The committee believes that the current one-day international orientation program could be enhanced to provide students with greater opportunities to become familiar with their surroundings and the academic pursuits that they are beginning. For example, the program may wish to include information for international students about the expectations within American higher education and provide some comprehensive advice about cultural differences that students are likely to experience. Also, the program might expand to provide international students with additional opportunities to learn about student life, campus resources, local laws and customs, banking options, regional attractions, transportation and other public services. Additional programming and time on campus, consistent with the practices of peer institutions, also serves to promote social interaction and reduce anxiety among international students which can facilitate a more equal start with their domestic peers when the term begins.

The committee recognizes the significant contributions made by concerned upper-class students such as those involved with the International Mentoring Program and others who volunteer to assist with the current program. The committee recommends improved collaboration and coordination among offices that can assist international students through the orientation program such as the Office of Student Life, the Office of the Dean of the College, International Students and Scholars Office, and the Admissions Office. In pointing to this need the committee is aware of the possibility of radical change in the approach to international students because of the pending appointment of a senior administrator with oversight of the internationalization initiative. Additionally, the Committee recommends that the budget for the program receive an appropriate review to provide adequate resources for program enhancement.

### **The Third World Transition Program**

Dean Karen McLaurin, Director of the Third World Center provided the committee with an overview of the Third World Transition Program, its purpose and history. The committee was fortunate to have the TWTP student perspective for this presentation, but was unable to secure a permanent representative for the committee.

With a recommendation that orientation be shortened, TWTP would now be longer in days than the main orientation, creating an imbalance. This imbalance was of concern to some members of the committee but not to others. The committee did not feel the need to spend a great deal of time on the issue of the TWTP as this has been the subject of much debate in the past and was reviewed in January 2005. The overall feeling of the committee was that the TWTP should be revisited in the future to see how well it relates to the new configuration of Orientation.

## **Pre-Orientation Programs**

The committee briefly considered the possibility of initiating some pre-orientation programs and looked at what the COFHE institutions and others do in their pre-Orientation programs. It seems to be acknowledged that effective pre-Orientation programs can have the benefit of creating a small group of closely connected friends prior to the arrival of the whole class. The types of programs involved range from outdoor experiences and public service opportunities to artistic or cultural experiences. The committee recognized that Brown has the basis for starting some of these types of programs (e.g. BOLT, the Swearer Center) but reached no consensus on the advisability of this at this point in time. It would seem that for Brown the costs and the amount of labor that would be necessary to begin these programs render them a secondary consideration.

## **Cross training of peer counselors, advisors, coordinators and friends**

While not a directive from the charge, the committee raised the issue of the cross-training of students who are involved in counseling roles in the lives of first year students. These would include OWCers, MPCs, MPC Friends, RPLs, Meiklejohns, IMPs and athletic team captains or representatives from athletic teams. The issue of cross-training a substantial number of students is complex and will require close coordination between administrators and student leadership. This would take place just prior to the start of Orientation and would have the benefits of sending consistent messages regarding academics and community expectations; raising the awareness of one another as campus resources; basic information sharing and community building among student leaders. This cross-training could lead to a leadership collective that could be tapped by the university throughout the year and might be arranged regionally. It may also allow the identification of any duplication of effort that could be resolved by a more rational organization of student groups.

## **The Administrative Structure and Organization of Orientation**

Evidence seems to suggest that the current administrative and organizational structure of Orientation is inefficient, confusing and largely works on an ad hoc basis, somewhat dependent on personalities. There is unclear and perhaps inadequate staff support. The current structure has not been developed strategically but rather has grown piecemeal. The Orientation Review Committee expressed grave concern about this situation but did not have the time to thoroughly discuss the creation of an appropriate administrative and organizational structure. It is clear that the two major offices concerned with Orientation, the Dean of the College Office and the Office of Student Life need to establish an appropriate means of organizing and administering this key aspect of the life of the University. Clear lines of decision-making and budgetary oversight aimed at a rational allocation of resources, should be established with adequate staff support devoted to the planning and implementation of Orientation. The committee is concerned that the administrative structure of Orientation, however configured, should interface with efforts to develop programming for the first-year class that extends throughout the year.

## **The Ritual of Orientation**

Clearly Orientation marks a rite of passage and as such should be marked with a certain amount of ceremony. The committee recognized that Brown's current Orientation somewhat understates the ceremony of the occasion. Although there is no recommendation that deals with this it seems clear from the committee's discussion that more could be done with the ceremony surrounding Convocation. The recommendation about the Convocation speaker choosing the reading could in one small way begin a tradition that might add to the ceremony. The recommendation for a new welcoming event, replacing Class Meeting I, provides the opportunity to think creatively about inventing some new ritual for Orientation.

## Appendix I

### Orientation Review Committee Charge

Orientation for new undergraduate students entering the College (first-year, transfer, and RUE students) is a formative event. Students learn about policies and responsibilities; they form new relationships with advisors, and, overall, gain a broad picture of Brown as an intellectual and social community.

Orientation also encompasses a number of smaller programs for various diverse groups. In addition to events for international students, we have open programs such as TWTP, BUAD and UCAAP, for anyone who chooses to participate. Programming also exists for students on financial aid, student-athletes, and other specific members of the community.

The number of programs within Orientation has grown over time, along with the number of days required to carry them out. This growth has put greater pressure on our ability to staff, house, and fund the events. It has also made it more difficult to monitor quality and consistency. Many people have raised concerns about the current overall array of Orientation programs, wondering whether they actually achieve our curricular and co-curricular goals.

For this reason, the Dean of the College and the Interim Vice President for Campus Life and Student Services are convening a committee of faculty, administrators and students to look into these concerns. The immediate charge will be to conduct a comprehensive review of Orientation, with the aim providing a preliminary report and recommendations (to be implemented the next academic year) by December 2006.

The Orientation Review Committee will be asked to draw on a wide range of sources of information: the experience of committee members themselves; opinions of deans and other staff and faculty; the evaluations and assessments of Orientation from the current and prior years; and external sources and best practices of peer institutions.

The following questions should guide the committee's thinking:

- (1) What are - or should be - the goals and objectives for the Orientation program, broadly construed (e.g., including TWTP, International Students Orientation and all other programming related to Orientation)?
- (2) How effective is the current array of programs and activities in meeting those goals and objectives? Where are there opportunities for improvement and change? What programs and components of Orientation are effective and should remain in place?
- (3) How effective is the overall schedule for Orientation? Is it too long? Would an abbreviated schedule provide sufficient time for high-quality programs that achieve our goals and objectives without overwhelming new students with information and events?

(4) How effective are the curricular and curricular-support elements of Orientation (such as the advising partnership class meetings and individual advising appointments)? Are the opportunities for curricular planning, decision-making, and exploration adequate and sufficient or could a new model of academic engagement opportunities be envisioned for new students? In this regard, in particular, the Committee should think creatively and without constraint as the curricular components of Orientation are of utmost importance to students and the University (the Committee should also not limit its thinking to what can be achieved in a single year as some changes, especially those involving significant increases in faculty involvement, could be implemented over several years).

(5) How effective are the current array of class meetings in dealing with student rights and responsibilities (around academic work, student conduct, drugs and alcohol, sexual misconduct, etc), and how can they be improved? (The Committee may wish to form a sub-group around this topic.)

(6) How effective is the current orientation program for our international students and what can be done to improve it? (The Committee may also wish to form a sub-group around this topic.)

(7) What efficiencies, if any, could be gained in collaboration with the orientation programs and activities for new medical and graduate students?

(8) About the budget for all Orientation programs and events (both in total and by program): are the funds being well spent? Could they be used more effectively?

(9) What can we learn from our peers in terms of best practices and innovative programming, including the use of technology and summer activities that might stimulate and enliven Orientation?

(10) Finally, does the current orientation provide an adequate introduction to Brown as an intellectual community? What kind of innovative programming might we imagine to enhance this aspect of the orientation?

The committee will be co-chaired by a senior dean from the Office of the Dean of the College and a senior dean from the Office of Student Life. Members will be appointed by the Dean of the College and the Interim Vice President for Campus Life and Student Services. Staff support for the Committee will be provided by the Office of the Vice President for Campus Life and Student Services.

## Appendix II

### Orientation Review Committee Membership

Steven Cornish, Co-Chair  
Associate Dean of the College,  
Dean of First-Year Studies

Allen Ward, Co-Chair  
Senior Associate Dean for Student Life

Matt Bauman  
Undergraduate Representative

Brian Becker  
Undergraduate Representative

Joey Borson  
Undergraduate Representative

Doug Brown  
Director, Writing Center

James Campbell  
Associate Professor of Africana Studies

Sheilah Coleman  
Assistant Dean of the College

Alan Flam  
Senior Fellow, Swearer Center &  
Senior Associate University Chaplain

Francie Mantak  
Director, Health Education

Karen McLaurin  
Director of Third World Center,  
Associate Dean of the College

Rosario Navarro  
Assistant Director of Housing

Phil Pincince  
Head Coach, Women's Soccer

Karen Sibley  
Dean of Summer & Continuing Education

Kisa Takesue  
Associate Dean of Student Life

Kate Wolford  
Project Director,  
Campus Life & Student Services

## **Appendix III**

### **Orientation Review Committee Sub-Committees**

#### ***Calendar/Timeline***

Co-chairs: Joey Borson and Jim Campbell

Kisa Takasue

Karen McLaurin

Phil Pincince

Rosario Navarro

Kate Wolford

#### ***Class Meetings***

Co-Chairs Brian Becker and Alan Flam

Karen McLaurin

Kisa Takasue

Francie Mantak

Allen Ward

Vijou Bryant

#### ***Academic Component***

Co-chairs: Matt Bauman and Karen Sibley

Kisa Takasue

Sheilah Coleman

Doug Brown

Steve Cornish

