

## June 25-26, 2018, Dissertation Bootcamp Preliminary Evaluation Report

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### Executive Summary:

I facilitated a highly successful two-day dissertation-writing bootcamp in June 2018. Over the course of six writing blocks, 28 UBC graduate students wrote 73,432+ new words in their dissertations—which, at about 226 pages, is enough to collectively author a single PhD dissertation. The largest number of words written by a single student in one day was 7000; the smallest number was -500 words, un-written by a student who was at the editing stage in their work.

I encourage more units at UBC to run two- or three-day writing intensive bootcamps or retreats for graduate students. As of September 1, 2018, I will only be working four days per week at UBC, as my one-day-per-week contract with the Faculty of Arts draws to a close. Through my company, Show Up and Write ([showupandwrite.ca](http://showupandwrite.ca)), I would be happy to run one-off bootcamps targeted at graduate students, postdoctoral fellows, or new faculty members—populations that often experience anxiety about writing.

I will contact all participants approximately six weeks after the bootcamp, to find out if their approach to writing their dissertation has changed post-bootcamp. A final version of this report will be available in mid-August 2018.

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## Background:

I am an award-winning freelance academic editor and a research grants facilitator in the Department of Occupational Science and Occupational Therapy in the Faculty of Medicine at UBC. Part of my role includes writing development and support for graduate students.

In May 2018, I decided to host a dissertation-writing bootcamp for the PhD students whose supervisors work in my department. I had previously run successful grant-writing workshops, and sought to make a larger impact on the writing habits and practices of the graduate students affiliated with my department.

I participated in two bootcamps during my own PhD at the University of Toronto (English, 2015), and found that I was able to write prolifically when the time and space were carved out for me. I believe that students write well in bootcamps for three overarching reasons:

- They prepare to write a lot,
- They believe they will write a lot, and
- They are surrounded by people like them who are also writing a lot.

I ran a doodle poll among the grad students in my department, to select the best two dates for the bootcamp. Once these were chosen, I contacted Dr. Rachael Cayley, who facilitated the bootcamps that I attended at the University of Toronto. She sent me the materials that she used—all drawn on peer-reviewed literature—and then I set up a website ([blogs.ubc.ca/dissertationbootcamp](https://blogs.ubc.ca/dissertationbootcamp)) advertising the bootcamp and setting out a preliminary schedule. Knowing that I wanted a full room with the sound of lots of fingers typing on keyboards, I contacted colleagues in Education, Nursing, and the School of Population and Public Health, asking them to send an email invitation to their PhD students. The majority of students who participated in this bootcamp came from either the Rehab Sciences or one of these three disciplines, because they were the first people told about the event.

I then contacted Dr. Patty Kelly in the Centre for Writing and Scholarly Communication, Jacqui Brinkman at Graduate Pathways for Success, and Kiera Brant-Birioukov, a PhD student in the Faculty of Education who ran a dissertation-writing bootcamp for Indigenous students in the First Nations House of Learning in April 2018. I met with each of these three, to discuss best practices, evaluation strategies, and accessibility. Patty Kelly and Jacqui Brinkman both agreed to present on topics within their respective fields of expertise during the bootcamp.

I also solicited donations for coffee for both days of the bootcamp. The School of Population and Public Health provided 40 cups of coffee (\$73.50 via Scholars Catering) and the Centre for Student Involvement and Careers provided another 40. I had all 80 cups delivered on the first day of the bootcamp, and invited the students to bring their own coffee on Day 2.

Finally, I emailed a few of my other contacts at the university—faculty and staff in Geography, Arts Co-op, Classics, First Nations and Indigenous Studies, and Land and Food Systems—asking them to notify their PhD students about the event. Jacqui Brinkman and Patty Kelly also circulated information about the bootcamp within their networks.

Three weeks before the bootcamp, I emailed all registered students, with detailed information about the location, and suggestions for how they can prepare to write well. I sent a second email on the Tuesday before the bootcamp, reminding students to refer to the website for instructions, and to let me know if they needed to cancel their seat.

The day before the event, I set up the room for the bootcamp, giving each of the 30 registered participants their own seat and table, and setting up power strips and extension cords so that all students would be able to keep their laptops plugged in.

### About the Bootcamp:

This two-day dissertation-writing bootcamp ran from 9am to 5pm on Monday June 25 and 9am to 4pm on Tuesday June 26. It was held in a School of Nursing meeting room, T182, on the third floor of UBC Hospital. Each day of the bootcamp, 27 students attended. On Day 1, one student left at lunchtime, and did not return; on Day 2, a student who missed the first day was able to attend, and another student had to leave at lunchtime. All other students attended all or most of both days. A total of 28 students attended all or part of the bootcamp.

The business day before the bootcamp was scheduled to begin, I had 30 students registered: two did not attend, and one cancelled that day. The 30 students who registered from the bootcamp were from the following disciplines:

- Classics, Near Eastern & Religious Studies (1 student)
- Education (5)
- English (1)
- Geography (4)
- Land and Food Systems (1)
- Mathematics (1)
- Nursing (3)
- Rehabilitation Sciences (7)
- Population & Public Health (7)

I did not take attendance during the bootcamp, as I felt this would not be a good use of our time. I also did not require that students identify themselves on their evaluation materials, in case they felt anxious about doing so. I consequently cannot say which students from which disciplines did and did not attend.

On Friday June 22, I had 17 students on a waitlist for the bootcamp. Because I could not accommodate these students, I sent them information about a one-day bootcamp that the Graduate Pathways office will be hosting in late July.

The schedule for each day was as follows:

	<b>Monday June 25</b>	<b>Tuesday June 26</b>
9am to 10am	Morning discussion with Jacqui Brinkman (Topic: productive academic writing strategies)	Morning discussion with Patty Kelly (Topic: writing in the disciplines)
10am to noon	Silent writing	Silent writing
Noon to 1pm	Lunch. Informal visit with Danielle Barkley, Career Services. Optional drop-in meditation session at 12:30.	Lunch
1pm to 2:30pm	Silent writing	Silent writing
2:30 to 3pm	Editing techniques presentation and discussion	Editing techniques presentation and discussion
3pm to 4pm	Silent writing	Silent writing
4pm	Optional: stay and write until 5pm	Evaluation & wrap-up

Although I had scheduled a session on editing techniques in Day 2, I ended up cancelling this conversation and replacing it with a conversational break and opportunity to stretch. Many students appeared tired, and I didn't feel they were in a good mental space to be acquiring new information, so I directed them to resources where they could find the material I was going to present at a different time. Many students completed their qualitative evaluation during this 30-minute break.

I also offered students the opportunity to bring me a 5-to-10 page sample of their writing, for me to suggest targeted editing strategies that they may implement. Three students brought in writing samples for me to review, and we had productive conversations about their work during the lunch break.

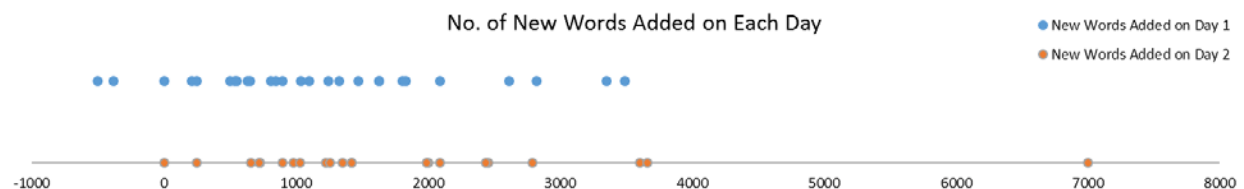
I asked all students to submit a cue card at the end of each day, indicating their work counts at the start and the end of the day. I also asked all students to complete a qualitative evaluation worksheet at the end of the second day (see Appendix C), and invited students to email me if they had any further comments.

### Quantitative Results:

I asked all students to report on a cue card the word count in their document at the start and end of each day. In sum, the students wrote 33,441 new words in their dissertations on Day 1 and 39,991 new words on Day 2, for a total of **73,432** new words generated over the course of the bootcamp. That's about 226 new pages—enough for an entire dissertation. Of these totals:

- On Day 1, 3 students reported either a lower word count in their dissertation, or no new added words, either because they were editing or because they were working on paper, not on a laptop. On Day 2, one student report zero new words added to her word count, as she had spent the day editing.
- On Day 2, only 21 of the 27 attendees filled in cue cards with their word count, due to our need to vacate the room quickly for a different event. Even with only 21 out of 27 students reporting, the word count still went up dramatically on Day 2.
- Many students commented that a sum total of their word count was not reflective of the quality of their words or of the amount of work that they completed. For example, one student who reported a Day 1 word count of 246 also commented, “Probably wrote more than 246 words as I deleted several notes to self and junky paragraphs from the word document.”

Below is a scatter plot of students' self-reported number of new words added on each day of the bootcamp:



Even with the single outlier student who, on Day 2, wrote an estimated 7000 new words—and even with only about three-quarters of all students reporting their data on Day 2—it is clear that more students were more productive on the second day of the bootcamp than on the first day.

A complete breakdown of all students' cue card data is available in Appendix A. A PDF of all 48 cue cards (with students' comments, goals, notes, etc) are available upon request.

### Qualitative Results:

The bootcamp received overwhelmingly positive feedback, especially in the comments that students wrote on their evaluation sheets. When asked what they “loved” about the bootcamp, students wrote:

- “Letitia’s inspiring, firm, structured & awesome approach to providing a two-day forum to move my thesis forward in a positive way. Room was quiet and bright. Good number of students.”
- “I’m really happy to say that I now have a [sic] ‘almost done’ manuscript”
- “Having structured time to write, no escape!”
- “Getting more than 3000 words written.”

- “Good for perspective that other people have similar struggles.”
- “Well paced. Facilitator was wonderful.”
- “It’s the best environment to write for me.”
- “It was amazing.”

When asked to write what they “hated” about the bootcamp, 16 of the 27 students wrote “nothing,” “no,” “N/A” or similar comments. Other comments about what was “hated” had to do with:

- the environment (e.g. “people with very loud keyboards”; “commuting to UBC”),
- their own experience (e.g. “not having enough to work on”; “fighting addictions (withdrawal e.g. phone, mail, etc”),
- the one-off nature of the event (e.g. “It had to end”; “I hate that this is a one-time event”), or
- the refreshments (e.g. “the lack of hot water (for tea)”).

Notable in my approach to bootcamps is that I am strict about setting rules for attendance and participation, but I do not enforce any of my ‘rules.’ I advised students to be on time, and told them to turn off their wifi and put their cell phones in airplane mode or silent (not vibrate) each morning. I also gave students a two-minute warning before their breaks would end, so that they were sitting and ready to write when the silent writing periods began.

However, I did not check students’ screens to ensure that they had turned off their wifi, nor did I fail to accommodate any students who arrived late or needed to leave early. One of the 27 students criticized this approach, writing: “the ‘strict’ 9am timing (“come 15 min early to settle in”) meant difficult logistics coordinating childcare & an extra night away from my family, avoidable if I’d know it was OK to arrive at 10am.” To my mind, it was not “OK” to arrive at 10am, as arriving at 10am would have meant missing the morning discussions with Jacqui and Patty. I can empathize with this students’ perspective, however, as one or two students did arrive late, without any consequences. Notably, this student’s response was in the minority, as more students noted that they appreciated being kept on-time and on-task.

### **Recommendations:**

When I offer future bootcamps, there are somethings that I will not change:

- I will ensure that no conversations—structured or unstructured—turn into ‘complaining sessions,’ as I don’t believe that emphasizing the negatives of dissertation-writing or PhD work helps to establish a productive atmosphere.
- I would still want to hold the bootcamp over two days. The students, although tired on Day 2, remained highly productive through the second day. I would also continue to suggest including at least 270 minutes of writing time. I would consider extending the final block of writing from 60 to 90 minutes, as around half of the students stayed until 4:30 on Day 1, and around a third of them worked through lunch on Day 2.
- I would continue to start the bootcamp early, at 9:00 or 9:30, and not finish it until at least 4pm. There were at least four self-identified parents of young children in the room on both days. Given sufficient notice of the scheduling of the bootcamp, I believe that many parents will be able to make special childcare arrangements to be able to attend.
  - That being said, the optimal situation would be to provide on-side childcare for bootcamps offered on weekends or during the summer, including infant care.
  - Because I do not have a business license for childcare, I cannot offer this service, but I would encourage the university to do so during bootcamps.

- I would continue to have students write silent in chunks of time no longer than 120 minutes. Writing in bursts, with breaks, provides writers with multiple peak, crunch periods throughout the day. This approach is supported by a body of research that focuses on the complexity of becoming an academic writer and the particular challenges of dissertation writing.
- I would continue to offer coffee *only if* the need to provide coffee for students were not perceived as a barrier to running the bootcamp. Coffee is excellent—it facilitates conversation and fuels typing speed. However, bootcamps do not require coffee in order to be run. Not all students drink coffee, and the rest can simply bring their own.

If I were to host another bootcamp, I would also make a number of changes:

- I would alter the schedule slightly, starting with a half-hour conversation and ending at 4:30, with the final 30 minutes (from 4:00 to 4:30) being optional, additional writing time. I may also slightly rearrange the length of each block of time.
- I would not offer another bootcamp at no charge, nor would I advise any units to provide free bootcamps. Instead, I would have students each pay \$X, and I would return \$X-Y to them if they were in attendance for at least 80% of the workshop. For instance, I might require students to pay \$30 to register, but issue them a \$20 cash refund and a receipt at 3pm on Day 2. I believe this fee would disincentive no-shows, late cancellations, and early departures.
  - Our room was only at 85-90% capacity on both days. If we want the maximum number of students to benefit from the bootcamps, a nominal charge may help to achieve this goal.
  - If there are concerns about inaccessibility, the refund could be 100% of the original charge, with particular exceptions (eg medical emergencies).
- I would offer tailored sessions: bootcamps for international students; for women only; for queer students; for students who self-identify as having anxiety and/or depression. Bootcamps have the potential to bring people with something other than their discipline into conversation, and I believe that this should be encouraged.
- During some bootcamps, I would offer alternative activities unrelated to writing during the structured breaks. Some students do not need writing or editing coaching or strategies—they just need to write. Our structured breaks could include other activities:
  - moderate exercise, yoga or meditation,
  - icebreakers, or
  - a potluck or other shared meal.
- I would re-think which writing and which editing strategies I want to offer, and at what time. The editing strategies presentation was the best received, generating both the highest average score and also the largest number of “9” and “10” responses. However, I as mentioned above, I felt that delivering this content in the afternoon would have overwhelmed the students on Day 2, and so I cancelled that conversation.
- Although I advised students to bring their own earplugs, next time I would buy earplugs to have on-hand for students who want or need them.

As mentioned above, I have started my own company, Show Up and Write, to facilitate bootcamps and overnight retreats in BC. In addition to running my own bootcamps, I would also be happy to chat about my experiences and my understanding of best practices with anyone who runs their own bootcamps, even if they are not hiring me to facilitate.

**Next Steps:**

I advise offering more two-day dissertation-writing bootcamps, because they are well-received, well-attended, in demand, and productive. While the ideal situation would be to have students organize their own writing groups—and while some bootcamp participants are now doing so—for other students, the logistics of coordinating a secure meeting space with sufficient numbers of participants is too high a logistical barrier. I want to take the burden of logistics and administration off the shoulders of busy, stressed graduate students (and postdoctoral researchers, and early career faculty) and provide them with the time, space, and community that many people need in order to write well.

Through Show Up and Write, I am available to facilitate a 30- or 40-student bootcamp on Nov 13–14, 2018, and/or Dec 12–13, 2018. I am also available to hold two- or three-day bootcamps in 2019. I am open to discussions about financing these bootcamps, which may come directly from participants, from a student association, from a unit on campus, or from some combination of the two.

I am keen to do this work, and I believe there is an as-yet unmet demand for these bootcamps. They serve as an inexpensive, concrete service that can be provided to give students the push they need to get crucial work completed. I'd be happy to provide 2–4 bootcamps per semester.

**Appendix A: No. of New Words Added Each Day***Day 1: 27 of 27 students reported the number of new words they wrote*

-500	650	1630
-380	808	1633
0	847	1809
210	900	1834
246	1036	2092
500	1100	2612
538	1245	2823
552	1326	3351
633	1472	3494

Total new words: 33,441

Average number of new words, for results &gt;0: 1389

Median of all reported results: 1036

*Day 2: 21 of 27 students reported the number of new words they wrote*

0	1227	2437
250	1257	2454
659	1350	2792
723	1424	3608
726	1425	3662
900	1988	7000
983	2000	
1033	2093	

Total new words: 39,991

Average number of new words, for results &gt;0: 1999

Median of all reported results: 1424

## Appendix B: Email from student participant

**From:** [redacted]  
**Sent:** Tuesday, June 26, 2018 7:55 AM  
**To:** Henville, Letitia <letitia.henville@ubc.ca>  
**Subject:** feedback numbers - day one of your 'writing boot-camp'

Hey Letitia,

Thanks for the writing boot-camp idea! It's been very helpful.

Looking at my writing word counts so far on the first day, I seem to be able to do an average of somewhere around 10 words per minute. That was pretty relaxed writing with lots of re-reading the previous section, reading a text I was modeling some of my writing off of, and some time just sitting and thinking.

My friend who finished his dissertation a few years ago in my department has what looks like about 250 words per page and a total of about 250 pages. 250 words times 250 pages is 62500 words in a finished dissertation. While I know that writing the dissertation is a lot more work than just writing words, if I had a full detailed outline already and I could write the thing non-stop, at a rate of 10 words per minute, it would only take me 104.17 hours or 4 days, 8 hours and 15 minutes.

Or about 13 straight eight-hour days. Or, more realistically, if I go with the 270 minutes of writing each day that we're doing at this workshop/boot-camp, that's 23.15 days of 270 minute of writing per day. If I take weekends off, take full lunches and lots of breaks like we're doing and keep up the 270 minutes of writing for 5 days a week that's just under 5 weeks of writing to write the volume of words that make up a whole dissertation draft.

That comes out pretty close to what's said in the website/blog you sent where someone was talking about writing their dissertation in just one month when the outline is done and all you need to do in writing the dissertation is drafting all of the sentences. That's good to know.

Now, I don't know how much time it would take to write a full detailed outline for a whole dissertation but let's say it takes 3 times longer than writing the dissertation sentences themselves, that would be about 4 months to write the outline and another 4-5 weeks to write the dissertation. That's all seems fairly doable when you break it down in to tasks like that where I just need to keep up a steady and consistent pace.

Without this kind of perspective it just feels daunting to be at the beginning or in the middle of dissertation writing. With this perspective I think I'll be able to remind myself that the key is to just keep going at a steady pace with around 120-270 minutes each day of internet-free time working on the outline and later working on the dissertation sentences. At that pace, within a year of finishing the data collection and analysis I should have a first draft of the whole thing. I know that only focusing on the numbers that represent volume of words is simplistic, but it's one perspective I'll need to keep in mind to stay hopeful!

Thanks,  
[redacted]

## Appendix C: Dissertation Bootcamp Evaluations (summative table + originals)

Question 1: How useful & informative were the structured conversations about writing & editing?

Likert scale: 1 = poor; 10 = excellent

- a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)  
25 responses, average: **8.04**
  - 6 – 1 response
  - 7 – 8 responses
  - 8 – 8 responses
  - 9 – 5 responses
  - 10 – 3 responses
  
- b) Editing strategies for efficient academic writing (Monday afternoon)  
26 responses, average: **8.27**
  - 6 – 2 response
  - 7 – 7 responses
  - 8 – 3 responses
  - 9 – 10 responses
  - 10 – 4 responses
  
- c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)  
24 responses, average: **7.50**
  - 4 – 1 response
  - 5 – 1 response
  - 6 – 5 response
  - 7 – 6 responses
  - 8 – 4 responses
  - 9 – 3 responses
  - 10 – 4 responses

Original evaluation sheets included on following pages.

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional):

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	NA

e) Do you have any comments about any of the structured conversations?

*It was a really nice intro to the day - which got me hungry to start writing.*

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?** *I loved the structure. - the ~~commitment~~ commitment about having a plan and an agenda for the two days. It was super intense to not let yourself be distracted - but I'm really happy to say that I now have a "almost-done" manuscript (came w. a very rough draft)*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?** *I hate that this is a one-time event. I feel very fortunate that I was able to join. ~~and~~ I've def. learned alot.*

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

*Would be fantastic to ~~join a group~~ w. a monthly bootcamp, maybe hosted at different locations.  
I'd keep the bootcamp @ 2 days. - my brain crashed at the end of day 2.*

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

N/A d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

e) Do you have any comments about any of the structured conversations?

All were generally good supportive information & it's nice to have these sessions to break up & inspire the writing.

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

getting a sense of the pace of writing I can sustain when distractions are removed.

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

the "strict" 9am timing (came 15 min early to settle in)

meant difficult logistics coordinating child care & an extra night away from my family, avoidable if I'd known

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

- keep it in a room with windows & lots of light, just as it is!

it was ok to arrive at 10am.

**Dissertation Bootcamp Evaluation**  
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d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

e) Do you have any comments about any of the structured conversations?

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

*The focused energy*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

*Not having enough to work on.*

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

*Doing it after clearing out my plan.*

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

e) Do you have any comments about any of the structured conversations?

The content of the Tuesday morning presentation was very interesting, I just found it a bit difficult to hear. Very important material!

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

I got things done! And enjoyed the editing tips.

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

Nothing.

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

Having some more time to share with the students about their tricks.

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

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d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

e) Do you have any comments about any of the structured conversations?

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

*Working in groups*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

\_\_\_\_\_

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

\_\_\_\_\_

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

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d) Editing strategies for structure and flow (Tuesday afternoon)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

e) Do you have any comments about any of the structured conversations?

N/A  
It's important to emphasize that personalizing & adapting strategies (knowing when, how, why to use them) is as important as knowing them. The when, how, why to use them is what matters the most and being aware of that is what makes the difference.

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

Having structured time to write, no escape!  
Meeting other people who are in better & worse shape in their writing journey was positive.

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

Fighting addictions (withdrawal) eg. phone, mail, etc.

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

Make it 3 days/shorter & the last hour was really hard.

Or cut the first structured conversation to half hour.

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

d) Editing strategies for structure and flow (Tuesday afternoon) *N/A*

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

e) Do you have any comments about any of the structured conversations?

*The material was good, I think there could have been more content in the amount of time given, and more advanced content.*

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

*I figured out a good method for outlining.*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

*having to bring/buy my own coffee on the second day :)*

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent	
1	2	3	4	5	6	7	8	9	10		NA

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent	
1	2	3	4	5	6	7	8	9	10		NA

e) Do you have any comments about any of the structured conversations?

They were really useful for focussing my attention on writing strategies, which made the writing periods more productive.

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

Being with other people who were all being quiet but still being able to get up & leave my computer open & unsupervised to get coffee/water/use washroom (which I don't have at the library).

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

Nothing.

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

I don't think I would change anything exactly, although coffee both days would have been great, but having a full week's worth would be useful to me.

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

d) Editing strategies for structure and flow (Tuesday afternoon) *Cancelled*

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

e) Do you have any comments about any of the structured conversations?

*They are good food for thought.*

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

*Good for perspective that other people have similar struggles.  
I liked having the set schedule with time blocked off for writing & time blocked off for breaks.*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

*No.*

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

e) Do you have any comments about any of the structured conversations?

*All very helpful and relevant. Thank you!*

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

*Meeting others who are at same (the otherwise lonely!) stage...*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

*Sitting still for a looong time was tough on the legs.*

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

*The word count request just didn't fit well with the kind of writing I was doing.*

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

(9)

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

(7)

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

(6)

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

N/A

e) Do you have any comments about any of the structured conversations?

Found Jacqui's presentation.  
Would be very interested in the seminars/workshops.  
Patty suggested especially writing conclusions.

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

Structured time to write  
Pace:  
flow of structure talk → write → talk etc — well paced.  
Facilitator was wonderful

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

People with very loud key boards — very distracting

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	(6)	7	8	9		10

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	(6)	7	8	9		10

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

d) Editing strategies for structure and flow (Tuesday afternoon) → was cancelled

Poor					OK					Excellent
1	2	3	4	5	(6)	7	8	9		10

e) Do you have any comments about any of the structured conversations?

No

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

It's the best environment to write for me. Breaks are super useful.  
Love Monday coffee, & the plugs (extra plugs & the room he was really good.)

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

I didn't hate anything. ~~Some~~

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

It will happen more often (and probably shorter in time in that case).

The feeling is different than the one from the writing groups

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional):



**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

e) Do you have any comments about any of the structured conversations?

*I met my goal for the 2 days!*

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

*I loved that we were forced to put away our phones and turn off our wifi. The internet and phone are a big distraction for me, and I appreciated putting them away which allowed me to be productive over the 2 days. And I also really appreciated Letitia taking time out to review a chapter and provide honest, constructive feedback.*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

*Nothing*

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

*N/A*

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional):



**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK						Excellent
1	2	3	4	5	6	7	8	9			10

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK						Excellent
1	2	3	4	5	6	7	8	9			10

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK						Excellent
1	2	3	4	5	6	7	8	9			10

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK						Excellent
1	2	3	4	5	6	7	8	9			10

e) Do you have any comments about any of the structured conversations?

—

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

It was amazing. Initially I found it difficult to figure out how best to start writing my annotation. But surprisingly, I was able to write an annotated version of one of my articles. (Evaluative annotation).

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

—

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

To extend the days or have it more often

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent	
1	2	3	4	5	6	7	8	9	10	N/A	

e) Do you have any comments about any of the structured conversations?

a - could use more info on how all these courses are linked  
b - awesome  
c - awesome + very times for me this month

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

Letitia's inspiring, firm, structured + awesome approach to providing a 2-day forum to move my thesis forward in a positive way. Room was quiet + bright. Good number of students.

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

It had to end. Honestly, I could do this 3 days per week for the next 2 months.

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

Unsure.

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
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c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

e) Do you have any comments about any of the structured conversations?

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

Getting more than 3,000 words written

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

It would be great if it was offered more often and off-campus.

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

e) Do you have any comments about any of the structured conversations?

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

Being forced to focus on writing. In particular being told to turn off Wi-Fi + phone was helpful as I find these so distracting.

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

Nothing! I would definitely attend future events.

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

Maybe space the days out as they are quite busy + it would be good to have time to catch up on other things in between (e.g. hold them on a Monday + Wednesday).

Dissertation Bootcamp Evaluation  
25-26 June 2018

Your name (Optional):

1. How useful & informative were the structured conversations about writing & editing?

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

e) Do you have any comments about any of the structured conversations?

2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?

The gentle expectation that WORKED. I DESPERATELY needed this

3. What's one thing that you HATED about the dissertation bootcamp (if anything)?

None

4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?

More coffee ☺

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional):



**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK						Excellent
1	2	3	4	5	6	7	8	9		10	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK						Excellent
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c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK						Excellent
1	2	3	4	5	6	7	8	9	10		

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK						Excellent
1	2	3	4	5	6	7	8	9	10		

e) Do you have any comments about any of the structured conversations?

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

*- Breaks among of writing blocks .*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional):

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK						Excellent
1	2	3	4	5	6	7	8	9			10

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c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK						Excellent
1	2	3	4	5	6	7	8	9			10

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK						Excellent
1	2	3	4	5	6	7	8	9			10

e) Do you have any comments about any of the structured conversations?

*Really great to learn about the support + resources available to grad students*

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

*Working "with" other grad students for two focused days of writing. Nice to connect with others in the same situation.*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

\_\_\_\_\_

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

*If these were offered monthly / bi-monthly that would be awesome.*

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional):

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent	
1	2	3	4	5	6	7	8	9	10	N/A	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent	
1	2	3	4	5	6	7	8	9	10	N/A	

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent	
1	2	3	4	5	6	7	8	9	10		

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent	
1	2	3	4	5	6	7	8	9	10	N/A	

e) Do you have any comments about any of the structured conversations?

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

Ability to come together to others and write in a well-lit room. Scheduled ~~at~~ writing blocks were perfect! Not feeling distracted by social media/emails.

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

Nothing!

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

More snacks/coffee is always nice but not absolutely necessary.

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

N/A

e) Do you have any comments about any of the structured conversations?

*I am most productive in the morning, so perhaps flipping the lengths so the 1 hr one is in the afternoon, for more of a brain break b/w writing sessions. Good, practical advice.*

2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?

*Stayed on track w/ timelines proposed, structured breaks.  
{ Social norms of everyone writing → ↑ accountability  
Change in location / quiet environment → ↓ complacency*

3. What's one thing that you HATED about the dissertation bootcamp (if anything)?

N/A

4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?

*Though it may defeat the "Bootcamp" idea, maybe if it was offered on consecutive Mondays over two weeks rather than back-to-back days. I finished writing about everything I outlined in preparation for the bootcamp on Day 1 (which was awesome & unexpected) but a break between bootcamp days may allow for time to recharge & re-prep to maximize effectiveness.*

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

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Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

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Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

e) Do you have any comments about any of the structured conversations?

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

Accountability - I ~~got~~ achieved my writing goals! & exceeded.

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

Commuting to UBC

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

More movement breaks

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

e) Do you have any comments about any of the structured conversations?

*if there would be a 'series' in the future, i'd appreciate workshops on actual writing strategies (or longer than 30 mins)  
Also, i think components could be broken down more - using literature in chapter writing, writing ethnography, writing vs. editing sessions, a short session on self care. i'm curious what other PhDs are into  
the space and the community building aspect of it. it was really helpful to connect w/ other graduate students who are going through similar things.*

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**  
*more days?*

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9	10	

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent	
1	2	3	4	5	6	7	8	9	10		NA

e) Do you have any comments about any of the structured conversations?

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

*That it forced you into a room for two days and you ended up having to write.*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

*the lack of hot water (for tea).*

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

*it might be useful conducting one of these in an internet-free zone, just to see how it goes. Most of my distractions were internet-based.*

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

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Poor					OK					Excellent
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c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor					OK					Excellent
1	2	3	4	5	6	7	8	9		10

e) Do you have any comments about any of the structured conversations?

*Not done*

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

*The structured conversations on editing strategies.*

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

*More structured conversations but not longer than 30 mins.  
So 4 20-minute structured conversations would be ideal.*

**Dissertation Bootcamp Evaluation**  
**25-26 June 2018**

Your name (Optional): \_\_\_\_\_

**1. How useful & informative were the structured conversations about writing & editing?**

a) Presentation by Jacqui Brinkman, UBC Graduate Pathways to Success (Monday morning)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

n/a

b) Editing strategies for efficient academic writing (Monday afternoon)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

9

c) Presentation by Patty Kelly, Centre for Writing and Scholarly Communication (Tuesday morning)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

7

d) Editing strategies for structure and flow (Tuesday afternoon)

Poor 1 2 3 4 5 OK 6 7 8 9 Excellent 10

n/a

e) Do you have any comments about any of the structured conversations?

**2. What's one thing that you LOVED about the dissertation bootcamp (if anything)?**

Letitia's focus, tips enthusiasm  
The fact that I got writing done  
which I otherwise would not have

**3. What's one thing that you HATED about the dissertation bootcamp (if anything)?**

hate is a strong word. The ergonomics  
could be better (but weren't horrendous)

**4. If you could change one thing (if anything) about the dissertation bootcamp, what would it be?**

I'd like more opportunity to  
develop a sense of community  
in the setting. We do to an extent,  
but I think this could be enhanced  
and would make it even better.