Sample RCom Student Evaluations

Dear [Name],

You have an interesting relationship with Deep Springs. You’re incredibly dedicated to the project, yet you seem to sacrifice your emotional health for achieving some nebulous concept of being a “Deep Springer.” At times this is admirable, at others, however, you hurt yourself and those around you.

You do your readings thoroughly, but at what cost? You isolate yourself from the community hours at a time, all with the stated purpose of avoiding “distractions;” distractions you create by initiating conversation. At some point, you need to learn how to stay focused with other people around, to self-regulate without cutting other people out. It’ll be rough at first, but you certainly won’t learn this skill by isolating yourself. Your dedication to examining texts deeply is admirable, but, at least in Summer Seminar, you rarely spoke. I think this is a manifestation of egoism and self-doubt: you’re afraid of being wrong. To a certain extent, learning is about making mistakes and being corrected. If you spoke, you’d a) add a lot to the discussion and b) help the rest of the class understand the text. I think you’re aware of this and are trying to improve. We’re not in any classes together, though, so you may have changed, increasing the volume of your comments.

Friendship with you can be difficult. You’re wonderful to talk to; you point out how a person can improve firmly but not harshly. Often, though, friendship with you can be a one-way street. Sometimes, you’re intensely interested in a person. At others, you’re completely disinterested. This, in effect, is not how a friendship is built; it’s selfish and, instead of fostering a mutual understanding, alienates. I’ve seen this happening in other instances and talked about it with other people.

In the same vein, I think you have a tendency to be intermittently absorbed (for lack of a better word) by your friendships. You go from person to person, group to group, distancing old friends as new ones appear. I think this comes from a general desire to stop your friendships from becoming insular or exclusive. In practice, I think this actually encourages intense insularity and exclusivity for a period of time, followed by distancing. I don’t think you consciously ignore old friends, but I do think you enjoy the novelty of new friendships and make time for them over older friendships. For example, we’ll make plans and you won’t follow through with them, you’re willing to be distracted by some people but not others, and you rarely initiate substantive conversation.

Maybe all of this is a consequence of your poor time management, which could certainly use improvement. From what I can tell, you do not consciously set aside hours for certain activities vital for emotional health (cleaning one’s room, social activity, etc), and you have trouble telling yourself that you’re too tired to gain a better understanding from reading the Aristotle for the fifth time.
All things considered, I enjoy our friendship but think it needs work. If you want to talk about this, feel free to let me know.

Sincerely,

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Dear [Name],

You are a person whose presence I really appreciate in class and SB, and I hope I get the chance to know you better in the coming months. The first thing that sticks out to me in the way you participate is your ability and willingness to ‘break the ice’ in various ways -- you seem fairly comfortable breaking up, as groups, through different kinds of barriers that arrest or limit conversations in one way or another. This is something I’m consistently grateful for, and I think it makes conversations you’re a part of more fruitful. Another thing that sticks out is what often feels like a kind of subtle combativeness to your comments -- I think this can range from frustration to derision, and am interested in the ways you see your comments affecting the direction of a group’s conversation. I often think you’re really thoughtful and insightful and the things you say often change the direction of my own thinking; on the other hand, it sometimes feels as though your arguments, particularly in SB, are more powerful in terms of rhetoric than they are in content because I believe you have the ability to construct arguments in real time to back up your opinions which can lead to points that are more cursory or misaligned with other arguments you make. I don’t think this is necessarily a bad thing -- I think you have a really effective and interesting presence in SB, and the way you interact with that space is something I find even personally beneficial in the way it makes me reflect on my own presence there. That said, I think it’s worth thinking about how you argue for things you want, and how you communicate frustration and disappointment.

While I’ve never labored with you, I’ve heard really great things about your work ethic and intensity in labor. I’m glad you’re LC and it seems to me like you’re doing a good job in what I see as being the most challenging position to hold on campus. It seems like you experience a similar impatience in this role, and while this might be an obnoxious thing to say, I think you can probably give yourself and your crew a little more slack. This is not to say that things don’t need to get done -- obviously, they do. But I hope you don’t feel as though everything you do is under close and constant scrutiny; I, and I believe many others, trust you to get things done well but also recognize the intensity of the position. Also, if there’s anything in the position that you think could be delegated, I’m sure there are people here who would be willing to help (myself included). Kudos on all the work you’ve done so far, and on the impressive coordination and organization that goes into the GL crew.
I think you’re super smart, and hilarious, and I really appreciate any time I get to spend with you. You were a killer baker, and I think you’re an exceptionally fun person to play soccer with. I’d love to, as they say, go on a walk sometime (or just hang out more).

Lots of love,

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Dear BB,

We have presidency class together. You don’t talk very much. I get the feeling that it is a confidence issue, not a problem with your reading or attention. Your comments often taken the form of a question that is really a statement (i.e., “Isn’t this dictatorship?”, “Didn’t the Vietnam war play a part?” etc.). If you want to advance a claim, you undermine it by phrasing it as a question. On the other hand, if you want to ask a question, yes-or-no answers won’t open the conversation. I’ve struggled a lot talking in class, especially last year, and if you would ever like to talk about it, I’d be happy to.

I can’t make an in-depth comment on the other two pillars. Your BH crew seems like you had a good time and listened to great music, but you also let some important stuff go by the wayside. I don’t know how responsible you are for this (as one on a four-person crew), but you should be aware for your next term on BH. I’ve overheard a little bit about how your back will prevent you from doing some labor, and it sucks that you’re going to have to deal with that challenge for the rest of your time here. A positive way to look at it is that you’ll be doing the jobs that are really essential to the community (orderly, BH), even if they’re less desirable.

SB-wise, I’m having trouble remembering your comments, though you seem more confident in that space than in class.

You have a gentleness about you, but still there’s an irony and an awareness that I find super intriguing. It’s clear I don’t know you very well, for which I’m half responsible. But you have also been quite reclusive. If this is a conscious choice, that’s well and good, as long as you’ve intentionally considered and weighed what you’re losing with that choice. If you’re just doing it because it seems easier, it’s worth re-thinking. I’ve really enjoyed the few times I’ve heard you making jokes and talking in groups, but I don’t think we’ll ever get to know each other if you’re resolved to reclusivity. Maybe that’s just how it goes.

I enjoyed your memorized speech a lot. What moves you?
What do you want from Deep Springs? Do you have goals for the year?

Best,

[Redacted]

Dear [Redacted],

Thank you for being a great friend and generally someone I am always happy to see walking around being a Deep Springer.

You get really excited about things labor-wise, and that excitement and enthusiasm is contagious. It made you a great LC and someone who I would always want on my labor crew. How do you feel your approach to the labor pillar has changed since your LCship? I heard you reflect on it a little in the election for the current LC. You mentioned that you went into the LCship with labor as the pillar you prioritized over the others, and that being LC didn’t help you get out of that. What did?

Today (Thursday) in presidency was probably the most I’ve seen you speak in one class, and I’m incredibly excited for you about that! From the questions you ask, the notes you take, and the conversations you participate in outside of class, it’s abundantly clear that you prepare thoroughly and thoughtfully as you do your readings. I think you need to take participation even further and make vocal contributions even more. Before this week my eval for you would have encouraged you to speak in stronger and perhaps harsher language, but as of now I really just want to support you in any way I can to keep doing what you’re doing! My question is, what do you think has changed? And has your approach to/feelings towards the academic pillar change alongside your mode of participation? If so, how?

How is RCom going? How do you feel like you’re doing as a chair? From my perspective, things seem to be running very smoothly. I’m glad you’ve been speaking up more in SB this year. One thing I’d encourage you towards is speaking on behalf of things that you might not see as having a direct impact on you—contributing more to ideological discussions, etc.

I don’t know if/how to talk about your personal social challenges in this RCom space. But it does seem that to a certain extent, your relationships with certain members of the SB have spilled over into your participation in labor and perhaps the other pillars as well?

I’ve really enjoyed a more natural/intuitive and playful relationship with you this year. I wonder how we can have more serious conversations while still keeping the aspects of our relationships which are really great but also in a way youthful or superficial. Is this type of relationship something that you
have been thinking about this year? Over 2-3 break, you mentioned wanting to spend this term challenging yourself more. How has this manifested in your social relationships? How do you find your goals going into term actually manifesting themselves broadly across the pillars?

It’s generally exciting to see you get excited about things. Your commitment to fun is a true blessing to this community. One piece of guidance I might have for you is to take this commitment more seriously, as paradoxical as it sounds. I think that this attribute has a lot to offer to the community and indeed to a life of service, but you should put in the work to defend it and instrumentalize it. I understand that that approach might not sound all that appealing, but I think that you and those around you will be able to value your values of fun/frivolity a lot more if you are willing to compromise by taking them more seriously.

To conclude, one more question I have for you concerns what you are thinking of doing after Deep Springs. Do you have academic interests that excite you more than others? How do you see a life of service playing into your decisions?

This eval has oddly been comprised mostly of questions I have for you, which is odd, but I hope they were at least somewhat helpful. I’m really grateful for you and I look forward to the days that are to come together.

With love,

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Dear [Name],

First, I want to first acknowledge the tension that has characterized our relationship since the SB Presidential election. I am glad we spoke about it afterwards, but honestly I am still feeling uneasy and wary about that disagreement. I find you a difficult person to speak to — the burden is on me as much as it is on you — because I often find we talk past each other and really struggle to listen. The resolution we arrived at felt unsatisfactory. I think we both voiced our concerns with the other person but left the table skeptical about whether those concerns were going to be meditated upon or taken seriously.

I admire your capacity to change and your commitment in seeing yourself as malleable and striving towards goals. That being said, I think your relationship with criticism is a bit of a paradox: it feels difficult to give you criticism as you can react in volatile ways especially when it’s given publicly, but after it is delivered you act on it with conviction. The evolving ways you interact with SB, as evidence
by the motions you have brought this week, demonstrates this capacity to change. I also respect the loyalty you express towards friends.

That being said, I don’t feel like I can communicate with you honestly. For example, I anticipate you will be upset with me at the comments I have written in this eval and possibly that anger with manifest itself with you ignoring me, or telling other people that you are upset, rather than addressing me directly. If you are upset, please seek me out directly, and maybe we can do a better job of listening to each other.

Your disregard of the anonymity of the SB discussion still troubles me. Your curiosity regarding who specifically expressed which comments felt personal and vindictive. I find that you have values that are imposed upon other people. For example, much of our SB disagreement stemmed from a different interpretation of ‘friendship’.

In the beginning of the year, many of your comments about women made me uncomfortable. One I can recall is you expressing that cooking was the job of “wives and mothers”. I understand that this might have been a gesture at humor but it didn’t come across that way. When I try to engage with these ideas with you, I find that you will often fall back upon cultural differences or tradition to explain your beliefs. I think this is a cop-out or a self-protective mechanism to not properly engage with the question. I am remembering a back-porch conversation about gay marriage we had where you didn’t engage but recited the statistic that [redacted]. That doesn’t tell me anything about the position you take or reveal any type of active thinking.

To reiterate, a lot of my criticism stems from a perception that you don’t want to engage with ideas or conversations. Maybe this is just with me specifically — in that case what can I do to be more approachable?

Dear [redacted],

I feel so lucky that I got to know you so early on in the year, gardening our way to our friendship. I am grateful for how committed and dedicated you are to our community in its fullest sense, how much you believe in what we can be, and how hard you work to get us closer to that vision. You have such a unique and thoughtful voice in the SB and the wider community, and I hope you will always find ways to voice it and feel heard.
At the beginning of our time on garden I felt like we will never really click, and probably drift away once the term is over - I am so glad I was wrong. As the weeks passed I found out how wonderful you are, and everytime I see you, even if just passing by, my heart is filled with warmth and joy. I admire the way you position yourself in relation to the world, be it other people, plants, views or thoughts. You are incredibly attentive and observant, and take the time to reflect and engage with your surroundings. It makes me feel seen and appreciated, loved and cared for, even without concrete conversations or specific interactions. I can see how much effort it takes you and how much time and energy you dedicate to maintain your priorities in light of the formal demands of Deep Springs, and want to tell you that those efforts aren’t left unseen.

You have a slow way of moving through the world, which is directly connected to your aspiration for thoughtfulness and thoroughness. In the garden, it would mean that once you start weeding a plot of beds, you might end up there for 2 more days. In SB, it often prevails in you needing more time to think than others, or being hesitant for a long time before talking. It’s a different pace than the one that DS is used to, and it seems like it caused a tiny bit of issues term I on farm. I think, and correct me if I’m wrong, that it also makes it harder for you to voice yourself in SB and through formal governance spaces. Do you agree with my identification of ‘pace’ as something that differentiates you from the DS norm? Do you feel like you are seen and heard by this community?

As we have identified last term, we tend to understand tasks and what needs to be done similarly but decide how to act upon it differently. I often compromise fine details and thoroughness for getting more done, while you dive into all that can be done. We have a lot to learn from each other, and I feel like we participate in helpful dialogue about this potential mutual growth. I think you can benefit from attempting to think about the wider time frame of tasks, and prioritize better having that in mind. Two examples: First, while you were harvesting more and more almonds, I kept on wondering when and how will we be able to process them. Whenever I asked, you assured me that everything will work out without really specifying an action plan, and right now we have a huge box of unprocessed almonds in the pantry. I think we would have benefited from having less but processed almonds, if we would have allocated more of our time for later parts of the process. Second, this week □ and you had two days to complete 8 tasks that you knew in advance what they are (as listed in the email), and you have completed 1.5 of them. I know and trust you that you have worked hard for all those hours, but I do wonder whether you could have planned your time and priorities better.

This is getting unnecessarily long, and I trust our outer-evil communication to continue those conversations, but let me add one last thing. I feel close to you and that we can talk about anything, yet when I think about it, I don’t know if I actually know you that well. We had several conversations about your family and friends outside of DS, but I feel like I still have so much to learn about you, your
emotional and physical world. So I’m trying to say two things: first, I want to get to know you more, I’m interested in your experiences, and curious about you. Second, I hope you feel comfortable to talk to me about anything, and that you know that I am always here for anything.

You are beautiful and wonderful, I have so much faith in the light you bring to the world.

Love you a lot and Always,

Honestly, I don’t feel like I know you at all. This seems to be a general feeling amongst the SB and I can’t totally explicate why. But I do think its a problem, or at least a symptom of a problem.

I guess the first thing that I could see causing this alienation is that you seem pretty unaffected by most of the other people in the SB that you aren’t already close to: you don’t seem to care about most people’s feelings towards you. Mostly, I find this admirable. You seem to have some sense of self which doesn’t just derive itself from the (often static) image the SB makes of you. But also, I think it makes you seem unaccessible in an interpersonal sense. It feels like there are very select people you respect and most people are irrelevant to you. I have often felt dismissed by you.

Along with this, I think the fact that you seem to have two distinct modes of engagement with thought adds to the inaccessibility. The first is that of completely openly asking questions, I see this sometimes and class, and I don’t think it adds to any inaccessibility. I admire it, I think its a good seminar attitude. But more and more frequently, it seems like your primary mode of interaction with thought is that of having an idea, thinking it is absolutely right, and arguing that idea defensively. Often, you are in back-and-forths, often in class and especially SB I see you take a stance and not change your mind for an entire discussion or an entire semester/year. I felt this quite frequently in Education last year, and all the time in SB this year. Often, it feels like you use questions to make a point, which is a small issue but can often feel pretty passive-aggressive. I feel the first mode (the inquisitive, open one) more in Plants & People this year.

Both of these things seem related to your general orientation towards the SB is generally one of pushing: of contrarianism, stubbornness, or removal. I recognize that this is entirely conjectured from observation, but I think that can be useful too. I also think it can be really useful sometimes; often we get carried away with ourselves and you tend to bring us back to earth in SB, you often point out when we have made logical jumps in conversation, and seeing this is often only possible if you are somewhat
removed. I guess I just would like to see you unremoved sometimes, I’d like to see your opinion/actions changed by the SB as a whole, or by people you aren’t already close to.

I haven’t labored with you. You seem to do a good job, you got [ ], good job!

Warmly,
[ ]

[ ]

You’re quite a character. I appreciate that a lot. I feel like you’re always willing to share what you’re thinking about. You sometimes struggle with figuring out when and how to do this, but I’ve generally seen a decrease in you tossing out jokes at the lunch or dinner table that don’t quite mesh with the conversation, and I think your whole taking notes system with [ ] seems to be working quite well. I do think you have some work to do in terms of general social awareness, specifically in SB. You’re also getting better here—you rarely move to vote when people are clearly still interested in discussing, and you’re continually getting better at listening to other people’s comments. But you still seem to miss the thread of conversation sometimes, and I still wonder whether your moves to vote are because you think the conversation as a whole is done, or if you’ve made up your mind enough to imagine that everyone else has, too.

One way I can see you growing in your SB argumentative style is by simply slowing down and speaking to people clearly and with the expectation that they are really trying to hear what you’re saying. You have really deeply ingrained debate habits—you start speaking quickly and do really strange, choppy hand gestures when you get excited and nervous. Slow down. Speak to people, not just to the void. Getting out of the physical habits of debate might help you shift your mindset, too. Namely, you might go from being able to pick out the falsehoods in people’s claims to being able to see the partial truths.

On this note of debate-versus-dialogue, I want to talk about academics. I imagine you’ve grown a lot since SumSem, but I also imagine that you might still make some standalone comments, and you might still get hung up on a minor point of disagreement in conversation. Your participation in Culinary Arts was somewhat different. You seemed super open to learning new techniques, and I appreciated your relaxed style of participation in the seminar discussions. Was this because you’ve changed your style, or because food seemed to have lower stakes? How do you feel in Conservatism and BAM? I can’t comment on these classes, but I’d love to talk with you about how you’re thinking about academics in general. Speaking of hang-ups, I’m still hung up on the “I feel your pain” moment from SumSem. I really don’t know how to feel about the fact that two of your speeches so far have
referenced this. Is it a joke at this point, or are you still trying to prove something? What would it take for you to let go of something even if you feel like you’re right? What would it take for you to convince others that you’re right without seriously putting them off?

It seems like you’re a great laborer. I enjoyed working with you on the drain in the garden that one day, at the very least. What are you hoping to get out of labor this term? You and [ ] have a nice opportunity to practice being really communicative and generous with each other and each other’s ideas. Do you have concrete goals? Additional ones?

I’ll close by wondering about how your “debate mindset” affects your social life here. You’re great at taking a critical eye to others around you, but how much are you willing to turn that gaze inwards? How much are you willing to see the virtues and vices of yourself in others and of others in yourself? How much are you willing to make that transparent? A certain type of mild vulnerability is highly significant in creating healthy interpersonal and intellectual friendships at Deep Springs, and I think it’s a mode of being you should really reflect on this coming term.

Love,

[ ]
Dear [Name],

Above all, your evaluations demonstrate the deep love and appreciation that people here have for you. This packet is really positive, and I hope that you can internalize these affirmations.

Many people commended your LCship: the professionalism and organization of your leadership style, your motivation, your responsibility. You wield power with “grace and humility” ([Name]). Both members of the GL crew who wrote for you mentioned how much they love to have you as a supervisor, [Name] even writing, “I guess generally GL is not a super desired position? Which is wild to me.” There were a smattering of organizational concerns raised, which largely seem irrelevant to your LCship as a whole. From among these concerns, I would say the thing to remember will be to solicit labor supervisor reports at the end of this term. Beyond your LCship, you’ve become a second-year leader and a role model to many people on campus. Throughout your evaluations, people commend your confidence and strong sense of self.

In your self-reflection, you wrote, “I think I’ve moved from being hampered by lack of confidence straight into overconfidence. I think my participation in class and SB has become less reasoned and considered.” If this is the case, none of your evaluators have perceived this change. A few first-years even commented that they wish you spoke more often, while second-years were more likely to note your growth from last year. Why do you think your self-analysis is so much more critical than that of your peers? Is it possible that a feeling of confidence in formal spaces is alien enough to you that you feel you don’t deserve it? Regarding your class presence, you received a number of comments on your ability to listen, comprehend the overarching path of discussion, synthesize, and ask questions that point the class in a new direction. While [Name] encourages you to offer more “takes,” your overall academic presence is thoughtful, intentional, and valuable to others in class. You should be confident in your current mode of participation -- without believing that you’re overconfident or inconsiderate. In what ways do you want to grow academically this year? What conditions do you think you need to grow?

Some of your letters complimented your willingness to confront people when necessary and share honest critique. According to the same evaluators, however, this attribute can sometimes become something overly judgemental or harsh. [Name] writes that “you can seem too critical at times of others,” and [Name] adds that “you seem pretty easily exasperated with people.” These comments about your exasperation relate to your self-reflection, where you write that you “assume [you] have a handle on what’s going on simply by virtue of it being [your] second year.” While I don’t think your frustrations affect the people around you in an extreme way yet, I hope they are not an indication that you feel you no longer have things to learn here.
Directly related to the above, a number of your evaluators commented on your relationship to vulnerability. Those who did recognize that your style is somewhat private -- you like to deal with your problems alone and keep your feelings to yourself. Of course, neither your evaluators nor RCom wants to tell you how to conduct your personal life. Nevertheless, it makes me curious about the ways in which you take care of yourself. Some people noted your tendency to brush away serious things with humor; [Redacted] writes that “when you share what you’re thinking and feeling, you undermine the seriousness of it, share these things casually and humorously.” Do you take your emotional well-being seriously, and do you rely on intimate relationships to process? What is your support system?

I am excited for our walk.

[Redacted] for RCom
Dear [Name],

Your fellow second years recognize a shift since last year in how you interact with this community, and they commend your willingness to learn about both yourself and this place. I hope that you can use these evals to discern what direction that work should take next.

The academic pillar stands out as your strongest. You receive substantial praise for your ability to follow discussions, the artistry with which you articulate your thoughts, and the palpable intellectual energy that you bring into the classroom and informal intellectual spaces alike. Many people note, however, that your mode of participation tends to center around deconstruction and criticism of conversations, which they associate with expressions of frustration. This type of participation is both valued and criticized by your peers -- it can, by turns, “animate discussion when you suddenly shake the premise of our question” (to quote [Name]) or drive the discussion to stagnation. Some would like to see you broaden your scope of seminar participation to include positively shaping the direction of discussions instead of mostly redirecting. Is this something that you’re interested in? Perhaps this could also include inviting others to participate more often -- your recent efforts to do so in Presidency were appreciated.

[Name] and [Name] note that your use of abstract language detracts from the quality of conversations that you have with peers. Somewhat related are [Name] and [Name]’s comments about your use of logical fallacies and “rhetorical wriggling” in conversation. A rigorous analytical mind makes a person intelligent, but without the ability to share one’s insights with those around them, that intelligence gets lost. You have much to offer to this community through sharing your independent intellectual life, pushing your peers in academics, and taking on a leadership role in shaping the SB’s intellectual culture. Your peers see this as an area in which you can grow.

Regarding labor, you’ve received many affirmations of your execution of the MechAss position and the work that you’ve put into your relationship with [Name]. You are seen as a capable, hard worker. A few evaluators stand out to me as expressing a common concern on your attitude toward and interaction with the menial aspects of labor. [Name] voices frustrations about your propensity to let small things slide on Farm Team. [Name] recognizes a certain “casualness or blase attitude” that leads you to deprioritize smaller details, and [Name] makes similar comments. Where does this disinterest in the mundane aspects of labor originate from? If it doesn’t hold intrinsic value for you, I encourage you to work on this in order to improve your relationships with those with whom you labor.
Much of the feedback you’ve received on “deconstructionist” tendencies in academics applies to self-governance. When discussions don’t go the way that you want them to, you often express frustration, impatience, irritation, and sometimes hostility. You are encouraged to engage in less meta-analysis and to shape discourse in what you see as productive directions. In terms of shaping collective discourse, some evaluators further encourage you to take on leadership roles. You could do so by running for elected positions or by taking your own initiative in informal capacities. This suggestion is in tension with your desire to “ignore or compromise [your] relationship to having authority... because the idea of having an obligation to and a power over others in that way scares [you].” Does the fact that others want you to occupy those roles make you any less resistant to the idea of leadership and authority?

As for the so-called “nebulous fourth pillar,” people highly value your friendship. On a cautionary note, some advise you to be careful about how you use your social clout, to be conscious of how it’s affecting others. In particular, your practice of criticizing others in public spaces (to the extreme of “shit talking,” to quote [redacted] and [redacted]) is corrosive. This runs alongside concerns about how you have a distinct group of friends, and some evaluators identify that you hold those friends to different standards than other SB members that you dislike. Creating groups (or “cliques,” to use [redacted]’s word) such as these is problematic, as you identify in your self-reflection. What steps are you willing to take to move away from these practices?

Several people make note of how your hygiene has improved since last year while also identifying areas in which you can work toward taking better care of yourself -- e.g. sleep habits, caffeine dependence, and tobacco use. This is one example of a sentiment shared broadly in your evals: your peers see significant improvement while acknowledging that there is much more room for you to continue growing during your time here. People also see you as demonstrating more care for this place. What has changed since last year?

Let’s talk about all of this on our walk.

All my best,

[redacted]

On behalf of RCom
<table>
<thead>
<tr>
<th>Student Expectations</th>
<th>Evaluate the student's performance in each of the following areas.</th>
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<tbody>
<tr>
<td>Safety: Focus on personal and professional hygiene and sanitation. Wear proper working attire in kitchen. Ensure that work area is sanitary before and after food prep. Follow training on kitchen equipment. Adhere to College Drug and Alcohol Policy.</td>
<td>I noticed a definite improvement in station cleanup after the first couple of weeks. I could have set a firmer standard to start, but I feel like your internally-driven improvement is even better.</td>
</tr>
<tr>
<td>Responsibility: Responsible for daily production of baked goods as needed by kitchen and community. Attend daily meetings. Arrive on time for labor and advise BH manager as soon as practicable if labor will be missed.</td>
<td>I enjoyed seeing how you structured your schedule as you got more comfortable with baking rhythms. When it didn't make sense to bake things, you were proactive about finding fruit processing to do.</td>
</tr>
<tr>
<td>Collaboration: Work as a member of a team. Coordinate with cooks and creamer for ingredient needs. Organize oven usage with cooks during daily meetings.</td>
<td>I think the team - it student cooks who you could have done a better job coordinating oven time, but there were very rarely any bad traffic jams. Another area where your dramatically improved. You were great at baking bread-fresh when the menu demanded it. Very strong.</td>
</tr>
<tr>
<td>Work Ethic: Demonstrate commitment to producing high quality products. Ensure daily needs such as granola are met and quality standards are maintained.</td>
<td>You approached the position with an unusual degree of focus - learn to bake good bread and fill in around that w/ other treats. While your scope was not as ambitious as that of some bakers, your quality and focus were excellent.</td>
</tr>
<tr>
<td>Involvement/Improvement: Achieve and improve when necessary upon the production and quality standards to meet the daily needs of the community.</td>
<td>Reshifting the emphasis of the position back to bread is a great example of this.</td>
</tr>
<tr>
<td>Community Awareness: Demonstrate an understanding of the needs of the whole community. Demonstrate through quantity, quality, and availability how vital the baker's role is in the community.</td>
<td>There was always bread and granola. Desserts were spottier, but it's hard to categorize them under 'needs.'</td>
</tr>
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<td>Student Expectations</td>
<td>Evaluate the student's performance in each of the following areas.</td>
</tr>
<tr>
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<tr>
<td><strong>Safety:</strong> Focus on personal and professional hygiene and sanitation. Wear proper working attire when working. Use PPE as required and adhere to College Drug and Alcohol Policy.</td>
<td>Overall, I thought your team worked safely and upheld important safety standards. Some wrong chemicals in dispensers, but I should have helped more.</td>
</tr>
<tr>
<td><strong>Responsibility:</strong> Take ownership of the overall BH. Ensure that all duties and projects are completed. Work through daily and weekly projects to keep the BH a clean and welcoming community space.</td>
<td>The area your team should have been stronger is in doing more frequent cleaning outside of the dining/food prep areas. I.e. soap refills, mouse checks, pantry sweeps.</td>
</tr>
<tr>
<td><strong>Collaboration:</strong> Work with all parts of the food operation to provide clean, sanitary equipment. Work with SB and community to maintain the community function of the BH common areas.</td>
<td>Certain items were frequently put away in wrong spots/not put away. More communication with me or the cooks could have helped with this.</td>
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<tr>
<td><strong>Work Ethic:</strong> Take pride in the central community space of the College. Invest time and energy to make the BH a welcoming place. Arrive on time for all assigned tasks and complete them in a reasonable time period.</td>
<td>You were consistent and reliable in prep places. Your team did a great job making sure work got done even with schedule challenges.</td>
</tr>
<tr>
<td><strong>Involvement/Improvement:</strong> Achieve and improve upon the quality standards of maintaining a clean BH space. Work with the BH team to maintain clean food production areas, eating utensils, and a hygienic environment.</td>
<td>I love the bow-drying! A great new system.</td>
</tr>
</tbody>
</table>

The spirit of fun and enthusiasm you brought to the team was noticed and is appreciated.
<table>
<thead>
<tr>
<th>Work</th>
<th>Independently to solve problems with your own knowledge and the tools provided.</th>
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<tbody>
<tr>
<td>Strive</td>
<td>for excellence. Work to produce high quality pasture, hay, and agricultural products. Demonstrate improvement.</td>
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<tr>
<td>Identify and respond to problems around the ranch. Demonstrate a holistic ownership of the Farm, rather than treating labor as a list of tasks.</td>
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<td>Organize a system to divide the team’s labor to meet the needs of the college. Cooperate to complete work.</td>
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<tr>
<td>Treat peers and staff with dignity and respect. Effectively communicate needs. Listen carefully to instruction, asking questions as needed.</td>
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<tr>
<td>Recognize and resolve problems (e.g. ineffective record keeping, leaking irrigation lines, broken equipment). Give his best effort.</td>
<td></td>
</tr>
<tr>
<td>Develop the initiative and skills to solve problems independently, but demonstrate the judgment, or the improvement in judgment, to know when to ask for help.</td>
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<tr>
<td>Consistently complete work in a timely fashion. Demonstrate good time management.</td>
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<tr>
<td>Ensure that all equipment is operating in good working order.</td>
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<tr>
<td>Operate tractors and other machinery safely, responsibly, and effectively.</td>
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<tr>
<td>Take responsibility for ensuring that he receives proper and adequate training. Develop a familiarity with a range of tools and methods needed to achieve a given result.</td>
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</tr>
<tr>
<td>Demonstrate an awareness of or interest in the physical processes involved in growing hay and pasture (fertilization, soil chemistry, etc.). Take an active interest in the issues that surround food production.</td>
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</table>

Evaluator:
Evaluate the student's performance in each of the following areas.

I have no concerns about Sam's ability to work safely. He exercises good judgement and demonstrates safe work practices.

He shows up every day on time. He works through frustration, challenges, and failure without any outward signs of disappointment. On several occasions over the past two terms he has had to work with little supervision on long projects that involved multiple unforeseen problems. I'm thinking recently of his work on repairing the blue truck down at the stack yard. I appreciate that he continues to work and try new things to keep moving forward even if I'm not available for consultation.

The past two terms have seen Sam grow a great deal in competence and confidence. As his skills and experience have grown he has been able to more thoroughly embrace independent work, which I greatly appreciate.

In his second term in the shop, Sam has grown much more independent and able to work through problems on his own. This is especially apparent in that now when he asks for help, it's a specific challenge or need that he can clearly explain, and less of a dead end “don’t know what to do” situation.

Sam should be proud of the approach to stewardship on the campus that he has embraced. It's difficult for a first year student to really "own" this campus, but over two terms I have seen Sam notice more work that needs to happen and take the initiative to make the campus a better place. I hope that as he moves on to his next labor position he'll be able to apply this experience to leadership in other roles.
Garden Student Feedback

Student: [Name]

Student Expectations

SAFETY: Uses clear communication and asks for help when needed. Demonstrate a commitment to safety and safe work practices. Demonstrate safe lifting of materials and wears proper footwear when digging. Student should be cognizant of sun exposure and water intake when working in the garden.

WORK ETHIC and COLLABORATION: The student is committed to complete all tasks needed even if it may mean additional labor. The student leaves a tidy garden when he leaves for the day—putting away tools, seeds etc. Works well and efficiently as part of the garden team treating peers with dignity and respect.

ENGAGEMENT AND IMPROVEMENT: Takes an active interest in how the garden runs, food production, plant management etc. How is this garden different from other areas in the world? How can we improve? The student gardener improved in work quality and efficacy over the course of the term.

INDEPENDENCE: Takes ownership of the garden. [Sees what tasks need to be completed, prioritizes, balance long term goals with general upkeep of the garden] Takes initiative in taking on projects as needed and thinks through problems to find a solution when possible.

STEWARDSHIP: Be proud of the role that you play in the community of Deep Springs. Coordinate and participate in harvests for the BH and community [work with kitchen to wash and store produce, harvest extra when needed for the kitchen, keep on top of how much is in walk in before weekly harvest].

Date: Term 2 2019

prepared by [Name]

Rory did a good job of safety and communication this term. She communicated with me clearly most of the time about her schedule and worked safely throughout the term in the garden.

Rory has an excellent work ethic and it was a pleasure to have her as part of the garden crew. She worked hard both on her own and as part of the group throughout the term. She does an excellent job of pacing herself and working until her task is complete.

Rory asked excellent questions throughout the term and seemed interested and engaged as the term progressed. She did improve as the term progressed and was able to see and engage with tasks around the garden that need to be completed on her own.

Taking ownership and showing independence are often hard to gauge over the course of just seven weeks but has done a good job of seeing what needs to be done in the garden beyond what is on the master list. She has added to the list on several occasions. She also has done a fantastic job of keeping up with her individual task of gophering by putting time into it daily.

Rory did a great job on harvest and beyond that she was a good steward by using the vegetables during the cooking class. She was all in on the pig project and helped where needed with them and the chicken house too.
February

Dear [Name],

Following its mandate to conduct annual evaluations of Deep Springs staff performance, the Review and Reinvitations Committee solicited students’ feedback on their interactions with you in your role as president. We hope you find these reflections helpful, and we encourage you to contact RCom with any questions you may have about these observations or about the evaluation process.

Students express confidence in your ability to carry out the duties on the larger institutional level, such as [blurred text]. In recognizing that you fill a wide range of duties, students identify that some of your tasks are not carried out in a timely fashion. Examples include sending ComCom your edits to the newsletter, coordinating events with the student nurses (the STI trip and [blurred text] visit), and approving RCom’s staff evaluations. As the job description says, “[blurred text].” RCom encourages you to consider what tasks you may be able to delegate, as delegating more of these duties could improve the efficacy and timeliness of both your work and students’ work.

You have clearly put substantial work into “[blurred text],” as articulated in the description. Students have described you as fulfilling the role of the campus’s first line in mental and physical health defense. You are someone that many students feel comfortable talking to about personal issues and asking for advice. [Name] is “deeply grateful for the personal guidance” that you provided her with in “difficult times,” and [Name] writes that he feels comfortable disclosing sensitive information to you because he trusts your ability to keep such information confidential.

Regarding self-governance, students appreciate that you occupy several modes of engagement, by turns keeping your distance from the Student Body, collaborating on joint projects, and stepping in of your own volition. [Name] praises your hands-off approach for how it gives the Student Body space and is sensitive to young people’s oftentimes “difficult relationship with authority.” [Name] commends your collaboration with students on sexual health and peer counseling. [Name] states that your ability to intervene was appreciated when you helped CurCom find visiting professors to teach for this year.

That said, your evaluators name several instances in which your decisions have been difficult for or have confused students. [Name] names last year’s Sequoia fellowship application process. [Name] names the Term 6 [blurred text], [Name] names your recent rejection of press inquiries without first sending them to ComCom. [Name], [Name], and [Name] all name the CurCom process surrounding [Name]’s independent study proposal. Regarding the latter, [Name] writes that you “could have trusted CurCom to do some of the work of communicating with students about their proposals.” Students take issue with interventions when they have not understood your reasons for stepping in or
believe that your reasons were unsound. You are eager to share your motivations with students, but too often, they do not understand what you are saying and why. [Redacted] describes this as feeling “a bit like a game of battleship” from the students’ end.

In light of this, RCom recommends that when you get involved in self-governance, don’t be cryptic about your reasoning. It is frustrating to students when they leave conversations with you wondering what you meant. Students should be able to understand why you intervened, even if they disagree. Please provide students with a direct, convincing account for why you believed stepping in was appropriate. Not doing so may indicate that the situation did not call for intervention. In the job description, the [Redacted]’s role in self-governance is described as minimalist: “[Redacted]”

Your sparse engagement in daily community life outside of the classroom (infrequently attending meals, arriving late to public speaking) leads some students to feel that you are distant. This makes the instances in which you do step into self-governance, often in a corrective role, seem out of touch with the SB’s needs and desires, according to [Redacted]. Students would like to see more of your presence around campus, and having a more active presence may address some concerns about self-governance.

Finally, RCom would like to mention one specific concern about how you relate with students in conversation. [Redacted] recounts an interaction in which you commented on her reasons for taking Kant. [Redacted] writes, “[Redacted].” When speaking with students in informal settings, it is important to be sensitive to how they will receive your comments, even those said in jest.

Thank you for the important role you fill in this community. I would be happy to talk about any or all of this with you.

Respectfully,

[Redacted]

On behalf of The Review and Reinvitations Committee
Dear [Name],

The student body is full of appreciation and respect for the role you play in Deep Springs, as a [Title], and [Role]. Students see you as a “reliable source of joy, warmth, and insight” (__) and appreciate your ability to be rigorous, humorous, supportive, and inclusive.

In your capacity as [Title], students appreciate your “active, holistic interest in students’ lives” ([Title]) and the way in which you go “far beyond base-line concerns of [Title] and [Role] and into the realm of [Title] interest and motivation” ([Title]). Your ability to aid students with difficulties and provide effective advice is cherished by the student body.

Regarding advising on [Title], second year students expressed gratitude towards your availability and responsiveness to both practical and personal questions. The meetings you held with the class were helpful and encouraged students to look into [Title] earlier on, and the advice you give during one on one conversations were praised. Some students expressed they would have appreciated additional help, such as conveying more information about the [Title] procedure for [Title], or perhaps more structural support such as [Title] clinics.

The student members of [Title] find your presence insightful, and appreciate the balance you maintain “between allowing students to take the lead and offering her own thoughts” ([Title]). In your role as mediator between [Title] and [Title], the feedback you collected from [Title] regarding [Title] evals was helpful. [Title] mentions the confusion that occurred regarding the distribution of [Title] evaluations and suggests you can take a more significant role in “assuring that neither [Title] nor [Title] can see the other’s evaluations before they submit their own”. [Title] suggests that it would be helpful if you would serve more explicitly as a liaison, in cases such as "soliciting course descriptions from [Title] ... or in communicating [Title]'s suggestions about [Title] to [Title]”.

The students express trust in your ability to lead the [Title] and to develop robust working relationships. Additionally, they appreciate the efforts you invest in making [Title] interviews and visits feel welcoming.

Students were impressed by your report and participation in the [Title] committee in the fall TDS meeting. [Title] described your comments as "graceful, concise and insightful” and [Title] described the meeting as pleasant and effective. She expresses interest in "a more regular or informal [Title] report just for the community where she outlines the main projects she has been working on or what kind of work has primarily comprised her day-to-day duties”.

In the [Title], [Title] observes you are not currently involved, and believes it is important “for the [Title] or for someone appointed by the [Title] to take over [Title] responsibilities from [Title] before she leaves”. Additionally, the [Title] for [Title] can benefit from more attention.

The students observe your transition into the [Title] position was smooth and successful, and are grateful for the indispensable role you play in the community.

Respectfully,

[Title] on behalf of the Review and Reinvitation Committee
Dear [Name],

These evaluations show how much students enjoy working with you. They appreciate your knowledge about and commitment to the [Farm]. They have clearly come to share much of your passion for [Branch]. They praise your abilities as someone who cares about the character of their crews as well as getting the job done.

In terms of your management of the [Farm], students see you as being deeply invested in the long-term future of the farm. You share your plans for new [Branch] techniques with your labour crews, helping them to feel invested in their work and to see it as part of a larger project. Tamar writes, “His long-term plans for the [Farm] are a source of constant inspiration. For example, [Add examples here], combating [Add examples here], etc.” Students further observe your commitment to “[Add examples here]”, and praise your ability to communicate your ideas about it as enriching their experience of labour. This commitment is also manifested in practical work, particularly in [Add examples here]. You remember the effort and long hours that you put into fixing the [Farm] term one. More generally, students trust you to manage the [Farm] with competence.

Students find you to be an effective and inspiring educator. You teach students to acknowledge their mistakes, without feeling like they’ve failed. You encourage students to work together and create cohesive, productive labour crews. [Name] writes, “I appreciate [Your Name]’s efforts in creating a work space that is not only effective, but also educative, inclusive, and full of spirit.” Furthermore, students appreciate your willingness to co-operate with them on new initiatives, “(from [Add examples here] and [Add examples here] to [Add examples here] and [Add examples here])” as [Add names here] observes.

Students appreciate the depth of your knowledge and your ability to communicate it. You support students in learning complicated and tough things e.g. [Add examples here], fixing a [Add examples here]. By taking the time to teach these skills, you give your crews a sense of confidence when they are labouring independently. Students also made frequent reference to your contagious enthusiasm and passion for [Branch].

On the other hand, students sometimes felt overwhelmed by the amount of work that was expected of them, and found it difficult to fit in long hours on [Farm] with the other demands of Deep Springs. [Name] notes that presenting work as optional often left students feeling pressure to take on more work than was manageable for them. The plan that was worked out term one to move to a 24-hour cycle, thereby reducing hours, was much appreciated. Students hope that you will keep such a plan in place in the future. Your communication with the LC that went into the 24-hour cycle was praised. RCom recommends you continue to communicate with the LC about labour hours to help students manage [Farm] commitments within a broader education.
In terms of safety, most students trust you to take a thorough and careful approach to safety procedures. One student, however, suggests that you could take more time over vehicle check-outs.

The most significant problem raised in these evaluations was your relationships with other staffulty members. [redacted] writes, “I think his strained relationship with [redacted] and other Staffulty puts pressure on the students working for both of them, though it’s seemed better recently.” Several other students also reported feeling caught in the middle of the conflict about which [redacted] should be moved to the [redacted]. RCom recommends that you maintain open communication with other staffulty members and ensure that students do not serve as proxies for disagreements.

Students would like to see you participate more in community life. One area that several students mentioned, in reference to your job description, is giving regular presentations to the community about the [redacted]. More broadly, students say they would like to maintain the relationships that they build with you on labour crews but find it difficult when you are often absent from community events and meals. Students clearly enjoy spending time with you and value what you bring to this community. It would be great if you could share that more often. [redacted] writes, “Everybody loves eating with him, [redacted], and [redacted] so much, and it feels like a shame when a week or so goes by and we only see them once or twice.”

Kind regards,

[redacted] (on behalf of RCom)
Dear [Name],

The student body clearly values the work you do for this community. Students praised your organisational abilities, your competence, and your diligence in fulfilling your many duties. These evaluations further expressed appreciation for the number of endeavours you support in the labour program, in addition to your [Work] work.

As a labour supervisor, you encourage students to be independent, while also providing guidance and help when they are struggling with projects. Students enjoy this mode of supervision and commend the commitment to pedagogy it is founded upon. [Name] writes that he has grown a lot from your approach as a labour supervisor. However, he also notes that some students have become “confused and frustrated” by potentially “unclear expectations” as to what they were meant to accomplish on their own. Checking in with students about their capabilities and confidence might alleviate such difficulties.

You plan labour sessions thoroughly and match them to campus needs. Julia writes, “working with him as [Role], he always has a list of planned and prioritized projects for jobs that need to happen around campus.” [Name] remembers your pro-active planning and guidance, when you supervised him as [Role] and [Role]. These examples tie in with the general observation of students that you are an important part of what keeps Deep Springs operational.

Students appreciate the patience and support they have experienced working with you. You take the time to teach students how to drive and help them get checked-off on vehicles. You are tolerant of student mistakes in the labour program. [Name] observes that your response to such mistakes is always “calm and understanding”. On the other hand, [Name] commented that high pressure situations will sometimes lead you to prioritise getting the job done over pedagogy.

You clearly support many students in their elected positions. [Name] describes your helpful and responsive work with the student nurses. The small animals manager, TurkeyCom and the LC all acknowledge your help as a resource that enabled them to better carry out their own duties. In this regard, your good advice and knowledge of campus and tools was particularly appreciated. One thing that students suggested was that you could do more to make yourself approachable and available. [Name] remembers worrying that she was an intrusion on your time, when trying to organise things for the small animals program and feed.

With regard to your managerial role, students were impressed by your great organisation. You are cognisant of what needs to be done on campus, as well as acquainted with practical solutions to problems that arise. From fixing things to managing Coo-Com, you ensure that things run smoothly here. Several students cited your management of the [Program] as an example of how you manage extra projects effectively, in addition to your normal workload. On the other hand, a student raised a concern about your support for a staff member, [Name]. The conflict between [Name] and [Name] about the [Issue] was resolved, but in
such a way that [redacted] was left feeling isolated among the staffulty. It seems that fully resolving the conflict would have involved returning the respective parties to good communicative terms.

An important part of your role as a manager and labor supervisor is your orientation towards safety. Students commended your emphasis on safety when checking-off students on vehicles, and your general concern for the safety of the community. [redacted] writes “He is ... very proactive with regards to student safety issues: organizing [redacted] meetings, overseeing the [redacted] we had in term 3 and training new [redacted] with insistence on safety first.” In addition, [redacted] notes your fulfilment of regulations as an important managerial skill. The student body clearly trusts you to further the safety of the college.

Finally, the student body appreciates your engagement in the community, and the way you always have a joke on hand to relieve tension.

Kind regards,

[redacted] (on behalf of RCom)
Following its mandate to conduct annual evaluations of Deep Springs staff performance, the Review and Reinvitations Committee solicited students’ feedback on their interactions with you in your role as [Redacted]. The results of this feedback are summarized in this letter. We hope you find these reflections helpful, and we encourage you to contact RCom with any questions you may have about these observations or about the evaluation process.

Students who have worked with you appreciate how hard you work both to maintain the community and educate students in this domain. Those who have been on [Redacted] emphasize how much you worked to help them learn. Many people noted how weekly meetings helped them see the space as a holistic project. Some things that were highlighted were teaching students about different plant types, biological processes, and irrigation. Multiple people mentioned that you encouraged the learning of skills that they would take into their future endeavours in life. Additionally, your teaching style allows for a lot of student-led work. You are excited about students pursuing personal projects in the [Redacted], and delegate labor in a way that allows for flexible hours and student-initiative. This reflects a tendency to keep students in the loop about the [Redacted] and larger projects which allows them to work both for you and with you.

In terms of fulfilling your various job description duties, many students were struck by how well you manage to maintain them with a constantly rotating crew and often in silent competence. You do everything that needs to be done, and seem to really enjoy the work in the process. A few people did note the fact that in “off-seasons”, you are only required to work 10-15 hours per week, and were shocked by this considering you probably work much more than this. That being said, one student suggested that instead of teaching individual students to be very good at specific tasks, giving more of an overview to everyone may reduce the amount of work you have to do personally.

Another way people feel like you teach them is through feedback. While many appreciate the end-of-term suggestions you offer (and even say that it has helped them think about labor in a better way), they also say that more periodic check-ins may be helpful in keeping them accountable throughout the term. There were also some students worrying that if you did have a problem with them or their labor, it would not be voiced until it was too late. Generally more constant feedback may alleviate this worry.

Your evaluations also focused on the key role you play in this community. It shows that you genuinely care about students. As someone mentioned, you organized apple cider making events and orphan dinner over thanksgiving. You are very accommodating to your laborers needs, and make an effort to get to know them. Overall, you are an integral part of the Deep Springs community. We thank you for your commitment and hard work.

Sincerely,

[Redacted], on behalf of Rcom
Dear [Name],

Following its mandate to conduct annual evaluations of Deep Springs staff performance, the Review and Reinvitations Committee solicited students’ feedback on their interactions with you in your role as [Title]. We hope you find these reflections helpful, and we encourage you to contact RCom with any questions you may have about these observations or about the evaluation process.

Your evaluations show that students respect you very much as a [ranch manager], a teacher, and a community member. Consistently throughout these evaluations, students have said that your focus on the safety of [animal] and humans is exceptional. [Student name] uses examples of “horsemanship lessons and the safety demonstrations he orchestrates before we begin [activity] work” as ways in which you allow students to participate in the [ranch] operation while still maintaining a rigorous safety culture. This can be a hard line to walk when you’re dealing with mostly inexperienced laborers, but you give enough safety information that things can run relatively smoothly.

However, when things are not running smoothly, many students have experienced communication breakdowns. [Student name] writes that you often “express frustration in a way that impedes [your] ability to communicate what could be done better”, and [Student name] says that she finds herself “distracted by thinking about how to avoid provoking more frustration or criticism” when you yell at students. This is to say, your go-to mode of frustration can often lead to students being unsure of how to proceed, which might lead to more undesirable situations. Communication also arises as an issue with students on your labor crews and the LC. [Student name] writes of being on [ranch], “Sometimes I think you don’t explain how you want something done sufficiently, and sometimes I misunderstand it” and [Student name] expresses concern about you not checking your email, which is often the easiest method of communication between the LC and staff members. Though these concerns came up, communication is only an issue occasionally, and most of the time students see you as setting clear expectations and giving helpful instructions. The dairy crews especially emphasized your clarity of what you want, while also allowing them to work relatively independent of interference.

As an educator in this community, most people say you do an excellent job. Many have enjoyed and appreciated your work in [horsemanship]. [Student name] characterizes your teaching style as “strict but it’s clear that he does so out of kindness and care for our safety.” You also do lots of work to educate students about various aspects of the ranch. [Student name] praises your work in facilitating [activity] and encouraging students to be part of the process. And [Student name] recalls you checking him out on metal shop tools even when you were busy with other projects. He found this to be “a kind gesture” and adds that you teach “effectively and safely, but is in no way overly scrutinizing” You are willing to inform students and community members who are interested in learning, and fulfill your duties of keeping everyone included in the ranch operation. [Student name] even suggests going further and giving more information to people about projects and their long-term effects.

In terms of making [ranch] work accessible to the whole community, most people feel that you are completing this sufficiently. However, there were a few areas where people thought you could do more. [Student name] for example, sees that “there are a few students who have totally dismissed, largely because they don’t participate in [ranch work]” and [Student name] points out that in [horsemanship], you are often hardest on students who
need the most support. Part of this may just be your teaching style, however it is important to note that these general feelings may make you less approachable to students.

Overall, your engagement and interaction with this community is one everyone respects and appreciates. You work very hard to keep everyone safe and the ranch running smoothly. While there may be barriers between you and some students, you are nonetheless an excellent teacher and Ranch Manager.

Respectfully,

[Name]

On behalf of the Review and Re-invitation Committee