

TENURE PORTFOLIO

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CHAPTER



1

INTRODUCTION

1.1 Executive Summary

This portfolio presents my qualifications for tenure, documenting my contributions to SLU and its reputation. Details follow, but notable highlights include:

1. Teaching
 - Redesign, proposal, or creation of six courses
 - Implemented student-created syllabi
 - Development of student-generated textbook project
2. Scholarship & Professional Development
 - Seven peer-reviewed book chapters in edited collections
 - Five peer-reviewed articles
 - Thirteen podcast episodes
 - One invited international conference keynote
 - Seven facilitated national/international workshops
 - Five facilitated national/international week-long seminars
 - Ten conference presentations
 - 13+ professional development sessions
3. Service
 - Four successful hiring committee memberships
 - Served on four other committees; chaired another
 - Creation of SLU's first gay-straight alliance
 - Development of custom Safe Zone training curriculum

1.2 Values Narrative

Students at Saint Leo expect a level of personalized attention and care from their faculty that I find rare in higher education today. 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 and provides support for their personal growth. My efforts during the time I've spent at Saint Leo have all been directed toward emphasizing those elements that make our institution stand out: My work has enhanced our people, our teaching, and our care for students.

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 their 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 courses I have taught here focus on skills that help students navigate thinking and writing in academia and the workforce. As noted in the letter from McLargin, my rhetoric-driven approach to writing courses gives students essential knowledge that helps them succeed no matter where they go. My work with Saint Leo students directly supports their developing **excellence**—on campus and online, at school and beyond.

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 Hannel 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. The club's meetings provide a strong sense of unity for students who traditionally can feel isolated, especially at religious institutions. Navigating the intersections of identity and faith has been challenging and rewarding, as the letters from Massa and Hannel show. By challenging both our students and our employees to listen to—and learn from—each other, we are creating needed and welcome change that benefits 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 letter from McLargin addresses 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 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, available at <http://chrisfriend.us>.

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:

- Elisabeth Aiken, Co-Chair, Department of Liberal Studies & Experiential Learning
- Ray Siemens, Distinguished Professor, University of Victoria
- Jesse Stommel, Executive Director, Department of Teaching and Learning Technologies, University of Mary Washington
- Barbara Caldwell, Chair, Department of Accounting, Economics, and Finance
- Sonja Massa, Assistant Director of Student Activities
- Karen Hannel, Co-Chair, Department of Interdisciplinary Studies and Experiential Learning
- Andrew Gold, Associate Professor of Management and President of University Senate
- Pam Decius, Associate Chair, Department of Language Studies & the Arts
- Marissa McLargin, Professional-Writing Instructor, Department of Language Studies & the Arts

CHAPTER
2

TEACHING

2.1 Statement of Significance & Impact

I came to Saint Leo for two main reasons: First, because it's a small school with a low student-teacher ratio, allowing faculty to get to know students instead of numbers; second, because its large online population adds diversity and challenge for teaching writing. That challenge appeals to me, providing a continual opportunity for experimentation, opportunity, and growth. I believe on-ground and online instruction (including Massive Open Online Courses, or MOOCs) can inform each other, helping teachers become more effective in both delivery modes. The teaching position I presently hold is designed to be half online and half on-ground, which allows me to engage faculty across the university in conversations about pedagogy and to see a diverse cross-section of the Saint Leo student body. That position has allowed me to explore how pedagogy can be applied across delivery modes. In 2013, I wrote¹ that “we can use MOOC strategies to improve our existing in-class teaching efforts”—highlighting the characteristics common to MOOCs that benefit students in classrooms; I stand by that claim five years later, watching how our campus faculty excel at motivating students and providing enthusiasm and our online faculty clearly articulate expectations and timelines. Saint Leo's unique distributed structure provides an endlessly fascinating environment in which to develop my teaching praxis.

Since I arrived 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.

¹Friend, Christopher R. (2013). “Will MOOCs Work for Writing?,” *Hybrid Pedagogy*, 27 March 2013.

Those principles roughly correspond to the Core Values of Respect and Personal Development, respectively, and they direct my course design and daily interactions. At their most basic, these principles lead me to give students opportunity to discuss and share ideas more than I choose to lecture. They compel me to lead students right up to a conclusion but stop short, allowing them to make the connection themselves. Both of these principles lead to greater student agency in the classroom. Evidence of these principles can be seen in three unsolicited letters given to me by former students across a variety of courses:

- Peter Bashar, Academic Writing I, Fall 2015 (see page 16),
- Nelson Barajas, Academic Writing II, Spring 2015 (see page 17), and
- Lucia Pawlowski, Critical Pedagogy and Digital Praxis in the Humanities at DHSI, Summer 2016 (see page 18).

These letters show how my concern for students and my insistence that they construct their own knowledge work to empower them 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 make them reconstruct their perception of how classes work, starting by challenging the assumed authority of the instructor. I begin this process of unsettling on the first day of classes, inviting on-ground students to collaboratively construct their course syllabus, defining the course policies for themselves. By having students define the terms 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 can learn in their own way. 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 appear in Figure 2.1. Students in my 2017FA1-ENG-121-CAH1 class, which met right before lunch, prioritized access to food. Therefore, this policy was enacted: "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." Their full set of course policies appear in Figure 2.2. 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).

What may seem minor—allowing students to discuss food and music in their syllabus—has broad residual effects. Students 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 collaborative learning as the norm from the beginning. By defining the rules of the space, students take ownership of their own

<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, 2017FA1-ENG-121-CA01

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

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. Note how the language used is student-centric, encouraging, and non-punitive. Setting a tone of encouraging collaboration helps students view the course as an opportunity to excel. In the CA01 section (Figure 2.1, page 9), note that their uncertainties about success called for a “re-do policy,” creating for themselves a safety net that permitted experimentation and the potential for growth.

This collaborative process of creation benefits me, as well. I spend far less time dealing with discipline because students have already identified not only what good behavior looks like but also how it assists their learning. I have shared this approach with Tim Jussaume after he mentioned struggling with a lack of student buy-in to course policies he asked them to help shape. After I suggested he might need to hand over even *more* of the authority and responsibility to students, he became intrigued but understandably skeptical of the relative lack of control inherent in this method. This semester, he observed one of my classes on its first day, so he could watch the syllabus-creation process first-hand and consider adopting the technique in his own classes. Dr. Jussaume and I will doubtless return to this conversation in the future, as it is already the continuation of a discussion we had at the end of the 2017SP1 semester about efficiently grading finals. In fact, the syllabus-creation activity I use helps prepare students for their final projects before they even know what that project is.

Because the entire class writes this document together in real-time, the activity introduces students to Google Docs through a distinctive use case. This experience comes in handy throughout the semester, as some students use that platform to facilitate peer review and nearly all use it for end-of-semester portfolio creation. However, I offer no explicit instruction in how to use Google Docs. Students’ impetus to co-create the document motivates them to find solutions and draw on prior knowledge of word processing. Then, at the end of the semester, I ask students to create digital portfolios of their work to turn in as their final exam. The class session is spent putting content online and building the portfolios, including links from one document to another as evidence to support their claims of achieving the course outcomes. Because students have prior experience with Google Docs, what could otherwise seem like an overwhelming task gets reduced to a rather simple process of drag-and-drop followed by the repeated use of a single menu command. I provide perhaps five minutes of instruction (so students see what their goal looks like and how the process works), but that’s it. They work together and “figure it out,” so to speak, collaborating until they get the hang of the process, gain confidence, and complete their assignment. The last thing students in my classes do at the end of finals day is post a URL to Courses. That single link points to a collection of their best work created over sixteen weeks. They feel accomplished, and they also recognize the power of being able to put their words out on the open web. All it takes is a nudge in the right direction. Students take it from there.

That last strategy—of not providing explicit instruction but relying on students to collaborate and experiment—is a hallmark of my teaching style, referring back to the second principle identified above: Let students learn for themselves. Rather

than lecturing and expecting students to absorb what I say (which I often hear students complain about regarding their other classes), I instead give them just enough information to get to work, then I address problems as they arise. Students who are accustomed to being told exactly what to do every step of the way through a course often express significant frustration 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 presenters 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. What followed was one of the most engaging and nuanced conversations we’ve 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 them learn for themselves is through a project I’ve been engaged in for the past three semesters—one that aligns with the campus initiative to reduce student textbook costs: I am having students create a 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, and continues this school year, as well, with students this year continuing the work started the year before them. With this project, I have engaged students in real, meaningful service learning that has the potential to 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 felt their work has meaning. 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.

I have developed this approach to teaching 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 of their families to attend college, lack the self-confidence we might like to see in them. By putting them in charge, I instill confidence and support their autonomy as learners. Because this approach places importance on student contributions and downplays my prominence in class, it sometimes is met with resistance or even a little resentment from students who would prefer to be told exactly what to do every day. Comments on some critical student evaluations (see subsection 2.5.1, page 24) over the years occasionally request that I play a more dominant role in the classroom. However, those comments are outnumbered by 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 tension appears in my ?? course evaluations. One student complained about "the unsure feeling students have" while another in the same class praised the "free thinking environment, inspirational conversations." In final comments, one student complained that they "never really grasped the concept of [my] teaching," yet another student in that class appreciated the approach:

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.

Overall, the qualitative feedback I get from course evaluations (see summative tag cloud in Figure 2.3, page 13) supports my theory that granting students autonomy and 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 in-class authority.

Because my teaching obligations are half online, I should directly address the ways I engage students in those classes. 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. Many have also told me I'm the first teacher to take the time to give them meaningful feedback on their writing. Sometimes that's to my detriment, given how long it takes to pay intense attention to providing meaningful feedback to students' writing styles. But reading that students value the attention—and perhaps have not experienced it before—provides extra motivation to dedicate the time.

more enjoyable. I am fully aware of this hurdle every semester as I work to build rapport with another group of students fresh on the college scene, but when I see fluctuations in student evaluations, I remember that my classes draw from the most diverse collection of students possible.

As somewhat of a contrast to the variations in student evaluations, my teaching observation reports have been consistently strong over the years. In subsection 2.5.2 (see page 26), I present fourteen observations across my five years here at Saint Leo, providing feedback from up the hierarchy and across the institution. Whether the observer was my dean or a colleague in the then-School of Business, the reports show me to be a strong teacher who listens carefully to students and creates opportunities for them to experiment and learn. I look forward to continuing to develop in my engagement with student needs in all my classes.

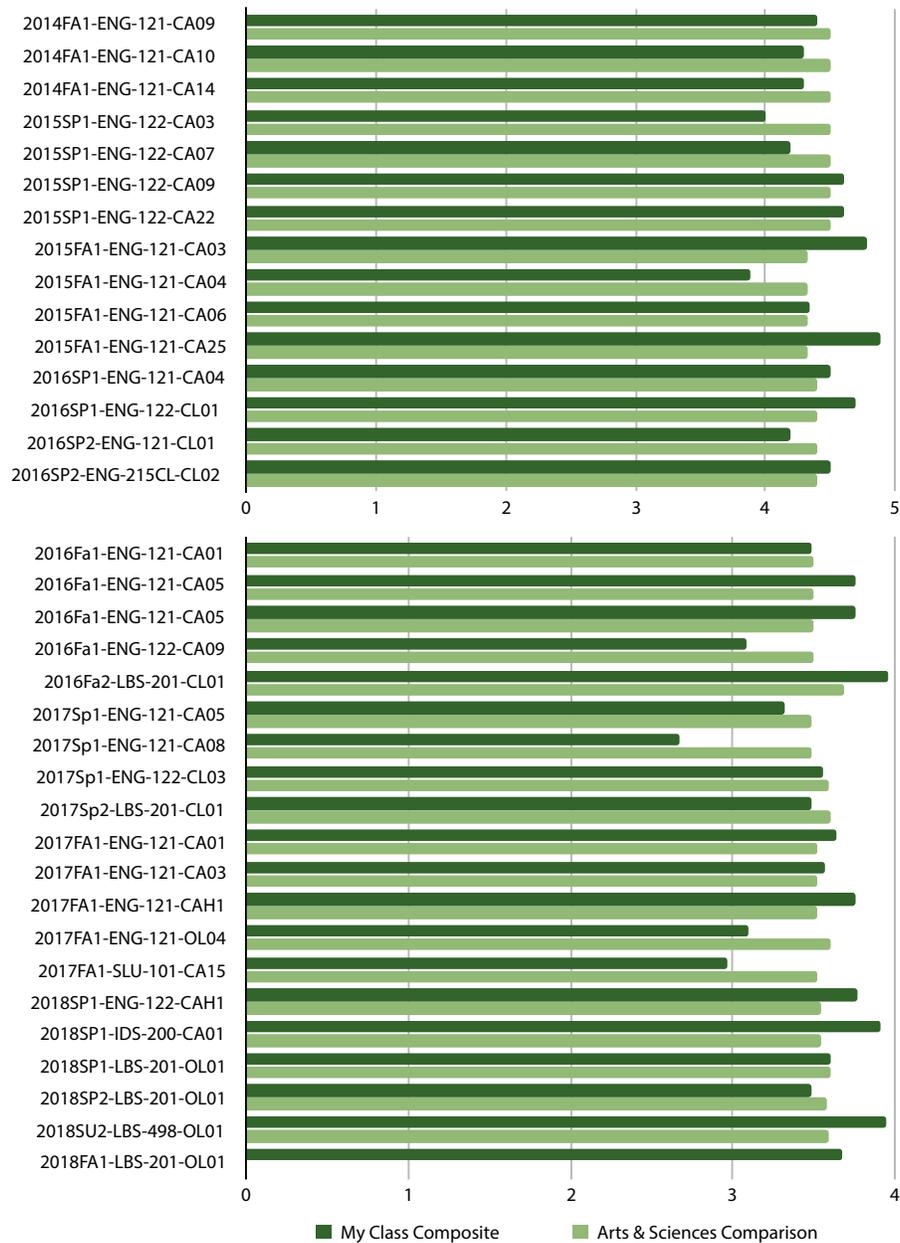


Figure 2.4: Student Evaluations: Composite Means by Class (all courses)

From: Peter Bashar peter.bashar@email.saintleo.edu
Subject: Thank You!
Date: 11 December, 2015 at 8:06 PM
To: Christopher.friend@saintleo.edu



Dear Professor Friend,

I just wanted to personally thank you for everything you did for me this past semester. I truly thought you were a great professor. I came out of your class with so much knowledge I didn't have. I believe I came out with more knowledge in just one semester than I did throughout all of my high school career. You're class was extremely beneficial for me. I just wanted to say thank you so much again for everything. You will definitely be a professor I remember and be thankful for everything you did for me academically. I know for a fact I'm not the only student who thinks the same. You're style of teaching is one of the best I've ever experience, keep doing it. It truly is beneficial to all your students.

Respectfully,
Peter Bashar

Nelson Barajas
ENG 122
24 Apr 2015

Chris Friend
Saint Edward Hall 238
University Campus—MC2127
P O Box 6665
Saint Leo, FL 33574-6665

Dear Friend,

We have had many discussions concerning your class and my opinion not only of my classmates but also of the school and in general how I feel about going back to school. I hate school with a passion that I think can only be found in ancient enemies and Nazi's. However when it comes down to it your class was one of the ones I hated least. Although I enjoy learning I just simply am not a fan of schooling and gen ed classes feel like the ultimate waste of time.

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 fact I was able to "troll" some of my less educated classmates was also something that made the day much better. I cannot blame a teacher for a class that is forced upon students, but I can blame them for how they run it. You my good sir ran it well, you kept it interesting and you didn't mind the imbibing of scotch. Overall I can say that although I did not learn how to write (although I did learn about annotated bibs since I had never done that before) I actually enjoyed the class and found it at the very least thought provoking. Which is more than I can say for a lot of the schooling I've done in my life.

Sincerely,
Nelson Barajas

September 18, 2016

To Whom It May Concern:

I am an English professor at the University of St. Thomas, and I took Chris Friend's Critical Pedagogy course at the Digital Humanities Summer Institute (DHSI) in July 2016. I offered to write Chris a letter of recommendation—he did not ask me for one—because I humbly wanted to put on the record how talented, brilliant, and nurturing he is.

Chris and his co-teacher, Jesse Stommel, taught one of the most life-changing seminars I've ever had in my career. Through this experience, I learned that digital tools can be used to build classroom community and in fact resist the atomization so many cultural critics charge is the problem with digital environments. Chris taught me that a teacher could and should use the digital to enhance what our students already know: that learning happens in relationship (and therefore digital tools can build peer relationships in unique ways). Surveying my colleagues at the DHSI who had taken other seminars, I quickly realized that I was lucky enough to stumble upon one of the most exciting, well-organized, and productive seminars at the event.

The course was thoughtfully structured, with each day thematically building on each other; the week was thoughtfully structured as well, with a great balance between discussion of deep articles, and hands-on lab work; the readings were perfectly selected (they were theoretically sophisticated yet accessible to tech newbies like me). The labs were well-paced and understandable. The discussions were magnificent thanks to the artful facilitation of Chris and Jesse. 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. Because of how they both modeled teaching and talked about teaching, I learned as much about pedagogy from Chris and Jesse that week as I did taking teaching practicums during my PhD work. Every early and mid-career professor should be required to participate in a seminar like this so that we learn to constantly reassess everything.

As a final note, I want to laud Chris for his extraordinary work on *Hybrid Pedagogy*, a journal I have found invaluable to my nascent identity as a digital humanities practitioner.

I will be forever indebted to Chris for the caring, compassionate, rigorous, and career-changing instruction he offered me during one of the most intellectually memorable experiences in my career. I would be happy to talk to you more about Chris if you'd like to email me at lucia.pawlowski@stthomas.edu.

Sincerely,

Lucia Pawlowski, PhD
Assistant Professor
English Department
University of St. Thomas
St. Paul, MN 55104

2.2 Courses Taught

A complete chronological list of all sections I have taught with Saint Leo appears in the Course Evaluations section, below. A broad overview of course titles here reveals my emphasis and interests in teaching and highlights the balance between on-campus and online courses inherent in my particular position.

- On Campus
 - SLU 101 First Year Experience (2×)
 - ENG 002 Basic Writing
 - ENG 121 Academic Writing I (19×)
 - ENG 122 Academic Writing II (5×)
 - ENG 300 ST: Digital Writing
 - IDS 200 ST: The Art of Conversation
- Online
 - ENG 002 Basic Writing
 - ENG 121 Academic Writing I (4×)
 - ENG 122 Academic Writing II (3×)
 - ENG 215CL Monsters in Literature
 - LBS 201 Critical Thinking (7×)
 - LBS 499 Explorations in Liberal Studies

As evidenced by the preceding list, my primary 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, 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 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. I enjoy watching our Lions' personal development during their time at this institution, regardless of where they are in their educational journey.

For more detailed review of my teaching history, please refer to the comprehensive list of every section I have taught, which appears in subsection 2.5.1, page 24.

2.3 Evidence of Advising

As one who teaches primarily freshman-year foundations courses that students are required to take and are generally placed into without their input, two adverse situations affect me viscerally: students who don't want to be in my class and Saint Leo's abysmal retention rate. Each semester, nearly two-thirds of the students I meet and work with for sixteen weeks resent their schedules and ultimately will not complete a degree here. That's a lot of frustration to overcome in a classroom, and my advising activity has been affected by similar predicaments. Most of my advisees have been freshmen with undeclared majors, and I have relatively few students each semester (see Table 2.1, page 20). My involvement often consists of introducing them to how a Program Evaluation works and explaining what an Associate's de-

gree is (and how beneficial it is when transferring schools). Many of the students I've advised have left this institution after completing the UE program, most often because they decide on a major we do not offer. Those who remain transfer to another advisor once they decide on a program they want to complete. All told, I have been responsible for helping *one* student graduate, which means my advising abilities haven't had much opportunity to improve through repeated experience.

Table 2.1: Advisee Count by Semester

SEMESTER	ADVISEES
2015FA1	8
2016SP1	10
2016FA1	12
2017SP1	7
2017FA1	3
2018SP1	4
2018FA1	9

I don't want to paint a bleak picture—far from it. I enjoy my advising work. But a demonstration of amazing achievement in this area feels out-of-reach given the situation I face. That said, I have turned a predicament into an opportunity by making sure all the students I advise understand where they are within their overall educational career and how they can empower themselves with information on their own. Much like I said above that I let students do their own learning after I point them in a direction, I encourage students to make their own decisions regarding their schedules and their choice of majors. This results in more independent students who are better prepared to navigate scheduling as they are given increasing access to it over time.

While I of course help advisees, I also make sure I help my colleagues with their advising, as well. Being the resident technical geek in my department (more on this in section 4.1), I created and shared a CSS file that, when properly set up in someone's browser, allows Program Evaluations to print full-width on a page, looking more official and wasting less toner than usual. (That tool has since been expanded to also tighten up some of the ridiculously spread-out information on some D2L pages, improving efficiency.) This small change to printing Program Evals helps advisors look more professional, organized, and capable. Rather than apologizing for the way something prints, we can confidently share useful information with our students.

In addition to helping the students I am assigned on campus and creating a small tool to help my colleagues, I also had a unique opportunity my first year here to advise graduate students at the University of Chicago. As part of my visit to that school to participate in a panel discussion (more on that in subsection 3.1.1, Scholarship of Teaching), I also had students schedule advising appointments with me. Students knew my areas of expertise before I arrived and were able to ask for guid-

ance 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 has been limited, but I look forward to continuing my development in this area as our campus increases its student population, and as we further develop the role of Student Success Coaches in the registration and advising processes.

2.4 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 ENG 121/122 textbook
 2. Secure department support for new curriculum
 3. Engage in publicity campaign (locally and at centers) to build broad support for new courses
 4. Adapt new courses to online delivery via RISE process
- Medium-Range Goals
 1. Support teaching faculty in delivering new courses
 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. Create a writing center to support writing efforts across the institution, with consultations available to students and faculty, online and off

My main priority for future growth remains the revision of our academic-writing courses. This project has proved much larger and more complex than I initially anticipated, yet I continue to view that complexity as an opportunity for learning and development. I will continue to work toward revised ENG 002, 121, and 122 courses, to be rolled out on campus, at centers, and online within the next two years. I believe I have support in place from my department and the acting VPAA to ensure the coming changes will be rolled out sensibly and with the right amount of publicity to secure faculty and student buy-in. Once the roll-out begins, my focus will immediately shift to supporting our teachers. With so many faculty and adjunct instructors teaching our academic-writing courses, we will face a tremendous demand for training and support materials to ensure all instructors feel prepared and competent, and that our adjunct instructors have as many resources as they need to painlessly navigate the new curriculum.

I have already begun work on one of those resources, creating a class project for my honors sections of 121 and 122 to create a textbook written by students for students. Our goal is to create an open-access resource available to all Saint Leo Students that would present the material from our re-envisioned writing courses in a concise, sensible pack designed expressly for students at this institution. The writing-studies field needs such a document, as all existing texts are either journal articles (and therefore relatively inaccessible for freshmen) or written by faculty (and therefore distant in tone). My goal with this project is to create something that today's students can take pride in, tomorrow's students can derive value from, and future students can continue to expand, improve, and revise as they deem appropriate. Last year, my honors classes created the foundations of the textbook; this year's classes are working to improve and fill in the content. If things work out right, we should have a student-created text ready to go when the revised courses begin.

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, with student awards for best essays/projects and instructor awards for best assignment/teaching given each year. With such a distributed teaching force, I will likely need to build some form of routine communication tool to create a sense of community and shared experience among our teachers—something like a newsletter will probably be necessary after our courses roll out. 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 the potential of Saint Leo's future growth can directly benefit our writing program.

In my scholarship narrative (see section 3.1, page 27), I identify academic isolation as a challenge of being the only rhetoric/composition-focused faculty member. I believe part of the solution to that concern will come from additional development of my teaching obligations. As the English major APR has progressed, I have found opportunities to work closely with the professional-writing faculty to infuse rhetoric into our course selections in the hopes of more closely aligning my work within the major, rather than staying focused exclusively on foundations courses. As our student population grows, so can our course offerings. I hope to see our selection of rhetoric-based courses expand as the English major reaches an ever-wider audience.

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 suc-

cess. 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.

2.5 Documentation of Teaching

2.5.1 Course Evaluations

The list below shows all course sections I have taught at Saint Leo. Course evaluations for each are enclosed in the pages that follow. Three classes have no evaluations because none were submitted; I have enclosed an email from Cheryl Hemphill verifying this.

- 2018 Fall (reports not yet available)
 1. ENG-121-CAH1 Academic Writing I
 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
 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
 4. SLU-101-CA15 First Year Experience
 5. ENG-121-OL04 Academic Writing I
 6. LBS-201-OL01 (10 students; 0 responses returned)
- 2017 Spring
 1. ENG-121-CA05 Academic Writing I
 2. ENG-121-CA08 Academic Writing I
 3. ENG-122-CL03 Academic Writing II
 4. LBS-201-CL01 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-CL04 Academic Writing I
 5. LBS-201-CL01 Critical Thinking in Liberal Studies
- 2016 Spring
 1. ENG-121-CA04 Academic Writing I
 2. ENG-122-CL01 Academic Writing II
 3. ENG-121-CL01 Academic Writing I
 4. ENG-215CL-CL02 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-CL01 Basic Writing
- 2015 Summer
 1. ENG-121-CLO3 Academic Writing I
 2. ENG-122-CL01 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

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 forms is included in the full digital version of this document, available at <http://chrisfriend.us/portfolios>.

2.5.2 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 at <http://chrisfriend.us/portfolios>.

CHAPTER



3

SCHOLARSHIP & PROFESSIONAL DEVELOPMENT

3.1 Statement of Significance & Impact

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 or teaching. I have used that ability to help me become a more genuine and compassionate educator both in the classroom and in my scholarship. To that end, I remain actively engaged in the scholarship of Critical Digital Pedagogy, advocating for agency for students and compassion from teachers.

The scholarship I produce has taken many forms. Though my publication history may be light on journal articles, I have elected to spend my time on more accessible scholarship directed at a broader and less-specialized audience—podcast episodes and chapters in edited collections constitute the bulk of my work. Over the past five years, I have produced scholarship designed for educators of all stripes, starting conversations and influencing thinking across multiple media, disciplines, geographic regions. 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 on Twitter, page views on a blogging platform, and episode download for a podcast, for instance. My profile on Google Scholar (see page ??) lists eighteen publications cited nineteen times—the fifth-highest citation count for anyone affiliated with Saint Leo University. To be sure, I suspect this statistic says more about awareness of digital scholarship here at Saint Leo than it says about the importance of my writing, but it is clear I have established

connections between my texts and other publications, and that other scholars find my work worth referencing.

Perhaps the best way to demonstrate the diversity of my work, though, is by using the four categories of scholarship identified by Boyer¹ and summarized on the “Saint Leo School of Arts and Sciences Scholarly and Professional Activities” document, enclosed on page 30. Boyer’s categories recognize that scholarship takes many forms, with each working to disseminate knowledge in a specific way, appropriate for a specific audience. In the sections that follow, I detail how my scholarship efforts span—and contribute to—each of the four activity types. For a brief overview of how my scholarship is distributed across each of Boyer’s scholarship types as well as additional professional development, see *Distribution of Scholarship across the Boyer Model*, page 29.

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

Table 3.1: Distribution of Scholarship across the Boyer Model

TEACHING	DISCOVERY	INTEGRATION	APPLICATION	PROFESSIONAL DEVELOPMENT
7 workshops on technology, publishing, pedagogy, and sound editing	5 peer-reviewed articles; 7 peer-reviewed chapters	3 week-long seminars on the intersection of critical pedagogy and digital humanities	13 podcast episodes	4 conferences, non-presenting
2 week-long seminars on Critical Digital Pedagogy	10 conference presentations	assisted week-long overseas trip; provided essential logistical support	4 non-peer-reviewed articles	>8 on-campus faculty-development sessions
created Safe Zone training program for Prism	peer reviewer of 18 published articles and chapters		invited keynote at international conference	>5 webinars on QEP, WAC, RAC, etc.
	2nd reader, senior honors thesis; outside member, PhD dissertation committee			

Saint Leo School of Arts and Sciences Scholarly and Professional Activities

Excellence in education requires faculty members in the School of Arts and Sciences to be engaged with the academic and professional communities in ways that benefit students, the faculty member, the institution, the school, and the community.

The following characteristics of excellence in education relate to scholarly and professional activities of faculty:

Scholarly and Professional Activities

Excellence in education requires faculty members to be involved in scholarly and professional activities that enhance the depth and scope of their knowledge, especially as it applies to their teaching disciplines.

Description

Faculty participation in scholarly and professional activities is essential to maintain professional competency and currency. These activities should contribute to the body of knowledge in the disciplines in which they teach. Each faculty member has a continuing professional responsibility to devote an appropriate amount of time to professional and scholarly activities, and these intellectual endeavors are documented in their academic vita and/or advancement portfolios as described below. Faculty do not have to represent each category of scholarship in their portfolios but rather select those that best reflect their disciplines and research interests and are relevant to their teaching.

Scholarly and Professional Activities – Boyer Model*

Scholarly Activity:

Scholarly activity is categorized into the following four types:

1. **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.

Examples of the scholarship of teaching include:

- a. Curriculum review and revision
- b. The development of new courses and curricula
- c. Published and unpublished cases with instructional materials
- d. The development of new teaching materials
- e. The development and evaluation of new methods of instruction, including instructional hardware and software
- f. The development of techniques and tools to assess the effectiveness of teaching and learning
- g. Publications dealing with pedagogy and/or teaching techniques
- h. Participation and/or presentation in workshops, seminars, and professional meetings devoted to improving teaching skills
- i. Written evaluations of teaching materials

- j. The development and maintenance of academic blogs relating to teaching

2. **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. Please note that while the fine and performing arts include the composition of original works for publication, performances, and directing, as SAS currently does not have major programs in the performing arts, those activities that reflect the development of teaching practices and enhance classroom performance should be given more emphasis.

Examples of the scholarship of discovery include:

- a. Published articles, manuscripts, monographs, books, or original creative works
- b. Faculty research seminars
- c. Participation in professional meetings as a paper presenter, discussant, or session chair
- d. Book reviews
- e. Unpublished research
- f. Op-Ed pieces
- g. Mentoring of student research projects in senior seminars or directed studies resulting in student research
- h. Working with communities or in communities in recording oral histories or community organizing resulting in data gathering and analysis
- i. Public performances in musical concerts and plays, or the direction of theatrical or musical performances

3. **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.

Examples of the scholarship of integration include:

- a. Comprehensive, interdisciplinary articles and/or monographs
- b. The development of interdisciplinary or cross-disciplinary courses/projects/initiatives/programs and/or presentation in such seminars and workshops
- c. Textbook authoring
- d. Organizing and overseeing academic-related student trips

4. **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.

Examples of the scholarship of application include:

- a. Consultation

- b. Technical assistance
- c. Policy analysis
- d. Program evaluation
- e. Articles or monographs dealing with contributions to practice
- f. Articles in trade publications

Each of these types of scholarship of application should be meaningful intellectual activities, must be documented, and where appropriate, should include an evaluation from the individuals or organizations served by these activities.

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.

Examples of professional activity include:

- a. Routine professionally-related consulting
- b. Professionally-related service activities directly related to the academic discipline of the faculty member, and consistent with the stated mission of the school
- c. Attendance and participation in seminars, symposia, short courses, workshops, or professional meetings that are intended as professional development or enrichment activities
- d. Service in a leadership role in or as an officer of a professional organization
- e. Membership in professional organizations

Professional activities include the routine application of a faculty member's professional expertise in helping to solve problems in either the private or public sectors. These may include activities for which a faculty member is paid, or volunteer services for which no pay is received. The key word in defining these activities is "professionally-related." For example, if an education faculty member conducts a women's Bible study class, it is not professionally-related; however, if an education faculty member serves on an advisory committee of the church's school and participates in policy making decisions and recommendations for the school, the work is considered to be a professionally-related activity.

*The definitions of scholarship are based on the work of Ernest L. Boyer, especially those definitions as described in his work, *Scholarship Reconsidered: Priorities of the Professoriate*, published in 1990 by the Carnegie Foundation for the Advancement of Teaching.

Updated 9/17

3.1.1 Scholarship of Teaching

Because my academic interests are divided between rhetoric and pedagogy, the scholarship of teaching gets more of my attention than is probably normal. I spend a good deal of my time developing conversations about Critical Digital Pedagogy, mostly through my roles as Director of the journal *Hybrid Pedagogy*, Producer of its podcast *The HybridPod*, and Facilitator at the related annual *Digital Pedagogy Lab* seminars. 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.

When I joined Saint Leo in Fall 2014, I had already been involved with a project called MOOC MOOC, a series of Massive Open Online Courses *about* Massive Open Online Courses. My involvement grew from student participant to presenter to facilitator—a pattern that, as I’ll explain, has occurred multiple times in my career. Working with MOOC MOOC introduced me to *Hybrid Pedagogy*, an online open-access journal of learning, teaching, and technology. I first published for that journal before arriving at Saint Leo University, and the Directors asked me to serve on the editorial staff, a position I held when I started here. I published other peer-reviewed articles on *Hybrid Pedagogy* in September 2014 and August 2016 (see Table 3.2, page 34, for details). Between those two articles, the journal directors shifted their focus onto developing *Digital Pedagogy Lab* (more on that below) and in August 2015 offered me the opportunity to work as the Director of *Hybrid Pedagogy*, a position I still hold. Moving from author to editor to director has allowed me to more thoroughly influence the discourse about Critical Digital Pedagogy by authoring calls for papers, coordinating a publication schedule and three social-media accounts, and overseeing the work of a team of eleven editors as we have published dozens of articles.

In 2015, I was an invited speaker for a Digital Pedagogies panel at the University of Chicago’s graduate-student professional conference, GradUCon. In that panel, I referred to my “Learning to Let Go: Listening to Students in Discussion” article, which was inspired by a teaching strategy I employed at Saint Leo. Furthermore, this conference provided me with contacts to connect with again later, leading to a two-part podcast episode, discussed in Scholarship of Application (see page 37). 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” emergent meeting session at a national corporate convention. In other words, I have built a reputation for presenting discussions of pedagogy and publishing to an array of audiences in accessible ways.

For the past four summers, I have attended *Digital Pedagogy Lab*, now housed at the University of Mary Washington in Fredericksburg, Virginia. Each year my involvement has increased, and in summer 2018, I facilitated a week-long course introducing participants to Critical Digital Pedagogy. In 2017, I co-facilitated the course with Sean 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 folks participating in a large-scale training event. I will present a three-day “Digital Storytelling” course in February 2019, and I am scheduled to again teach the week-long Intro to Critical Digital Pedagogy course in August 2019.

Here at Saint Leo, I have applied pressure to try and change our Academic Writing and University Explorations courses. Because nearly all of my students are freshmen, I take a keen interest in ensuring their fundamental courses are as beneficial as possible. From conversations with students in various classes and faculty from across departments, schools, and locations, I have developed an understanding of student needs at our institution. That understanding has helped me create a revised curriculum for our ENG 121 and ENG 122 courses, with ENG 002 following in the near future. The new course revisions are ready to “go live” pending an awareness campaign currently under development with the help of the chair and associate chair of my department, with support from the acting VPAA. Furthermore, I have engaged the UE committee in conversations about approaches we could take with our SLU 101 course and a potential capstone class that could help students better appreciate the emphasis of a liberal-arts school in their learning. I intend to continue to advocate for an integrated, portfolio-based course sequence that helps students create an online presence that can help them in the job market upon graduation.

But the training development of which I am most proud relates to Prism, Saint Leo’s gay-straight alliance (which I discuss in greater detail in chapter 4, page 45). Working with Olivia Callahan, student president of Prism, and getting insight and recommendation from diversity and inclusion offices at more than four other universities, I created a three-hour training program designed to teach faculty, staff,

Table 3.2: Readership Statistics, *Hybrid Pedagogy* articles

ARTICLE TITLE	PEER REV?	PUBLISHED	VIEWS
Learning to Let Go: Listening to Students in Discussion	Yes	Sep 11, 2014	868
CFP: The Scholarly & the Digital (<i>co-authored</i>)	No	Feb 12, 2015	505
CFP: The Purpose of Education	No	Dec 1, 2015	1,109
Challenging Our Pedagogy: Hybrid Pedagogys Editors Picks	No	Feb 11, 2016	1,272
CFP: Preparing Graduate Teachers	No	May 16, 2016	1,236
In the Clutches of Algorithms	Yes	Aug 2, 2016	892
On Advocacy: Hybrid Pedagogy’s 2016 List of Lists	No	Dec 20, 2016	810
CFP: Politicizing Critical Digital Pedagogy	No	Feb 6, 2017	1,477
		Total	8,169

and students about how sexuality, identity, and faith interact (see ??, page ?? and ??, page ??). The ultimate goal of this training program is to create visible “safe zones” identified by a distinctive placard placed outside offices where students can comfortably and openly discuss matters of sexuality and identity without fear of judgement or rebuke. 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 program directly addresses the intersection of faith and identity, explicitly working through the way Catholicism and the LGBTQ+ community can and should interact. Though at the time of this writing, our training program has only done its first test run, that test was a significant success. The recommendation letter from ?? (see page ??) speaks to the coordination it took to create this training and its significance for the Saint Leo community. I hope to begin offering this training to interested departments and teams soon, once approval and funding have been secured. This program has the potential to make Saint Leo stand out as a national exemplar of Catholic/LGBTQ+ relations, and 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. Our Safe Zone program may quite literally save student lives.

3.1.2 Scholarship of Discovery

In addition to the Scholarship of teaching evidenced through my teaching and training at various seminars, I have also made sure to disseminate my work through various print and digital publications these past five years. As listed in ?? (page ??), 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 broader distribution. I intend to continue this regular publication schedule so that I feel actively engaged in creating scholarship.

Beyond the invited panel presentation mentioned in Scholarship of Teaching, I have engaged in ten other conference presentations, listed and documented in ??, page ???. These conferences have ranged from regional pedagogy-centric conferences to international composition-related ones. 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 who represents those fields. Conference attendance helps me stave off feelings of isolation that come with being in such a small program.

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 ??, page ??.

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.

I find this 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. Along those lines, I have also served as second reader for one senior honors thesis, and I presently serve as outside committee member of a PhD candidate from Portland State University, serving as a content expert in a sociological study. 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 student researchers as our population grows.

3.1.3 Scholarship of Integration

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.

In November 2017, I served as chaperone for Kathryn Duncan's trip abroad as part of her *Harry Potter* literature course. Had the trip gone as planned, I would have listed this work in the service category. However, the trip took a rather significant turn due to one student who 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 and trip rescheduling. Though a change of plans itself hardly counts as any form of scholarship, 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 *students were watching*. They got to see how an adult reacted to a change of plans, to insubordination, and to unchecked alcoholism in a student. They saw how a well-traveled adult navigated transit, planning, and the everyday pleasantries of interacting with tour guides and the like. And they saw how responsible adults conduct themselves around alcohol. 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 and reinforce personal development.

I want to discuss one more example of the Scholarship of Integration. I have been routinely attending the Digital Humanities Summer Institute (DHSI) in Victo-

ria, British Columbia, for a decade. This conference, known colloquially as “summer camp for nerds,” gives the Digital Humanities a place to congregate, share ideas, and teach a new generation of scholars. I attended several of DHSI’s week-long seminars prior to arriving at Saint Leo, and every year, I found myself being a lone voice attempting to integrate pedagogy into DH. After (and sometimes during) any class or presentation about the latest tools, archives, or findings, I earned a reputation as “the pedagogy guy” for incessantly asking questions about how whatever the scholar presented should be taught, and how we could better support student agency. Eventually, I got the opportunity to teach my own class at DHSI, which I have called “Critical Pedagogy and Digital Praxis in the Humanities.” 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. I have offered this class in three consecutive years, and each session has brainstormed, designed, built, published, and assessed a massive open online course (or MOOC) in only five days. I am extremely proud of the product created by this year’s cohort, a website called “Teaching Toward Activism: Empowering Students, Advocating for Change,” available at <http://www.digitalpedagogylab.com/dhsi2018/>. Support for the importance of this work can be seen in my recommendation letter from ?? and in the unsolicited comments of a former participant Lucia Pawlowski (see page 18). This work takes up relatively little space on my CV, but I am convinced it changes teachers’ lives. I hope to continue offering these courses as long as I can.

3.1.4 Scholarship of Application

I go out of my way to make my scholarship accessible because I believe academia needs to be relevant in the eyes of the public—we need to matter in the eyes of the public (or the parents) who fund the majority of scholarship done in our society. To that end, I stay focused on developing scholarship that can be accessed by, and be useful for, as broad a range of people as possible. The main tools I use to achieve that goal are my podcast, *The HybridPod*, and my account on Twitter.

Before I started at Saint Leo and served as an editor for *Hybrid Pedagogy*, the directors of that journal appreciated the approach I took to scholarship and the voice I used in my articles. I proposed the addition of an audio-based side of the journal, and they approved my proposal. A few months later, in January 2015, I produced the first episode of *The HybridPod*, which recently released its 13th episode earlier this year. This podcast series has been quite successful, with episodes being heard nearly sixteen thousand times since its inception. Detailed listen counts appear in Table 3.3 (see page 38). Work on episode 14 is currently underway, with help from an Honors student intern who wants to use this project as an opportunity to learn audio editing, giving me an opportunity to bring my production experience to bear on campus, benefitting a student who wants to learn the process of audio editing.

My other major contribution to the Scholarship of Application may take some 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 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. None of my tweets has really "gone viral," but I have managed to ensure my voice contributes to the conversations at conferences. Details of those contributions can be seen in Table 3.4, page 39. In that table, you will see the various hashtags I have employed while discussing conferences, along with statistics for each

Table 3.3: Listening Statistics, Jan 2016 – Oct 2018

EPISODE	TITLE	PUBLISHED	LISTENS
n/a	Learning to Let Go: Listening to Students in Discussion <i>[narrated article]</i>	Sep 11, 2014	1,170
1	Listening to Students	Jan 27, 2015	928
2	Compassion	Feb 24, 2015	508
3	Assessment and Generosity	Mar 21, 2015	783
4	Play in Education	May 20, 2015	847
5	Digital Pedagogy, Part 1	Aug 8, 2015	1,200
6	Digital Pedagogy, Part 2	Sep 13, 2015	854
7	Collaboration	Oct 30, 2015	2,637
8	Networks	Jan 22, 2016	1,347
9	Responsive Teaching	Apr 21, 2016	1,440
10	Questioning Learning	May 19, 2016	1,629
11	Openness	Aug 5, 2016	1,049
12	Access	Mar 8, 2017	1,409
13	Asking the Right Questions	Jun 22, 2018	165
Total			15,966

one. First I present the number of tweets I sent with each hashtag. Then I display the number of impressions those tweets made—the number of times the tweet was shown 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 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 earned—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.

Table 3.4: 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

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 Critical Digital Pedagogy.

3.1.5 Professional Activity

Throughout my time here at Saint Leo, I have taken nearly every 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, 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. After the Fall 2018 Faculty Day, I volunteered to help facilitate a session at the Spring event, so I hope to increase my involvement in future years—and better document that participation.

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
- 35th International Conference on Critical Thinking & Educational Reform (with QEP Faculty Fellows)
- D2L Training
 - Essentials
 - Savvy
 - Sage
- Spring 2017 Virginia Region Faculty Development Day

3.2 A Note on Collaborations

Many of my publications, especially the book chapters, are co-authored. Many of my seminars have been co-facilitated. To put my collaborative work in the context of disciplinary writing, it may be useful to briefly review prominent research in rhetoric and composition that makes the case for the commonality, and indeed the necessity, of collaborative writing. Andrea Lunsford and Lisa Ede, collaborative co-authors on a formidable collection of works in rhetoric and composition circles, have published extensively on the ways academic writing is by its nature social and collaborative. However, they acknowledge that “success in the academy depends largely on having one’s work recognized as an individual accomplishment,” and that “everyday practices in the humanities continue to ignore, or even to punish, collaboration while authorizing work attributed to (autonomous) individuals” (357).³ But that’s not how writing works. When we create articles, chapters, reports, and other academic documents, we start by acknowledging the preceding work of others, and we rely on others for input, suggestions, error checking, and peer review. Without delving too deep into writing-studies scholarship, Ede and Lunsford (2001) assert that “the socially construction nature of writing—its inherently collaborative foundation—functions as an enthymemic grounding for much contemporary research in the discipline” (364). Their claim, of course, is built upon the work of others. Namely, they cite sixteen sources, four of which co-authored, for that one point. Ede and Lunsford (2001) ultimately state that “we must make space for—and even encourage—collaborative projects in the humanities” (364). In the spirit of making collaborative scholarship more mainstream in academia, and to infuse my work with the benefit of multiple perspectives, I actively seek out opportunities for co-authorship and co-facilitation of seminars.

All that said, my collaborations with Sean Michael Morris and Jesse Stommel have been projects to which we all contribute equally, with responsibility for ideation, composition, and revision moving fluidly among all three of us. Indeed, when we co-author a piece, we often have at least one simultaneous writing session where all three of us join a video chat to talk about the text we are constructing. During that conference, one of us will talk through his ideas; a second person would write into the document sentences based on those vocalized ideas, and a third would monitor those sentences, refining phrasing and correcting typos or mechanical errors on the fly. That composition process is so tightly integrated that we cannot divide out the responsibility or influence provided by any single member of the group. Referring to a similarly integrated process they employ, Ede and Lunsford (1990) argue that, when they write, one author provides 100% of the work, and the other author also provides 100% of the work—the effort is inseparable and creates a document only by coming together.⁴ I take the same stance with each of my collaborative projects: All contributors do 100% of the work because even when another contributor creates new material or lectures in a seminar, the other contributors assess,

³Ede, L. and Lunsford, A. A. (2001). Collaboration and Concepts of Authorship. *PMLA*, 116(2), 354–69. <http://www.jstor.org/stable/463522>

⁴Ede, L. and Lunsford, A. A. (1990). *Singular texts/plural authors: Perspectives on collaborative writing*. Southern Illinois University: Carbondale.

incorporate, and respond to that material on the fly, weaving together the ideas of the collaboration.

3.3 Organizational Memberships

My membership in organizations over the years has contributed little to my academic work, and I don't seem to derive much benefit—direct or otherwise—from joining them. I find it more valuable to create communities for students and learners to join, mostly through clubs like Prism (see section 4.1, page 45) and my classes at DHSI (see subsection 3.1.3, page 36) and DPL (see subsection 3.1.1, page 33). However, in the spirit of thoroughness, listed here are the organizations of which I have been a part 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

3.4 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. Resume regular publication of podcast episodes, with the help of student interns
 2. Increase activity intensity with *Hybrid Pedagogy*, returning to a weekly publication schedule
 3. Begin offering Safe Zone trainings on a monthly basis
- 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 Safe Zone 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 have already seen these connections at play—my invited talk at GradUCon grew from my work with the journal, and the conversation from that panel led to a podcast episode. The course I teach at Digital Pedagogy Lab led

to my NTNU keynote because the conference organizer had been a participant in my 2017 class. While these sorts of connections feel serendipitous, they are more likely to occur if I give them opportunity to arise. Recently, I have allowed the attention I pay to the journal and podcast to wane, causing a reduction in publication frequency in both venues. Resuming the previous publication schedule—weekly journal articles and monthly podcast episodes—is the most reliable way to build an audience and create additional scholarly connections.

Many years ago, I received advice from the original directors of *Hybrid Pedagogy* that I should use the journal as a personal publication platform to help broadcast my ideas about critical digital pedagogy. Looking back at my scholarship history for this portfolio, I now see the wisdom and importance of that advice. What I often view as an inconvenient drain of time and attention turns out to be a vital source of energy and connection with the broader world of scholarship. In order to feel less isolated among a small faculty, I must 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.

While developing that content, I also want to ensure I put existing content to good use. 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 offer Safe Zone training on a regular basis; monthly sessions would likely be feasible and would help reach a significant portion of the campus population in short order. Beyond the campus community, I want to ensure our Safe Zone training is available to the *entire* university, so I need to develop an online version of the training appropriate for our needs. To do this best, I intend to leverage 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. My first step will be to present on our process at the 2019 Florida Collegiate Pride Coalition conference at UNF.

Another conference I want to increase my contribution to is discipline-specific. 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 have not presented at that conference in a while, and I need to resume my involvement, to 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, originally hosted by editors of another journal, gave graduate students and other authors a chance to meet face-to-face with the editors and directors of a variety of composition- and pedagogy-related journals. That workshop has not been offered in two years. By again offering that workshop, 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.

3.5 Documentation of Scholarship

Scholarship documentation takes up a significant number of pages (which are mostly printouts of webpages anyway) and has been omitted from this concise version of my portfolio. The complete set of documentation is included in the full digital version of this document, available at <http://chrisfriend.us/portfolios>.

INSTITUTIONAL AND DISCIPLINARY SERVICE

4.1 Statement of Significance & Impact

In the letters of recommendation from Sonja Massa and Marissa McLargin, 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, has faced significant hurdles of disagreeing faculty, making progress and consensus challenging. Those challenges, however, also make the small victories of incremental progress more rewarding than they normally would be. Additionally, I have earned a reputation within my department for being “the tech guy,” providing Skype calls and video recording and distribution services for everything from department meetings to teaching demonstrations of potential hires. My facility with technology has simplified the process of communication throughout the department. That comfort with technology made me a good fit for the University Senate Technology Committee, on which I served for one year.

Any time I serve on a committee, I make sure the committee benefits from my involvement. A number of letters of recommendation included at the beginning of this portfolio speak to my contributions, from the ability to find common ground mentioned above to somewhat of a “voice of reason” when committees seem on the verge of stalemate or digression into minutiae. For instance, the committee tasked with selecting a new chair for the Department of Language Studies and the Arts went through numerous candidates and video interviews, as well as three on-campus visits, before selecting our candidate. On several occasions, our committee

discussions consisted of back-and-forth indecision when faced with several seemingly equal candidates. I was often the one to reframe the conversation and get us to re-focus on a specific need we had that could differentiate the candidates. At other times, I would listen intently to a useful debate within the committee and offer a summative statement to clarify our final position. The department-chair search committee was the longest-lived and most contentious of the committees on which I've served, but similar circumstances arose in other committees, as well. I served on the committees that hired our theatre teacher, our full-time professional-writing instructor, and a blended online/on-campus sociology professor.

Beyond hiring committees, I have 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 led by the dean of the College of Arts and Sciences. Additionally, I participated in the ePortfolio committee, led by Trish Parrish, that ultimately decided that Chalk and Wire best met the institution's need for a portfolio-management system. That committee in particular taught me a lesson—specifically, that what is best for the school at a given time might be diametrically opposed to what I believe is best for students. Needless to say, I was not pleased with that committee's decision, but accepted it as a “lesser of the evils” situation. Two other committees bear mention here. First, I have contributed to the English Department APR conversation, helping to shape the future of our major. 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.

On the subject of benefit to the university, my Composition Committee, which has met in various forms for the past four years, has served to engage the English department and wider Saint Leo community in conversations about what we need and can expect from our Academic Writing courses. From group reads to research on the programs of comparative and aspirational model institutions, to informal chats with representatives from a variety of departments, my time with this committee has helped build a shared understanding of where we can go with a revised composition curriculum. I am eager to move forward with the process by building an awareness campaign to secure buy-in from invested faculty across all Saint Leo locations. This task has on several occasions proved challenging due to its scope and my position as the only dedicated composition faculty member in the department. However, the challenge presented by this project is one I want to see through to its conclusion. Frankly, I started this conversation, and I want to see how it resolves in the years ahead.

My service to the university does not end with committee work, however. I have also contributed to John David Harding's “Human Library” project, various CAB student trips, and Krystal Sanchez's 2018 Greek Summit, where I presented a full-house session on social media use to boost the voices of others. A brief overview of my service work to date includes:

- Service to the Institution
 1. Prism founder
 2. Senate Technology Committee member
 3. QEP Faculty Fellow
 4. Content initiative workgroup member
 5. Human Library participant
 6. Greek summit presenter
 7. CAB chaperone
- 8. ePortfolio committee
- Service to the College
 1. Sociology hire
 2. Department chair hire
- Service to the Department
 1. Composition committee chair
 2. APR committee member
 3. Professional writing Hire
 4. Theatre hire

I would argue, however, that the most important service I have provided to Saint Leo is the most unassuming on that list—the creation of Prism, our gay-straight alliance. 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 the LGBTQ+ community, and we know that can be a contentious matter for religious organizations. Working through countless meetings, dozens of approvals, and numerous pitches and proposals (all referenced in Karen Hannel's letter of recommendation on page ??), we managed to get the organization approved through Student Activities and, one semester later, recognized by the SGU. At the end of that semester I was nominated for the SGU Advisor of the Year award.

Prism now hosts biweekly meetings and provides students with a safe space to openly discuss issues of identity and sexuality without fear of reprisal, judgment, or hostility. The 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. We are already partnering with English to host a guest speaker and with Student Activities to host a campus-wide movie night. 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 item 4.1 and Figure 4.1 (see page 48). I am extremely proud of this group, what it represents, and what it means for Saint Leo University.

4.2 Service Goals for the Future

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

- Short-Term Goals
 1. Host Prism movie night with Student Activities
 2. Host Prism guest speaker
 3. Build Prism's online presence through EngageLeo and LionSHARE
- Medium-Range Goals
 1. Attend FCPC in March; develop leaders and connections



(a) Spring 2018



(b) Fall 2018

Figure 4.1: Prism's presence at Involvement Fairs



(a) Open House, 29 Sep 2018



(b) Tampa Pride, 24 Mar 2018

Figure 4.2: Prism's presence at Various Events

2. Host Sunday Drag Brunch as Food for Thought event
 3. Join additional committees related to technology, pedagogy, and hiring
- Long-Term Goals
 1. Reflect Saint Leo's "one university" initiative in the design and operations of Prism
 2. Continue to help CAB by volunteering for regular trips
 3. Develop a plan to coordinate online/social presences of Prism and a new rhetoric/composition program

Establishing a gay-straight alliance on a Catholic campus can easily seem like an end-game accomplishment, but I see this as the beginning of several unique opportunities. As Prism continues to gain visibility, recognition, and momentum on campus, I intend to continue our outreach to the online Saint Leo community, learning what we can do to best support the LGBTQ+ community outside our local campus. I don't yet know what those needs are, so this goal remains rather vague; however, my determination is not. Beyond online outreach, Prism is already on track for increasing our on-campus presence and outreach, as well. We have already taken steps toward the movie night and guest speaker mentioned above. Additionally, I plan to develop the club's leadership by bringing them to the Florida Collegiate Pride Coalition in Jacksonville this spring. That trip will be my first overnight trip chaperoning students since my experience on the Harry Potter trip and the first group trip for Prism. I intend to use that conference as a means of establishing Prism's presence in the broader Florida community of gay-straight alliances, building our connections and support.

My work with Prism is teaching me how to partner with other organizations and resources on campus to help successfully manage events. Partnering with Green Dot for Wellness Week and a Take Back the Campus event has taught me about the planning process, and I intend to apply that learning (and those partnerships) to my work with Prism to ensure its continued success and growth. This year, Prism's plans focus on campus activities to build awareness; I intend to host a Food for Thought event that takes students to Hamburger Mary's for a Drag Brunch. Casual conversation with students (and staff) has shown great interest in such an event, motivating me to work toward additional off-campus trips in the future.

In addition to my work with Prism, I also want to ensure that I continue to benefit the faculty and staff of this institution by performing more committee work. As noted in my narrative above, I have enjoyed being "the tech guy" for various committees; I want to continue to provide such services to my department and other colleagues. Posting a teaching video online might make me a bit of a local hero for a day, but it's work I enjoy doing because of the benefit it provides. My technical assistance has come in handy in nearly every committee on which I have served, and I intend to seek appointment to other committees, particularly those addressing matters of technology and pedagogy. I have already been asked to join a new OER committee formed by Dr. Parker, and as our institution continues to grow, I am certain the need for hiring-committee memberships will skyrocket. I welcome those opportunities as ways to positively influence the future of Saint Leo.

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.

4.3 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 documents are included in the full digital version of this document, available at <http://chrisfriend.us/portfolios>.