CAEL

SAMPLE PORTFOLIOS

Assessing Portfolios For College Credit

A CAEL Professional Development Workshop for Faculty Assessors

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March, 2015

BILL'S PORTFOLIO

PARA 2010-81

Introduction to Paralegal Studies

3 Credit Hours

Portfolio Cover Sheet and Statement of Authenticity

Portfolio for Prior Learning Assessment
Submitted to [redacted]
Adult Learning Assessment Office

Petition for credit for the course:
Introduction to Paralegal Studies

[redacted]

[redacted]

Signature and Statement of Authenticity

I, [redacted], certify that the information in this portfolio and the supporting documentation submitted is true, accurate, and represents my original work. [redacted]

[redacted]

I. Introduction

A. Background

I am 35-year old non-lawyer legal professional with over a decade of experience in providing quality support to attorneys and clients. My career began as a receptionist and calendaring clerk at a personal injury firm but they quickly tapped me to be a support professional. There and with the firms that followed, I gained a significant amount of experience and knowledge in the field. I progressed from answering the phones to managing complex, multi-million dollars cases from inception to appeal. One year ago, I took my education in this industry to the civil servant side, and joined the federal U.S. District Court in [redacted] as the Executive Assistant to the Clerk of Court. The Clerk acts as the Chief Executive Officer for the court and oversees all non-judicial issues with the court. Here, my learning has happily continued and I am thrilled to augment my knowledge base.

Interestingly, this love of the legal profession began at a young age--when I was 11 years old, I shadowed a judge located in [redacted] Colorado, the small town where I lived at the time. The Honorable [redacted] was gracious in allowing a curious youngster to observe proceedings in court and chambers, and I will always be grateful to him for the exposure and education.

I have a sharp, analytical mind, which is suited for the legal profession. In addition to my job at the U.S. District Court for the Northern District of [redacted] I am presently working toward obtaining my undergraduate degree at [redacted] [redacted] in [redacted] [redacted], and just completed my first full year.

B. Supporting Documentation

In support of this learning assessment portfolio, I will refer to the following documents:

<u>Document 1</u>: LinkedIn Profile (including skill endorsements)

<u>Document 2</u>: Letter of Verification from [redacted], Esq.

<u>Document 3</u>: USCourts.gov Chart re Federal and State Court Systems

<u>Document 4</u>: Docket Sheet from [redacted] *Airways, Inc. v.* [redacted]*, et al.*,
District of [redacted] Case No. [redacted]

<u>Document 5</u>: Plaintiff [redacted] Airways, Inc.'s Memorandum of Law in Support of Its
Motion for Summary Judgment, filed [redacted]
in [redacted] *Airways, Inc. v.* [redacted]*, et al.*,
District of [redacted] Case No. [redacted]

C. Presentation of the Course I Am Petitioning for Credit

1. Course Title: Introduction to Paralegal Studies
2. Course Prefix & Number: PARA 2010-81
3. Course Credits: 3
4. Course Description: Introduction to the study of law and the legal system; an overview of the skills of the paralegal including litigation, legal interviewing, investigation in the law office, and legal trends, emphasizing professionalism and ethics, including the unauthorized practice of law.

5. Course Objectives:

    i. Describe the paralegal profession in the context of the U.S. legal system and current ethical, regulatory, educational and workplace issues

    ii. Identify distinguishing characteristics of the federal and state court systems

    iii. Correctly utilize basic legal terminology and vocabulary

    iv. Develop beginning legal analysis skills

    v. Demonstrate a basic understanding of legal research and writing

    vi. Provide an overview of criminal and civil litigation

    vii. Explain informal and formal advocacy techniques, including mediation

    viii. Summarize paralegal investigative techniques utilizing legal rules of evidence

6. College Offering the Course: [redacted] University School of Continuing Studies

7. Regional Accreditation: Commission of Colleges of the [redacted] Association of Colleges and Schools

D. Statement of Purpose and Format

In this learning narrative, I will demonstrate that I have absorbed the contents of the learning objectives of the course through work experience and reflection. I will address each learning objective individually, except I will combine topics 3-5 as they are heavily intertwined.

As discussed above, based on my high-performing career in the industry, I believe that I hold the knowledge, both theoretical and applied, on these topics.

II. Course Learning

A. Objective No. 1: Describe the paralegal profession in the context of the U.S. legal system and current ethical, regulatory, educational and workplace issues

Paralegals are a critical and expected piece of the United States legal environment. A hybrid of skills above an administrative assistant but below an attorney, paralegals bill out their time to clients but at much lower rates than lawyers. One respected source describes paralegal work as "performing substantive legal tasks (i.e., non-clerical)," to such a degree that courts often award fees for both attorneys' and paralegals' time to prevailing parties, when appropriate (Larbalestrier, 2009, p.15).

I observed through my work at law firms that clients often use paralegals as a cost containment measure. This is usually great for everyone involved as the client saves money, the attorneys' schedules are freed up for more complex issues, and the firm still makes a profit. However, there are still pitfalls. Paralegals are prohibited from the practice of law and must therefore remain vigilant to potential requests that exceed their authority.

In addition, I learned that there are a plethora of different paraprofessionals in the field and vary by specialization, similar to their attorney counterparts. For instance, a family law paralegal is very different from an in-house counsel's paralegal. While their foundational skills are likely similar, their career will be shaped by the experience in their practice.

This knowledge was most often put into practice when strategizing regarding staffing for specific cases or project. I assisted in case and hearings across the country and helped my attorneys select the appropriate paralegals for the matter at hand (See Document 2, Letter of Verification, p. 1).

B. Objective No. 2: Identify distinguishing characteristics of the federal and state court systems

Basic jurisdictional issues are important to understand and not something that a layperson is typically familiar with. There are many different characteristics between federal and state jurisdictions, but what it boils down to is who has the "right" to hear and adjudicate a conflict. My employer, the United States Courts, has an excellent and concise chart (See Document 3, Comparison Chart, p. 1) explaining the differences between these courts, and imparts that "[d]ue to federalism, both the federal government and each of the state governments have their own courts systems" (United States Courts, n.d., para. 2).

At the beginning of my career, the majority of the cases I worked on were under the umbrella of state court laws: personal injury matters (mostly car and motorcycle accidents), employment discrimination based on [redacted] laws, and medical malpractice suits. Later in my career, and presently, I became much more comfortable with federal cases which involve national statutes, laws, and controversies (See Document 1, LinkedIn Profile).

After absorbing a lot of legal wisdom from attorneys that I worked with, I am now able to analyze a case and make recommendations to attorneys on which court to file an action in. Additionally, I now work squarely in the federal jurisdiction at a trial court, and questions of jurisdiction are often brought to my court for review. One of the most sensational cases to come out of this court in recent history is the [redacted] same sex marriage case, or "the Prop 8 case." The Supreme Court ultimately decided that it didn't have jurisdiction to hear the arguments of the parties, thereby allowing the lower court's ruling to stand (*Hollingsworth v. Perry*, 2013).

C. Objective No. 3: Correctly utilize basic legal terminology and vocabulary

Objective No. 4: Develop beginning legal analysis skills

Objective No. 5: Demonstrate a basic understanding of legal research writing

I have combined these three topics because they necessarily overlap and flow together. My first law firm, the [redacted] Law Firm, was an educational "boot camp" on these topics and I am grateful for the hands-on learning. At my first firm, I was exposed to the proper use of legal and court terms, initiated my legal analysis abilities, and they allowed me to practice research and writing (See Document 1, LinkedIn Profile).

One of the great aspects of providing support in a law firm is that you get to learn from and observe incredibly gifted writers. Even prior to drafting on my own, I acquired so much knowledge simply by inputting attorney edits into documents. After a while and some mentoring from the attorneys, it became clear to me that legal writing boils down to two basic tenets: be concise and be persuasive.

Once these skills became a little refined, attorneys often called upon me to make initial drafts of legal documents for the court, clients, and vendors (See Document 2, Letter of Verification, p. 1). While I am capable of drafting routine documents with ease, I also enjoy challenges--one time an attorney at [redacted] LLP asked me to draft an entire motion to compel production of documents. I am pleased to say that he made very few edits before sending it to the partnership for review. I am blessed in that I continue to work with great wordsmiths, and that I remain educated by observing and absorbing their work.

To further demonstrate my knowledge in this area, I have attached the docket of a complex case that I worked from inception to appeal regarding an airline's right to serve alcoholic beverages in federal airspace over the objection of the state of [redacted] below the airspace in question (See Document 4, Docket). I was chiefly responsible for the final drafting and filing of each of the briefs filed by Plaintiff [redacted] Airways, Inc. in this matter, which included an analysis of the cases cited by the attorneys and insuring their correct citation in the briefs. One of the largest legal filings that I worked on requested judgment in favor of the airline, or a Motion for Summary Judgment (See Document 5, Motion). The second table at the beginning of the document, the Table of Authorities, is a concise list of all authorities listed in the brief (whether in support of or against the client's position). I created this table after solidifying and correcting all of the cases and statutes cited by the attorneys.

D. Objective No. 6: Provide an overview of criminal and civil litigation

The differences between criminal and civil litigation are vast enough to nearly be different fields of study. There are entirely different sets of rules and procedures governing these two case types, and even a separate lexicon in many respects. FindLaw, a respected online legal resource, succinctly states that "[c]rimes are generally offenses against the state, and are accordingly prosecuted by the state. Civil cases on the other hand, are typically disputes between individuals regarding the legal duties and responsibilities they owe one another." (FindLaw, n.d., para. 1).

Although civil cases are mired in the milieu of our country's issues—petitioning the courts for assistance to resolve disputes—I prefer to work on them more than criminal cases. Typically (and perhaps dishearteningly?), civil cases are larger and more complex than their criminal cousins, although there are notable exceptions to that generalization. The bulk of my experience has been working in civil cases, including but not limited to, personal injury, employment discrimination, medical malpractice, mass torts, product liability and securities class actions, constitutional and preemption law. I believe I could jump into any civil case and hit the ground running (<u>See</u> Document 2, Letter of Verification). However, I have a little experience in criminal cases when I assisted a former colleague, [redacted], with her caseload in [redacted]. She is a solo criminal defense attorney in [redacted] and had a period of being overwhelmed with work. Ms. [redacted] actually flew me down to [redacted] [redacted] for a few weekends to help her get on top of her trial and appellate preparations. I was happy to help a friend, learn a new type of law, and travel all at the same time.

At my present position, I work with a large inmate population on both of these case types. Obviously prior to becoming inmates, criminal charges are filed against them and those cases take a natural course. If convicted, the inmate may have a grievance with the prison or prison staff and then they file a civil complaint in our court.

E. Objective No. 7: Explain informal and formal advocacy techniques, including mediation

Of course, for any case to be resolved, criminal or civil, it takes much more than the courts by themselves—it takes advocacy on all sides as well. It is clear to me that it is beneficial for all parties to explore multiple paths to resolution. The ability to utilize non-judicial forms of case resolution, such a mediation or arbitration, saves time, money and resources for everyone, including the government.

Over the course of my career, I learned that in order to obtain the best possible results for a client, it is necessary to “build up” a case when drafting a mediation or arbitration statement. For instance, a client may have lost wages in the range of $10,000 to $25,000 depending on several factors. Because the other side will attack every statement and contentious point, it is important to start at the high end of $25,000 in order to protect your client and his/her losses as much as possible. Then, when engaging in alternative dispute resolution (also known as “ADR”), both sides will have room to negotiate somewhere in the middle of the range.

On a personal note, I enjoy the settlement process because I view myself as non-legal mediator, and I enjoy the looks of relief on most parties’ faces when they walk away with a case on the way out of the door.

F. Objective No. 8: Summarize paralegal investigative techniques utilizing legal rules of evidence

The Rules of Evidence are a large tome of imperative rules regarding what can be shown to courts and juries (often described as “admissible” or “inadmissible” evidence. The Federal Rules of Evidence, which are similar to individual states’ rules, are complex and intimidating (Cornell Law School, n.d.).

Fully understanding the Rules of Evidence is nearly a career unto itself, and upon reflection, I believe that my own knowledge and application of them slowly continues to expand. As an example, one of the most commonly heard rules of evidences is often splashed about on television: hearsay. Hearsay is defined as “something heard from another person” or “something that you have been told” (Hearsay, n.d., [Def. 1]). This may sound simple, but when you have to put this knowledge into practice and analyze every word that a witness is or may be saying, that simple definition quickly becomes a complex beast.

At my first law firm, I reviewed evidence, including police reports, and made preliminary recommendations regarding admissibility to attorneys based upon my basic understanding of the rules of evidence. For example, once I reviewed statements from a witness at a motorcycle accident who said she saw the accident happen but the police report stated that the same witness heard the crash and the noise caused her to turn her head. In that instance, it was not admissible to say that she saw the accident. In this scenario, the witness heard the accident and she saw its aftermath.

III. Conclusion

I believe that I have shown in this narrative that I understand the basic concepts of being a paralegal in the United States. Specifically, I have demonstrated an understanding of where paraprofessionals fit into the legal industry, and that I have a firm grasp on their basic duties and obligations. I will continue to hone this knowledge for the rest of my career as I feel strongly that I will be involved in the courts or another aspect of the legal field until my retirement.

References

Cornell Law School. (n.d.). Federal rules of evidence. Retrieved from: http://www.law.cornell.edu/rules/fre

FindLaw. (n.d.). The differences between a criminal case and a civil case. Retrieved from: http://criminal.findlaw.com/criminal-law-basics/the-differences-between-a-criminal-case-and-a-civil-case.html

Hearsay [Def. 1]. (n.d.). Merriam-Webster Online. In Merriam-Webster. Retrieved from http://www.merriam-webster.com/dictionary/hearsay

Hollingsworth v. Perry, 570 U.S. ___ (2013)

Larbalestrier, D. (2009). Paralegal practice & procedure. New York, NY: Prentice Hall Press

United States Courts. (n.d.). Comparing state and federal courts. Retrieved from: http://www.uscourts.gov/educational-resources/get-informed/federal-court-basics/comparing-state-federal-courts.aspx

[redacted]

Assistant to the Clerk of Court at United States District Court, [redacted]

[redacted]

Experience

Assistant to the Clerk of Court at United States District Court, [redacted]
September 2013 - Present (1 year 2 months)

Director, Northern [redacted] at [redacted] & Partners
November 2011 - July 2013 (1 year 9 months)

- Identify and develop talent for placement at firms and companies throughout the [redacted] Area (staff and attorneys, for temporary and direct hire positions).
- Provide services for candidates like career advice, interview and resume assistance, and networking guidance.
- Deliver creative and reliable solutions to clients, including project management and workflow assessment as required.
- Continue to develop company brand and personal reputation at various networking opportunities and events throughout the country.

2 recommendations available upon request

Litigation Secretary at [redacted]
May 2011 - November 2011 (7 months)

- Supported two partners (including the litigation practice group leader) and three associates in the following practice groups: commercial litigation, appellate, insurance coverage, products liability.
- Coordinated and implemented complex billing summaries for a large oil company client to facilitate acceptance and payments.

Litigation Secretary/Executive Assistant at [redacted] LLP
September 2007 - April 2010 (2 years 8 months)

- Supported a "rainmaker" partner, two associates, and a lead litigation paralegal in the following practice groups: constitutional/appellate law, preemption, wine and spirits, and other regulated industries.
- Acted as integral administrative point person during all stages of litigation at the district court, circuit court, and the United States Supreme Court levels.
- Provided in-courtroom and on-site preparations and assistance for trial and appellate hearings across the country.
- Developed processes to ensure attorney compliance with firm policies and client guidelines.
- Assisted with business development endeavors and sensitive client contacts.

2 recommendations available upon request

Litigation Secretary at [redacted] LLP
March 2005 - September 2007 (2 years 7 months)

- Supported four partners in a firm which specializes in plaintiff-side class action and securities matters.
- Expertise in voluminous electronic and traditional filings in numerous jurisdictions, knowledge and research of civil rules of procedure in state courts, and federal district and appellate courts.
- Performed advanced editing and formatting of briefs, letters and memoranda.
- Time keeping, expense reports, extensive travel arrangements, and responsibility for the firm calendar.
- Management and allocation of multi-million dollar settlements (for both plaintiff class and plaintiff attorneys).

Litigation Secretary at [redacted] & Associates

June 2003 - March 2005 (1 year 10 months)

- Assisted four attorneys at a plaintiff-side employment discrimination law firm.
- Acquired significant experience in e-filing, PACER, and all other aspects of actions in federal district court.
- Applied expertise and research skills in civil rules of procedure for federal and state matters, provided accurate information necessary for firm to meet deadlines and filing requirements.
- Embodied a polished and professional demeanor for contact with clients, courts, attorneys and experts.

Litigation Secretary/Executive Assistant at [redacted] Law Firm

January 2002 - June 2003 (1 year 6 months)

- Assistant to the principal and trial attorney of a high volume (300+ cases) civil litigation firm representing plaintiffs in personal injury, employment and medical malpractice suits.
- Maintained the firm's calendar.
- Coordinated and executed case and trial preparation, personnel and workflow management.
- Acted as integral administrative role in three trials and one binding arbitration, including courtroom support, witness coordination and pre-trial and post-trial activities.

Reservations & Customer Service at [redacted] Airlines

October 2000 - September 2001 (1 year)

Customer service and conflict resolution for high-volume and top-tier customers.

Bookseller at [redacted] Bookstore

1997 - 2000 (3 years)

Customer service, backlist buyer, and human resources for a landmark independent bookstore.

Volunteer Experience

LifeLine Crisis Counselor at [redacted]

September 2012 - Present (2 years 2 months)

Team Captain and Rider at [redacted]

November 2011 - Present (3 years)

AIDS LifeCycle participant for an annual 7-day 545-mile bicycle ride from [redacted] to [redacted]. 2012 as a Rider, 2013 and 2014 as a Rider and Team Captain.

Publications

PDF/A Documents Simplified

Authors: [redacted]

A brief introduction to the new format required by electronic filing court systems in a variety of jurisdictions.

Languages

French (Intermediate)

Skills & Expertise

Legal Recruiting
Litigation Support
Project Management
Hiring Personnel
Staff Development
Career Counseling
Attorney Recruiting
Temporary Staffing
Talent Acquisition
Appellate Practice
Recruiting
Legal Writing
Trials
Westlaw
Litigation
Legal Research
Document Review
Legal Assistance
Courts
Notary Public
Commercial Litigation
Wordperfect
Arbitration
Employment Discrimination
Personal Injury
Civil Litigation
Employment Law
PACER
Human Resources
Mediation
Class Actions
Research
Medical Malpractice

Bankruptcy
Intellectual Property
Appeals
Leadership
Corporate Law
Interviews
Depositions
Product Liability
Conflict Resolution
Hearings
Timeslips
Family Law
Immigration Law
Trademarks
Administrative Law
Pleadings
Editing

Education

[redacted]
Bachelor of Arts in Management, Public Administration, 2013 - 2018

[redacted]

Assistant to the Clerk of Court at United States District Court, Northern District of [redacted]

[redacted]

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4 people have recommended [redacted]

"[redacted] has represented me as a candidate in various contract positions. [redacted] background and knowledge of the legal field has always produced a favorable outcome for all involved. He is extremely professional and very experienced. Above all, [redacted] is supportive and his suggestions have always been tailored to my specific situation. He is a pleasure to work with and has excellent follow-up skills, both personal and recruiting. I recommend [redacted] highly and he has my highest endorsement."

— [redacted], was [redacted]'s client

"[redacted] is an absolute PLEASURE to work with. Being new to the [redacted] Coast-[redacted] was the first & last stop for me-I knew I had found a top-of-the-line Recruiter in [redacted]. He has always called to follow-up and keep me in the loop with possible job opportunities on the horizon. He found me several job offering-and got me the current position I am in! Besides being phenominal at what he does, he is absolutely one of the SWEETEST people I have met since I moved out here. I can only say GREAT things about [redacted]-he is an absolute pleasure to work with and I would recommend him to EVERYBODY!"

— [redacted], was [redacted]'s client

"[redacted] brought a wealth of litigation and support experience to this position and managed to keep me organized and efficient, while bringing the same level of work and enthusiasm to the several other attorneys he also worked for. He understands [redacted] courts and the wine industry, and is a huge asset to all who have the opportunity to work with him. He's a wonderful person, has a great attitude, and was just a pleasure to work with and be around at the office."

— [redacted]*, Litigation Associate,* [redacted] *LLP*, managed [redacted] at [redacted] [redacted] [redacted] LLP

[redacted] is one of the very best candidates I have ever represented. In fact, before I was willing to tell my clients about him, I kept trying to hire [redacted] myself! His references were some of the best I've ever taken and his demeanor and intelligence just shine through immediately. If you have the opportunity to work with [redacted] you'd be insane not to go for it."

— [redacted]*, Branch Manager,* [redacted] *Group*, was with another company when working with [redacted] at [redacted] LLP

[redacted]

Dear Portfolio Evaluator:

My name is [redacted], and I am General Counsel USA for [redacted] one of the world's premier Scotch and spirits producers. Prior to joining [redacted], I was a partner at two top international AmLaw firms, where I specialized in complex constitutional, regulatory, compliance, and preemption issues at all levels nationwide and in some international markets. I have been a leading advisor for the wine industry on a variety of issues, but also have interacted with other heavily-regulated sectors including airlines, healthcare, pharmaceuticals, and oil.

At one of these firms, [redacted] LLP, [redacted] was my extraordinary assistant for three years. In addition to handling the tasks typical of a legal administrative professional with care and attention, [redacted] is also very intelligent, engaged, and a creative problem solver. He was directly involved in my cases and he displayed tact and judgment dealing with high level clients, attorneys, judges, and management. [redacted] has the ability to grasp and analyze complex data, a rock solid work ethic, and he was often a mentor and a leader to his peers.

[redacted]'s breadth of tacit knowledge in the legal field is significant and I am pleased to describe his skills in depth here:

General Paralegal Skills

While [redacted] did not hold the official title of paralegal because of [redacted]'s stringent certification requirements, he often met or exceeded the skills of senior paralegals at the firm, and was often involved in coaching them on systems. [redacted] demonstrates a clear understanding of state and federal court systems, legal terminology, and he is adept at applying legal analysis to relevant fact patterns. As outlined below, [redacted] is also capable of advanced legal research and writing, and he is very familiar with all levels of advocacy including pre-investigative research, alternative dispute resolution, and hearings at trial and appellate levels. [redacted] was requested by both attorneys and clients to assist at hearings across the country.

Legal Research

Legal research is a specific niche and talent which often requires the ability to think "outside the box" in order to find a similar case or statute which supports your client's position. I often called on [redacted] to find cases, statutes, regulations and articles via Westlaw, LexisNexis, or jurisdictional databases. He also learned how to provide succinct case summaries, and even his own opinion on how they might impact the present matter. [redacted] was also in charge of finalizing volumes of legal briefs before they were submitted to the court, and a key aspect of that position is to correct legal citations and to build a table of authorities.

[redacted]

[redacted]

[redacted]

[redacted]

Legal Writing

[redacted] is very skilled at following the two key principles of legal writing: be concise, and be persuasive. [redacted] assisted me in developing case and brief outlines, and was helpful in sticking to the standard formula for legal writing: describe the facts, state the applicable legal standard, apply the standard to the facts, and then summarize the issue. [redacted] very capably accessed the "Blue Book," which is the bible for standard legal citations. He often assisted in the drafting and revision of legal documents, from case inception, to appeals, and everything in between. [redacted] absorbed information on this topic very well and made substantive, relevant editing suggestions for correspondence and legal documents. [redacted] also served as a final proofreader and editor for formatting, grammar, spelling, and citations.

Legal Ethics

Legal Ethics is a broad topic and can serve as a career by itself. I have a solid background in this subject from serving as a primary legal and policy advisor to the Office of the Chief Trial Counsel for the State Bar of [redacted], with particular emphasis on high-profile attorney ethics cases. In the context of a paralegal or litigation assistant, a foundational understanding of potential ethical issues is necessary in two ways: i) a client may ask a firm to do something on its behalf which raises eyebrows, and ii) conflicts of interest may arise and need to be immediately identified. While attorney-client privilege bars me from providing specific information here, I can attest that [redacted] had a quick grasp of any issues that arose and discussed them with me appropriately. [redacted] worked through many conflict checks via a giant database of potential issues, and he became very familiar with the proper application of [redacted] Rules of Professional Conduct for both attorneys and paralegal professionals.

Technology Support

[redacted] has mastered a wide variety of software programs utilized in the legal industry, and he often trained other staff or attorneys on them. These programs are highly specialized and require the ability to interact with them while keeping the client, expenses, and the case in mind. For [redacted], this list includes, but is not limited to, discovery management applications such as Concordance or Summation, networked document management systems, trial and litigation support software, programs designed to assist in law firm management and billing, and electronic pleading submissions to courts and mediators. [redacted] is also an advanced user of Microsoft Suite, especially Word, Excel, and PowerPoint. As a result of his work in litigation, he was very sensitive to issues relating to privileged client and attorney-client information, and ensured that relevant information was treated appropriately.

[redacted]

[redacted]

[redacted]

Law Firm Management

Any business model has its own challenges when it comes to management and administration, and law firms are no exception. [redacted] demonstrated great acumen at learning the ins and outs of our firm's policies and procedures, following them strictly, while balancing operational needs. [redacted] has a wealth of experience understanding firm and client trust accounts, timekeeping, pre-bill and bill review, business development endeavors, records management and retention systems, and utilizing proprietary intranet systems typical to law firms and large corporate clients.

Litigation

This is the realm where [redacted] shines brightest. [redacted] has the ability to jump into any part of a case timeline and excel at whatever needs to be done. I have worked with him through each of these phases, including pre-filing investigation, initial responsive filings (Complaints, Answers, or other responsive pleadings), discovery (including protective orders), law & motion (including substantive and complex summary judgment motions), trial court hearings, and appellate briefing and hearings. [redacted] takes exceptional care in determining proper calendaring for deadlines and procedurals issues throughout the litigation process.

While we worked on a number of cases and development matters together, the key cases that I managed with [redacted]'s assistance are listed below:

- [redacted] *Winemakers of* [redacted] *v.* [redacted], [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]);
- [redacted] *LLC v.* [redacted], [redacted]); and
- [redacted] *Airways, Inc. v.* [redacted] [redacted]).

Each of these matters involved complex facts, Constitutional or federal preemption laws, and high-profile clients. [redacted] was the main point person for any case files, organization and coordination--he truly "owned" them and took pride in his remarkable ability to support me and other attorneys through the life of these matters.

In closing, I cannot recommend [redacted] highly enough for your positive review of his portfolio in any of these areas. [redacted] is fully capable of not only engaging in each of the topics I have described, but he would be an excellent instructor for them as well, and I believe that shows the depth of his education in this arena.

Thank you for your time. If you have any questions, please don't hesitate to call me at [redacted] [redacted]

Very truly yours,

[redacted]

[redacted] [redacted], Esq.

[redacted] [redacted] [redacted] [redacted]

[redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

[redacted]

THE DIFFERENCE BETWEEN FEDERAL AND STATE COURTS

The U.S. Constitution is the supreme law of the land in the United States. It creates a federal system of government in which power is shared between the federal government and the state governments. Due to federalism, both the federal government and each of the state governments has its own court system.

STRUCTURE

The Federal Court System	The State Court System
• Article III of the Constitution invests the judicial power of the United States in the federal court system. Article III, Section 1 specifically creates the U.S. Supreme Court and gives Congress the authority to create the lower federal courts.	• The Constitution and laws of each state establish the state courts. A court of last resort, often known as a supreme court, is usually the highest court in a state. Some states also have an intermediate court of appeals. Below these appeals courts are the state trial courts. Some are referred to as circuit or district courts.
• Congress has used this power to establish the 13 U.S. courts of appeals, the 94 U.S. district courts, the U.S. Court of Claims, and the U.S. Court of International Trade. U.S. bankruptcy courts handle bankruptcy cases. Magistrate judges handle some district court matters.	• States also usually have courts that handle specific legal matters, e.g., probate court (wills and estates); juvenile court; family court; etc.
• Parties dissatisfied with a decision of a U.S. district court, the U.S. Court of Claims, and/or the U.S. Court of International Trade may appeal to a U.S. court of appeals.	• Parties dissatisfied with the decision of the trial court may take their cases to the intermediate court of appeals.
• A party may ask the U.S. Supreme Court to review a decision of the U.S. Court of Appeals, but the Supreme Court usually is under no obligation to do so. The U.S. Supreme Court is the final arbiter of federal constitutional questions.	• Parties have the option to ask the highest state court to hear the case.
	• Only certain state court cases are eligible for review by the U.S. Supreme Court.

SELECTION OF JUDGES

The Federal Court System	The State Court System
(Article III, Section 1 of the Constitution) Federal judges are nominated by the President and confirmed by the Senate. They hold office during good behavior, typically, for life. Through congressional impeachment proceedings, federal judges may be removed from office for misbehavior.	• **State court judges are selected in a variety of ways, including** • election, • appointment for a given number of years, • appointment for life, and • combinations of these methods, e.g.,

[redacted]

	appointment followed by election.

TYPES OF CASES HEARD

The Federal Court System	The State Court System
• Cases that deal with the constitutionality of a law; • Cases involving the laws and treaties of the U.S.; • Cases involving ambassadors and public ministers; • Disputes between two or more states; • Admiralty law; • Bankruptcy; and • Habeas corpus issues.	• Most criminal cases • Probate (involving wills and estates) • Most contract cases • Tort cases (personal injuries) • Family law (marriages, divorces, adoptions), etc State courts are the final deciders of state laws and constitutions. Their interpretations of federal law or the U.S. Constitution may be appealed to the U.S. Supreme Court. The Supreme Court may choose to hear or not to hear such cases.

ARTICLE I COURTS

Congress has created several Article I or legislative courts that do not have full judicial power. Judicial power is the authority to be the final decider in all questions of Constitutional law, all questions of federal law and to hear claims at the core of habeas corpus issues.

- Article I courts are U.S. Court of Veterans' Appeals, the U.S. Court of Military Appeals, and the U.S. Tax Court.

[redacted]

SUSAN'S PORTFOLIO

WEBD 1500

Introduction to Web Design

3 Credit Hours

Introduction

I started hand-coding web pages in Microsoft Notepad in the late 1990s. This was a tedious way to learn web page design, but it allowed me to learn the fundamentals of the development process and provided a firm foundation for future learning. Today, I use WYSIWYG editors to produce web pages. WYSIWYG is an acronym for "What You See Is What You Get," by the way. I have a natural desire to understand, replicate, experiment with, and utilize web development technologies in order to share information on the World Wide Web. In addition, due to a difficult period of time in my life, I understand the importance of utilizing proper accessibility and usability methods while developing content for the web. I address those topics in greater detail later in this document. This portfolio will demonstrate my ability to meet the learning objectives found in WEBD 1500 *Introduction to Web Design* as offered through X University.

My fascination for the Internet and web development started many years ago when my sister moved in with my family and me. This occurred in 1995. She brought a personal computer with her and allowed me to use it. Until that time, I had not used a computer very much except to run calculations in an office setting. My sister's computer had a graphical user interface and a modem that would allow for connecting to the Internet. I did research necessary to determine how I could connect her computer to the Internet and did so. I still recall the wonder of viewing information and photographs on early government and college web sites. I realized then that this was a big thing and that the Internet could potentially change the world, and indeed it did. The seemingly random event of my sister moving into our home sparked a lifelong interest in learning about web page and web site development.

I have designed and developed hundreds of web pages over the course of approximately

15 years. These individual pages formed the basis for 50 unique web sites. I developed most of them for commercial or non-profit organizations, but some of them were designed for my personal use. I conducted the majority of this development work as an independent contractor under the business name, X Internet Services (See Document 1: Letter from the State of X). However, I also worked for X Services, Inc. for 3 years as a computer technician, web developer, and web host consultant (See Document 2: Letter from Mr X at X Internet Services, Inc).

Petitioned Course Information

- Title: Introduction to Web Design
- Prefix, number, and credits: WEBD 1500 (3)
- Description: This course is an introduction to the internet and its function as well as a hands-on workshop on how to build a basic webpage.
- Objectives, at the completion of this course the student will be able:
    - to conduct informed discourse regarding the history of the Internet and the key players and events tied to its development
    - to develop a more positive attitude toward accessibility and usability on the web.
    - to demonstrate strategies to problem solve for accessibility and usability scenarios.
    - to identify and demonstrate the proper use of HTML elements, and CSS selectors and properties.
    - to compare the foundation of HTML with other advanced programming languages and frameworks for web development.
- College offering course: X University
- Regional accreditation: X Association of Colleges and Schools

Portfolio Purpose and Format

The following sections provide written discourse for verifying my ability to meet the learning objectives found in WEBD 1500. I will provide letters of verification, cite relevant sources, and point to exhibits in an online e-portfolio as needed to establish my credibility. Specifically, the e-portfolio will contain screencasts that are video recordings of my coding abilities combined with voice-over commentaries. The e-portfolio will also house other pertinent documents and reference materials. I will start by conducting informed discourse regarding the history of the Internet and the key players and events tied to its development. Then, I will relate how I developed a more positive attitude toward accessibility and usability on the web, and I will demonstrate strategies to problem solve for accessibility and usability scenarios. Next, I will identify and demonstrate the proper use of HTML elements, and CSS selectors and properties. Lastly, I will compare the foundation of HTML with other advanced programming languages and frameworks for web development.

It is important to acknowledge that I have no formal training in web development. However, through dedicated self-study, hundreds of hours of active experimentation, and 15 years of designing web pages professionally (See Document 1: Letter from the State of X), my competency has been displayed in multiple real world scenarios. I am also an A+ Certified computer technician, which assures that I have a good understanding of computer hardware and operating systems (See Document 3: A+ Certified Professional Card).

Learning Objective 1: Conduct Informed Discourse Regarding the History of the Internet and the Key Players and Events Tied to its Development

An attempt to discuss all the historical facts about the people and events that led to the formation of the Internet would take many more pages to document than is appropriate for this portfolio. The following highlights the major events and people responsible for developing the Internet, as we know it today. The Internet functions as a global network to allow for information sharing and collaboration. Computer systems all over the world are connected through telephone lines, fiber optic cables, and satellites. Of course, this is a simplification of the connectivity because switches, servers, repeaters, hubs, and other hardware items play a role in forming the network we call the Internet. At a base level, this network allows for the transport of data packets. When you view a web page or watch a video delivered via the Internet, data is broken down into packets of digital information and transmitted over the network to a remote location where it is then encoded for you to read or enjoy (Leiner et al., n.d.).

The first time I experienced the magic of this data exchange involved the occasion mentioned earlier when my sister moved into our home. I learned of the possibility to gain access to the X State Community College Freenet, which was one of the first ways to access the Internet in rural West X (See Document 4: Letter from [redacted]). I recall going to our public library to find books related to the Internet and visiting the campus at X State to discuss the Freenet with their head systems administrator. He gave me a checklist of the steps that I would need to take to make this connection. Then, I taught myself how to install an updated modem in my sister's computer, upgrade its software from DOS to Windows 3.11, acquired a Freenet account, and successfully connected it to the Internet. At that moment, I realized that a new world was available to me. I had an insatiable appetite for reading about, experimenting with, and learning how to use this giant global library called the World Wide Web. Even today, I start most mornings by reviewing current news stories about the Internet and related technologies through Google News web site. So, what makes this possible? What events led to the formation of the Internet?

The Soviet Union placed Sputnik I, the first artificial unmanned satellite, into orbit in 1957. Due to security concerns and fearful of falling behind technologically, the United States Department of Defense created the Defense Advanced Research Projects Agency. Later, the name changed to Advanced Research Projects Agency or ARPA, for short. Various breakthroughs in computer technology took place during the Cold War era, such as time-sharing of computer processing power and packet switching technology. These new technologies helped lay the foundation for better methods of data transmission over computer networks. In the mid-1960s, ARPA made plans to create a network of time-shared computers, which was called the ARPANET. The first ARPANET network link was established in 1969 and the predecessor to the Internet, as we know it, was born. From 1970 through 1990, ARPANET grew, transformed, was experimented upon, and merged into other major networks. Specifically, National Physical Laboratory in the UK and CYCLADES in France were the two additional major networks that added to the development of the Internet (Zakon, 2014).

Then, in 1989, a new way to use this vast network to share information was created. Tim Berners-Lee, a British scientist at CERN, is credited for inventing the World Wide Web, which provided a better way to graphically share information over the Internet (Home.web.cern.ch, 2014). Originally, scientists in universities used the web to share information, but it was released to the public in 1991 (Internethalloffame.org, 2012). Much of this information is very technical in nature but in layman's terms, the ARPANET was the proving ground for the Internet, and the Internet is the place where the World Wide Web lives. As I reflect upon the first time that I viewed a web page on the Internet, I knew that I was experiencing something unique and powerful. Yet, that wonder pales to the reality of what the internet has become today.

Learning Objective 2: Develop a More Positive Attitude toward Accessibility and Usability on the Web

The majority of people who use the Internet to browse the web never concern themselves with issues relating to accessibility or usability. I do not believe this is because they are unsympathetic to people with disabilities or those living in areas with less bandwidth at their disposal. I do believe this to be a matter of educating the masses to the realities that exist for some in our society. Accessibility issues typically involve people with poor eyesight brought about by age or physical impairment. Deaf people also face special challenges when using the web. Usability issues relate to developing web content based on user-centered design. User-centered design acknowledges that some people have older computers built with antiquated technology and others reside in areas where Internet bandwidth is minimal (Henry & Abou-Zahra, 2010).

Generally speaking, when web developers or organizations like World Wide Web Consortium (W3C) discuss accessibility concerns, they are addressing special circumstances of people who have physical disabilities. However, it is also true that the elderly experience difficult circumstances brought about by fading eyesight and lack of dexterity. Another accessibility issue, in the truest sense of the word, could involve actual lack of access to the Internet or certain categories of content because of strong-handed totalitarian regimes.

I have a unique perspective about one of these issues due to a physical infirmity that plagued me in 2005. I developed a cataract in my left eye, which progressively got worse over the next 14 months. I am blind in my right eye, so with the vision in my left eye declining, I experienced the struggles that poor eyesight brings to a person. By spring of 2006, I was legally blind (See Document 5: Letter from Eye Specialty Group). As I reflect on that period of time, I remember how difficult it was to read text on a computer monitor while browsing the web. I learned to increase the size of the text on a web page by issuing commands with the keyboard, and this helped until my vision became very distorted because of the cataract. Modern web browsers will increase the size of text on a page by holding down the "CTRL" key and pressing the "+" key. Fortunately, two surgeries corrected the vision problems in my left eye. By the latter part of 2006, my vision was restored. Because of this experience, I gained a more positive attitude towards the need to design web pages for people with poor vision. It also prompted me to experiment with cleaner, less cluttered web site designs.

Learning Objective 3: Demonstrate Strategies to Problem Solve for Accessibility and Usability Scenarios

As a web developer, the best thing I can do to help address accessibility and usability issues is to educate my clients about the need. I discuss the need to develop less cluttered web pages that load fast. If I am working with a new client, these discussions come early in the development cycle. If I am consulting on the re-development of a web site, I highlight the need to address accessibility and usability concerns as important to the overall process. The following are strategies that can be implemented to problem solve for accessibility and usability concerns.

Accessibility:

- Design web sites with a clean, less cluttered page display scheme. This allows people with eyesight issues to focus easier on the text. Increase text size on web pages by issuing the appropriate keyboard commands while using modern web browsers. These concepts would also apply to addressing concerns of the elderly.
- People with eyesight issues can use screen reader software to hear the text on pages read aloud to them. They may also use screen magnifiers to make text easier to see.

- Web sites that provide podcasts or other audio files can provide written transcripts for users who may be deaf.

Usability:

- To make web pages load faster, images can be optimized by reducing their file size. This can be done by adjusting the DPI (dots per inch) parameter or by using images with JPG file format instead of PNG. Also, the number of images displayed on pages should be kept to a minimum. People who live in areas that only allow for dial-up connections to the Internet will be thankful for this.
- Web sites should be designed with UCD as a consideration. User-centered design strives to develop around the idea that the end users may have very different types of hardware and software at their disposal when viewing web pages. Often, these considerations will vary based upon the target market of the web site owner. For instance, if a web site targets farmers in rural areas, slower download speeds and the probable existence of older computer equipment would warrant design based upon a faster loading page scheme.
- The proliferation of mobile devices today demands that web developers create web sites that are scalable and can present alternate view sizes.

I actively experiment with these concepts by developing web sites on a local test server that allows for quick implementation and setup of multiple web software platforms and template schemes. I strive to code for quick loading pages with simple, yet professional, presentations.

Learning Objective 4: Identify and Demonstrate the Proper Use of HTML Elements and CSS Selectors and Properties

HTML, which stands for Hyper Text Markup Language, is the original coding language used to develop web pages (W3.org, 2012). Even though more advanced coding languages have been developed, many web site developers still use HTML because it is simple and universal. HTML is made up of element tags that are enclosed in opposing angle brackets. This is an example of a level one heading: <h1>Heading Text Goes Here</h1>. You will notice that the ending element tag starts with a forward leaning slash, which signifies that it is the closing tag. Most HTML element tags have opening and closing tags, however a few do not. An example of an element without a closing tag is: <br>, which signifies a line break. Please refer to the screencast titled "*Review and Demonstration of Basic HTML Elements*" that is found in my e-portfolio ([redacted]). In this screencast, I discuss and demonstrate the following HTML elements: headings, tables, lists, links, paragraph breaks, forced line breaks, horizontal rules, font format elements, and form elements. In this same screencast, I design a basic web page while I discuss the various elements.

As mentioned earlier in this document, I have designed 50 web sites. I coded some of these web sites in pure HTML while others were a mixture of HTML and CSS, which stands for Cascading Style Sheets (W3.org, 2012). I remember a valuable learning experience that I had in the latter half of the 1990s when I first took notice of web sites being styled with CSS. I recall viewing the source code of several web sites and noticed these unique new tags embedded in the code. At first, I didn't understand the principles that guided the use of CSS, but I noticed that the results of using it was very appealing. This lack of understanding prompted me to begin reading about it on various web sites and ultimately led to my experimentation with it. I learned that the most important fact about CSS is that it can save a designer lots of time when designing web pages. This is because in traditional HTML coding, most elements must be adjusted individually to achieve a design purpose. However, by connecting CSS attributes to a traditional HTML element, all of those elements can be stylized for all pages in a site by implementing one CSS tag. For instance, in the same HTML markup used above, <h1>Heading Text Goes Here</h1>, all level one headings can be set to a font size of 18 pixels in size and colored red by applying the following CSS attribute: h1 {font-size: 18px; color: red;}. Please refer to the screencast titled "*Review and Demonstration of Basic CSS Attributes and Application*" that is found on my e-portfolio (X, 2014). In this screencast, I discuss the following CSS items and concepts: specificity for HTML tags, selectors, classes, positioning, the box model, floats, and local versus secondary sheet inclusion.

It is good to note that both HTML and CSS have gone through multiple revisions over the years. Typically, these revisions add new functionality to existing code models. These new functions are needed to support more advanced web protocols and new web browsers. Ultimately, the public generates the need for these changes due to their desire to experience new content delivery methods linked to cell phones, tablets, and more advanced desktop computer systems. I now use CSS in every web site I build because I have learned that it saves me time and allows for more granular control over the elements that make up every web page. The following three live web sites* were designed by me and display the use of HTML, CSS, and other programming languages. The sites are based on popular open source web platforms, so most of the PHP files were provided. However, I did adjust the template system and add various CSS style tags where needed to get the desired result. *[ed.Note: websites removed]

- [redacted]
- [redacted]
- [redacted]

Learning Objective 5: Compare the Foundation of HTML with Other Advanced Programming Languages and Frameworks for Web Development

Coding web pages in HTML is still a quick and effective way to present information on the Web. However, due to the availability of broadband Internet connections for more and more users, more advanced web development platforms have emerged. Faster download speeds allow for more complicated content delivery. If we think back just a decade ago, the idea that we could stream full length movies, live news broadcasts, or view albums of high resolution photographs over the Web, was unheard of. Most of these new streaming technologies and complicated content delivery systems require functionality that HTML just cannot provide. So, to meet this need, new coding languages were developed. PHP, JavaScript, SQL, JQuery, and ASP are some of the development technologies that are commonly used today (W3schools.com, 2014). Of course, these new coding platforms do much more than simply stream content to our browsers. They pull information from databases and generate dynamic web pages on the fly. They bridge the gap between the end user's web browser and specialized web server software to provide amazing design possibilities for the web developer.

Content management platforms like Joomla and WordPress are primarily built with PHP coded files and a MySQL database (Duckett, 2011). These types of sites are commonly referred to as database driven sites. Utilizing these highly developed open source platforms makes my life easier, I must admit! When I first started hand coding web pages with pure HTML, a web site might only consist of a dozen individual pages and a few images. The focus was upon presenting information and associated pictures in a simple static format. This was efficient and appropriate for the time. In comparison, a standard installation of Joomla 3.2.3 contains 5426 files. It can manage nearly every aspect of a database driven site. It has an in-browser article editor, media manager to categorize multiple media items, template manager, user manager, and is extensible. Additional modules and components can be added to Joomla to provide additional functionality. Today, I always use a content management system to develop web sites. In order to provide live examples of the two development platforms, HTML verses dynamic database driven sites, please view the screencast titled "*Comparing HTML and Dynamic Database Driven Web Sites*" on my e-portfolio (X, 2014). In the screencast, I talk about the differences and show the actual file makeup of each development platform.

Conclusion and Request

I have provided informed discourse about the history of the Internet, the key players and events tied to its development, related my positive attitude toward accessibility and usability on the web, demonstrated the knowledge required to form strategies to problem solve accessibility and usability scenarios, identified and demonstrated the proper use of HTML elements and CSS selectors and properties. I have demonstrated my ability to use those elements to design a basic web page, and compared foundational HTML with other advanced programming languages and frameworks for web development purposes. I have provided written documentation, relevant citations, and exhibits contained within an e-portfolio that I personally setup for this use. Adding to this, my 15 years of real world web development activities for personal interests and commercial concerns provides ample validation of my meeting the learning objectives of the target course. I consider myself to be a lifelong learner. I have a natural desire to study trends in web development, experiment with new methodologies and platforms, and apply knowledge that I have learned to new web projects. I respectfully ask that 3 hours of college credit be awarded me for meeting the learning objectives of WEBD 1500 *Introduction to Web Design*.

Supporting Documentation

1. Letter from the State of X
2. Letter from X, X Services, Inc

3. A+ Certified Professional Card
4. Letter from X
5. Letter from Eye Specialty Group

E-Portfolio Information and Password

The e-portfolio referenced in this document contains the supporting files and screencasts that are pertinent to my petition. I personally installed and designed this e-portfolio and it is not open to the public. To gain access, you will need the web address and password provided below. Please note that the password is case sensitive.

- Web Address [redacted]
- Password [redacted]

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[redacted] 14:07    TN DEPT OF REV     ACCOUNT DETAIL [redacted]

 SSN   : [redacted]          NAME  :     [redacted]
 ACCOUNT TYPE : [redacted]  S&U   CLASS: [redacted]  S&U TAX     ACCOUNT  ID: [redacted]
 EXT ACCT ID:                                  PRE RITS ID: [redacted]:

 EFFECTIVE DATE           : [redacted]/1990        END DATE: [redacted]/2009
 ACCOUNT STATUS           : 002   INACTIVE         NAICS 1  :
 FILING FREQUENCY         : 003   QUARTERLY        NAICS 2  :
 FIL FREQ EFFECT DATE     : [redacted]/1991        NAICS 3  :
 FISCAL YR END MO/DAY     : 12/31                  NAICS 4  :
 SITUS CODE               : 2705   HUMBOLDT        SIC 1    : 5963   DIR SELLNG
 SITUS EFFECT DATE        : [redacted]/1990        SIC 2    :
 CLOSURE CODE             :                        SIC 3    :

 FILING    : [redacted]                            SEASONAL  : [redacted]
                  X     X     X     X

 SOURCE OF INFO : 110                         LAST UPDATE BY      : DG12280
 UPDATE REASON  : 002 ACCT CLOS               UPDATE DATE/TIME    : [redacted] 10:18
 5053 NOTES EXIST
 01-HELP     02-LIST    03-END     06-SUSPEND 07-BEFORE  09-CANCEL  14-NOTE
 16-ADDR     17-NAME    18-EXEMPT  19-RELATN  20-PERIOD  21-PAGE DN
 NEXT FUNCTION         DATA :
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[redacted]

STATE OF [redacted]
DEPARTMENT OF REVENUE

[redacted]
Taxpayer Services Representative
[redacted]s State Office Building
[redacted]
[redacted]
Office: [redacted]
Fax: [redacted]

[redacted]

[redacted]

To Whom It May Concern/Portfolio Evaluator:

Dir Sir or Madam:

This letter testifies and confirms that [redacted] was employed “Fulltime” at [redacted] [redacted] Services, Inc.[redacted]) for about three years starting in 2004. [redacted] was hired as a computer network technician. [redacted] had long been our independent web development contractor and hiring him as part of the [redacted] team was a natural progression. [redacted] created websites for our clients using HTML and CSS coding. He implemented CMS (Content Management Systems) for clients so that they could make their own simple changes. [redacted] consulted with our clients to figure out the best approach to take when it concerned anything on the world wide web. [redacted], under [redacted]’s direction, obtained a true business class web hosting server and was the sole administrator for that solution.

Please feel free to contact me for more information.

Sincerely,

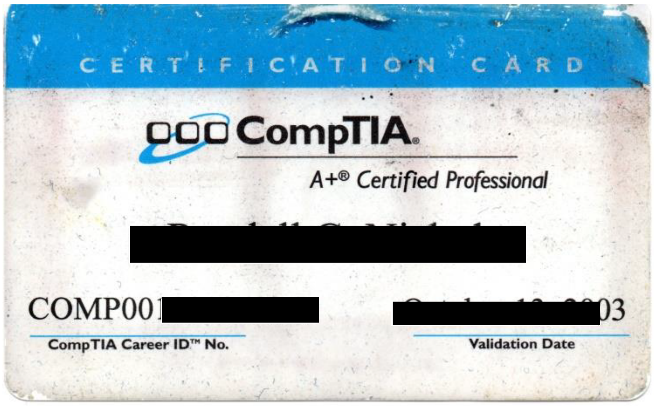
[redacted]

[redacted], President of [redacted]
[redacted]

Exhibit 3

A+ Certified Professional Card

(front)



CERTIFICATION CARD

CompTIA

A+® Certified Professional

[redacted]

COMP001[redacted]

[redacted]03

CompTIA Career ID™ No.

Validation Date

(back)

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Fax: (630) 678-8384

CompTIA

[redacted]

[redacted]

Dear Portfolio Evaluator

This letter verifies that [redacted] had an account with the [redacted] Area FreeNet from 1994 through 1995. The FreeNet was implemented by [redacted] State Community College under the leadership of [redacted] and provided a means for the public to connect to the Internet. After commercial providers like AOL, US Internet, and AENEAS Internet Services began offering connections in rural West [redacted], the FreeNet was taken offline and discontinued.

It is also notable that [redacted] created a simple web site for his church while he had a FreeNet account and housed it on the FreeNet public web server.

Sincerely

[redacted]

[redacted]

Director, Information Technology

[redacted]

Office of Information Technology
[redacted]
[redacted] *State Community College is a* [redacted] *Board of Regents Institution.*

NAME: [redacted] PHYSICIAN: [redacted] HOSP. NO: [redacted]

DATE OF PROCEDURE: [redacted] DATE OF DICTATION: [redacted]

ASSISTANT:

PREOPERATIVE DIAGNOSIS: Wagner's disease left eye

POSTOPERATIVE DIAGNOSIS: Same

PROCEDURE: Indirect laser retinopexy (prophylactic) left eye

COMPLICATIONS: None

SPECIMENS: None

ANESTHESIA: Monitored anesthesia care

PREOPERATIVE HISTORY: The patient has a history of Wagner's disease, a vitreoretinal degenerative condition which predisposes to retinal breaks. The patient is scheduled for cataract surgery left eye and hence, is here for prophylactic retinopexy 360 degrees.

The risks and benefits of the surgery were discussed at length with the patient stressing that the visual outcome could not be guaranteed. The patient was agreeable and elected to proceed.

PREOPERATIVE FINDINGS:

PROCEDURE: The patient was taken to the operating room and placed on the table in the supine position. The patient was prepped and draped in the usual sterile manner for ophthalmic surgery. 406 laser shots were applied. Power used was between 400-600 milliwatts. Exposure time was .2 seconds. There were no complications and the patient recovered uneventfully.

nvc
[redacted]

[redacted]

[redacted]

NAME: [redacted] PHYSICIAN: [redacted] HOSP. NO. [redacted]

DATE OF PROCEDURE: [redacted] DATE OF DICTATION: [redacted]

ASSISTANT:

PREOPERATIVE DIAGNOSIS: Cataract left eye

POSTOPERATIVE DIAGNOSIS: Same

PROCEDURE:
1. Extracapsular cataract extraction (phacoemulsification) left eye
2. Intraocular lens implantation left eye

COMPLICATIONS: None

SPECIMENS: None

LENS DATA: Acrysoft SN60WF, +12 diopters

ANESTHESIA: Monitored anesthesia care with preservative-free Lidocaine infiltration subconjunctivally and intraoperatively

PREOPERATIVE HISTORY: The patient had worsening vision in the left eye, interferring with usual daily required activities. In particular, the patient complains of blurred vision, difficulty driving especially at night, difficulty reading, worsening vision in bright lights and under sunlight, difficulty discerning colors and difficulty with depth perception.

The risks and benefits of surgery were discussed at length with the patient stressing that the visual outcome could not be guaranteed. The patient was agreeable and elected to proceed.

PREOPERATIVE FINDINGS: Best corrected visual acuity was 20/200. PAM testing was 20/80. Glare testing was less than 20/200. Slit lamp exam: 3+ nuclear sclerotic cataract.

PROCEDURE: The patient was placed on the operating room table in a supine position. Monitored anesthesia care was administered. Topical Alcaine drops were placed in the eye. The side of the patient's face and the eye were then prepped with Betadine solution and draped in the usual sterile fashion. The conjunctival fornices were then irrigated with balanced salt solution and swept clean. Topical preservative-free Lidocaine was then dropped on the cornea. A lid speculum was then placed in the eye to separate the upper and lower lids. After adequate sedation was achieved by anesthesia, a subconjunctival infiltration of preservative-free Lidocaine under the superior limbus was given.

A superior conjunctival peritomy was then made and hemostasis was achieved using cautery along the limbus. A corneoscleral incision was made from the 11:30 to the 12:30 position, approximately 3.0 mm in width. A tunnel flap was fashioned forward into clear cornea.

The anterior chamber was then entered using the diamond knife. 0.1 cc of preservative-free Lidocaine was then administered into the anterior chamber. Amvisc viscoelastic was then injected into the anterior chamber to maintain anterior chamber depth.

(Continued)

DATE OF PROCEDURE: [redacted] DATE OF DICTATION: [redacted]

ASSISTANT:

Page 2

A continuous curvilinear capsulorrhexis was then created under viscoelastic material.

Hydrodissection of the nucleus was achieved with balanced salt solution. A small paracentesis was made at the 2:00 position, and the phaco chopper handpiece was inserted through the paracentesis to assist in phacoemulsification of the nucleus by cracking and separating the nuclear material into several smaller pieces. The nucleus was subsequently phacoemulsified and aspirated. The remaining cortical material was irrigated and aspirating using the I&A handpiece.

Additional viscoelastic material was used to reform the capsular bag. The 3.0 mm tunnel incision was enlarged slightly using the diamond blade. The intraocular lens was then inserted through the tunnel with the haptics in the bag. The optic was then centered and the haptics rotated horizontally.

The remaining viscoelastic material was then aspirated out of the anterior chamber. Balanced salt solution was injected through the paracentesis to reform the anterior chamber and normalize intraocular pressure. A watertight seal of the corneoscleral incision was verified by using Weck-Cel blotting. The conjunctiva was then opposed over the incision.

The eye was washed with 100 mg. Rocephin superiorly subconjunctivally. Tobradex ointment was placed in the patient's eye. The eye was patched and shielded.

The patient was taken to the recovery room in satisfactory condition.

nvc
T: [redacted]

[redacted]

[redacted]

GEORGE’S PORTFOLIO

COM 333-01

Leadership and Communication

3 Credit Hours

Introduction

I am George. Iam thirty five years old and am married. We have three children. After graduating from high school, I trained as a combat medic and, later, trained to become a train conductor for the Army. I served my 6 year commitment and was honorably discharged in 2003. My first real job after high school was a route sales driver for APH Distribution. I spent 3 years at APH before leaving to become an inside sales representative at a small industrial distributor, Johnson & Chang, where I spent the next 6 years. After Johnson & Chang, I took a role as an inside sales representative at Erikson Solutions and I spent 4 years in that role. I took over managing the sales team in fall of 2011, growing the team from one to four people. I added the customer service team to my area of responsibilities in October 2013. Today I manage a total of eight people over the sales and customer service team. During my career I have participated in numerous educational classes and seminars focusing on communication and leadership. Some examples of that are DDI leadership courses and L3 (lead self, lead others, and lead leaders). During the DDI courses I took courses such as Effective Communication, Communicating with Impact, Leadership Communication, and Communicating for Performance Improvement. I was able to take away several key principles on how effective and non-effective communications impact work, both mine and the people around me.

I am petitioning for credit in Leadership and Communication. This is a three credit course offered at Fullerton College; course number COM-333-01. Fullerton is a regionally accredited institution. The description of the course is “Leadership competence is the product of communication competence. This course looks at the different approaches to leadership, leadership traits, leadership and team member communication styles, ethical responsibilities of leaders, and the Christ-like model of servant leadership.” (Course Description, 2014)

The objectives and learning outcomes are:

1. Identify and understand his or her personal leadership style.

2. Understand current leadership research and theory.

3. Integrate leadership principles into daily living.

4. Understand the ethical responsibility that leadership roles demand.

5. Apply Christian principles to all leadership literature, personal behavior, and decision making.

I believe that my previous work history coupled with my formal and informal education has helped me to learn and demonstrate the learning outcomes and objectives listed above. The experience in learning different communication and leadership styles and then putting those into practice has allowed me to understand what my strengths are as well as where I have opportunities to improve my leadership style. Being able to understand how my words are perceived and how they impact others has allowed me to tailor each message individually and become a much more effective leader and communicator. Being able to learn from failures has also let me share those experiences with others so that they may learn from my mistakes and missteps. I will cover the course learning objectives in the order they are in above while demonstrating that I understand my ethical responsibilities and how I use Christian principles throughout the three main objectives. I feel confident that I will show that I am competent in the objectives required for the course so that I may earn credit for it.

Course learning

The first learning objective in the course description is to identify and understand his or her personal leadership style. During my career I have been fortunate enough to be a part of a very selective course of training. L3 is a training workshop for top performers and high opportunity individuals. I was able to take part in the spring of 2013. Part of the curriculum is to take a DISC assessment. The DISC assessment provides insight into personality traits and offers a chance to become aware of strengths and opportunities of those traits. I was not surprised that I was classified as a High I, High D. In short this means that my personality is one of dominance and influence. While this is a general profile, it is fairly accurate. This also showed me some of the potential downsides as it relates to leadership style. At times I had trouble with asking and had a tendency to be more direct and “tell”. This could be an issue at times as I could fail to get buy in, and, therefore cooperation from those that report to me. In addition, there were times when social and friendly relationships would be hard to manage. By becoming aware of these traits, I was able to take actions to work to adjust my leadership style. I now am more likely to work with my direct reports to get buy in and approval when change needs to be made. This has led to more positive and lasting improvements being made amongst the team. I have also been able to use my social skills to build better relationships with my team, allowing them, and me, to become more invested in positive outcomes. The DISC also helps me to become aware of the positive attributes of my personality style. Being confident helps me to know that I have put thought into a decision and to trust in that preparation. Being energetic can also be contagious. Showing my team that I am enthusiastic and eager may help them find that extra bit of energy to complete an assigned task or to go the extra mile for a customer. Being aware of both strengths and weaknesses allows I can modify my leadership style and communicate more effectively to my team. It also helps me to become aware of others style and what you may want to avoid. This helps so that you can communicate much more on a one on one level with each individual.

The second learning objective is to understand current leadership research and theory. Over the previous 10 years I have read many books and articles around leadership. I am a subscriber to two e-newsletter providers that offer tips and article to leaders in various industries. These include Talent Management Magazine (Talent Management Home Page) and Chief Learning Officer Magazine (CLO Home Page). The topics covered vary from how to attract talent, how to communicate with different types of employees, and offer real life examples of issues and challenges that face today's leaders and executives. I think the topic that has had the most influence is the work of Development Dimensions International (DDI, 2014) around the topic of empathy. In understanding how showing or not showing empathy to others impacts the workplace and performance, I have been able to show that even though I may disagree with a decision or tactic, I can understand from the other person's perspective and how it might affect them. In understanding behaviors and work styles of my team I have been able to modify feedback to acknowledge, appreciate and understand the perceptions they may have and craft more meaningful messages to them. I have also learned how important it is to learn from other leaders. In finding a mentor I have been able to see how someone else may handle a situation and take away lessons from it. What I would have done differently or what I can take from the outcome to make my leadership style is more effective. Having a sounding board to discuss ideas or issues with and to get feedback is invaluable. I think this has helped me to become an effective leader and I continue to see how I impact the people who report to me. In using empathy to communicate I think my team sees that I can and do take the impact on them into account when making decisions.

The next outcome I will cover is to integrate leadership principles into daily life. As both a manager and father, I have a variety of opportunities to demonstrate, learn, and adjust my leadership style and principles. I have learned that it is very important to remain consistent with my messages. In doing so, the team, or my kids, can predict and expect a consistent message. If my team knows what I expect as an outcome they have the ability to model behaviors that would lead to those outcomes. Being on the same level of understanding allows for more productive discussions on what is and is not working. I also try to use the same, if not a little softer, methods at home with my children. I think that this helps them recognize appropriate behaviors and enhances their natural knowledge of what is right and what is wrong. Just because I work to remain consistent does not mean that I can be inflexible. I understand the need to evolve both as a supervisor and as a parent.

In addition to identifying, understanding, and integrating leadership style into my daily life there is a need to do it ethically and responsibly. These may seem challenging at times but I try to keep in mind that if you are doing what is right, there is not a need to worry about it. Doing what is right is a main Christian principle and aligns with my moral being easily. I don’t have to try to be ethical, I just am. I don’t have to try to a good person, I just am. In relying on my Christian upbringing and beliefs, I am able to concentrate more on getting my team to think along the same ideology. As a Christian, I have a responsibility to treat others how I want to be treated. That includes being fair, honest, and ethical even if it goes against stated business goals.

Conclusion

In summary, I have petitioned for credit for this course because I feel I have demonstrated the core learning outcomes and objectives. I think I have identified and understand who I am as a leader. In doing so I am able to recognize and adapt my behaviors more effectively. In reading on current theories of leadership I am able to learn new methods and work to improve myself as a leader. I try to live with the mentality that I should never stop learning and never stop trying to improve. I feel that not only do I owe it to those that report to me, but also owe it to myself to work to become the best person that I can be. By making leadership principles a part of who I am and how I work I feel that I offer my employees (and kids) a clear and consistent message so that they know what to expect and in turn what I expect from them. I plan to continue to learn how the best leaders lead and how I can adapt my leadership style. This type of learning cannot have a deadline; it needs to be a part of who I am and how I operate.

Works Cited

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Student Name
Address
Contact numbers

OBJECTIVE: Obtaining a Sales and Marketing position in which I am able to use the skills, knowledge and experience I have gained through my current and previous occupations.

PERSONAL SKILLS: 15 years' experience in customer support, sales and, service
12 years' experience generating leads and maintaining customer relationships
Proficient with Microsoft Office products
Hardworking, energetic and results orientated

EMPLOYMENT
X City
September 2013-Present - Inside Sales and Customer Service Manager
Manage both inbound and outbound customer service teams. Train and coach team for improvement. Measure and report sales and order metrics. Responsible for managing on time delivery commitments to customers, this includes leading a cross functional team to improve results. Improved results from 77% to 85% in first 6 months. Improve efficiencies of customer service tasks including inbound call routing, out bound list creation as well as improve overall customer satisfaction metrics.
November 2010-September 2013 - Inside Sales Manager
Manage Key Accounts. Lead team of inside sales representatives by preparing call activities, monitoring and reporting results to leadership as well as coaching for better results. Successfully implemented regimented retention program and increasing average customer orders/ year by 20% in 1st year. Rebuilt inside sales program from one person to 4 currently through measurable and repeatable results.
October 2006-November 2010 - Inside Sales Representative
Initial job responsibility was making outbound calls to assigned customer base within the truck and trailer industry, performing quoting functions and fielding service/product related questions as well as making calls on targeted call campaigns. Current job functions are monitoring all top customers regardless of industry, preparing all quotes, sample requests, and handling technical product questions. I have become involved in working with sister companies to cross sell X City items into current North American Electrical customers as well as selling and marketing sister company products through X City. I have participated in LEAD events to include SKU rationalization and credit processes as well as am a current member of an MBF growth team.

X & Y Co
October 2000-September 2006 Inside Sales/Purchasing
Answering incoming phone calls from customers looking to place an order, purchasing products to fulfill orders and maintain adequate inventory, generating quotations for customers, general support of outside salespeople, aid in the shipping of customer orders, generating marketing ideas and implementing those plans, basic computer problem solving, general building maintenance, working in the manufacturing of simple electric hand tools, assisting with manufacturing when needed.

EDUCATION
August 1993-June 1997 X High School
January 2011-September 2013 - X – Business Management Program
May 2014 – Present – X College – Business Management & Leadership (BML)

January 1998-March 2004 United States Army Reserves
91B10 Combat Medic
88U10 Train Crew Member
Achieved the rank of Specialist (E-4)

[redacted]

[redacted]

[redacted] DEPARTMENT OF HEALTH
DIVISION OF EMERGENCY MEDICAL SERVICES

CERTIFICATE OF
COMPLETION

EMERGENCY MEDICAL SERVICES PROGRAM

[redacted]

has completed the requirements and met the standards prescribed by the NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION for

EMT-PARAMEDIC

In testimony whereof,
this Certificate is
given on

[redacted]

[redacted]

Deputy Secretary for
Public Health Programs

[redacted]

Feedback Report

Leadership Mirror®
Actuant

Subject Name:
[redacted]

Standard 360 Survey

[redacted]

Interpreting Your Reports

What is Multirater Feedback?

Multirater feedback enables an organization's employees to receive insights from a variety of internal and external people on their level of perceived effectiveness in a number of performance areas. Specific items are rated and then rolled up into an overall score in the broader performance area.

What is the Value of Feedback?

Knowing whether others' perceptions of you are similar or different from your own can provide you with significant insight into your strengths and development needs.

The table below illustrates the significance of the combination of self vs. others' feedback.

Self-Evaluation

		Low	Medium	High
Ratings from Others	**High**	Pleasant Surprise	Pleasant Surprise	Strength
	Medium	Pleasant Surprise	Opportunity	Blind Spot
	Low	Opportunity	Blind Spot	Blind Spot

- Pleasant Surprise: Others rated you higher than you rated yourself.
- Blind Spot: Others rated you lower than you rated yourself.
- Strength: You and others agree that you are at a moderate or high level in the performance area.
- Opportunity: You and others agree that you are at a lower-than-moderate level in the performance area.

What Reports are Available?

The following reports are available. They are listed in the order they will appear/print if selected:
- Summary Report
- Detail Report
- Top Strengths/Top Opportunities for Development Report
- Open-Ended Comments Report
- Performance Area and Item List Report

Interpreting Your Reports

Summary Report

The Summary report provides a rank order of all performance areas, from your strongest area to the area needing the most development, based on the average score of all respondents. If you completed a self-evaluation, the average score does not include your self-rating. (If no one else rated you, the performance areas are ranked based on your self-evaluation.)

The first column in the report presents the performance areas, ranked from the highest rated to the lowest.

The second column emphasizes that these ratings are from all others and self.

The bar chart in the third column provides the average ratings for each performance area. Respondents' ratings are shown in the "All Others" bar. Your self-evaluation is shown in the "Self" bar.

Note: Respondents do not specifically rate the broader performance areas in the survey. Instead, they rate individual items within each performance area. The ratings for these items are then averaged to compile the overall performance area rating.

If your organization has elected to include the "Survey Average," that measure will appear in the column to the graph's right. Survey averages reflect the average scores for all subjects in your organization who participated in the survey.

If your organization used multiple rating scales, the measures for the second rating scale will be shown in the graph as a hash mark. Both the measures for the second rating scale and the difference between the two measures will be presented in columns to the graph's right.

If your organization has elected to show the "Norm" scores, that measure will appear in the column to the graph's right. Norms provide average scores for thousands of subjects across many organizations that have conducted similar surveys.

Interpreting Your Reports

Detail Report

The Detail report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. This report provides detail on how you were rated by the respondents and the extent to which the ratings differ from item to item and relationship to relationship, as well as how they compare to your self-evaluation.

The first column, first row of this report presents the performance area (shown in capital letters) that was evaluated. The remaining rows in the first column list the items under the performance area that were rated.

Note: Use the items to help you understand the meaning of the performance area and to interpret your overall performance area rating. At the same time, keep in mind that performance area ratings are derived from responses to multiple survey items, while the ratings for items are based on single responses. For this reason, when interpreting your results emphasize overall performance area ratings.

The second column lists the relationship groups of your respondents, such as Self, Mgr (manager), Peer, etc., as well as All respondents. The number in the third column to the right of each relationship represents the number (n) of respondents for that item.

The bar chart in the fourth column provides the average ratings by group for each performance area and item. To protect respondents' anonymity, if fewer than the minimum number of respondents per group rated you, then the scores for that group are left blank, but are rolled into "All." These respondents are included in "n" for the Anon group, but Anon does not show any ratings.

The "Rate Dist%" listed beneath the "All" bar displays the distribution of responses for each point on the rating scale (i.e., the percentage of respondents who rated you 3.00, the percentage of respondents who rated you 4.00, etc.).

The "Gap from Self" column to the graph's right represents the difference between your self-ratings and the average rating by relationship on each performance area and item. For example, if you rated yourself 5.00 and your manager rated you 4.00, the "Gap from Self" is -1.00.

If your organization has elected to include the "Range of Scores," that measure will appear in the column to the graph's right. Range of Scores represents the actual range of scores (from low to high) that were collected by group for each performance area and item, adding an indication of the amount of agreement (or lack of) among respondents.

If your organization has elected to include the "Survey Average," that measure will appear in the column to the graph's right. Survey averages reflect the average scores for all subjects in your organization who participated in the survey.

If your organization used multiple rating scales, the measures for the second rating scale will be shown in the graph as a hash mark. Both the measures for the second rating scale and the difference between the two measures will be presented in columns to the graph's right.

Interpreting Your Reports

Top Strengths/Top Opportunities for Development Report

The Top Strengths / Top Opportunities for Development report lists the individual items that were rated, on average, as the highest and lowest among all items on the survey.

Note: Some items on your survey might not be shown on this report either because the items have no score or because the average score fell between the top strengths and development opportunities.

The purpose of this report is to direct you to high-impact areas. Top strengths are those behaviors that are significant enablers of your success and that you might leverage for even greater challenges and achievement. Top development opportunities are those behaviors on which you can focus to significantly improve overall performance.

These two lists also help identify insights that might not otherwise be readily apparent in the data organized by performance area.

Keep in mind that the ratings in this report are based on single item responses, while performance area ratings on other reports are derived from responses to multiple survey items. For this reason, when interpreting your results emphasize the overall performance area ratings provided in other reports.

The first column presents the items, ranked either from the highest rated to the lowest (strengths) or from the lowest rated to the highest (opportunities).

Note: This column presents a maximum of 10 items. If the survey contains fewer than 20 total items, it's possible that items will appear on both the top strengths list and the top opportunities list.

The second column emphasizes that these ratings are from all others and self.

The bar chart in the third column provides the average ratings for each item. Respondents' ratings are shown by the "All Others" bar. Your self-rating is shown by the "Self" bar.

If your organization has elected to include the "Survey Average," that measure will appear in the column to the graph's right. Survey averages reflect the average scores for all subjects in your organization who participated in the survey.

The "Gap from Self" column to the graph's right represents the difference between your self-evaluation and the average rating on each item. For example, if you rated yourself 5.00 and your respondents' average rating was 4.00, the "Gap from Self" is -1.00.

Interpreting Your Reports

Open-Ended Comments Report

The Open-Ended Comments Report lists all the comments you received from respondents (if your survey invited comments through an open-ended question at the end of the survey and/or additional comments for each performance area).

The first section shows the open-ended question text. The second section randomly lists the comments respondents provided to the open-ended question. The third section randomly lists the additional comments respondents provided for each performance area.

Performance Area and Item List Report

The Performance Area and Item List Report shows the names and definitions of each performance area, with the name and description of each item associated with that performance area. Performance areas are listed alphabetically. Items under each performance area are listed in the order they appear during the survey.

Rating Scales

The survey used the following rating scale(s):

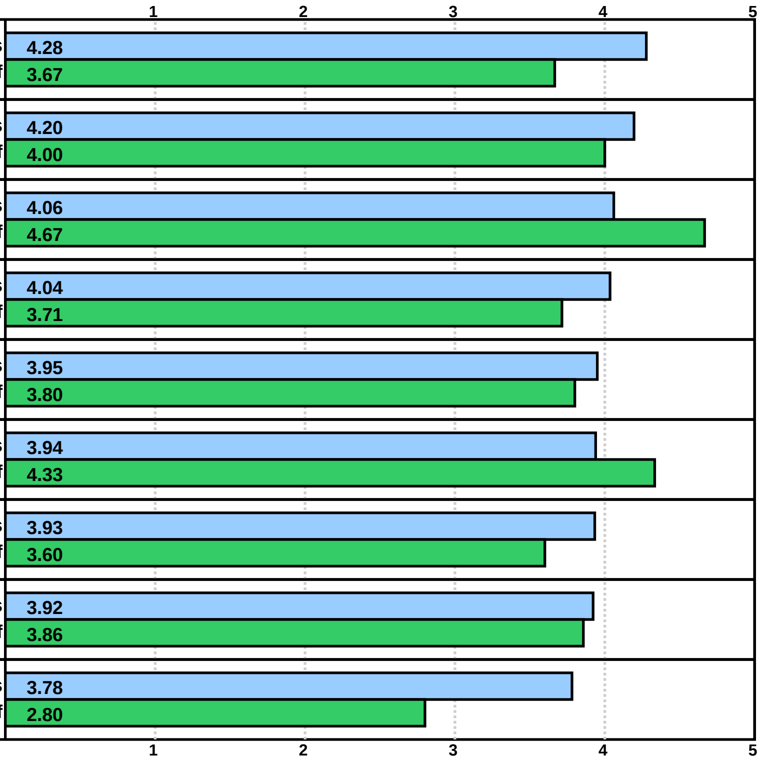
Rating Scale: Current Proficiency

Label	Value	Name/Description
1	**1**	**Very Low Level** Not proficient in this element.
2	**2**	**Low Level** Minimally proficient in this element; has little knowledge, skill, and/or ability in this element and has developed little in this area.
3	**3**	**Moderate Level** Somewhat proficient in this element; has sufficient knowledge, skill, and/or ability in this element and has developed moderately in this area.
4	**4**	**High Level** Very proficient in this element; has a great deal of knowledge, skill, and/or ability in this element and is well developed in this area.
5	**5**	**Very High Level** Fully proficient in this element; has extensive knowledge, skill, and/or ability in this element and has developed to a high degree in this area.
N	**--**	**Not Applicable** No opportunity to demonstrate or observe this particular element.

Summary Report

This report provides a rank order for all performance areas, from your strongest area to your area needing the most development, based on the average rating from all respondents. If you completed a self-evaluation, the average rating does not include your self-rating. (If others did not rate you, the performance areas are ranked based on your self-evaluation.) For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents



Performance Areas	Relation		Norm
Adaptability	All Others	4.28	3.95
	Self	3.67	
Driving for Results	All Others	4.20	--
	Self	4.00	
Courage	All Others	4.06	--
	Self	4.67	
Decision Making	All Others	4.04	3.90
	Self	3.71	
Business Acumen	All Others	3.95	--
	Self	3.80	
Accurate Self-Insight	All Others	3.94	3.68
	Self	4.33	
Building Partnerships	All Others	3.93	3.76
	Self	3.60	
Managing Conflict	All Others	3.92	3.73
	Self	3.86	
Innovation	All Others	3.78	3.74
	Self	2.80	

Standard 360 Survey, [redacted]

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
ADAPTABILITY (Overall performance area combines scores from all items below)	Self	3	3.67		3-4
	Mgr	3	4.33	0.67	4-5
	Peer	12	3.92	0.25	3-4
	DR				
	IC	9	4.55	0.89	3-5
	Oth				
	Anon	12			
	All	36	4.28	0.61	3-5
	Rate Dist%		6 61 33		
Tries to understand changes Actively seeks information about new work situations; strives to understand the rationale and implications for changes in work responsibilities or environment	Self	1	3.00		3-3
	Mgr	1	4.00	1.00	4-4
	Peer	4	4.00	1.00	4-4
	DR				
	IC	3	4.67	1.67	4-5
	Oth				
	Anon	4			
	All	12	4.33	1.33	4-5
	Rate Dist%		67 33		
Approaches change or newness positively Treats change and new situations as opportunities for learning or growth; identifies the benefits of change; speaks positively about the change to others.	Self	1	4.00		4-4
	Mgr	1	5.00	1.00	5-5
	Peer	4	3.75	-0.25	3-4
	DR				
	IC	3	4.33	0.33	3-5
	Oth				
	Anon	4			
	All	12	4.25	0.25	3-5
	Rate Dist%		17 42 42		
Adjusts behavior Quickly modifies behavior to deal effectively with changes in the work environment; tries new approaches appropriate for new or changed situations; does not persist with ineffective behaviors.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	4.00	0.00	4-4
	DR				
	IC	3	4.67	0.67	4-5
	Oth				
	Anon	4			
	All	12	4.25	0.25	4-5
	Rate Dist%		75 25		
			1 2 3 4 5		

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
DRIVING FOR RESULTS (Overall performance area combines scores from all items below)	Self	4	4.00		4-4
	Mgr	4	4.00	0.00	4-4
	Peer	16	3.88	-0.13	3-5
	DR				
	IC	12	4.42	0.42	3-5
	Oth				
	Anon	14			
	All	46	4.20	0.20	3-5
	Rate Dist%		13 54 33		
Stays focused Remains self-disciplined; measures progress and evaluates results; reprioritizes as appropriate; prevents irrelevant issues or distractions from interfering with timely completion of important tasks.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	4.00	0.00	3-5
	DR				
	IC	3	4.67	0.67	4-5
	Oth				
	Anon	3			
	All	11	4.36	0.36	3-5
	Rate Dist%		18 27 55		
Establishes stretch goals Establishes challenging goals for self and others that are designed to achieve exceptional business results.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	4.00	0.00	4-4
	DR				
	IC	3	4.33	0.33	3-5
	Oth				
	Anon	3			
	All	11	4.18	0.18	3-5
	Rate Dist%		9 64 27		
Targets opportunities Systematically evaluates business opportunities, targeting those with the greatest potential for producing positive business results.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.75	-0.25	3-4
	DR				
	IC	3	4.33	0.33	3-5
	Oth				
	Anon	4			
	All	12	4.17	0.17	3-5
	Rate Dist%		17 50 33		
Achieves goals Works tenaciously to overcome obstacles and to meet or exceed goals; derives satisfaction from achieving "stretch" goals.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.75	-0.25	3-4
	DR				
	IC	3	4.33	0.33	4-5
	Oth				
	Anon	4			
	All	12	4.08	0.08	3-5
	Rate Dist%		8 75 17		

1 2 3 4 5

Standard 360 Survey, [redacted]

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
COURAGE (Overall performance area combines scores from all items below)	Self	3	4.67		4-5
	Mgr	3	3.67	-1.00	3-4
	Peer	12	3.92	-0.75	3-5
	DR				
	IC	9	4.33	-0.33	3-5
	Oth				
	Anon	9			
	All	33	4.06	-0.61	3-5
	Rate Dist%		27 39 33		
Takes personal accountability Accepts personal risks and / or consequences of failure and persists even in the face of opposition or fear.	Self	1	5.00		5-5
	Mgr	1	4.00	-1.00	4-4
	Peer	4	4.00	-1.00	3-5
	DR				
	IC	3	4.33	-0.67	3-5
	Oth				
	Anon	3			
	All	11	4.27	-0.73	3-5
	Rate Dist%		18 36 45		
Takes a stand Challenges popular values, opinions, and decisions to ensure that actions taken are in the organization's best interests; diplomatically says what needs to be said even in the face of pressure or conflict; offers direct and candid feedback.	Self	1	5.00		5-5
	Mgr	1	4.00	-1.00	4-4
	Peer	4	4.25	-0.75	3-5
	DR				
	IC	3	4.33	-0.67	3-5
	Oth				
	Anon	3			
	All	11	4.18	-0.82	3-5
	Rate Dist%		27 27 45		
Initiates bold action Takes critical action to achieve breakthrough results despite the uncertainty of outcomes; confronts difficult problems early.	Self	1	4.00		4-4
	Mgr	1	3.00	-1.00	3-3
	Peer	4	3.50	-0.50	3-4
	DR				
	IC	3	4.33	0.33	4-5
	Oth				
	Anon	3			
	All	11	3.73	-0.27	3-5
	Rate Dist%		36 55 9		

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
DECISION MAKING (Overall performance area combines scores from all items below)	Self	7	3.71		3-5
	Mgr	7	4.00	0.29	3-5
	Peer	28	3.54	-0.18	2-5
	DR				
	IC	21	4.24	0.52	3-5
	Oth				
	Anon	28			
	All	84	4.04	0.32	2-5
	Rate Dist%		4 23 40 33		
Commits to action Makes decisions within a reasonable time.	Self	1	5.00		5-5
	Mgr	1	5.00	0.00	5-5
	Peer	4	4.25	-0.75	3-5
	DR				
	IC	3	4.33	-0.67	3-5
	Oth				
	Anon	4			
	All	12	4.58	-0.42	3-5
	Rate Dist%		17 8 75		
Gathers information Identifies the need for and collects information to better understand issues, problems, and opportunities.	Self	1	3.00		3-3
	Mgr	1	3.00	0.00	3-3
	Peer	4	3.75	0.75	3-4
	DR				
	IC	3	4.33	1.33	3-5
	Oth				
	Anon	4			
	All	12	4.17	1.17	3-5
	Rate Dist%		25 33 42		
Identifies issues, problems, and opportunities Recognizes issues, problems, or opportunities and determines whether action is needed.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.75	-0.25	3-4
	DR				
	IC	3	4.33	0.33	3-5
	Oth				
	Anon	4			
	All	12	4.00	0.00	3-5
	Rate Dist%		25 50 25		
Involves others Includes others in the decision-making process as warranted to obtain good information, make the most appropriate decisions, and ensure buy-in and understanding of the resulting decisions.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.25	-0.75	2-5
	DR				
	IC	3	4.33	0.33	3-5
	Oth				
	Anon	4			
	All	12	4.00	0.00	2-5
	Rate Dist%		17 8 33 42		

1 2 3 4 5

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
Chooses appropriate action Formulates clear decision criteria; evaluates options by considering implications and consequences; chooses an effective option.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.50	-0.50	3-4
	DR				
	IC	3	4.33	0.33	3-5
	Oth				
	Anon	4			
	All	12	3.92	-0.08	3-5
	Rate Dist%		25 58 17		
Generates alternatives Creates relevant options for addressing problems/opportunities and achieving desired outcomes.	Self	1	3.00		3-3
	Mgr	1	4.00	1.00	4-4
	Peer	4	3.25	0.25	3-4
	DR				
	IC	3	4.00	1.00	3-5
	Oth				
	Anon	4			
	All	12	3.83	0.83	3-5
	Rate Dist%		33 50 17		
Interprets information Integrates information from a variety of sources; detects trends, associations, and cause-effect relationships.	Self	1	3.00		3-3
	Mgr	1	4.00	1.00	4-4
	Peer	4	3.00	0.00	2-4
	DR				
	IC	3	4.00	1.00	3-5
	Oth				
	Anon	4			
	All	12	3.75	0.75	2-5
	Rate Dist%		8 25 50 17		

1 2 3 4 5

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
BUSINESS ACUMEN (Overall performance area combines scores from all items below)	Self	5	3.80		3-5
	Mgr	5	3.20	-0.60	3-4
	Peer	20	3.45	-0.35	2-5
	DR				
	IC	15	4.53	0.73	3-5
	Oth				
	Anon	20			
	All	60	3.95	0.15	2-5
	Rate Dist%		3 30 35 32		
Understands the industry Understands the industry in which the organization operates (trends, customers, competition, market share, etc.).	Self	1	4.00		4-4
	Mgr	1	3.00	-1.00	3-3
	Peer	4	4.00	0.00	3-5
	DR				
	IC	3	4.67	0.67	4-5
	Oth				
	Anon	4			
	All	12	4.25	0.25	3-5
	Rate Dist%		17 42 42		
Understands business functions Understands the nature and interdependencies of business functions and supporting processes (R&D, marketing, finance, operations, etc.)	Self	1	5.00		5-5
	Mgr	1	4.00	-1.00	4-4
	Peer	4	3.50	-1.50	3-5
	DR				
	IC	3	4.67	-0.33	4-5
	Oth				
	Anon	4			
	All	12	4.17	-0.83	3-5
	Rate Dist%		25 33 42		
Leverages one's understanding Uses understanding of business, industry, and own organization's performance to maximize results, limit risk, and effectively direct own department, team, or the organization.	Self	1	4.00		4-4
	Mgr	1	3.00	-1.00	3-3
	Peer	4	3.75	-0.25	3-5
	DR				
	IC	3	4.67	0.67	4-5
	Oth				
	Anon	4			
	All	12	4.17	0.17	3-5
	Rate Dist%		25 33 42		
Integrates Integrates economic, financial, market, and industry data from multiple sources to identify critical business issues; articulates the implications of business trends for own department or team as well as the broader organization.	Self	1	3.00		3-3
	Mgr	1	3.00	0.00	3-3
	Peer	4	3.00	0.00	2-4
	DR				
	IC	3	4.33	1.33	3-5
	Oth				
	Anon	4			
	All	12	3.67	0.67	2-5
	Rate Dist%		8 33 42 17		
			1 2 3 4 5		

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
Analyzes Uses economic, financial, market, and industry data to assess current business strategies and tactics or to evaluate specific business opportunities; identifies trends and anticipates their impact.	Self	1	3.00		3-3
	Mgr	1	3.00	0.00	3-3
	Peer	4	3.00	0.00	2-4
	DR				
	IC	3	4.33	1.33	3-5
	Oth				
	Anon	4			
	All	12	3.50	0.50	2-5
	Rate Dist%		8 50 25 17		

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
ACCURATE SELF-INSIGHT (Overall performance area combines scores from all items below)	Self	3	4.33		4-5
	Mgr	3	4.00	-0.33	3-5
	Peer	12	3.33	-1.00	2-5
	DR				
	IC	9	4.44	0.11	3-5
	Oth				
	Anon	9			
	All	33	3.94	-0.39	2-5
	Rate Dist%		3 30 36 30		
Self-assesses Demonstrates a willingness to reflect upon own development and growth as a continuous process; understands own progress toward development goals; seeks to understand blind spots in own behavior.	Self	1	5.00		5-5
	Mgr	1	5.00	0.00	5-5
	Peer	4	3.75	-1.25	3-5
	DR				
	IC	3	4.33	-0.67	3-5
	Oth				
	Anon	3			
	All	11	4.27	-0.73	3-5
	Rate Dist%		27 18 55		
Understands impact Continually assesses and appreciates the impact of own behavior upon others and the environment; considers alternatives in behavior based upon understanding of own impact and desired outcomes.	Self	1	4.00		4-4
	Mgr	1	3.00	-1.00	3-3
	Peer	4	3.25	-0.75	3-4
	DR				
	IC	3	4.67	0.67	4-5
	Oth				
	Anon	3			
	All	11	3.82	-0.18	3-5
	Rate Dist%		36 45 18		
Invites feedback Proactively seeks feedback from others; creates an environment where individuals are comfortable providing constructive feedback; responds appropriately to feedback; demonstrates a willingness to seriously consider feedback received and its implications for behavior.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.00	-1.00	2-4
	DR				
	IC	3	4.33	0.33	3-5
	Oth				
	Anon	3			
	All	11	3.73	-0.27	2-5
	Rate Dist%		9 27 45 18		

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

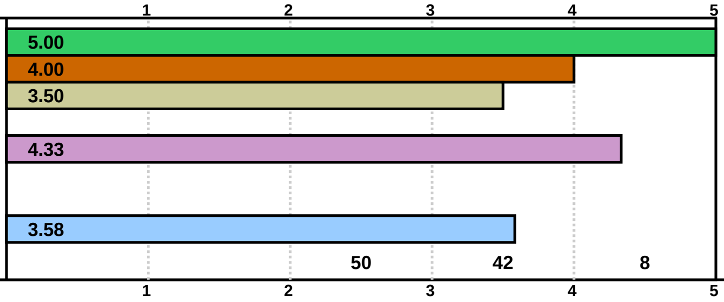
PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
BUILDING PARTNERSHIPS (Overall performance area combines scores from all items below)	Self	5	3.60		2-5
	Mgr	5	4.00	0.40	4-4
	Peer	20	3.65	0.05	3-4
	DR				
	IC	15	4.47	0.87	3-5
	Oth				
	Anon	20			
	All	60	3.93	0.33	3-5
	Rate Dist%		25 57 18		
Identifies partnership needs Analyzes the organization and own area to identify key relationships that should be initiated or improved to further the attainment of own area's goals.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	4.00	0.00	4-4
	DR				
	IC	3	4.67	0.67	4-5
	Oth				
	Anon	4			
	All	12	4.25	0.25	4-5
	Rate Dist%		75 25		
Explores partnership opportunities Exchanges information with potential partner areas to clarify partnership benefits and potential problems; collaboratively determines the scope and expectations of the partnership so that both areas' needs can be met.	Self	1	3.00		3-3
	Mgr	1	4.00	1.00	4-4
	Peer	4	3.50	0.50	3-4
	DR				
	IC	3	4.33	1.33	4-5
	Oth				
	Anon	4			
	All	12	4.00	1.00	3-5
	Rate Dist%		25 50 25		
Formulates action plans Collaboratively determines courses of action to realize mutual goals; facilitates agreement on each partner's responsibilities and needed support.	Self	1	2.00		2-2
	Mgr	1	4.00	2.00	4-4
	Peer	4	3.75	1.75	3-4
	DR				
	IC	3	4.67	2.67	4-5
	Oth				
	Anon	4			
	All	12	3.92	1.92	3-5
	Rate Dist%		25 58 17		
Subordinates own area's goals Places higher priority on organization's goals than on own area's goals; anticipates effects of own area's actions and decisions on partners; influences others to support partnership objectives.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.50	-0.50	3-4
	DR				
	IC	3	4.33	0.33	3-5
	Oth				
	Anon	4			
	All	12	3.92	-0.08	3-5
	Rate Dist%		25 58 17		

1 2 3 4 5

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents



PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
Monitors partnership Implements effective means for monitoring and evaluating the partnership process and the attainment of mutual goals.	Self	1	5.00		5-5
	Mgr	1	4.00	-1.00	4-4
	Peer	4	3.50	-1.50	3-4
	DR				
	IC	3	4.33	-0.67	4-5
	Oth				
	Anon	4			
	All	12	3.58	-1.42	3-5
	Rate Dist%		50 42 8		

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
MANAGING CONFLICT (Overall performance area combines scores from all items below)	Self	7	3.86		3-4
	Mgr	7	3.71	-0.14	3-4
	Peer	28	3.46	-0.39	2-5
	DR				
	IC				
	Oth				
	Anon	42			
	All	77	3.92	0.07	2-5
	Rate Dist%		3 27 45 25		
Stays focused on resolution Stays focused on resolving the conflict and avoids personal issues and attacks.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.50	-0.50	3-4
	DR				
	IC				
	Oth				
	Anon	6			
	All	11	4.18	0.18	3-5
	Rate Dist%		18 45 36		
Opens discussions effectively Establishes a clear and compelling rationale for resolving the conflict.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.75	-0.25	3-4
	DR				
	IC				
	Oth				
	Anon	6			
	All	11	4.00	0.00	3-5
	Rate Dist%		18 64 18		
Clarifies the current situation Collects information from relevant sources to understand the conflict.	Self	1	4.00		4-4
	Mgr	1	3.00	-1.00	3-3
	Peer	4	3.75	-0.25	3-5
	DR				
	IC				
	Oth				
	Anon	6			
	All	11	4.00	0.00	3-5
	Rate Dist%		36 27 36		
Develops others' and own ideas Presents and seeks potential solutions or positive courses of action.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.50	-0.50	3-4
	DR				
	IC				
	Oth				
	Anon	6			
	All	11	4.00	0.00	3-5
	Rate Dist%		18 64 18		

1 2 3 4 5

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
Initiates action Takes positive action to resolve the conflict in a way that addresses the issue, dissipates the conflict, and maintains the relationship.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.75	-0.25	3-5
	DR				
	IC				
	Oth				
	Anon	6			
	All	11	3.91	-0.09	3-5
	Rate Dist%		36 36 27		
Closes discussions with clear summaries Summarizes to ensure that all are aware of agreements and required actions.	Self	1	4.00		4-4
	Mgr	1	4.00	0.00	4-4
	Peer	4	3.25	-0.75	3-4
	DR				
	IC				
	Oth				
	Anon	6			
	All	11	3.82	-0.18	3-5
	Rate Dist%		36 45 18		
Remains open to all sides Objectively views the conflict from all sides.	Self	1	3.00		3-3
	Mgr	1	3.00	0.00	3-3
	Peer	4	2.75	-0.25	2-4
	DR				
	IC				
	Oth				
	Anon	6			
	All	11	3.54	0.55	2-5
	Rate Dist%		18 27 36 18		

Standard 360 Survey, [redacted]

Detail Report

This report provides an overall summary for each performance area followed by detailed scores for each item by relationship group. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
INNOVATION (Overall performance area combines scores from all items below)	Self	5	2.80		2-3
	Mgr	5	3.80	1.00	3-4
	Peer	20	3.45	0.65	3-4
	DR				
	IC	15	4.20	1.40	3-5
	Oth				
	Anon	15			
	All	55	3.78	0.98	3-5
	Rate Dist%		40 42 18		
Ensures relevance Targets important areas for innovation and develops solutions that address meaningful work issues.	Self	1	3.00		3-3
	Mgr	1	4.00	1.00	4-4
	Peer	4	3.50	0.50	3-4
	DR				
	IC	3	4.33	1.33	3-5
	Oth				
	Anon	3			
	All	11	4.00	1.00	3-5
	Rate Dist%		27 45 27		
Leverages diverse resources Draws upon multiple and diverse sources (individuals, disciplines, bodies of knowledge) for ideas and inspiration.	Self	1	3.00		3-3
	Mgr	1	3.00	0.00	3-3
	Peer	4	3.50	0.50	3-4
	DR				
	IC	3	4.33	1.33	3-5
	Oth				
	Anon	3			
	All	11	3.82	0.82	3-5
	Rate Dist%		36 45 18		
Thinks expansively Combines ideas in unique ways or makes connections between disparate ideas; explores different lines of thought; views situations from multiple perspectives; brainstorms multiple approaches/solutions.	Self	1	3.00		3-3
	Mgr	1	4.00	1.00	4-4
	Peer	4	3.50	0.50	3-4
	DR				
	IC	3	4.33	1.33	3-5
	Oth				
	Anon	3			
	All	11	3.82	0.82	3-5
	Rate Dist%		36 45 18		
Evaluates multiple solutions Examines numerous potential solutions and evaluates each before accepting any.	Self	1	2.00		2-2
	Mgr	1	4.00	2.00	4-4
	Peer	4	3.50	1.50	3-4
	DR				
	IC	3	4.00	2.00	3-5
	Oth				
	Anon	3			
	All	11	3.82	1.82	3-5
	Rate Dist%		36 45 18		

1 2 3 4 5

Detail Report

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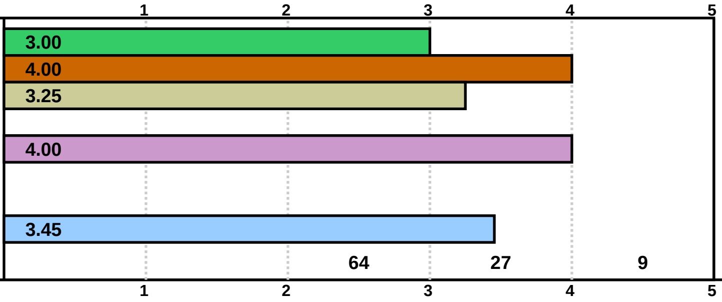
Report Based on 12 of 15 Respondents



PERFORMANCE AREA / Item	Relation	n	1 2 3 4 5	Gap from Self	Range of Scores
Challenges paradigms Identifies implicit assumptions in the way problems or situations are defined or presented; sees alternative ways to view or define problems; is not constrained by the thoughts or approaches of others.	Self	1	3.00		3-3
	Mgr	1	4.00	1.00	4-4
	Peer	4	3.25	0.25	3-4
	DR				
	IC	3	4.00	1.00	3-5
	Oth				
	Anon	3			
	All	11	3.45	0.45	3-5
	Rate Dist%		64 27 9		

Top Strengths

This report lists the individual items that were rated, on average, as the highest and lowest among all items on the survey. Some items on your survey may not be shown on this report either because the items have no score or because the average score fell between the top strengths and development opportunities. Keep in mind that the ratings in this report are based on single item responses while performance area ratings on other reports are derived from responses to multiple survey items. For this reason, emphasize the overall performance area ratings provided in other reports when interpreting your results. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

Items	Relation	1 2 3 4 5	Gap From Self
Commits to action Makes decisions within a reasonable time. (Decision Making)	All Others	4.58	-0.42
	Self	5.00	
Stays focused Remains self-disciplined; measures progress and evaluates results; reprioritizes as appropriate; prevents irrelevant issues or distractions from interfering wi... (Driving for Results)	All Others	4.36	0.36
	Self	4.00	
Tries to understand changes Actively seeks information about new work situations; strives to understand the rationale and implications for changes in work responsibilities or environment (Adaptability)	All Others	4.33	1.33
	Self	3.00	
Self-assesses Demonstrates a willingness to reflect upon own development and growth as a continuous process; understands own progress toward development goal... (Accurate Self-Insight)	All Others	4.27	-0.73
	Self	5.00	
Takes personal accountability Accepts personal risks and / or consequences of failure and persists even in the face of opposition or fear. (Courage)	All Others	4.27	-0.73
	Self	5.00	
Approaches change or newness positively Treats change and new situations as opportunities for learning or growth; identifies the benefits of change; speaks positively about the change to others. (Adaptability)	All Others	4.25	0.25
	Self	4.00	
Adjusts behavior Quickly modifies behavior to deal effectively with changes in the work environment; tries new approaches appropriate for new or changed situations; does n... (Adaptability)	All Others	4.25	0.25
	Self	4.00	
Identifies partnership needs Analyzes the organization and own area to identify key relationships that should be initiated or improved to further the attainment of own area's goals. (Building Partnerships)	All Others	4.25	0.25
	Self	4.00	
Understands the industry Understands the industry in which the organization operates (trends, customers, competition, market share, etc.). (Business Acumen)	All Others	4.25	0.25
	Self	4.00	
Stays focused on resolution Stays focused on resolving the conflict and avoids personal issues and attacks. (Managing Conflict)	All Others	4.18	0.18
	Self	4.00	

Top Opportunities for Development

This report lists the individual items that were rated, on average, as the highest and lowest among all items on the survey. Some items on your survey may not be shown on this report either because the items have no score or because the average score fell between the top strengths and development opportunities. Keep in mind that the ratings in this report are based on single item responses while performance area ratings on other reports are derived from responses to multiple survey items. For this reason, emphasize the overall performance area ratings provided in other reports when interpreting your results. For a more detailed description of this report and the information it displays, refer to Interpreting Your Reports.

Report Based on 12 of 15 Respondents

Items	Relation	1 2 3 4 5	Gap From Self
Challenges paradigms Identifies implicit assumptions in the way problems or situations are defined or presented; sees alternative ways to view or define problems; is not constrained ... (Innovation)	**All Others** **Self**	3.45 3.00	0.45
Analyzes Uses economic, financial, market, and industry data to assess current business strategies and tactics or to evaluate specific business opportunities; identifi... (Business Acumen)	**All Others** **Self**	3.50 3.00	0.50
Remains open to all sides Objectively views the conflict from all sides. (Managing Conflict)	**All Others** **Self**	3.54 3.00	0.55
Monitors partnership Implements effective means for monitoring and evaluating the partnership process and the attainment of mutual goals. (Building Partnerships)	**All Others** **Self**	3.58 5.00	-1.42
Integrates Integrates economic, financial, market, and industry data from multiple sources to identify critical business issues; articulates the implications of business trends f... (Business Acumen)	**All Others** **Self**	3.67 3.00	0.67
Initiates bold action Takes critical action to achieve breakthrough results despite the uncertainty of outcomes; confronts difficult problems early. (Courage)	**All Others** **Self**	3.73 4.00	-0.27
Invites feedback Proactively seeks feedback from others; creates an environment where individuals are comfortable providing constructive feedback; responds appropriately ... (Accurate Self-Insight)	**All Others** **Self**	3.73 4.00	-0.27
Interprets information Integrates information from a variety of sources; detects trends, associations, and cause-effect relationships. (Decision Making)	**All Others** **Self**	3.75 3.00	0.75
Understands impact Continually assesses and appreciates the impact of own behavior upon others and the environment; considers alternatives in behavior based upon understanding ... (Accurate Self-Insight)	**All Others** **Self**	3.82 4.00	-0.18
Closes discussions with clear summaries Summarizes to ensure that all are aware of agreements and required actions. (Managing Conflict)	**All Others** **Self**	3.82 4.00	-0.18

Open-Ended Comments Report

This report lists the comments you received in response to the Open-Ended Question at the end of the survey. The comments are sequenced in a random order.

Open-Ended Question

Considering the person's total performance and contribution to the organization, what do you think is this person's single greatest strength, and what do you think is the one improvement area that, if met, would have the greatest impact on this person's performance?

Comments

[redacted] is very discipline which helps in every area of the business and I believe that is his greatest strength. The one thing I think he should work on is communicating primarily in meeting sometimes he can come across closed minded

[redacted] is a talented individual and provides overall value to the business through willingness to do customer analysis, provide support when needed and idea generation. Where [redacted] could develop and provide even more value to the business is to really take hold of the role and how that role supports the overall business objectives. [redacted] tends to be more focused on achieving his professional and personal goals and trying to tie those in with the business goals. He also needs to better understand how he interacts with his peers and his directs can positively or negatively impact the overall environment.

[redacted] is committed, action oriented, and takes accountability for his departmental responsibilities. A few opportunities for development include: developing and utilizing external data to drive decisions, thinking bigger, and soliciting and incorporating input from multiple sources and individuals in his decision making.

can be counted on going to if in need of a question or concern. really answers in a timly manner and does a great job putting the customer first. Does an excellent job in guiding me in the right direction.

[redacted] has the ability to influence others and take bold action when challenging the status quo. While this sometimes times leads to uncomfortable confrontation, [redacted] is confident enough in his ability to push initiatives he feels will have the most significant impact on the business. This often leads to open debate and ultimately better business decisions.

[redacted] has many promising ideas to help the business grow. If more of his ideas were supplemented with quantitative or concrete qualitative data, I believe the team would be able to better assess some of these initiatives. I'd challenge [redacted] to embrace a management by fact approach to evaluate and prioritize his ideas/opinions and then use his well developed influencing skills to gain buy in from the business.

[redacted] is very dedicated to performing all tasks and duties to as near perfection as possible. A potential improvement for [redacted] would be to continue to work on engaging his peers and subordinates, not only to help him in his decision making processes, but to also allow him personal growth opportunity.

I believe [redacted] is a great sales person. He is a good talker and explains things clearly. He is open for discussion and willing to listen and will give you his honest opinion. [redacted] is always looking for ways to improve Delcity and make them some money!

[redacted] has the personality that allows him to take on any challenge. He is always willing to go the extra yard to do what is best for the company and the customer. I would like to see [redacted] have the ability to branch out into different areas within the Electrical Segment to allow for him to become more well-rounded. I feel that it will help his professional growth.

Although I have only had the pleasure of working with [redacted] on one project I found him to be responsive, quick, thorough and detailed, always willing to take the next step, follow thru and follow up.

Additional Comments by Performance Area

This report lists the additional comments you received for each performance area. The comments are sequenced in a random order.

Accurate Self-Insight

Comments

He has been leading by example it is not do as I say it is do as I do

[redacted] is aware and agressive about his own growth and what he wants to professional achieve. However, this behavior can have a negative impact on the environment around him and how he interacts with his peers and subordinates.

[redacted] is very open to constructive feedback from leadership, but could be more receptive to feedback from peers.

Adaptability

Comments

[redacted] is very adaptable to new environments and can embrace new strategies. Change does not seem to put undue stress on him.

Building Partnerships

Comments

When entering into a partnership, [redacted] clearly explains what he is willing to offer and what his expectations are.

Business Acumen

Comments

[redacted] is very good at analyzing data however I do not think we do enough in this area. I would also like to learn how he and what he looks at.

[redacted] is beginning to understand the market and industry data and how it impacts the business. He has a strong grasp of the overall industry and how the business works within the industry.

[redacted] has an opportunity to increase the value he brings to the organization by better understanding and communicating macro trends in purchasing behavior across customer groups.

Courage

Comments

This is one of [redacted] greatest strengths

[redacted] takes ownership of the initiatives he leads. He does not place blame and accepts the responsibility of his actions.

[redacted] is always willing to share his position, and takes accountability for his actions. He has an opportunity to more proactively identify and pursue significant customer growth opportunities.

Decision Making

Comments

[redacted] willingness to take ownership of assignements tends to lead to not involving others in the decision making process. He leans on 1, maybe 2 people for his sounding board for idea confirmation and or direction.

[redacted] makes very effective use of internal data. We have an opportunity to make better use of external information to understand customer trends and growth limiters.

Driving for Results

Comments

[redacted] does an extremely good job of setting objectives and meeting those objectives. He pushes himself to continually excel and to stay focused on his goals.

Innovation

No comments submitted.

Managing Conflict

Comments

[redacted] often takes action to problems that are presented to him. However, he does not consistently take the initiative to identify potential problems.

[redacted] tends to have strong opinions and a bias for action - both very valuable traits. As he grows into broader roles, he will benefit from improving his ability to structure problems and solicit input from others before moving forward.

I've never seen [redacted] in a conflict so I can't comment on this area.

Performance Area and Item List Report

The following list shows each performance area, performance area definition, item, and item description included in the survey.

ACCURATE SELF-INSIGHT

Demonstrating an awareness of own strengths and development needs as well as the impact of own behavior on others.

Invites feedback

Proactively seeks feedback from others; creates an environment where individuals are comfortable providing constructive feedback; responds appropriately to feedback; demonstrates a willingness to seriously consider feedback received and its implications for behavior.

Self-assesses

Demonstrates a willingness to reflect upon own development and growth as a continuous process; understands own progress toward development goals; seeks to understand blind spots in own behavior.

Understands impact

Continually assesses and appreciates the impact of own behavior upon others and the environment; considers alternatives in behavior based upon understanding of own impact and desired outcomes.

ADAPTABILITY

Maintaining effectiveness when experiencing major changes in work responsibilities or environment; adjusting effectively to work within new work structures, processes, requirements, or cultures.

Tries to understand changes

Actively seeks information about new work situations; strives to understand the rationale and implications for changes in work responsibilities or environment

Approaches change or newness positively

Treats change and new situations as opportunities for learning or growth; identifies the benefits of change; speaks positively about the change to others.

Adjusts behavior

Quickly modifies behavior to deal effectively with changes in the work environment; tries new approaches appropriate for new or changed situations; does not persist with ineffective behaviors.

BUILDING PARTNERSHIPS

Identifying opportunities and taking action to build strategic relationships between one's area and other areas, teams, departments, units, or organizations to help achieve business goals.

Identifies partnership needs

Analyzes the organization and own area to identify key relationships that should be initiated or improved to further the attainment of own area's goals.

Explores partnership opportunities

Exchanges information with potential partner areas to clarify partnership benefits and potential problems; collaboratively determines the scope and expectations of the partnership so that both areas' needs can be met.

Formulates action plans

Collaboratively determines courses of action to realize mutual goals; facilitates agreement on each partner's responsibilities and needed support.

Subordinates own area's goals

Places higher priority on organization's goals than on own area's goals; anticipates effects of own area's actions and decisions on partners; influences others to support partnership objectives.

BUILDING PARTNERSHIPS Continued

Monitors partnership

Implements effective means for monitoring and evaluating the partnership process and the attainment of mutual goals.

BUSINESS ACUMEN

Using economic, financial, market, and industry data to understand and improve business results; using one's understanding of major business functions, industry trends, and own organization's position to contribute to effective business strategies and tactics.

Analyzes

Uses economic, financial, market, and industry data to assess current business strategies and tactics or to evaluate specific business opportunities; identifies trends and anticipates their impact.

Integrates

Integrates economic, financial, market, and industry data from multiple sources to identify critical business issues; articulates the implications of business trends for own department or team as well as the broader organization.

Understands business functions

Understands the nature and interdependencies of business functions and supporting processes (R&D, marketing, finance, operations, etc.)

Understands the industry

Understands the industry in which the organization operates (trends, customers, competition, market share, etc.).

Leverages one's understanding

Uses understanding of business, industry, and own organization's performance to maximize results, limit risk, and effectively direct own department, team, or the organization.

COURAGE

Proactively confronting difficult issues; making valiant choices and taking bold action in the face of opposition or fear.

Takes a stand

Challenges popular values, opinions, and decisions to ensure that actions taken are in the organization's best interests; diplomatically says what needs to be said even in the face of pressure or conflict; offers direct and candid feedback.

Initiates bold action

Takes critical action to achieve breakthrough results despite the uncertainty of outcomes; confronts difficult problems early.

Takes personal accountability

Accepts personal risks and / or consequences of failure and persists even in the face of opposition or fear.

DECISION MAKING

Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

Identifies issues, problems, and opportunities

Recognizes issues, problems, or opportunities and determines whether action is needed.

Gathers information

Identifies the need for and collects information to better understand issues, problems, and opportunities.

Interprets information

Integrates information from a variety of sources; detects trends, associations, and cause-effect relationships.

DECISION MAKING Continued

Generates alternatives

Creates relevant options for addressing problems/opportunities and achieving desired outcomes.

Chooses appropriate action

Formulates clear decision criteria; evaluates options by considering implications and consequences; chooses an effective option.

Commits to action

Makes decisions within a reasonable time.

Involves others

Includes others in the decision-making process as warranted to obtain good information, make the most appropriate decisions, and ensure buy-in and understanding of the resulting decisions.

DRIVING FOR RESULTS

Setting high goals for personal and group accomplishment; using measurement methods to monitor progress toward goals; tenaciously working to meet or exceed goals while deriving satisfaction from that achievement and continuous improvement.

Targets opportunities

Systematically evaluates business opportunities, targeting those with the greatest potential for producing positive business results.

Establishes stretch goals

Establishes challenging goals for self and others that are designed to achieve exceptional business results.

Achieves goals

Works tenaciously to overcome obstacles and to meet or exceed goals; derives satisfaction from achieving "stretch" goals.

Stays focused

Remains self-disciplined; measures progress and evaluates results; reprioritizes as appropriate; prevents irrelevant issues or distractions from interfering with timely completion of important tasks.

INNOVATION

Generating innovative solutions in work situations; trying different and novel ways to deal with work problems and opportunities.

Challenges paradigms

Identifies implicit assumptions in the way problems or situations are defined or presented; sees alternative ways to view or define problems; is not constrained by the thoughts or approaches of others.

Leverages diverse resources

Draws upon multiple and diverse sources (individuals, disciplines, bodies of knowledge) for ideas and inspiration.

Thinks expansively

Combines ideas in unique ways or makes connections between disparate ideas; explores different lines of thought; views situations from multiple perspectives; brainstorms multiple approaches/solutions.

Evaluates multiple solutions

Examines numerous potential solutions and evaluates each before accepting any.

Ensures relevance

Targets important areas for innovation and develops solutions that address meaningful work issues.

MANAGING CONFLICT

Dealing effectively with others in an antagonistic situation; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.

MANAGING CONFLICT Continued

Opens discussions effectively

Establishes a clear and compelling rationale for resolving the conflict.

Clarifies the current situation

Collects information from relevant sources to understand the conflict.

Remains open to all sides

Objectively views the conflict from all sides.

Stays focused on resolution

Stays focused on resolving the conflict and avoids personal issues and attacks.

Develops others' and own ideas

Presents and seeks potential solutions or positive courses of action.

Initiates action

Takes positive action to resolve the conflict in a way that addresses the issue, dissipates the conflict, and maintains the relationship.

Closes discussions with clear summaries

Summarizes to ensure that all are aware of agreements and required actions.

ZEKE'S PORTFOLIO

COMS 309

Advanced Public Speaking

3 Credit Hours

Advanced Public Speaking COMS 309 Portfolio

Based on California State University, Northridge course

Advanced Public Speaking COMS 309 Portfolio Artifacts

1. *IWCA/NCPTW Conference Schedule with my poster session*
2. *PowerPoint of XXX ESL Presentation*
3. *Recommendation following my capstone panel at Utah State University*
4. *Statistics on my sessions conducted in the XXX Student Writing Center*
5. *Notes from a lesson I taught on the Biblical books Jonah and Micah*
6. *Supplemental Instruction Schedule and class notes*
7. *PowerPoint on my "Voice and Style" presentation*
8. *My curriculum vitae*
9. *Screen capture of Canvas interaction*
10. *Link to announcement of my LUW Spring Workshop*
11. *Sermon "The Power of Faith and Character"*
12. *PowerPoint for Writing IS Metacognition presentation*
13. *Audience analysis for my latest novel*
14. *PowerPoint for my presentation Goosebumps, Great Expectations*
15. *Link to Publishers Weekly story on Rock Canyon workshop*
16. *Link to League of Utah Writers speakers bureau*
17. *Notes for Triple-duty Writing presentation*
18. *"What Manner of Men" sermon*
19. *Emails documenting my creation of the LDStorymaker Publication Primer*
20. *Link to the 2014 Publication Primer conference page*
21. *Notes of my presentation "Conflict and the Narrative Mechanism"*
22. *Screen capture of ENGL 1010 SI rhetorical analysis texts*
23. *PowerPoint for my "Literacy Culture" presentation*
24. *Link to Alexis O'Neill's website*
25. *PowerPoint school visit presentation for younger grades*
26. *PowerPoint school visit presentation for older grades*
27. *School visit checklist*
28. *Green Dragon Codex curriculum guide*
29. *School visit recommendation from school media specialist*
30. *Blog post showing student writing*
31. *Novel excerpt My Life Beyond the Marble*
32. *Novel excerpt The Other Side of the Moon*
33. *IWCA/NCPTW workshop proposal*
34. *My experimental curriculum recording system*
35. *Murder mystery curriculum module*

COMS 309 – Advanced Public Speaking Portfolio Learning Narrative

Introduction

Greetings. My name is XXX, and I am a working writer—at least, I am when I'm not teaching, supporting my wife in her TESOL graduate work, or caring for a mother recently diagnosed with ALS. I am busy. But my life is so much better than I once imagined. As an adolescent, I suffered from chronic insomnia for the better part of a decade. The condition turned me into a hermit. Instead of graduating from standard high school, my diploma came through a home schooling program so mediocre it granted art credit through completion of coloring books—geometric shapes, to be precise. Later, the condition cost me a scholarship to college. Without the capacity to work or attend school, always exhausted, and often awake and active only at night, I felt out of phase with life. I even noticed a deterioration of my vocabulary and communicative ability.

So despite being a lifelong reluctant writer, I challenged myself to write a three hundred page book, certain I would fail. I still recall sitting down at the family computer in the early hours of the morning, hot grains of fatigue in my eyes, staring at that empty digital page with no idea how to fill it.   280,000 words and more than a thousand pages later, I had written my first novel. Eventually, with four novels and dozens of short stories under my belt, I returned to school in hopes of broadening my writing ability, re-acclimating to social interaction, and widening my network connections. I enjoyed it but the release of my first novel for children, *XXX*, published by Wizards of the Coast and distributed by Random House, induced me to stop college because of lack of time at the end of my sophomore year.

The most significant result of my attending school was being hired as a peer writing tutor in XXX. That job, combined with the publication of my novel, gave me dozens of speaking and teaching opportunities in a host of venues ranging from one-to-one interaction to conference panels and intensive workshops to radio appearances (documents 1, 2, 3, 4). Any shyness burned away quickly in the heat of expectant audiences. I have now promoted my novel, done school assemblies, taught academic and creative workshops, and moderated and served on panels, along the way earning membership in both the Society of Children's Book Writers and Illustrators and the Science Fiction and Fantasy Writers of America. In addition to my continued creative writing, I have worked as a professional technical writer for Atlantic marketing and still splice in a little freelance editing while contributing to ESPN's Truehoop network XXX, on the side.

This narrative demonstrates my learning that corresponds to California State University, Northridge's Advanced Public Speaking course, COMS 309, a three credit hour class. (California State University, Northridge is accredited by the Western Association of Schools and Colleges.) The course description, as given in the online course catalog, is as follows: "Application of the principles of audience analysis to the preparation, presentation and evaluation of persuasive messages" (California State University, 2014). The syllabus identifies the following as course objectives:

> This course is designed to teach you to:
>
> 1. Demonstrate and understand the functioning of public communication messages to affect the behavior, attitudes, values and beliefs of audiences.
> 2. Demonstrate an understanding of the similarities and differences between a variety of public communication contexts.
> 3. Demonstrate knowledge of process of speech preparation, organization, and delivery.
> 4. Critique various forms of persuasive appeal.

5. Demonstrate the ability to criticize public communication practices using principles of rhetorical and communication theory.
6. Design and execute a public communication campaign.
7. Access, evaluate and use information effectively and appropriately (Sampson, 2012).

This narrative presents my learning and development from awkward introvert to professional speaker and presenter. I address my learning experience through a multitude of teaching and public speaking opportunities, predominantly in the spheres of education, creative writing, and religion, and my resulting understanding of rhetoric and communication theory, audience analysis, and compositional process. I relate the public communication campaign I designed and executed in promoting my novel in schools then close with details on my obtaining and effective use of information, largely in developing new pedagogy and curriculum in K-12 education. I am confident in my competency in the curriculum of this course as I have had a great deal of practice applying it. I include supporting documentation of my learning in the form of a wealth of my own presentation materials, recommendations and references to my presentations and venues where I have spoken, and statistical records and screen captures of my work. I feel my documentation for my ability to critically analyze public communication practices is weaker than my support for other course outcomes, but I do believe I am capable of demonstrating the objective and have done so in this narrative.

Objective #1: Demonstrate and understand the functioning of public communication messages to affect the behavior, attitudes, values and beliefs of audiences.

Supporting documentation

5. *Notes from a lesson I taught on the Biblical books Jonah and Micah*
6. *Supplemental Instruction Schedule and class notes*
7. *PowerPoint on my "Voice and Style" presentation*

I have always been of an argumentative nature, sometimes to my detriment. As a naturally analytical person, it is deeply ingrained in my nature to try to understand things more deeply, and I see debate and discussions as major ways to better understand the world and adapt and refine my behavior. In high school, I took a debate class that I managed to attend I think twice before insomnia booted me back home with my coloring books. Fortunately, my writing introduced me to the League of Utah Writers, which I joined to attend monthly meetings. It was interesting to see how the different workshops and announcements, such as the National Writing Month challenge of writing 50,000 words in a month, influenced the writing behaviors of my fellow members—motivating some, making others feel guilt, causing some to lie about their behaviors so as to fit in. It reminded me strongly of the much clearer dynamic in my religion. I am a member of the Church of Jesus Christ of Latter-day Saints, which has a very well-established hierarchy. Leaders, who are valued as prophets, release a host of different communication messages in many modes, some overtly employing their position in the church, others expressly given as personal opinion. If is fascinating to see how people respond to the different messages with differing levels of adherence—and, sometimes, identical adherence.

I am both religious and theologically inclined and have read the entire King James Bible, Old and New Testament, multiple times, cover to cover, and both taught and sermonized many times from scripture (document 5). I have also studied the *Koran* and *Bhagavad Gita*. I read both religious and secular treatise on the same events, which is sometimes uncomfortable but is also, I believe, the path to give me the greatest chance of realizing truth by looking at the same events through drastically different perspectives. This has allowed me to see how significantly the interpretation of scripture has been in forming the opinions of so many who, frankly, have limited direct understanding of their religious canon. It is distressingly common for people to exert influence upon others through appeals to scripture that distort or even make up the scripture they use as evidence. A tragic example is the common claim that the Islamic term *jihad* means “holy war” and justifies violence against anyone who disagrees with “righteous” understanding of the *Koran*. Actually, *jihad* means a spiritual struggle (Kabbani & Hendricks, n.d.). Yet the appropriated term *jihad* is deliberately used in the west to inspire fear and suspicion of Muslims; radical Islamists employ it to justify violence in response to western cultural invasion of the Middle East; it even catalyzes warring concepts of God among Christians, Jews, and Muslims, three religious groups that all originate from the same source and basic practices.

Behaviors are not only shaped by what is publically said and how it is interpreted, but by the very means by which messages reach audiences. McLuhan and Lapham’s (1964) famous saying “the medium is the message” is becoming increasingly obvious with technology’s exponential growth (p. 7).The age of terrorism is made possible by instant and near-instant media rife with visuals: video beheadings can be shot with a camera phone and spread round the world via the Internet almost instantly. Nothing is so frightening as witnessing horrors, and modern media makes audiences witnesses to crimes and wars and tragedies of all kinds, transitioning geographical areas of fear to a worldwide climate that induces fearful behaviors far beyond where violence is actually happening (Cantor & Sparks, 1984). Facebook encourages retro-sexuality through reestablishing past relationships in a forum of clique-ish “friending” reminiscent of adolescence; Twitter welcomes impulsiveness by filtering anything too nuanced to fit in 140 characters. As media grows and diversifies, the media we receive and, increasingly, with which we participate, shapes our worldview and behaviors by the very nature of what mediums discourage and encourage, allow and restrict.

I employ my understanding of how message, both content and medium, influences behavior when I teach. In my experience, teachers, especially in college, tend to be very content-focused. Curriculum is self-justified by its own importance. For most students, education is practical and outcome-focused. They invest money, time, and effort, not in the inculcation of "learning" but the obtaining of a certification. The degree is what they want, whether or not that represents great learning. This results in their employing very commercial behaviors in education, including systematic budgeting: anything not directly tied to their certification objectives is likely to be judged a less-worthy investment. Thus, when I teach, I use a lot of financial and budgeting terms. I clearly connect assignments and actions to grades and grades to completion of the class and degree. I find that when students clearly understand how certain behaviors—such as turning assignment in on time—help them achieve their goals with a reasonable investment of time, money, and energy, they are more likely to engage in the behavior. In fact, I believe this so fervently that I devote the first Supplemental Instruction lecture of every ENGL 1010 SI class on the subject (document 6). That understanding, and especially the behaviors it produces, then provide a foundation for me to teach more abstract and metacognitive understandings of their education, helping them reflect on benefits deeper and, I believe, more important and lasting than a piece of paper.

I seek to influence behavior when I speak by focusing on positivity and empowerment, always giving specific applications of principles my audience can employ. This is as true of my lessons and sermons in church as it is my creative writing workshops. A good example is my Voice and Style presentation, which identifies a host of elements that influence a writers' style, gives examples, and then gives specific actions attendees can take to experiment with or apply the elements in their own writing (document 7). By making people believe they can do something, communicating the purpose of doing so, and giving clear direction as to how to actually do it, I increase the chance that my speeches and workshops will actually influence someone to change behavior.

Objective #2: Demonstrate an understanding of the similarities and differences between a variety of public communication contexts.

Supporting documentation

8. *My curriculum vitae*
9. *Screen capture of Canvas interaction*
10. *Link to announcement of my LUW Spring Workshop*
11. *Sermon "The Power of Faith and Character"*
12. *PowerPoint for Writing IS Metacognition presentation*
13. *Audience analysis for my latest novel*
14. *PowerPoint for my presentation Goosebumps, Great Expectations*
15. *Link to Publishers Weekly story on Rock Canyon workshop*

I speak and present publically in a host of venues and capacities, but most fall into two broad categories: creative writing contexts and academic contexts. Academically, I started off working with students individually in the XXX Student Writing Center, a place where interaction is according to writing center theory, specifically being non-directive. My job as a Supplemental Instruction leader includes responsibility for group lecture, which is a drastically different context from tutoring in a number of ways, including but not limited to much direct instruction to whole groups of curriculum I prepare myself, where individual students indicate the subject matter for tutoring sessions (document 8). I even interact with students online using Canvas, an online educational platform, which is its own unique context (document 9). In creative writing sessions, I have delivered everything from interactive workshops, to lectures, to panels, to public readings (document 8, 10). While most of my experience speaking publically has come in these spheres, I also have substantial experience teaching and speaking to religious congregations. My church utilizes a predominantly lay clergy. I have served as a teacher in numerous classes, including one specifically for new members and investigators called Gospel Doctrine, as well as given multiple sermons from the pulpit, which is very different from my secular presentation history (document 11).

I have learned from experience—sometimes awkward and embarrassing—that an audience's positivity for and engagement in a presentation is largely a product of what people bring to the presentation rather than a product of the speaker's skill. Context is everything. Hostile or indifferent audiences require a much more thorough, purposeful establishment of legitimacy and relevance of the subject matter than audiences already interested in or favorable to a message. Audience analysis is essential early on and throughout the composition process to understanding how to frame an issue so as to achieve one's objectives (Facing the hostile audience, 2004).

A key example of this principle from my own learning came when I presented an educational workshop on writing and metacognition at the ICTE/ICIRA literacy conference in Meridian, Idaho (document 8). Most attendees at the conference were teachers working in the educational "trenches" of the classroom and looking for specific strategies to apply in their classrooms. My presentation was predominantly theory. Not surprisingly, only two people attended my breakout, one of whom was a post-doctoral candidate in metacognition at a local university who disagreed with my premise (document 12). The presentation was a massive failure, and I only realized afterward I had set it up to be so by not producing a message more welcome in that specific context. Witnessing that response—and lack of response—to my work is something I think of often when designing a new presentation or revising something to better fit a new context. It is also one of many lessons that taught me the importance of recognizing an audience's reaction to my message to help me refine my persuasive ability going forward.

I have come to see formal communication settings as predominantly about power: either the communicator holds disproportionate power (such as a CEO giving a state of the company address) or the audience holds disproportionate power (such as a hiring committee conducting interviews for an open job). Thus, formal communication is often a negotiation for power between one party setting the rules for the exchange—formal conventions—and the other seeking to play by those rules, or circumvent them through omission, distortion, or other acts of circumscribed disclosure (Olekalns, Horan, & Smith, 2014, p. 89). Often, each party in a formal communication setting has an allotment of power in regard to specific things. The President of the United States has the power to set the national agenda in his State of the Union Address, but those in Congress have the power to impede or advance that agenda due to their offices. Informal communication is also often about power and the negotiation of it, but much more frequently among equals or those communicating on an understanding of equality for that exchange.

When I present, my audience often sees me as having authority or power of expertise in writing, which can make them nervous. I might condemn their writing, which is near to condemning them as writers, using my expertise to legitimize the pronouncement. Because this is a very real concern of many aspiring writers, I make every effort to employ informal communication strategies, including asking people's first names during presentations, to shift the context of the communication. The more my audience sees me as a writer talking to other writers rather than an expert talking to novices, the more participation they offer and more courageous they become in problem solving questions and issues we discuss as a group.

I now engage in regular contextual analysis before I compose anything, be it a novel or speech or other presentation (document 13). Following my disheartening presentation on writing and metacognition mentioned above, I developed a new presentation for the same audience: librarians and literacy teachers K-12, working teachers, who attend conferences largely looking for specific applications and changes they can make in their daily work. The result is my workshop *Goosebumps, Great Expectations*, which devotes much time to actual analysis of major stories to demonstrate how all engaging stories function according to the same basic structure (document 14). I have delivered the presentation several times, including once upon invitation to the librarians of an entire school district, and it is always very well received because I made the theory tangible. By including fun activities I walk educators through and using texts they are familiar with, I establish relevance while demonstrating the theory in practice. That builds a foundation for me to advocate for an embrace of broad literature in schools rather than a traditional restrictive canon. My presentations have become successful consistently enough that I was recently invited to teach other professional writers how to conduct successful school visits in an informal meeting of Rock Canyon, a writers guild for professional authors and illustrators of children's literature in Utah (document15).

While my sensitivity to specific rhetorical contexts has increased greatly over the last few years due to experiences like this, I am continually trying to improve my rhetorical sensitivity and awareness. Specifically, I would like to improve my ability to recognize audience response in the moment, as I tend to grow comfortable and forget to monitor cues to how well I am being received. I would also like to refine my use of body posture and facial expressions when giving formal speeches that do not involve interaction with my audience, as most communicative contexts I am in do involve interaction and I tend to be stiff simply speaking.

Objective #3: Demonstrate knowledge of process of speech preparation, organization, and delivery.

Supporting documentation

16. Link to League of Utah Writers speakers bureau
7. PowerPoint on my "Voice and Style" presentation
17. Notes for Triple-duty Writing presentation
2. PowerPoint of XXX ESL Presentation
18. "What Manner of Men" sermon

I am intimately familiar with composition process, both in general and my own specific approach to creating texts, be they written or spoken. I started preparing presentations for small groups of creative writers, typically ten or twenty, and delivered them at chapter meetings of the League of Utah Writers (document 16). This helped me refine my skill, revise presentations for better effect, and grow in confidence. Then I moved to larger venues, such as major workshops and large writing conferences. Simultaneously, I began to present at academic conferences and trainings as well in conjunction with my writing center work. Most recently, I have prepared my own curriculum for two fifty-minute lectures each week in my job as Supplemental Instruction leader in ENGL 1010 SI.

Starting with presentations to small groups helped me greatly by providing "gradual exposure" to a new and stressful situation (University of Wisconsin, n.d.). Following my years without much social interaction due to insomnia, I found speaking in public highly stressful. Speaking to small groups about the same material helped me to acclimate to public speaking as well as grow comfortable with my content and preparation process. I have found that I use writing to think, so I will write out a "script" of my presentation word for word and practice the speech many times to get myself accustomed to what I wish to say. Frequently, I use a PowerPoint to include visuals and place text on every slide, which helps me correlate what I say with each image (document 7). After a lot of practice, I then stop looking at the script as I practice. This helps me to have a natural, unrehearsed delivery that coordinates speech and visual elements of my presentation to good effect. Whenever I present, I want my audience's attention on me and what I am saying unless I specifically direct it to visual elements of the presentation. I plan presentations with a conscious effort of where I want audience attention when then move between slides to create that effect—sometimes even blacking out the projection as a device to focus attention on me.

I am a huge proponent of using appeals to pathos early in a speech to hook an audience; where this can compound by referencing a person or entity they respect or revere, even better. Relevance is always predicated upon emotion. As David Hume puts it, “Reason is and ought to be the slave of the passions” (as cited in Soloman, 1977, pg. 41). I always seek to explicitly tie my message to the values and worldview of my audience as quickly as possible when I speak, and seek to reinforce that connection throughout the presentation as a means of making my thesis more persuasive. One strategy I use to do this is to pose a question about the familiar to get people thinking from a new perspective. If I can pose question about something the audience cares about that shows them a new way to look at something, it provides an opening for me to deliver my message—especially when that message is backed by other trusted sources. This is the strategy I use in my Triple-duty Presentation, where I challenge attendees to think of a narrative as action, as motion, and then ask them what is that action, what is actually changing from the beginning of the story to the end. I then give my answer, support it with quotes from well-known writers such as F. Scott Fitzgerald, and then move into an exercise teaching how to apply the concepts (document 17). This uses curiosity, attendees’ uncertainty about something once thought familiar (characterization, plot, and setting), and the credibility of esteemed writers to create an opening for my message.

To create such a deliberate effect requires extensive revision of speeches just as it does novels. This is particularly true for me. I am such an analytical thinker, prone to deep and intricate planning, that once I have crafted an act of communication it is very hard for me to see another way of achieving my result. Yet, I continually learn how to do this better. Lisa Ede (2014) of Oregon State University uses the semantics of the word itself to stress the importance of revision: "the root word *vision* with the prefix *re-*, meaning 'again.' When you revise, you 'see again'" (Ede, 2014, p. 338). I struggle "re-visioning" what I compose, and so I have learned to put what I am working on away for a time to approach it with fresh eyes. I then ask myself if my audience were antagonistic or ignorant, what would they argue against me and why, or what would they misunderstand and how. I then consider how I would adapt my message to address that specific audience and, once done, consider making changes to prevent such outcomes.

I am continually striving to improve my ability to compose and deliver speeches. After being part of a workshop for adjunct instructors on responding to and grading the writing of students with English as their second language, I incorporated some of the techniques addressed in the training in my ENGL 1010 SI lectures, specifically making sure I speak slowly, define terms as I use them, and write on the board in letters large enough to read (document 2). In my creative writing workshops, I am continually trying to create distinctive or amusing phrases to help keep people's attention and help them remember concepts. Some of these phrases are my own, such as "conversation is combat" to promote conflict and motivation in dialogue, while some I quote, such as Neil Gaiman's (2010) gem about writing being like "jumping out of an airplane and hoping you can knit a parachute before you crash" (cited in Kellogg). I am even seeking to improve my kinesthetic presentation of straight speeches with no interaction by planning for opportunities for hand gestures and facial expressions. A simple example is in a sermon I recently gave where I identified several principles by number, giving the number several times throughout the speech as cues for me to indicate the numbers simultaneously with hand gestures (document 18). I did this simple exercise because I know that awareness of and utilization of my body is a weakness of mine when doing formal speeches, and this was a good way to practice adding action to speech.

Objective #4: Critique various forms of persuasive appeal.

Supporting documentation

19. *Emails documenting my creation of the LDStorymaker Publication Primer*
20. *Link to the 2014 Publication Primer conference page*
21. *Notes of my presentation "Conflict and the Narrative Mechanism"*
22. *Screen capture of ENGL 1010 SI rhetorical analysis texts*
1. *IWCA/NCPTW Conference Schedule with my poster session*

Analysis and evaluation in the tradition of Aristotelian rhetoric is a staple of my academic work, both in the XXX Student Writing Center and in the classes where I tutor and teach. The XXX English department includes a rhetorical analysis as a required assignment for English 1010 classes, and so I have both taught the assignment and helped hundreds of students with their rhetorical analyses of written arguments but also videos, comics, stories, and other texts in diverse media. Additionally, my skill critiquing narrative—a distinct form of persuasive appeal—is so well respected in publishing circles I have been asked by multiple writing conferences to design and coordinate critique workshops, one of which has become a standard event at the LDStorymakers Annual Conference (documents 19, 20).

Observation has shown me that inexperienced speakers often neglect or forget to establish their ethos when they speak because they are so focused on simply delivering the message itself. Often, nervous speakers will begin by sharing their nervousness or even mocking their own ability as a presenter in an effort to excuse poor performance. They undercut their own ethos in hopes it will lower expectation elsewhere. When I first started presenting, I was accurately aware of this and devoted several minutes to overtly establishing my credentials about the subject upon which I was presenting in attempts to establish credibility. In time and given a few specific comments of response, I realized I had developed into a persuasive enough speaker that I no longer needed to invest that time in giving credentials; rather, my audience appreciated all the time possible spent on the subject matter, because the presentation itself and my delivery of it established my ethos well on their own. I specifically revised the beginning of my presentation "Conflict and the Narrative Mechanism" in this way: my notes (which I hardly use anymore when delivering this presentation) indicate I should begin with information about me and my business card, but for the last few years I have skipped that and simply given contact information at the end of the presentation (document 21).

I now seek to use many effective appeals to both logos and pathos whenever I speak, and that strategy is at the heart of my appeal to ethos. If my audience finds me likable and conversant on issues they hold dear, such as lack of family and friends understanding of the demands of writing on time and energy, while simultaneously providing ample logic and evidence for what I claim to be true, I need not include many additional appeals to ethos to establish credibility with my audience. A constructive balance of logos and pathos appeals does that automatically, where an imbalance of logos (which can communicate either heartlessness or callous indifference) or pathos (which can communicate irrational investment or indifference) will undercut overt appeals to ethos.

All these appeals, as well as kairos, are demonstrated with drastically different effects in the similarities and differences between the Declaration of Independence and the Declaration of Sentiments and Resolutions at Seneca Falls, which I routinely use to teach rhetoric. The Declaration of Independence (1776) uses an infamous list of complaints against the King of England, each accusation begun by the third person pronoun "he." This takes the list of specific wrongs, appeals to logos in justification of the need for succession from Britain, and adds layers of pathos and ethos appeal. In terms of pathos, the use of the "he" list is designed to create rage on the part of the king; it is open, bald defiance in a document delivered to King Charles III in letter form, a personal communication. That brazen strategy also established the ethos of the Continental Congress as equals on the world stage, subjects to the crown no longer but leaders of a new sovereign nation. At a time when reconciliation with the King was impossible, such a strategy was rhetorically brilliant at spurring on rebellion and inviting reconsideration on the part of colonial loyalists while establishing the ethos of the new nation on the world stage.

In contrast, the Declaration of Sentiments and Resolutions (1848) repurposes many of the same strategies as the Declaration of Independence in the attempt to further women's rights, but often to detrimental rhetorical effect. Both Declarations use a "he" list of grievances against their identified oppressor, be "he" King George or all men of the human species, as supporting logos appeals for their demands. Yet where the Declaration of Independence blatantly attacks King George well after the colonies are requesting anything from his hand and have shifted to dictating, the Declaration of Sentiments and Resolutions simultaneously insults the men who hold power while demanding "immediate admission to all the rights and privileges which belong to them as citizens of the United States" (*Declaration of Sentiments*, 1848, paragraph 20). It is unwise to anger the same people you petition for regress of wrongs, so it is no surprise the Seneca Falls conference resulted in little change. If anything, the ethos established by those who ratified the document may have put the women's movement back by establishing an imagine of vengeance seekers, not opponents merely to specific gendered practices by the United States government but to the whole "history of mankind… a history of repeated injuries and usurpations on the part of man toward woman" (*Declaration of Sentiments*, 1848, paragraph 4). An "us against them" approach is unwise when the us needs the them to acquiesce to demands and has little leverage to persuade change. The structural similarity yet rhetorical difference of these documents makes them favorites when I teach Aristotelian rhetoric and its appeals.

I am in the midst of new application of my rhetorical awareness and training even now in my work at XXX. In both the Supplemental Instruction and Online Plus courses in which I work, students are doing rhetorical analyses of new documents that I have never before read. Specifically, the documents “Voodoo Science,” “On Being a Cripple,” and “Robin Williams, depression, and the complex causes of suicide” have only been introduced into the class this semester (document 22). This demonstrates new challenges for rhetorical analysis I face every semester as I guide students through rhetorical reading and writing about new persuasive texts. Additionally, I am in the process of applying my rhetorical awareness to a new presentation genre: the poster presentation of empirical data. I am scheduled to present the results of a scientific survey I have conducted at XXX at the XXX Annual Conference in Orlando at the end of October. Because it is an empirical argument, it is challenging me to reconsider how to use subtle pathos appeals in the creation and presentation of my poster, appeals that will connect the values of those wishing to see more empiricism in writing center practice and theory without compromising my objective consideration of the data, which would hurt my ethos (document 1).

Objective #5: Demonstrate the ability to criticize public communication practices using principles of rhetorical and communication theory.

Supporting documentation

23. PowerPoint for my “Literacy Culture” presentation

I have long been an advocate of civility in political discourse, which has resulted in many conversations with both academics and writers about public communication practices in politics. Additionally, I advocate for educational reform, particularly in language arts, by stressing the teaching of literacy as a communicative rather than purely performative practice (document 23).

My writing involves me in ongoing discourse on publishing and the communicative practices therein, such as evolving etiquette of submitting to agents and editors for manuscript consideration, where now it is common never to hear any response whatsoever to submissions even while some in publishing refuse to allow authors to submit to multiple sources at the same time. Finally, working in English classes results in frequent discussions on public communication practices, whether they be new media and their resulting implications or discipline specific conventions in various aspects of society.

One major trend I have noticed in American communication behavior, including with my students, is the ever-decreasing demand for and presence of patience in communication. Social media is diversifying into a host of different ways to communicate *now* but not for very long, whether it be Twitter's 140 characters or emails giving way to texting. Increasingly, social discourse is moving ever more toward the soundbite: journalism now includes a bullet list to communicate the gist of a piece for those who will not devote five minutes to all 500 words; sports channels include a ticker at the bottom of the page with headlines as well as scores; those who post too thoroughly in online forums court the reproval "tldnr"—too long did not read. Mohammed el-Nawawy (2012) refers to this shift as transformation into a "'soundbite culture' that neglects the context of critical events."

With this brevity often comes a sense of anonymity, a combination that I have learned encourages pathos-driven, impulsive communication that can be tremendously harmful to relationships and other connections within a community. This is readily seen in celebrity Tweets that appear, cause controversy, and are quickly deleted, though too late to stop their impact on a now less civil debate, such as NFL player Jabar Gaffney's infamous tweet to an opposing team's fan to "get a life or kill urself" (cited in ESPN, 2011). Even Barack Obama's revolutionary political campaigns used the strategy of bald pathos appeal, the shorter is better, when choosing his campaign slogans: “hope and change” in 2008 to simply “forward” in 2012. These issues are frequent subjects in the classes in which I work as well as discussions with other professional writers. How to communicate with others in an age of social media, be they friends or readers of one’s latest published book, involves questions of time investment in electronic communication, how to deal with media and contexts that allow anonymity, and self-awareness and control of impulses when immediate communication is possible.

One specific area where I employ my critical awareness of modern communication practices is deciding for whom I vote. Given the complexity of nearly any issue government struggles to resolve, I do not vote based upon which candidate believes the “right things” or has the “right plans.” I simply am not confident I know what is best or right in most cases. Instead, I evaluate their communication, asking not only what do they mean but what is their goal, a theory known as goal-oriented communication (Goldreich, Juba, & Sudan, 2012). I pay particular attention to their voting records and any bills they have proposed in various offices. By looking at the context of their communication, be it an interview or formal vote, and trying to puzzle what their objective was in giving that message, I get some clue as to the character of the candidate. My belief is that someone with integrity who is willing to engage in genuine debate and negotiation will end up serving constituents well, and that government is designed to produce such a result. So I look for communication messages that hint at integrity.

One example is the health care law Mitt Romney passed while Governor of Massachusetts. While I respected the law itself, his passing it prior to a presidential season in which health care was a clear issue of focus, combined with his later distancing himself from the legislation, convinced me he chose that issue to tackle as governor because of political capital it may gain him. That I believed his goal for such a major communicative act varied so greatly from the ostensible message of the communication made me question his integrity in office. This is how I approach any message from someone for whom I may vote: I examine how often their goal for the communication differs from the apparent content and ostensible purpose of the message. Where I see patterns of difference, I am skeptical of the integrity and authenticity of the person communicating.

Objective #6: Design and execute a public communication campaign.

Supporting documentation

24. Link to Alexis O'Neill's website
25. PowerPoint school visit presentation for younger grades
26. PowerPoint school visit presentation for older grades
27. School visit checklist
28. Green Dragon Codex curriculum guide
29. School visit recommendation from school media specialist
15. Link to Publishers Weekly story on Rock Canyon workshop
30. Blog post showing student writing

When I published my first novel, I was faced with the daunting prospect of arranging and executing school visits in promotion of my book. At that point in my life, I had never worked with or spoken to children in groups, and the prospect terrified me. So I researched. I read everything available on school visit campaigns through the Society of Children's Book Writers and Illustrators, which my contract qualified me to join as a published and listed member. I paid particular attention to the advice of Alexis O'Neill, a specialist on school visits (document 24). I also asked published friends of mine if I could observe them as they did school visits, asked them many questions about how they arranged for the visits, and requested copies of any documentation they used. By far the most instructive school visit was that of *New York Times* best-selling author Brandon Mull, because of the excitement he generated among students.

From my studies and observations, I learned that kids are a relatively easy audience but teachers are not. Most of the teachers at the school visits I observed simply worked on their own concerns during the assembly, only looking up when their students needed discipline. My goal was to get teachers excited about my presentation so they would be more likely to utilize my book in classrooms, increasing word of mouth buzz about my work. I also noticed that students displayed a high level of skepticism about authors who openly advocated for curriculum in their classrooms. The kids were smart enough to know when an author's ethos was rubbing up against their teachers' due to shared focus, and the students' emotions about their school work and class experiences were transferring to the authors. Thus, I witness how frequently kids engaged in games or activities during presentations but neither teachers nor students demonstrated much excitement about the author afterward, or their books. Authors' efforts doing school visits, which are exhausting, were not synching with their efforts at book signings or creating or distributing promotional materials to the schools in question or surrounding book stores and libraries.

I decided I wanted my school visit activities to enthuse both students and teachers. To achieve this end, I employed strategic communication by crafting a presentation that would reward the "social perception" of both students and teachers in distinctive ways (Fleming, Darley, Hilton, & Kojetin, 1990). To achieve this, I crafted a presentation for younger students that began by purposefully validating television, movies, and video games as forms of story equally compelling and legitimate as prose narrative; with students hooked and aware I was not a stand-in for their teacher, who would never say such a thing, I then embedded narrative terminology and advocacy for writing as a way to build storytelling ability with fun and silly images and activities (document 25). I created a similar experience for older grades by creating a literature game show; the students enjoyed the competition, while the teachers enjoyed the historical, cultural, and compositional information the student learned through competing (document 26). I call it insurgent education, and I employ it heavily when working with children.

To maximize the effectiveness of my presentations, I carefully coordinated with a school contact about scheduling, getting students familiar with books I sent to the school in advance of my visit, and clearly directed how the space was to be arranged for my presentation (document 27). This advance work cultivated conditions for my presentation to be as effective as possible, as both students and teachers anticipated the event and how it would proceed. Then, to take advantage of the enthusiasm generated by my visits, I provided contact information, specifically invited both teachers and students to contact me with comments or questions about writing or my book, and provided free access to teaching and curriculum guides I wrote for classes to use my novel as a educational tool (document 28). I asked for recommendations from teachers to promote my visits to other schools (document 29). By following up after my visit and providing ancillary material connected to my visit, I was able to both make a more powerful impression in person and maintain influence and a presence in the schools long after I left. Monitoring copies of books sold and tracking contacts from schools demonstrated that the extra work was worth the effort. I am extremely pleased at the results of this campaign, and my school visits are now routinely successful at both generating interest within the school and producing interest in me and my work.

Now, I work with other authors to improve their school visit campaigns. Just last month I advised a group of dozens of Utah authors on how to effectively execute a promotional tour of schools by making sure every stakeholder in the events came away with something they valued, be they student, or teacher, or administrator, or publisher (document 13). Additionally, I am continually developing ideas of how to broaden and deepen the appeal of my work for schools by providing additional online content. In the past, I have used my blog as a venue for student publication as a way to encourage student writing and teachers to involve me and my work in their classrooms (document 30). I am now planning on expanding my online content to include videos and educational modules with individual lesson plans coordinated to the Common Core Curriculum. My goal is to use technology both to attract more people to me and my work but also to encourage continued involvement once I already visit a school.

Objective #7: Access, evaluate and use information effectively and appropriately.

Supporting documentation

31. Novel excerpt <u>My Life Beyond the Marble</u>
32. Novel excerpt <u>The Other Side of the Moon</u>
33. IWCA/NCPTW workshop proposal
34. My experimental curriculum recording system
35. Murder mystery curriculum module

I frequently use the academic databases to which I have access through my job at XXX, both for teaching purposes and for my own writing. Much of my creative writing demands research into historical events and time periods, be it my novel about the 111th Greek Olympics or the one about the American asylum system at the turn of the 20th century (document 31, 32). I frequently research as part of my creative writing process. I also research heavily for my many presentations, particularly to academic audiences, both for proposals and for presentations themselves (document 33). Recently, I have even conducted a scientific survey in an attempt to obtain information I could not find from any other source (document 1).

I have learned that the persuasive power of information is as much about from whence the information comes as the nature of the information itself. Name a peer reviewed journal or national best-seller, and I earn instant credibility with audiences who regard those sources.

Effective research is often as much about finding the right source for information as the right information itself. When researching, I typically work in three phases or stages. The first is purely educational. I seek to better understand the issue I seek to argue about as well as its context, which helps me understand what I want to say. Next, I refine my message; develop my thesis, it could be phrased. I gather information that supports my message while subtly tightening and reconstituting the thesis at the same time. Then I draft my communication, be it paper or presentation. As I write, I record questions that arise in the process or concerns I have when I try to argue points. That leads to the final stage of research, which I characterize as plugging holes in the dam I have just built. Throughout revision, these last two phases of research often become cyclic, and I sometimes move through each several times before completing my task.

I always seek to evaluate information rhetorically rather than simply for the value I find in it personally (Ede, 2014, p. 198). Does it specifically advance my purpose in communicating? Does it clearly address a need or expectation of my audience? I employ information not only because it supports my claims but because it builds my credibility with my audience simply by using it. An easy example is that when on a creative writing panel at a speculative fiction conference I frequently reference fantasy writer Neil Gaiman’s work and sayings while on literary or young adult panels I reference Laurie Halse Anderson, author of dark literary novels for teen girls. Knowing the most credible sources for specific contexts is more likely to result in the best available information as well.

I have also recently increased my research as a recursive tool, a way to improve my persuasive ability by better understanding how and why others may disagree with my conclusions. When I worked for Endeavor Hall, a public charter school, I disagreed with the phonics approach to literacy instruction the school used. Part of my job was to create alternative curriculum using different methodology. Rather than simply employ the balanced instruction I advocated, I researched the complaints about that methodology, discovering just how difficult it was to employ in a K-12 context. I talked to teachers about reservations they had about the techniques I had used when working in their classes, encouraging honest assessment that I used to adapt my approach. As a result, I developed a system for breaking up large writing projects into specific lessons and tracking elements of the Common Core along the way (document 34). This chart is an attempt to bridge two vastly different pedagogical methodologies, whole instruction and phonics, while integrating Common Core mandates. The system does not work; it is simply too unwieldy. But it led me to a module system we employed to much better effect in the classrooms, a system where students wrote and published their own newspaper and conducted a formal murder investigation complete with press releases and written requests for warrants. The new modules were far more successful and proved teachable by those who had never had the module demonstrated (document 35). The experience taught me a great deal, including the danger of trying to unify and represent too much information without sufficient evaluation and filtering of the information in question. Having been piloted, the next step is to synchronize the new modules with specific outcomes in the Common Core rather than general practices.

Conclusion

Ten years ago I was nervous talking to a single person, be they friend or stranger; now, I am an experienced speaker, teacher, and presenter. Not only have I obtained significant skill in public communication, but I have discovered I enjoy it. I enjoy engaging with others on matters of importance, and I find it empowering to be able to advocate for my thoughts and beliefs effectively. I am writing this portfolio largely because I wish to become a full-time teacher in higher education, a course I never thought I would consider ten years ago when I started writing. I have found that public speaking and writing are two sides to the same coin; both are ways for me to use my voice. Doing both gives me additional freedom in each, as my teaching and public speaking alleviates the need to publish at all costs, while my writing success adds a facet to my credibility that allows me to teach in a host of venues that I particularly enjoy, such as creative writing workshops and literature courses. It is my full intent to continue to develop my ability as a public speaker with the hopes that one day my writing is successful enough for me to make my living writing and teaching in only those venues I most enjoy. Until that day, I am making the most of the opportunities I now have to be heard by others and continue to refine my ability to persuade ethically and enjoyably.

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October 30 – November 1, 2014
IWCA/NCPTW 2014 Joint Conference

The Wonderful World of Writing Centers

Program Draft

Disney's Coronado Springs Resort
Orlando, Florida

Conference Co-Chairs: [redacted]

www.iwcancptw2014.com

Conference program was deleted except for student information below.

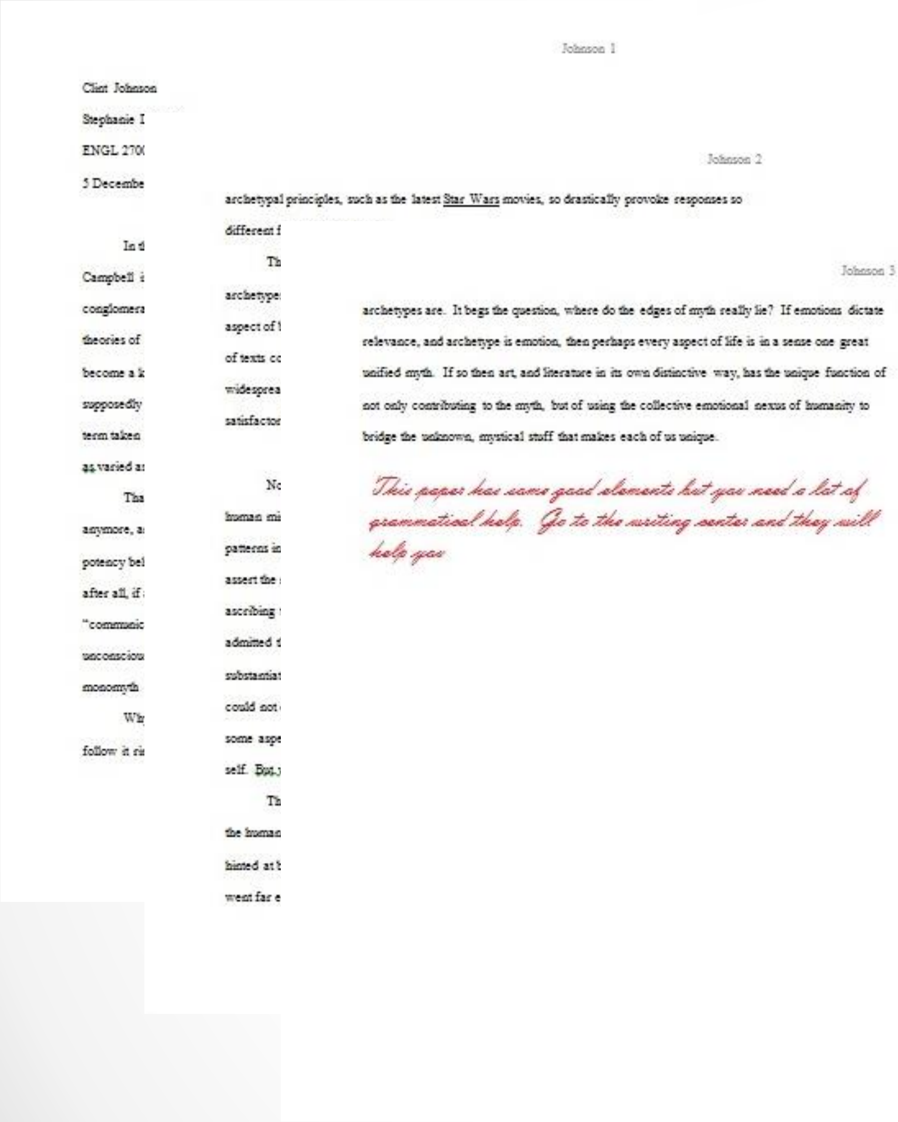
The Rogue Planet: Embracing the Writing Centers' Place in a Graded Solar System

- XXX, Salt Lake Community College

The XXX Student Writing Center

XXX

February 1, 2014



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This paper has some good elements but you need a lot of grammatical help. Go to the writing center and they will help you

"This paper has some good elements but you need a lot of grammatical help. Go to the writing center and they will help you."

The Student Writing Center

• • •

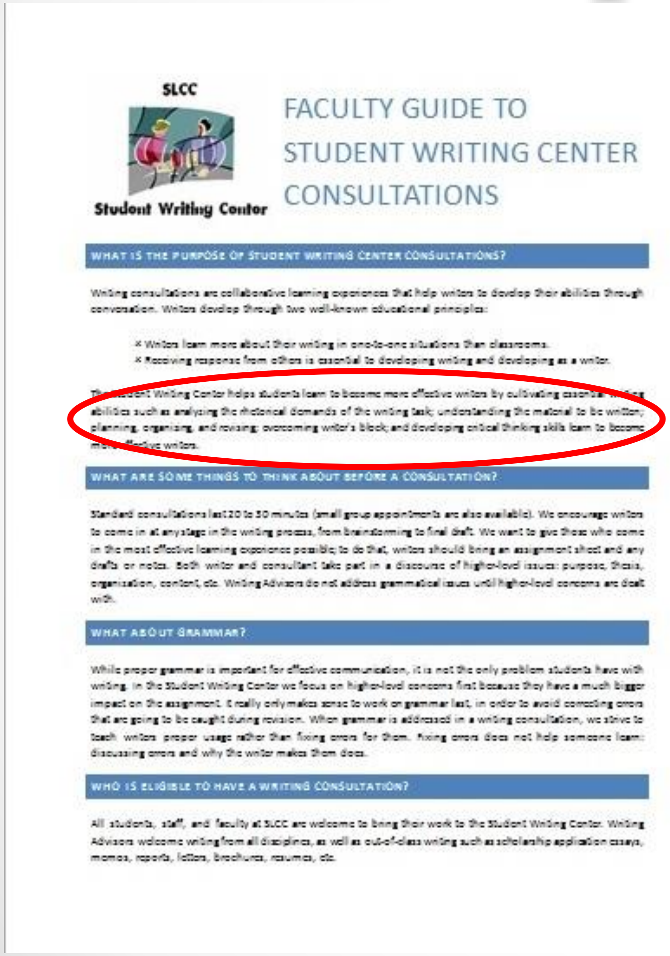
What it is

Mission Statement

"To help students improve as writers and succeed as students."

XXX Location

Helping Writers



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Student Writing Center

FACULTY GUIDE TO STUDENT WRITING CENTER CONSULTATIONS

WHAT IS THE PURPOSE OF STUDENT WRITING CENTER CONSULTATIONS?

Writing consultations are collaborative learning experiences that help writers to develop their abilities through conversation. Writers develop through two well-known educational principles:

- Writers learn more about their writing in one-to-one situations than classrooms.
- Receiving response from others is essential to developing writing and developing as a writer.

The Student Writing Center helps students learn to become more effective writers by cultivating essential writing abilities such as analyzing the rhetorical demands of the writing task; understanding the material to be written; planning, organizing, and revising; overcoming writer's block; and developing critical thinking skills learn to become more effective writers.

WHAT ARE SOME THINGS TO THINK ABOUT BEFORE A CONSULTATION?

Standard consultations last 20 to 30 minutes (small group appointments are also available). We encourage writers to come in at any stage in the writing process, from brainstorming to final draft. We want to give those who come in the most effective learning experience possible; to do that, writers should bring an assignment sheet and any drafts or notes. Both writer and consultant take part in a discourse of higher-level issues: purpose, thesis, organization, content, etc. Writing Advisors do not address grammatical issues until higher-level concerns are dealt with.

WHAT ABOUT GRAMMAR?

While proper grammar is important for effective communication, it is not the only problem students have with writing. In the Student Writing Center we focus on higher-level concerns first because they have a much bigger impact on the assignment. It really only makes sense to work on grammar last, in order to avoid correcting errors that are going to be caught during revision. When grammar is addressed in a writing consultation, we strive to teach writers proper usage rather than fixing errors for them. Fixing errors does not help someone learn: discussing errors and why the writer makes them does.

WHO IS ELIGIBLE TO HAVE A WRITING CONSULTATION?

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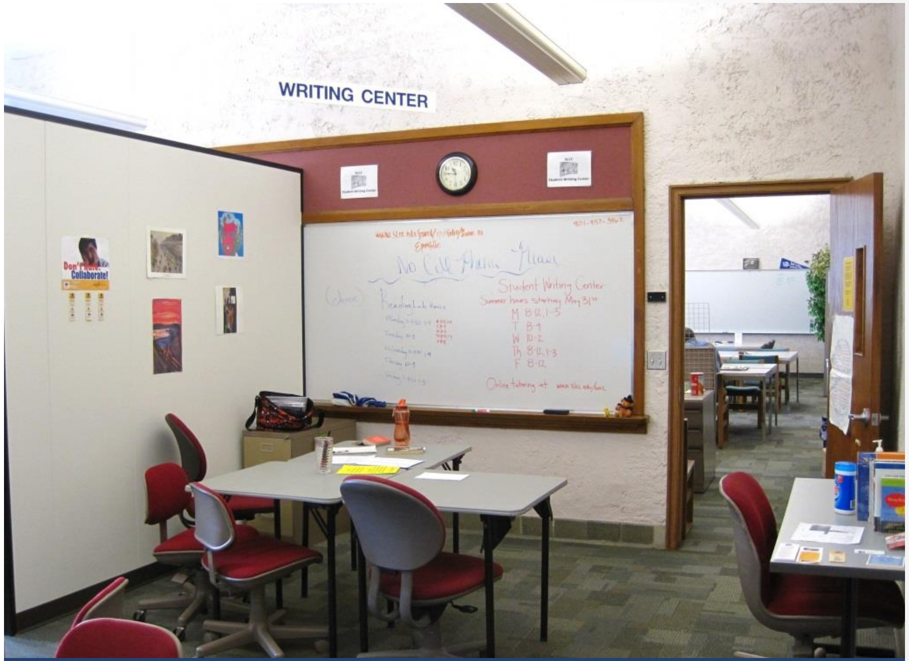
"The Student Writing Center helps students learn to become more effective writers by cultivating essential writing abilities such as analyzing the rhetorical demands of the writing task; understanding the material to be written; planning, organizing, and revising; overcoming writer's block; and developing critical thinking skills [to] learn to become more effective writers."

~XXX. "Faculty Guide to Student Writing Center Consultations." Handout.

The Typical Session

- Duration of 20-30 minutes
- Appointments recommended
- Response based; non-directive



XXX Location

The Student Writing Center

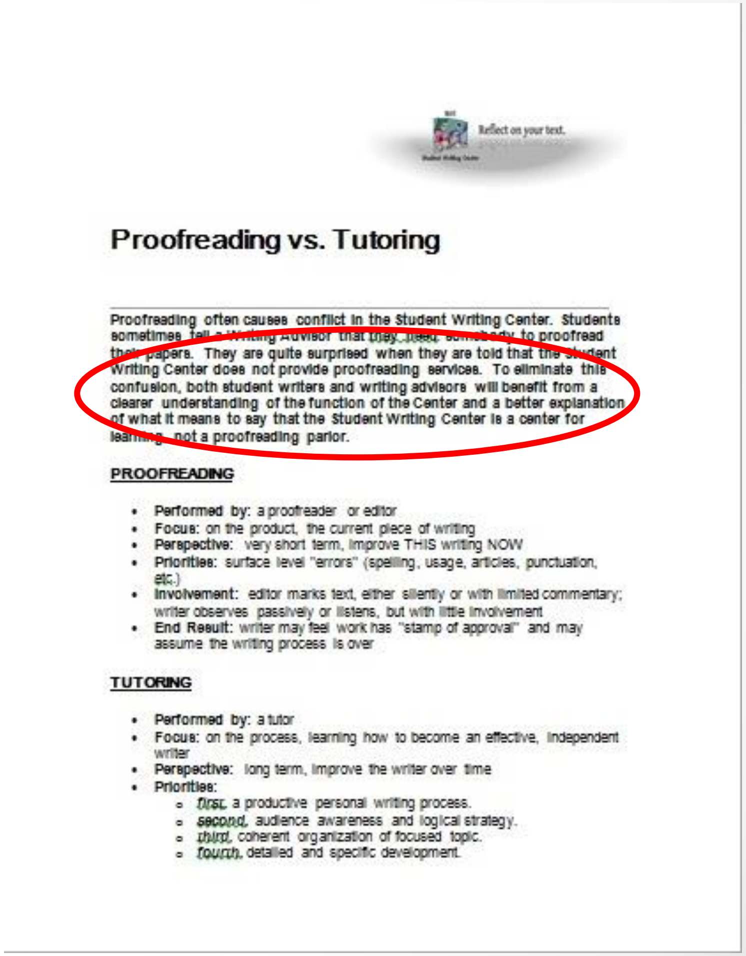
• • •

What it is not

Proofreading

"The Student Writing Center is a center for learning, not a proofreading parlor… [The] Student Writing Center does not provide proofreading services."

~XXX. "Proofreading Vs. Tutoring." Handout



Reflect on your text.

Student Writing Center

Proofreading vs. Tutoring

Proofreading often causes conflict in the Student Writing Center. Students sometimes tell a Writing Advisor that they need somebody to proofread their papers. They are quite surprised when they are told that the Student Writing Center does not provide proofreading services. To eliminate this confusion, both student writers and writing advisors will benefit from a clearer understanding of the function of the Center and a better explanation of what it means to say that the Student Writing Center is a center for learning, not a proofreading parlor.

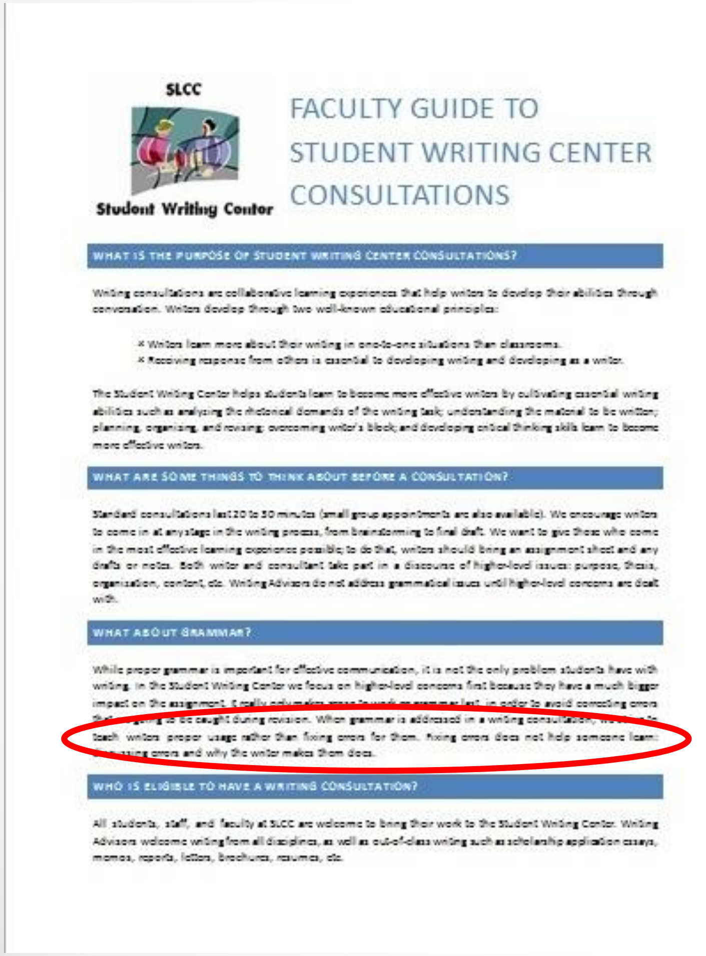
PROOFREADING

- **Performed by:** a proofreader or editor
- **Focus:** on the product, the current piece of writing
- **Perspective:** very short term, improve THIS writing NOW
- **Priorities:** surface level "errors" (spelling, usage, articles, punctuation, etc.)
- **Involvement:** editor marks text, either silently or with limited commentary; writer observes passively or listens, but with little involvement
- **End Result:** writer may feel work has "stamp of approval" and may assume the writing process is over

TUTORING

- **Performed by:** a tutor
- **Focus:** on the process, learning how to become an effective, independent writer
- **Perspective:** long term, improve the writer over time
- **Priorities:**
  - *first*, a productive personal writing process.
  - *second*, audience awareness and logical strategy.
  - *third*, coherent organization of focused topic.
  - *fourth*, detailed and specific development.

Proofreading



SLCC

Student Writing Center

FACULTY GUIDE TO STUDENT WRITING CENTER CONSULTATIONS

WHAT IS THE PURPOSE OF STUDENT WRITING CENTER CONSULTATIONS?

Writing consultations are collaborative learning experiences that help writers to develop their abilities through conversation. Writers develop through two well-known educational principles:

- Writers learn more about their writing in one-to-one situations than classrooms.
- Receiving response from others is essential to developing writing and developing as a writer.

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Proofreading vs. Tutoring

Proofreading

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- **Focus**: on the product, the current piece of writing
- **Perspective**: very short term, improve THIS writing NOW

Tutoring

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- **Focus**: on the process, learning how to become an effective, independent writer
- **Perspective**: long term, improve the writer over time

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Understand to Promote Learning

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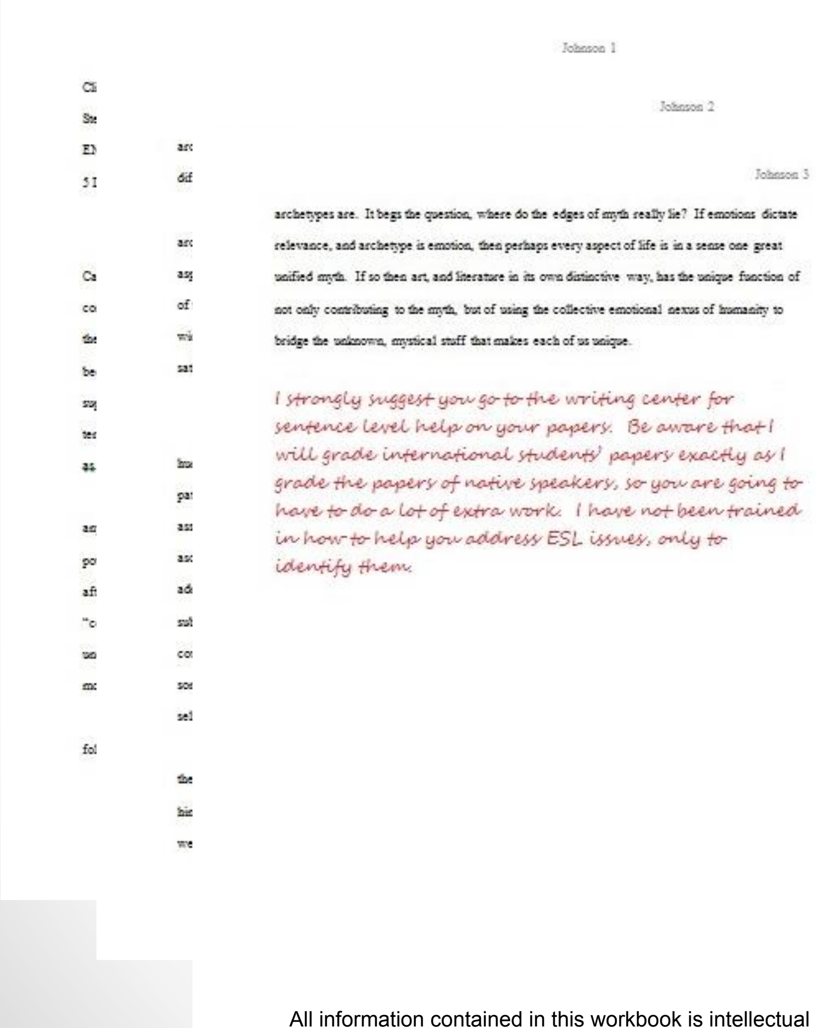
Expectations of students and tutors

Unrealistic Expectations



Johnson 1

Johnson 2

Johnson 3

archetypes are. It begs the question, where do the edges of myth really lie? If emotions dictate relevance, and archetype is emotion, then perhaps every aspect of life is in a sense one great unified myth. If so then art, and literature in its own distinctive way, has the unique function of not only contributing to the myth, but of using the collective emotional nexus of humanity to bridge the unknown, mystical stuff that makes each of us unique.

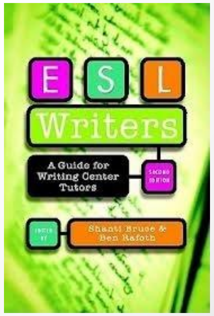
I strongly suggest you go to the writing center for sentence level help on your papers. Be aware that I will grade international students' papers exactly as I grade the papers of native speakers, so you are going to have to do a lot of extra work. I have not been trained in how to help you address ESL issues, only to identify them.

"I strongly suggest you go to the writing center for sentence level help on your papers. Be aware that I will grade international students' papers exactly as I grade the papers of native speakers, so you are going to have to do a lot of extra work. I have not been trained in how to help you address ESL issues, only to identify them."

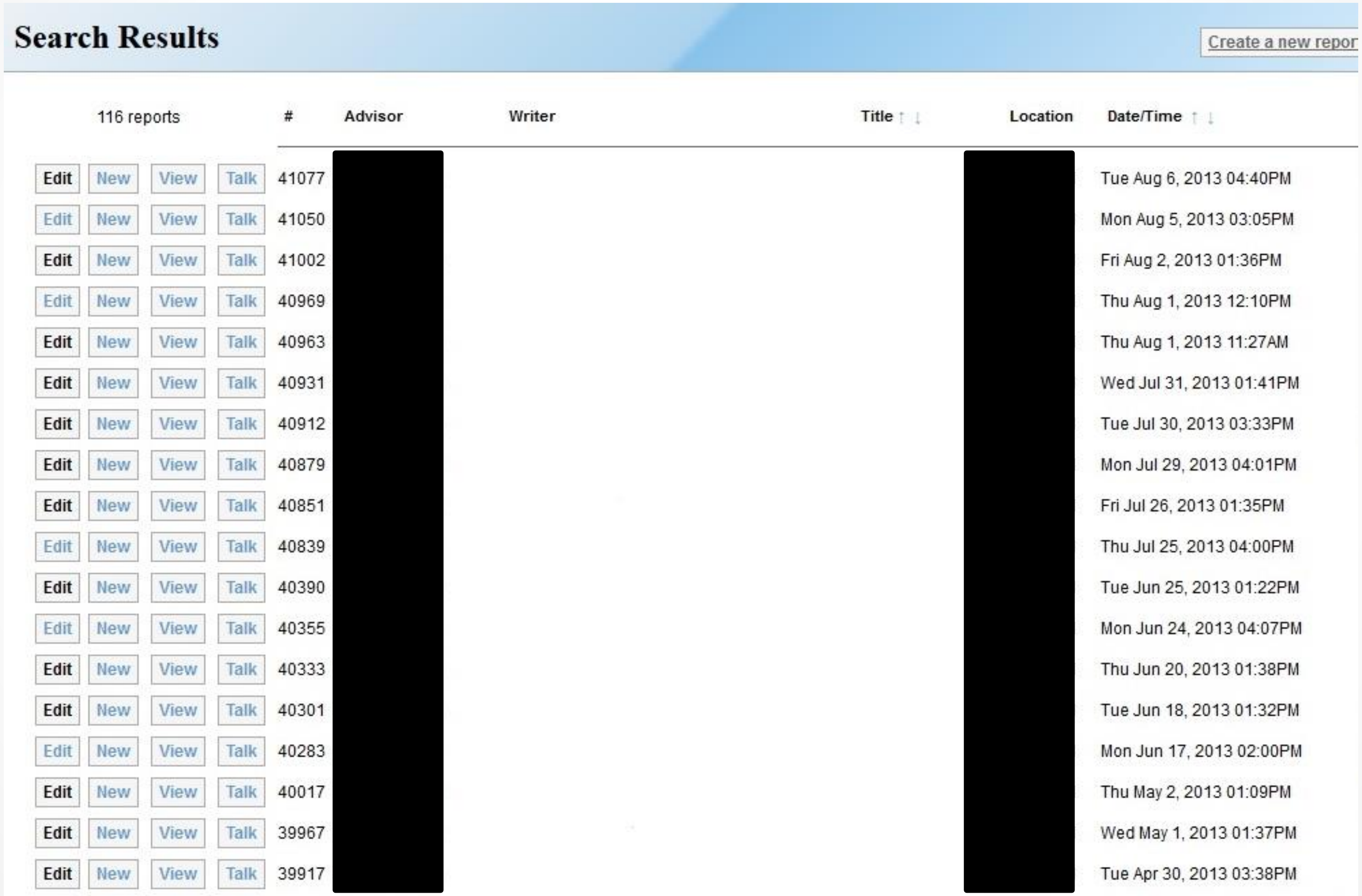
Realistic Expectations for Students

"College-level ESL students can and do learn to become proficient editors of their own texts when given the necessary instruction."

~Linville, Cynthia. "Editing Line by Line." *ESL Writers: A Guide for Writing Center Tutors.* Ed. 2^{nd}. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook Publishers, Inc. 2009. Print.



Realistic Expectations for Students



Search Results

Create a new repor

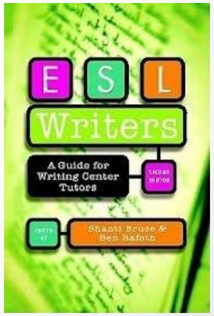
116 reports				#	Advisor	Writer	Title ↑ ↓	Location	Date/Time ↑ ↓
Edit	New	View	Talk	41077	[redacted]			[redacted]	Tue Aug 6, 2013 04:40PM
Edit	New	View	Talk	41050	[redacted]			[redacted]	Mon Aug 5, 2013 03:05PM
Edit	New	View	Talk	41002	[redacted]			[redacted]	Fri Aug 2, 2013 01:36PM
Edit	New	View	Talk	40969	[redacted]			[redacted]	Thu Aug 1, 2013 12:10PM
Edit	New	View	Talk	40963	[redacted]			[redacted]	Thu Aug 1, 2013 11:27AM
Edit	New	View	Talk	40931	[redacted]			[redacted]	Wed Jul 31, 2013 01:41PM
Edit	New	View	Talk	40912	[redacted]			[redacted]	Tue Jul 30, 2013 03:33PM
Edit	New	View	Talk	40879	[redacted]			[redacted]	Mon Jul 29, 2013 04:01PM
Edit	New	View	Talk	40851	[redacted]			[redacted]	Fri Jul 26, 2013 01:35PM
Edit	New	View	Talk	40839	[redacted]			[redacted]	Thu Jul 25, 2013 04:00PM
Edit	New	View	Talk	40390	[redacted]			[redacted]	Tue Jun 25, 2013 01:22PM
Edit	New	View	Talk	40355	[redacted]			[redacted]	Mon Jun 24, 2013 04:07PM
Edit	New	View	Talk	40333	[redacted]			[redacted]	Thu Jun 20, 2013 01:38PM
Edit	New	View	Talk	40301	[redacted]			[redacted]	Tue Jun 18, 2013 01:32PM
Edit	New	View	Talk	40283	[redacted]			[redacted]	Mon Jun 17, 2013 02:00PM
Edit	New	View	Talk	40017	[redacted]			[redacted]	Thu May 2, 2013 01:09PM
Edit	New	View	Talk	39967	[redacted]			[redacted]	Wed May 1, 2013 01:37PM
Edit	New	View	Talk	39917	[redacted]			[redacted]	Tue Apr 30, 2013 03:38PM

Record of Student’s Writing Center Attendance

Realistic Expectations for Students

"Six error types that are treatable and are often frequent or serious in ESL college compositions are subject-verb agreement, verb tense, verb form, singular/plural noun endings, word form, and sentence structure."

~Linville, Cynthia. "Editing Line by Line." *ESL Writers: A Guide for Writing Center Tutors.* Ed. 2nd. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook Publishers, Inc. 2009. Print.

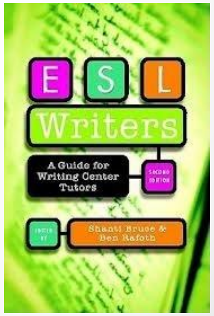


Realistic Expectations for Tutors

“[A] tutor is not a grammar teacher. His ability to help is limited.”

According to Leki (1990) and Ferris (2003), “Research [has shown] that direct error correction (crossing out errors and writing in corrections) does not prevent students from making the same errors in the next paper, nor does it seem to promote student learning.”

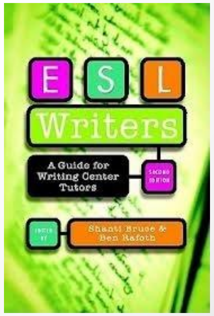
~Linville, Cynthia. “Editing Line by Line.” *ESL Writers: A Guide for Writing Center Tutors*. Ed. 2nd. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook Publishers, Inc. 2009. Print.



Realistic Expectations for Tutors

"ESL writing specialists agree that error diagnosis should focus on[errors] that are the most frequent, serious, and treatable… some language features, such as prepositions, articles… and precise word usage, take many years to learn; thus, while such errors may be serious, they may not be treatable."

"[Editing to teach students how to better self-edit] is excruciatingly slow. [To do so,] tutors will need to fight down their own sense of urgency."



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Recommendations

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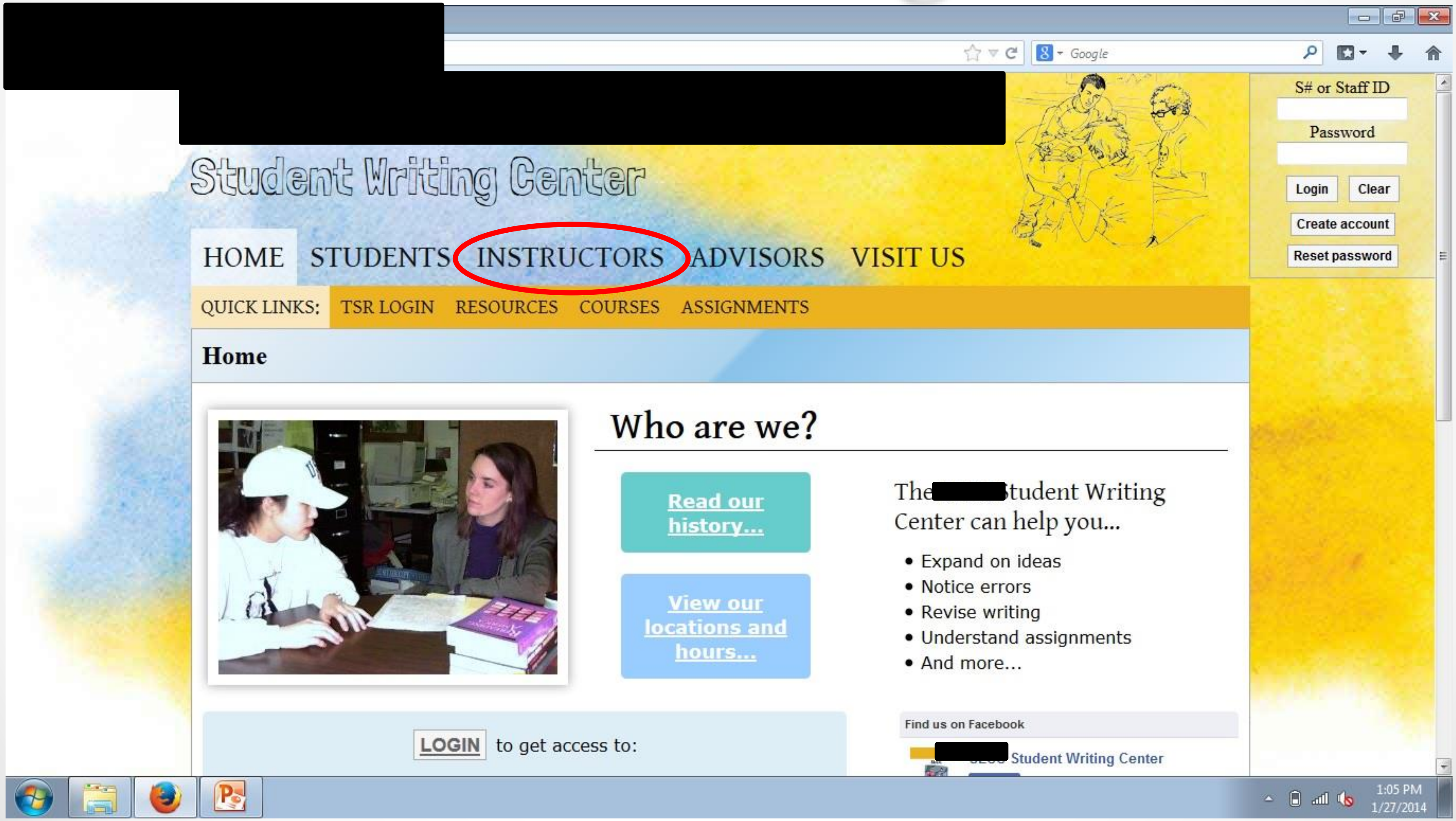
How best to use the Student Writing Center

Suggestions

- Encourage attendance early and often, and not exclusively for grammar-related issues
- Refer to the writing center as a tutoring and learning resource, not an editing or remedial service
- Provide assignment sheets to students and the writing center

XXX.org



[redacted]

[redacted]

Student Writing Center

Home

Who are we?

Read our history...

View our locations and hours...

The [redacted]Student Writing Center can help you...

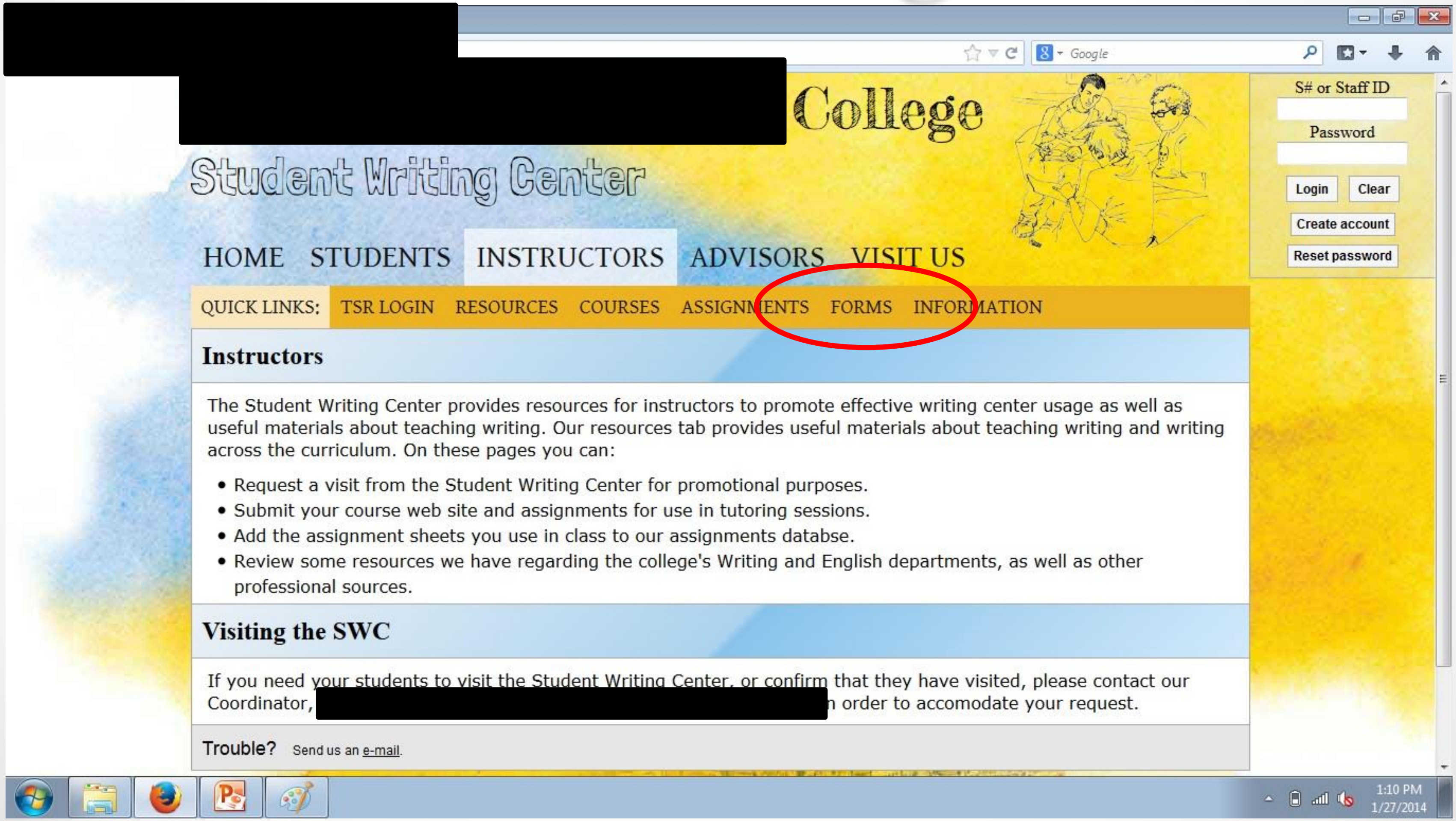
- Expand on ideas
- Notice errors
- Revise writing
- Understand assignments
- And more...

LOGIN to get access to:

Find us on Facebook

[redacted] Student Writing Center

XXX.org



Instructors

The Student Writing Center provides resources for instructors to promote effective writing center usage as well as useful materials about teaching writing. Our resources tab provides useful materials about teaching writing and writing across the curriculum. On these pages you can:

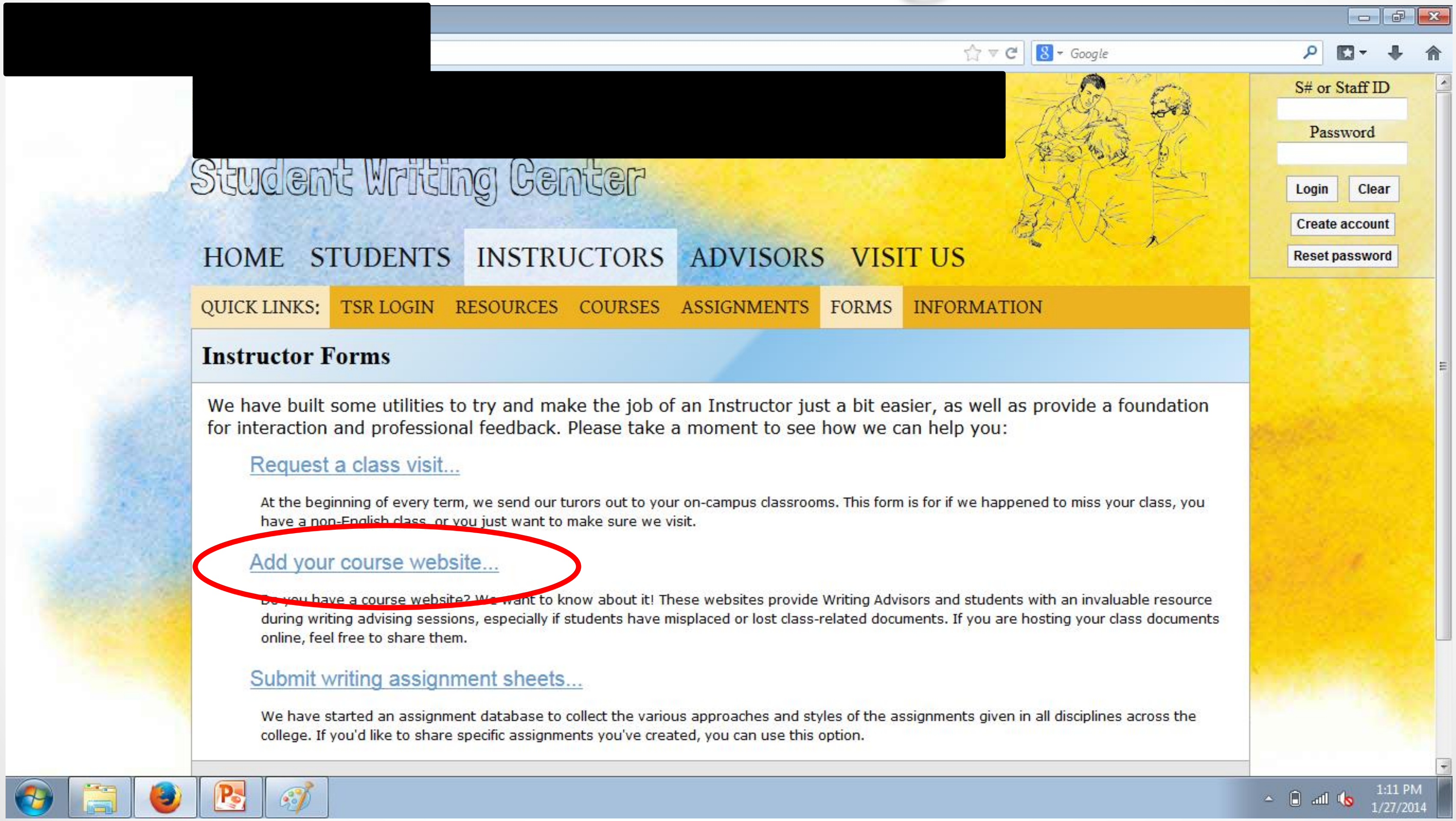
- Request a visit from the Student Writing Center for promotional purposes.
- Submit your course web site and assignments for use in tutoring sessions.
- Add the assignment sheets you use in class to our assignments databse.
- Review some resources we have regarding the college's Writing and English departments, as well as other professional sources.

Visiting the SWC

If you need your students to visit the Student Writing Center, or confirm that they have visited, please contact our Coordinator, [redacted] n order to accomodate your request.

Trouble? Send us an e-mail.

XXX.org



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Student Writing Center

HOME STUDENTS INSTRUCTORS ADVISORS VISIT US

QUICK LINKS: TSR LOGIN RESOURCES COURSES ASSIGNMENTS FORMS INFORMATION

Instructor Forms

We have built some utilities to try and make the job of an Instructor just a bit easier, as well as provide a foundation for interaction and professional feedback. Please take a moment to see how we can help you:

Request a class visit...

At the beginning of every term, we send our turors out to your on-campus classrooms. This form is for if we happened to miss your class, you have a non-English class, or you just want to make sure we visit.

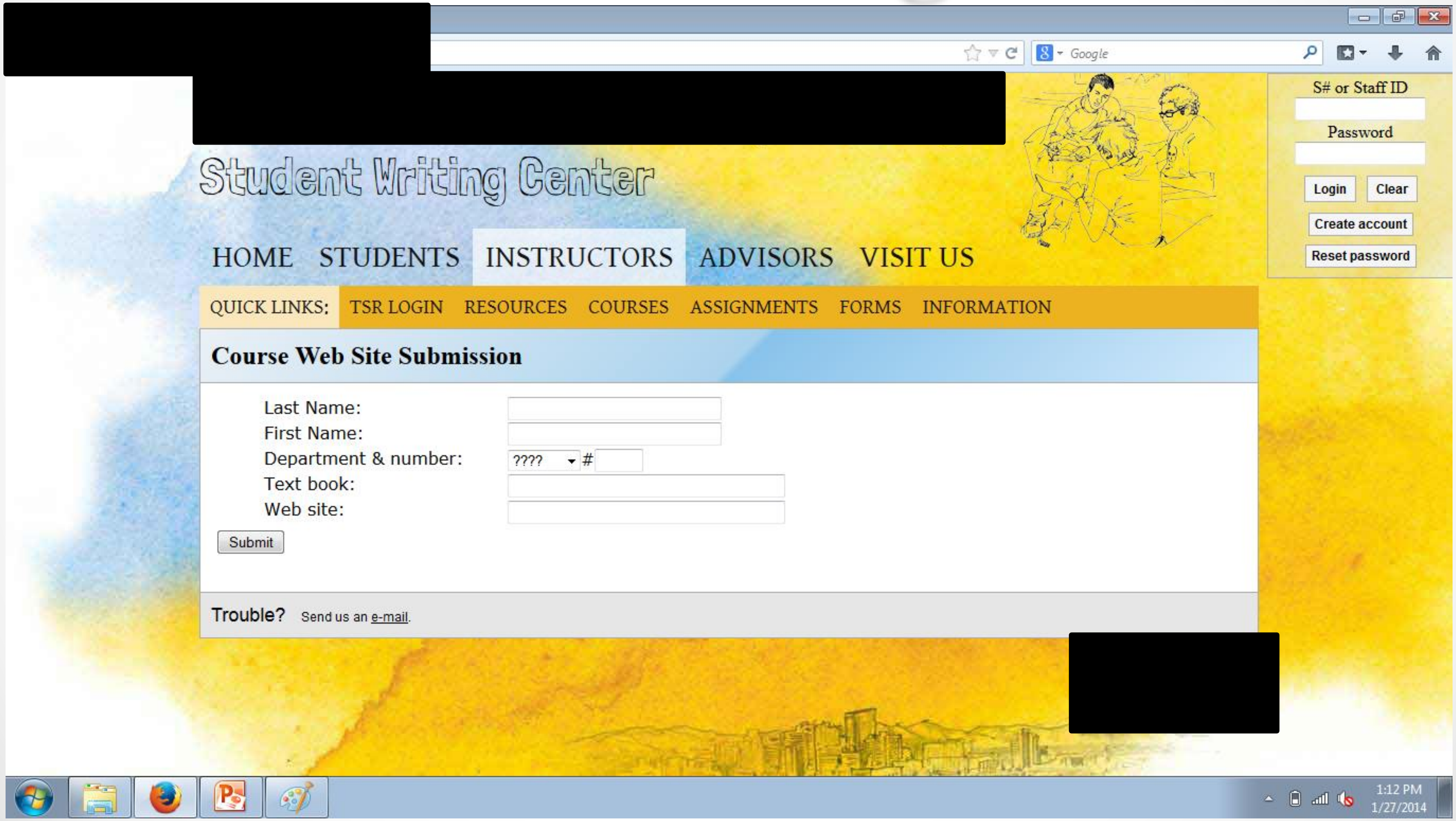
Add your course website...

Do you have a course website? We want to know about it! These websites provide Writing Advisors and students with an invaluable resource during writing advising sessions, especially if students have misplaced or lost class-related documents. If you are hosting your class documents online, feel free to share them.

Submit writing assignment sheets...

We have started an assignment database to collect the various approaches and styles of the assignments given in all disciplines across the college. If you'd like to share specific assignments you've created, you can use this option.

XXX.org



[redacted]

[redacted]

Course Web Site Submission

Last Name:

First Name:

Department & number: ???? #

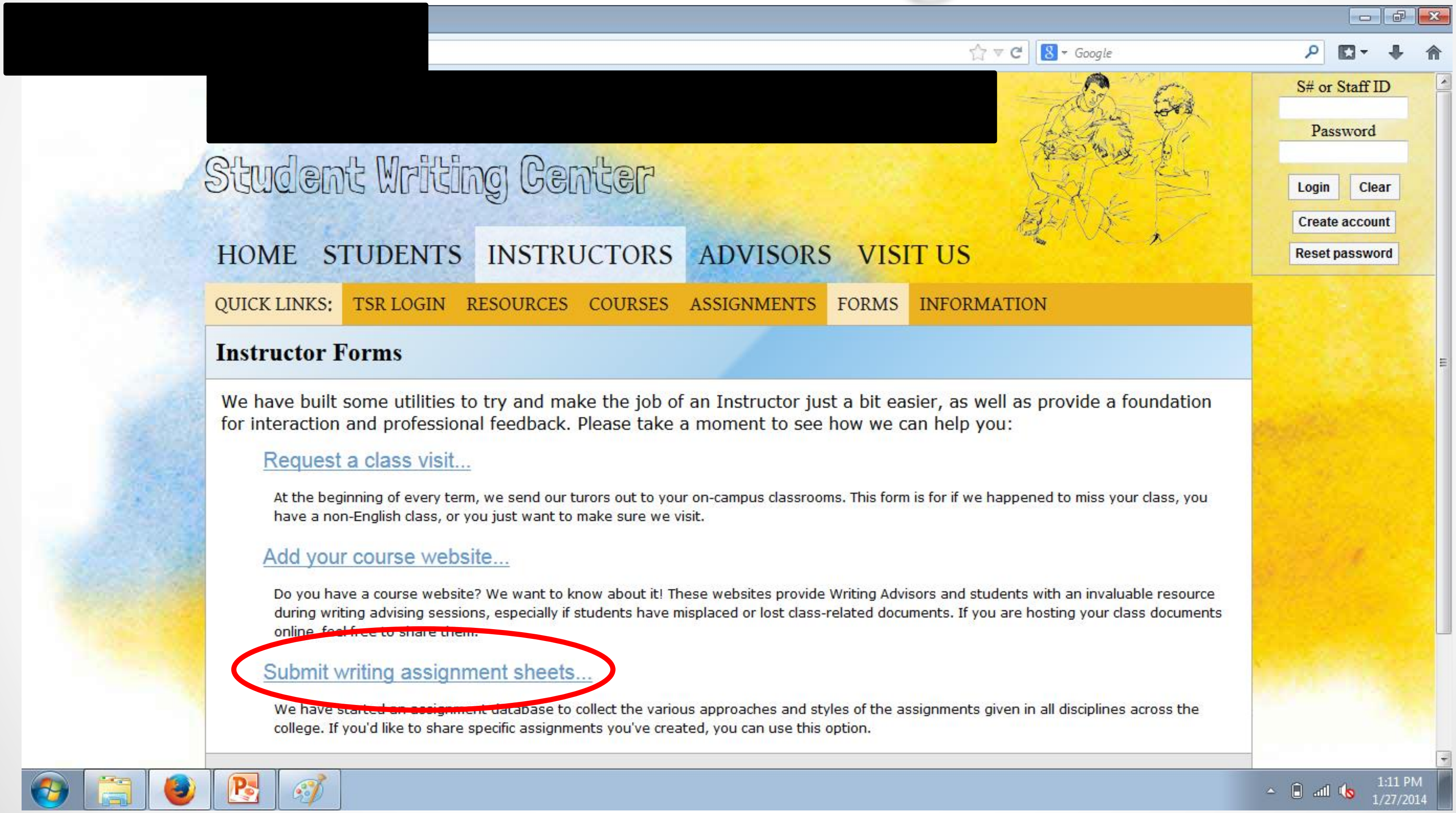
Text book:

Web site:

Trouble? Send us an e-mail.

[redacted]

XXX.org



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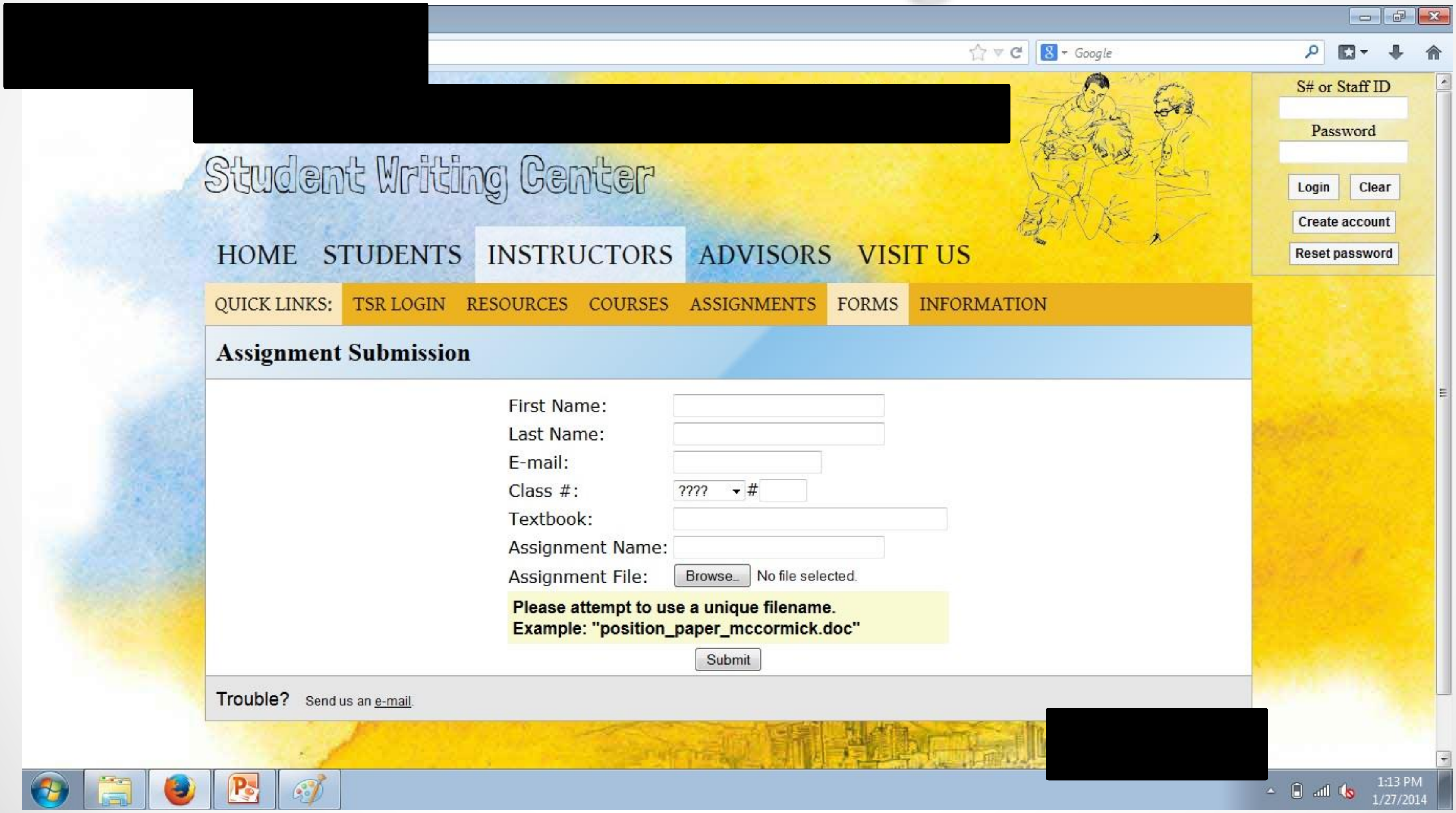
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[redacted]

Assignment Submission

First Name:
Last Name:
E-mail:
Class #: ???? #
Textbook:
Assignment Name:
Assignment File: Browse... No file selected.

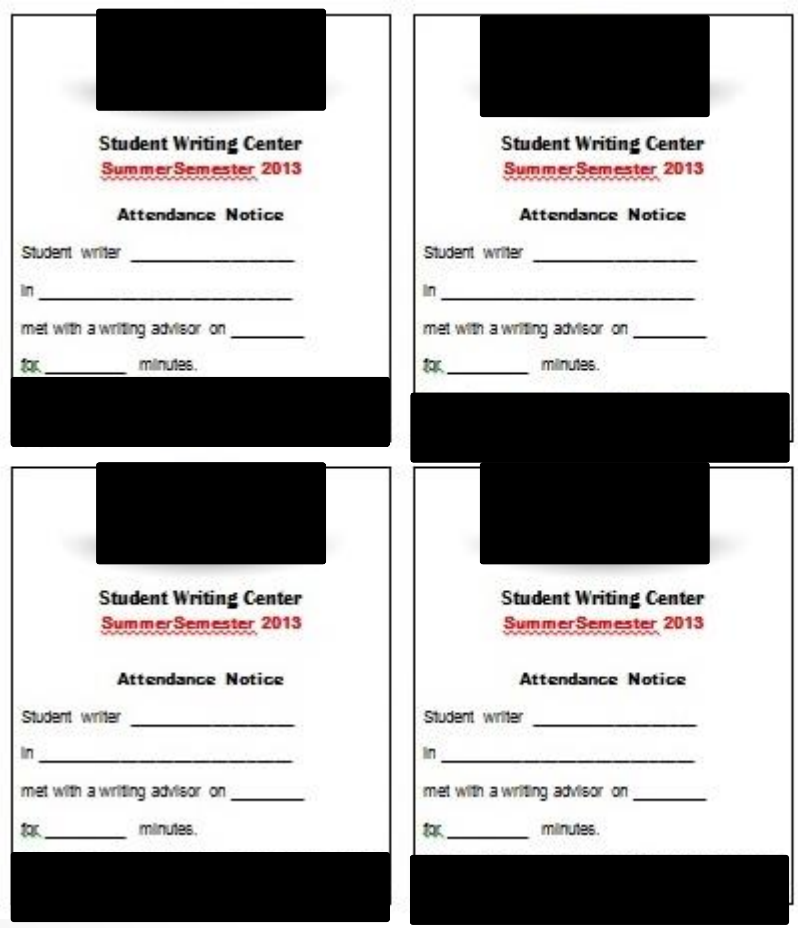
Please attempt to use a unique filename.
Example: "position_paper_mccormick.doc"

Trouble? Send us an e-mail.

[redacted]

Suggestions

- Invite extra submissions of drafts and be flexible about deadlines; coordinate with the writing center on assignments students are particularly struggling with
- When commenting on students' papers, outline a few specific areas of need according to highest order of concern; please write legibly and indicate that grammar is not the focus at this stage in the process
- Build in incentive for writing center attendance



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Student Writing Center
SummerSemester 2013

Attendance Notice

Student writer ______________
In ______________________
met with a writing advisor on _______
for ________ minutes.

[redacted]

[redacted]

Student Writing Center
SummerSemester 2013

Attendance Notice

Student writer ______________
In ______________________
met with a writing advisor on _______
for ________ minutes.

[redacted]

[redacted]

Student Writing Center
SummerSemester 2013

Attendance Notice

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met with a writing advisor on _______
for ________ minutes.

[redacted]

[redacted]

Student Writing Center
SummerSemester 2013

Attendance Notice

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for ________ minutes.

[redacted]

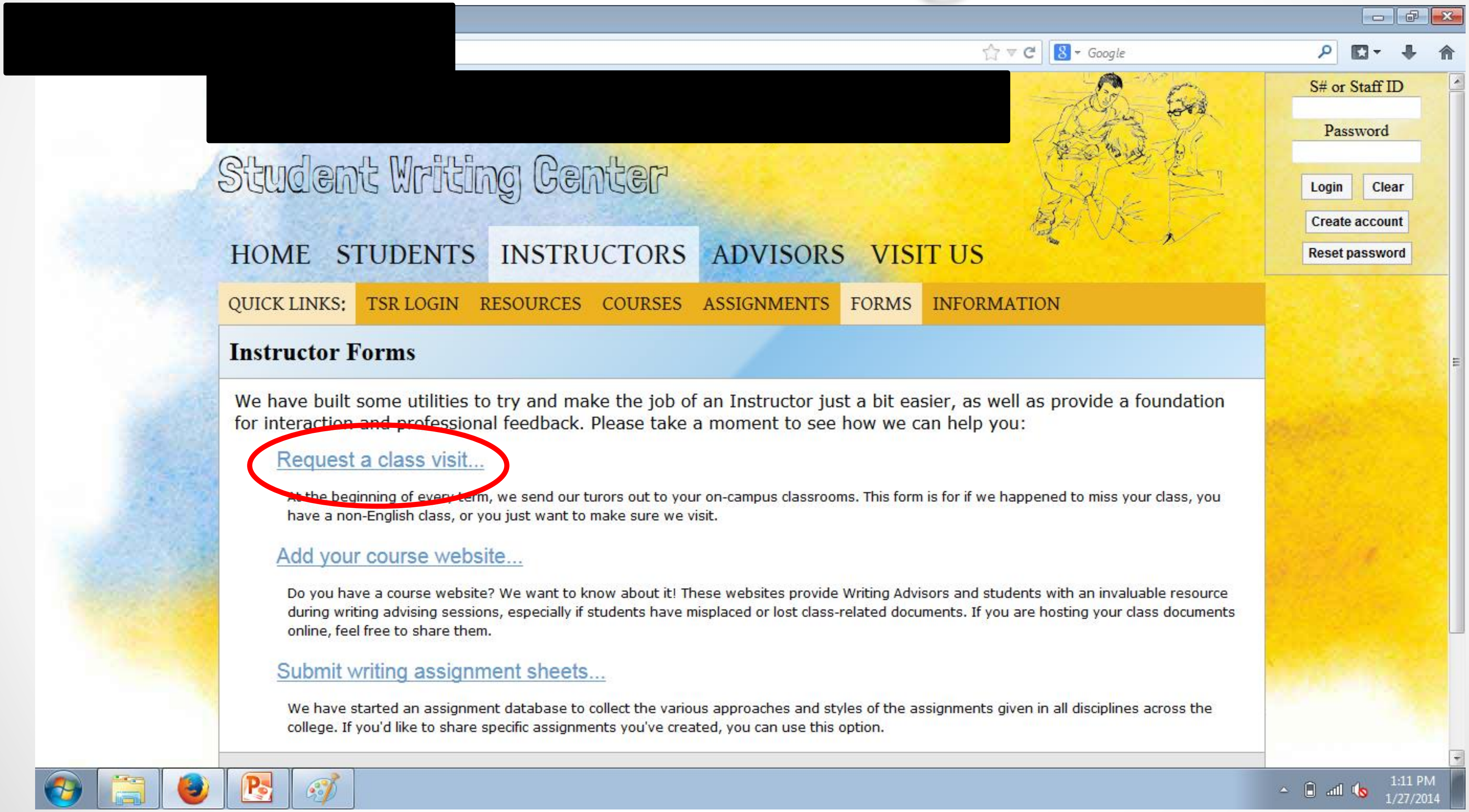
Attendance Slip

- Unique for each semester
- Includes date attended and amount of time spent with tutor
- Verification or elaboration of session possible by contacting writing center coordinator

Suggestions

- Provide detailed rubrics
- Add writing center information on your syllabus including the purpose of the center: see "How Can I Encourage" on "Faculty Guide to Student Writing Center Consultations" handout
- Invite a tutor for a writing center orientation for your class at the beginning of the semester

XXX.org



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[redacted]

Student Writing Center

[redacted]
IAB 129; 801-957-4893

[redacted]
3-180; 801-957-3206

[redacted]
HTC 102; 801-957-2852

[redacted]
Room 209

Online
[redacted]

Add some excitement to your writing...

[redacted]

[redacted]

Writing Center Coordinator:

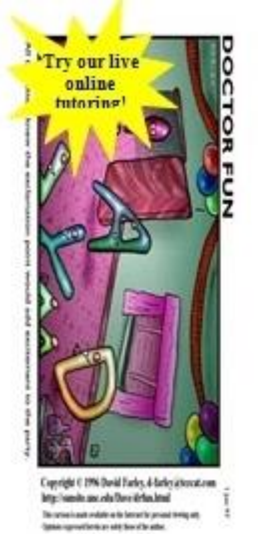
[redacted]

Writing Advisors:

[redacted]

Clint Johnson

[redacted]



Add some excitement to your writing...

[redacted]

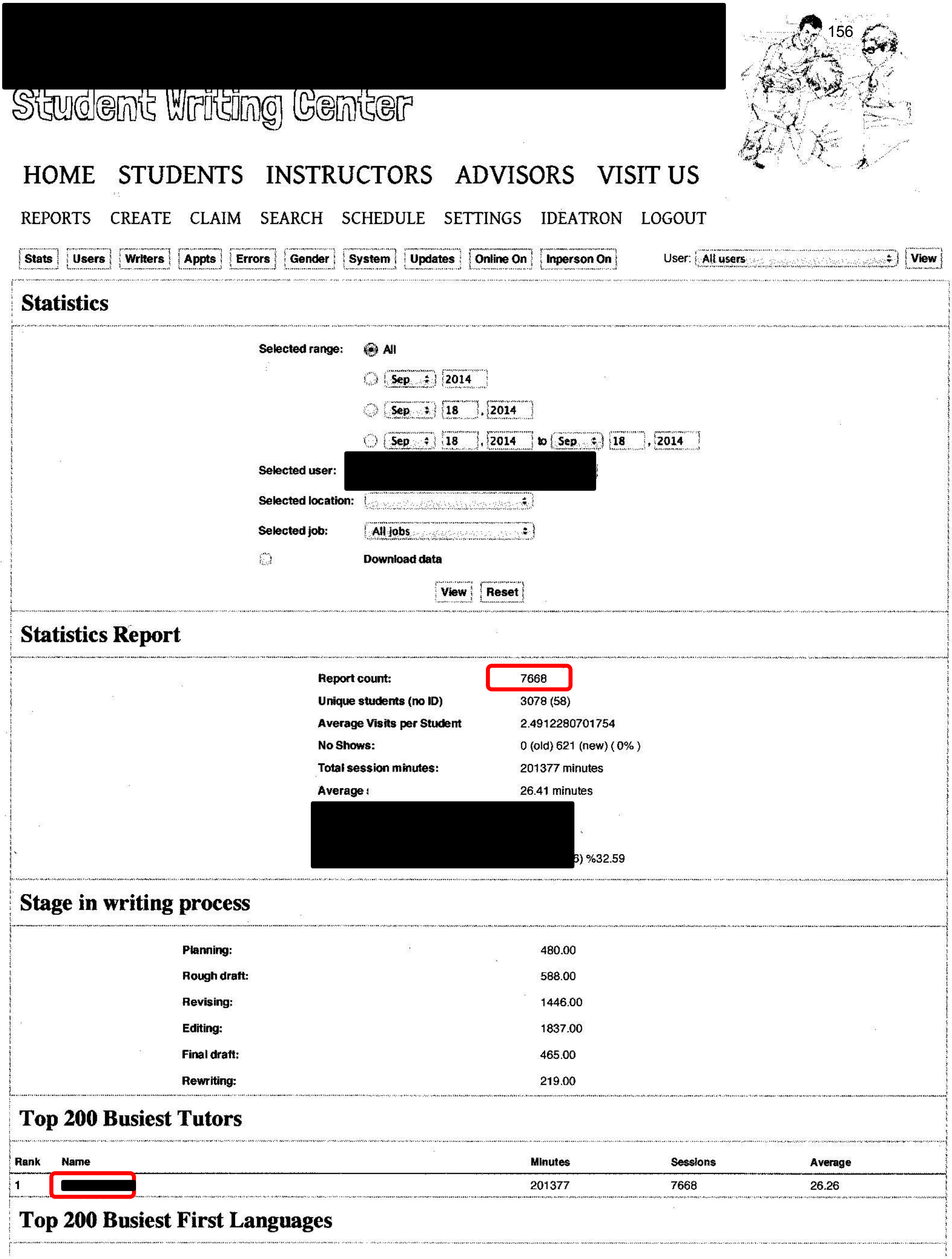
On February 5, 2009, XXX was a panelist in my creative writing capstone course. The panel focused on publishing, and his experience as a highly successful writer proved invaluable to my students. A required senior-level course for students studying creative writing, the capstone is meant to introduce students to the profession of writing. As a working writer, XXX provided a crucial dimension to both the panel and the course in general. He came prepared with examples from his own work, stories from the field, and a sense of passion about the act of writing that both motivated my students to write and grounded them in the discipline the writing life requires. Students were particularly excited about his appearance in our class and felt they had learned a lot from an insider who clearly knows his subject. It was a great experience for my students, and we were very fortunate to have XXX visit our class. I hope to prevail on him again in the future. He can tell my students things about writing that they need to hear and know in a way they value and appreciate.

Does this work? Let me know if I need to make changes. Thanks again for visiting our class.

From: XXX
Sent: Monday, May 11, 2009 1:52 PM
To: XXX
Subject: Panel Blurb?

Ms. XXX,

My name is XXX, and I'm one of the panelists your class invited to speak about publishing a few months ago. I'm currently making up a school visit package with which I will contact schools and was wondering if you would consider writing a short testimonial about the panel I served on in your class. I've come up with a curriculum vitae of presentations and workshops and the like, and it would be nice to include a short statement from you about the USU event, if you feel comfortable offering such. If you are amenable, I would truly appreciate it. Thank you for your time and consideration.



[redacted]

User: All users

Statistics

Selected range: ● All
○ Sep 2014
○ Sep 18, 2014
○ Sep 18, 2014 to Sep 18, 2014

Selected user: [redacted]

Selected location:

Selected job: All jobs

☐ **Download data**

Statistics Report

Report count:	7668
Unique students (no ID)	3078 (58)
Average Visits per Student	2.4912280701754
No Shows:	0 (old) 621 (new) (0%)
Total session minutes:	201377 minutes
Average :	26.41 minutes

[redacted]) %32.59

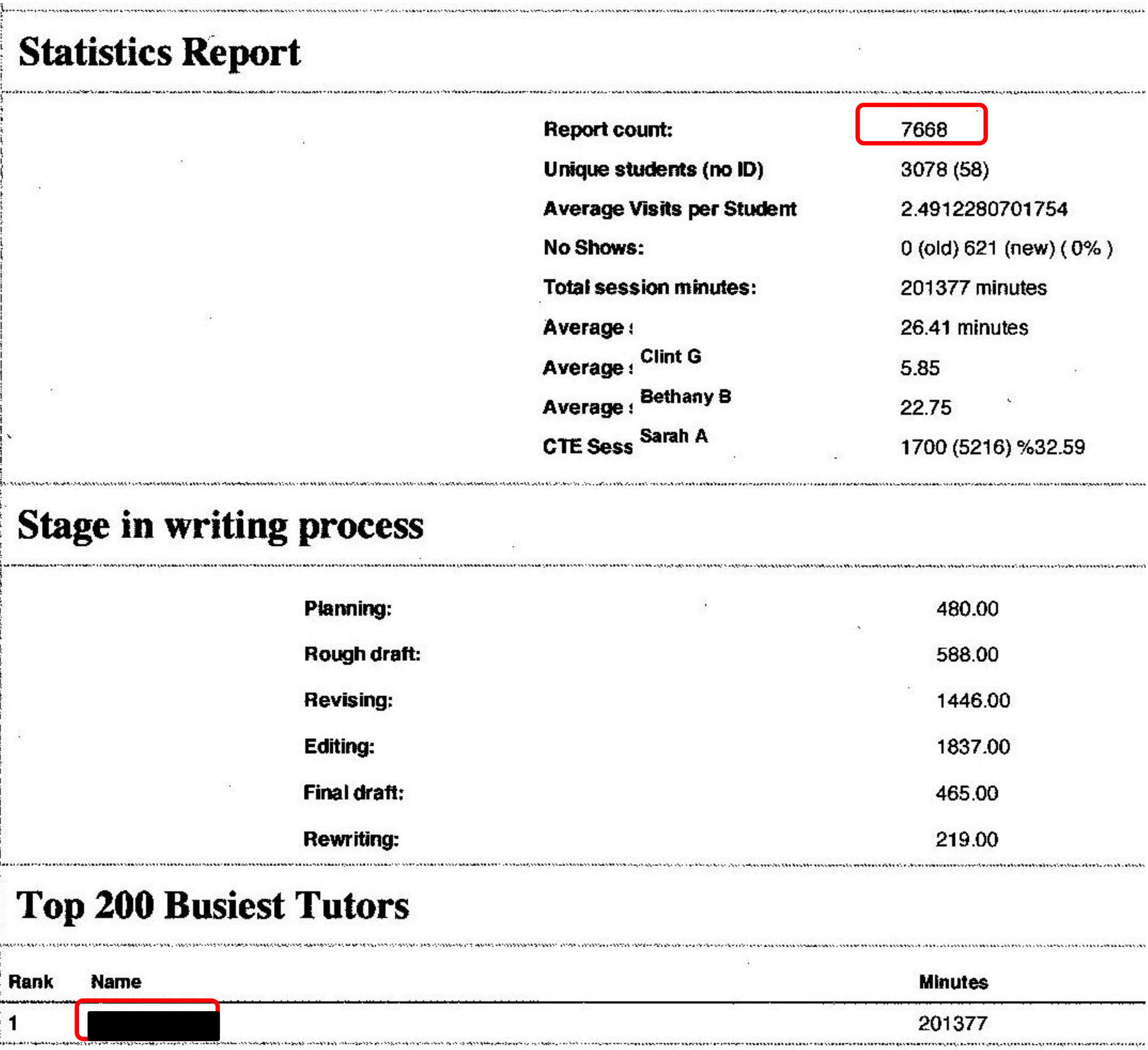
Stage in writing process

Planning:	480.00
Rough draft:	588.00
Revising:	1446.00
Editing:	1837.00
Final draft:	465.00
Rewriting:	219.00

Top 200 Busiest Tutors

Rank	Name	Minutes	Sessions	Average
1	[redacted]	201377	7668	26.26

Top 200 Busiest First Languages



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Total session minutes:	201377 minutes
Average :	26.41 minutes
Average : Clint G	5.85
Average : Bethany B	22.75
CTE Sess Sarah A	1700 (5216) %32.59

Stage in writing process

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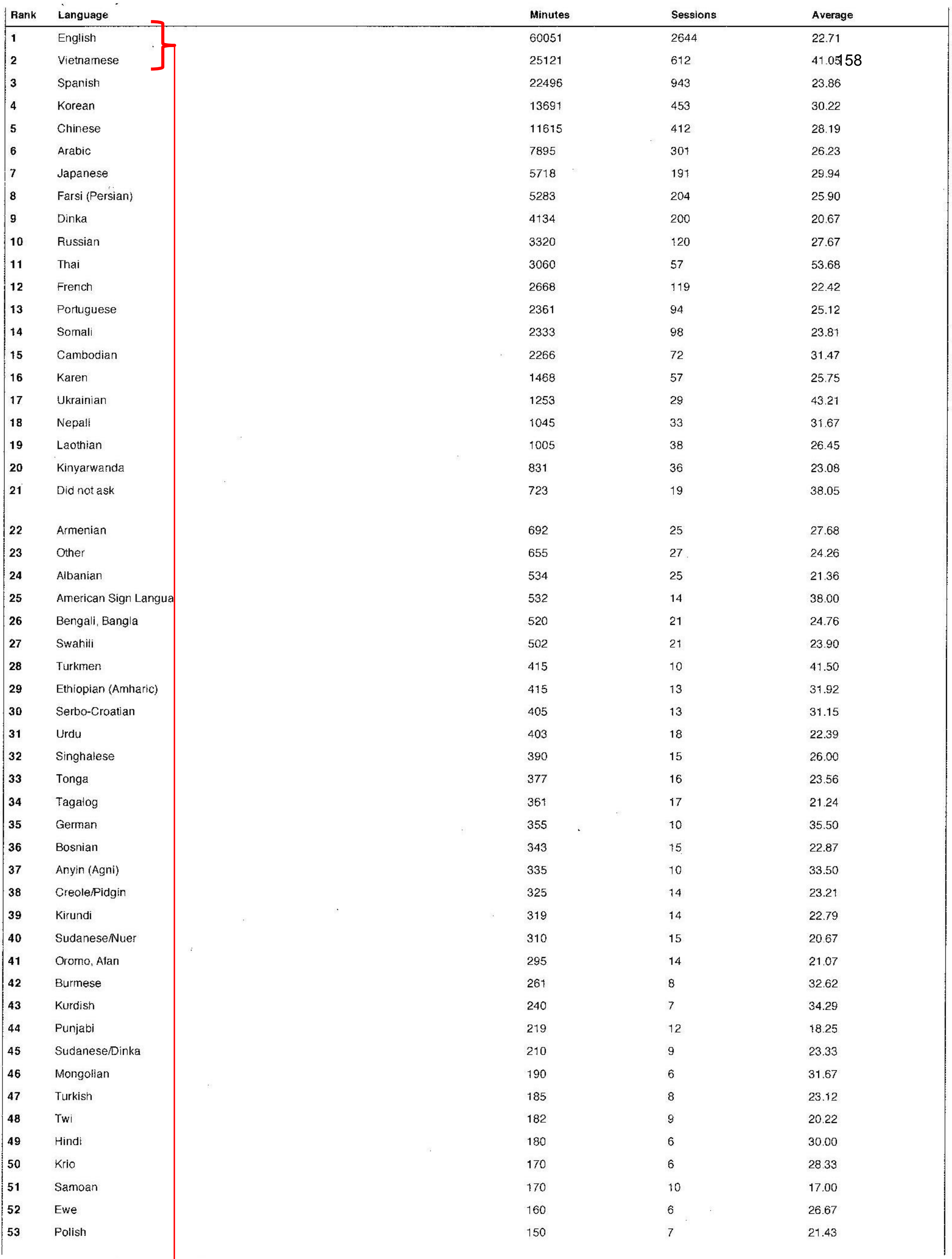
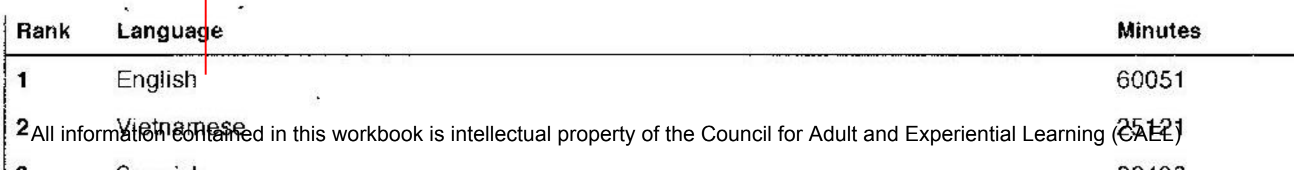
Top 200 Busiest Tutors

Rank	Name	Minutes
1	[redacted]	201377

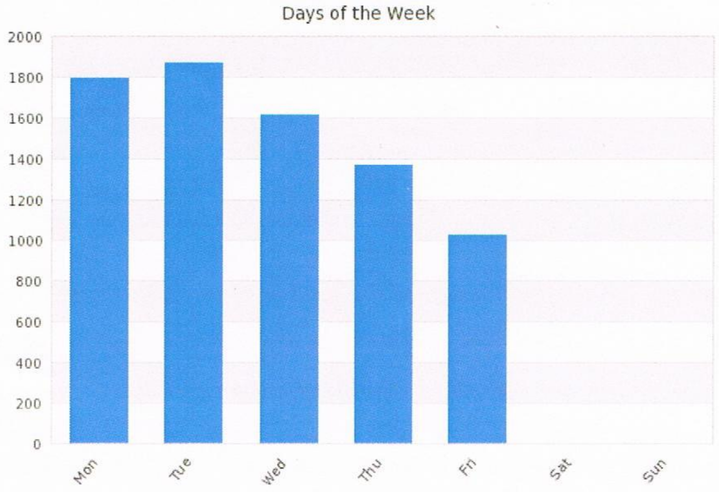


Rank	Language	Minutes	Sessions	Average
1	English	60051	2644	22.71
2	Vietnamese	25121	612	41.05
3	Spanish	22496	943	23.86
4	Korean	13691	453	30.22
5	Chinese	11615	412	28.19
6	Arabic	7895	301	26.23
7	Japanese	5718	191	29.94
8	Farsi (Persian)	5283	204	25.90
9	Dinka	4134	200	20.67
10	Russian	3320	120	27.67
11	Thai	3060	57	53.68
12	French	2668	119	22.42
13	Portuguese	2361	94	25.12
14	Somali	2333	98	23.81
15	Cambodian	2266	72	31.47
16	Karen	1468	57	25.75
17	Ukrainian	1253	29	43.21
18	Nepali	1045	33	31.67
19	Laothian	1005	38	26.45
20	Kinyarwanda	831	36	23.08
21	Did not ask	723	19	38.05
22	Armenian	692	25	27.68
23	Other	655	27	24.26
24	Albanian	534	25	21.36
25	American Sign Langua	532	14	38.00
26	Bengali, Bangla	520	21	24.76
27	Swahili	502	21	23.90
28	Turkmen	415	10	41.50
29	Ethiopian (Amharic)	415	13	31.92
30	Serbo-Croatian	405	13	31.15
31	Urdu	403	18	22.39
32	Singhalese	390	15	26.00
33	Tonga	377	16	23.56
34	Tagalog	361	17	21.24
35	German	355	10	35.50
36	Bosnian	343	15	22.87
37	Anyin (Agni)	335	10	33.50
38	Creole/Pidgin	325	14	23.21
39	Kirundi	319	14	22.79
40	Sudanese/Nuer	310	15	20.67
41	Oromo, Afan	295	14	21.07
42	Burmese	261	8	32.62
43	Kurdish	240	7	34.29
44	Punjabi	219	12	18.25
45	Sudanese/Dinka	210	9	23.33
46	Mongolian	190	6	31.67
47	Turkish	185	8	23.12
48	Twi	182	9	20.22
49	Hindi	180	6	30.00
50	Krio	170	6	28.33
51	Samoan	170	10	17.00
52	Ewe	160	6	26.67
53	Polish	150	7	21.43

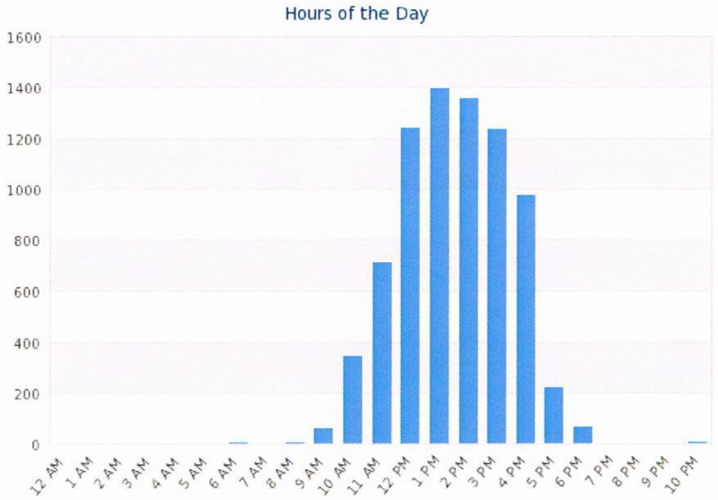


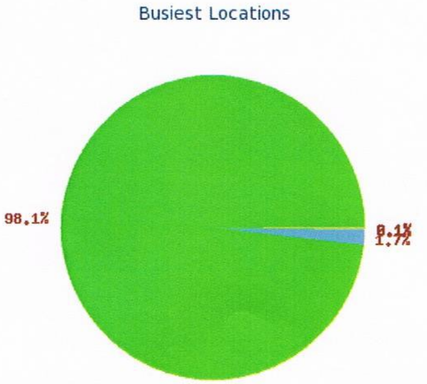
Rank	Language	Minutes
1	English	60051
2	Vietnamese	25121

54	Mandingo	130	5	26.00
55	Romanian	102	3	34.00
56	Norwegian	95	6	15.83
57	Bulgarian	95	4	23.75
58	Croatian	85	2	42.50
59	Kazakh	83	2	41.50
60	Tamil	80	3	26.67
61	Malagasy	80	4	20.00
62	Italian	76	3	25.33
63	Lingala	75	3	25.00
64	Uzbek	65	2	32.50
65	Tibetan	60	2	30.00
66	Twampa	55	2	27.50
67	Catalan	50	1	50.00
68	Swedish	47	3	15.67
69	Mabaan/Ulu/Barga/Gur	47	3	15.67
70	Pashto, Pushto	45	2	22.50
71	Georgian	40	1	40.00
72	Slovak	40	2	20.00
73	Sesotho	35	1	35.00
74	Dari	33	2	16.50
75	Azerbaijani	26	1	26.00
76	Anuak/Anywaa/Sudanes	25	2	12.50
77	Unknown	20	1	20.00
78	Greek	20	1	20.00
79	Navajo	20	2	10.00
80	Serbian	20	1	20.00
81	Khana	15	1	15.00
82	Finnish	15	1	15.00
83	Indonesian	15	1	15.00
84	Fiji	15	1	15.00
85	Malay	13	1	13.00
86	Wolof	12	1	12.00
87	Byelorussian	10	1	10.00
88	Afrikaans	5	1	5.00


Days of the Week

88 Afrikaans





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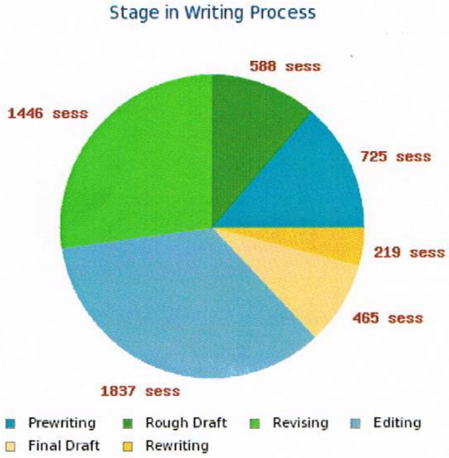

Busiest Locations

Rank	Location	Minutes	Sessions	Average

1	[redacted]	197584	7492	26.37
2	[redacted]	3390	159	21.32
3	[redacted]	285	12	23.75
4	[redacted]	118	5	23.60

Busiest Overall Classes

Rank	Class	Minutes	Sessions	Average
1	ENGL-1010	50638	1925	26.31
2	ENGL-2010	38528	1469	26.23
3	WRTG-0990	22077	873	25.29
4	????-0000	17140	542	31.62
5	WRTG-0900	10268	466	22.03
6	BUS-1050	4466	172	25.97
7	HIST-1700	3521	114	30.89
8	COMM-1010	2849	116	24.56
9	COMM-1020	2419	59	41.00
10	ESL-1020	1543	50	30.86
11	MATH-1030	1524	81	18.81
12	PSY-1010	1493	40	37.33
13	PHIL-1000	1258	34	37.00
14	PSY-1100	1180	52	22.69
15	HUMA-1100	1025	43	23.84
16	FLM-1023	973	16	60.81
17	GEOG-1000	955	11	86.82
18	FLM-1070	946	32	29.56
19	SOC-1010	917	40	22.93
20	LE-1020	910	53	17.17

Busiest Sections

Rank	Class	Minutes	Sessions	Average
1	ENGL-1010-000	48926	1857	26.35
2	ENGL-2010-000	37996	1443	26.33
3	WRTG-0990-000	22077	873	25.29
4	????-0000-000	17140	542	31.62
5	WRTG-0900-000	10268	466	22.03
6	BUS-1050-000	4432	170	26.07
7	HIST-1700-000	3502	113	30.99
8	COMM-1010-000	2849	116	24.56
9	COMM-1020-000	2395	57	42.02
10	ENGL-1010-	1692	66	25.64
11	ESL-1020-000	1543	50	30.86
12	MATH-1030-000	1464	80	18.30
13	PSY-1010-000	1427	37	38.57
14	PHIL-1000-000	1258	34	37.00
15	PSY-1100-000	1180	52	22.69
16	HUMA-1100-000	1025	43	23.84
17	GEOG-1000-000	955	11	86.82
18	FLM-1023-000	938	15	62.53
19	LE-1020-000	910	53	17.17
20	DANC-1010-000	907	35	25.91

Busiest Majors

Rank	Major	Minutes	Sessions	Average
1	Unknown	63903	2452	26.06
2	General Studies	20757	755	27.49
3	Business	17921	687	26.09
4	Nursing	14471	577	25.08
5	Undecided	8466	358	23.65
6	Accounting	6270	240	26.12
7	Social Work	4900	137	35.77
8	Computer Science	4033	165	24.44
9	Psychology	3807	129	29.51
10	Sociology	3692	55	67.13
11	Business Mngmt	3593	156	23.03
12	Biology	3342	131	25.51
13	Chemistry/Phys. Science	2812	107	26.28
14	English	2623	105	24.98
15	Criminal Justice	2576	113	22.80
16	Pre-Teacher Education	2566	94	27.30
17	Health Science	2543	101	25.18
18	Mathematics	2314	74	31.27
19	Family and Human Studies	1834	63	29.11
20	Political Science	1678	58	28.93

Sex

Rank	M/F	Minutes	Sessions	Average
1	F	139402	4832	28.85
2	M	61975	2830	21.90
3			6	0.00

Trouble? Send us an e-mail.

[redacted]