

SIXTH-YEAR TENURE PORTFOLIO

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CHAPTER



INTRODUCTION

1.1 Executive Summary

In this portfolio, I present my qualifications for tenure, documenting my contributions to Saint Lea University and its reputation, as well as the broader academic community. Notable highlights of those contributions include:

- **Teaching**
 - Initiated student-generated textbook project
 - Earned reputation for effective feedback and genuine responses
 - Reduced personal online DFW rates to campus norms; reduced personal on-campus rates to zero in AY2018
 - Faculty observations document my leadership in managing discussions
 - Academic advising efforts adjusted to target retention and UE completion
 - Non-academic advising experience boosts Saint Leo's reputation
- **Scholarship & Professional Development**
 - Revised SLU's Academic Writing curriculum for 3 classes through 4 iterations responding to faculty feedback
 - Trained 47 Safe Zone Allies to support SLU's LGBTQ+ students
 - 7 peer-reviewed book chapters in edited collections and 5 peer-reviewed articles
 - Articles and calls for papers published on *Hybrid Pedagogy* viewed over 9,500 times
 - 15 podcast episodes (downloaded over 19,000 times) interviewing prominent, progressive scholars
 - Used Twitter at conferences to generate over 321,000 views and over 5,600 interactions
 - One invited international conference keynote
 - Facilitated 7 national/international workshops
 - Facilitated 5 national/international week-long seminars
- **Service**
 - Member of 5 university-wide committees
 - Completed 4 successful hiring committee assignments
 - Chaired Composition Committee across 5 years
 - Created SLU's first gay-straight alliance
 - Earned SGU's Outstanding Club Advisor award

1.2 Statement of Values

Students at Saint Leo have come to expect a level of personalized attention and care from their faculty that I find rare in today's higher education climate. Too often, schools emphasize systems over people, technology over teaching, and compliance over care. Students here benefit from a different approach—one that values them as individuals, making sure we are responsible stewards of the people in our care and supporting their personal development. That student support strengthens our community today and lays the foundation for tomorrow's growth—one of the pillars of Saint Leo's Renaissance 2021 plan.

According to our core value of Excellence, those of us who are the heart and soul of Saint Leo “work hard to ensure that our students develop the character, learn the skills, and assimilate the knowledge essential to become morally responsible leaders.” Through my advising and conferences with students on campus and online, I work to develop students' characters, helping them improve their professionalism and self-confidence as they move toward and through the workforce. For our online students, I strive to enhance their digital character, as well, ensuring students improve their awareness of online communication styles and skills along with their critical-thinking skills. The vast majority of the courses I teach at Saint Leo focus on skills that help students navigate thinking and writing, both in academia and in their careers. As noted in the letter from ??, my rhetoric-focused approach to writing courses gives students essential knowledge that helps them succeed no matter where they go. The revised composition curriculum I designed (see Composition Curriculum Proposals, page 63) directly supports developing students' **excellence**—on campus and online, in college and after graduation.

In order to live up to our potentials, all members of the Saint Leo community must “pledge to be honest, just, and consistent in word and deed.” I work to develop integrity in students by giving them as much agency over their learning as possible, showing the value of conscientious consistency in expectations and values. Students set challenging goals for each course, establish fair assessment criteria for each other, and hold one another accountable for their actions. For my part, I ensure consistency in my work by constantly engaging the academic community in honest conversations about the value of student-centered pedagogy. As highlighted in letters from Siemens and Stommel, the pedagogy-centric seminars I facilitate internationally (such as DHSI in British Columbia and DPL in Virginia and Ontario), as well as my work as Director of the journal *Hybrid Pedagogy*, allow me to engage a broad audience of educators from across the disciplines in an ongoing discussion of Critical Digital Pedagogy. I rely

on my **integrity** to make higher education more just by respecting students and giving them greater opportunity to develop on their own terms.

Just as I value students as agents of their own learning, I also value resources available to Saint Leo. From a frugal use of financial resources, stretching my PDF so far that it covers multiple conferences each year, to a responsible use of human resources, ensuring my colleagues contribute to the ongoing development of our composition programs, I make use of our resources without exploiting them. Letters from Kwasny and McLargin address how I wisely and fairly manage resources, including people. I have seen the need for such responsibility more and more clearly as I've worked to develop Prism, our school's first-ever gay-straight alliance. Getting such an organization off the ground with limited personnel and funding became a lesson in **responsible stewardship** that has shown me what the people of Saint Leo can do when we align toward a common goal.

Helping with the creation and development of Prism has been one of the most rewarding challenges of my time so far here at Saint Leo. More than anything else I have done, this organization helps "foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve." The club's mere existence provides visibility for the underrepresented LGBTQ+ community of Saint Leo and lets current and prospective students know they too can enjoy a sense of belonging at our institution. Navigating the intersections of identity and faith has been challenging and rewarding, and Ken Posner's letter speaks to the importance and benefit of this work. Students in the LGBTQ+ community often hesitate to attend a religious school; Prism's presence at Open House events help show these students they will be welcome and helps support our enrollment efforts. The club's meetings, then, provide a sense of unity and belonging for students who often can feel isolated, especially at religious institutions, thereby aiding student-retention efforts. Supporting and granting visibility to a marginalized population provides needed and welcome change that strengthens the entire **community** at our school.

While the role of an educator focuses on building students' knowledge and skills almost by default, we at SLU are called to attend to "the development of every person's mind, spirit, and body for a balanced life." Teaching composition courses built around rhetoric and designed to give students skills applicable beyond the classroom and the workforce gives me a unique opportunity: I can show students that the material they learn in my classes applies to all aspects of their lives, making the academic material a thread that brings together their mind, spirit, and body. The letters from McLargin and Aiken address the value my courses provide. Students in my foundations courses frequently use team-building experiences in sports as examples for the application of

writing concepts. Students in my upper-level courses use their classwork as opportunities to build their professional identities and improve their quality of life. By focusing on lasting benefits outside the classroom, I help ensure the continued, practical **personal development** of each student, both online and on campus.

Perhaps no core value—indeed no singular concept—encapsulates my priority in teaching, scholarship, and service alike so much as respect. My classes show respect for students from the outset by valuing their life experience (particularly in online classes) and allowing them to determine the shape of the course (particularly in on-campus classes). The journal I direct teaches and enacts critical pedagogy, helping authors and educators take greater control of their own learning by respecting their values and priorities. As mentioned above, my work with Prism has allowed me to show how the LGBTQ+ and religious communities at Saint Leo can respect one another by relying “on the unity and diversity of our people, on the free exchange of ideas, and on learning, living, and working harmoniously.” However, my commitment to respect can best be seen in how I serve the Saint Leo community. Having served on several committees at the departmental, school, and university levels and having led one committee for several years, my greatest contributions have been in valuing the work of each member of a committee and finding common ground between differing opinion. As emphasized in letters from Caldwell, Decius, Aiken, and McLargin, my ability to be diplomatic and articulate has helped several committees move forward when it felt that internal disputes might bring progress to a halt. I believe my greatest contribution to SLU is a consistent show of **respect** for our faculty, our staff, and our students—respect I will continue to use to further strengthen the Saint Leo community.

1.3 Curriculum Vita

My complete CV is included in the full digital version of this document, which can be downloaded from <http://chrisfriend.us/portfolios>.

1.4 Letters of Recommendation

In the full digital version of this document, available at <http://chrisfriend.us/portfolios>, letters of recommendation from the follow people are included:

- Ray Siemens, Distinguished Professor, University of Victoria
- Jesse Stommel, Digital Learning Fellow and Senior Lecturer in Digital Studies, University of Mary Washington

- Barbara Caldwell, Chair, Department of Accounting, Economics, and Finance
- Ken Posner, Associate Vice President, Student Affairs
- Karen Hannel, Co-Chair, Department of Interdisciplinary Studies and Experiential Learning
- Andrew Gold, Associate Professor of Management and President of University Senate
- Karen Kwasny, Assistant Professor of English and former director of Oceana Center
- Pam Decius, Associate Chair, Department of Language Studies & the Arts
- Marissa McLargin, Professional-Writing Instructor, Department of Language Studies & the Arts

CHAPTER 

TEACHING

2.1 Teaching at a Glance

Details appear in the narrative that follows, but highlights of my teaching record include:

- **Initiatives**
 - Employed responsive, class-generated course policies
 - Created student-authored open-access textbook
 - Positioned students as content experts
 - Built pedagogy on listening to students and developing agency
- **Student Evaluations**
 - “Great” is the most common word in written feedback
 - Candid discussion responses via video appeals to online students (169 views in past 12 months/6 courses)
 - Feedback given on essays seen as my strength
 - Student perception of increased student agency has greatest effect on perception of instruction
 - Discomfort with peer review requires continued development
 - Marked improvement in DFW rates—personal online rates near institutional campus average; personal campus rates reached zero in AY2018
- **Faculty Observations**
 - 17 observations obtained from faculty across all colleges and levels
 - Ability to listen to students and lead discussions consistently listed as central strength of my teaching
 - Insistence on student agency affects perceptions of authority
 - Classes consistently shown to foster mutual respect
- **Advising**
 - Most advisees are undeclared majors; I emphasize completing the UE program to enhance retention
 - Non-academic advising through Prism’s Safe Zone Ally program supports students, improves retention, reduces suicide risk
 - Also advised: honors intern, graduate students at University of Chicago, and PhD candidate at Portland State

2.2 Statement of Significance & Impact

The Department of Language Studies & the Arts created my position as a hybrid one—I teach half my classes online and half of them on campus. This intentional fracture gives me a useful perspective, helping me understand the diversity of student needs served by our various course modalities. Teaching in two environments maintains my awareness of our students, broadly speaking, not limited to one degree program or another. Indeed, the courses I teach most often, ENG 121 & 122, are required of all students, so my classes rarely reflect the needs or interests of only a single major. A complete chronological list of all sections I have taught with Saint Leo appears in the Course Evaluations section (see Course Evals tab, page 34). A broad overview of course titles here reveals my emphasis and interests in teaching and highlights the balance between modalities inherent in my peculiar position.

- On Campus
 - SLU 101 First Year Experience (2×)
 - ENG 002 Basic Writing
 - ENG 121 Academic Writing I (24×)
 - ENG 122 Academic Writing II (9×)
 - ENG 300 ST: Digital Writing
 - IDS 200 ST: The Art of Conversation
- Online
 - ENG 002 Basic Writing
 - ENG 121 Academic Writing I (7×)
 - ENG 122 Academic Writing II (3×)
 - ENG 215CL Monsters in Literature
 - LBS 201 Critical Thinking (9×)
 - LBS 499 Explorations in Liberal Studies

As evidenced by the preceding list, my primary on-campus focus remains on rhetoric-based writing courses (ENG 002, 121, 122, and 300), but I teach other language-related courses (such as IDS 200 and ENG 215CL) based on student needs. With our online student population, in addition to the standard writing courses, I have found a niche teaching in our liberal-studies program (LBS 201 and 499), helping students learn and apply critical-thinking strategies in their work and their lives. This diversity of modalities, disciplines, and demographics has me working with a variety of Saint Leo students, from first-generation on-campus residents to middle-aged professionals returning to school after a decade or more for personal development. The broad understanding of our diverse student body I gained by teaching such a variety of courses proved essen-

tial when developing a revised composition curriculum for the entire institution (see Composition Curriculum Proposals, page 63).

Since arriving at Saint Leo, my praxis has been driven by two fundamental pillars of my teaching philosophy:

1. Listen to students.
2. Let students learn for themselves.

Those principles roughly correspond to the Core Values of Respect and Personal Development, respectively, and they direct both my course design and daily interactions. At their most basic, these principles lead me to give students opportunities to discuss and share ideas more than I choose to lecture. They compel me to help shape *how* students think without telling them *what* to think, allowing them to make connections and reach conclusions on their own. Both of these principles lead to greater student agency in the classroom. The effects of that added agency can be seen in three unsolicited letters sent by former students across a variety of courses (see Letters & Forms, page 34).

In the first letter, written upon the student's departure from our school, Andrew Bridge opens with, "Just wanted to thank you again for all the ways in which you inspired me, educated me, and really fostered growth within me. You are without a doubt my favorite professor at Saint Leo." The student recognized that the learning he experienced was a result of his own work and effort. Nelson Barajas, author of the second letter, also appreciated greater control over the direction of his own learning, writing, "The fact that you were willing to let us decide and were not only helpful but actually interested in where we took the class was definitely a breath of fresh air. It made your class something that I actually enjoyed." The third letter, written by a participant in a weeklong summer intensive course on Critical Pedagogy I co-facilitated, includes this reflection:

As students, we were asked to constantly evaluate the "rhetorics" of the room—how discussion dynamics were unfolding, and what our own evolving purpose was at the seminar. Through it all, Chris was compassionate as we struggled to wrap our heads around all-new pedagogical paradigms, and gave us much individual attention. He was unfailingly tuned in to where we all were on our own trajectories, and what he could do to advance us along that trajectory.

Each of these letters shows how my concern for students and my insistence that they construct their own knowledge work to empower them with greater agency in ways they may not have expected.

Greater agency, I have found, comes as a surprise to many Saint Leo students, unsettling their expectations for education. By unsettling students, I get them to reconstruct their perception of how classes work, starting by challenging the assumed authority of the instructor.

My efforts to challenge the presumed authority of instructors begins on the first day of classes, when I invite on-ground students to collaboratively construct their course syllabus, defining the course policies for themselves. By having students define the expectations of their own classroom, I get greater buy-in to the course policies throughout the semester, and I find students are more focused on learning because they construct an environment aligned with their needs. For instance, some classes decide to create a policy allowing for music in the classroom because they know it helps them stay focused while working. In those cases, we discuss how and when it's appropriate, and the policy ends up incorporating respect at its core, such as this from my 2017FA1-ENG-121-CA01 class: "We are able to listen to music *with headphones* when doing independent work—but not loud enough for neighbors to hear." Students in that class balanced their need for attention assistance with others' need for uninterrupted work. That class's complete set of course policies appears in Figure 2.1. Students in my 2017FA1-ENG-121-CAH1 class, which met right before lunch, prioritized access to food. Therefore, they created this policy: "Students are allowed food and drink during class with restrictions. Any foods considered disruptive such as loud packaging or strong scents are discouraged. Students are asked to kindly respect the peanut butter allergy in class." Note how the policy presented here is specific enough to allow them to snack like they wanted so they could keep hunger at bay, but they took into consideration the needs of their colleagues, who didn't want disruption (sounds), distractions (smells), or reactions (allergies). Their full set of course policies appear in Figure 2.2.

What may seem minor—allowing students to include policies about food and music in their syllabus—has broad residual effects. Students who set the rules for their classes are empowered from the start. They know they will be listened to and can control their learning. And they are conditioned to look after one another. Every time I have students create their policies, I learn what they value, and I establish collaboration as the norm from the beginning. By defining the rules of the space, students take ownership of their own learning environment, and they see through discussion how their policies help ensure that learning remains central to our classes—the policies they create are in service of, not a distraction from, learning. Language used in the example policies is student-centric, encouraging, and non-punitive, which sets a tone of encouraging collaboration and helps students view the course as an opportunity to excel. In the CA01 section (Student-Crafted Course Policies, 2017FA1-ENG-121-CA01, page 15), note that their uncertainties about success called for a "re-do policy," creat-

<p>Cell Phones/Electronics</p> <ul style="list-style-type: none"> • Students can use their electronic devices during class as long as they are still involved and engaged in the class discussion or whatever activity is taking place. • Students can use electronics to look up information to contribute to the discussion. • We are able to listen to music with headphones when doing independent work—but not loud enough for neighbors to hear. • If doing independent work, cell phone use is allowed as long as it is quiet and work is finished. • In the case of an emergency, you can take a phone call as long as you step out of the room and try to be as non-disruptive as possible. • Keep social media and texting to a minimum during a class discussion. <p>Participation Contributing to class discussions should be in effect because it invests one into what is currently being learned. Participation in group and class discussions focuses on the community values of Saint Leo and helps contribute free thoughts and ideas on the topics being learned. The contribution in discussions will include all students by sharing their thoughts and ideas. Small group discussions can be used to share opinions and thoughts in a smaller setting, to be shared later in a larger discussion with the whole class. Asking for direct opinions from peers can lead to more contributions of ideas into the overall class topics.</p> <p>Redoing Assignments</p> <ul style="list-style-type: none"> • Redos can receive full credit • If majority fail to understand an assignment we have the option to propose an alternative assignment or hold a vote for a completely new assignment. • Deadlines for redos are flexible with the specific assignment, but office meetings are required for additional instructor feedback.
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Figure 2.1: Student-Crafted Course Policies, 2017FAI-ENG-121-CA01

ing for themselves a safety net that permitted experimentation and the potential for growth. Their policies encouraged learning and provided safety.

This collaborative process of creation benefits me, as well. Because students have already identified not only what good behavior looks like but also how it assists their learning, I spend minimal time dealing with discipline. As evidence, the “addresses potentially disruptive behaviors before the learning environment is impacted” criterion on the vast majority of my teaching observations (see the Observations tab, page 37) are marked “n/a” because disruptive behaviors so rarely occur in my classes.

The second principle of my teaching philosophy, letting students learn for themselves, leads me to avoid lecturing in favor of experimentation and collaboration. Rather than expecting students to unquestioningly absorb what I say, I instead give them just

<p>Participation Students must participate as well as be willing to present their work, thoughts, and essays. While participating, students should be able to listen to others with an open mind. Actively listening in class will be required along with their full attention. Attending class and doing the work assigned is crucial to participating.</p> <p>Attendance It is advised to make it to class and Friend will take attendance. With participation being an active assessment, not being in class can potentially harm your final grade. If you do not attend class, it is your responsibility to make up work missed.</p> <p>Late/Homework Policy It is strongly advised that the homework is done prior to the arrival to class. If one person does not have the homework, it can set the entire class back. Not having the homework can decrease productivity within the classroom. So, do the homework.</p> <p>Food/Drink Students are allowed food and drink during class with restrictions. Any foods considered disruptive such as loud packaging or strong scents are discouraged. Students are asked to kindly respect the peanut butter allergy in class.</p> <p>Academic Honesty Students should work together, and doing equal work while in groups. Students should only use their original content on all coursework. Answering classmates' questions is allowed to develop a collaborative environment.</p>

Figure 2.2: Student-Crafted Course Policies, 2017FA1-ENG-121-CAH1

enough information to get to work, then rely on a sense of discovery to motivate them through any challenges they encounter. Students who are accustomed to being told exactly what to do every step of the way through a course meet a new challenge in my classes, as I am asking them to think—and learn—on their own power. In recent semesters, I have taken this a step further, asking students to present new material in my stead. This way, the presenting students are seen as “experts” in their specific topic, and they find ways to explain the material in familiar terms, making the content more accessible to students than any approach I would take. I have found this process empowers students and further develops the cooperative trust established through syllabus building.

When these student experts present content in class, I work with them both before class and during their presentation to smooth over rough spots or prevent confusion. I provide on-the-spot course corrections that clarify what students say without wresting control of their presentations. Students see me collaborating with them and respecting their autonomy, providing a safety net and again allowing for experimentation. That experimentation came to the forefront with a student presentation that took place during Dr. Parker’s observation (see page ??) this semester. One of that day’s student pre-

senters made a claim that I didn't think was supportable. I questioned his thinking in the middle of the presentation because we have established a culture in class where guesses and "wrong answers" are valued as discussion points and learning opportunities. I challenged the student by saying I wanted to "push back on" something he had said. Whole-class discussion ensued as we all debated the merits of both perspectives on whatever was being discussed. The matter resolved, and we moved on. Several minutes later, I made another comment about something, and the presenter immediately said, "I'm going to push back on that," essentially using my words against me and exerting authority over me because of his role as the in-class expert—and doing so while he knew I was being observed by my Dean. The student knew he had the ability to offer up such a challenge, and what followed was one of the most engaging and nuanced conversations that class had had in weeks. I firmly believe that such open and interactive conversations only arise as a result of the collaborative atmosphere I develop and the emphasis I put on student agency from the beginning of the semester.

Beyond student presentations of course content, another way I enact my principles of *listening to students* and *letting students learn for themselves* is through a project I've been engaged in for the past three years—one that aligns with the campus initiative to reduce student textbook costs and the years-long effort to redesign our composition curriculum, each of which are detailed in Institutional & Disciplinary Service (see page 64). For this project, I am working with students to create a customized textbook for Academic Writing I and II. This project began in Fall 2017 with the honors-level ENG 121 course, continued the following spring with ENG 122, with additional refinements and edits being made in every subsequent semester. With this project, I have engaged students in real, meaningful service learning that will benefit the entire Saint Leo community. Our goal is to create a single open-access textbook that can be used by all our Academic Writing courses in the future. It is a textbook by students, for students. This arrangement provides a practical, imaginable audience for the writing and a purpose that goes beyond the boundaries of our classroom. While working on this project, students have felt their writing has meaning and purpose. They provided that feedback explicitly both during class and on their evaluations, but I also got to hear students put the content of the course into practice as they worked to create their book chapters. Students didn't just learn the course content; they applied the course content to a real project that I hope in the future will help meet a real need at our university.

The benefit of this textbook project goes beyond Saint Leo students. Once this book is published, it will be licensed for re-use under a Creative Commons Attribution Noncommercial license, meaning that others can use our material for non-commercial purposes, so long as the credit the student-authors for their work. It also means that a textbook created by Saint Leo University can be used at no cost by other institutions.

The most popular textbook for the content we will teach in our Academic Writing classes was designed for students at Research-I institutions on a trajectory toward graduate school. As most of our students focus on their careers more than on continuing education, we need to take a different approach to our course design and textbook. As the first such textbook available, our project has the opportunity to set a standard for educational resources in composition and be used by similar institutions everywhere, further enhancing Saint Leo's reputation and name recognition.

2.2.1 Significance Evident Through Student Evaluations

My student-driven approach to teaching has grown as a direct response to student needs I have seen here at Saint Leo. Many of our students, particularly those who are the first generation from their families to attend college, lack the self-confidence and ability to navigate the bureaucracies of higher education than their peers with a family history, and expectation, of college success. By putting students more in charge of the path of their learning, I help students build confidence and support their autonomy as learners. Because this approach places importance on student contributions and downplays my prominence in class, thereby reversing the power dynamic to which students have grown accustomed, handing agency over to students does occasionally generate resistance or even a little resentment from students who would prefer to have a teacher dictate their thinking and actions. Students' narrative responses to my course evaluations reflect both the benefits and the challenges of my approach through their eyes. Comments on some critical student evaluations (see Course Evals tab, page 34) sometimes request that I play a more directive role in the classroom. I have worked to find greater balance in my classes, whereby students lead discussions and activities after conferencing with me, bolstering their confidence and ensuring students learn the essential content. Additionally, I am working to build a collection of student sample papers that will be included in the course shell for all future WRI 121 & 122 courses, giving students across our institution model texts to emulate. These model assignments will help students navigate the new kinds of texts we will ask them to create, which will improve the quality of student writing on those assignments (Wardle, 2009; Rhodes, 2007). In these ways, student course evaluations have shaped and refined not only my own teaching practice in my classroom but also the design of upcoming UE Foundations courses.

The critical comments discussed above, however, are outnumbered by positive feedback from students who appreciate the confidence I place in them and the opportunity they have to take control over their own learning. A vivid example of this contrast appears in my ???. One student complained about "the unsure feeling students have" when



Figure 2.3: Word cloud from qualitative feedback in IOTA. Larger words appear more often.

given more agency over their own learning, while another in the same class praised the “free thinking environment [and] inspirational conversations.” In summary comments, one student complained that they “never really grasped the concept of [my] teaching,” while another student in that same class appreciated the approach, having this to say:

This course was a much needed break through a hectic semester, it allowed for the excess pressure of writing to be done away with while opening my mind to thinking more before I did ANYTHING! The professor taught in a way that made me believe that the concepts were my own and not theories that were ratified years before.

For a birds-eye view of student comments on my evaluations, see the IOTA word cloud shown in Figure 2.3. The word cloud indicates the frequency at which specific terms appear in student comments. For example, the word “great” is displayed in the largest size because it is the most common term in my evaluations, reflecting common support from students. The next most-common words, “assignment” and “understand” reflect the relationship of my assignment design and the importance of those assignments to student learning. Overall, the qualitative feedback I get from course evaluations shows both the challenges and the rewards of increased agency. Granting students greater agency allows them to experience meaningful learning in ways they might not have experienced before. Going forward, I want to find ways to continue providing opportunities for motivated students to forge their own paths while also providing more structure and predictability for those who struggle with the unexpected freedom and shift in classroom authority.

Because half of my teaching obligations are online, I want to specifically address the ways I engage students in those classes and establish personal connections over distance. Giving students the ability to think for themselves and draw their own conclusions can be challenging in an online environment, especially when the courses are designed by others, and I'm asked mostly to grade and to guide. Yet my approach has created consistently strong feedback, with several students telling me I'm the first teacher they feel like they know, with one student in a 2016SP1 course emailing to tell me, "your videos were great and added a nice personal touch." Others remark on how much the videos help them process material, such as this student from 2018FA1:

I saw your comments on the recent Critical Analysis paper and I wanted to thank you for the great feedback. It would be perfectly fine if you used my paper and I'm glad you think it is worthy of being an example.

Also, thank you for the comments and video you posted about the first Critical Analysis paper; they really helped me figure out what I needed to change this second time around.

Multiple students have also told me I'm the first teacher to take the time to give them meaningful feedback on their writing. For instance, one student in my 2018FA1 course wrote in an email, "Thanks for your comments on my paper. If I had had more teachers like you who actually gave feedback this writing business probably wouldn't be so difficult. Last term I had an English teacher who liked to say nope...or doesn't work. Nothing else." A student in my 2019FA1 course told me, "You are too dedicated to your class and take the time for REAL feedback, with videos and in depth concepts." Sometimes that "real" feedback can be to my detriment, given how long it takes to pay intense attention to providing meaningful commentary on students' writing styles. But reading that students value the attention—and perhaps have not experienced it before at Saint Leo—provides extra motivation to dedicate the time. Furthermore, since I regularly receive favorable comparative feedback, I know that I am improving the reputation of Saint Leo online instructors by setting a new bar for interactivity and personalized feedback.

As alluded to in the quoted comments above, my weekly discussion videos have become my trademark. Using this communication tool, I respond to the thinking students display in their discussion posts and give them warnings of upcoming trouble spots that traditionally frustrate or confound students. In these brief videos—typically lasting no more than 5–10 minutes—I show students my personality, my reactions, and my compassion. I use them as an opportunity to develop a sense of community within an online environment, showing students that everyone in the class is working

together toward a common goal. Rather than responding to every student post (which makes the discussion board a conversation with me, not the class), I choose instead to read all posts and report back to students about the highlights. I recommend they read certain threads that draw out particularly useful or insightful ideas, or examples of excellent interaction with the material. This summative contribution aligns with findings from Heejung, Sunghye, and Keol (2009), who suggest that, “when the instructor’s intervention was minimal, students tended to more freely express their thoughts and opinions, with a large number of cues for social presence.” To further facilitate social presence in online courses, I infuse a bit of my lighthearted personality, frequently identifying a “Teacher’s Pet of the Week” for any student whose post goes above and beyond or shows outstanding engagement with the material. Students react to this tongue-in-cheek “honor”, as well, joking in future weeks that they have a reputation to uphold, or that they might lose their title the next week, etc. I find it’s a fun way to draw attention to what works well in online discussions and make students more aware of the effort that goes into meaningful discussions.

By creating a forum for addressing the *whole* class in a medium that goes beyond text and allows for nonverbal cues and more obvious emotional reactions, these videos serve as a hallmark of my classes, helping students feel less isolated as they progress through their online classes. From 2018FA2 through 2019FA1, my videos were viewed 169 times, accounting for over thirteen hours of viewing time. When I post a video, it is always accompanied by what I call a “Cliff’s Notes Version”—the text of the notes I use to make the video. Considering students can simply read the text of my commentary and ignore the video altogether, the fact that students have spent thirteen hours (an average of just under five minutes per session) watching these videos suggests their value to our online students. I intend to continue this practice and search for other ways to present myself as more personable than merely a string of words on a screen when teaching online.

The success of my methods of online instruction can be seen through numeric student evaluations (see Figure 2.8, page 28) and in students’ written comments. For instance, in my 2016FA2 course, students shared the following:

- “I likes Prof Friend’s video critiques of our discussions. These were the best discussions I have participated in at Saint Leo.”
- “Prof. Friend himself was the strength of this course. ... He gives feedback on our discussion posts as a whole class using a video. This is something that I enjoyed as I had never seen it before in my previous classes.”
- “Professor Friend was always available for support and I really appreciated his sense of humor and professionalism.”

Comments from my 2018SU2 course echo the appreciation of my communication style:

- “I wish all my instructors had the teaching style like Prof. Friend.”
- “Professor Friend is excellent to work with. He communicates well and is extremely fair in assessing assignments.”

And these from a 2018FA2 course of soon-to-graduate seniors:

- “The instruction was very interactive with the students. He provided extensive feedback on discussions with polite corrections.”
- “The strength of this course is one of your top instructors. That is Christopher Friend. He is tough and fair. Easy interaction without being condescending like many of your professors. Prof. Friend is, more than likely, responsible for student retention at SL.”
- “The discussions and the professor were the strengths of the course. I’d even go so far as to say with a different professor the course would have been boring.”
- “I believe if you gave Prof. Friend more access to the course development in all his courses(which means let him spend money). Make him a lead Professor or something that increases his salary. You don’t want to lose him.”

By comparison, my lowest-rated online course, offered 2017FA1, included comments from a student who believes I grade essays based on whether I agree with a student’s position, not based on the quality of the writing according to a given rubric. While I readily acknowledge that a paper arguing a position I have long dismissed as untenable makes it more challenging to concentrate on the writing over the position itself, I am aware of that difficulty and take extra care to assess based on a rubric, not based on personal feelings. The student in question, while holding views that don’t align with mine, also happened to write papers that were severely deficient in clarity and support, which led to his low scores. One 2015FA1 course with a low numeric evaluation included comments from a student saying, “I never understood what was expected about me and other classmate where in the same situation than me,” and another wishing for “Less peer review more Friend review.” That first complaint about understanding was contradicted by other comments from the same class (“Instructions were clear,” “[Friend] also was always there if you had a question, would respond immediately to whatever you asked,” and, “The way that my instructor made up think about how to go about complete each writing assignment was some times difficult but rewarding.”). In response to the detracting comment about peer review, I have made sure to work more directly on teaching students how to review papers helpfully and accurately, improving not only their learning but also their ability to help improve each other’s writing.

Looking through other courses with lower-than-average evaluation scores, I struggle to find more of a pattern. For instance, my 2016FA1-ENG-121-CA01 was below 4/5, yet a student complaining that they “got bored easily” contrasts with another comment from the same section that “Dr. Friend is one of my favorite teachers I have ever had. He is a great guy, and understands how to get the best out of his students. I love the way his class is set up, and it really promotes an environment for learning.” In my 2017SP1-ENG-121-CA08 course, I experimented with having students publish their work to a course blog instead of the usual LMS, which led to more frustration than liberation, so I have not repeated that experiment. And lastly, both of my SLU101 sections were poorly rated. The content was in flux the first time I taught it (2017), and my evaluations did improve in 2018, but I refrained from teaching another section of that course until the course content stabilizes and I can better understand what kind of value I can add to its implementation with a teaching style emphasizing student agency.

Obviously, no teacher’s style appeals to all students in every class, and it seems my approach works best with students eager to take control of their own learning, sometimes frustrating those who want an instructor who takes more directive control. That difference in perspective has been the only consistency I have found in comments on student evaluations to explain classes where I am significantly above or below the average composite score for the College of Arts & Sciences.¹ For complete historical comparison, please see the charts of my Composite Student Evaluations, found on pages 26 through 28. To put my numbers in perspective, I want to point out that more than 78% of the courses I have taught at Saint Leo (online and on-ground combined) have been *required* fundamentals courses (ENG 002, 121, 122; SLU 101) into which students are *placed* before beginning work in their majors, rather than courses that they elect to take and select to suit their interests within their field of study. Furthermore, these fundamental courses occur at the beginning of our students’ collegiate careers, and these courses often serve to “weed out” underprepared students, while upper-level courses benefit from having students focused more on graduation than orientation.

The effect of an academic “weeding out” process can to an extent be seen by analyzing drop/fail/withdraw (DFW) rates, which measure how many students do not

¹The composite scores calculated for the individual and school levels are inconsistent across IOTA reports, with some incorporating numbers about library and other resource use into the faculty score, and some even including the number of hours students report spending on homework—numbers that have nothing to do with the teacher’s performance. Therefore, I recalculated the composite scores for all levels and all courses to generate my reports and charts.

Furthermore, I am working with Cheryl Hemphill during the 2019FA2 semester to test new reporting methods that should save time and calculation frustrations for faculty who prepare portfolios in the future, making our statistics more accurate and accessible.

successfully complete a course. Online classes, regardless of institution, are notorious for having abysmal completion rates. Saint Leo's overall online DFW rates tend to hover in the 30–40% range. My DFW rates for ENG 121 & 122 (see Figure 2.4, page 25) in AY2106—the oldest data available—were higher than the institutional average in each modality except for my ENG 121 online classes. By AY2018, my DFW rates for each of my Academic Writing courses were lower than the corresponding institutional averages. Rates for my ENG 122 classes are particularly noteworthy, with my online rate dropping to within 5 percentage points of the campus average and my campus rates dropping all the way to zero. I believe this improvement is the result of attention to student orientation at the beginning of the semester and a revision policy built on the opportunity to grow and improve during the term. I recognize the affect low DFW rates have on student retention, and I will continue to look for ways to make students, especially those online, feel supported in their efforts to complete my courses.

2.2.2 Significance Evident Through Observations

As somewhat of a contrast to the divided views seen in student evaluations, my teaching observation reports have been consistently strong over the years. In Class Observations (see Observations tab, page 37), I present feedback from seventeen class visits across my five years here at Saint Leo, providing feedback from a variety of roles and colleges across the institution. Whether the observer was my dean or a colleague in the College of Business, these observation reports show me to be a strong teacher who listens carefully to students and creates opportunities for them to experiment and learn. In her 2019 observation (see page ??), Chantelle MacPhee noted the leadership skill I exhibited while facilitating class discussions. In his 2018 observation, Steve Kistulentz observed that “while the open and collegial discussion seemed to reinforce the idea that while the instructor serves as an obvious authority figure in the classroom, that authority was driven from mutual respect.” Dr. Kistulentz's comments reflect my emphasis on enhancing student agency, as discussed above. Similarly, in her 2018 observation, Heather Parker noted that “divergent points of view are presented as a result of the structure of the class that facilitates learning by encouraging student[s] to challenge each others' statements' much in the same way he challenged students during the course of the conversation.” It seems clear that my efforts to engage students in meaningful discussions; give them more autonomy in the classroom; and expect them to behave as colleagues, rather than subordinates, work well enough that their effects can be seen even in brief classroom observations. In the future, I intend to continue finding ways to have students take charge of their own learning and responsibility for class discussions.

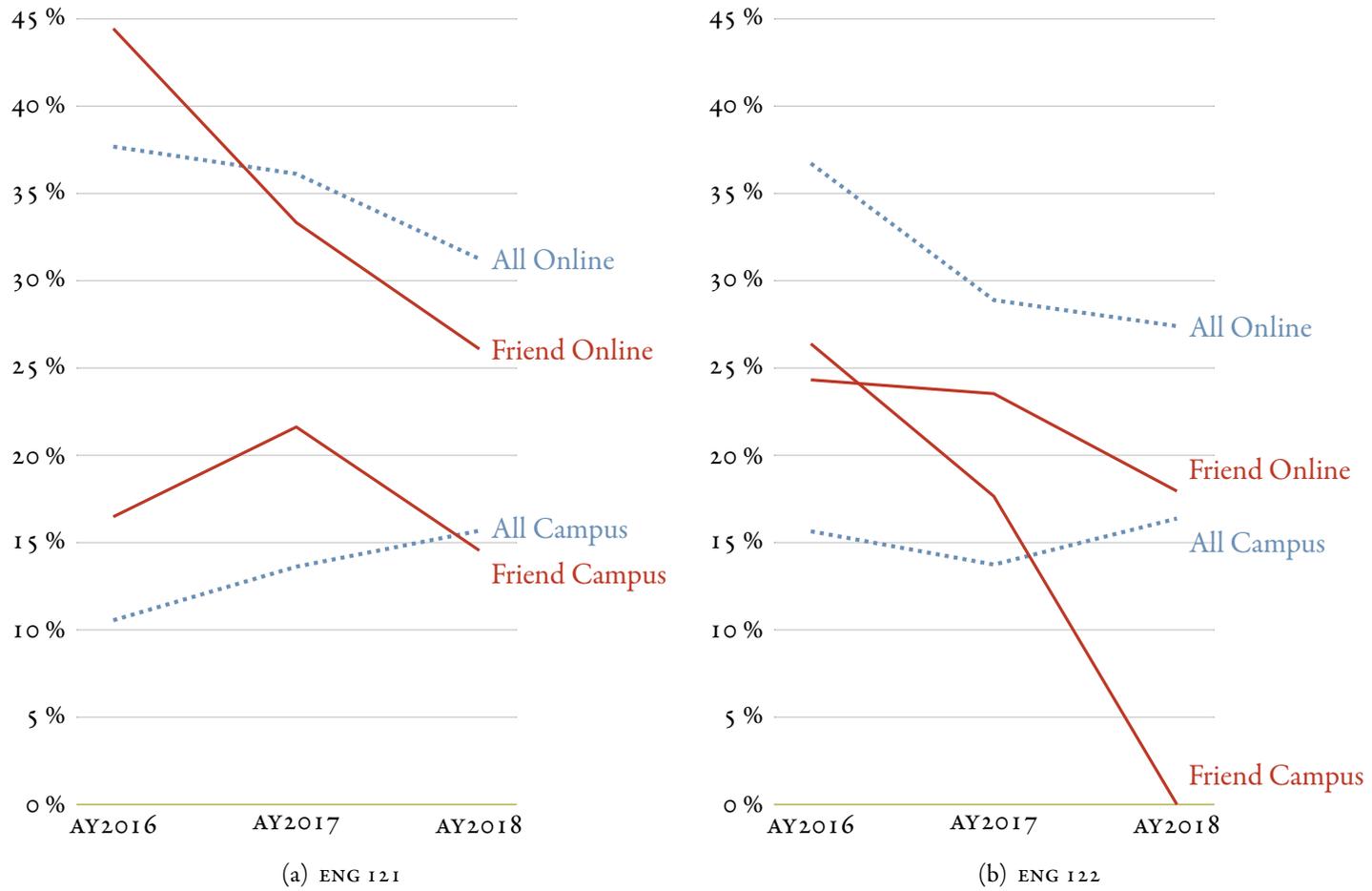


Figure 2.4: Drop/Fail/Withdraw (DFW) Rates by Academic Year

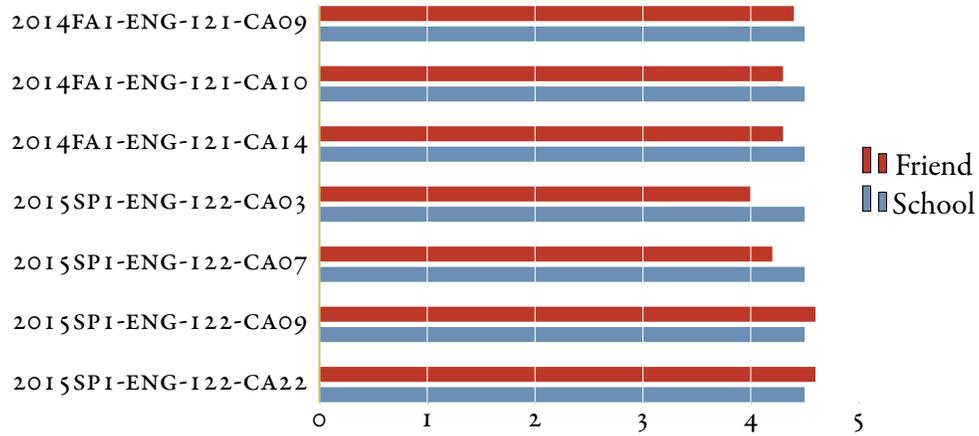


Figure 2.5: Composite Evals by Class, 2014–15 School Year (Paper Evaluations)

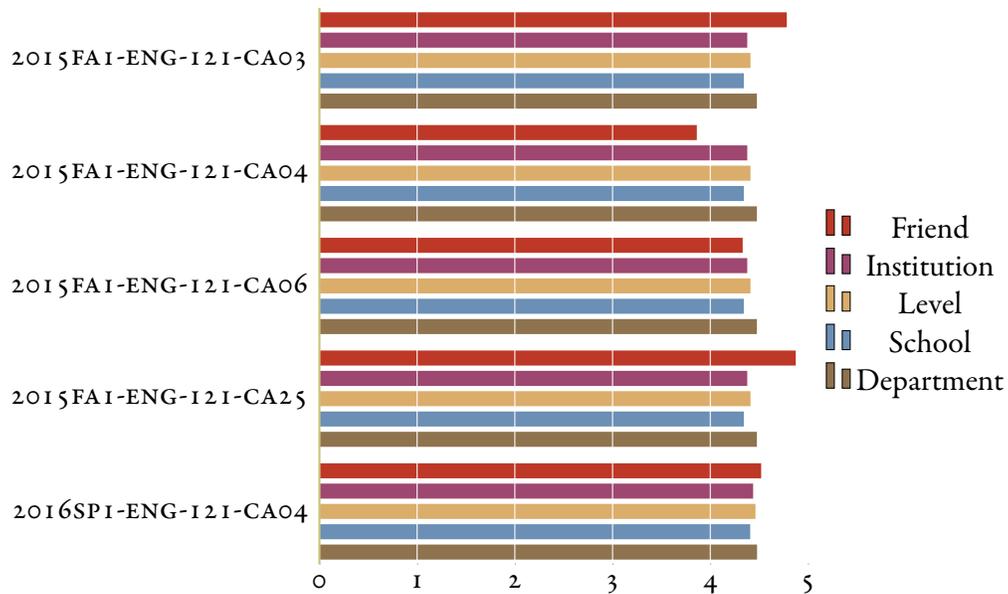


Figure 2.6: Composite Evals by Class, Fall 2015 (5-point Scale, Electronic)

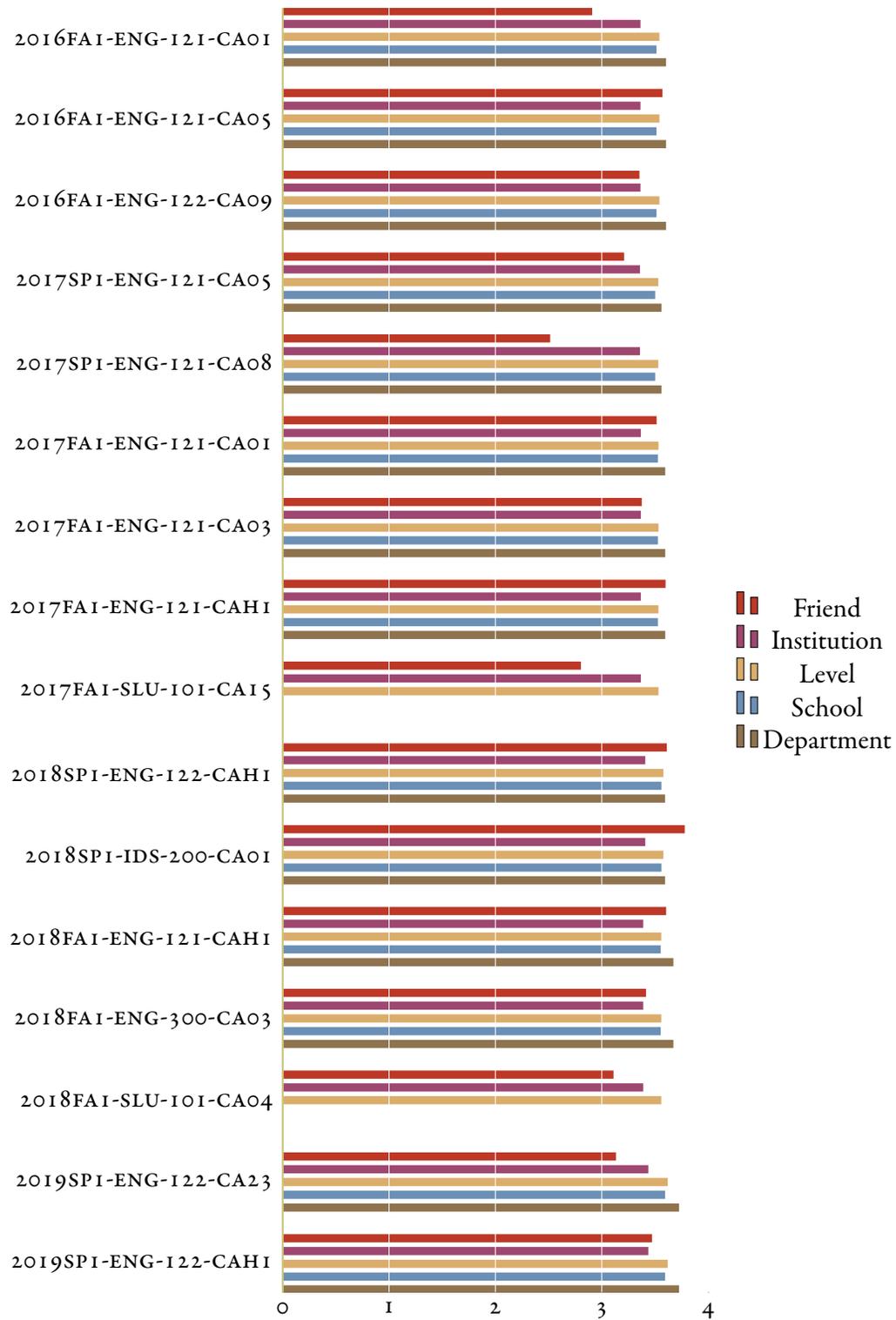


Figure 2.7: Composite Evaluations by Campus Class (4-point Scale)

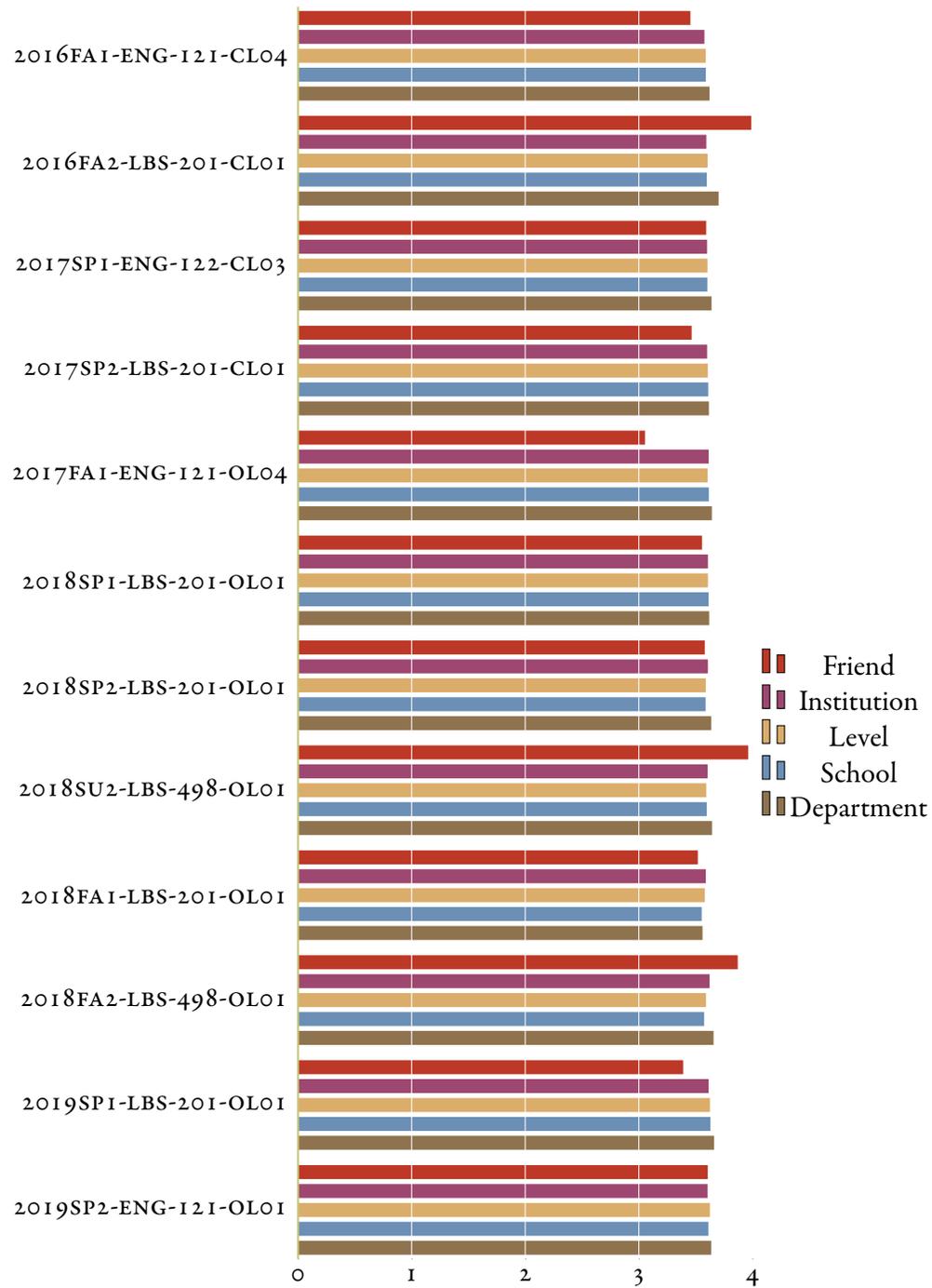


Figure 2.8: Composite Evaluations by Online Class (4-point Scale)

2.2.3 Significance Evident Through Advising

The nature of my position—half online, half on-campus, all focused on first-year writing classes—has implications for the advising work I do, as well. Whereas most faculty advise students as they navigate their way through the specifics of their major, I don't teach classes in a major, and my advisees typically have yet to declare their majors. Furthermore, I often have a small number of advisees at any given point (see Figure 2.9, page 30, for details). As a result, much of the work I do for academic advising relates to the University Explorations program, helping students learn how to navigate their options and interpret their Program Evaluations. Because I count as one of my greatest personal strengths the ability to make people feel welcome in new environments, this advising work suits me well, and I enjoy the opportunity to guide students through the UE program as they attempt to better understand themselves, their interests, and this institution.

Of particular note, I work hard to push students to complete the UE program. Many students who come to Saint Leo without a clear idea of their academic major discover in their first couple years that the major they want isn't offered at our school. These students often start talking about options for transferring to other schools that better meet their academic needs. In these circumstances, I always work with students to help them complete the UE program and qualify for an Associate degree, which has two immediate advantages. First, completing an AA degree helps make the student more appealing to a receiving school, making the transfer process simpler by avoiding the administrative work of transferring course credit. Second, completing an AA degree means Saint Leo can say the student earned a degree from our institution. My advising work is specifically intended to target our retention and completion rates.

Perhaps my greatest contribution in this category has come not from academic advising but rather from personal advising. As the faculty sponsor of Prism, Saint Leo's gay-straight alliance, and as a visible Safe Zone Ally (more on that in Institutional & Disciplinary Service—see Service tab, page 66), I'm in a unique position to advise students on navigating personal and professional concerns regarding their sexual orientation, gender identity, and related matters. In fact, in the first half of the Fall 2019 semester alone, I have had two students visit my office seeking advice for managing family tensions or the coming-out process in various situations. In each case, the students said they came to me because I have a Safe Zone placard displayed beside my office door. Students know I'm a helpful resource if they have concerns related to these issues, and the growing number of Safe Zone Allies on campus shows how my advising efforts stretch beyond just my office. By training other faculty, staff, and students to be Allies for the LGBTQ+ members of our community (see ??, page ??), I help ensure

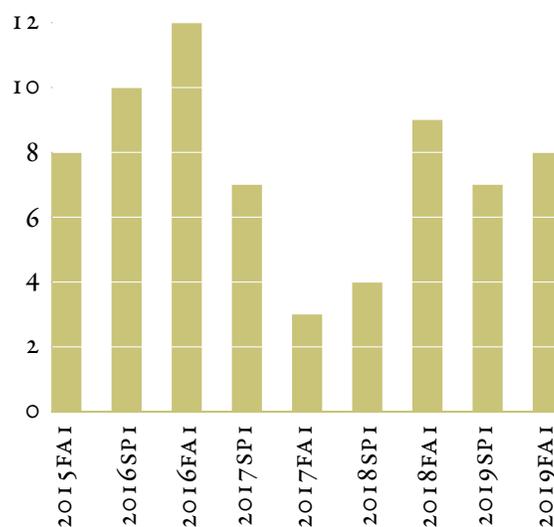


Figure 2.9: Advisee Counts by Semester

our students feel seen and supported. My role as Faculty Advisor for Prism makes me a visible resource for more than just personal support. In the Fall 2019 semester, a student in one of Dr. Wolfe's psychology classes meet with me to help advise him through his class project that involves studying members of the LGBTQ+ population. Because Dr. Wolfe knows about my involvement with Prism and the population in question, he knew he could refer that student to me for advice and guidance on his project.

For that matter, my advising work extends beyond our institution. I presently serve as the outside committee member and subject-matter expert for a PhD candidate from Portland State University's sociology department, helping to advise the student as they progress through their dissertation research. As of the latest update, that student expects to graduate in 2020. I also had a unique opportunity during my first year at Saint Leo to advise graduate students at the University of Chicago. As part of my visit to that school to participate in a panel discussion (see Scholarship of Teaching, page 41), I also worked with U Chicago students who scheduled advising appointments during my visit. Students knew my areas of expertise before I arrived and were able to ask for guidance on any relevant topic during their half-hour one-on-one sessions. Conversations ranged from pedagogical advice to help with CV revisions. These sessions allowed me to turn my conference attendance into a mentoring opportunity, and they helped

me develop my persona as an established academic—something particularly beneficial for me while I was a first-year faculty member.

Overall, my experience with advising, much like my teaching assignments, has been multimodal, diverse, and nontraditional. Since arriving at Saint Leo, I have worked to improve degree completion through academic advising, retention through personal advising, and our reputation through advising students at other institutions. Looking ahead, I intend to find additional creative opportunities to advise and support students beyond simply helping them navigate degree programs.

2.3 Teaching Goals for the Future

A detailed narrative of my teaching goals follows, but in brief, I have set these targets for the years ahead:

- Short-Term Goals
 1. Complete student-created WRI 121/122 textbook
 2. Prepare training courses to help faculty migrate from ENG 121/122 to the new WRI 121/122 curriculum
 3. Adapt new WRI courses to online delivery via RISE process
- Medium-Range Goals
 1. Support teaching faculty in delivering new courses via in-person center visits, dedicated Faculty Liaisons at centers, and an online repository of assignment sheets and sample student work
 2. Establish an academic-writing presence at Academic Excellence Day
 3. Build sense of community by developing composition newsletter
 4. Train CAVE support staff in expectations of new curriculum
- Long-Term Goals
 1. Establish writing and rhetoric as a full-fledged program with additional course offerings across all grade levels; serve as director of that program
 2. Create undergraduate academic journal to showcase student work
 3. Facilitate creation of a dedicated writing center to support writing efforts across the institution, with consultations available via all modalities

My main priority for future growth in my teaching remains the revision of our academic-writing courses. This project has proved much larger and more complex than initially anticipated, yet I continue to view that complexity as an opportunity for learning and development, both for me and for the institution. Having obtained support for our new WRI 121 & 122 courses, my focus now shifts toward implementation, roll-out-and faculty support. With the support of my department chair, the UEAC, and the

VPAA, I believe the coming changes will be implemented sensibly and with the right amount of publicity to secure faculty buy-in and student engagement. Through the rest of the 2019–20 school year, I will work to complete the student-authored textbook project that's already in progress. Because the proposed curriculum has been in flux over the past five years, the textbook could not be completed because we didn't have a target for which to aim. Now that the proposal has been accepted by the department and the UEAC, the curriculum appears to be settling, and I can have students write material that works for our new courses.

At the same time, I will develop a faculty training course to help instructors make the transition from the academic-writing classes we've been teaching for years to a new rhetoric-based program. To help faculty at our centers make the transition, I will visit our centers to present the intentions of our new program, present myself as the person behind the project, and establish faculty liaisons at each center who will serve as an accessible point of contact with whom I can meet to see how the transition works, addressing issues and concerns when needed. Eventually, I hope to encourage dialogue among WRI 121/122 instructors via a program newsletter in which faculty can discuss issues, share solutions, and explore options for making our courses meet the needs of our diverse student group.

After rolling out new courses and supporting the instructors in their efforts to teach them, I plan to work on recognizing students and instructors who excel in the courses. I intend to make academic writing more prominent in our Academic Excellence Day festivities by creating student awards for best essays/projects once those are standardized and instructor awards for best assignment/teaching given each year. As Saint Leo continues to grow, we will have more resources available to make our student achievements more visible to the public. Considering the number of students taking our ENG 121 and 122 courses, I hope to create some form of undergraduate academic journal, in which we publish the best work of our students—perhaps those who compete for awards at Academic Excellence Day. Such an undertaking obviously requires a good deal of resources and coordination, but as our student body continues to grow, I plan to take advantage of the available resources and train students to produce that journal.

Saint Leo will soon face the challenge of needing a dedicated writing center, differentiated from our current CAVE on campus, to meet the needs of our revised composition curriculum and growing WAC initiative. While I do not see myself as qualified to manage such a project, I intend to work closely with whoever is tasked with creating our writing center, as it will need to support and reflect our new course curriculum.

Looking even further ahead, I have a long-term goal of becoming the director of a rhetoric and composition program at Saint Leo. My intentions have always been

to develop professionally as this institution expands. I joined Saint Leo five years ago with the knowledge that, as an early-career academic, I had plenty of room to grow; the small size and huge growth potential of Saint Leo seemed a perfect fit. As our student population and our course offerings continue to expand, I want to see academic writing serve as an essential component of our students' academic success. I believe our need for courses that examine the rhetoric of various disciplines will increase, and I want to be here for many years to come to help support that expansion.

2.4 Documentation of Teaching

Supporting documentation for my teaching history takes up a significant number of pages and has been omitted from this concise version of my portfolio. The complete collection of documentation is included in the full digital version of this document, which can be downloaded from <http://chrisfriend.us/portfolios>. That version includes the following documents:

2.4.1 Letters & Forms

- Letter of thanks from Andy Bridge, Academic Writing I, Fall 2017 and Academic Writing II, Spring 2018
- Letter of thanks from Nelson Barajas, Academic Writing II, Spring 2015
- Letter of thanks from Lucia Pawlowski, Critical Pedagogy and Digital Praxis in the Humanities at DHSI, Summer 2016
- Letter of thanks from Jess Fenn, Critical Pedagogy and Digital Praxis in the Humanities at DHSI, Summer 2019
- Appointment of Doctoral Dissertation Committee form from PSU identifying me as external committee member

2.4.2 Course Evaluations

Course evaluation forms take up a significant number of pages and have been omitted from this concise version of my portfolio. The complete set of documents is included in the full digital version of this document, available at <http://chrisfriend.us/portfolios>. In that version, course evaluations from each of the following sections are included:

- Fall 2019 (In progress; reports unavailable at time of writing)
 1. ENG-121-OL02 Academic Writing I (Fall 1)
 2. ENG-121-OL02 Academic Writing I (Fall 2)
 3. ENG-121-CA21 Academic Writing I
 4. ENG-121-CAH1 Academic Writing I Honors
- 2019 Summer
 1. ENG-121-OL01 Academic Writing I (zero responses)
- 2019 Spring
 1. ENG-121-OL01 Academic Writing I
 2. ENG-122-CA23 Academic Writing II
 3. ENG-122-CAH1 Academic Writing II Honors
 4. LBS-201-OL01 Critical Thinking in Liberal Studies

- 2018 Fall
 1. ENG-121-CAH1 Academic Writing I Honors
 2. ENG-300-CA03 ST: Digital Writing
 3. LBS-201-OL01 Critical Thinking in Liberal Studies (Fall 1)
 4. LBS-201-OL01 Critical Thinking in Liberal Studies (Fall 2)
 5. SLU-101-CA04 First Year Experience
- 2018 Summer
 1. LBS-498-OL01 Exploration of Liberal Studies
- 2018 Spring
 1. ENG-122-CAH1 Academic Writing II Honors
 2. IDS-200-CA01 ST: The Art of Conversation
 3. LBS-201-OL01 Critical Thinking in Liberal Studies (Spring 1)
 4. LBS-201-OL01 Critical Thinking in Liberal Studies (Spring 2)
- 2017 Fall
 1. ENG-121-CA01 Academic Writing I
 2. ENG-121-CA03 Academic Writing I
 3. ENG-121-CAH1 Academic Writing I Honors
 4. SLU-101-CA15 First Year Experience
 5. ENG-121-OL04 Academic Writing I
 6. LBS-201-OL01 Critical Thinking in Liberal Studies (0 responses returned)
- 2017 Spring
 1. ENG-121-CA05 Academic Writing I
 2. ENG-121-CA08 Academic Writing I
 3. ENG-122-CLO3 Academic Writing II
 4. LBS-201-CLO1 Critical Thinking in Liberal Studies
 5. ENG-428-CA01 Internship (not evaluated at that time)
- 2016 Fall
 1. ENG-121-CA01 Academic Writing I
 2. ENG-121-CA05 Academic Writing I
 3. ENG-121-CA09 Academic Writing I
 4. ENG-121-CLO4 Academic Writing I
 5. LBS-201-CLO1 Critical Thinking in Liberal Studies
- 2016 Spring
 1. ENG-121-CA04 Academic Writing I
 2. ENG-122-CLO1 Academic Writing II
 3. ENG-121-CLO1 Academic Writing I
 4. ENG-215CL-CLO2 Monsters in Literature
- 2015 Fall

1. ENG-121-CA03 Academic Writing I
 2. ENG-121-CA04 Academic Writing I
 3. ENG-121-CA06 Academic Writing I
 4. ENG-121-CA25 Academic Writing I
 5. ENG-002-CLO1 Basic Writing
- 2015 Summer
 1. ENG-121-CLO3 Academic Writing I
 2. ENG-122-CLO1 Academic Writing II
 - 2015 Spring
 1. ENG-122-CA03 Academic Writing II
 2. ENG-122-CA07 Academic Writing II
 3. ENG-122-CA09 Academic Writing II
 4. ENG-122-CA22 Academic Writing II
 - 2014 Fall
 1. ENG-002-CA01 Basic Writing (0 responses returned)
 2. ENG-121-CA09 Academic Writing I
 3. ENG-121-CA10 Academic Writing I
 4. ENG-121-CA14 Academic Writing I

2.4.3 Class Observations

Observation reports take up a significant number of pages and have been omitted from this concise version of my portfolio. The complete set of forms is included in the full digital version of this document, available from <http://chrisfriend.us/portfolios>. In that version, course evaluations from each of the following sections are included:

- 2019–20
 1. Chantelle MacPhee, Department Chair
 2. Heather Parker, Dean (scheduled after portfolio deadline)
- 2018–19
 1. Heather Parker, Dean
 2. Chantelle MacPhee, Department Chair
 3. David Persky, Professor of Criminal Justice
 4. Valerie Wright, Professor of Education
 5. Steven Kistulentz, Director of Graduate Programs in Creative Writing
 6. Randall Woodard, Associate Professor of Theology
- 2017–18
 1. Elisabeth Aiken, Department Chair (online evaluation)
- 2016–17
 1. Mary Spoto, Dean
 2. Elisabeth Aiken, Department Chair
- 2015–16
 1. Mary Spoto, Dean
 2. Elisabeth Aiken, Department Chair
 3. Kelly Schuttig, QEP Faculty Fellow
- 2014–15
 1. Mary Spoto, Dean
 2. Elisabeth Aiken, Department Chair
 3. Vyas Krishnan, Faculty Mentor

CHAPTER
3

**SCHOLARSHIP & PROFESSIONAL
DEVELOPMENT**

3.1 Scholarship at a Glance

Details appear in the narrative that follows, but highlights of my scholarship, following the Boyer (1990) model¹ adopted by the College of Arts & Sciences, include:

- **Scholarship of Teaching**
 - Revised curriculum for ENG 121/122 four times in response to faculty feedback; approved by department Sep 2019, with implementation planned Fall 2020, pending anticipated approvals from UEAC (Oct 2019) and SCC (Dec 2019)
 - 7 workshops on technology, publishing, pedagogy, and sound editing
 - 2 week-long seminars on Critical Digital Pedagogy
 - Implemented Safe Zone Ally training program; trained 47 Allies
- **Scholarship of Discovery**
 - 5 peer-reviewed articles; 7 peer-reviewed chapters
 - 10 conference presentations
 - Reviewed 20 published articles or chapters
 - 2nd reader, senior honors thesis; outside member, PhD dissertation committee
- **Scholarship of Integration**
 - 3 week-long seminars on the intersection of critical pedagogy and digital humanities
 - 4-time contributor to the College of Arts & Sciences' interdisciplinary REBUS publication
 - Assisted week-long overseas trip; provided essential logistical support
- **Scholarship of Application**
 - 15 podcast episodes (downloaded over 19,000 times) interviewing prominent, provocative pedagogues
 - 4 non-peer-reviewed articles
 - Presented invited keynote at international conference
- **Professional Activity**
 - Attended 5 conferences as non-presenter
 - Attended > 10 on-campus faculty-development sessions
 - Attended > 5 webinars on QEP, WAC, RAC, etc.

¹Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton University Press: Lawrenceville, NJ.

3.2 Statement of Significance & Impact

Much like my teaching here at Saint Leo focuses on welcoming students into the institution and into my discipline by making rhetoric and writing more accessible, my scholarship also works to make pedagogy more accessible. Much like my position at this institution embraces the hybrid nature of our course offerings, my scholarly work embraces the hybrid nature of academic discourse. While I do publish traditional works to deeply engage in disciplinary knowledge generation, my nontraditional scholarship augments those efforts by expanding pedagogical discourse to a broader, interdisciplinary audience. Each form of scholarship enhances and informs the other, allowing me to engage a variety of scholars in conversation about education.

While working at Saint Leo, I have discovered that one of my greatest strengths is making people—students, conference attendees, workshop participants—feel welcome and respected, even while challenging them to re-evaluate their assumptions about writing and teaching. I have used that ability to help me become a more genuine and compassionate educator both in the classroom and in my scholarship. I remain actively engaged in the scholarship of Critical Digital Pedagogy (CDP), which applies Paolo Freire’s ideas of Critical Pedagogy to digital spaces and teaching practices. More than anything, CDP advocates for student agency and teacher compassion. In other words, I preach what I practice—presenting talks, writing articles, co-authoring chapters, conducting peer reviews, and recording audio interviews—all with the intention of disseminating the principles and practices of my teaching praxis. Engaging deeply in scholarship about teaching creates an iterative loop in which my dialogue with other academics influences my pedagogy, and vice-versa.

The scholarship in which I have engaged has been designed to benefit a broad range of academics, and its impact can be seen through some rather unusual sets of metrics—engagement totals on Twitter (Table 3.3), page views on open-access articles (Table 3.1), and episode download counts for a scholarly podcast (Table 3.2), for instance. My profile on Google Scholar (see page ??) lists twenty publications cited twenty-three times—the 9th-highest citation count for anyone from Saint Leo University listed in Google Scholar. Despite arguably low numbers of citations, it is clear I have established connections between my texts and other publications, and that other scholars find my work worth referencing.

The College of Arts & Sciences has adopted the Boyer (1990) model for categorizing scholarship. In the sections that follow, I include the CAS descriptions of each category, and then I address how my scholarship in each activity type contributes to the wider discourse and enhances my teaching here at Saint Leo.

3.2.1 Scholarship of Teaching

The scholarship of teaching requires knowledge of one's field to be reflected in the content of courses and in the composition of program curricula. The scholarship of teaching also includes an understanding of the ways in which students learn in different fields. The scholarship of teaching is defined as active intellectual engagement with a field of study that results in the application of disciplinary knowledge and expertise to curricular and instructional analysis, innovation, development, and evaluation.

My most significant contribution to the Scholarship of Teaching here at Saint Leo has been my complete overhaul of the Academic Writing Foundations courses. The new courses will help our students understand writing as a subject of study in and of itself, teaching rhetorical and composing strategies in line with national standards and current trends in higher education. After five years of work and four complete revisions to the proposed curriculum in response to faculty feedback, I have developed an updated set of courses that will re-brand our existing ENG 121/122 classes as WRI 121/122 courses, clarifying their role as fundamental writing courses that function separately from the English major. This rebranding effort is highlighted on two slides I used during my proposal, shown on page ???. This new program moves Saint Leo's writing curriculum into the 21st century, better prepares students for the diverse writing expectations they face across the institution, directly aligns with the current QEP WAC initiative, and leverages the lived experience of our students to make our writing courses relevant to their careers. The amount of labor expended on this proposal likely cannot be overstated, as it has been an iterative, multi-year process of responding to faculty feedback and adjusting the curriculum to meet the needs of our entire academic community at Saint Leo. Details of this complex process, and its outcome, can be found in recommendation letters from Lis Aiken and Chantelle MacPhee, the "Response to Prior Feedback" section of the curriculum proposal (see page ??), and an email from Brian Camp, UEAC member (see page ??). These documents show the extensive work entailed in revising the academic-writing curriculum here at Saint Leo, as well as the impact this work will have on academics across the institution. My curriculum development will help improve the preparedness of all students arriving at Saint Leo starting in Fall 2020, and I am eager to see the benefits of this new curriculum as it is implemented across the institution.

Another scholarship opportunity that shapes my teaching occurred back in 2015, when I was an invited speaker for a Digital Pedagogies panel at the University of Chicago's graduate-student professional conference, GradUCon. That conference connected me

with digital pedagogues who later became guests on a two-part podcast episode, discussed in *Scholarship of Application* (see page 47). That panel and resulting podcast conversations have ensured I continue to critically evaluate the use of digital tools in my classes here at SLU. For instance, in the panel I referred to my “Learning to Let Go: Listening to Students in Discussion” article, which details a teaching strategy I developed at Saint Leo. The essence of this teaching method involves releasing control of an in-class conversation, allowing students to drive the discussion with the teacher serving as notetaker and observer. This home-grown method of guiding classroom conversation initiated a cascade of events that led to me re-evaluating the way I incorporate digital tools in my classes.

In addition to the “Digital Pedagogies” panel, I have presented or led 7 workshops—ranging from one-hour hands-on sessions to half-day intensive sessions—on topics such as Critical Digital Pedagogy, digital publishing, and audio editing. I have also coordinated an “unconference” session—panel discussions with emergent topics selected by participants—at a national convention for users of the Canvas LMS. In short, I have built a reputation for presenting discussions of pedagogy and publishing to an array of audiences in accessible ways. For the past five summers, I have contributed to Digital Pedagogy Lab, a week-long institute held at the University of Mary Washington in Fredericksburg, Virginia. In summer 2018, I facilitated a week-long course introducing participants to Critical Digital Pedagogy. In 2017, I co-facilitated the course with Sean Michael Morris, dividing equally the work of planning and executing the course content. This course has given me the opportunity to extend the work I do with *Hybrid Pedagogy* to colleagues participating in a large-scale training event. Furthermore, I facilitated a three-day “Digital Storytelling” course at Digital Pedagogy Lab Toronto in February 2019, and I am scheduled to again co-facilitate the week-long Intro to Critical Digital Pedagogy course in August 2020. I intend to leverage my involvement with the broader conversations about critical digital pedagogy as we continue to develop our online academic-writing classes, looking for ways to creatively employ digital teaching methods that will keep our course designs fresh and not beholden to our current LMS of choice.

And lastly, the curriculum development about which I am most excited relates to Prism, Saint Leo’s gay-straight alliance (discussed in greater detail later—see Service tab, page 64). Working with a local team of students and staff members, and getting insight and recommendation from diversity and inclusion offices at more than four other universities, I created a three-hour training program that teaches faculty, staff, and students about how sexuality, identity, and faith interact (see page 63). This training program allows certified faculty and staff to designate their offices as “Safe Zones” where students can comfortably and openly discuss matters of sexuality and identity

without fear of judgement or rebuke. Our faculty and staff Safe Zone Allies identify themselves with a distinctive placard placed outside offices, allowing students to locate necessary resources when needed.

While Safe Zone training is a common concept for gay-straight alliances nationwide, ours is distinctive. To the best of my knowledge, we are the only institution whose Safe Zone Allies program directly addresses the intersection of faith and identity, explicitly working through the way Catholicism and the LGBTQ+ community can (and should) interact through mutual respect. This training program follows the “recommendations to strengthen or increase protective factors and to reduce risk factors among LGBT youth” from the Suicide Prevention Resource Center (2008), which suggest that schools “incorporate program activities to support youth and their family members throughout the development of sexual orientation and gender identity, including awareness, identity, and disclosure.” Widespread awareness of how to handle and discuss matters of gender and identity has been shown to significantly reduce both drop-out and suicide rates. (For details, see the “??” training slide, page ??.) Our Safe Zone Allies training program may quite literally save student lives.

Because the intersections of faith, sexual orientations, and gender identities are often fraught, developing our specialized Safe Zone Allies training took significant delicate and strategic work, and the recommendation letter from ?? (see page ?? in the Letters tab) speaks to the coordination it took to create this training and its significance for the Saint Leo community. Looking beyond our institution, though, the respectful, intentional, and self-aware design of this program has the potential to make Saint Leo stand out as a national exemplar of Catholic/LGBTQ+ relations as we demonstrate how such training programs can function successfully within environments like ours.

Overall, my Scholarship of Teaching serves to strengthen the Saint Leo community with respect for students’ identities and faith traditions through our Safe Zone Allies program, by enhancing our students’ academic and personal development through the revised composition curriculum, and by bringing issues of CDP into the classroom and our discussions of pedagogy.

3.2.2 Scholarship of Discovery

The scholarship of discovery is the closest to what is meant by the term “basic research.” Each faculty member should establish credentials as a researcher. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. The scholarship of discovery can be defined as investigation and research in a field of study that results in a

contribution to the body of knowledge in the field, and the dissemination of that knowledge in the professional community.

In addition to the Scholarship of Teaching evidenced above, I have also made sure to disseminate my work through various print and digital publications these past five years. As listed in Peer-Reviewed Articles and Book Chapters (page 57), I have published five peer-reviewed articles and seven peer-reviewed book chapters² since joining the Saint Leo faculty. One of those book chapters, “Writing at Scale: Composition MOOCs and Digital Writing Communities,” has received at least two notable reviews: One review was published in the prominent disciplinary journal *Computers and Composition*; the other was published open-access, allowing greater attention and broader dissemination. Co-authored book chapters work well for the pace of research available as a faculty member with 4/4 (or often greater) teaching loads.

I have engaged in ten other conference presentations beyond the invited panel presentation mentioned in Scholarship of Teaching, each of which are listed and documented in Conference Presentations, page 60. These conferences have ranged from regional pedagogy-centric conferences to international conferences focused on composition. Needless to say, I have ensured that my scholarship has not stayed locked within the walls of Saint Leo. I use conferences as opportunities to stay connected with the fields of both composition and digital humanities, as I am to the best of my knowledge the only faculty member from this institution who routinely operates within those fields. Another way I remain connected with the broader scholarly discussions is through providing my services as a peer reviewer. Since starting at Saint Leo, I have been peer reviewer for eighteen published articles, listed and documented in Peer-Review Work, page 61. Additionally, I have also served as second reader for one senior honors thesis (see ??, page ??). I find this review work rewarding, as it helps me see where disciplinary conversations are going while also allowing me the opportunity to help teach authors how to become better writers. These projects give me the opportunity to shape the nature of future research and help developing scholars think through their projects and understand their influence.

Though I tend not to engage in traditional, empirical research, I have ensured that I remain deeply engrained in the process of producing scholarship. My efforts here will absolutely continue in the future, and I look forward to even more opportunities to guide developing scholars with the journal I manage, as well as Saint Leo’s student researchers as our population grows.

²One of those seven chapters is awaiting publication in 2019, but all revisions have been completed, and the book has been accepted by the publishing house.

3.2.3 Scholarship of Integration

The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Therefore, the scholarship of integration can be defined as the interpretation, synthesis, and connection of theories, ideas, and concepts across disciplines that result in new insights, broader perspectives, and a more comprehensive understanding of those disciplines.

The definition of Saint Leo's core value of Personal Development states that we "stress the development of every person's mind, spirit, and body for a balanced life." The integration required to find balance in life often gets overlooked in higher education. However, as one who was graduated from an interdisciplinary PhD program, I have grown accustomed to doing the work required to find common ground and ensure that disparate groups or disciplines benefit from the perspectives each has to offer. The recommendation letters from ?? and ?? speak directly to my ability to use diplomacy and negotiation to find commonalities, even in adversarial conditions. I have applied those skills to two specific examples of the Scholarship of Integration: an overseas student trip for a Saint Leo course and annual interdisciplinary seminars.

Perhaps most significantly I have been attending the Digital Humanities Summer Institute (DHSI) in Victoria, British Columbia, each year for more than a decade. This conference, known colloquially as "summer camp for nerds," gives academics in the Digital Humanities a place to congregate, share ideas, and teach a new generation of scholars. For the past four years, I have been teaching the "Critical Pedagogy and Digital Praxis in the Humanities" course. Through this intense five-day program, I introduce participants to Critical Digital Pedagogy and get them to apply it to their own work in the form of an open-access online course. Each year's course participants have brainstormed, designed, built, published, and assessed a massive open online course (MOOC) in only five days, with these results:

2019: "Balancing Issues of CDP"

available at <http://www.digitalpedagogylab.com/dhsi2019/>

2018: "Teaching Toward Activism: Empowering Students, Advocating for Change"

available at <http://www.digitalpedagogylab.com/dhsi2018/>

2017: “Oh, the Places You’ll ‘Know’: Pedagogy, Environments, and Digital Praxis”

available at <http://www.digitalpedagogylab.com/dhsi2017/>

2016: “A Course is a Course is a Course”

available at <http://www.digitalpedagogylab.com/dhsi2016/>

Support for the importance of this work can be seen in my recommendation letter from ?? and the unsolicited comments of 2016 participant Lucia Pawlowski (see page ??) and 2019 participant Jess Fenn (see page ??). This work takes up relatively little space on my CV, but I am convinced it, more than any other work I do, changes the way teachers work at the intersections of DH and pedagogy. I intend to continue offering these courses, partnering with a changing selection of co-facilitators to promote diverse perspectives and respond to changing trends in digital pedagogy.

Closer to home, I have three times contributed articles to *REBUS*, the annual interdisciplinary publication from the College of Arts & Sciences. In this publication, I present a rhetorician’s perspective on shared lived experiences, such as current events (see page ??), science-fiction (see page ??), food and beverage packaging (see page ??), and even kissing (see page ??). With each of my submissions, the editorial staff of *REBUS* has commended my work for having an implicit understanding of the audience for which the publication is created. My articles in *REBUS* help show how my discipline applies in everyday life and how a liberal-arts approach to education helps shape our thinking about the world around us. My articles are routinely used in Marissa McLargin’s classes (see her letter of recommendation, page ??), thus enhancing the content of her composition courses.

One other example of my Scholarship of Integration bears mentioning. In November 2017, I served as chaperone for Kathryn Duncan’s *Harry Potter* literature course as the students traveled abroad to Europe (see Dr. Duncan’s email of thanks, page ??). During this trip, one student presented a disciplinary challenge and ultimately had to be sent home early. As the only faculty member on the trip with international calling and data available on my mobile device, I became the coordinator of disciplinary proceedings, parental contact, and flight scheduling. Throughout the situation and its resolution, I made sure to be open and honest with all students on that trip while continuing to be discreet and respectful of everyone involved. The important point to note is that, while I was dealing with the student’s situation, *other students were watching*. They saw how their chaperones responded to changes in plans, to problematic behavior, and to professional discourse at a distance. They also saw how a well-traveled adult navigated transit, planning, and the everyday pleasantries of interacting with tour guides and the like. Many students on that trip experienced wholly novel situations—one had never been on a plane before boarding our trans-Atlantic flight. By providing an example of responsible, calm, and firm behavior, I took a routine journey and turned

it into an opportunity to educate Saint Leo's students and reinforce their personal development through genuine life lessons.

3.2.4 Scholarship of Application

The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. The scholarship of application must be tied directly to one's field of knowledge, and relate to and flow directly out of creative professional activity. Consequently, the scholarship of application can be defined as intellectual activities related to a field of study that flow directly out of scholarly investigation and research in the field, and involve the application of disciplinary expertise to the analysis and solution of significant practical problems, leading to new intellectual understandings and contributions to human knowledge.

I go out of my way to make my scholarship accessible because I believe academia needs to matter in the eyes of the public (or the parents) who fund the majority of research done in our society. To that end, I stay focused on creating scholarship that can be accessed by, and be useful for, as broad a range of people as possible. I spend a good deal of my time developing conversations about CDP, mostly through my roles as Director of the journal *Hybrid Pedagogy*, Producer of its podcast *The HybridPod*, regular facilitator at the related annual *Digital Pedagogy Lab* seminars, and regular instructor at the *Digital Humanities Summer Institute*. That involvement has kept me active in the public discourse about pedagogy and efforts to get educators to find ways to empower students and increase their agency over their learning. Managing these platforms allows me to influence the discipline of pedagogy by contributing to and shaping the conversation surrounding it. The writing I do for *Hybrid Pedagogy* mostly involves calls for papers that invite further dialogue and prompt conversation on topics relevant to the journal. I have also published two other peer-reviewed articles there, and those articles have been viewed 2,652 times as of October 2019 (see Table 3.1, page 54, for details), demonstrating the broad influence of those articles. Furthermore, my work as a journal editor allows me to easily bring the Scholarship of Teaching back into my classroom, and I frequently ask students to work with material published on the pages of the journal I run because the topics so directly apply to the work we do in class. The scholarship I write and the journal I manage both challenge me to keep current with principles of CDP in my own praxis here at Saint Leo.

Since January 2015, I have produced *The HybridPod*, an occasional podcast that brings the conversation around Critical Digital Pedagogy to the aural environment. This show currently includes fifteen episodes, each of which brings the ideas, pedagogy, and voice of progressive scholars to the audience's attention. The strength of this work lies in the nature of the guests I bring to the audience. Scholars who appear on *The HybridPod* represent diverse scholarship from across disciplinary borders. Asao Inoue, Stephanie Vie, Estee Beck, and Cheryl E. Ball represent leadership within rhetoric and composition; Jesse Stommel, Sean Michael Morris, Lee Skallerup Bessette, Amy Collier, and Kevin Hodgson represent Digital Studies; and Chris Gilliard, Robin DeRosa, and Kris Shaffer represent Open Education. Such a list could expand to include each of the 15 episodes and 27 guests presented to date. Ultimately, my work with this show serves to make pedagogy accessible and available to a broader audience than traditional alphabetic texts published to academic journals. I give teachers a platform to share their passions, and I frequently "push back" on their thinking, asking questions on behalf of the audience to help dig deeper into the rationale behind my guests' pedagogical stances. This podcast series has been quite successful, with episodes being heard over 19,000 times since its inception, and feedback via Twitter calling the episodes "thought-provoking," "fantastic," "inspiring," and "intellectual music"; episodes have been used as core resources in OpenLearning17 Conference and as source material for class projects across the country. The best measure of the show's reach, influence, and success, however, can be seen in detailed episode-download totals, shown in Table 3.2, page 55.

My work on this podcast also led to an Honors internship in which I used my professional experience to train a Saint Leo student in audio editing work. By the end of the semester, that student had single-handedly done all the editing for a published episode. A regular listener of the podcast, who hosts her own weekly show, later remarked that it was "flawlessly edited" as she complimented his work publicly. Furthermore, the conversations I have with scholars around the word ensure my teaching here at Saint Leo stays informed with current pedagogical trends and developments, and helps me maintain access to diverse perspectives from a variety of educators.

My other major contribution to the Scholarship of Application takes a bit of explanation to ensure the quantitative data make sense, as I suspect my metrics may not be familiar. When I attend conferences, even if only as an audience member, I maintain an active presence at the conference by engaging in conversations about the conference on Twitter. I take notes on panels I attend, sharing conclusions and major points with those not in attendance, which helps distill the presentations and document the discussions of the conference in real-time. Today's conferences typically choose a "hashtag"—a short, distinctive text sequence preceded by a hash symbol (#)—to help distinguish,

discover, and connect messages tagged as related to that conference. Twitter users or those without an account who browse Twitter's website are able to see all tweets that contain a given hashtag with a single click. In other words, when I send a tweet about a conference and use that conference's hashtag, my tweet joins all others from the same event in a searchable database, and my messages can become an entry point for others to discover more messages from the conference that share the same hashtag.

My obsessive conference tweeting has earned me a bit of a reputation among my colleagues, particularly those who attend Computers and Writing (#cwcon) and the Digital Humanities Summer Institute (#dhsi18 most recently). In 2017, I earned a tongue-in-cheek "award" for my activity on Twitter because one of my messages became extremely popular, drawing a lot of attention to one aspect of the conference. While none of my tweets has really "gone viral," I still ensure my voice contributes to the larger conversations at conferences. Details of those contributions can be seen in Table 3.3, page 56. In that table, you will see the various conferences and their associated hashtags, along with statistics for my involvement with each one. First I present the number of tweets I sent using each hashtag. Then I display the number of "impressions" those tweets made—the number of times the tweet was viewed on someone's device, thereby making an impression on them. This number increases as the message gets shared (retweeted) and seen by other people's digital professional networks, as well as when more people search for the message or watch the conference's conversation at the time the tweet is sent. Finally, for each conference, I also list the number of "engagements" my tweets have garnered—the number of times someone else clicked on something in my tweet, be it a link, a picture, my profile, the conference hashtag, or the tweet itself to read more detail. Engagements also count the act of retweeting (sending the message along to a new network) or liking (marking the tweet much as posts on Facebook can be "liked").

All told, my tweeting at thirteen separate conferences has made 321,815 impressions and engaged others 5,646 times. Twitter may not be a typical metric of scholarly performance, but I believe those numbers show that I successfully engage in the Scholarship of Application by bringing the content of a conference to a broader audience and helping those at the conference understand key points to apply to their work. This form of digital scholarship shows my active engagement with academic discourse and my ability to bring those conversations to a broader audience in ways that resonate broadly. Experience working in these digital spaces influences and strengthens my ability to develop academic-writing courses that leverage digital technology to show students how rhetoric works in the 21st century. What may at first seem like superfluous chatter can indeed serve to connect scholars, broaden ideas, and widely disseminate scholarship, in ways that complement my traditional scholarship. In addition, having

a broad, accessible network of scholars means I can easily bring outside voices into the classroom, as I did in Fall 2019 by posing student questions to authors of class readings and using their responses to enrich our classroom discussions.

And lastly, in June 2018, I engaged in Scholarship of Application of which I am most proud: I presented an invited conference keynote at a small but international conference, essentially providing consultation services to the Norwegian University of Science and Technology (NTNU) in Trondheim. In my presentation, “Getting Critical,” I asked the faculty of NTNU to consider the question, “How can the use of technology help support student agency and voice?” My talk prompted discussion, challenging questions, and follow-up feedback over the course of several days. The opportunity to present to an audience of engaged faculty allowed me to further establish myself as a key voice in the conversation about CDP, a position I use to inform and enrich my teaching here at Saint Leo.

3.2.5 Professional Activity

Professional activities are defined as activities related to a faculty member’s recognized area of disciplinary expertise for the purposes of providing professionally-related service to individuals or organizations in the public or private sectors; developing, maintaining, or enhancing content expertise, skills, or professional standing; or supporting professional organizations.

Throughout my time here at Saint Leo, I have taken nearly every available opportunity to engage in professional development and practical training. I consider the occasional seminar and pre-service meeting to be such an integral part of teaching that, unfortunately, I dismissively failed to keep documentation of many of the sessions I attended. With the exception of Fall 2017 and 2018, where I had scheduling conflicts arising from facilitating workshops at Digital Pedagogy Lab, I have attended all sessions of each Faculty Development Day, hoping to stay informed about the latest developments and trends at Saint Leo. When I attend training, I make sure to contribute to the class discussion, especially in webinars, where conversations can easily be strained at best, nonexistent at worst. The training sessions I attend ensure I continue to develop my technical skills (see Courses training), my cross-disciplinary understanding (see QEP and WAC training), my disciplinary knowledge (see CCCC and other conferences), and my connection with the Saint Leo community (see Faculty Development Days at both main campus and the Virginia centers).

Professional Development sessions and conferences (non-presenting) I have attended include, but are not limited to, these:

- Fall 2014 Faculty Development Day
 - “Measuring What Matters”
 - “Bringing Social Justice into Your Classroom,”
- QEP Scoring Guide Webinar
- WAC/RAC Workshops
- Spring 2015 Faculty Development Day
 - “Social Justice and the Question of Privilege,”
 - “Education 3.0,”
- OpenCon (November 2014)
- CCCC (March 2015)
- Fall 2015 Faculty Development Day
- DHSI 2015—“Pragmatic Publishing Workflows”
- Copyright & Fair Use webinar
- Examining How We Think About What We Think webinar
- Copyright & Fair Use webinar
- 35th International Conference on Critical Thinking & Educational Reform (with QEP Faculty Fellows)
- Courses Training
 - Essentials
 - Savvy
 - Sage
- Spring 2017 Virginia Region Faculty Development Day

Organizational Memberships

I also use membership in the following organizations as a means of staying connected with a variety of disciplines and to bring current thinking in those fields back to my teaching and leadership at this institution. I have been a member of these national and international organizations during my time here at Saint Leo:

- Association for Computers in the Humanities
- Council of Writing Program Administrators
- Florida College English Association
- National Council for Teachers of English

3.3 Scholarship Goals for the Future

A detailed narrative of my teaching goals follows, but in brief, I have set these targets for the years ahead:

- Short-Term Goals
 1. Continue publication of podcast episodes, with the help of new student interns
 2. Increase activity intensity with *Hybrid Pedagogy*, returning to a weekly publication schedule
 3. Continue offering monthly Safe Zone Ally training sessions
- Medium-Range Goals
 1. Resurrect publication workshop at Computers & Writing conference
 2. Establish routine of writing about pedagogy on *Hybrid Pedagogy*
 3. Adapt Safe Zone training to the online Saint Leo community
- Long-Term Goals
 1. Expand the range of regular workshops and seminars I facilitate
 2. Build reputation as creative pedagogue; make keynotes a regular aspect of my work
 3. Position our local Safe Zone Allies program as a national model for effective training across modalities

My work with *Hybrid Pedagogy* gives me ample opportunity to engage with critical pedagogues from across the globe. The interviews I conduct for *The HybridPod* allow me to interact directly with notable figures in the broader discourse of pedagogy in the digital age. The most prominent goal I have for my scholarship is to better leverage that exposure into connections that grow into publication and presentation opportunities. I intend to increase the journal's publication schedule—weekly journal articles and monthly podcast episodes—to help build an audience and create additional scholarly connections. I have already migrated the journal over to a new submission-management platform, OJS, to help achieve that goal.

Publishing short pieces on an open-access journal creates a vital source of energy and connection with the broader world of scholarship. In order to feel less isolated among a small faculty, I will devote more attention to building connections online, which I most effectively do through Twitter and the journal. By combining efforts on both of those platforms, I can more strategically generate meaningful connections and content.

Now that Saint Leo has a Safe Zone training program, I want to share it with as many people on campus as possible. An immediate goal of mine is to continue offer-

ing Safe Zone Allies training on a monthly basis and reach as many members of our community as possible. Beyond the campus community, I want to make Safe Zone training available to the *entire* university by developing an online version of the training appropriate for our needs, leveraging Saint Leo's experience in, and reputation with, online instruction to ensure success. Using our unique curriculum to extend Benedictine values to online students would make our program—and our university—stand out. I intend to position our Safe Zone training program as a standard model to be emulated by other institutions. Much as I reached out to other schools when developing our program, I will make myself available to assist other schools while they build theirs.

And finally, the Computers and Writing annual conference is what I consider to be my “home conference”—the conversations and perspectives at that event, more than any other, align with my interests and priorities as an educator. I intend to resume my involvement and feel more connected with the current conversations in the field. My first step will be to re-start an old Computers and Writing tradition: the publication pre-conference workshop. This workshop gives graduate students and other authors a chance to meet face-to-face with editors and directors of a variety of composition- and pedagogy-related journals. That workshop has not been offered in three years, and by offering it again, I will enhance the sense of community within my discipline and provide greater access to authors for my journal. Ultimately, this plan, like all my other scholarship goals, will enhance the conversation around what interests me most: effective teaching.

Table 3.1: Readership Statistics, *Hybrid Pedagogy* articles

ARTICLE TITLE	PEER REV?	PUBLISHED	VIEWS
Learning to Let Go: Listening to Students in Discussion	Yes	Sep 11, 2014	1,659
CFP: The Scholarly & the Digital (co-authored)	No	Feb 12, 2015	583
CFP: The Purpose of Education	No	Dec 1, 2015	1,269
Challenging Our Pedagogy: Hybrid Pedagogy's Editors' Picks	No	Feb 11, 2016	1,326
CFP: Preparing Graduate Teachers	No	May 16, 2016	1,343
In the Clutches of Algorithms	Yes	Aug 2, 2016	993
On Advocacy: Hybrid Pedagogy's 2016 List of Lists	No	Dec 20, 2016	827
CFP: Politicizing Critical Digital Pedagogy	No	Feb 6, 2017	1,583
TOTAL PAGE VIEWS			9,583

Table 3.2: Listening Statistics, Jan 2016 – Oct 2019

	TITLE	PUBLISHED	LISTENS
n/a	Learning to Let Go: Listening to Students in Discussion (self-narrated article)	Sep 11, 2014	1,227
1	Listening to Students (with Martín Kutnowski, Kris Shaffer, and Jonathan Sircy)	Jan 27, 2015	931
2	Compassion (with Maha Bali / مها بالي and Asao B. Inoue)	Feb 24, 2015	513
3	Assessment and Generosity (with Kris Shaffer, Asao B. Inoue, and Lee Skallerup Bessette)	Mar 21, 2015	861
4	Play in Education (with Stephanie Vie, Kyle Stedman, and Jesse Stommel)	May 20, 2015	854
5	Digital Pedagogy, Part 1 (with Cori Anderson, Estee Beck, Molly Hatcher, Cecilia Lo, Sean Michael Morris, and Kristy Rawson)	Aug 8, 2015	1,212
6	Digital Pedagogy, Part 2 (with Cori Anderson, Estee Beck, Molly Hatcher, Cecilia Lo, Sean Michael Morris, and Kristy Rawson)	Sep 13, 2015	858
7	Collaboration (with Maha Bali / مها بالي, Sarah Honeychurch, and Kevin Hodgson)	Oct 30, 2015	2,679
8	Networks (with Bonnie Stewart)	Jan 22, 2016	1,403
9	Responsive Teaching (with Janine DeBaise)	Apr 21, 2016	1,573
10	Questioning Learning (with Amy Collier)	May 19, 2016	1,845
11	Openness (with Greg B. Curran and Paul France)	Aug 5, 2016	1,192
12	Access (with Robin DeRosa)	Mar 8, 2017	1,680
13	Asking the Right Questions (with Bonni Stachowiak)	Jun 22, 2018	907
14	Platforms (with Chris Gilliard)	Dec 6, 2018	930
15	Publishing (with Cheryl E. Ball)	Jun 13, 2019	715
	TOTAL LISTENS		19,380

Table 3.3: Twitter Impact by Conference

CONFERENCE	HASHTAG	TWEETS	IMPRESSIONS	ENGAGEMENTS
BABEL 2015	#babel15	21	8,243	94
C&Wcon 2015	#cwcon	61	20,552	416
C&Wcon 2016	#cwcon	143	58,441	1,009
CCCC 2015	#4c15	121	37,698	685
CCCC 2016	#4c16	139	52,430	1,025
CCCC 2017	#4c17	38	11,867	279
DHSI 2015	#dhsi2015	10	5,975	65
DHSI 2016	#dhsi2016	65	43,103	637
DHSI 2017	#dhsi2017	17	10,089	241
DHSI 2018	#dhsi18	29	15,827	342
InstructureCon	#InstCon	60	32,685	527
OpenCon 2014	#OpenEd14	75	19,901	304
SoTL Commons	#SoTLcommons17	11	5,004	22
Totals		790	321,815	5,646

3.4 Documentation of Scholarship

Scholarship documentation takes up a significant number of pages and has been omitted from this concise version of my portfolio. Because most of the referenced documents exist online, links are provided within the document list below. If documentation must be included, the full digital version of this portfolio includes copies of all referenced content. That file can be downloaded from <http://chrisfriend.us/portfolios>.

3.4.1 Letters and Forms

- Email from Brian Camp, UEAC member, after presenting my Composition Curriculum Proposal
- Email of thanks from Kathryn Duncan, after assisting with the Harry Potter trip abroad
- My profile page on Google Scholar, listing indexed publications and citation counts

3.4.2 Peer-Reviewed Articles and Book Chapters

1. Friend, C. R. (2019). Nothing if not colorful: reading culture through food. *REBUS*. School of Arts and Sciences, Saint Leo University.
2. Friend, C. R. (2018). Outsiders, all: connecting the pasts and futures of digital humanities and composition. In Dorothy Kim and Jesse Stommel (Eds.) *Disrupting the Digital Humanities*. Punctum Books.
3. Friend, C. R. (2018). Focusing our imagination: light speed in science fiction. *REBUS*. School of Arts and Sciences, Saint Leo University.
4. Friend, C. R. (2017). Student writing must be graded by the teacher. In D. M. Loewe and C. E. Ball (Eds.), *Bad Ideas About Writing*. Morgantown, WV: Digital Publishing Institute.
5. Friend, C. R. (2017). Like clockwork: the kairos of presidential tweets. *REBUS*. School of Arts and Sciences, Saint Leo University.
6. Friend, C. (2017). The heartbeat of a community. In *Sandhill Review*, Vol. 18, Saint Leo University School of Arts & Sciences
7. Friend, C. (2016, Aug. 02). In the clutches of algorithms. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.com>. (Open peer-reviewed by J. Stommel and M. Bali.)
8. Friend, C. (2016). Bearing witness: the power of the observed kiss. In *REBUS* Vol. 2, Saint Leo University School of Arts & Sciences

9. Friend, C. R., Morris, S. M., and Stommel, J. (2016). Writing at scale: composition MOOCs and digital writing communities. In A. G. Scheg and D. Ruefman (Eds.) *Applied Pedagogies*. Boulder, CO: Utah State University Press.
10. Friend, C., Morris, S. M., & Stommel, J. (2015). A kaleidoscope of variables: the complex nature of online education in composition courses. In A. Scheg (Ed.), *Critical examinations of distance education transformation across disciplines* (pp. 44-60). Hershey, PA: IGI Global.
11. Friend, C. (2014). Learning to let go: listening to students in discussion. *Hybrid Pedagogy*. Retrieved from <http://www.hybridpedagogy.org>
12. Friend, C. (2014). How (not) to plan your entire course. *The Journal of Interactive Technology & Pedagogy*. Retrieved from <http://jitp.commons.gc.cuny.edu>

3.4.3 Invited Talks

1. Friend, C. (May 2018). Getting Critical. Keynote presentation for *New Learning Horizons: Digital and Hybrid Pedagogies*. Department of Education and Lifelong Learning (IPL), Norwegian University of Science and Technology (NTNU).
2. Anderson, C., Friend, C., Hatcher, M., Lo, C. (April 2015). "Digital Pedagogies." *GradUCon*. The University of Chicago.

3.4.4 Facilitated Seminars & Workshops

1. Friend, C. and Gilliard, C. (June 2019). Critical pedagogy and digital praxis in the humanities. *Digital Humanities Summer Institute (DHSI)*. University of Victoria (UVic), Victoria, British Columbia.
2. Friend, C. (July 2018). Intro [to critical digital pedagogy]. *Digital Pedagogy Lab (DPL)*. University of Mary Washington (UMW), Fredericksburg, Virginia.
3. Friend, C. (June 2018). Critical pedagogy and digital praxis in the humanities. *Digital Humanities Summer Institute (DHSI)*. University of Victoria (UVic), Victoria, British Columbia.
4. Friend, C. (May 2018). Digital publishing workshop *New Learning Horizons: Digital and Hybrid Pedagogies*. IPL, NTNU.
5. Friend, C. (May 2018). *Hybrid Pedagogy: ethos & mission*. *New Learning Horizons: Digital and Hybrid Pedagogies*. IPL NTNU.
6. Friend, C. and Morris, S. M. (August 2017). Intro [to critical digital pedagogy]. DPLI. UMW.

7. Friend, C. (July 2017). "Humanizing the Online Learning Environment." *Beyond Essentials Webinar Series*. Center for Innovation in Learning, National University.
8. Friend, C. and DeRosa, R. (June 2017). Critical pedagogy and digital praxis in the humanities. (DHSI). UVic, Victoria, British Columbia.
9. Friend, C. (August 2016). Digital publishing. DPLI. UMW.
10. Friend, C. and Stommel, J. (June 2016). Critical pedagogy and digital praxis in the humanities. DHSI. UVic, Victoria, British Columbia.
11. Eyman, D., Ball, C. E., and Friend, C. (May 2016). "Composing and Publishing Digital Scholarship." *Computers & Writing*.
12. InstructureCon, June 2015. Hosted the event's unconference. (Documented via "postmortem" blog post from a participant.)

3.4.5 Podcast Episodes

1. Friend, C., and Ball, C. E. (2019, June 13). Friend, C. (Producer). Publishing. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
2. Friend, C., and Gilliard, C. (2018, Dec. 06). Friend, C. (Producer). Platforms. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
3. Friend, C., and Bonni Stachowiak (2018, June 22). Friend, C. (Producer). Asking the Right Questions. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
4. Friend, C., and Robin DeRosa (2017, Mar. 08). Friend, C. (Producer). Access. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
5. Friend, C., Greg B. Curran, and Paul France (2016, Aug. 05). Friend, C. (Producer). Openness. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
6. Friend, C., and Amy Collier (2016, May 19). Friend, C. (Producer). Questioning Learning. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
7. Friend, C., and Janine DeBaise (2016, Apr. 21). Friend, C. (Producer). Responsive teaching. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
8. Friend, C., and Stewart, B. (2016, Jan. 12). Friend, C. (Producer). Networks. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
9. Friend, C., Bali, M., Honeychurch, S., and Hodgson, K. (2015, Oct. 30). Friend, C. (Producer). Collaboration. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>

10. Friend, C., Anderson, C., Beck, E., Hatcher, M., Lo, C., Morris, S. M., and Rawson, K. (2015, Sept. 13). Friend, C. (Producer). Digital pedagogy, part 2. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
11. Friend, C., Anderson, C., Beck, E., Hatcher, M., Lo, C., Morris, S. M., and Rawson, K. (2015, Aug. 8). Friend, C. (Producer). Digital pedagogy, part 1. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
12. Friend, C., Vie, S., Stedman, K., and Stommel, J. (2015, May 20). Friend, C. (Producer). Play in education. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
13. Friend, C., Shaffer, K., Inoue, A. B., and Bessette, L. S. (2015, Mar. 21). Friend, C. (Producer). Assessment and Generosity. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
14. Friend, C., Bali, M., and Inoue, A. B. (2015, Feb. 24). Friend, C. (Producer). Compassion. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>
15. Friend, C., Kutnowski, M., Shaffer, K., and Sircy, J. (2015, Jan. 27). Friend, C. (Producer). Listening to students. *The HybridPod* [Audio podcast]. Retrieved from <http://hybridpod.audio>

3.4.6 Other Textual Publications

1. Friend, C. (2017, Feb. 06). CFP: Politicizing Critical Digital Pedagogy. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.com>.
2. Friend, C. (2016, Dec. 20). On advocacy: *Hybrid Pedagogy's* 2016 list of lists. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.com>.
3. Friend, C. (2015, Dec. 1). CFP: The Purpose of Education *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.com>.
4. Friend, C., Morris, S. M., and Stommel, J. (2015, Feb. 12). CFP: The scholarly and the digital. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.com>.

3.4.7 Conference Presentations

1. "The Techne of Audience: Being/Bringing the 'Real' into the Classroom." | Computers & Writing | University of Findlay | Jun 2017
2. "We're Not Ideologically Neutral': Using Open-Access Journals for Community / Advocacy" | Scholarship of Teaching and Learning (SoTL) Commons | Savannah, Georgia | Mar 2017

3. “Combatting Otherness: Helping Students Navigate Belonging Through Discourse Community Analysis” | Northeast Modern Language Association (NEMLA) | Baltimore, Maryland | Mar 2017
4. “Virtual Corridors: Nurturing States of Mind in Online Spaces” | Florida College English Association (FCEA) | St. Petersburg, Florida | Oct 2016
5. Gordon, J., Lee, K. K., Poblete, P., Justice, J., and Friend, C. (May 2016). Left to their own devices: dis/allowing students’ use of technology in the classroom. *Computers and Composition*.
6. Friend, C. (April 2016). From Mickey Mouse to Cigar City: What Flexibility, Interdisciplinarity, and a Two-Hour Drive Can do for Employability. “Demystifying the Job Market: Taking Action toward Transparency through Data and Narrative.” Conference on College Composition and Communication.
7. The Academic Forum, Dec 2015. Presented “Document Markup in First-Year Composition: Enhancing Writing, Building Networks”; earned the “Most Promising Abstract” conference award.
8. BABEL Working Group Biennial Meeting, Oct 2015. Presented “This is Not a Journal: Publishing as Pedagogy” with Kris Shaffer, Jesse Stommel, and Robin Wharton.
9. *Computers and Writing*, May 2015. Presented “The Missing Link: Interventions for Enhancing Traditional Student Composition,”
10. Danforth, C., Ferris, H., Stedman, K. D., Hedengren, M., and Friend, C. (May 2015). Talk to the talkers: What is academic podcasting all about?. *Computers & Writing*. [I served as last-minute replacement for Kuebrich, B., whose name appears on the event program.]

3.4.8 Peer-Review Work

1. Review response (July 2019) for in-review podcast article, *Prompt*
2. Reviewer Attribution on Van Overmeire, B. (2018, Mar 20). Opening the Classroom: Ownership and Engagement *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.org> (open peer review)
3. Review response (May 2017) for unpublished “Multiliteracies and Digital Writing,” *Prompt*
4. Hill, R., Hargis, J., and Park, E. (2016). Developing, teaching, and assessing hybrid English courses. *International Journal for the Scholarship of Technology Enhanced Learning*, 1(1). Georgia Institute of Technology. Retrieved from <http://ejournals.library.gatech.edu/ijstotel> (double-blind peer review; no thank-you letter sent)

5. Letter from IJSOTEL editor (2016, Oct 14) after reviewing “Effects of Hybridization Training using Fink’s Integrated Course Design Framework on Faculty’s Self-Efficacy”
6. Letter from IJSOTEL editor (2016, Oct 14) after reviewing “Students as Producers in Hybrid Courses: Case Studies from an Interdisciplinary Learning Circle”
7. Reviewer attribution on Kreiser, C. (2016, Jun 22). Gifts of the Moment: Learning to Listen and Respond through Improvisation. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.org> (open peer review)
8. Reviewer attribution in Scheg, A. (Ed.) (2015). *Critical examinations of distance education transformation across disciplines* Hershey, PA: IGI Global.
9. Reviewer attribution on Lanclos, D., and White, D. (2015, Oct 08). The Resident Web and Its Impact on The Academy. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.org> (open peer review)
10. Reviewer attribution on Takehana, E., Jena, J., Ramsden, M., and Rocci, N. (2015, Sep 06). Can You Murder a Novel? Part 4: Realism and Closure in the Mystery Novel. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.org> (open peer review)
11. Reviewer attribution on Zamora, M., and Jacobi, M. (2015, Aug 30). #GenLit as #Netprov. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.org> (open peer review)
12. Reviewer attribution on Takehana, E., Jena, J., Ramsden, M., and Rocci, N. (2015, Aug 26). Can You Murder a Novel, Part 3: Paratexts in Writing Generative Literature. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.org> (open peer review)
13. Reviewer attribution on Zamora, M., and Jacobi, M. (2015, Aug 18). Creating Mike Sterling for the #GenLit Project. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.org> (open peer review)
14. Reviewer attribution on Zamora, M., and Jacobi, M. (2015, Aug 02). Perspectives from the #Genlit Classroom: A Professor and Student Converse. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.org> (open peer review)
15. Reviewer attribution on Utell, J. (2015, Apr 02). Making a Space for the Digital and the Scholarly: The Editor as Teacher. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.org> (open peer review)
16. Reviewer attribution on Darling, J. (2015, Mar 13). Community and Citizenship in the Computer Classroom. *Hybrid Pedagogy*. Retrieved from <http://hybridpedagogy.org> (open peer review)
17. Reviewer attribution on Heidebrink-Bruno, A. (2015, Jan 20). Envisioning the Radical Syllabus: A Critical Approach to Classroom Culture, Part 2. *Hybrid*

Pedagogy.

Retrieved from <http://hybridpedagogy.org> (open peer review)

18. Reviewer attribution on Sircy, J. (2015, Jan 13). Faithful Listening. *Hybrid Pedagogy*.

Retrieved from <http://hybridpedagogy.org> (open peer review)

19. Reviewer attribution on Rosen, J. R. and Smale, M. A. (2015, Jan 07). Open Digital Pedagogy = Critical Pedagogy. *Hybrid Pedagogy*.

Retrieved from <http://hybridpedagogy.org> (open peer review)

20. Reviewer attribution on Robin, V. (2014, Oct 15). Addressing the Elephant: The Importance of Infrastructure. *Hybrid Pedagogy*.

Retrieved from <http://hybridpedagogy.org> (open peer review)

21. Letter from HON 499 professor after being first reader on Senior Honors Project

3.4.9 Conference, Seminar, and Training Attendance

1. D2L Essentials training
2. D2L Savvy training
3. D2L Sage training
4. SoTL conference
5. DHSI 2015 — “Pragmatic Publishing Workflows”
6. International Conference on Critical Thinking & Educational Reform
7. Spring 2017 Virginia Region Faculty Development Day

3.4.10 Composition Curriculum Proposals

- Excerpts from proposal presentation slide deck
- Excerpts from proposal handouts, including response to faculty feedback
- Curriculum Committee submission: WRI 120
- UE Committee submission: WRI 121
- UE Committee Submission: WRI 122

3.4.11 Safe Zone Allies Training

- Training slide deck excerpt
- Training handouts excerpt
- List of current certified allies

CHAPTER



INSTITUTIONAL & DISCIPLINARY
SERVICE

4.1 Service at a Glance

Details appear in the narrative that follows, but highlights of my service record include:

- **Service to the University**
 - Diversity, Equity, and Inclusion committee member
 - Two-time Senate Technology Committee member
 - QEP Faculty Fellow
 - Content initiative workgroup member
 - Lunch & Learn session facilitator
 - ePortfolio committee member
- **Service to the Colleges**
 - CAS: Successful department chair hiring committee member
 - CESS: Successful sociology hiring committee member
 - CAS: Dean's OER committee
 - CESS: Criminal Justice Student of the Year committee member
 - CAS: Human Library participant
- **Service to the Department**
 - Composition Committee chair (5 years running)
 - APR committee member
 - Successful professional-writing hiring committee member
 - Successful theatre hiring committee member
- **Service to the Students**
 - Co-Founder and Faculty advisor, Prism gay-straight alliance
 - Led student trip to Florida Collegiate Pride Coalition to build networks and develop student leadership
 - Earned SGU's Outstanding Student Organization award, 2018–19
 - Earned SGU's Outstanding Club Advisor award, 2018–19
 - Greek summit presenter
 - CAB chaperone

4.2 Statement of Significance & Impact

In last year's tenure portfolio, I listed the following short- and medium-term goals for my service, which I'm pleased to say have each been accomplished in the intervening year:

Host Prism movie night with Student Activities Showed *Love, Simon* in SCC board-rooms on Valentine's Day with approx. 25 students attending

Host Prism guest speaker Welcomed local author David Berger to campus, who shared his experience publishing books with LGBTQ+ characters

Attend FCPC in March Brought six students to conference, introducing student-leaders to state-wide community of GSAs

Join more committees related to technology, pedagogy, and hiring Reprised my appointment to the University Senate Technology Advisory Committee, joined a WAC TLC, and joined the institution-wide Diversity, Equity, and Inclusion committee

Details of these recent accomplishments can be found later in this section, after a review of my service history here at Saint Leo.

In the letters of recommendation from Marissa McLargin, Lis Aiken, and Barbara Caldwell, my ability to find diplomatic common ground and reach out to institutions to find best practices received prominent attention. Those two strengths have driven my institutional service more than anything else, helping me find connections between differing perspectives and build bridges between departments. My department-level committee work—notably including forming and leading a Composition Committee to host conversations about the nature and future of our Academic Writing courses across a five-year span—has faced significant hurdles of disagreeing faculty, making progress and consensus-building formidable challenges. Those challenges, however, also make the small victories of incremental progress more rewarding than they normally would be. Just this semester, my extensive work on the composition-curriculum revision has paid off, and my proposal received approval from my department and the UEAC. My ability to mediate disagreements has made me a valuable member of contentious committees over the years, from Composition to time on the English APR committee, to an exhaustive (and exhausting!) search committee for the Language Studies & the Arts department chair.

In addition to my consistent role as a mediator, I have earned a reputation within my department for being “the tech guy,” providing Skype calls for remote meetings and video recording/distribution services for teaching demonstrations of potential hires. My facility with technology has simplified the process of communication throughout

the department. That comfort with technology also makes me a good fit for the University Senate Technology Committee, an assignment I have happily taken on a second time this year.

Previously, I also involved myself with the Content Initiative Workgroup, led by Steve Rheinschmidt and tasked with finding ways to implement Open Educational Resources (OERs) in our classes. My experience there made me a good fit for the newly created OER committee, convened by Heather Parker. Additionally, I participated in the ePortfolio committee, led by Trish Parrish, that ultimately decided from the available options that Chalk and Wire best met the institution's immediate need for a portfolio-management system. That committee in particular taught me a lesson—specifically, that what the school operationally needs at a given time might be fundamentally opposed to what I believe is best for students. On a more local level, I contributed to initial stages of the English APR conversation, helping define the needs and expectations of each of the three specializations in the English B.A. program. And near the start of my time at Saint Leo, I was recruited onto the QEP Faculty Fellows and served a one-year term on that team, which shared readings and discussions aimed at better implementing a specific model of critical thinking in classes across the university. Each of these committee appointments has enhanced my perspective of how Saint Leo serves its students—and how we can continue to improve in that regard.

On the subject of benefit to the university, my Composition Committee, which has met in various forms for the past five years, has served to engage the wider Saint Leo community in conversations about what we need (and can reasonably expect) from our Academic Writing courses. From guiding group readings of relevant literature to gathering committee research on the programs of comparative and aspirational model institutions, to informal chats with representatives from a variety of departments and locations across the institution, my time with this committee has helped build a shared understanding of what is possible and practical in a revised composition curriculum. This task has on several occasions proved challenging due to its enormous scope and broad impact, combined with my tenuous position as the only dedicated rhetoric/composition faculty member in the department—a position that has led to extended and heated controversy with established components of our English program. However, the challenges presented by this project helped shape my curriculum designs into a version that gained the support of the full department in mid-September 2019, earned enthusiastic support from the UEAC committee members in late September, and is expected to obtain official, voted UEAC approval in late October and Curriculum Committee approval in December 2019. This project, now on its fourth iteration after five years of work, is one I look forward to seeing through to its implementation and future development. My work leading this committee is far

from complete; we will now shift our attention to supporting our teaching faculty and bringing the benefits of our new approach to the consciousness of the full institution.

To be sure, my service to the university does not end with committee work. I have also contributed to John David Harding's "Human Library" project, the January 2019 Faculty Development Day, various CAB student trips, and Student Activities' 2018 Greek Summit, where I presented a full-house session on social media use to boost marginalized voices. Each of these modest projects provides an additional opportunity for me to bring my passions and experience to the students of our institution, sharing my expertise outside the confines of a classroom.

I would argue, however, that the most important service I have provided to Saint Leo is perhaps the most unassuming—the creation of Prism, our gay-straight alliance. While this example of my service at first glance benefits a limited number of students, the impact of having such an organization visible at our institution enacts the Benedictine value of hospitality by showing students in the LGBTQ+ community that they are welcome as they are at our institution. The process of forming this club started because a prospective student emailed me before joining our school to ensure our campus was accepting of the LGBTQ+ community. I asked a similar question of a colleague before accepting my job offer to work here. That student and I know first-hand how important it can be to openly acknowledge and welcome members of a marginalized community, and we know that can be a contentious matter for religious institutions. Working through countless meetings, dozens of approvals, and numerous pitches and proposals (all referenced in Karen Hannel's letter of recommendation on page ??), Prism gained SAB and SGU recognition. In Spring 2019, Prism received the SGU Outstanding Student Organization award for promoting "a more inclusive, supportive, and hospitable campus to the members of the LGBTQ+ community and their allies. Furthermore, I received the SGU Outstanding Club Advisor award as "a shining example of commitment, dedication, and perseverance."

Since its inception, Prism has grown to host a full complement of student-leaders, and in March 2019, I took that executive board to the Florida Collegiate Pride Coalition to give our students an opportunity to network with other similar organizations at other schools across the state. At that conference, Saint Leo brought the third-largest contingent of students from across the state, following only UNF, the host institution, and UCF, which has a \$45,000 annual budget for their LGBT resource center. Our strong presence at that conference, along with a talk I gave about navigating the creation of a GSA at a religious school, earned Saint Leo significant recognition within the community of student-led GSAs, and the club's officers intend to return to the conference in 2020.



(a) Spring 2018



(b) Fall 2018

Figure 4.1: Prism's presence at Involvement Fairs

Separately from the Safe Zone Ally program discussed in Scholarship of Teaching (see page 41), Prism club meetings provide students with a space to openly discuss issues of identity and sexuality without fear of reprisal, judgment, ostracism, or hostility. Members of Prism have gathered together for a variety of on-campus and local events, establishing a sense of community and working toward our mission of “extending Benedictine hospitality to the LGBTQ+ community at Saint Leo” and beyond. In October 2018, Prism partnered with Arts & Sciences to host a guest speaker, local author David Berger, who writes fiction with mythological themes and LGBTQ+ characters. And on Valentine’s Day 2019, Prism hosted a movie night in the SCC, showing *Love, Simon*, a romantic comedy with an LGBTQ+ lead character. Prism partnered with Student Activities, Student Government, and Arts & Sciences to ensure the success of that movie screening. Many of Prism’s events are best documented through photos, rather than thank-you notes, so I have included pictures we have taken at various events featuring Prism and its members in Figures 4.1 to 4.3, pages 69 to 71. I am extremely proud of this group, what it represents, and what it does for the reputation—and the students—of Saint Leo University.

My work with Prism makes me a natural fit for our new university-wide Diversity, Equity, and Inclusion (DEI) committee, on which I have served since its inception. This appointment allows me to push for greater access to the benefits and resources of Saint Leo for faculty, staff, and students alike, and it will lay the foundations for a DEI office as envisioned by President Senese and our Renaissance 2021 plan.

Similarly, my work with the Composition Committee has positioned me to expand my service through a WAC TLC and, in the future, through broad, interdis-



(a) Open House, 29 Sep 2018



(b) Tampa Pride, 24 Mar 2018

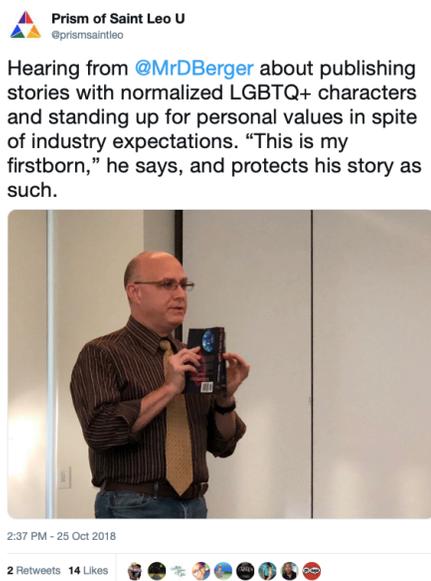
Figure 4.2: Prism's presence at Local Events

plinary WAC training sessions for faculty at all locations. The scholarship discussed in Scholarship of Teaching (see page 41) has positioned me well in anticipation of the new WAC QEP, and I am eager to partner with CTLE to bring our vision for writing across Saint Leo to fruition.

4.3 Service Goals for the Future

After the successful development of my institutional service since joining Saint Leo, and particularly over the past year, I now have set these targets for the years ahead:

- Short-Term Goals
 1. Find ways to offer Safe Zone Ally training to all Resident Assistants, ensuring our residential students have easy access to necessary resources
 2. Build Prism's online presence through EngageLeo and LionSHARE
- Medium-Range Goals
 1. Host Sunday Drag Brunch as Food for Thought event
 2. Create network of Composition Faculty Liaisons at all centers



(a) Author Presenter, 25 Oct 2018

(b) *Love, Simon* screening, 14 Feb 2019

Figure 4.3: Campus Events Hosted by Prism

- Long-Term Goals
 1. Reflect Saint Leo's "one university" initiative in the design and operations of Prism by extending its programming and community into centers and online spaces
 2. Continue developing the student leadership of Prism, providing professional and personal growth opportunities for its officers
 3. Establish a Saint Leo Writing Program, serve as director of that program, and represent Saint Leo in the Council of Writing Program Administrators (CWPA)
 4. Create a Saint Leo Writing Center to support our new composition program and WAC initiatives

As I continue my work at this institution, I remain dedicated to the "one university" initiative, ensuring that my service, whether online or on campus, benefits every member of our community. As a faculty member charged with teaching half online and half on campus, I will bring my unique perspective to bear on all my service efforts, ensuring that the emphasis of my future service work remains squarely focused exactly where I began this portfolio: with our students.

4.4 Documentation of Service

Documents providing evidence of my service take up a significant number of pages and have been omitted from this concise version of my portfolio. The complete collection of documentation is included in the full digital version of this document, which can be downloaded from <http://chrisfriend.us/portfolios>. That documentation includes:

- Prism's SGU awards
- Invitation to join Diversity, Equity, and Inclusion committee
- Email to Content Initiative Workgroup members
- Email to ePortfolio committee members
- Program, 2018 Greek Leadership Summit
- Acceptance letter, QEP Faculty Fellows
- Letter of thanks, chairing Composition Committee
- Letter of congratulations, UEAC acceptance
- Letter of thanks, Lunch & Learn Series Presenter
- Letter of thanks, Faculty Development Day Spring 2019
- Letter of thanks, English lecturer search committee
- Letter of thanks, psychology search committee
- Letter of thanks, Criminal Justice Student of the Year committee
- Letter of thanks, CAB chaperone
- Letter of thanks, Human Library