

M.A. English Video Portfolio

**ENG 518
Tobias Cannady**

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Stakeholder Analysis

	Stakeholder	Description	Level of Interest (1-5)	Interest in the project?	Positive or negative? (1-5)	Support (1-5)	How much support is this person providing to the project?	Total
MA Team	Dr. James Mulholland	Product owner; Director of Graduate Programs, NC State Department of English	5	Producing videos for recruitment purposes. Adding value to website.	5	5	Reached out to alumni for interviews, continued to meet and support with those in ENG518 and included them in all discussions	15
	Tobias Cannady	Content Lead	5	Learning project management skills and further developing videography techniques.	5	5	Has traveled to all interviews to record interviewees, supported others in ENG518 by providing information needed and creating and sharing documents as needed	15
	Nash Dunn	Project Manager	5	Learning project management skills for ENG 518	5	5	Has traveled to nearly every interview and continued to make time to create and add to the ENG518 weekly progress reports. Continues to lend support on documents as needed	15
	Sydney Sample	Content Manager	5	Learning project management skills for ENG 518	5	5	Has traveled to all interviews and added questions and insight to the interview sessions. Has help support others in ENG518 with needed information	15
UCOMM	Donna	Project Coordinator	3	UCOMM was initially	4	5	Organized and facilitated	12

	Barnes			contacted by Dr. Mulholland to do the <i>Many Faces</i> video. Interest is monetarily driven and to deliver a quality production for their client			resources and personnel to film interviews	
	Evan Kidd	Videographer	3	Being employed for UCOMM comes with certain expectations of quality for the final product. Need to meet standards and managerial overhead	4	5	Providing additional filming and audio recording for interviews. Also, has provided transcripts of interviews for the MA team and has served as a point of contact.	12
	Emily Vanaman	Videographer	2	Being employed for UCOMM comes with certain expectations of quality for the final product. Need to meet standards and managerial overhead	3	3	Providing additional filming and audio recording for interviews.	11

Resource Tracking Spreadsheet

	Week 1 (Jan. 13-19, 2019)	Week 2 (Jan. 20-26, 2019)	Week 3 (Jan. 27-Feb. 2, 2019)	Week 4 (Feb. 3-9, 2019)	Week 5 (Feb. 10-16, 2019)	Week 6 (Feb. 17-23, 2019)	Week 7 (Feb. 24-Mar ch 2, 2019)	Week 8 (March 3-9, 2019)	Week 9 (March 10-16, 2019)	Week 10 (March 17-23, 2019)	Week 11 (March 24-30, 2019)	Week 12 (March 31-Apr il 6, 2019)	Week 13 (April 7-13, 2019)	Week 14 (April 14-20, 2019)	Proje cted Total Hours
V1: "Many Faces"															
James Mulholland	5.00	3.00	1.00	2.00	7.00	3.00	4.00	4.50	2.50	1.50	0.50	1.25	0.50	0.00	35.75
Nash Dunn	5.00	5.00	1.00	3.00	7.50	4.00	5.00	5.00	2.50	1.50	0.50	1.25	0.50	1.00	42.75
Sydney Sample	3.00	5.00	1.00	3.00	7.50	4.00	5.00	4.50	2.50	1.50	0.50	1.25	0.50	0.00	39.25
Tobias Cannady	3.00	5.00	1.00	3.00	8.00	4.50	5.50	4.50	2.50	1.50	0.50	1.25	0.50	1.00	41.75
Subtotal	16.00	18.00	4.00	11.00	30.00	15.50	19.50	18.50	10.00	6.00	2.00	5.00	2.00	2.00	159.50
V2: Literature Concentration															
James Mulholland	1.00	0.50	1.00	0.50	0.00	0.00	0.00	0.00	1.00	1.00	1.00	1.25	0.50	0.25	8.00
Nash Dunn	1.00	1.00	1.00	1.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	1.25	0.50	1.00	9.75
Sydney Sample	0.50	0.50	1.00	1.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	1.25	0.50	0.25	8.00
Tobias Cannady	0.50	0.50	1.00	1.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	1.25	4.00	3.25	14.50
Subtotal	3.00	2.50	4.00	3.50	0.00	0.00	0.00	0.00	4.00	4.00	4.00	5.00	5.50	4.75	40.25
V3: Rhet/Comp Concentration															
James Mulholland	1.00	0.50	1.00	0.50	0.00	0.00	0.00	0.00	1.00	1.00	1.00	1.25	0.50	0.25	8.00

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Project Plan M.A. in English Promotional Videos

Prepared By: Nash Dunn, Tobias Cannady and Sydney Sample

Approved By: Dr. James Mulholland

Date: Jan. 28, 2019

Project Overview

This project will provide prospective graduate students with a look at possible career paths from NC State's M.A. in English program. The project team will create a series of promotional videos, which highlight M.A. alumni, their jobs, and how they apply their degrees in their work.

Goals

- Show and tell how the M.A. program prepares students for a variety of careers.
- Create additional artifacts to engage prospective students on our website, social media and other digital channels.
- Enhance the external credibility of the program.

Audience

- Prospective M.A. students
 - Current undergraduates, primarily those majoring in English, creative writing, communication and other disciplines in the humanities and social sciences.
 - Working professionals in fields ranging from editing and media, marketing, writing and education, among others.

Project Scope and Deliverables

Working with NC State University Communications and Marketing (UCOMM), the project team will create a total of three videos, which are outlined in **Table 1**. The centerpiece video, titled "Many Faces," will be a compilation of clips, in which M.A. alumni briefly describe their current profession and how their time at NC State led them to where they are now. The "Many Faces" video will be designed with final placement on the program's homepage in mind.

Using the same source footage from the "Many Faces" video, the team will also create two additional videos that focus on two M.A. concentrations: Literature and Rhetoric and Composition. Each concentration video will feature one alumnus from the compilation piece ("Many Faces"), and *possibly* another subject representative of the degree track (e.g. a faculty member). Prospective students will view these additional concentration track videos on related program pages as well as social media.

Video Name	Description	Projected Length/Format
V1: "Many Faces"	A compilation of M.A. alumni, describing their current profession and how they apply their NC State degrees in their work.	<i>Length:</i> 1-2 mins. <i>Format:</i> Interviews w/ B-roll (MP4)
V2: Literature	A feature on the M.A. program's Literature concentration. Employing a "diamond" story structure, the video will focus on one alum's story with a more comprehensive focus on the concentration.	<i>Length:</i> 2-2:30 mins. <i>Format:</i> Interviews w/ B-roll (MP4)
V3: Rhet/Comp	A feature on the M.A. program's Rhetoric and Composition concentration. Employing a "diamond" story structure, the video will focus on one alum's story with a more comprehensive focus on the concentration.	<i>Length:</i> 2-2:30 mins. <i>Format:</i> Interviews w/ B-roll (MP4)

Table 1: List of M.A. video project deliverables.

Project Roles and Responsibilities

Two teams will contribute to the completion of this project.

- English Department Team
 - **Dr. James Mulholland (Product Owner):** As the product owner, James will establish and convey the vision for the videos, identify interviewees/video subjects and provide final approval on all documentation and videos produced.
 - **Nash Dunn (Project Manager):** Nash will chart the development strategy for the videos, ensure the project stays on schedule, and serve as the lead communicator with stakeholders.
 - **Tobias Cannady (Technical Lead):** Tobias will take the lead on technical aspects of video production, including generating ideas for B-roll and interview locations (visual storytelling), assisting UCOMM with videography, and editing V2 and V3.
 - **Sydney Sample (Content Manager):** Sydney will help construct and maintain the message in each video by drafting story outlines, conducting interviews and leading the final review process.
- UCOMM Team
 - **Donna Barnes (Video Project Coordinator):** Donna will serve as the main point of contact on the UCOMM team and coordinate the videographer(s) for the V1 shoots.
 - **UCOMM Videographer:** The UCOMM videographer will film alongside Tobias for all interviews and edit footage for the V1: "Many Faces" video.

Equipment include by these teams includes:

- *Cameras*
 - UCOMM- Canon DSLR with wide angle lense
 - Tobias- Canon 80d with 50mm lense
- *Audio*
 - External recorder with shotgun microphone
- *Editing Software*
 - Tobias- Adobe Premiere, Adobe After Effects
 - UCOMM- Adobe Premiere

Production Workflow

V1: Many Faces

1. **Story Development/Planning.** To produce V1: “Many Faces,” the English Department team will initially develop a story outline that features three to five alumni from the M.A. program. The English team will schedule separate filming sessions with the alums and draft interview questions and ideas for B-roll.
2. **Filming Sessions.** English team members and a UCOMM videographer will attend each filming session. English team members will lead the session and conduct the alumni interview. The UCOMM videographer will be responsible for filming, lighting and audio.
3. **Sequencing/Editing.** Following the filming sessions, UCOMM will send transcriptions of the interviews to the English team. English team members will select excerpts from each interview and weave them, textually, into a draft sequence on paper. The English team will send that draft sequence to UCOMM, which will digitally edit the sequence together and add B-roll to the video.
4. **Final Production.** UCOMM will deliver a final draft of the video (with B-roll) to the English team. Team members will review the video and suggest final edits. UCOMM will make any remaining edits and produce a final video file.

V2 and V3

1. **Story Development/Planning.** To produce V2 and V3, the English Department team will initially develop story outlines for each video. These concentration-based videos will seek to use the same source footage from V1: “Many Faces.” However, if additional filming sessions are needed (e.g. faculty interviews, etc.), team members will schedule those and create ideas for B-roll.
2. **Filming Sessions (if needed).** If additional filming sessions are needed, English team members will conduct each shoot in full (interviewing, filming, lighting, etc.).
3. **Sequencing/Editing.** Using transcriptions of the original V1 interviews (and from the additional filming sessions, if needed), English team members will select excerpts from each interview and weave them, textually, into two draft sequences on paper (one each for V2 and V3). The English team will then digitally edit the sequence together and add B-roll to the video.
4. **Final Production.** Team members will review the video and suggest/make final edits.

Project Schedule and Milestones

Planning is underway and all filming should be complete by mid-March. The final V1 deliverable will be in hand by late March, and V2 and V3 should be complete by mid-April. **Table 2** identifies major dates and milestones.

Task	Start Date	Due Date	Producer(s)
<i>Story Development/Planning</i>			
Develop all story outlines and interview questions (V1, V2, V3)	Jan. 18, 2019	Jan. 28, 2018	English Team
Schedule all interviews (V1, V2, V3)	Jan. 18, 2019	Feb. 1, 2019	English Team
<i>Filming Sessions</i>			
Complete M.A. alumni filming sessions	Jan. 28, 2019	March 1, 2019	English and UCOMM teams
Complete additional filming sessions, if needed (V2, V3)	Jan. 28, 2019	March 15, 2019	English Team
<i>Sequencing/Editing</i>			
Produce all transcripts of alum interviews	Jan. 28, 2019	March 4, 2019	UCOMM Team
Develop V1 sequence and send to UCOMM	Feb. 25, 2019	March 8, 2019	English Team
Develop V2 and V3 sequences	Feb. 25, 2019	March 29, 2019	English Team
<i>Final Production</i>			
UCOMM produces final V1 draft	March 8, 2019	March 15, 2019	UCOMM Team
Final edits for V1 draft due	March 15, 2019	March 20, 2019	English Team
Final version of V1 in hand	March 22, 2019	March 22, 2019	UCOMM Team
English team produces final V2 and V3 drafts	March 29, 2019	April 12, 2019	English Team
Final edits/revisions for V2 and V3	April 12, 2019	April 16, 2019	English Team
Final versions of V2 and V3 in hand	April 17, 2019	April 17, 2019	English Team

Table 2: Project Schedule (major dates and milestones)

Project Communication Plan

While it is understood that collaborative projects require clear and consistent communication, the mode through which communication takes place is another important consideration. Our goal is to strategically use two channels — email and Slack — in order to properly document project development and effectively communicate with Dr. Mulholland, UCOMM, and interview subjects.

Because of the need to communicate with a variety of stakeholder teams and interview subjects, we'll use email as our primary communication channel. Email allows members outside of our core team to access project materials and updates. We'll use Slack as our secondary communication channel. After reading about best uses for Slack, our team determined it to be better suited for internal communication. Whereas Slack seems to prioritize quick, brief responses perfect for teams trying to complete tasks, email lets recipients take more time to digest the materials and respond accordingly.

Channel	Purpose	Audience	Rationale
Email	Formal project updates and documentation	English Team, Dr. Mulholland, and UCOMM	Email is best suited for correspondences taking place over several days.
Slack	Internal discussions and questions	English team	Slack, for our project, is best suited for internal communication requiring quick responses.

Table 3: List of M.A. video project communication channels.

We aim to meet with stakeholder Dr. Mulholland roughly once a week and communicate with UCOMM when necessary for scheduling shoots. While Dr. Mulholland arranges interview times with alums, the English team will coordinate with UCOMM on production. The English team will continue to work with UCOMM on final editing and Dr. Mulholland to ensure the videos meet the original vision and goals.

The English team will continue to have weekly stand-up scrum meetings either prior to or after ENG 518 class meetings.

Project Audience	Purpose	Frequency	Mode
Dr. Mulholland, stakeholder	Collaborate, discuss updates, issues, questions	Roughly once a week or more as project progresses	Email and in-person meetings.
UCOMM	Establish shoot dates and relay goals for shoot and	As needed with frequency dictated by	Email, in-person meetings at shoots.

	final production	production schedule	
Interview Subjects	(After Dr. Mulholland establishes interview date) Interview	Minimal, primarily focused on interview	In person, possibly via email.

Table 4: Primary project audiences and communication rationale.

Evaluation Criteria

We'll measure the success of this project based on the following criteria:

- **Did we accomplish our project goals?** Our primary goal is to engage with prospective students through the creation of multiple videos that highlight M.A. alumni, their jobs and how they apply their degrees in their work. We can measure this by ensuring the completion of the videos and assessing their performance through web analytics.
- **Did we finish on time?** It's important to keep the project on schedule and finalize videos before the end of the Spring 2019 semester.
- **Did we adhere to and promote the NC State brand?** NC State content should convey certain qualities such as innovation, purpose and action. We'll develop our videos with these guidelines in mind and work closely with UCOMM to ensure they're fully represented.

Content Plans

Sequencing

Once all interviews have been completed and all materials have been shared, sequencing can begin. First, a meeting of all primary team members will occur where all members will read over the provided transcripts of the interviews. Tobias will have already been looking over the footage in addition to the transcripts to lend other observations. The team will choose what sequences of speech they think best captures the voice and narrative they are hoping to create in their video and will begin moving forward with sequencing the raw footage and editing soon after. This will provide a first draft of material which the team will meet over and discuss.

Editing

Editing will begin once the team has agreed upon the specific sequences of footage, including the two camera angles from the interviews and b-roll. Editing will be conducted on Tobias' home pc which has Adobe Premiere and Adobe After Effects which will be used to edit and create the V2 and V3 videos. All footage and audio will be maintained on a local hard drive.

Tobias will be responsible for creating drafts of each video to present to other team members in order to verify that visuals are consistent with the goals and expectations of the team and especially the product owner, Dr. James Mulholland. Each meeting will provide further ideas and instructions for the editing phase which will have several iterations until a final product is produced for both V2 and V3.

V1: “Many Faces”

Description

V1 is the primary deliverable being produced for the MA English as part of this project. This is a promotional video which is a compilation of the four interviewees who each deliver their own brief description of an aspect of their experience in the MA English program. This video will also be compiled with B-roll footage to help create the desired promotional narrative that will attract potential students to this program.

Deliverables

The final product will be a 2-3 minute mp4 file that will be shared with MA English program for use on their website

Audience

The audience for this video are prospective students looking to apply and enroll in one of the MA English concentration\'. These individuals are current undergraduates in the humanities and social sciences, undergraduates looking to shift their career and long term goals, and those coming back to school from industry.

Video Outline

Alumni 1

Job description/duties

Value of NC State degree

- Skill development
- Professional development opportunities

Alumni 2

Job description/duties

Value of NC State degree

- Skill development
- Professional development opportunities

Alumni 3

Job description/duties

Value of NC State degree

- Skill development
- Professional development opportunities

Alumni 4

Job description/duties

Value of NC State degree

- Skill development

- Professional development opportunities

Delivery and Use

This video will be delivered by the use of:

NC State English department website

- MA English landing page

NC State English department social media accounts

- Facebook
 - Organic posts
 - Facebook Ad campaigns
- Twitter
 - Organic posts
- YouTube

V2: Literature

Description

V2 is a secondary deliverable being produced as part of the MA English video project. This promotional video focuses on a MA alumni and features their current profession and their discussion about their time in the MA English program at NC State.

Deliverables

The final product will be a 2-3 minute mp4 file that will be shared with MA English program for use on their website

Audience

The audience for this video are prospective students looking to apply and enroll in one of the MA English concentration's. These individuals are current undergraduates in the humanities and social sciences, undergraduates looking to shift their career and long term goals, and those coming back to school from industry.

Video Outline

This video will feature the interview of an alumni from the literature concentration where they will describe the value of their experience in this program and how it applies to their current position.

Alumni 1

Initial interest in the program

Value of NC State degree

- Skill development
- Concentration cohort
- Professional development opportunities

Delivery and Use

This video will be delivered by the use of:

NC State English department website

- MA English landing page

NC State English department social media accounts

- Facebook
 - Organic posts
 - Facebook Ad campaigns
- Twitter
 - Organic posts
- YouTube

V3: Rhetoric and Composition

Description

V3 is a secondary deliverable being produced as part of the MA English video project. This promotional video focuses on a MA alumni and features their current profession and their discussion about their time in the MA English program at NC State.

Deliverables

The final product will be a 2-3 minute mp4 file that will be shared with MA English program for use on their website

Audience

The audience for this video are prospective students looking to apply and enroll in one of the MA English concentration's. These individuals are current undergraduates in the humanities and social sciences, undergraduates looking to shift their career and long term goals, and those coming back to school from industry.

Video Outline

This video will feature the interview of an alumni from the rhet/comp concentration where they will describe the value of their experience in this program and how it applies to their current position.

Alumni 1

Initial interest in the program

Value of NC State degree

- Skill development
- Concentration cohort
- Professional development opportunities

Delivery and Use

This video will be delivered by the use of:

NC State English department website

- MA English landing page

NC State English department social media accounts

- Facebook
 - Organic posts
 - Facebook Ad campaigns
- Twitter
 - Organic posts
- YouTube

Phase 1 Summary

Planning

Initial planning meeting

Attendees (In person)- Dr. James Mulholland, Tobias Cannady, Nash Dunn, Sydney Sample

Date- January 14th, 2019

This meeting consisted of meeting all members on the M.A. English team who are involved in the M.A. English department videos. This meeting outlined where Dr. James Mulholland had currently worked towards with the efforts of the NC State University Communications and Marketing. The meeting served as a basis for where those in ENG 518 will be able to participate and add to the current project as well as gaining an understanding of the project which has already been initiated.

The meeting produced ideas and strong feedback from both Dr. Mulholland and those members in the Eng 518 class. Once, an understanding was reached, planning began to be discussed with Dr. Mulholland taking the position of reaching out to M.A. English alumni for the interviews.

Planning was completed on January 28th, 2019 with the submission of our project plan for ENG 518.

Action items:

- Begin a task sheet for members of ENG 518
- Make contact with UCOMM in order to establish ourselves with the interviews and for Tobias to learn of the equipment and skills UCOMM is providing.
- Dr. Mulholland will contact alumni and develop a list of those who agree along with a potential date list for interviews

Security Plan

Filming

The filming process will consist of 4 interviews with alumni from the MA in English department at NC State. These interviews will take place at each of the interviewees work spaces and will be shot by Tobias Cannady and by members of the UCOMM filming crew. Arranged dates for these interviews can be seen in *Project Plan*. All interviewees will be presented with a Photo Release form whereby upon signing, the interview will begin.

Storage and Sharing

Storage of the footage will be transferred from the camera's memory card and kept on a private storage hard drive. Sharing of materials will occur between Tobias and the NC State University Communications and Marketing (UCOMM) members as both have agreed in this joint activity. Sharing will occur by uploading the video sequences to private Google drives and sharing it with the other team members.

Weekly Time Report

Week 1 (January 13-19, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	Total
Project Kick-Off Meeting (Jan. 14, 2019)	1.50	1.50	1.50	1.50	6.00
Project Proposal	0.00	5.50	1.00	0.00	6.50
Interviewee List	0.00	1.00	0.00	0.00	1.00
Scrum Meeting	0.00	0.25	0.25	0.25	0.75
Team communication	1.00	0.50	0.50	0.50	2.50
Total	2.50	8.75	3.25	2.25	16.75
Total Projected (week)	7.00	7.00	4.00	4.00	22.00
Projected Remaining	44.75	54.75	50.75	66.25	216.50
Actual Remaining	42.25	46.00	47.50	64.00	199.25
Week 2 (January 20-26, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	Total
M.A. Video team meeting (Jan. 23, 2019)	1.50	1.50	1.50	1.50	6.00
Project Proposal	0.50	2.00	2.00	0.00	4.50
Interview Questions	0.00	0.50	0.00	0.00	0.50
Pre-Interview Packet	0.00	0.50	0.00	0.00	0.50
Scrum Meeting	0.00	0.25	0.25	0.25	0.75
Team communication	0.50	0.50	0.50	0.50	2.00
Total	2.50	5.25	4.25	2.25	14.25
Total Projected (week)	4.00	7.00	6.00	6.00	23.00
Projected Remaining	40.75	47.75	44.75	60.25	193.50
Actual Remaining	39.75	40.75	43.25	61.75	185.00
Week 3 (January 27-February 2, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	Total
Scrum Meeting	0.00	0.25	0.25	0.25	0.75
Team communication	1.00	0.50	0.50	0.50	2.50

Total	1.00	0.75	0.75	0.75	3.25
Total Projected (week)	3.00	3.00	3.00	3.00	12.00
Projected Remaining	37.75	44.75	41.75	57.25	181.50
Actual Remaining	38.75	40.00	42.50	61.00	181.75
Week 4 (February 3-9, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	Total
M.A Video team meeting (Feb. 5, 2019)	1.50	1.50	1.50	1.50	6.00
Progress Report (Feb. 4)	0.00	2.50	0.00	0.00	2.50
Scrum Meeting	0.00	0.25	0.25	0.25	0.75
Team communication	1.00	0.50	0.50	0.50	2.50
Pre-Interview Packet	0.50	0.00	0.00	0.00	0.50
Total	3.00	4.75	2.25	2.25	12.25
Total Projected (week)	3.00	4.50	4.50	4.50	16.50
Projected Remaining	34.75	40.25	37.25	52.75	165.00
Actual Remaining	35.75	35.25	40.25	58.75	169.50
Week 5 (February 10-16, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	Total
Emily Ligon filming session (Feb. 12)	2.00	0.00	2.00	2.00	6.00
Geovani Ramirez filming session (Feb. 15)	3.00	3.00	3.00	3.00	12.00
Progress Report (Feb. 11)	0.00	0.00	1.00	0.50	1.50
Pre-Interview Packet	0.00	0.00	0.50	0.00	0.50
Scrum Meeting	0.00	0.00	0.25	0.25	0.50
Processing and sending film to UCOMM	0.00	0.00	0.00	0.50	0.50
Team communication	0.50	0.50	0.50	0.50	2.00
Total	5.50	3.50	7.25	6.75	23.00
Total Projected (week)	7.00	7.50	7.50	8.00	30.00
Projected Remaining	27.75	32.75	29.75	44.75	135.00
Actual Remaining	30.25	31.75	33.00	52.00	146.50
Week 6 (February 17-23, 2019)					

	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	Total
Ian Wolf filming session (Feb. 19)	3.00	3.00	3.00	3.00	12.00
Progress Report (Feb. 18)	0.00	1.00	0.25	0.00	1.25
Scrum Meeting	0.00	0.25	0.25	0.25	0.75
Team communication	0.50	0.50	0.50	0.50	2.00
Total	3.50	4.75	4.00	3.75	16.00
Total Projected (week)	3.00	4.00	4.00	4.50	15.50
Projected Remaining	24.75	28.75	25.75	40.25	119.50
Actual Remaining	26.75	27.00	29.00	48.25	130.50
Week 7 (February 24-March 2, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	Total
Megan Myers filming session (Feb. 26)	2.00	2.00	2.00	2.00	8.00
Progress Report (Feb. 18)	0.00	1.00	0.00	0.00	1.00
Scrum Meeting	0.00	0.25	0.25	0.25	0.75
Processing and sending film to UCOMM	0.00	0.00	0.00	0.50	0.50
Highlighting Excerpts	2.50	0.00	1.50	0.00	4.00
Team communication	0.50	0.50	0.50	0.50	2.00
Total	5.00	3.75	4.25	3.25	16.25
Total Projected (week)	4.00	5.00	5.00	5.50	19.50
Projected Remaining	20.75	23.75	20.75	34.75	100.00
Actual Remaining	21.75	23.25	24.75	45.00	114.25
Week 8 (March 3-9, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	
Team Meeting (March 5)	1.00	1.00	1.00	1.00	4.00
Highlighting Excerpts	1.00	0.50	1.50	0.00	3.00
Sequencing (V1)	1.50	0.00	0.00	0.00	1.50
Team communication	0.50	1.00	0.50	0.50	2.50
Total	4.00	2.50	3.00	1.50	11.00
Total Projected (week)	4.50	5.00	4.50	4.50	18.50
Projected Remaining	16.25	18.75	16.25	30.25	81.50

Actual Remaining	17.75	20.75	21.75	43.50	103.25
Week 9 (March 10-16, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	
Sequencing (V1)	1.00	2.00	0.00	0.50	3.50
Team communication	1.00	1.50	0.00	0.50	3.00
Total	2.00	3.50	0.00	1.00	6.50
Total Projected (week)	4.50	4.50	4.50	4.50	18.00
Projected Remaining	11.75	14.25	11.75	25.75	63.50
Actual Remaining	15.75	17.25	21.75	42.50	96.75
Week 10 (March 17-23, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	
Key Title Development	0.25	1.00	0.00	0.25	1.50
Team communication	0.50	1.00	0.50	0.50	2.50
Total	0.75	2.00	0.50	0.75	4.00
Total Projected (week)	3.50	3.50	3.50	3.50	14.00
Projected Remaining	8.25	10.75	8.25	22.25	49.50
Actual Remaining	15.00	15.25	21.25	41.75	92.75
Week 11 (March 24-30, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	
V2 Sequence	0.00	3.50	0.00	0.00	3.50
V3 Sequence	0.00	1.00	0.00	0.00	1.00
Team communication	1.00	1.00	0.50	0.50	3.00
Total	0.50	5.50	0.50	0.50	7.00
Total Projected (week)	2.50	2.50	2.50	2.50	10.00
Projected Remaining	5.75	8.25	5.75	19.75	39.50
Actual Remaining	14.50	9.75	20.75	41.25	85.75
Week 12 (March 31-April 6, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	
Team Meeting	1.50	1.50	1.50	1.50	6.00
V1 Review Document	0.00	3.00	0.00	0.00	3.00

V2 Sequence	0.00	1.00	1.00	0.00	2.00
V3 Sequence	0.00	1.00	1.00	0.00	2.00
Team communication	1.00	1.00	1.00	1.00	4.00
Total	2.50	7.50	4.50	2.50	17.00
Total Projected (week)	3.75	3.75	3.75	3.75	15.00
Projected Remaining	2.00	4.50	2.00	16.00	24.50
Actual Remaining	12.00	2.25	16.25	38.75	68.75
Week 13 (April 7-13, 2019)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	
Total					
Total Projected (week)	1.50	1.50	1.50	8.50	13.00
Projected Remaining	0.50	3.00	0.50	7.50	11.50
Actual Remaining					
Week 14 (April 14-20)					
	James Mulholland	Nash Dunn	Sydney Sample	Tobias Cannady	
Total					
Total Projected (week)	0.50	3.00	0.50	7.50	11.50
Projected Remaining	0.00	0.00	0.00	0.00	0.00
Actual Remaining					

Weekly Progress Reports

Progress Report: M.A. in English Promotional Videos

Prepared By: Nash Dunn, Tobias Cannady and Sydney Sample

Date: Feb. 4, 2019

Project Overview

This video project aims to provide prospective graduate students with a glimpse of possible career paths from NC State's M.A. in English program. Through the voices of M.A. alumni, we seek to communicate how the program prepares students for purposeful, creative and rewarding jobs in a variety of fields and industries.

What We've Accomplished

We began our project in the planning phase and accomplished the following:

- We formed a core project team and identified individual roles and responsibilities.
- During multiple meetings with the product owner, we set goals for the project and determined our target audience, scope of deliverables, project schedule and communication plan.
- We communicated our plans through a documented Project Proposal, which was approved by the product owner.

With planning complete, we are now in the design phase of the information-development life cycle (Hackos 2007). Here's what we've achieved thus far:

- We determined the broad concept and design of our primary video (V1: "Many Faces"), a compilation or mashup of M.A. alumni describing their current profession and how they apply their NC State degrees in their work.
- We identified and contacted four M.A. alumni who could serve as interviewees in the videos and scheduled four interviews for later this month.
- We've drafted a list of interview questions and B-reel ideas, which we'll continue to fine-tune before our scheduled filming sessions.

Next Steps

During the next month, we'll finish designing our videos and enter the development phase.

Specific tasks will include:

- *Design Phase*
 - Finalizing the broad concept and design of our concentration videos (V2 and V3).
 - Finalizing a list of interview questions and B-reel ideas — and also sending pre-interview notes to interviewees.
- *Development Phase*
 - Completing all filming sessions (interviews and B-reel)

- Developing textual sequences/scripts for V1, V2 and V3.
- Digitally editing V1, V2 and V3.

Challenges

To date, our primary challenge has involved coordinating the schedules of the project's various stakeholders. For example, scheduling a single filming session requires three different parties to agree on a date and time: the interviewee, the English video team (us) and our videographer at University Communication and Marketing (UCOMM). We've been able to successfully maneuver this situation by appointing certain team members to serve as lead contacts with external stakeholders (interviewees and UCOMM).

In the case of scheduling interviews, the product owner — James Mulholland — collects proposed dates/times from each interviewee. He communicates those possibilities with the English video team, which then identifies the best option for team members and the project timeline. Nash Dunn confirms the selected date/time with UCOMM, and the decision is echoed back to team members and the interviewees (see **Figure 1**).

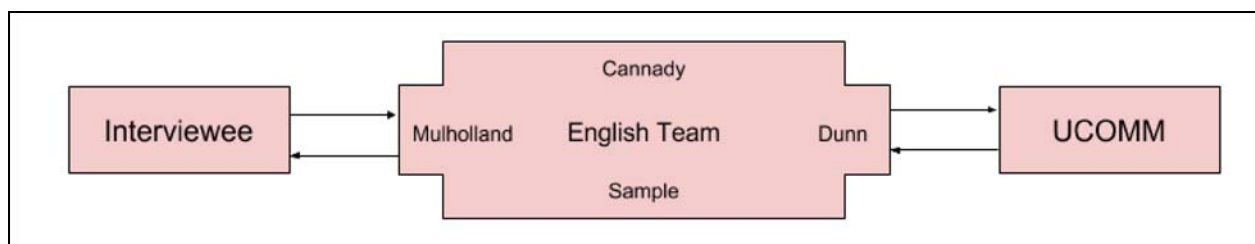


Figure 1: Stakeholder communication flow chart.

Individual Contribution

English team members have assumed the following roles:

- **Dr. James Mulholland (Product Owner):** As the product owner, James has conveyed the vision for the videos, suggested subjects to film and has been the primary contact for interviewees.
- **Nash Dunn (Project Manager):** Nash has organized meetings with stakeholders, drafted the project proposal and served as the primary contact for UCOMM.
- **Tobias Cannady (Technical Lead):** Tobias has provided recommendations on filming styles, locations and equipment, and has also committed to assisting with videography and editing.
- **Sydney Sample (Content Manager):** Sydney has helped craft the message for our videos, suggested interview questions and assisted in the draft of the project proposal.

References

Hackos, JoAnn T. *Information Development: Managing Your Documentation Projects, Portfolio, and People*, Wiley Publishing, Inc., 2007.

Progress Report: M.A. in English Promotional Videos

Prepared By: Nash Dunn, Tobias Cannady and Sydney Sample

Date: Feb. 11, 2019

Project Overview

This video project aims to provide prospective graduate students with a glimpse of possible career paths from NC State's M.A. in English program. Through the voices of M.A. alumni, we seek to communicate how the program prepares students for purposeful, creative and rewarding jobs in a variety of fields and industries.

What We've Accomplished

We have finished the project planning phase and are moving into the design and development phases. Here's what we've achieved thus far:

- Established filming dates and times with interviewees.
- Met with product owner Dr. Mulholland to solidify final interview details and note additional information and forms to include in interview guideline packet.
- Developed on-site shoot roles and positions.
- Noted contingency plans for potential changes in attendance, scenery, and additional background people like students and coworkers in the shoot.
- Finished drafting interview questions.
- Created video interview guideline document for interviewees.
- Communicated project guidelines for interviewees via packet.

Next Steps

During the next month, we'll finish designing our videos and enter the development phase. Specific tasks will include:

- *Design Phase*
 - Finalize desired interviewee attire and shoot locations.
- *Development Phase*
 - Completing all filming sessions (interviews and B-reel)
 - Developing textual sequences/scripts for V1, V2 and V3.
 - Goal: Emily and Geovanni by 2/26, and Ian and Megan by 3/8.
 - Digitally editing V1, V2 and V3.

Challenges

While we have been successful in scheduling filming sessions that align with most of our schedules, we have encountered challenges regarding shoot location and additional background subjects. We tried to establish shoot times that would include the interviewee working with other people, like students or coworkers for B-reel. With that in mind, we realized

we may need to adapt the scenes we envisioned for aesthetic choices, space restrictions, and possible additional people. We also need to consider when UCOMM will send initial footage for textual sequence review.

Individual Contribution

English team members have assumed the following roles:

- **Dr. James Mulholland (Product Owner):** As the product owner, James has conveyed the vision for the videos, suggested subjects to film and has been the primary contact for interviewees.
- **Nash Dunn (Project Manager):** Nash has organized meetings with stakeholders, drafted the project proposal and served as the primary contact for UCOMM.
- **Tobias Cannady (Technical Lead):** Tobias has provided recommendations on filming styles, locations and equipment, and has also committed to assisting with videography and editing.
- **Sydney Sample (Content Manager):** Sydney has helped craft the message for our videos, suggested interview questions and assisted in the draft of the project proposal.
- **Evan Kidd (UCOMM Videographer):** Evan will serve as the primary videographer. He will set up lighting, equipment, record audio, and will film the interviews.

Progress Report: M.A. in English Promotional Videos

Prepared By: Nash Dunn, Tobias Cannady and Sydney Sample

Date: Feb. 18, 2019

Project Overview

This video project aims to provide prospective graduate students with a glimpse of possible career paths from NC State's M.A. in English program. Through the voices of M.A. alumni, we seek to communicate how the program prepares students for purposeful, creative and rewarding jobs in a variety of fields and industries.

What We've Accomplished

We have finished the project planning and design phases and are moving through the development phase. Here's what we've achieved since our last progress report:

- We completed filming sessions with two of our four interview subjects:
 - On Feb. 12, we interviewed and filmed B-reel with M.A. alumna Emily Ligon at Cengage/WebAssign.
 - On Feb. 15, we interviewed and filmed B-reel with M.A. alumnus Geovani Ramirez at UNC Chapel Hill.
- We coordinated with University Communications and Marketing (UCOMM) to get on the same page about filming styles and equipment.

Next Steps

During the next month, we'll finish the development phase. Specific tasks will include:

- Completing all filming sessions (interviews and B-reel)
 - Feb. 19: Ian Wolf at Louisburg College
 - Feb. 26: Megan Myers at Hunt Library
- Developing textual sequences/scripts for V1, V2 and V3.
 - Goal: Emily and Geovanni by 2/26, and Ian and Megan by 3/8.
- Digitally editing V1, V2 and V3.
- Possibly shooting additional on-campus B-reel.

Challenges

During our initial filming sessions, challenges include adapting our plans to meet the needs of both the interviewee and the shoot location. For example, each session requires some improvisation when it comes to B-reel shots and scenarios. We've been able to overcome this hurdle by approaching each session with a clear, yet flexible, concept of what we'd like to film. Other challenges include coordinating with UCOMM videographers about filming session details such as shoot locations and filming styles and equipment. By maintaining open lines of communication, everyone has remained informed and updated with the latest information.

Individual Contribution

English team members have assumed the following roles:

- **Dr. James Mulholland (Product Owner):** As the product owner, James has conveyed the vision for the videos, suggested subjects to film, served as the primary contact for interviewees, and conducted interviews during filming sessions.
- **Nash Dunn (Project Manager):** Nash has organized meetings with stakeholders, drafted the project proposal, served as the primary contact for UCOMM, and helped manage filming sessions.
- **Tobias Cannady (Technical Lead):** Tobias has provided recommendations on filming styles, locations and equipment, and has assisted with videography during filming sessions. He'll also handle editing for V2 and V3.
- **Sydney Sample (Content Manager):** Sydney has helped craft the message for our videos, suggested interview questions, assisted in the draft of the project proposal and assisted in interviewing subjects during filming sessions.
- **Evan Kidd (UCOMM Videographer):** Evan will serve as the primary videographer. He will set up lighting, equipment, record audio, and will film the interviews.

Progress Report: M.A. in English Promotional Videos

Prepared By: Nash Dunn, Tobias Cannady and Sydney Sample

Date: Feb. 25, 2019

Project Overview

This video project aims to provide prospective graduate students with a glimpse of possible career paths from NC State's M.A. in English program. Through the voices of M.A. alumni, we seek to communicate how the program prepares students for purposeful, creative and rewarding jobs in a variety of fields and industries.

What We've Accomplished

We continue to progress through the development phase of our video project. Here's what we've achieved since our last progress report:

- We completed the third of four filming sessions:
 - On Feb. 19, we interviewed and filmed B-reel with M.A. alumnus Ian Wolf at Louisburg College.
- We began developing story sequences for our videos by selecting excerpts from our initial interviews with M.A. alums.
- We began processing interview and B-reel footage from our interviews and shared that footage with University Communications and Marketing (UCOMM).

Next Steps

During the next month, we'll finish the development phase. Specific tasks will include:

- Completing remaining filming sessions (interviews and B-reel)
 - Feb. 26: Megan Myers at Hunt Library
- Developing textual sequences/scripts for V1, V2 and V3.
 - Goal: V1 by March 8. V2 and V3 by March 29.
- Digitally editing V1, V2 and V3.
- Possibly shooting additional on-campus B-reel.

Individual Contribution

English team members have assumed the following roles:

- **Dr. James Mulholland (Product Owner):** As the product owner, James has conveyed the vision for the videos, suggested subjects to film, served as the primary contact for interviewees, and conducted interviews during filming sessions.
- **Nash Dunn (Project Manager):** Nash has organized meetings with stakeholders, drafted the project proposal, served as the primary contact for UCOMM, and helped manage filming sessions.

- **Tobias Cannady (Technical Lead):** Tobias has provided recommendations on filming styles, locations and equipment, and has assisted with videography during filming sessions. He'll also handle editing for V2 and V3.
- **Sydney Sample (Content Manager):** Sydney has helped craft the message for our videos, suggested interview questions, assisted in the draft of the project proposal and assisted in interviewing subjects during filming sessions.
- **Evan Kidd (UCOMM Videographer):** Evan will serve as the primary videographer. He will set up lighting, equipment, record audio, and will film the interviews.

Progress Report: M.A. in English Promotional Videos

Prepared By: Nash Dunn, Tobias Cannady and Sydney Sample

Date: March 4, 2019

Project Overview

This video project aims to provide prospective graduate students with a glimpse of possible career paths from NC State's M.A. in English program. Through the voices of M.A. alumni, we seek to communicate how the program prepares students for purposeful, creative and rewarding jobs in a variety of fields and industries.

What We've Accomplished

We're nearing the end of the development phase of our video project. Here's what we've achieved since our last progress report:

- We completed the fourth and final filming session:
 - On Feb. 26, we interviewed and filmed B-reel with M.A. alumna Megan Myers at Hunt Library.
- We continued developing story sequences for our videos by selecting excerpts from our initial interviews with M.A. alums.
- We continued processing interview and B-reel footage from our interviews and shared that footage with University Communications and Marketing (UCOMM).

Next Steps

During the next month, we'll finish the development phase. Specific tasks will include:

- Developing textual sequences/scripts for V1, V2 and V3.
 - Goal: V1 by March 8. V2 and V3 by March 29.
- Digitally editing V1, V2 and V3.

Challenges

While still on schedule, we face a tall task in developing a story sequence for the primary video in the M.A. project, V1: "Many Faces." We must select interview excerpts and B-reel from four different interviews, then weave them into a coherent timeline that conveys our intended message. One way we're overcoming this difficulty is by using file sharing tools to communicate regularly and mark-up interview transcripts and other documents.

Individual Contribution

English team members have assumed the following roles:

- **Dr. James Mulholland (Product Owner):** As the product owner, James has conveyed the vision for the videos, suggested subjects to film, served as the primary contact for interviewees, and conducted interviews during filming sessions.

- **Nash Dunn (Project Manager):** Nash has organized meetings with stakeholders, drafted the project proposal, served as the primary contact for UCOMM, and helped manage filming sessions.
- **Tobias Cannady (Technical Lead):** Tobias has provided recommendations on filming styles, locations and equipment, and has assisted with videography during filming sessions. He'll also handle editing for V2 and V3.
- **Sydney Sample (Content Manager):** Sydney has helped craft the message for our videos, suggested interview questions, assisted in the draft of the project proposal and assisted in interviewing subjects during filming sessions.
- **Evan Kidd (UCOMM Videographer):** Evan will serve as the primary videographer. He will set up lighting, equipment, record audio, and will film the interviews.

Progress Report: M.A. in English Promotional Videos

Prepared By: Nash Dunn, Tobias Cannady and Sydney Sample

Date: March 18, 2019

Project Overview

This video project aims to provide prospective graduate students with a glimpse of possible career paths from NC State's M.A. in English program. Through the voices of M.A. alumni, we seek to communicate how the program prepares students for purposeful, creative and rewarding jobs in a variety of fields and industries.

What We've Accomplished

We're nearing the end of the development phase of our video project. Here's what we've achieved since our last progress report:

- We sorted, categorized and coded excerpts from our alumni interviews.
- We finalized the textual story sequence for our primary video, V1: "Many Faces."
- We processed and sent all interview and B-reel footage to University Communications and Marketing (UCOMM).

Next Steps

During the next month, we'll finish the development phase. Specific tasks will include:

- Providing UCOMM with feedback on the rough cut of V1: "Many Faces."
- Developing textual sequences/scripts for V2 and V3.
 - Goal: V2 and V3 by March 29.
- Digitally editing V2 and V3.
- Providing feedback and final edits to V2 and V3.

Challenges

Developing a textual story sequence for our primary video, V1: "Many Faces," was difficult in terms of procedure. As is the case with writing, it's difficult and often impractical for four people to get in the same room and develop a video's narrative from start to finish. We overcame this obstacle by implementing an iterative review process, wherein team members reviewed others' drafts and offered feedback and revised stories.

Individual Contribution

English team members have assumed the following roles:

- **Dr. James Mulholland (Product Owner):** As the product owner, James has conveyed the vision for the videos, suggested subjects to film, served as the primary contact for interviewees, and conducted interviews during filming sessions.

- **Nash Dunn (Project Manager):** Nash has organized meetings with stakeholders, drafted the project proposal, served as the primary contact for UCOMM, and helped manage filming sessions.
- **Tobias Cannady (Technical Lead):** Tobias has provided recommendations on filming styles, locations and equipment, and has assisted with videography during filming sessions. He'll also handle editing for V2 and V3.
- **Sydney Sample (Content Manager):** Sydney has helped craft the message for our videos, suggested interview questions, assisted in the draft of the project proposal and assisted in interviewing subjects during filming sessions.
- **Evan Kidd (UCOMM Videographer):** Evan will serve as the primary videographer. He will set up lighting, equipment, record audio, and will film the interviews.

Progress Report: M.A. in English Promotional Videos

Prepared By: Nash Dunn, Tobias Cannady and Sydney Sample

Date: March 25, 2019

Project Overview

This video project aims to provide prospective graduate students with a glimpse of possible career paths from NC State's M.A. in English program. Through the voices of M.A. alumni, we seek to communicate how the program prepares students for purposeful, creative and rewarding jobs in a variety of fields and industries.

What We've Accomplished

We're nearing the end of the development phase of our video project. Here's what we've achieved since our last progress report:

- We received our first rough cut of V1 from University Communications and Marketing.
- We scheduled a revision of V1 for March 26, 2019.
- We began planning to develop sequences for V2 and V3.

Next Steps

During the next month, we'll finish the development phase. Specific tasks will include:

- Providing UCOMM with feedback on the rough cut of V1: "Many Faces."
- Developing textual sequences/scripts for V2 and V3.
 - Goal: V2 and V3 by March 29.
- Digitally editing V2 and V3.
- Providing feedback and final edits to V2 and V3.

Individual Contribution

English team members have assumed the following roles:

- **Dr. James Mulholland (Product Owner):** As the product owner, James has conveyed the vision for the videos, suggested subjects to film, served as the primary contact for interviewees, and conducted interviews during filming sessions.
- **Nash Dunn (Project Manager):** Nash has organized meetings with stakeholders, drafted the project proposal, served as the primary contact for UCOMM, and helped manage filming sessions.
- **Tobias Cannady (Technical Lead):** Tobias has provided recommendations on filming styles, locations and equipment, and has assisted with videography during filming sessions. He'll also handle editing for V2 and V3.
- **Sydney Sample (Content Manager):** Sydney has helped craft the message for our videos, suggested interview questions, assisted in the draft of the project proposal and assisted in interviewing subjects during filming sessions.

- **Evan Kidd (UCOMM Videographer):** Evan will serve as the primary videographer. He will set up lighting, equipment, record audio, and will film the interviews.

Progress Report: M.A. in English Promotional Videos

Prepared By: Nash Dunn, Tobias Cannady and Sydney Sample

Date: April 1, 2019

Project Overview

This video project aims to provide prospective graduate students with a glimpse of possible career paths from NC State's M.A. in English program. Through the voices of M.A. alumni, we seek to communicate how the program prepares students for purposeful, creative and rewarding jobs in a variety of fields and industries.

What We've Accomplished

We're nearing the end of the development phase of our video project. Here's what we've achieved since our last progress report:

- We developed textual sequences for V2 and V3.
- Scheduled a review of the V1 roughcut for April 2, 2019.

Next Steps

During the next month, we'll finish the development and production phases. Specific tasks will include:

- Providing UCOMM with feedback on the rough cut of V1: "Many Faces."
- Digitally editing V2 and V3.
- Providing feedback and final edits to V2 and V3.
- Preparing V1, V2 and V3 for publication.

Individual Contribution

English team members have assumed the following roles:

- **Dr. James Mulholland (Product Owner):** As the product owner, James has conveyed the vision for the videos, suggested subjects to film, served as the primary contact for interviewees, and conducted interviews during filming sessions.
- **Nash Dunn (Project Manager):** Nash has organized meetings with stakeholders, drafted the project proposal, served as the primary contact for UCOMM, and helped manage filming sessions.
- **Tobias Cannady (Technical Lead):** Tobias has provided recommendations on filming styles, locations and equipment, and has assisted with videography during filming sessions. He'll also handle editing for V2 and V3.
- **Sydney Sample (Content Manager):** Sydney has helped craft the message for our videos, suggested interview questions, assisted in the draft of the project proposal and assisted in interviewing subjects during filming sessions.
- **Evan Kidd (UCOMM Videographer):** Evan will serve as the primary videographer. He will set up lighting, equipment, record audio, and will film the interviews.

Standards

All of the following will be standards to be met:

Interviews

- All interview participants will be provided with the Information Packet
- All interview participants will sign a Photo Release form
- All interviews will be attended by Dr. Mulholland and MA English team as well as a videographer from UCOMM
- All footage will be shot in 24fps
- All audio will be recorded from a stand alone, overhead condenser microphone

Sequencing and Editing

- Videos will be edited using Adobe Premiere
- All videos will use audio from the isolated overhead condenser microphone
- All videos will be referenced in order to establish a common visual theme

NC State Branding

- Use of the official NC State Brick logo
- All use of red will be the official NC State Red
- Use of the official NC State typeface

Publication Change Request

Project name-

Initiated by-

Description of the Change:

Publication affected-

Start Date-

End Date-

Effects on resources:

People-

Schedule-

Production-

Approval Signatures:

Phase 2 Summary

Design and Execution

Design meeting prior to first interviews

Attendees (In person)- Dr. James Mulholland, Tobias Cannady, Nash Dunn, Sydney Sample

Date- February 5th, 2019

Prior to our first interview, all members of the M.A. English team met to go over all materials and cover any last minute details. This meeting covered the created interview packet which consists of information for each interviewee regarding the aim and use of the interview materials and recordings, a list of the questions that would be asked upon the interview, and lastly, an included note about wearing business attire or business casual. This meeting provided all members a chance to gain any insight they may have missed and for everyone to be on the same page.

Execution commenced with the first interview on February 14th and was completed on February 26th

Action list:

- Create an interview packet to send to the alumni prior to filming days
 - Include: All questions, background and knowledge of where and how the footage being shot will be used, and a briefing on the request for business attire
 - Include a filming release form to be signed on the day of filming
- Footage filmed by Tobias will be shared via Google Drive with UCOMM members
- Footage filmed by UCOMM members will be shared with project lead, Nash Dunn

Scrum Meeting Minutes

“The Daily Scrum is a 15-minute time-boxed event for the Development Team. The Daily Scrum is held every day of the Sprint. At it, the Development Team plans work for the next 24 hours. This optimizes team collaboration and performance by inspecting the work since the last Daily Scrum and forecasting upcoming Sprint work” (page 12 of the SCRUM guide)

JANUARY 21, 2019

- Debriefed from kick-off meeting (Jan. 14) with product owner, James Mulholland
- Developed an initial product backlog for the M.A. video project
- *Immediate next steps:*
 - Finalize list of interviewees.
 - Create a list of interview questions for interviewees..

JANUARY 28, 2019

- Identified ideal scheduling parameters for internal team members
- Discussed filming styles, equipment and coordination with UCOMM
- *Immediate next steps:*
 - Finalize interview schedule.
 - Create info packet for interviewees.

FEBRUARY 5, 2019

- Discussed the timing of Geovani Ramirez’s scheduled interview (Feb. 15) and general location (UNC Chapel Hill).
- Determined roles/responsibilities ahead of first filming session.
- *Immediate next steps:*
 - Determine specific filming location for Geovani’s interview (office, library, etc.)
 - Nash will connect Tobias with the UCOMM videographer (Evan Kidd), so they can discuss shooting styles, technologies, etc.
 - Finalize the info packet for interviewees

FEBRUARY 11, 2019

- Discussed the upcoming interviews with Emily and Giovanni
- Discussed future steps towards delivering Tobias’ footage to UCOMM and UCOMM transcriptions of the footage
- Also when to expect footage and transcriptions back
- Looking at the dates of when to begin sequencing footage and begin developing videos
- *Immediate next steps:*
 - Complete scheduled filming sessions (2/12, 2/15)

FEBRUARY 18, 2019

- Emily and Giovanni footage from Tobias has been handed over to Evan (UCOMM)

- Ian interview tomorrow (February 19th)
- UCOMM has sent raw interview footage; we're still waiting to receive transcripts (should be here later this week)
- Deciding a workflow for developing sequences from the transcripts
- *Immediate next steps:*
 - Complete scheduled filming session (2/19)
 - Determine ideal workflow for sequencing

FEBRUARY 25, 2019

- Meeting outside of class
- Plans for final shooting day on February 26th in Hunt Library with Emily
- Have begun reading transcripts and marking quotes and segments for use
- Discussion of beginning the sequencing and formation of the V2 and V3 videos
- *Immediate next steps:*
 - Complete scheduled filming session (2/26)
 - Start drafting a sequence for V1

MARCH 4, 2019

- With all filming completed, we'll look to finalize our sequence for V1.
- Discussed possible additional filming for V2 and V3 and determined it wasn't necessary at this point.
- *Immediate next steps:*
 - Finalize V1 sequence
 - Start drafting sequence for V2, V3

MARCH 11, 2019

- No official meeting this week (Spring Break); however, the team remained in correspondence during the week of the 11th and finalized the V1 sequence.

MARCH 18, 2019

- Discussed the finalized V1 sequence and when UCOMM would return a rough cut for the team to review.
- *Immediate next steps:*
 - Continue drafting sequences for V2, V3
 - Begin review of V1 rough cut, upon receiving it from UCOMM

MARCH 25, 2019

- Discussed suggested key titles and how to identify interviewees in V1.
- Suggested scheduling a meeting to conduct formal review of V1 rough cut.
- *Immediate next steps:*
 - Schedule review of V1 rough cut.
 - Continue drafting sequences for V2, V3

APRIL 1, 2019

- Discussed upcoming review of V1 rough cut (April 2) and our initial impressions of the video.
- Updated team members on status of V2, V3 sequences.
- *Immediate next steps:*
 - Conduct review of V1 rough cut.
 - Finalize V2, V3 sequences.

Production Checklist

V1: “Many Faces”

- ☐ Transcripts for captioning
- ☐ File formatting
 - ☐ Twitter: Appropriate format/resolution/file size
 - ☐ Facebook: Appropriate format/resolution/file size
 - ☐ Instagram: Appropriate format/resolution/file size
 - ☐ YouTube: Appropriate format/resolution/file size
- ☐ NC State brand evaluation
- ☐ Technical
 - ☐ Coloring
 - ☐ Audio
 - ☐ Effects (transitions, etc.)
- ☐ Editorial
 - ☐ Overall flow/tempo
 - ☐ Fact-checking (names, content, etc.)

V2: Rhetoric and Composition

- ☐ Transcripts for captioning
- ☐ File formatting
 - ☐ Twitter: Appropriate format/resolution/file size
 - ☐ Facebook: Appropriate format/resolution/file size
 - ☐ Instagram: Appropriate format/resolution/file size
 - ☐ YouTube: Appropriate format/resolution/file size
- ☐ NC State brand evaluation
- ☐ Technical
 - ☐ Coloring
 - ☐ Audio
 - ☐ Effects (transitions, etc.)
- ☐ Editorial
 - ☐ Overall flow/tempo
 - ☐ Fact-checking (names, content, etc.)

V3: Literature

- ☐ Transcripts for captioning
- ☐ File formatting
 - ☐ Twitter: Appropriate format/resolution/file size
 - ☐ Facebook: Appropriate format/resolution/file size
 - ☐ Instagram: Appropriate format/resolution/file size
 - ☐ YouTube: Appropriate format/resolution/file size
- ☐ NC State brand evaluation
- ☐ Technical
 - ☐ Coloring
 - ☐ Audio
 - ☐ Effects (transitions, etc.)
- ☐ Editorial
 - ☐ Overall flow/tempo
 - ☐ Fact-checking (names, content, etc.)

Interview Packet

Overview

This video aims to provide prospective graduate students with a glimpse of possible career paths from NC State's M.A. in English program. Through the voices of M.A. alumni, we seek to communicate how the program prepares students for purposeful, creative, and rewarding jobs in a variety of fields and industries. Its primary audience will be prospective students who have a general interest in pursuing a graduate degree in English.

Filming

Participants:

James Mulholland: Interviewer
Sydney Sample: Content Manager
Tobias Cannady: Technical Lead
Nash Dunn: Project Manager
Evan Kidd: Videographer

Schedule: On the day of the shoot we'll show up with a crew of four or five individuals. There will be two people filming: Evan, a videographer from NC State's University Communications, and Tobias, a student in the Masters of Science in Technical Communication who has a background in film production.

We will know more about the setup when we're actually on site, but one camera will have a stationary setup with lighting and will be operated by Evan, who will also control sound. His camera will be set up to film you from an angle. Tobias will operate another, smaller camera that will be set up beside that other camera. We plan to cut between camera positions.

James will be interviewing while Sydney makes notes and considers follow-up questions.

Attire: As a general rule, we are looking for attire that is business casual and without identifying marks or logos. In general we advocate for a timeless look that will age well over the years, which likely means solid colors or muted patterns, rather than anything that will appear especially vivid on camera.

Photo Release: Included with this packet in a separate attachment is NC State's photo release that is required by the university of all individuals involved in university communications projects. Please fill this out and return to us at your convenience.

Interview Questions

- ***Introduce yourself.***
 - ***For the Many Faces video: your name, your job title and company, and alumni year.***
 - ***For the concentration: your name, your concentration, and your alumni year.***
- What is your job title and where do you work?
- How long have you worked in your current position?
- How would you describe your job in a sentence or two? What do you do?
- What do you enjoy about your job? x
- What are some of the things you value most about your graduate degree and your time at NC State?
- What skills did you learn at NC State that you still use today? How do you use your degrees?
- What are some lessons you learned at NC State that have stayed with you in your life?
- During your time at NC State, what opportunities did you have to build your resume or start working toward the career you're in now?
- Why did you choose your particular concentration at NC State?
- What part of the concentration excited you the most or spoke to your interests?
- What skills or concepts from your concentration apply to your current job?
- What was the lifestyle or environment like at NC State and with your cohort?
- How would you characterize the faculty you worked with?
- What advice would you give to students who are considering NC State's MA program?
- What are some parts of your training in the MA you were surprised to use in your daily life? (Possibly for second question)
- In your opinion, what sets NC State's MA program apart from others?

Artifact Storage and Maintenance Plan

Artifact Storage

The table below identifies how and where the project's primary deliverables will be stored.

Deliverable	File Name	Storage Location	Current File Owner(s)
V1: "Many Faces"	MA19_V1_ManyFaces	Shared Google Drive Folder: "M.A. Promotional Videos 2019"	James Mulholland
V2: Rhetoric and Composition	MA19_V2_RhetComp	Shared Google Drive Folder: "M.A. Promotional Videos 2019"	James Mulholland
V3: Literature	MA19_V3_Literature	Shared Google Drive Folder: "M.A. Promotional Videos 2019"	James Mulholland
Interview Packet	MA19_Interview_Packet	Shared Google Drive Folder: "M.A. Promotional Videos 2019"	Nash Dunn
V1 Sequence	MA19_V1_Sequence	Shared Google Drive Folder: "M.A. Promotional Videos 2019"	James Mulholland
V2 Sequence	MA19_V2_Sequence	Shared Google Drive Folder: "M.A. Promotional Videos 2019"	Nash Dunn
V3 Sequence	MA19_V3_Sequence	Shared Google Drive Folder: "M.A. Promotional Videos 2019"	Nash Dunn

Maintenance

Following the completion of the project, the Department of English's director of graduate programs (currently James Mulholland) will direct any future maintenance, edits or updates for the 2019 M.A. promotional videos. The English DGP should work with communicators on campus to ensure any future iteration of this project remains strategic, on brand, etc.

Additionally, to ensure future access to the files, the parent folder will also be shared with representatives from the College of Humanities and Social Sciences' communication office (currently Nash Dunn).

Video Production Specifications

	Placement	Format	Ratio	Resolution	Maximum File Size	Maximum Length
Facebook	FB News Feed: Landscape	H.264 (MP4)	16:9	No max resolution	4GB	240 minutes
	FB News Feed: Square	H.264 (MP4)	1:1	No max resolution	4GB	240 minutes
	FB Stories	H.264 (MP4)	9:16; 1.91:1	No max resolution	4GB	15 seconds
Twitter	Twitter Feed	H.264 (MP4)	16:9	1280 x 720	512 MB	140 seconds
Instagram	Instagram Feed: Landscape	H.264 (MP4)	16:9	No max resolution	4GB	60 seconds (organic); 120 seconds (ad)
	Instagram Feed: Square	H.264 (MP4)	1:1	No max resolution	4GB	60 seconds (organic); 120 seconds (ad)
	Instagram Stories	H.264 (MP4)	9:16	No max resolution	4GB	15 seconds (organic); 60 seconds (ad)
YouTube	YouTube Upload	H.264 (MP4)	16:9	3840 x 2160	128GB	12 hours

Interview Transcripts

Directions for highlighting excerpts: Please read through the following transcript and highlight excerpts that we should consider including in our M.A. videos. Use the following color-coding system when making your selections:

- **Green:** High priority clips that clearly convey our core messages, are impactful and have good audio/video quality.
- **Yellow:** Medium priority clips that augment our core messages but may have audio/video issues, are fragmented or incomplete, etc.

When highlighting, select clips that could be used for our primary video (V1: “Many Faces”) as well as our concentration-based videos (V2 and V3). Also, as you’re reading through the transcript, it may be helpful to cross check your selections with the [raw footage from Emily’s interview](#). When we’re done highlighting, I’ll move our selections to separate Docs where we can start arranging them into video sequences.

Emily Ligon

Speaker 1:	00:00	Uh, what is your job title and where do you work?
Emily:	00:03	Uh, I am a Market Development Manager at Cengage Learning.
Speaker 1:	00:06	Excellent. How long have you worked in your current position?
Emily:	00:09	Um, I've been there for about eight months now, but I've been with the company on and off about five or six years.
Speaker 1:	00:16	And what were you doing before you came to Cengage?
Emily:	00:18	Um, I was an instructional designer.
Speaker 1:	00:21	Excellent. How would you describe what you do in a sentence or two?
Emily:	00:24	Um, I am the voice of the customer at Cengage, so basically I go out and talk to faculty and students and understand what their needs are and take that back to our product teams, um, so that we can design products that meet their needs.
Speaker 1:	00:40	Great. Can you give me just like a little bit of a description of what you do during the day?
Emily:	00:44	Oh, it varies, um, I talk to customers a lot, um, I spend time analyzing the data, so I basically will send out surveys, I'll do qualitative and quantitative analyses. Um, I work with my team members understanding what features need to be developed and then what those research needs are, so a lot of meetings, um, a lot of deep dive in to data and a lot of customer interaction.

Speaker 1:	01:10	Excellent. What do you- name some things that you enjoy and describe some things that you enjoy most about the job.
Emily:	01:16	I love talking to our customers, because, um, I'm very passionate about education technology, I'm passionate about making sure we create good products that help instructors teach and help students learn and I feel like I get to be on the forefront of that, because basically I'm going out and I'm saying "Hey, what really matters to you?", what's important in a product, how is this going to help you teach more effectively and for students how is this going to help you learn more effectively. You know, what was really good about this product, what was really bad about it? And then being able to take that back and actually have that information to share with our teams as they're making decisions is really empowering.
Speaker 1:	02:03	That's great, can you just describe what some of the products are like and how they're changing education a little bit?
Emily:	02:03	Sure, so, um, specifically I'm working on open educational resources, which can be very challenging as an instructor to go in and create on your own, because I know, I did it actually while I was teaching, um, there are lots of challenges inherent in it, so we're looking at ways that we can actually make some of those challenges a little bit easier for faculty. Um, and then also improve that student learning by providing some coaching techniques, things like that. Um, at Cengage we actually have a learning center of, um, excellence group and we've got four pillars that we design around. So, for instance one of the things that we're looking at is authentic assessment, so if you think about a history class you don't necessarily want to do multiple choice questions, you want to be a historian, you want to be able to read those sources and analyze them and put them together, so thinking about ways that we can create assessments that allow that authenticity of being a historian, um, and putting that in to the product itself.
Speaker 1:	03:01	You- you just mentioned teaching, can you talk a little bit more about your teaching experience?
Emily:	03:05	Sure, so I taught freshman composition at NC State and at Clemson for a total of about six years. Um, I loved it, it was fabulous, but I got a little bit worn out by grading all of the papers (laughing), it happens, um, and yeah, so it-
Speaker 1:	03:24	How does that teaching inform some of the things that you know about educational technology now?

- Emily: 03:29 So, when I was teaching I actually went in, I created my own online learning environment using Google apps, so Google Drive, Google Docs, all of that, um, and put that together as well as an e-book, I created, as I said I mentioned my own online resource, I created my own videos for my students, I marked up all of the sample papers for them to be able to go in and take a look at online, um, provided them with just what they needed, put it into a format where they could easily access it according to their schedule and basically was thinking about ways to make technology easier for them to get just what they need when they need it.
- Speaker 1: 04:13 Fabulous. Um, what are some of the things that you value most about your graduate degree and your time at NC State? It sounds like teaching was some of it, what are some of the other things that you were thinking of that you- that you think of now as you're- you're sort of working your daily- daily career?
- Emily: 04:26 So, one of the things that really stood apart about the graduate program at NC State was the amount of support, um, from a professional perspective and the number of resources provided. So, for instance the first year writing program at that point in time had all of these resources available to the students in terms of "Here's a set of papers that you can start from. Here's a course that we're going to allow you to go through that's going to help you develop your teaching skills, understand the theories behind it", um, that really helped me become a better teacher and understand in fact some of those instructional theories informed my instructional design experience. It was- it was one of the ways that I was able to take that to become and instructional designer. Um, and I've been in another program and I've seen a complete lack of resources, so it was really the number of resource available was huge in my development.
- Speaker 1: 05:25 So, you see a lot of direct connections between the sorts of things that you learned as a graduate student at NC State and the resources they had and even the kinds of things that you're designing now, you recall those lessons and are trying to use them for other instructors.
- Emily: 05:36 Absolutely, because for instance, the English 511, which is a composition theory class actually goes through all of the different instructional theories in composition. All of those instructional theories are grounded in more generic instructional theories, so you're getting, essentially, a grounding in that- that instructional design work that you can take, especially if you're a rhetorician, and you understand audience

and you can think about how things can be put in to different places, that you can extrapolate that.

- Speaker 1: 06:06 Do you recall even, so beyond the resources, can you recall just general skills that you feel like you developed as a graduate student at NC State that help you now with the sorts of things you're doing at Cengage.
- Emily: 06:16 Absolutely, so I had to do a lot of analysis, um, a lot of close readings, that's very important, um, understanding rhetorical theory I think was a very important part of that, um, the ability to synthesize. Also, the ability to write well, I will tell you that while I was in the graduate program went from maybe down here, to about up here, through hours, and hours, and hours of revision, um, so yeah.
- Speaker 1: 06:49 That's great, so earlier you were talking- we were talking about how, um, you- you look at a lot of data and you have to analyze a lot of data, do you see some relationship there between the sorts of things that you were just describing and the way that you analyze this data? Are you able to sort of take some of that data and pull it back and think "Oh, yes I remember when I was also interested in the effects of this kind of data", like just sort of skills that you were just learning.
- Emily: 07:12 Sure, absolutely, so essentially I think where that has a crossover is when we're looking at a research question and this is something that I developed in that graduate program is we really have to have a question that we want to go out and take a look at and in some cases that question needs to be narrowed quite a bit in order to get a really good sense of here's what's going to support that question and- and that informs me today, because I have a lot of data and I can read it any number of ways, right? So, I have to think about those questions and I have to step back from the forest, so that I can see those trees, and be able to analyze it and say, so for this question this data informs that, for this other question I'm going to bring in this data and there may be some crossover and I can connect them and I can create a narrative with it, but it's going to come down to what are those research questions. So, I'm basically putting together some type of argument like you would if you're doing a close reading on a text or a close reading on some type of event, some rhetorical analysis pieces like that.
- Speaker 1: 08:24 Is there a lesson or experience that you recall from your time at NC State in the graduate program that you can think of that engages with all the things that you were just talking about?

Emily:	08:35	Sure.
Speaker 1:	08:35	Is there a moment that happened you were like "Oh, I'm doing the thing that I thought I was going to be doing."
Emily:	08:42	So, actually, um, my master's thesis was a hyper text thesis, it was a reader-centered approach, uh, rhetorical analysis of September 11th from four different cultural perspectives. I started with this great big giant idea, and, um, thanks to my thesis advisor he was able to help me narrow it down quite a bit, um, so that we could focus on four cultural perspectives and to really look at, you know, selecting data that would inform what that analysis would be, um, we also used a particular theory to analyze that with, but essentially I was going through and I was- I was looking at this big research question that I wanted to be able to say what's really going on here with this major event in history and how are people reacting to it, and- and look at that from the version of a screen actually, because I was very interested in technology at that point and understand how those screens, because I was using media, um, to say this is what's influencing people's perspectives is what we're actually seeing on the television, in the newspapers, etc. and it's drawing on our own cultural interests and histories in order to say that.
Speaker 1:	10:02	So, from grad school until now it's still, uh, how do I take a huge amount of data and learn a lesson or tell a story about it.
Emily:	10:09	Exactly.
Speaker 1:	10:10	Great.
Emily:	10:10	Yeah.
Speaker 1:	10:11	Um, tell me a little bit more about your time at NC State. What opportunities did you have to build your resume, to start working on our career, do you see things that you were doing there that seemed like precursors to the kind of career that you have now.
Emily:	10:25	Absolutely, so I had never put together a CV or a resume before starting graduate school, as terrible as that may sound. Um, and it was really interesting, because I had the resources to create a CV, because in an academic institution that is what people use, they use a CV, and because I didn't have particularly a lot of information at that point I had the faculty recommend like put down all the courses you took, put down all of the workshops

you attend, things like that. Then I also had a group of people that I worked with that had some skills in resume design, so they would help me with that resume as well, which is a very different beast. Um, and then I was given the opportunity to do a lot of professional development workshops, because the department actually hosts workshops throughout the year for people that are teaching to go in and learn about those, so I was able to go in and do those workshops. That provided insight in to any number of different topics, from grading rubrics to using technology in the classroom, to I don't know, so all sorts of workshops, um, that I was able to do.

- Speaker 1: 11:41 And now you're creating the technology that people are going to be using in those classrooms.
- Emily: 11:44 Exactly, yes I'm creating the technology (laughing).
- Speaker 1: 11:47 That's great, um, so talking a little bit more specifically about your concentration, um, why did you choose that particular concentration? Did you know you were going to choose that concentration when you showed up at NC State? What were your reactions to it? What were your initial feelings?
- Emily: 12:03 Sure, um, so my concentration was rhetoric and composition. It is not what I came to NC State for, I was going to be a literature concentration, in fact American literature to be specific, um, and then I took, um, English 511, which was the composition course and everything seemed very natural to me it- it seemed to just make sense, it clicked. Then I got in to the history of rhetoric course, I was like "Wow", I was like this combines everything that I've done so far in my life and I feel like I can go somewhere with it, because I was history and anthropology major in undergrad, and I was like I can pull all of this information together in to one place and continue to grow in my knowledge of that.
- Speaker 1: 12:56 That's an amazing experience.
- Emily: 12:57 It is an amazing experience.
- Speaker 1: 12:58 What about that class do you think clicked so well for you? Or what do you think happened between that experience and your own background coming in to it that made it all make sense so quickly?
- Emily: 13:09 Um, the teacher. Um, I don't know what it was about that particular faculty member, but it was- it was like everything started to make sense. In fact, I tried to get in to another

rhetoric class that semester, but I couldn't. Um, but it was- it was really fascinating, we did these great assignments where I had to re-write, um, Plato's Gorgias where Gorgias won, which is just this really intense shift in perspective and in mindset in order to be able to write something in that way, um, so.

- Speaker 1: 13:46 So, one of the things that attracted you to it were innovative assignments, unusual ways of looking at the material, like that maybe is one of the things that really clicked for you?
- Emily: 13:53 Oh, absolutely. There's- there were so many different courses that allowed me to think outside the box and do innovative things like the digital humanities class, um, that's where I created my open educational resource as part of a project for that. Um, I was able to go out and do all of that research as part of that course and- and pull that together. You had other people doing user experience design, um, other folks that were looking at, um, doing like John Dunn type stuff, which we actually- there's a faculty member that recreated John Donne's England, in this immersive learning environment, how cool is that? So, lots of great things.
- Speaker 1: 14:33 Yeah, so can you say even more specially how some of those skills that you were developing back then are still at work in your career right now.
- Emily: 14:42 Sure, so before I started the graduate program I didn't really have an understanding of rhetoric, per se, um, rhetoric was a new idea in my mind in thinking about purpose, and audience, and genre, and thinking about how to communicate with people, was not something that I had spent a lot of time on. That particular rhetorical situation impacts everything I do today. Everything that I think about, I always start with, who is my audience that I'm trying to reach, what's unique about that audience, what matters to them, what are their values, what situation am I in? Am I in a, um, if I'm doing a presentation am I in a face-to-face presentation, am I doing it online where I'm being broadcast to people? How does that impact what I show and what I say? Um, all of this informs that, it informed my instructional design work too, because you have to do an analysis of the student in order to understand what does the student need in order to be an effective instructor as well. So, I think of the student as an audience in some ways.
- Speaker 1: 15:54 Did you ever anticipate that sort of being a graduate student would be such great training for the future of educational technology when you were doing it?

- Emily: 16:03 Absolutely not, and it's funny, because I tell people, you know I go back to I'm like this is all rhetoric essentially and- and people kind of look at me and they may roll their eyes, because you know, whatever you're in, people are like oh it's all anatomy or it's all what have you, right? But I do think there's some truth in that. That there is this foundational knowledge that- and skills that you can gain that can be, um, that can be applied to anything that you're doing and I think that rhetoric is one of those skills.
- Speaker 1: 16:31 Well, we just think there's such a disconnection between academic training and then the business world and you're kind of an example of how very closely related those two things can be.
- Emily: 16:41 Absolutely.
- Speaker 1: 16:42 Great.
- Emily: 16:42 Yes.
- Speaker 1: 16:43 Um, let's talk a little bit about just the environment in your time at NC State. Are there things that are memorable about the lifestyle or the environment at NC State? Um, your cohort, uh, the sorts of things that you did there that again, memorable or that you think back on now in your career.
- Emily: 17:01 Sure, um, it's funny, because I actually was in a presentation yesterday with three other graduate students of NC State that are now teaching at school, um, just south of- of where we are and, um, we were talking about some of the faculty and I had mentioned to them, I said you know back when I was teaching I was up in, um, the catwalk, which is this piece that hangs over all of the TA carrels, it shakes a little bit when people walk on it. I had the carrels right by the stairs actually when I was a TA there, and it's this beautiful building and it- there were so many great people in that cohort that we would just go and we would be, you know, right across from each other, we'd be able to have those conversations, so the environment was really fabulous for that in a beautiful building, an old mill building. I actually keep up with several people from my cohort, one of them is out in Asheville, she's an English editor for a small publisher now. There's another one that is editing magazines, I've got another friend at Duke that was in our cohort that is writing grants for people to get money and- and we all keep in contact, so it's this really nice network of people that I've kept in touch with since my time.

Speaker 1:	18:14	That's lovely. Um, what advice would you give to students who are considering NC State's MA program, what should they be looking out for?
Emily:	18:25	I would ... Talk to the faculty and then I would look and see what they're researching and how that aligns, not only with their interest, but potential interest as well. You know, when I came the people that I ended up working closely with I had no idea that I would work that closely with, but I think that the people really make a difference and understanding who those people are and what they can bring, because there is such a diverse group of faculty there. You've got people that are doing shows at the art museum and doing great things with [inaudible 00:18:58] and then you've got people that are doing really classical work and so there's a really nice range there, so look at that and- and think about how you fit in to that.
Speaker 1:	19:09	Is there something from your graduate training, again like an experience, a lesson, a skill, um, that it surprises you that you still rely on in your career right now? If you think back and you think I would have never imagined.
Emily:	19:25	This is going to be really terrible, um, I was- I had real really terrible issues with comma splices and my thesis advisor made me do grammatical exercises until I finally learned what a comma splice was and it was between that and the style class that I sat in on that I finally got it and to this day comma splices jump out at me no matter where I am (laughing).
Speaker 1:	19:50	You'll never forget the comma splices.
Emily:	19:50	I will never forget the comma splice and it's great, because when I'm talking to English faculty that's always my example where students can improve is with their comma splices and you always see [inaudible 00:20:01].
Speaker 1:	20:03	That's probably what we're going to name this video. You'll never forget the comma splice.
Emily:	20:07	(laughing) You'll never forget the comma splice.
Speaker 1:	20:08	So, you've said a lot of this, but, um, maybe one more opportunity. What do you think in your memory or even now, because you are clearly keeping up with a lot of people in the department, what sets the NC State grad program apart from other MA programs do you think?

Emily:	20:19	Um, I think it's the people and- and that's the people set it apart . The faculty, the people that they bring in, because they think about the people that they want to bring in as well to put together a good cohort.
Speaker 1:	20:32	Any other things that you want to mention about the program-
Emily:	20:34	Uh-
Speaker 1:	20:34	That you- sort of that you think back on it and you remember?
Emily:	20:37	Sure, uh, the other thing that I think, so here are the things that sets the- that set the department apart. It's innovative, it's diverse, it has great people who want to be mentors, it's got great people that they bring in that can create good support systems within your cohort and it's a beautiful place to be.
Speaker 1:	21:01	Great, thank you.
Emily:	21:01	Certainly.
Speaker 1:	21:03	Anything else we want to, Sydney do you have any-
Sydney:	21:04	Yeah, I did have one question. I realize we didn't capture you introducing yourself, so if you want to say your name, and then again your title, and where you work, and yeah [inaudible 00:21:13].
Emily:	21:13	Sure. Alright, I'm going to look at you while I do that.
Speaker 1:	21:13	Yeah.
Emily:	21:18	Okay, I'm Emily Ligon, I'm a Market Development Manager for Cengage Learning.
Speaker 1:	21:22	Alright, do we want to- do we want to elaborate on that at all? Do we need something so she elaborates on that or do we think-
Speaker 4:	21:30	Did you get anything with her saying, um, class of blah, blah, blah, or went to NC State [crosstalk 00:21:35]. Maybe just say NC State, yeah.
Sydney:	21:30	MA from.
Speaker 1:	21:38	Um, name, NC state, and year.
Sydney:	21:44	Oh, yes.

Emily:	21:44	And concentration.
Speaker 4:	21:44	Yeah, concentration would help, I'm wondering if we should do that in a separate one too, because we actually might create one just for, we might pull some cutouts just for, um, [inaudible 00:21:54] actually.
Emily:	21:44	Okay.
Speaker 4:	21:55	Um.
Speaker 1:	21:55	So, what do you think?
Sydney:	21:55	Name.
Speaker 1:	21:58	Hello, I'm Emily.
Sydney:	21:59	Title, then, um, company, then the alumni [inaudible 00:22:04].
Speaker 1:	22:04	So, what NC State-
Emily:	22:07	Class of 2003.
Speaker 4:	22:10	Yeah, that'll work, does that work for you?
Speaker 1:	22:12	Settled.
Emily:	22:12	Wow, that's a long time ago.
Speaker 1:	22:12	(laughing) I know right.
Speaker 4:	22:14	Hey, I think the same thing we're on the same page there.
Emily:	22:16	Yes.
Sydney:	22:17	[inaudible 00:22:17] as far as name and then class of and then.
Speaker 1:	22:21	Yeah, I was thinking like name, and then class of, and then maybe name, title, class of if that makes sense.
Speaker 4:	22:28	Sorry, [inaudible 00:22:29].
Speaker 1:	22:31	Yeah, so let's just do name, class of, and then name, title.
Sydney:	22:36	And then.

Speaker 1:	22:39	NC State rhet, comp, 2003. Is that going to be too weird? Or something like that?
Speaker 4:	22:43	Okay, let's do the first one first.
Emily:	22:44	Alright.
Speaker 1:	22:44	This feels os professional now.
Emily:	22:46	Alright, I'm Emily Ligon, I'm a Market Development Manager at Cengage Learning, um, I think I was supposed to do my class of wasn't I?
Speaker 1:	22:54	Yeah, that's good we can do it again.
Emily:	22:55	Um, I'm Emily Ligon, NC State alumni, class of 2003.
Speaker 1:	23:00	Perfect, and-
Emily:	23:04	You want the rhet comp?
Speaker 1:	23:04	Yeah.
Emily:	23:04	Okay.
Speaker 1:	23:06	Emily, so name, class of 2003, is it better to say rhet comp class of 2003, class of 2003, rhetoric and composition.
Speaker 4:	23:19	I would actually put the title first with rhet comp, 2003.
Speaker 1:	23:22	Okay.
Emily:	23:23	Okay.
Speaker 1:	23:24	Emily Ligon, rhet comp, 2003.
Emily:	23:25	Yup.
Speaker 4:	23:25	Yeah, okay.
Emily:	23:26	Okay, so Emily Ligon, MA alumni, rhet composition, 2003.
Speaker 4:	23:31	That's okay, you can do it again. We got nothing, but- well we've got all the time, I don't know about you.
Emily:	23:40	(laughing) Just lunch after we're done, so, um-

Speaker 4:	23:42	[inaudible 00:23:42]
Speaker 1:	23:45	I know, right? So, that is important.
Emily:	23:46	Yes, that's right. So, um, Emily Ligon, uh, MA English alum, class of 2003, rhetor- see.
Speaker 4:	23:55	That's okay, we can do it again.
Emily:	23:56	Now I'm getting nervous.
Speaker 4:	24:00	James Maholmes, NC State English.
Emily:	24:01	(laughing) Emily Ligon, MA in English, 2003 rhetoric and composition concentration.
Speaker 1:	24:09	Perfect, anything else that you noticed?
Sydney:	24:14	Um, the only thought I had was if you wanted to further characterize the NC State faculty. You only talked a little bit about your experience with them, but anything that really stood out like if they were extremely supportive or collaborative or anything of that nature.
Speaker 1:	24:29	Or even like a specific story, because you were just talking about Steve or Carolyn, like do you have a- and you don't have to like offer a whole lot of details, but I don't know, a memorable meeting or you even talked about going back to CCCC to see-
Emily:	24:42	Yes.
Speaker 1:	24:42	So.
Emily:	24:43	Um, so Steve Katz was my thesis advisor and he, uh, coached me along through everything stage, we spent many a night going through revisions of my thesis, which while it was a website I had to print out every page so that we could mark it up, um, but I really appreciated, uh, Dr. Katz's support. I call him Steve now, but I appreciate his support, because he would actually introduce me to people, so for example I went to CCCC as a graduate student. He actually took me around and introduced me to all of the different people at CCCC that he knew, and he knows a lot of folks, because at that point I was thinking I was going to go on to get my PhD, so he was making sure that I met people at RPI, at Purdue, at a lot of the schools where they have really great rhet comp programs, so that I could make those connections, which was huge in my professional development.

Speaker 1:	25:47	Yeah, say a little bit more about how that was huge in your professional development even now, so it's you know these programs, you know these people that you're actually producing products for.
Emily:	25:56	I do, so- so, because I have a great understanding of where particular schools are, where their concentrations are, so for instance Clemson also has a great rhetoric and composition program, its called [inaudible 00:26:10]. NC State has one now that wasn't, that came about as I was looking, um, and I'm able to meet all of these people, I know what their concentrations are, I know what they do, the former director at NC State, Susan Miller Cochran, who's now at University of Arizona, she's actually a Cengage author, I understand what's going on in all of these different communities, which has been really fabulous.

Megan Myers

Megan Myers:	00:00	I'm Megan Myers, I work at MicroMass Communications, and I am the supervisor of editorial services there.
Interviewer:	00:07	Great. Um, can you do that again, and then say your name, your concentration, and the year that you graduated.
Megan Myers:	00:18	If I can remember what year I graduated. I'm Megan.
Interviewer:	00:23	Make one up.
Megan Myers:	00:23	(laughs) Do what?
Interviewer:	00:23	Just make it later. 2021, no.
Megan Myers:	00:25	(laughs) I'm ... How young am I?
Interviewer:	00:28	You are very, very, very futuristic.
Megan Myers:	00:29	(laughs) Okay, I'm Megan Myers. My concentration was, I don't even remember, language, uh, no. It was, um, British and American literature. Okay.
Interviewer:	00:44	So maybe just say, "Megan Myers. I was concentrated in literature and graduated in ..." When did you graduate?
Megan Myers:	00:44	2015.
Interviewer:	00:49	2015.
Megan Myers:	00:51	Yeah. Okay. I'm Megan Myers. My concentration was literature, and I graduated in 2015.
Interviewer:	00:56	Great.
Megan Myers:	00:57	Yeah.
Interviewer:	00:58	Um, what were the ways we wanna do that? Maybe Megan Myers, I studied literature at NC State. Or we can come back to this if you, if you guys think of a couple other ones.
Speaker 3:	01:11	I think those two versions are fair.
Interviewer:	01:13	Okay. Um, can you just describe a little bit of what it is you do at MicroMass in one or two sentences.

Megan Myers:	01:20	Mm-hmm (affirmative).
Interviewer:	01:21	You meet that person at the party, and they say, "What do you do?", and you say ...
Megan Myers:	01:25	So I'm an editor at MicroMass. I, um, am the supervisor of editorial services, so I help other editors at MicroMass, um, to manage their workload. Um, and as far as being an editor, I will do copy edit, data verification, work with our medical communication team, our writers, and our behaviorists to make the best copy and ensure that all of the work that we do is, um, correct and verified and perfect as much as possible.
Interviewer:	02:02	Great.
Megan Myers:	02:02	Yeah.
Interviewer:	02:03	Can you just say a little bit more about what editing is like? What sorts of things do you edit? What kinds of material do you come across?
Megan Myers:	02:09	Sure. So my company does a focus on behavioral sciences, and we do a lot of, we make a lot of pieces that have to do with, um, mindfulness and behavioral sciences. So a lot of my editing comes from that. So we'll do copy editing, data verification, which is making sure that, um, all of the copy that we produce is referenced properly so we're not plagiarizing and we're not, um, making any claims that are illegal or inappropriate. Um, and we'll do proofreading, so we'll make sure that anything that's going out the door in production or post-production is as perfect as it can be. Um, so it's an extremely detail oriented job. Um, we're like the detail crew at my company, so we just make sure all the details are perfect. We make sure the writers, all the different writers at my company, um, are, their writing is as good as it can sound.
Interviewer:	03:10	That's it. Yeah, that's awesome. Uh, I'm kinda just interested myself ...
Megan Myers:	03:12	Mm-hmm (affirmative).
Interviewer:	03:13	How did you find out about MicroMass? How did you get into that line, that career?
Megan Myers:	03:17	Yeah, ah, so I used to be a teacher. I was a high school teacher, um, and I actually was a full-time high school teacher while I was getting my master's at NC State. Um, and while I was

		wrapping up in my last semester, actually ran into an alum who I knew in my undergrad who was working at MicroMass, and she helped me get the job there. So, um, that's how I found out about it.
Interviewer:	03:44	So fortuitous circumstances.
Megan Myers:	03:45	Very serendipitous, yes.
Interviewer:	03:46	Well, that's great.
Megan Myers:	03:47	Yeah.
Interviewer:	03:47	Um, can you just say a little bit more about what it is you do each day? Like what are some of the projects that you see?
Megan Myers:	03:53	Mm-hmm (affirmative). We, um, well, I do a lot of different things day to day. One thing I really like about my job is there's a big variety, um. So we'll look at physical tactics that routing, like we make brochures, we make posters, postcards, um, things that go at, um, like conferences that people present at. We make digital tactics too, so we make websites, emails. Um, we'll help build presentations for either new clients so that we can get more business, or we'll make presentations to present to nurses who are training on mindfulness, um, or doctors as well. So it's just a big variety of projects that I look at all day. Um, so I really like that. And then it's a different ... There are a lot of different tasks associated with each project. So it's really good to just have different things that I'm doing all the time so it's exciting.
Interviewer:	04:48	Yeah, that's great. You actually ...
Megan Myers:	04:48	Yeah.
Interviewer:	04:50	You kinda anticipated my next question a little bit, but I'll ask it anyway, and maybe you can add a few things. What are the things that you enjoy most about your job? Sounds like variety is one of them.
Megan Myers:	04:58	Yeah. I have a lot of great variety. I really enjoy editing and being detail-oriented in making sure everything sounds as good as it can. Um, I enjoy the people who I work with. I have a lot of really talented and nice co-workers. Um, that atmosphere at my company is very collaborative, so I like that too. Um ... So it's just really ... It's a really fun, fast-paced environment, um, and I ... I enjoy it a lot.

Interviewer:	05:27	Excellent. Yeah, I ... I can see it already, maybe, some of the connections between what you do now and some of the skills that you learned at NC State. But can you elaborate on some of those skills that you've learned at NC State and how they help you now?
Megan Myers:	05:37	Yeah, definitely. Um, at NC State, I learned a lot about how to research. Um, and my research skills have really come in handy for being editor, an editor. Um ... I, uh ... Just, and having really long projects that took days and days and days to complete or weeks to complete, um, has helped me with the longevity of the projects that I do now in my job. Um, so I ... I found that those, those skills were very transferrable. So having the ability to research to a very detailed level, to be able to find good references to support the claims that we're trying to make, um ... Those are all skills that I practiced in all of my classes at NC State and I've reused in my job everyday since then.
Interviewer:	06:33	Excellent. That's fabulous. Great.
Megan Myers:	06:33	Yeah.
Interviewer:	06:34	Um, do you ... As you're thinking about that, are there any specific instances ... Just right as you were saying that, I was thinking, well this is pretty pervasive across the program, I'm sure. You know, researching ...
Megan Myers:	06:34	Mm-hmm (affirmative).
Interviewer:	06:45	... Being detailed, references. But does a specific memory of using those skills at NC State leap out at you, um, where it's like, yeah, I was working on my capstone or something like that that you think back on like, yeah, I'm doing a version of that right now. That's okay if it doesn't.
Megan Myers:	07:02	I don't think ... Not a specific memory.
Interviewer:	07:07	Okay.
Megan Myers:	07:07	Yeah.
Interviewer:	07:07	That's great. Um, so what are some of the things that you value most about your time at NC State or your degree from NC State?
Megan Myers:	07:17	Um, well because I was working full-time while I was getting my master's, I had a lot of stipulations. I couldn't attend certain classes because of the time they were at, um, or other

constraints that I had. Uh, and the ... My advisor and the other professors were really, really helpful in fitting into my schedule. Um ... They were willing to work with me and to make adjustments that I needed. Um ... So I actually had to take one or two undergrad classes at a graduate level, um, and the professor would, would work with me to still make it challenging and appropriate for me even though I was not in a proper graduate class. Um, so that was really great, and I appreciated everybody helping me and trying to make it work so that I could get all the types of credits that I needed to graduate.

Interviewer: 08:17

Yeah, it must have been an interesting contrast. Or maybe it wasn't. Maybe an interesting continuity between working and teaching while you were in graduate school, and then doing all the work of being a student yourself. What was that like, uh, that sort of, that dual existence?

Megan Myers: 08:31

It definitely helped with my teaching to be a little more empathetic toward my students, um, when they would have ... I would give them homework, and I would also have homework. And so I would tell them during class like, "Well, I also have homework. I know you have homework. So do I. We're all doing homework. It's just part of life." Um ...

But I really ... Uh ... I really valued the small classes sizes that I had at NC State. I think the biggest class size ... The biggest class size I had was like a dozen people. So I really liked the small group setting. Um, and it really motivated me to do really well in class because the professor ... I felt very visible to the professor. Um ... Like I was definitely seen and paid attention to, and they would recognize my work and how I was learning. And so I really liked going to class because I knew that, um ... At least the professor and I were gonna have a good discussion even if nobody else was as engaged as I was necessarily, but I was just really, um ... It, it ... It made me excited to go to different classes. Yeah.

Interviewer: 09:44

Yeah, so kind of thing that I've done already, but do you have a specific instance in mind where you felt like you were really visible to a professor in your class or in office hours or as you were working? Yeah.

Megan Myers: 09:54

Well, I was hesitant to apply to graduate school. At first I wasn't sure if I was going to be able to get in or if I could do it. And I actually ... Because I did my undergrad here as well, I had a professor, um, who I reached out to, and we just had a cup of coffee one day. He took time out of his day to meet with me and encourage me to apply, um, and connected me with another

professor who I actually took his class before I even applied to graduate school. So you can take two classes, I believe, that ... Outside of your degree, and then roll them over. And so he said, "Why don't you just take my class? If you can't do it and teach at the same time, then you've only done one class and it's not a big deal. But if you can, then you know you can."

And so ... Um ... His encouraging me to take his class, um, just that reaching out to help me and encourage me was just so ... Uh ... Like so personal and I was so moved by it that I tried harder in his class than I've probably tried in anything I've ever done. Um, and I do remember for our final paper that we had to write I had never attended a graduate class before. It was my first one. And he said, "Okay, you have to write your final paper. It's due this day." And I wrote three times as much as I was supposed to because I didn't know what the limit was, and then he was like, "You did a lot more than you needed to." But it was ... I mean, I was so ready to do it because he was there helping me. And so I was just so excited to ... To do that, that I just wrote, uh, thirty page paper when I needed to do ten, so ... (laughs) It just worked out.

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|--------------|-------|---|
| Interviewer: | 11:41 | It cheers me so much to hear stories like that. |
| Megan Myers: | 11:43 | (laughs) |
| Interviewer: | 11:43 | It really does. It really does because a lot of people get really anxious about doing graduate work. They don't know what it's like, it sort of seems like a weird animal. But you actually had somebody kind of like guiding you through the process from even before the beginning, like before you were even a student. |
| Megan Myers: | 11:58 | Yeah, and it wasn't even ... Once I was there, I was doing the work myself and I was attending classes and taking notes and researching and doing all that myself, but I was hesitant even to start until these two professors said, "Why don't you just give it a try?" You ... I know it sounds like teaching and going to grad school at the same time is a lot and it can be challenging, but why don't you just try this one class that we have offered at a time that works for you?" Um ... And so, I was just ... I was hesitant, but because they both encouraged me to do it and said, "Well I think you ... That ... I know you, and I think you can do it." Um ... That I tried it and it worked out great. |
| Interviewer: | 11:58 | That's fantastic. |
| Megan Myers: | 11:58 | Yeah. |

Interviewer: 12:40 That's good. Um ... Again, you kind of anticipated a little bit of what I was gonna ask next, but what are some of the lessons that you learned from being a graduate student at NC State that have stayed with you even until today?

Megan Myers: 12:57 Lessons I've learned ...

Interviewer: 12:59 So anything like, I don't know ... Maybe you yourself are encouraging people who think differently about, well I can't do that thing. I said, "No, you can." Like this is the way that I did it. I would do graduate school and work at the same time, or something like that. Or you know, being encouraging. I mean, I don't want it to be a ... I'm not trying to ask you to be a [inaudible 00:13:17], like be encouraging.

Megan Myers: 13:18 (laughs) [crosstalk 00:13:18]

Interviewer: 13:18 ... People aren't gonna like that, but it's ...

Megan Myers: 13:23 Reach for your dreams. Yeah, no. (laughs)

Interviewer: 13:23 Reach for the stars. You might get the moon. You know, nothing like that.

Megan Myers: 13:25 Yeah.

Interviewer: 13:25 But um ... You know, are there things ... Like so many of the things you were just talking about really kind of reminds me of like, lots of people are hesitant about going to grad school. But once you had that encouragement, you realized ... No, I can. I'm really good at this.

Megan Myers: 13:36 Well ...

Interviewer: 13:36 Like I can do that and more.

Megan Myers: 13:38 Yeah. Well, first of all, I had a blast at grad school. I really like reading, and I like learning new things, and I like engaging in discussions. So I was kind of prone to it already, and so I just really had a good time and I enjoyed it. But one thing that I did learn from attending graduate school at NC State was that, um, the skills that I honed there, which I definitely needed to do that. I didn't realize how little I knew until I was in graduate school, and then I could see myself, um, gaining skills and getting better at reading and writing and researching, especially as I was teaching others how to do it. Um, I realized ... Wow, I'm really much further along than where I used to be. Um ...

But all of the skills that I learned are transferrable to other fields, and so I never would have applied to work at a company that is pharma-adjacent because I don't have any science skills or science background, but I didn't need it in order to do my job at MicroMass and to do it well. Um, it's just something that I've learned on the job and been able to pick it up. But it's because of my extensive research and writing and reading skills at NC State that I was able to do that, um, in my job where I am now and be the supervisor.

Interviewer:	15:04	Fabulous. That's great.
Megan Myers:	15:04	Um, yeah. So ...
Interviewer:	15:06	Can you say a little bit more about that transition? It sort of makes me think that, that I'd like to hear a little bit more about it. So the research skills, that's of course a fantasy for us, right? When we hear that the skills that we're teaching our students are transferrable to things outside of our domain, we love to hear that. That's ... That's our hope. What was your experience like, like going to a place that was not what you were ...
Megan Myers:	15:06	Yeah.
Interviewer:	15:27	... Doing before. Not maybe in the career you anticipated, something that happened serendipitously, but you found yourself prepared because you had all the project management research skills, writing skills, editing skills from graduate skills it sounds like.
Megan Myers:	15:39	Yeah. I, um ... Not, not sure I totally understand your question, but I'll try ...
Interviewer:	15:47	Kinda turned it into a statement.
Megan Myers:	15:47	(laughs)
Interviewer:	15:47	Um, what are ...
Megan Myers:	15:47	(laughs)
Interviewer:	15:47	It happens.
Megan Myers:	15:47	(laughs)
Interviewer:	15:52	Um, you know, I'm professorial too right. Questions are really statements. Uh ... Can you describe a little bit about how the

		skills, or do you have a memory of a moment when you started working at MicroMass that you thought, "Yeah, all of these skills, they're transferrable to the new career that I'm in."
Megan Myers:	15:52	Mm-hmm (affirmative).
Interviewer:	16:11	"I'm prepared to learn things that I didn't know."
Megan Myers:	16:13	Yeah.
Interviewer:	16:14	Uh.
Megan Myers:	16:14	So the style that my company ... Because we work in a science field, we use the American Medical Association style, so the AMA style, whereas all the humanities use MLA style. It's what almost all humanities majors are familiar with. Um ... And so it's a very different style, um, but I already knew and was so familiar with how to write in an ... MLA style, how to format, how to reference this way, that it really wasn't a big leap to try and do those, those same skills in a new format. Um, and so I was already able to, to jump ... I was able to jump in right away at my job into some of the harder tasks of verifying data and research because I knew what good research looked like, I knew what good writing looked like because I'd seen so many good examples even though they weren't science examples. Um, I still knew from all of my reading and research what good reading and writing looks like. So I was able to transfer that into my job.
Interviewer:	17:22	So it seems like now, you do actually ...
Megan Myers:	17:26	(laughs)
Speaker 3:	17:26	I don't think ... Would you get any of that?
Interviewer:	17:28	They were ...
Speaker 3:	17:29	[inaudible 00:17:29]
Interviewer:	17:30	Yeah.
Megan Myers:	17:30	(laughs)
Interviewer:	17:30	(laughs)
Megan Myers:	17:32	Real homies. Homies everywhere.
Speaker 3:	17:34	I know, right?

Megan Myers:	17:35	(laughs)
Interviewer:	17:35	That should be like the new club, haunted homies, right?
Megan Myers:	17:38	(laughs)
Interviewer:	17:38	Um ...
Speaker 3:	17:38	(laughs)
Interviewer:	17:41	Trying, trying to hard to be funny and permeating my question. So it also sounds like when you supervise projects, do you see a link between the kind of projects that you have manage in graduate school and your ability to supervise projects for other people, oversee projects at MicroMass?
Megan Myers:	17:56	Um, sure. Really the supervising people more was correlated with my actual job than with grad school. But grad school taught me more about how to work with a very large project or work with multiple large projects at the same time. Um, so it's not intimidating for me to hear anymore, "You have this really big project, and it's due in five days." Like, so fine. Whatever. I was doing that in grad school all the time anyway. So I am not, uh ... Yeah, I can keep a cool head about any big asks from my boss or from my team because I was already doing all kinds of intense work during graduate school. So I'm used to it. It's not a big deal anymore.
Interviewer:	18:41	Yeah, we've already hazed everybody.
Megan Myers:	18:41	(laughs) Yeah.
Interviewer:	18:41	Like bad bosses? Already had them, my professors. Um ...
Megan Myers:	18:46	(laughs) You said that. I didn't say that.
Interviewer:	18:48	Just cut fat. Cut fat.
Megan Myers:	18:49	(laughs)
Interviewer:	18:50	Um ... My college of wonderful people.
Megan Myers:	18:50	(laughs)
Interviewer:	18:52	Uh ... During your time at NC State, this is a little bit more specific. During your time at NC State, do you remember or can you talk about some of the opportunities you had to build your

		resume and to start working towards the career that you have now noting even it's difference?
Megan Myers:	19:11	My resume ... In building my ...
Interviewer:	19:14	Like anything that was like professionalizing opportunities that you've sort of looked back on that we've been ... Oh yeah, that's actually a thing that helped me ... I didn't know I was gonna be working at MicroMass, but that's a thing that helped me. I went to a workshop, or ... Again, if not, that's okay.
Megan Myers:	19:26	No, not really. 'Cause most of the stuff I was doing was education related.
Interviewer:	19:30	Right.
Megan Myers:	19:30	Um, so ... Not really. (laughs)
Speaker 3:	19:35	Which I feel like would be fine. I'm a teacher.
Megan Myers:	19:41	Yeah. (laughs)
Interviewer:	19:41	(laughs)
Megan Myers:	19:41	I know. It's like, I have three people to manage. Oh no.
Interviewer:	19:41	Right.
Megan Myers:	19:42	(laughs)
Interviewer:	19:42	Class of twenty-two.
Megan Myers:	19:42	Yeah.
Interviewer:	19:42	Um, so ... Again, speaking a little bit more specifically about the things you did at NC State, why did you choose the particular concentration that you did at NC State? What drew you to it?
Megan Myers:	19:53	Um, it's not a very professional answer, but I really like literature and reading. Um, I knew that if I was going to be ... Honestly, I knew if I was going to be paying for my own degree, I would wanna do something that I like and enjoy. Um ... So I ... And it was relevant to the profession that I had before. It was still relevant to me being a high school teacher, and it's still relevant to me now in my job as an editor. Um ... But I was more interested in getting a master's in literature than getting a master's in education, um, because I knew it was something that

I would enjoy more, um, and feel more fulfilled in this program.
And I was right, so ... (laughs)

- Interviewer: 20:37 [crosstalk 00:20:37] Um, why? Why did you have that feeling that you would be more fulfilled with it, like what drew you to ... And you know, it might be getting into to the affective and emotional stuff now ...
- Megan Myers: 20:37 Yeah.
- Interviewer: 20:47 Or for lots of this stuff, it sounds like it's going to sort of have an affective and emotional side, but ...
- Megan Myers: 20:50 Yeah, it's ... Yeah it's less practical at that point than it is like professional, um, or than it is emotional like you said. But, uh ... I ... And I also, I mean, I had my ... I did my undergrad at NC State as well, so I knew the kinds of classes that I liked, and I knew a couple of the professors already. So I just knew that if it was anything like my undergrad classes, that I was gonna have a good time and I was gonna learn and be challenged, but also enjoy it. Um, so that's why I was drawn to it.
- Interviewer: 21:27 It's fascinating to me, and even ... And this is maybe even more for me, but one of the other things we're gonna be doing is we're gonna be producing longer videos that are about each of the concentrations. So I'm kind of curious that you even ... You were thinking about the master's in education versus the MA program and lecture.
- Megan Myers: 21:47 Mm-hmm (affirmative).
- Interviewer: 21:48 And, you know ... What were you thinking about for sort of the way... What drew you to that, that other choice?
- Megan Myers: 21:57 Well, right. So the master's in education was a direct practical application when I was a teacher. Um, but I also wanted to make sure that I had a, I had a degree that would allow me to enter other fields if I wanted to, and I had a feeling that eventually I was going to leave teaching and try other things just because the nature of my personality. I like to try new things and learn new things, and I don't wanna be doing one thing for my whole life. Um, so I just wanted a degree that was a little more versatile and not quite as specialized. Um, but the skills that I learned in my degree have made me specialized now as an editor.

And one thing to note too, when ... Okay, so actually, back to your question about resume ... Nothing really about helping my

resume, but when I was interviewing at MicroMass, I was not the only candidate for the editor position. And um, once I was hired, my boss told me later that what made me stand out above the other candidates was that I had a master's degree and they didn't. So it literally helped me get a job. (laughs) So, that's nice. (laughs)

Interviewer:	23:15	[crosstalk 00:23:15] Like we love to hear this ...
Megan Myers:	23:15	Yeah.
Interviewer:	23:15	... Because it's like, well we did something that helped someone. I'm glad.
Megan Myers:	23:18	Yeah.
Interviewer:	23:19	This is what we're doing ... This is what we're here for. Um ... You know, and that answer about the, the, the versatility of the lit degree again ... It's like sort of ... It's ... We try to build that into it, so it's lovely to hear that that actually worked for you ...
Megan Myers:	23:32	Mm-hmm (affirmative).
Interviewer:	23:33	... As compared to the real, different from someone who's a teacher, there's some real professional, practical elements of the master's of education. Because they are very, you know, very closely mixed. Um ... You've anticipated so many of my, of my ... So many of my questions, but I'll ask them anyway. So um ...
Megan Myers:	23:33	Swivel, swivel ...
Interviewer:	23:53	Yeah. [crosstalk 00:23:53]
Megan Myers:	23:52	... Swivel, swivel, swivel, swivel. (laughs) [crosstalk 00:23:56]
Interviewer:	23:57	She can swivel now while I ...
Megan Myers:	23:57	(laughs)
Interviewer:	23:59	... Because you just talked about some of the things that I wanted to, but I'll, I'll ... I'll sort of graze them again. Um, what part of the ... What part of the concentration excited you the most or spoke to your interests the most? Or the specific things that you remember too, that either maybe you learned and didn't know about before even though you were an undergraduate major? Um, or something that you didn't anticipate that you learned that you never would have

anticipated and thought, "This is really interesting. I'm glad I made this choice."

- Megan Myers: 24:28 Yeah, um ... Not so much with like specific, like facts that I learned. Um ... But like I said, I really enjoyed the ... The cohort at NC State, and I liked the discussions that we would have. And the ... A lot of times, I was looking forward to going to class because a lot of my class weights ... Classmates would bring up points or ideas that I hadn't thought about during the reading, and that is just so invigorating for me and exciting for me is to think about things in new ways. And so that's what I was anticipating was I hope all my classmates are as into the reading as I am so that we can have new and interesting discussions. And that's really what happened. It was, I was going to class and hearing all kinds of new ideas. Um, and that was really exciting.
- Interviewer: 25:21 Yeah, so this is as good a time as any. Can you talk a little bit more about the social environment, the cohort, your classes, things like that? Anything that comes to mind.
- Megan Myers: 25:26 Um ... Yeah, I can a little bit. The, uh ...
- Interviewer: 25:32 It doesn't even need to be the people themselves. It could even be things like, yeah, I show up in class and I hear lots of really exciting ideas that really invigorated me. Like those sorts of sentiments that you might remember.
- Megan Myers: 25:41 Yeah. I would go to class, and we would have really great intellectual and interesting discussions. Um, and I would learn a lot of new ideas from my classmates. Um ... I ... I'm a little bit odd. I was just saying earlier that the ... I was not in the program fully. I was going part time, so I wasn't like ... I was meeting a lot of new people because every class, I would meet new people because it wasn't the same people 'cause I was only doing one class at a time. So it was a new set of people each time. Um ...
- But I mean, everybody was really nice and encouraging, and I never felt embarrassed to share my thoughts or ideas. Or I never felt like I couldn't in any way. I was ... I felt very, very comfortable, um, in the classroom and being able to express my ideas and hone my ideas, um, with my peers who were as capable as I was. So it was good.
- Interviewer: 26:48 I'd love to hear even more about the experience of, of ... Of going to NC State part-time. What, what are some of the things that you remember ... And this is almost as much for me as it is for the video itself since I'm in this position that I wanna create that opportunity for people.

Megan Myers:	27:06	Yeah.
Interviewer:	27:06	What are the things that you found made it really inviting for someone who was in maybe a somewhat more unusual circumstance than many of other people in your cohort?
Megan Myers:	27:15	Um ... Well, I learned how to parallel park because I did not wanna buy a parking pass just to go to one class twice a week. So I got really good at parallel parking. That has nothing to do with school, but ...
Interviewer:	27:15	That's crazy. Gotta be ...
Megan Myers:	27:29	That is a skill that I learned (laughs) while I was in grad school. (laughs)
Interviewer:	27:33	What are things that you remember that made it easier for you to go to school part-time other than parking?
Megan Myers:	27:38	(laughs) Yeah, that was not easy. Um ...
Interviewer:	27:43	Again, it's okay if there's ... Nothing really leaps to mind.
Megan Myers:	27:46	Anything that made it easier for me ...
Interviewer:	27:48	I would even like to just note personally so we could do more of it.
Megan Myers:	27:51	I have to think about that a little bit. Um, but ...
Interviewer:	27:56	What do you have to talk to the camera for? You can talk about it afterwards.
Megan Myers:	27:58	Yeah. I mean, well I'll ... I will just say that I, I really did ... I genuinely liked going to class, which is funny because I've, uh ... I have friends who are getting their MBAs who dread going to class. But I would go through a full work day, just knowing like, well after work I can go and talk about this book at school. And that was fun for me, so, um ... It was weirdly ... It was like it helped me get through some tough parts of teaching because that was kind of a fun thing for me to do.
		And it turned into kind of a fun thing with like my roommate and I would come to Hunt Library, and she would read while I would write papers. And we would spend time together that way. And it just was like a nice thing for me.

Interviewer:	28:46	Nice. That's great. That's great. We love to hear about it.
Megan Myers:	28:48	Yeah.
Interviewer:	28:49	Um ... So did you do sort of ... Do you ... You talked about this a little bit, but I'll, I'll draw you out some more. Um, how would you characterize the faculty at NC State? The faculty that you interact with in the program.
Megan Myers:	29:03	Um ... So ... I really ... I mean, I liked all my professors. Um ... I thought the professors at NC State were very personable, um, they were really into what they were teaching, to actually hear the graduate students what they had to say. They were really interested in their ideas. And I felt in some cases more like a colleague and less like a student. So it felt very collaborative which I liked and appreciated. It made me feel validated like my ideas were worthy and smart, and they were good ideas. Um ... And they just really, like they seem like they really enjoyed teaching, so it made the classes fun and interesting. Um, more than once, the professor would hold their final exam at their house as a party. Like, it just is ... That is like a personal, nice touch to have after you've gone through a class with a group of people together to just say like, "Let's celebrate all that we've learned and done together." Um, so it was fun. I know I keep saying it was fun, but it was fun.
Interviewer:	29:03	(Laughs) That's okay.
Megan Myers:	30:17	That's what I like really, like ...
Interviewer:	30:22	It being fun isn't ...
Megan Myers:	30:23	Grad school's fun.
Interviewer:	30:25	It can be a good time.
Megan Myers:	30:25	Yeah. Yeah.
Interviewer:	30:26	You know, it's great. Um, well very nicely, you're not the only person we've interviewed that's said that. So it's actually making me feel ...
Megan Myers:	30:26	Oh.
Interviewer:	30:26	... Good about it.

Megan Myers:	30:26	That's good.
Interviewer:	30:29	Yeah. It's sweet that you feel good. I'm curious about the, who had the, the parties for their ... I've never done that, but I kinda wanna do that for my classes. Um ... So what are some ... And we're getting towards the end here, just so you know. What are some things about your training in the MA program that surprised you? You know, surprised you that you do learn or surprises that you still use to this day in your career, anything that strikes you as like, I never would have thought that thing I'd be using every day right now.
Megan Myers:	31:10	Surprises ... Not sure.
Interviewer:	31:13	It's okay if there's nothing. That's alright.
Megan Myers:	31:13	Yeah, no. I'm ...
Interviewer:	31:16	Just trying to draw things out, and hearing them in different ways so that we can ...
Megan Myers:	31:16	Mm-hmm (affirmative).
Interviewer:	31:20	... See how they look together with other things.
Megan Myers:	31:21	Yeah.
Interviewer:	31:22	Um ... What would you tell a prospective student or maybe even ... Let me change that. Why would you tell a prospective student to go to NC State's graduate program?
Megan Myers:	31:34	Um ... I guess I ... Okay. I would tell a prospective student that the graduate program at NC State is going to be full of people who are on your level, who are just as interested and engaged in the material as you are, um, with professors who want to see you succeed and want to encourage you and to help you learn and grow and be a better reader and writer.
Interviewer:	32:09	Fabulous.
Megan Myers:	32:09	Yeah.
Interviewer:	32:09	Well, that's fabulous. That's great. That's great. Um ... So that's all I have. Are there things that, Sydney, that struck to you that you wanna come back to?

Sydney:	32:17	I have a couple ...
Interviewer:	32:17	Follow-ups?
Sydney:	32:18	... Questions, yeah. Um, and I don't know if I should be over there.
Interviewer:	32:21	Yeah, why don't you come over here?
Speaker 3:	32:25	Yeah.
Sydney:	32:25	Okay.
Interviewer:	32:25	Do you wanna even sit where I am, or do you wanna ...
Sydney:	32:26	I can sit over ...
Megan Myers:	32:26	(laughs)
Interviewer:	32:28	So we'll probably still have you looking ...
Speaker 3:	32:28	Yes, still ...
Sydney:	32:28	Yeah, still ...
Interviewer:	32:30	... Still have you look at me.
Megan Myers:	32:31	Oh.
Interviewer:	32:32	That's why I was gonna ask, if you wanted to sit here.
Megan Myers:	32:33	(laughs)
Interviewer:	32:34	Just so everything lines up as it was to ...
Megan Myers:	32:36	Sure. Okay.
Sydney:	32:38	Great. So I wanted to ask you, could you talk about, um, yourself like what you were like as a graduate student [inaudible 00:32:44]?
Megan Myers:	32:45	I was a real nerd. Yeah, um ... Yeah ... (laughs) Uh ... What was like ... Well ...
Interviewer:	32:57	You said that you were busy. You were working really hard ...
Megan Myers:	32:57	I was.

Interviewer:	32:57	... But you were excited about ...
Megan Myers:	33:01	Yeah, so I ... Um ... I was a full-time teacher, and then I was going to grad school part-time. So I had already an extremely busy profession, especially as a new teacher. Um, so it was hard to sometimes fit studies in my graduate school into my life, which is why I only did one class at a time. Um, but I took it very seriously. Um ... I was not a super great student when I was in high school, and I was an okay student when I was in college. But in graduate school, I was like in the front row in every class, I always had my hand raised. I was just a, just ... But I was just really excited to be there and to earn my degree. I hadn't thought that I could get a master's degree, so the fact that I was there and I was doing it, I was just really amped about it. So, yeah, I was a big old nerd. (laughs)
Interviewer:	33:01	Amazing. You're not alone. (laughs)
Megan Myers:	34:04	(laughs)
Sydney:	34:04	What about the content of their classes exactly was exciting?
Megan Myers:	34:14	Um, uh ... Just that I liked ... Well I did like a lot of the reading choices that we had. Um, I liked the discussions that were prompted. Um, I liked the types of classes that were available. Uh ... Reading and thinking through different lenses, um, was a very interesting and challenging experience. Um ... It's a little hard for me to remember specific classes 'cause it's been like three years since I was in grad school, but ... Uh ... Yeah, that's kind of what I remember in general.
Interviewer:	34:48	That's okay. Um, this is gonna sound weird, but ... And I don't know if you're seeing this. Do you, do you mind sitting even more behind me when you ask her?
Sydney:	34:48	No.
Interviewer:	34:54	Only because I ... I see you like instinctively ...
Megan Myers:	34:54	Oh, sorry. Yeah. I'm looking at you.
Interviewer:	34:55	It's totally natural 'cause ...
Megan Myers:	34:55	Yeah.

Interviewer:	34:59	... You're thinking, "I'm responding to Sydney. Of course, I should be looking at her because I'm a good [inaudible 00:35:03] who like listens and looks at people ..."
Megan Myers:	35:03	(laughs)
Interviewer:	35:03	" ... When I talk to them."
Megan Myers:	35:03	(laughs)
Sydney:	35:07	[inaudible 00:35:07] Um, I'm glad that you talked on the transferrable skills. Do you wanna maybe go over those one other time about?
Megan Myers:	35:07	Yeah.
Sydney:	35:07	Yeah.
Megan Myers:	35:07	Um.
Interviewer:	35:17	What are some of the, the skills you learned at NC State that you found transferrable to your career now?
Megan Myers:	35:21	Yeah, so I learned a lot of transferrable skills at NC State. I ... All of my research skills that I was doing in my different classes, I use every day in my current job. And in fact, I used to help teach other editors how to do proper research, um, and making sure that all of our references are valid. Um, that our ... Any claims that we're making are backed up well with research. Um ... So, yeah. (laughs)
Interviewer:	35:53	Great. I feel like that was ... That was really good.
Megan Myers:	35:53	(laughs)
Sydney:	35:58	[inaudible 00:35:58]
Interviewer:	35:59	No, I don't know. What do you think? Are there, are there any more statements of ... Like any of the short title statements?
Speaker 3:	36:05	Yeah. Yeah. Can we do the describe your job in a sentence or two, but ...
Interviewer:	36:05	Yep.
Speaker 3:	36:08	... Maybe just do like a even shorter version.

Interviewer:	36:08	Mm-hmm (affirmative).
Speaker 3:	36:11	Like just a sentence. Like, um ...
Interviewer:	36:13	At MicroMass, I'm responsible for ... What?
Speaker 3:	36:16	Yeah. Okay.
Megan Myers:	36:18	Uh, sure. Yeah. Okay.
Interviewer:	36:21	Like sum it up in a ... You know, a shorter statement, but ... Because one of the things we're gonna do probably at the beginning is have your voice, and one of the first things that they're gonna hear is you saying, "At MicroMass, I ..."
Speaker 3:	36:32	Right.
Interviewer:	36:33	So they can just put you in a ...
Megan Myers:	36:33	(laughs)
Interviewer:	36:35	... Career, and you can say like, "At MicroMass, I'm supervisor for whatever, you know, which means I do this."
Megan Myers:	36:43	Yeah. No, it's just funny. It sounds like an job. That's why I'm like laughing. But that's okay. Um ... Uh, yeah ... Okay.
Speaker 3:	36:51	We can do it ... And yeah, we can do it a couple times. It's ...
Sydney:	36:54	Using professional life in your words, if you want to ...
Speaker 3:	36:54	Do you want to leave the company out?
Interviewer:	36:58	Yeah, if you don't want to include the company, that's fine.
Speaker 3:	36:58	Yeah.
Megan Myers:	37:00	No, I don't mind. It's fine.
Interviewer:	37:01	Yeah. Well, it's just ... You know, for a ... For a viewer, the first thing they're gonna have to recognize is like, you know...
Speaker 3:	37:07	Who is this person?
Interviewer:	37:08	Who is this person?
Speaker 3:	37:08	What does she do?

Interviewer:	37:08	What does she do?
Megan Myers:	37:09	Yeah.
Interviewer:	37:09	So, I mean ... I think that's the idea. So it doesn't have to be like the company name. You know, it could just be
Speaker 3:	37:16	What are we trying to [crosstalk 00:37:16]?
Interviewer:	37:15	My name ... I'm a supervisor for whatever.
Speaker 3:	37:17	Let's try it a couple of different ways. Maybe like ...
Megan Myers:	37:19	Okay.
Speaker 3:	37:19	At MicroMass, I'm responsible for, I'm the supervisor for ... And then we can try "in my professional life, I" ... I like that too.
Megan Myers:	37:25	Okay. Uh ... At MicroMass, I am the supervisor of editorial services where we provide support for the copywriters, the behaviorists, and the medical communication writers.
Speaker 3:	37:39	Great. Perfect.
Interviewer:	37:41	Excellent. Um, do we wanna try one "in my professional life, I ..."
Megan Myers:	37:44	Yeah. That's fine.
Speaker 3:	37:45	In my professional life, I'm a ...
Megan Myers:	37:49	(laughs) Okay. If I can like not ...
Interviewer:	37:50	It's very disorienting, isn't it?
Megan Myers:	37:52	If I can not giggle. Yeah, it's fine. I can do it.
Interviewer:	37:54	No giggle. No swivel.
Megan Myers:	37:56	I've been very good about not swiveling.
Interviewer:	37:58	You've been very good. I have been terrible.
Megan Myers:	37:59	Yeah.
Speaker 3:	37:59	You've been great. A plus.

Megan Myers: 38:00 Yeah. Thank you. Um ... Okay. At my professional job, I am ... Nope. In my professional life, I am the supervisor of editorial services where we provide support for the behavioral writers, our behaviorists, and our medical communication writers. our behaviorists, and our medical communication writers.

Geovani Ramirez

Geovani Ramirez: 00:00 My name is Geovani Ramirez. I'm a graduate student in the English department at UNC Chapel Hill, but I also do a number of other things. I'm a, uh, graduate student fellow here at UNC's, uh, Center for Faculty Excellence. I'm also the graduate research assistant for the Latino/Latina Studies Program. I'm also (laughs) um, uh, an instructor of record for English 105, which is a rec comp course for the um, Summer Bridge Program specifically. Um, and I've been doing that for the last three years and going into my fourth year of doing that.

Um, I'm also a writing coordinator. Uh, have been since last summer for the MURAP Program, um, which focuses on, uh, minority students who are interested in going to grad school and helping them prepare for that and uh, what I do is offer, um, offer writing, uh, instruction and also, uh, writing advice on their actual writing projects which they end up submitting to grad school. So I do uh, a number of- of different things. Yeah.

Speaker 2: 00:56 Great, awesome. Let's- let's do it also just shorter, just like your name,

Geovani Ramirez: 01:00 Okay.

Speaker 2: 01:00 -maybe PhD student, UNC,

Geovani Ramirez: 01:00 Okay.

Speaker 2: 01:03 and then your alumni year,

Geovani Ramirez: 01:07 Okay.

Speaker 2: 01:08 When did you graduate from NCSU?

Geovani Ramirez: 01:08 Yeah, long time ago. 2012. Yeah. [laughs]

Speaker 2: 01:09 [crosstalk 00:01:09] I know!

Geovani Ramirez: 01:09 Yeah.

Speaker 2:	01:09	[crosstalk 00:01:09]How long [inaudible 00:01:10] you're still young, man.
		And maybe just like so then kinda have a quick identification for yours. Geovani Ramirez, PhD candidate UNC-
Geovani Ramirez:	01:18	[crosstalk 00:01:18]Okay.
		Yes.
Speaker 2:	01:18	2012 grad.
Geovani Ramirez:	01:19	Right, okay, okay. Uh, I'm Geovani Ramirez, I am a PhD candidate at UNC Chapel Hill in English. And I graduate from NC State- graduated from NC state, um, in 2012. I'll redo it.
Speaker 2:	01:33	[crosstalk 00:01:33] Yeah, yeah. You're going to have to. Yeah, please.
Geovani Ramirez:	01:34	[crosstalk 00:01:34] (laughs). Yeah. I'm Geovani Ramirez, I am a graduate student in English department at UNC Chapel Hill. And I graduated from this- from NC state in the spring of 2012.
		I'm Geovani Ramirez, I am a PhD candidate in English and department- ugh. It's hard.
Speaker 2:	01:34	It's okay, it's fine.
Geovani Ramirez:	01:50	I- I like to blame it on the Spanish thing, but I- I think the older I get and the more I- I work in English-
Speaker 2:	01:55	Do it in Spanish if you want!
Geovani Ramirez:	01:55	No, no! (laughs)
Speaker 2:	01:59	Actually- [inaudible 00:01:59]
Geovani Ramirez:	01:58	No, but I mean, I, I, I ju- I just joke around about how the, the lingo is, my, my tongue wants to go rrah. Okay. Here we go. (laughs)
Speaker 2:	02:05	Don't be afraid to put it in your own words.
Geovani Ramirez:	02:12	Okay.
Speaker 2:	02:13	Yeah, don't worry about [crosstalk 00:02:14] my-

Geovani Ramirez:	02:13	Okay.
Speaker 2:	02:14	-my [crosstalk 00:02:14] like, you can just bring in, you can [crosstalk 00:02:14]
Geovani Ramirez:	02:14	Okay.
Speaker 2:	02:14	You can even just talk about it.
Geovani Ramirez:	02:14	Okay.
Speaker 2:	02:13	And like, you started as a second [crosstalk 00:02:14]
Geovani Ramirez:	02:13	Okay, yeah, yeah.
Speaker 2:	02:15	So just tell me a little bit about, like, your name, your position,
Geovani Ramirez:	02:17	Okay.
Speaker 2:	02:17	What do you, what do you do here?
Geovani Ramirez:	02:17	Right. So, my name is Geovani Ramirez. I'm a PhD candidate in English uh, Department here in UNC, and I graduated from NCSU in the spring of 2012.
Speaker 2:	02:27	Perfect. Great. Fantastic. Um, so I'm actually ... Before we get to some of the other things, I want you to go a little bit more about that minority students, preparing them for grad school.
Geovani Ramirez:	02:27	Yeah, yeah.
Speaker 2:	02:37	[crosstalk 00:02:37] can you talk a little bit more about that? Like, what do you do [crosstalk 00:02:37]
Geovani Ramirez:	02:39	Yeah, yeah, yeah.
Speaker 2:	02:40	What do you need when you're interacting with, where are the students coming from, how did you get into that?
Geovani Ramirez:	02:43	Yeah, so it's uh, it's a program that ... it happens over the course of the summer. They actually, they're being prepared for grad school, so they have a lot of different uh, visitors to ... they have, they have a very tight schedule, but you know, part of it's preparation for the, for the GRE. Um, part of it involves uh, speaking to panelists about the grad program, um, as well as other kind of research projects that these people might be working on.

And the other dimension is the writing preparations. So ... and that's what I'm a part of. I'm one of writing coordinators, so what that means is that weekly, I instruct students and I um, help them think about abstracts, think about academic bios. I also work with them on their big projects, which are, are intended for them to, to submit to, to grad school.

So there's where they're writing ... grad school writing samples and so, beyond that, then I also offer um, comments on multiple drafts that they're writing throughout the semester. I'm also there for them to, to work with me one-on-one. And that's, that's been a lot of fun for me, because you get their, their interdisciplinary, in terms of what they're working on. So I have ... I work with students who are, you know, they might be in this ... working on the social sciences, or they might be writing an English paper.

Um, but that's, it's a lot of fun to get that. And I also have experience with that kind of work anyways, having worked at the UNC writing center for four years, where you really work with undergrad and grad students from across campus. Totally. So uh, uh, from-

Speaker 2:	04:05	And I imagine some of that started at NC State-
Geovani Ramirez:	04:07	Oh, yeah.
Speaker 2:	04:08	Your writing trait.
Geovani Ramirez:	04:09	No, absolutely. So one of the ... that's one of the biggest thing that I, that I got from NC State. So I'll tell you what three big things kind of popped in mind. And of course I, I can't tell you everything but, but here are three things. So the teaching was one thing, working on a capstone project was big for me, and also getting a chance to just kind of um, professionalize from my interactions with a lot of amazing professors. And so I do want to impact on those three things.
		So if you wouldn't mind reminding-
Speaker 2:	04:34	Sure.
Geovani Ramirez:	04:34	... me at some point, if I forget one of these, I need to come back to it. But um, so teaching. Teaching is amazing at NC State. Um, I went from never having taught anything in my life to then getting lots of training and support. It was amazing for me because uh, it was very ... everything just felt very organic and

smooth for me. Um, we got ... what I love about it was that it was very ... the program really focuses on, on offering us through resources, support, experiences, and also just kind of confident, more generally.

So one of the things that um, that I love was the mentorship program that we had. So in the first year, we had um, in the second ... in the spring semester of the first year, we had um, this experience where we shadowed a veteran instructor, right? And that was a really wonderful kind of experience for me because it allowed me to kind of observe what a real teacher does. Um, to have conversations with, with the, with that instructor about why they chose to, to cover what they did, um, the activities that they chose, why it was, how they kind of perceived the, the kind of, the activities to work or not work. What they needed to revise.

And so it was a lot about talking about process, you know. Thinking pedagogically. Meta, sort of meta teaching, right? Doing a lot of that. Um, and also kind of it showed me how people, not only how they make choices, pedagogical choices, but also how they re-evaluate those based on student needs and, and interaction. And so that was really helpful for me to see that kind of model, um, so that I can then kind of do that myself in the future.

What I also love was that then I got the chance to do a little bit of that on my own. I got my first grading experience with that. And what's lovely about that was that um, my mentor actually then commented on my grading, which was really kind of nice because I gain confidence through that and I said, okay, all right, so I do have things to say to these students. Okay, I'm not, you know, I'm not reading too much into this, and my expectations aren't too high. I felt like, okay, I'm, I think I'm gaging this uh, this well.

And so I really liked that process because I got the practice of grading, commenting, and then I get feedback on it, that was both, you know, that was also constructive, right? And it helped me see how I can improve, uh, my ability to kind of to offer feedback on student's writing. That was really wonderful.

And then I remember my first time I ever, I've told ... I've shared this with some of my students who feel more hesitant to talk in class. I'm like I've been there before. Me, you know, because I'm really a comfort one now. I'm very ... I just walk in there, it's very organic. I have a great time with the students and it just, it's a matter of just having a good old time up there. But it wasn't

always the case, right? And NCSU gave me my first shot at that, and ... (laughs).

I remember my first time ever, this was in the Safe Space again. I only had to, to, to teach for like a handful of minutes because it was my first time ever, I didn't even have that much planned out. But I remember working so hard to, to plan out everything that I was gonna say, and, and trying to memorize. I spent hours trying to memorize that information. When I got out there, I remember trying to recall it and I couldn't recall the information. I was looking down at the ground (laughs).

There uh, the, the ... I remember the gray carpet, it felt like it was moving. I, I thought, I felt like I need to put my hands out so I didn't fall over. And it was just such an ... it's, it was such a nerve-wracking experience but um, but it was a, a great experience because I was in the Safe Space and I was able to actually look at my mentor and, and kind of get some advice. Like, you know, what te- wh- when I was, kind of, it was a very uh, it was a tacid call for help, you know (laughs).

I'm memorizing, I'm kind of not or not memorizing what I was gonna say and then looking at my mentor and he jumped in, which is really cool. And we talked about that. He also gave me strategies for how I could kind of, you know, improve, what I could do, do better, and it was just really wonderful because it was, it was always about development. And I never felt like ... I really actually saw constructive in criticism for me, because it was so much about really people wanting, from my mentor, to people like Dr. Hen Penrose and, and uh Susan Mello Cochrane at the time.

People who really cared about helping us develop, right? And, and who were there to have our backs. And I always felt that way. And that was a really cool experience. So I guess my first encounter with teaching was very uh, positive. It was productive. And so I felt safe in doing it and that's kind of I think transferred over, you know, in, into just kind of my general sense of what teaching is, which is this thing that's beautiful. And, and that's ... that has helped me grow as a human being, right? So that I'm always ... I always feel the need to grow and I always feel like, you know, teaching is ... teaching and interacting with students is, is, is less about critiques or showing off and more about just, just trying to find meaning and trying to grow together, right? 'Cause I'm learning as much from my students as I'm from ... as they are from me, probably more, right.

And so um, so yeah ... you know.

Speaker 2:	09:24	That, that ... So much about the ... I also [inaudible 00:09:29]
Geovani Ramirez:	09:24	(laughs)
Speaker 3:	09:29	Also, if I could advise you to not do like water-
Geovani Ramirez:	09:32	Not grab, okay.
Speaker 3:	09:32	While you're still talking.
Geovani Ramirez:	09:33	Okay, yes, okay, so.
Speaker 3:	09:35	[crosstalk 00:09:35]
Geovani Ramirez:	09:35	Yes, yes, okay, yeah.
Speaker 3:	09:37	I love how organic it is. It's great. But uh-
Geovani Ramirez:	09:37	Okay.
Speaker 3:	09:41	[inaudible 00:09:41]
Geovani Ramirez:	09:41	Okay, oh, right, right. Okay, yeah.
Speaker 2:	09:43	There's a lot of [inaudible 00:09:43]-
Geovani Ramirez:	09:43	Yeah, thank you.
Speaker 2:	09:44	Um, I'm gonna come back to some more boring stuff, before we get you going again.
Geovani Ramirez:	09:47	Yeah, yeah.
Speaker 2:	09:47	That was a great story by the way.
Geovani Ramirez:	09:47	Uh-huh.
Speaker 2:	09:47	I love that first teaching story.
Geovani Ramirez:	09:50	Yeah (laughs), well isn't it? I remember it.
Speaker 2:	09:52	I, yeah. I remember the exact ... the first time I was in one of the classrooms, it's very similar-
Geovani Ramirez:	09:56	Yeah, yeah.
Speaker 2:	09:57	[crosstalk 00:09:57] it was just like incredible rush, very-

Geovani Ramirez:	09:59	Yeah, yeah.
Speaker 2:	10:00	-um ...
Geovani Ramirez:	10:01	Before we move on though, could I just also add that in terms of teaching prep, (laughs) so in addition to the mentorship program that NC State offers you, they giv- they had us do uh, or, they had us take a pedagogy course with David Reader um, at the time. And that was really wonderful, because we learned about scholarship in that field, right? They weren't just ... Dr. Reader wasn't just telling us what we should do, but we were reading a lot of people and how they were thinking through the writing process and the relationship between the instructors and the students, right. In kind of our obligations as instructors And so, that was really nice. I remember like Peter Elbows one of those stuck to me in thinking about students center teaching. Now that's a big thing, right? But I feel like, for me that was new. And so, um, and so, just kind of thinking about how valuable students were. I, I've never seen it that way as a student and as, as an undergrad. So, so hearing about it as a grad student was really kind of cool. And so I love that we had that course and it really got us to think about our own pedagogy and we had a lot of great discussions about the merits of what these scholars were proposing, right? And we got the chance to kind of compare and contrast them. And to see, and to then reflect on what kind of approaches we would adopt and what, which ones were less kind of um, useful for us, con- considering our own kind of visions of what, of what teaching was, or, or, and also what our skill sets were. And so that was really wonderful. We also then had the, the workshops uh, that we had with the writing program. Um, that was, that was really great because it kind of, we got to work together in groups, we got to plan uh, our syllabi, we got to plan specific um, class lessons. I feel like these little things, you don't think about it, but when you, you start teaching and you have to do it on your own, whether it's working on a syllabus or coming up with a class activity, or uh, a class assignment. Those are really, it's, it's very interesting because those aren't as intuitive as you think. It requires a lot of thinking through, a lot of processing, right? What are the end goals? What are the objectives, right? What are we trying to teach these students? And I think, um, and, and, and, how do we do that? And uh, considering the constraint of a semester and, and all of that. And so it's really

		kind of um ... That for me was, was very good. The logistics of, of having that.
Speaker 2:	12:18	Great. That's vital.
Geovani Ramirez:	12:19	Yeah.
Speaker 2:	12:19	Um, so actually, just speaking a little bit more generally,
Geovani Ramirez:	12:23	Yeah.
Speaker 2:	12:23	Um, can you describe what you do in a, in a sentence or two? If you have to describe what it is you do with your day, what you do here-
Geovani Ramirez:	12:30	Yeah, yeah.
Speaker 2:	12:30	What is it?
Geovani Ramirez:	12:31	So, teaching. Teaching a lot, um, in mentorship, really. So teaching and mentorship for me are one and the same. Uh, I have a lot of students who come to me. I know you said one to two sentences, I'm sorry, but-
Speaker 2:	12:31	No, no, no. It's okay. Go ahead.
Geovani Ramirez:	12:44	Uh, but it ... so I have a lot of students who, who come to me um, whether it's about their writing or their writing projects or the class, to just have a conversation about what it is that we're doing, but also to um, to kind of, to seek my advice on, on how to move forward, right? I'm always writing letters of recommendations. So I think if I had to say what do I do more than anything is, my research. Um, but that aside, teaching and mentoring and finding opportunities for my students, you know, and advice.
Speaker 2:	12:44	What are ...
Geovani Ramirez:	13:18	Yes?
Speaker 2:	13:18	What are, what are the things you enjoy about teaching and mentoring?
Geovani Ramirez:	13:21	Yeah. It's a really good question. I think it's all about ... For me it's all about relationship building, right? That's ... I wanted ... it's interesting because of my undergrad uh, uh, Dr. uh, God, forgetting, blanking on, on name, unfortunately. But in my undergrad um, I was taking an undergrad course one time and,

and the professor mentioned that um, that literature is supposed to make us better human beings.

And so for me that really hit at home. I wanted to ... you know, now I see it and I, I, I, I think of that in more nuanced ways. But at that time I took it to heart and I wanted to become a better human being. I thought, okay, what does that mean? Kinder human being? Wiser human being ... I want to become that.

And I feel like literature really does help us do that, and, and for me, I think that that informs a way that I teach, because for me it's about building relationship with students. It's about, about figuring out ways that we can all grow as human beings.

Whether it is, it's through seeing the insights that the text we read, um, in talking about, about this uh, this insights, or whether it's about thinking what their next moves are. For me, I'm really invested in how well my students do. And, I'm, I'm the kind of instructor who, when I have really exceptional students, will say, let me know if you ever need a letter or rec- of recommendation, because to me it will be a privilege to write one for you.

I care about my students. I want to be there for them, if they ever need me. And, um, and I, I'm happy to say that quite a, quite a few come to me to write those letters of recommendation. Whether it's for study abroad programs, internships or jobs. And, um, and so for me, it's ... What I love about teaching is that I'm always learning about life in different kinds of ways. Whether it's through just learning about new fields that my students are entering or learning about ... Quite frankly, difference or [inaudible 00:15:18] that other people experiences in their lives, right? Students are very open with me, generally speaking, about their lives, about what's going on, and, and it's really humbling to be able to re- to, to, to hear about their lives in that way.

Because in a way it's kind of ... It's a supplement to the kind of literature that we're reading that's suppose to make us better human beings, right? So having these interactions as people beyond the classroom is really important to me.

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| Speaker 2: | 15:44 | Yeah, you kind of mentioned a little bit of this, but what are some experience, skills, things that come to mind that you learned at NC state that you still use today, and carry over to [inaudible 00:15:53]? |
| Geovani Ramirez: | 15:53 | Yeah, yeah. So aside from teaching, obviously, I think uh, getting a chance to, to, uh, complete a capstone project. So I worked |

with Dr. Allan Stain, um, and it was really, it was really a wonderful professionalizing experiences because what I ... I was kind of hesitant. He, he's this brilliant scholar, right? And I was very nervous to, to go and work with him, but I wanted to push myself and I, and I knew of his work and I wanted to have that experience. And it's really ... He was so inviting and he was so supportive throughout the process.

So for me, it was, it was a big ... I feel like I took a big, uh, leap in terms of my uh, development as a professional. Because I went from feeling very uncomfortable and intimidated by this scholar, to being able to just walk in his office and have conversations about my work and feeling comfortable with that. Um, and beyond that, also feeling comfortable with constructive criticism. Because that's, that's such a big part.

Not only of, you know, of, of academia more generally, but anywhere you'd go. Right. Anywhere it, it's where ... If we want to do well, if we want to keep improving we're going to have to, uh, we're going to have to acknowledge constructive criticism and be comfortable with it, so that we can kind of evaluate and, and consider what needs changing and improving and what, what ... And, and so that we can kind of reflect on what some possibilities. So think about options for how we can make those changes. And that's, that was really big for me. You know, because I think it's ... Especially when you're working on a dissertation, um, I feel like it's, it's really important to already have that kind of ... I wouldn't say thick skin, but maybe that's one way of looking at it.

It's having that thick skin and knowing this is for your own development versus this is something that, that I'm gonna cave in, uh, uh, as result of, right? For me I feel very comfortable with const, constructive criticism, and I actually ask for it, right? And, um, I think that capstone project and working with Dr. Stein, who was incredibly and insightful and more than willing to do it, to offer that kind of constructive criticism in a very kind way, um, help me with. So that's ... I'm really grateful to him for that.

Speaker 2:	18:06	Just casting your mind back-
Geovani Ramirez:	18:07	Yeah.
Speaker 2:	18:08	... what made you pick NC State?
Geovani Ramirez:	18:09	Aw.

Speaker 2: 18:09 What maybe you thought distinguished it for you that made you want to go there?

Geovani Ramirez: 18:12 So I'll tell you a story about how I (laughs) ... Um, and that's a really excellent question. There, there's so many moments. But, um, I'll go back to the very beginning, which is when I visited campus. So, at the time that I was thinking about going to state, I also had ... I was privileged enough to have had offers from other universities, specifically PhD programs. And so, places like, uh, the University of Rochester was one of them. Also, Ohio State University was another one. And then I have, had another ones that I can't recall at the moment. But, they were PhD program. So they are very kind of ... And they are great programs. The people, when I spoke to them were really wonderful and, and like they ... You know, we had great conversations, and they seem like really viable options for me.

Um, so um, what really stuck out to me was kind of with my visit and the feeling of the place in general. The feeling of, of NC State, Tompkins Hall, um, and that's what kind of did it for me. And so, I got an email from Dr. [Pirola 00:19:08], um, who was then at the time working with graduate admissions, and um, he invited me to come to his office. So, even though I had already had those offers from other universities, I will still nervous, because I still wanted the option of NC State, right? Um, and so I visited them. I thought I, I thought I was on an interview, and I was really nervous about the whole thing. And I thought, okay, I have to make a really great impression. I want to be sure they have this option.

Um, and so when I got there, I quickly realized that this was not an interview, that this was just Dr. Pirola reaching out to me because he wanted to get to know me better, right? And what he did is we, we talked about life. We talked about my experiences. He was very curious about who I was. He shared his life and his own graduate experience with me. Um, and then it's interesting, because then I learned that he had actually, potentially gone to school with my father-in-law and grad school at Miami University Ohio, which is really cool. Okay, that's kind of interesting.

Um, he walked me around Tompkins Hall too. We just kind of explored the building, and just as we talked, we walked and he'd show me things and it just felt really good to be there. And, and that feeling, I felt special and I felt like he wanted to hear me and, and there was nothing about that conversation that I ever felt like a test. It was just him reaching out, right? To, so that ...

To introduce me to NC State, and that's what made it ... For me, that's what kind of ... It made it so that I was certain that I had to go to NC State. Right? That, that I wanted to begin there, because I felt it felt like home.

Walking around Tompkins Hall, I think it's beautiful. You know, it's, it's, it's an idyllic setting. Um, and then I came to find that in general the atmosphere is, is idealic. The professors are amazing. They're brilliant people but they also care so much about, about their students. Um, I've had so many wonderful conversations with professors in their office hours, during an office hours and outside of them. And, and I always felt I could drop in on them. I could, I could just walk in on there and have it be a, a really kind of, um, you know, very kind of natural conversation. I've come to find out that I've kind of gotten further along in my career that that's not actually ... That that's kind of unique, that people are really busy in academia.

Professors, especially at a research university like State are incredibly busy. So when I look back on how generous the professors were with their time, I'm just kind of ... I'm blown away, one, that they could do that, but the other thing is I'm just kind of ... I'm really humbled by, by their generosity, because it's not ... It is very unique. And, for them to make me feel welcome in their offices when they were so busy, it's just ... It's amazing to me and um, and I think it speaks to the ... Just kind of the general atmosphere at CSU. The, the grad students were great. I always felt that the, the learning environment was very organic. It wasn't so much about competitiveness. It wasn't so much about people wanting to show of their knowledge. It was just smart people entering that space to learn more and to exchange ideas.

That's how I felt, um, when I entered those classrooms, and I was always excited to go in there. I wanted to know what's Eric [Jinaski 00:22:35] gonna say next, right? What's Lindsay Smith going to say. What's Kara Ramirez, who by the way is my spouse who went to NC State also. Chose NC State for the same reasons that I did. Um, what are they gonna say next, right? What, what are these people gonna say. [Tenasi 00:22:52], what is he gonna say on this day? Tenasi was actually a pilot, who returned to school just because he wanted to. Just for the experience of it. And, and I felt that he was very much ... He very much embodied that kind of, um, I think the spirit that a lot of the NCSU English grad students kind of entered the, the learning spaces with.

Geovani Ramirez:	23:14	Oh, absolutely. So, I mentioned. After meeting Dr. Piroli, there was ... That ... He's, uh ... My meeting with Dr. Piroli cemented the fact that I was gonna come to NC State despite my other really cool options and the great people that I talked to from other universities. But yeah, we were walking out and I remember Kara and I looking at each other and we were ... We felt elated at the time and giving each other like a, like a low five in case anyone could see us. (laughs). And so we were just ... We walked, we spent the, the whole way to the parking lot, uh, talking about how excited we were, and, and just the fact that our meeting with Dr. Piroli had cemented um, our choice to, to go to NC State and it was just so much fun. We talked the whole way back, driving back home about this, this thing, and just how wonderful the experience had been. How amazing Dr. Piroli was. How like ... We were just kind of blown away by, by the, just his personality and the way that he kind of talked about Tompkins Hall and, and they program in general and just how everything felt so natural to us. Everything like, everything was coming together. It's like he was taking us around his house or something, as he talked to us. And telling us about his family as he talked about the program, right?
Speaker 2:	24:29	That's right man. I just love it when you said like this is it.
Geovani Ramirez:	24:29	Yeah.
Speaker 2:	24:32	Like this is the feeling.
Geovani Ramirez:	24:32	It was.
Speaker 2:	24:33	So you're walking when you're saying to her like this is it. This is it.
Geovani Ramirez:	24:35	Oh yeah, together. And it was one of those things where it's like this simultaneous recognition. It wasn't like one of us convincing the other. We both knew. We walked out of there, we were trying to keep our, you know, from smiling too much. Because he gave us our offers then too. So, at the end of all of this, he just gave us our offers, and, and invites us, basically, to join the program. And to us that was such a, such an incredible experience. And, and of course, yeah. So yeah, it was very shocking, to be again ... To have had that experience. Because, again, I was ... We both were preparing for an interview. (laughs).

		So, uh, it was just such a ... It's one of those highlights in our lives to to have had that experience and to have had ... to have gotten acceptance into uh, NC State English program.
Speaker 2:	25:23	Um, can you ... Let's go back a little bit-
Geovani Ramirez:	25:23	Yeah.
Speaker 2:	25:27	... Just um ... Maybe, maybe one sentence about what it is that you do here, and then we'll come to the teaching philosophy and like sort of marrying up what you do here and what you learned at NC State. What is it that you do ... If you had one sentence to describe some of the quality, what is it that you do right now here, what is it?
Geovani Ramirez:	25:42	Yeah, I, I teach in research ... Uh, sorry.
Speaker 4:	25:47	While, while you're thinking about this, would you mind ... Can you try to uh, say it in a complete sentence like as a PhD-
Geovani Ramirez:	25:53	Oh got you.
Speaker 4:	25:55	[crosstalk 00:25:55] I do ... You know, just sort of [crosstalk 00:25:57]-
Geovani Ramirez:	25:57	Right that's helpful. Right, right. Good point. Good point. It's okay.
Speaker 2:	26:00	So what is it that you do here?
Geovani Ramirez:	26:02	So as a PhD student in the English department, I teach and mentor students in a lot of different capacities.
Speaker 2:	26:09	What are some of the fields that you teach and mentoring?
Geovani Ramirez:	26:10	Okay, that's a great question.
Speaker 2:	26:12	I teach and-
Geovani Ramirez:	26:12	Yeah, I teach and mentor students ... Well, I've, I've taught and mentored students as an instructor for English 105, as an instructor for the women's and gender studies, uh, introduction to Latino Literature. As an instructor now for the English, uh, department, for English 144, which is a popular genre course. Um, I've also worked with students as a graduate research consultant for uh, numerous courses. I've worked with students

		as a, a, writing coordinator for the myriad program. I've worked with students as a writing center coach.
Speaker 2:	26:46	So maybe we can also go with the shorter-
Geovani Ramirez:	26:47	Yeah.
Speaker 2:	26:48	I, I, I work in teaching and whatever you say at the beginning. I work in teaching, and then maybe select some subject area. Like I work in teaching, writing instruction, [crosstalk 00:26:57] literature, latino literature.
Geovani Ramirez:	26:57	Right. Oh got you. Yes.
Speaker 2:	27:00	Something like that. Like [crosstalk 00:27:00].
Geovani Ramirez:	27:00	Okay. Great. Great. Yeah.
Speaker 2:	27:02	What, what are some of the things that you write and teach in?
Geovani Ramirez:	27:05	Okay. I, I write and teach in uh, rhet comp, rhe- rhetoric and composition. I write in teaching ... Oh sorry. I write and teaching rhetoric and composition. Uh, also Latina and latino literature. Multi ethnic literature, 19th and 20th century. Um, and also women and gender studies.
Speaker 2:	27:22	Um, and just talk a little bit more about ... And again, sort of complete sentences. Like at NC State, you could be ... you're still eloquent about what you learnt and teaching, the mentoring that you got-
Geovani Ramirez:	27:33	Yeah.
Speaker 2:	27:33	How does that inform the sort of stuff that you're doing right now, what you learnt at NC State carrying over to here?
Geovani Ramirez:	27:38	That's a great question. So, during my teaching instruction at NC State I learnt so much about the process of teaching. And that involves, not totally what happens in the classroom, but what happens in anticipation of each class lesson and also afterwards, revisions. So, I learned in there that it's so, so important for us to continue to revise uh, our, our syllabi, and also to readjust our objectives and our expectations as instructors based on specific needs of different classes. Because, I learned very quickly that different classes need different things, and they have different personalities, and so um, I think that's been really useful for me, even now. Because I continue to do that. There's never been a semester where I don't revise my syllabus significantly.

Speaker 2:	28:31	That worked.
Geovani Ramirez:	28:33	Yes.
Speaker 2:	28:34	Um, and I'd love to hear a little bit more, and maybe then after that we can go and, and have you talk to your students.
Geovani Ramirez:	28:39	Yeah.
Speaker 2:	28:39	Just share a little bit more about um, your memories, uh, the experience of your cohort.
Geovani Ramirez:	28:45	Yeah.
Speaker 2:	28:46	Of, of being at NC State or meeting the people there, the community there. What is something that comes to mind. What are some experiences that you remember, the details and some specific things that happened that make it so memorable for you?
Geovani Ramirez:	28:57	Right right. NC State was a lot of fun. Just generally speaking. Because of every ... Because of the people. Because everything, again, was geared towards helping us either professionalize or become better teachers, become better writers and researchers, um, so one thing that kind of embodies that is having an ... Dr. [Murolo 00:29:17], I took a course of Dr. Murolo in restoration drama, and I remember the fact that he had us role play some of the scenes from one of the plays, and it was ... that was just a lot of fun for us. Um, but it all ... It was also a really, really cool learning experience because ... So, I'll talk about the fun part, uh, that involved going to a [inaudible 00:29:42] store, and a goodwill I think, and buying Eric Janski some boots because he was playing the role of a fop character and just he, he ... Like we created a wig for him and he had this very outlandish suit and all of that. Kara, my spouse is also part of the group. She took that course with Dr. Murolo. Who, by the way, is like a walking encyclopedia. Um, but, but yeah, I remember just spending so much time trying to figure, pic, picture um, trying to pick out the customs and just ... Uh, you know that was just kind of ... We're doing it for a course but it didn't feel like that. We were doing it for a project that we were all invested in. Um, and, and that was just so much fun. But then actually doing it, and preparing for it, practicing the scene, offering each other feedback on how we were portraying these characters, thinking about our options for how we wanted to portray these characters.

		That was really fun for us but it also ... Um, it really helped us think about acting and what it means to act and what it means to kind of take on characters and what it means to make choices about how we're going to represent certain characters, right, and what gets cut out and what doesn't. And so, um, it was a really cool learning and fun experience, and that kind of ... That's one of those moments that I've never forgotten.
Speaker 2:	30:57	[inaudible 00:30:57] we had a lot of trouble pick ... We had to pick up the customs ... I want to edit that in the video somewhere.
Geovani Ramirez:	31:01	Yeah. (laughs).
Speaker 2:	31:01	We are getting our customs. What are you looking at.
Geovani Ramirez:	31:01	(laughs).
Speaker 2:	31:04	Um, so maybe just a little bit housekeeping before we, we talk to your students.
Geovani Ramirez:	31:04	Yeah.
Speaker 2:	31:07	Um, so can you also do a sentence where you say your name, you know, I'm Geovani Ramirez and then your concentration and maybe your graduation year or I'm a 2012 concentrate ... I don't know, how you want to say that.
Geovani Ramirez:	31:07	Okay.
Speaker 2:	31:22	Um, let's try it a couple of times. I'm Geovani Ramirez, I ...
Speaker 4:	31:26	Maybe just like I concentrated on literature-
Geovani Ramirez:	31:34	Yeah, so yeah, so literature.
Speaker 3:	31:35	[crosstalk 00:31:35]. I concentrated on-
Speaker 2:	31:35	I concentrated on literature and-
Geovani Ramirez:	31:35	And I got ... Yeah. And I con ... I focus on, you know.
Speaker 2:	31:38	Yeah. Maybe it's not concentrate, maybe it's-
Speaker 4:	31:39	That was a literature.
Speaker 2:	31:41	And that's the official term, right.

Geovani Ramirez:	31:43	Okay. Okay.
Speaker 4:	31:43	Yeah, yeah. Concentration but it sound weird [crosstalk 00:31:47].
Geovani Ramirez:	31:43	Yeah.
Speaker 2:	31:49	[inaudible 00:31:49].
Geovani Ramirez:	31:49	Yeah, yeah.
Speaker 4:	31:50	I'm Geovani Ramirez and I concentrate on literature.
Speaker 2:	31:50	You still have literature-
Speaker 4:	31:53	I study, I, I study literature at NC State. I'm Geovani Ramirez and I study literature at NC State.
Speaker 2:	31:58	That's fine.
Geovani Ramirez:	32:02	Okay, okay so-
Speaker 2:	32:02	What did you, what did you study at NC State?
Geovani Ramirez:	32:02	I'm Geovani Ramirez and I studied literature at NC State?
Speaker 2:	32:05	Great. Um, is there anything else that I missed in terms of ... Yeah, maybe also I think we missed this one. Maybe say like, I'm Geovani Ramirez and I study literature at NC State.
Geovani Ramirez:	32:12	Oh right, right.
Speaker 2:	32:13	[crosstalk 00:32:13] at NC State in 2012.
Speaker 4:	32:21	And the grad year we can include in [crosstalk 00:32:25] key titles, so he doesn't necessarily have to [crosstalk 00:32:28] ... Right. Thanks for having it, just in case.
Speaker 2:	32:31	Yeah. 'Cause we're gonna, we're gonna do another long one on concentration.
Speaker 4:	32:36	Okay.
Speaker 2:	32:36	And then, um ... So maybe just like say your name. I studied literature at NC State and graduated in 2012.
Geovani Ramirez:	32:44	Okay. Okay.

Speaker 2:	32:45	So-
Geovani Ramirez:	32:48	I'm Geovani Ra-
Speaker 2:	32:49	Do it again.
Speaker 4:	32:49	Uh, so what did you study at NC State and when did you graduate?
Geovani Ramirez:	32:53	I'm Geovani Ramirez and I studied uh, lit ... I'm Geovani Ramirez and I studied literature at NC State and graduated in 2020. (laughing) I'm Geovani Ramirez, I'm-
Speaker 2:	33:10	You went back to school.
Geovani Ramirez:	33:18	Uh, I'm Geovani ... Okay, sorry. (laughing)
Speaker 2:	33:19	So we're all [crosstalk 00:33:19].
Geovani Ramirez:	33:20	Yeah, no, no. Um, uh, something about-
Speaker 2:	33:22	What did you stu- What did you study at NC State and when did you graduate?
Geovani Ramirez:	33:24	I studied literature at NC State and I graduated in 2020.
Speaker 2:	33:27	Great.
Geovani Ramirez:	33:28	Oh no. 2020. 2012. Sorry.
Speaker 2:	33:31	Yeah, you said that [crosstalk 00:33:31].
Geovani Ramirez:	33:31	Sorry, yeah, yeah.
Speaker 4:	33:33	Even I was like [inaudible 00:33:35].
Geovani Ramirez:	33:34	Yeah, okay.
Speaker 4:	33:34	Don't forget your name. So I'm Geova- Geovani Ramirez and I studied literature at NC State and I graduated in 2012.
Geovani Ramirez:	33:39	Okay. So, I'm Geovani Ramirez and I graduated from NC State with a degree in English and I graduated in 2012. Sorry. It's interesting, huh.
Speaker 4:	33:39	That's all right.

Geovani Ramirez:	33:49	THis ... It gives you another dimension to the whole acting-
Speaker 2:	33:51	Let's see how [crosstalk 00:33:52].
Geovani Ramirez:	33:52	Okay. Sorry.
Speaker 2:	33:54	This is going to be on the [inaudible 00:33:56].
Geovani Ramirez:	33:54	Okay. Yeah.
Speaker 2:	33:59	So what, what is your name, what ... And you studied literature at NC State and you graduated in 2012.
Geovani Ramirez:	34:04	I'm Geovani Ramirez, I studied literature at NC State and I graduated in 2012.

Ian Wolf

Ian Wolf:	00:00	Uh, my name is Ian Wolf. I work at Louisburg College as an assistant professor of English and I am the co-director of the Quality Enhancement Plan as well. I graduated from North Carolina State University in 2013.
Speaker 2:	00:12	Awesome. Fantastic. Um, let's do it one more time.
Ian Wolf:	00:12	(laughs)
Speaker 2:	00:12	I know. I know, I know.
Ian Wolf:	00:16	It's okay.
Speaker 2:	00:17	Um, maybe just say NC State, 'cause I'm worried it's gonna get a little too long for us to cover.
Ian Wolf:	00:20	Gotcha.
Speaker 2:	00:21	So maybe just say, NC State, 2013.
Ian Wolf:	00:23	Okay.
Speaker 2:	00:23	So, what's your name again and what do you do?
Ian Wolf:	00:25	My name is Ian Wolf. I am an assistant professor of English at Louisburg College. I am also the co-director of the Quality Enhancement Plan and I graduated from NCSU in 2013.
Speaker 2:	00:36	Awesome. Okay, great. So, let's do it one more time, maybe just saying your name, your concentration, your alumni year, you were a lit concentrator, right?
Ian Wolf:	00:44	Yes
Speaker 2:	00:44	Yeah, okay.
Ian Wolf:	00:44	Yeah, okay.
Speaker 2:	00:44	You're one of the good guys.
Ian Wolf:	00:44	[laughing]
Speaker 2:	00:45	So, same thing.
Ian Wolf:	00:46	Alright.

Speaker 2:	00:47	Like who all concentrated in literature at NC State in 20, graduated in 2013, or something like that.
Ian Wolf:	00:47	Alright.
Speaker 2:	00:47	Whatever feels natural.
Ian Wolf:	00:52	Alright, so, so, leavin' out the Louisburg thing?
Speaker 2:	00:52	Yeah.
Ian Wolf:	00:55	Okay.
Speaker 2:	00:55	Exactly.
Ian Wolf:	00:55	Alright.
Speaker 2:	00:56	And so we're hoping we can also cut some things together and make a longer thing.
Ian Wolf:	00:56	Mm-hmm (affirmative)
Speaker 2:	00:59	From not just from a whole, um, sort of our main program-
Ian Wolf:	00:59	Right, right, right.
Speaker 2:	01:03	... but also literature in particular.
Ian Wolf:	01:04	Mm-hmm (affirmative)
Speaker 2:	01:05	So, what's your [inaudible 00:01:06]
Ian Wolf:	01:05	Um.
Speaker 2:	01:05	Go ahead.
Ian Wolf:	01:08	My name is Ian Wolf. I gradruru... (laughs) Bleh bleh. My name is Ian Wolf. I graduated from NC State with a concentration in english in 2013.
Speaker 2:	01:18	Great. Um, can we do it again, just concentration in literature-
Ian Wolf:	01:22	Literature.
Speaker 2:	01:22	Perfect.
Ian Wolf:	01:22	Yes.

Speaker 2:	01:22	No problem, lets go.
Ian Wolf:	01:23	My name is Ian Wolf. I graduated from NC State in 2013 with a concentration in literature.
Speaker 2:	01:28	Perfect. Excellent. Great. Um, so let's just, tell me a little bit about what you do here. [inaudible 00:01:33]
Ian Wolf:	01:33	Mm-hmm (affirmative)
Speaker 2:	01:34	[inaudible 00:01:34] Can you just elaborate on what it is that you do here at Louisburg College. So, at Louisburg College, you?
Ian Wolf:	01:40	Okay. At Louisburg College, I teach classes. I, uh, am involved with committee work. Um, I attend conferences, do professional development. And that's just as a professor. As Co-Director of the QE, uh, the Quality Enhancement Plan, um, part of my responsibility is to facilitate, uh, professional development amongst a broad spectrum of the faculty seeking outside presenters, um, tracking down ways to help faculty improve their instruction as best I can.
Speaker 2:	02:11	I'm sorry, can you, can you say a little bit more about that. Like, how do you, how do you...
Ian Wolf:	02:14	Mm-hmm (affirmative)-
Speaker 2:	02:15	Instructors [inaudible 00:02:16]
Ian Wolf:	02:16	Um, so we, when we wrote our Quality Enhancement Plan for our accreditation process, we picked, uh, 10 high impact practices that were partially identified by the, uh, AACNU. And they, um, so, some of these being submission and resubmission, portfolio based assessment, uh small group discussion strategies just to give some examples. And so what we do with the Quality Enhancement Plan, is we facilitate engagement with some of those things. We, we get faculty to think very critically and meta cognitively about those processes. Uh, and work with them on applying them in their day to day classroom instruction too.
Speaker 2:	02:56	Are there things that you do there that you see, that you see already are connected to your experiences [inaudible 00:03:00]
Ian Wolf:	03:02	Absolutely. Uh, virtually every one of my classes at NC State, were, uh, like, they were small group discussion. We would get in a circle and we would collaboratively create meaning of the text that we were reading. And, and that is something that, um,

		I, I encourage faculty to do and it, it's something that ... Because my experience is much more recent, it seems so natural to me. And then, I have some faculty who have been teaching longer than I've been alive. And I have to, uh, I work with those faculty, I'm sort of pivoting their way of instruction. That they do not have to be the owners of all knowledge, and they, they don't download all of that wisdom into their students. That their students create the meaning of the content themselves. Uh, and that, that we know to be an incredibly powerful learning experience.
Speaker 2:	03:51	So, a lot of the things that you do at NC State taught them how to be a teacher.
Ian Wolf:	03:54	Absolutely. Absolutely. From, even present-, presentations in classes, um, we're not focused exclusively on just demonstrating what I know, that we're focused on helping my peers learn what it was that I was doing. And so that's, that's something that uh, I can model for my students. I can model for my peers, it's something that I can help develop amongst my students as well.
Speaker 2:	04:17	Excellent, that's great. That's ... Um, let's do a couple more, then we'll get back into some more detail questions. (Coughs) A little bit more about how long you've been here.
Ian Wolf:	04:24	Mm-hmm (affirmative)-
Speaker 2:	04:25	How you came here, those sorts of things.
Ian Wolf:	04:25	Okay. Um...
Speaker 2:	04:29	Listen, I've been teaching at Louisburg College for
Ian Wolf:	04:30	Yes. I've-
Speaker 2:	04:31	-Something like that.
Ian Wolf:	04:31	I've been teaching at Louisburg College for, I believe this is my sixth year. Um, but I'm a native, a native of Franklin County. I was born and raised in Youngsville, which is about 20 minutes that way. Um, and so as a small child I would come to this campus for summer camps and uh, science camp. Um, one of our, our art teacher here now was my art camp teacher when I was a child, six years old. And in my head, he was, he was Bob Ross. He had the, the hat, the Afro, and he loved to paint. And it wasn't until I got much older that I realized Mr. Hinton is not Bob Ross.

Um, and so my connection to this place was, was very powerful. Um, it also is a two year institution that focuses very heavily on teaching and that's always what I wanted to do. I was never especially invested in um, really trying to force my way into the publisher para-scene. My goal was always to be an educator. And, and this is a place that values that. That encourages that. Um, and, and, my experiences at NC State really allowed me to maintain that connection, stay close to home, as well as promote my time here.

Speaker 2:	05:41	Great. Can you say a little bit more about what those experiences are that you feel connected to. Like as an educator now, to what you were doing learning to be an educator...
Ian Wolf:	05:41	Uh.
Speaker 2:	05:49	[crosstalk 00:05:49]
Ian Wolf:	05:49	Fff-uh fff-uh, hmm. OKay, yeah, that was, that was one of the ones that I was strugglin' with a little bit.
Speaker 2:	05:49	That's okay, that's okay.
Ian Wolf:	05:49	Um.
Speaker 2:	05:54	[crosstalk 00:05:54]
Ian Wolf:	05:54	Okay.
Speaker 2:	05:54	You can pass on it and come back to it if you want.
Ian Wolf:	05:54	Um.
Speaker 2:	05:54	Not a quiz, so...
Ian Wolf:	05:54	(laughs)
Speaker 2:	05:58	[crosstalk 00:05:58] really, literally...
Ian Wolf:	05:58	Yeah, yeah.
Speaker 2:	05:59	Whatever comes to mind.
Ian Wolf:	05:59	Yeah.
Speaker 2:	06:01	You know, we can say, like, well at NC State I remember this [inaudible 00:06:03] specific experiences might work well here.

Ian Wolf:	06:05	Mm-hmm (affirmative)- Yeah.
Speaker 2:	06:06	Is there a specific experience you remember that you thought, I can do [inaudible 00:06:08]
Ian Wolf:	06:06	Mm-hmm (affirmative)-
Speaker 2:	06:08	[crosstalk 00:06:08]
Ian Wolf:	06:08	Oh, yeah, yeah, yeah.
Speaker 2:	06:08	[inaudible 00:06:08]
Ian Wolf:	06:08	(laughs)
Speaker 2:	06:08	[inaudible 00:06:08]
Ian Wolf:	06:08	That gives me an opportunity to think a little bit. I got a couple of them. Do you want me to leave, like, faculty names out of it, or do you want me to drop names, is, when a, when applicable.
Speaker 2:	06:21	Faculty names [crosstalk 00:06:21]
Ian Wolf:	06:21	Okay, okay. Yeah, we don't want to give them any of that...
Speaker 2:	06:23	So anything-
Ian Wolf:	06:23	...credit.
Speaker 2:	06:23	So anything that's specific about your experience.
Ian Wolf:	06:26	Mm-hmm (affirmative)-
Speaker 2:	06:26	I remember this one time in class I had, I don't know, um...
Ian Wolf:	06:26	Sure.
Speaker 2:	06:30	You know, I realized I could be an educator too.
Ian Wolf:	06:33	Mm-hmm (affirmative)-
Speaker 2:	06:33	Something that happened, an assignment that you did, anything like that.
Ian Wolf:	06:36	Sure, sure.

Speaker 2:	06:36	Do you want to talk about faculty without using their names [crosstalk 00:06:39]...
Ian Wolf:	06:36	Mm-hmm (affirmative)-
Speaker 2:	06:36	...faculty, that's fine too.
Ian Wolf:	06:36	Yeah, okay. Okay.
Speaker 2:	06:36	Yeah, yeah.
Ian Wolf:	06:38	Okay. Um...
Speaker 2:	06:43	Is there, like, a specific experience you had where you thought...
Ian Wolf:	06:43	Mm-hmm (affirmative)-
Speaker 2:	06:43	...Oh I could be an educator.
Ian Wolf:	06:43	Absolutely.
Speaker 2:	06:43	Look back to where I'm from.
Ian Wolf:	06:43	Mm-hmm (affirmative)-
Speaker 2:	06:47	[inaudible 00:06:47] An educator like, you know, the ways that I'm learning here.
Ian Wolf:	06:50	Uh, specific time that really, lead me to believe that education was indeed kinda, the process that I wanted to go into that was cultivated with my time at NC State, I was giving a presentation on Wilfred Owen. Uh, in 20th Century, uh, British poets. Um, yes. Wilfred Owen. And, um, the qu... ww...
Speaker 2:	07:13	Sorry, okay. I'm going to stop you. Can we take it back-
Ian Wolf:	07:13	Sure.
Speaker 2:	07:15	-to the beginning. Um, I was giving a presentation on Wilfred Owen-
Ian Wolf:	07:15	Mm-hmm (affirmative)
Speaker 2:	07:17	-in 20th Century Literature class. Perfect.
Ian Wolf:	07:17	Okay.

Speaker 2:	07:19	Okay, and then just go on from there.
Ian Wolf:	07:20	Gotcha. Um, uh, I gav, was giving a presentation on uh, 20th Century British poets and the chief criticism that I got for it was it, it felt a little too much like trying to teach the class instead of, uh, expressing information. Which was not necessarily a criticism as far as grade wise. But it was one that was different than what the expectation was for the assignment. And it, it sort of, it was one of those moments where I, I ahh, I had to realize the, that is a different goal for different people. And so, I, I had to sort of align what it was that I was doing with, with some of the expectations were with some of my peers were doing. Um, and it really helped solidify for me, that I wanted to be an educator because I read that, I read that critique, and went well, yeah. That's, that's what I'm supposed to do.
Speaker 2:	08:15	Yes, so maybe some of the other things that you-
Ian Wolf:	08:15	Okay
Speaker 2:	08:16	[crosstalk 00:08:16]
Ian Wolf:	08:16	Mm-hmm (affirmative)-
Speaker 2:	08:17	[Remember that you 00:08:17] [inaudible 00:08:17] like you know, like the presentation. Like-
Ian Wolf:	08:21	Sure.
Speaker 2:	08:21	Where there-
Ian Wolf:	08:22	Yeah.
Speaker 2:	08:22	Where there other moments where you-
Ian Wolf:	08:24	Absolutely.
Speaker 2:	08:25	[inaudible 00:08:25] and you thought, Oh, I'm a teacher.
Ian Wolf:	08:26	Yeah.
Speaker 2:	08:27	NC State is teaching me how to be a teacher.
Ian Wolf:	08:29	Um, consistently, one of the central facets of all my classes was to give presentations, and always the, those presentations were wide open. They were what do you want to present on, what are you interested in. And so it was, it was an opportunity to

yield to my cur, curiosity and also share that with my peers um, which is essential component of education. Right, encouraging creativity and curiosity and, and following that path so, you know, doing a presentation on the role of wind in um, uh, A Comedy of Errors, or whether or not the ghost in Hamlet is a good ghost or a demon. Uh, or, or, the role of fate or free will in Hot Tub Time Machine. That was, that was another one that I got to do.

And it was that, that sort of giving in to the sorts of things that just excite you as a learner can also be something that you can easily role into as an educator giving in to the things that excite you and share that with your students.

Speaker 2:	09:31	Yeah, do you want to share, you have such great teaching stories I remember.
Ian Wolf:	09:33	Oh (laughs).
Speaker 2:	09:33	Do you want to share one or two.
Ian Wolf:	09:33	Um.
Speaker 2:	09:35	[crosstalk 00:09:35] you know, make you think back on your time as NC State and say, oh...
Ian Wolf:	09:35	Mm-hmm (affirmative)-
Speaker 2:	09:39	I'm doing this now. The same thing that I experienced as a student-
Ian Wolf:	09:42	Abso-
Speaker 2:	09:42	I'm doing now.
Ian Wolf:	09:43	Absolutely. Um, so one of the, one of the most impactful experiences that I had as an observer, as a faculty member that correlated with my time at NC State was, uh, I've, I'm a big fan of student lead socratic seminars. I am utterly out of it. I just let them go. And, what that does, is that allows students to create their own meaning, but I do a lot of forward work on asking good questions and constructing that whole process.

So, I'm sitting outside the circle, I'm totally devoid on it, sitting on my hands and biting my tongue because we're talking about Alford Lord Tennysons' Ulysses. It is one of my favorite poems. To strive, to seek, to find, and not to yield. Like, it's just, uh, one of those great lines. And one of the things that we value in that

socratic circle is that everybody offers some sort of involvement. And there's one student who's been quiet the whole time. And I'm waiting, and the classmates are waiting for her to say something. And the, the, going and going and going, and the class is winding down, and she just sort of leans in and goes, "Who is this poem to? Who is he writing to?"

And there's a moment of silence where everybody sort of ponders that question. Which is something that I encourage them to do. Take time, think. You don't have to fill the silence. You don't have to be the first to answer the question. And while they're thinking, she just sort of says, look at this stanza right here, right, were, where Ulysses is talking to his son, Telemachus. And there's the line, he works his work, and I mine. She says, "I think, I think Tennyson is writing to his dad." Whom we knew from some of that forward work that, that Tennysons' dad was kind of abusive by modern standards, he was, he was controlling and, and Tennyson didn't jive with his dad very well at all. And so it was sort of a way for Tennyson saying, look Dad, I know you do your thing, but I'm gonna do my thing.

And, and this student was able to laser in on that, and that was something that I, as a scholar, I've read this poem almost hundreds of times, something that I love, it was one of my favorite poems, I never thought that question.

And so, she was given an opportunity to yield to her curiosity just as I was given that chance so many times. Uh, I didn't have over bearing professors that told me what to think. And so, I was trying to emulate that for her as well, and because of that, those students have an understanding of Tennyson that I could not have provided for them.

Speaker 2:	12:09	Fabulous. That's great. Thanks.
Ian Wolf:	12:09	Thank-you.
Speaker 2:	12:11	[Here, get some water 00:12:11]
Ian Wolf:	12:13	Thank-you.
Speaker 2:	12:13	I saw you, I saw you look over there and [inaudible 00:12:14]
Ian Wolf:	12:17	Oo, ahh, ugh.
Speaker 2:	12:20	Uh, oh yeah.
Ian Wolf:	12:20	Something's in my eye.

Speaker 2:	12:21	[inaudible 00:12:21] I love that story.
Ian Wolf:	12:24	Yeah. That's, it's definitely one of my favorites. Um. Nothing quite encapsulates it like that story.
Speaker 2:	12:24	No, it's great.
Ian Wolf:	12:30	Yeah, yeah.
Speaker 2:	12:30	And its like one of those moments, oh that's right, that's why I do this.
Ian Wolf:	12:30	Yeah, that's why I do this.
Speaker 2:	12:30	Yeah.
Ian Wolf:	12:30	Yeah.
Speaker 2:	12:34	Well lets talk some more about those kinds of things.
Ian Wolf:	12:36	Mm-hmm (affirmative)-
Speaker 2:	12:38	And this is going to be a little more generic sorts of questions.
Ian Wolf:	12:40	Sure.
Speaker 2:	12:41	But you can fill them in with specifics as you like.
Ian Wolf:	12:43	Mm-hmm (affirmative)-
Speaker 2:	12:43	Um, what skills did you learn at NC State that you still think you use today as an educator?
Ian Wolf:	12:43	Mm-hmm (affirmative)-
Speaker 2:	12:49	What comes to mind?
Ian Wolf:	12:50	Um, skills that I learned at NC State that I still use today as an educator are things like analyzing text, um just sort of one of those foundational things where you read a thing and you start looking for what's not there. What's behind the words. What's the motivation behind those words, that particular word choice. It's the sort of thing that I do when I analyze a text to teach it for a class. I also do it when, we're, we're an institution that practices shared governance. So we have faculty senate. And so I analyze the text when somebody puts in a proposal for a new promotion criteria. Why is that there, why do I think that's

there. And, and just as at NC State where I was encouraged to ask more questions than give more answers. I, that's a practice that I use amongst my peers as well. Where I don't come in and just sort of assume what their rational was. I can ask. Um, and it, it always, there's a piece that, at least a piece that I didn't anticipate. And by asking those questions of my peers, uh, and encouraging that kinda group dynamic, I can better understand how this place works too.

Speaker 2:	13:57	Great. Do y, like, you know. I don't know, you might not have a specific example-
Ian Wolf:	13:57	Mm-hmm (affirmative)-
Speaker 2:	14:01	... but I love that answer about asking questions rather-
Ian Wolf:	14:04	Mm-hmm (affirmative)-
Speaker 2:	14:04	... than seeking answers. Does, does an experience [inaudible 00:14:07] come to mind when you think of that?
Ian Wolf:	14:07	Ugh. Pfff
Speaker 2:	14:07	[crosstalk 00:14:07] was there a time where you thought, yeah, actually you know what, that's really great. Ask the question rather than... It's okay if it doesn't.
Ian Wolf:	14:14	I am, I'm sure that there is one, but nothing is coming to mind on that one.
Speaker 2:	14:18	Okay, that's, that's great. Um, just talk to me about like, sort of life lessons you've [inaudible 00:14:21] anything that you've carried away, or-
Ian Wolf:	14:18	Mm-hmm (affirmative)-
Speaker 2:	14:23	... experiences you've carried away that aren't, you know, necessarily specifically about you as an educator, but other things that you learned at-
Ian Wolf:	14:23	Mm-hmm (affirmative)-
Speaker 2:	14:29	... NC State that made you try to impart on your students.
Ian Wolf:	14:32	Um, life lessons that I learned at NC State that I try to impart to my students. Um, one of, one of, one of the big ones. Let me start over on that once. (laughs)

Speaker 2:	14:45	Maybe, like what are the big life lessons I learned at NC State.
Ian Wolf:	14:45	Yeah
Speaker 2:	14:46	[inaudible 00:14:46]
Ian Wolf:	14:46	Yeah. One of the big life lessons that I learned at NC State, is to lower your cognitive load. Your brain has this amount of mental horsepower and there are certain things that you can do to limit how much strain is on that horsepower. Um, so professors that have a uniform, they always come in with the same outfit every day more or less. That, that reducing cognitive load. That's something they don't have to worry about so that they can concentrate on other things that matter more than what color shirt am I wearing today. Um, so, small things that you can do to make your life easier. Um, leaning on those around you. I as an educator, I as a scholar, I don't have to have all the answers. But I do need to know who I can lean on. Whom I can lean on, and, and who I can ask, whom might have at least an avenue. Um, because individually we are smart, but collectively we're geniuses. And we can collectively solve just about any problem. So, life lesson I always try to get my students to do that too. If you don't know, ask. Ask me, ask your peers, go to the writing center, use the resources available to you. 'Cause that's not, that's not just something good scholars do. Good adults do that.
Speaker 2:	15:54	K, great.
Ian Wolf:	15:56	Thank-you.
Speaker 2:	15:56	[inaudible 00:15:56] Yeah, yeah. Um, can you tell at NC State, what opportunities did you have to build on the kinds of things that have lead to your career now.
Ian Wolf:	16:05	Mm-hmm (affirmative)-
Speaker 2:	16:06	You know, you've talked about presentations, are there other things that come to mind-
Ian Wolf:	16:09	Mm-hmm (affirmative)-
Speaker 2:	16:10	... thoughts that directed you toward your role as an educator. Your job as an educator.
Ian Wolf:	16:14	(Inhales) Um, was, an experience that, uh, NC State provided that allowed me to really narrow in, hone in on my desire to be an educator was um, first and foremost, was my time with the,

my fellowship at Folger. Um, that partnership was insanely impactful for a number of different reasons.

Um, it got me to interact with other people who live and breathe Shakespeare and that's their scholarship and that was something that I loved. But the idea of trying to push in on that scared me a little. Um, and I think for good reason too. You have to live and breathe it and want it more than anything else in the world if that's the thing you want to go into. But it also allowed me to get into some of that scholarship that existed in the periphery. So, not just looking at Shakespeare, I could look at, and this is what I did, I ended up looking at John Calvin texts. Original versions of his bible and, and getting into tulip theology which ye, which rolled directly into my Capstone. Which was not something that I anticipated writing my Capstone on when I applied for the Folger. Uh, and within minutes of being there, I pivoted and changed directions and, and that flexibility was available there as well. Um, and so that was, that was a piece where both kind of confirming my personal philosophy, interacting with these people, as well as the practice of getting hands on with the texts, going primary sources. That's something that, um, you can't replicate effectively.

Speaker 2:	17:54	Yeah, lets talk a little bit more about that Capstone experience.
Ian Wolf:	17:55	(Inhales)
Speaker 2:	17:55	You grazed it...
Ian Wolf:	17:56	(laughs)
Speaker 2:	17:56	[Mind now 00:17:56]
Ian Wolf:	17:56	Sure. (laughs)
Speaker 2:	17:56	What's sort of involved in-
Ian Wolf:	17:56	Um.
Speaker 2:	17:58	[inaudible 00:17:58] right now. What's something about your Capstone that you think, so that you can, you can use some experiences of a model-
Ian Wolf:	17:58	Mm-hmm (affirmative)-
Speaker 2:	18:03	...for some of the students that you're working with now. Even if they're not-

- Ian Wolf: 18:03 Mm-hmm (affirmative)-
- Speaker 2: 18:03 ... doing Capstones. That sort of-
- Ian Wolf: 18:03 Yeah. Yeah yeah yeah.
- Speaker 2: 18:03 ... component that you were just talking about.
- Ian Wolf: 18:12 Um, so, my experience with my Capstone that, that allowed me to roll into my experiences with my students uh, is a little piece of it is a bit of the just the providence of thought. This idea that you sit and you think about a thing and then it feels like it comes out of nowhere. But it is indeed something that's been building. That you've been working on this idea and chewing on it. Uh, and the power of that.
- Um, I ended up writing my Capstone on the correlation on the predestination, the concept of predestination and contemporary time travel narratives. That time travel is a modern understanding of predestination. If you would have asked me as a first year master student if that was what I was going to write about, I would have laughed at you and thought, hey, that's a cool idea. But, no.
- Um, it was, it was something that began as, as one direction, and then it grew and it changed and it shifted. Uh, and with some encouragement from my Capstone Advisor, um, it started out that I was trying to almost arbitrarily limit it to the early modern period. And my Capstone advisor said, "Why? Right. Just because I'm an early modern professor doesn't mean you have to stay there." And I went all the way back to St. Augustine. Um, excuse me, St Agustin. Um, and, and Jaroslov Pelikans', The History of the Christian Religion, or history, History of Christianity, also seven volumes of that. Hauling that thing around for a while. Um, and it just this, this broad spectrum of all information is connected. All knowledge is connected. There's no such thing as wasted wisdom and different ways you can get at that. Um, is, is something that, that, uh, I deeply valued in my own experience, and it's one that I try to, try to inculcate in my students as best I can.
- Speaker 2: 20:03 Very good. [inaudible 00:20:03] the Hot Tub Time Machine.
- Ian Wolf: 20:03 Yeah, well.
- Speaker 2: 20:07 (laughs) Very important as well.

Ian Wolf:	20:07	(laughs)
Speaker 2:	20:08	Um, lets talk a little bit [inaudible 00:20:09]
Ian Wolf:	20:08	Okay.
Speaker 2:	20:09	Christian Capstone advisor, [Chris 00:20:10].
Ian Wolf:	20:10	He was.
Speaker 2:	20:10	Uh, okay. And you don't even, you can talk about him or not, depending on how you like. But um, yeah, sort of the experiences you had specifically with faculty, like the one-
Ian Wolf:	20:10	Mm-hmm (affirmative)-
Speaker 2:	20:19	-you just talked about. [inaudible 00:20:19]
Ian Wolf:	20:19	(inhales) Yeah.
Speaker 2:	20:20	... [inaudible 00:20:20] Hot Tub Time Machine, like.
Ian Wolf:	20:23	Mm-hmm (affirmative)-
Speaker 2:	20:25	Are there things like that, that you remember-
Ian Wolf:	20:25	Mm-hmm (affirmative)-
Speaker 2:	20:26	... when you look back on now that sort of your models for you as an educator and helped you grow while you were an NC student.
Ian Wolf:	20:32	Absolutely. Uh, I had some incredible professors who were models for all sorts of different aspects. Um, from one professor at the time, it was incredibly frustrating for me because he said to turn it in when you need to. Uh, and, and, I'm going, I'm thinking, no, I need deadlines. And what we are now ex, uh, experiencing with scholarship of teaching and learning, that deadlines are an incredibly arbitrary and uh, inauthentic experience. Um, and so, this professor was way hea-ah, ahead of his time and what he was trying to do was be comforting. Right. Make it accessible.
		Uh, another professor um, always offering to sit down with me and talk about my papers no matter where I was in the process, where I was in the research. Uh, and always the offer was this can be, this can be a published article, uh, and that was not, that

was not a compliment of my incredible prowess. But always that, if you push yourself, if you drive, if you acknowledge that writing is, is a thinking process, and will, uh, is not a, an event, but a process itself, that you can get it to a stage where others are definitely gonna want to see what you have to say.

Um ... Also all of my professors held me to an incredibly high standard. They didn't let me say that's good enough. They pushed me to always improve. So my Capstone advisor, I intentionally selected him because he, he didn't let me skate by with anything. Um, and, and that was, that was one of my main drives because I knew he would force me to make something of high quality. So anytime I sent him a draft, he'd say, this is good, and fix this. Take this idea. What about this concept. Uh, and so it was perpetually pushing. And he had me do that every single draft I sent him, right up until the deadline. Um, and it wasn't until after the fact that I realized what he was doing was encouraging and promoting growth more so that poking a very sensitive nerve. Because, of course, we're always incredibly anxious about our scholarship. We're nervous about its quality. Um, and so all of these different models I try to, I try to roll into, I try to roll into my own instruction of pushing my students but also being understanding and acknowledging that somebody cares. Somebody cares about what they have to say and all we gotta do is get their words to the right audience.

Um, what drew me to my concentration in literature at NC State was just an absolute love of books. Uh, literature and this idea that throughout time somebody else has experienced the thing that I've experienced. They've felt the thing that I've felt. And by writing it down, it's this kind of alchemy. They take thought, they take emotion and they create something physical and tangible out of that. And throughout time anyone can interact with it, that, it's almost like they reach through and they, they kind of tell you hey, I was, I am, and I'm with you. And that's just, that's magic. Uh, it's so cool to me, and my undergrad was in secondary english education, so to kind of prove the point that I always wanted to be a teacher, um, but I was, I wanted to do more with that. I didn't want to engage with the theory of education as much as really getting into the power of literature and the, and its timelessness.

- | | | |
|------------|-------|--|
| Speaker 2: | 23:56 | Yeah, so can you tell me a little bit more about how you do that now? Do you convey that same sort of thing to your students now? Do they feel that hap- |
| Ian Wolf: | 23:56 | (laughs) |

Speaker 2:	24:01	[inaudible 00:24:01]
Ian Wolf:	24:03	Um, I, the way I try to convey the power of literature is I, I perpetually work to make connections with them. I, I'm always working to make three different kinds of connections in literature. Text to text. Text to world. Text to self. Um, how do we see this text that we're reading right now, how do we see it interacting with the world today. Wh, who needs to read this piece right now, like, in the news. Who needs to read this poem, this short story, this thing. Um, and then the, the text to text connecting this piece of literature to some other piece of literature that they've engaged with. Uh, and then the last one, the text to self. What do you get out of it? What, what how does this piece of literature speak to you. Uh, and we know through the scholarship of teaching and learning that those sorts of connections are what make literature scholarship, literature learning so impactful. So, it, it, that's the foundation, right. That is, that is what I do in my classroom at, at day one. Um, I always give that kind of speech too about it. It, it's a kind of alchemy and they reach through time. Uh, and the last time I gave it as I was doing the hand gesture, somebody's phone went off. And it just, it, it ruined the moment. And somebody apologized for stealing my thunder, but then I used uh, one of my professors at NC State used this line when somebody apologized for stealing his thunder. He said, that's okay, I got plenty. So I just went ahead and rolled with that one as well.
Speaker 2:	25:25	(laughs) Sigh. Excellent. Um, you kinda, you kinda mentioned this a little bit. But, um, you know, if anything that has [inaudible 00:25:33], like skills are constant from the concentration specifically that you are applying-
Ian Wolf:	25:25	(inhales)
Speaker 2:	25:37	[inaudible 00:25:37] teaching right now, I...
Ian Wolf:	25:38	Um, um [crosstalk 00:25:38] other than the, the ...
Speaker 2:	25:41	Alchemy in...
Ian Wolf:	25:41	And well, and the,
Speaker 2:	25:41	(laughs)
Ian Wolf:	25:43	[Analyzing text thing 00:25:43], um. Anything else.

Speaker 2:	25:43	It's okay if you don't think of anything. It's okay.
Ian Wolf:	25:49	I mean it's the, the concept of research. But, I mean, I don't know if that's unique to NC State.
Speaker 2:	25:54	No, [inaudible 00:25:55], that's okay.
Ian Wolf:	25:56	Okay.
Speaker 2:	25:56	Um, can you talk a little bit more about your cohort. The lifestyle, the environment,
Ian Wolf:	26:00	(inhales)
Speaker 2:	26:00	the [inaudible 00:26:01] what's really memorable-
Ian Wolf:	26:02	Mm-hmm (affirmative)
Speaker 2:	26:03	-To you?
Ian Wolf:	26:03	Um, my cohort at NC State, uh, I remember a lot of faces. Um, but, there are two names that really stick out to me. Two of my classmates. Um, and we were all uh, ju, very different. Um, ah, David Gatewood and Christopher Murray. Were, we were always hanging out with each other and, and arguing, and, and bouncing ideas. Chris was, was a poet. Um, he, he actually, uh, entered an PhD program in poetry writing itself. Um, David was an english teacher but he always wanted to go back to teaching high school. And, and we would, we would just bounce ideas off of each other all the time. We would eat lunch together and we would argue over these things and we would discuss, and we would um, we would share pieces of trivia. We spent weeks talking about Twin Peaks. Um, the, just, like, and and Chris, Chris had Twin Peaks. Like he knew it top to bottom. Um, but we would, we would do that, we would talk about the most ridiculously inane details, but being able to spend time around people who were as big a bunch of nerds as I was, as I am, uh, is always fun. It keeps you sharp. And um, and it wasn't just us three. But we were, we were sort of, we were the group that bounced around. Um, we always had, I always had a class is at least one of them. Um, so we were always sharing notes.
Speaker 2:	27:38	Great, so you, so you, like had friends at NC State that were intellectual-
Ian Wolf:	27:45	Absolutely.

Speaker 2:	27:45	...partners in this sorts.
Ian Wolf:	27:45	Mm-hmm (affirmative)
Speaker 2:	27:46	K, perfect. Um, lets talk a little bit more about the faculty, we've kind of done this.
Ian Wolf:	27:46	Mm-hmm (affirmative)
Speaker 2:	27:49	How would you characterize them in general?
Ian Wolf:	27:52	I would characterize the faculty at NC State as incredibly supportive and open. Uh, any time I had a concern in my own abilities or where I sat, where I sat in the landscape of the scholarship to begin with, I could go sit down in their office and just ask. Just talk to 'em. Uh, and there was never a time where I felt like my professors would just wish I would move, w, wish I would get out of the chair so they could go do something else. Um, they were always very excited to, or at least I thought they were, always very excited to, um, engage with me in discussion and support whether it be on a particular paper concept or a piece of reading or an article. Uh, it didn't matter. They were always happy to, to support that process. And so that's something that, that I've really tried to cultivate in my own instruction as well is, if my door is open, come see me. Uh, and, and very often I'll tell my peers like, you gotta go, I gotta talk to my student. Um, this idea that the students are central to what we do, uh, is, is, is, one of the, one of the best gifts that I got from NC State.
Speaker 2:	29:11	Um, what advice would you give students who are thinking about attending NC State?
Ian Wolf:	29:16	(inhales)
Speaker 2:	29:17	Considering the MA program.
Ian Wolf:	29:18	Mm-hmm (affirmative)
Speaker 2:	29:18	What would you say?
Ian Wolf:	29:19	Mm-hmm (affirmative)- Um, if students are considering the NC State MA Program, the best advice I would give to them is make sure your professor knows who you are by the end of the second week. Right, that's, that's a piece of advice I give to all my students now, but I would definitely say that to incoming MA students because you want those in roads, you want to create

		dialogue because, um, bouncing ideas off of somebody is really one of the best ways to really cultivate awareness and knowledge and original thought. Is, it doesn't happen a lot. And your professors are the best people equipped to support that process in the first round.
Speaker 2:	29:59	Great. Um, what are some things about your training at NC State in the MA program that stick with you, but maybe surprised you a little bit.
Ian Wolf:	30:10	Hmm.
Speaker 2:	30:10	In your daily life.
Ian Wolf:	30:11	Mm-hmm (affirmative)-
Speaker 2:	30:11	Or that you sort of remember occasionally.
Ian Wolf:	30:15	Yeah, I was strugglin' with this one when you-
Speaker 2:	30:15	That's okay.
Ian Wolf:	30:15	... sent it before.
Speaker 2:	30:15	Lets skip that too.
Ian Wolf:	30:18	Uh, I, I, I'm not getting anything-
Speaker 2:	30:18	That's alright.
Ian Wolf:	30:20	... kinda flashing in.
Speaker 2:	30:21	That's okay.
Ian Wolf:	30:22	Mm-hmm (affirmative)
Speaker 2:	30:22	Um, you literally studied these questions.
Ian Wolf:	30:22	Well, I, I wanted to have at least something.
Speaker 2:	30:22	That's great, that's perfect. We all are.
Ian Wolf:	30:30	Yeah.
Speaker 2:	30:31	Um, so yeah, so now we are sort of onto the last one. And we'll probably have some follow-ups as well.
Ian Wolf:	30:31	Mm-hmm (affirmative)

Speaker 2:	30:33	Um, again, just thinking about what comes to mind, what sets NC's MA program apart from others?
Ian Wolf:	30:41	Hmm, that's a tough one to answer 'cause I haven't experienced others.
Speaker 2:	30:46	Yeah.
Ian Wolf:	30:47	Um, (laughs), um.
Speaker 2:	30:48	We can change that, we can change that question. Um, yeah, Uh, let's, let's do this. What made you choose,
Ian Wolf:	30:54	Mm-hmm (affirmative)-
Speaker 2:	30:54	To go to NC States MA program?
Ian Wolf:	30:57	Um.
Speaker 2:	30:58	[What's your thinking 00:30:58]
Ian Wolf:	30:58	One of the reasons that, that I was drawn to NC States MA program is that it stopped at an MA. Um, which seems like a strange thing to state, but I've interacted with people who are working on their MA along with students working on their PhDs. And that atmosphere is very different. The MA sort of feels like, ee, there's responsibility to be the fly on the wall. To soak up all the wisdom of the PhD candidates who are working on their very deep piece of research. Um, at NC State, we were all, we were all working towards the same goal, and we were all, supportive of one another. My experience was one that, uh, no, there was no star in any classroom. There was, there were no, there, there were no egos desperately trying to push how hard they knew a thing. We were all just trying to figure it out together. Um, and support one another in figuring out the process as well.
Speaker 2:	30:58	Right, fabulous.
Speaker 3:	31:53	So, I've got a couple, I've got a couple follow-up questions.
Ian Wolf:	32:05	Okay.
Speaker 3:	32:06	So if you could um, describe in general terms your cohort, um, just so we [inaudible 00:32:06] but,
Ian Wolf:	32:06	Mm-hmm (affirmative)-

Speaker 3:	32:06	The students and the [inaudible 00:32:06] umm
Ian Wolf:	32:14	And, and youth qualities as opposed to names.
Speaker 2:	32:17	Yeah.
Ian Wolf:	32:17	Yeah, that-
Speaker 2:	32:17	We would have to edit out the names anyway.
Ian Wolf:	32:19	Sure, that makes sense.
Speaker 2:	32:20	Um, so.
Ian Wolf:	32:20	Okay.
Speaker 2:	32:22	Maybe talking about them in more general terms is she's asking rather-
Ian Wolf:	32:24	Sure.
Speaker 2:	32:24	... than...
Ian Wolf:	32:24	Okay.
Speaker 2:	32:25	... [inaudible 00:32:25] like this.
Ian Wolf:	32:27	Got ya. Got ya. Um, alright.
Speaker 2:	32:30	[inaudible 00:32:30]
Ian Wolf:	32:32	Ye, oh.
Speaker 2:	32:32	Yeah.
Speaker 3:	32:32	[inaudible 00:32:32]
Speaker 2:	32:32	Which is weird.
Ian Wolf:	32:32	(laughs) It's okay. Alright, I, I think I can manage that. Um, (inhales), uh, so what was it? Um, my cohort at NC State was, okay. Um, my-
Speaker 2:	32:44	Just general qualities, [inaudible 00:32:45]-
Ian Wolf:	32:45	Mm-hmm (affirmative)- sure.

Speaker 2:	32:45	... at NC State. What do you think-
Ian Wolf:	32:45	Mm-hmm (affirmative)-
Speaker 2:	32:46	... when you think about them, when you think about your friends that you made there,
Ian Wolf:	32:46	Mm-hmm (affirmative)-
Speaker 2:	32:49	You think?
Ian Wolf:	32:50	Uh, when I think about the friends that I made at NC State, I think of, uh, I had two very good friends in particular, that we always worked with. We were always interacting with each other. I always had a class with at least one of them. One was a poet, another was a high school teacher by background. And that's what we were engaged in. But we would sit and just talk about the most inane details, we would plumb the depths of the symbolism in Twin Peaks, or, or the latest Marval movie. We would really engage in some of those things. Um, and, and, constantly just getting the opportunity to spend time with folks who were as big nerds as I was, as I still am. Um, was, it was a great gift.
Speaker 3:	33:33	Um, if I, if I could have you talk a little bit about the class sizes. Before you mentioned that they were smaller.
Speaker 2:	33:41	Mm-hmm (affirmative)-
Speaker 3:	33:44	[inaudible 00:33:44] for class environment.
Ian Wolf:	33:44	Mm-hmm (affirmative)-
Speaker 2:	33:45	Yeah, what do you think of when you think of your classes at NC State.
Ian Wolf:	33:48	Okay.
Speaker 2:	33:48	The environment of your classes.
Ian Wolf:	33:50	Uh, when I think about the environment in the classes at NC State, they were, they were all deeply rooted in the passions of the instructor. The, the instructor was not just sort of assigned something that they had to go through. These were, these were courses that the professors cared deeply about. Um, whether it be 20th century American Cinema, or British poets, or um, Shakespeare in tragedies, it didn't really much matter whatever

		the professor was teaching, they were excited about it. And by extension, I was excited with them. Uh, and, and, that, that, passion is always something that, that has to undergird instruction.
Speaker 2:	34:28	[inaudible 00:34:28]
Speaker 3:	34:30	Um, I just have two more.
Speaker 2:	34:31	Yeah, yeah. Please, please, please.
Speaker 3:	34:32	So then could you speak a little bit about the opportunities that you had at NC State that helped with, as far as professional growth.
Ian Wolf:	34:39	Mm-hmm (affirmative)- so.
Speaker 2:	34:41	What.
Ian Wolf:	34:42	Yeah yeah.
Speaker 2:	34:43	[inaudible 00:34:43] for professional growth do you remember from NC State.
Ian Wolf:	34:45	Um, my opportunities for professional growth at NC State, the career center was always open. And I, I remember constantly getting emails from them. Uh, I, when I first began the job hunt, I took my resume and my CV to them, I got one on one feed back so that was, that was a resource that I was not prepared when I went in to draw on, and as soon as I started getting those emails, um, yeah, it was, it was an obvious choice to, to go use that. Um, on top of that, just the, the libraries were excellent, so they, they allowed me to, to really give into my own curiosity and just wander the stacks and find something cool. And I know that sounds pretty basic for any library, but DH Hill has an excellent selection. Especially for the things that I was interested in.
Speaker 3:	35:30	So then my final question I left earlier for you to talk about these gifts that you got from NC State. So what are, what are some of the gifts that you have from [inaudible 00:35:40].
Ian Wolf:	35:40	Okay, new ones. Or do I just sort of need to talk about all the ones that I've mentioned so far? And I don't remember what I've said. But have described as a gift? Um.
Speaker 2:	35:51	Whatever you want.

Ian Wolf:	35:51	(laughs) Okay.
Speaker 2:	35:52	We also just chatting again with you to say things in a couple different ways so we-
Ian Wolf:	35:54	Gotcha.
Speaker 2:	35:55	... [inaudible 00:35:55] how it fits in with all the other editing. So, if you feel like you are repeating yourself, that's okay.
Ian Wolf:	35:58	Sure sure.
Speaker 2:	35:59	That's fine, like this is not [crosstalk 00:36:00] for a job for us, we are just we are just trying.
Ian Wolf:	36:03	Mm-hmm (affirmative)-
Speaker 2:	36:03	To get you saying some things. So, if [inaudible 00:36:06] you want to see if you like directly rephrase it to him and then [inaudible 00:36:08] to me?
Speaker 3:	36:09	Yeah, um, what are some gifts that you've received for your time at NC State?
Ian Wolf:	36:14	Um, some gifts that I've received at my time at NC State were some incredibly passionate instructors who encouraged me to seek my own creativity. Opportunities for growth in a number of different avenues, including accessing the Folger, um, the, the library, the DH Hill Library was excellent. Um, even just the, the standard mode of instruction was sitting around and talking about things. And engaging in, um, what education we referred to as constructivist theory, that the students construct the meaning. And that, that empowerment of me as a student was something that I can now use to empower my own students as an educator.
Speaker 2:	36:54	Great. Fabulous.
Ian Wolf:	36:56	Cool. Thank-you
Speaker 2:	36:57	Anything else that you [crosstalk 00:36:58] describe your job as a [crosstalk 00:36:59]
Ian Wolf:	36:57	Ooo. Which one, as an instructor or as the-
Speaker 2:	36:59	[crosstalk 00:36:59]

Ian Wolf:	36:59	... quality enhancement one.
Speaker 2:	36:59	[crosstalk 00:36:59] that's the thing that we're going to really focus on.
Ian Wolf:	36:59	Okay.
Speaker 2:	36:59	So, um.
Ian Wolf:	36:59	That makes sense.
Speaker 2:	36:59	Yeah, so maybe I'll say something like [inaudible 00:36:59].
Ian Wolf:	36:59	(inhales) Uh, I would des- Oh, sorry.
Speaker 2:	36:59	No, that's, that's okay. I'll prompt you with some questions because I think that that seems like its been working. Um, can you just talk a little bit about your job as an instructor here and how it's connected with NC State.
Ian Wolf:	37:29	My job as an instructor here, uh, it very much echos my experiences at NC State in that um, I, I have to prepare for class, right. That's a that's a pretty standard thing. I've gotta do the reading, I've gotta do the research, I bring that in. Uh, I also am involved in the governments of the institution. So, uh, we have faculty senate. We have various committees, I get to work with that as well. And, and so the, the openness of how NC State operated helped prepared me for engaging in that climate as well.
Speaker 2:	38:02	Great. Can you say you do it as uh, uh.
Ian Wolf:	38:04	Sorry.
Speaker 2:	38:05	That's okay.
Ian Wolf:	38:05	(laughs) [inaudible 00:38:06] rambling.
Speaker 2:	38:06	We're getting a lot of different versions.
Ian Wolf:	38:06	Mm-hmm (affirmative)-
Speaker 2:	38:07	Um, maybe we can do a one sentence description.
Ian Wolf:	38:10	Mm-hmm (affirmative)-

Speaker 2:	38:10	Of your job here at NC State, that's also really [crosstalk 00:38:13]
Speaker 4:	38:12	Sure, or you're at a party and you're...
Speaker 2:	38:13	Yeah yeah.
Ian Wolf:	38:13	(laughs)
Speaker 4:	38:13	Describe to someone what you do.
Ian Wolf:	38:13	Mm-hmm (affirmative)-
Speaker 4:	38:16	[crosstalk 00:38:16] What do you do, and you say?
Ian Wolf:	38:19	Um, I am an instructor of English at Louisburg College which has, which allows me to talk about all the cool stuff in the world.
Speaker 2:	38:29	(laughs) Okay, should we do an even shorter one. Like,
Ian Wolf:	38:32	Mm-hmm (affirmative)-
Speaker 2:	38:33	I'm an instructor of english here at Louisburg College.
Ian Wolf:	38:33	Okay. Uh, I'm an instructor of english at Louisburg College.

Vendor Email Correspondence

This document contains major email correspondence with the sole vendor who helped produce the M.A. in English video: NC State University Communications and Marketing. Message threads are broken down into the following categories:

PROPOSING INTERVIEW DATES: Feb. 1, 2019

Subject: Proposed Interview Dates/Times for M.A. in English Video

Fri, Feb 1, 2019 at 7:33 AM

Nash Dunn <wndunn@ncsu.edu>

To: Donna Barnes <dbarnes@ncsu.edu>

Hey Donna,

We've heard back from three of our four planned interview subjects for the M.A. in English promotional video. Would the following dates/times work for y'all?

-Megan Myers: Thursday, Feb. 7, 5:30-7 p.m., Hunt Library (Megan says she's likely only available after work; however, we can request an earlier time if this is a problem)

-Geovani Ramirez: Friday, Feb. 15, at 2-3:30 p.m., UNC campus

-Ian Wolf: Tuesday, Feb. 19, at 3-4:30 p.m., Louisburg College

Thanks again,

Nash

Fri, Feb 1, 2019 at 7:53 AM

Donna Barnes <dbarnes@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

I would be best if you tried to get Ms Myers to reschedule a day time interview. With the locations of the other two you start to cut into your cost so paying time and half for a shooter is not a great idea (If you can help it)

I'll put the other two as holds on the calendar and wait for you to get back to me with details (actual address or such)

Thanks!

-donna

Fri, Feb 1, 2019 at 7:56 AM

Donna Barnes <dbarnes@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

I did have a question. The times that you have listed, do they include travel?

Fri, Feb 1, 2019 at 8:12 AM

Nash Dunn <wndunn@ncsu.edu>

To: Donna Barnes <dbarnes@ncsu.edu>

Thanks again, Donna. This message just restates what we discussed on the phone.

I actually just heard from James, who had a conflict pop up on the 7th. So we can scratch the Feb. 7 date, and I'll reach out to Megan Myers to suggest another day (at an earlier time of day).

I'll also nail down the specific addresses for the Feb. 15 and Feb. 19 shoots. And no, I didn't account for travel in those listed times. We were hoping to arrive at 2 p.m. on Feb. 15 and at 2:30 p.m. on Feb. 19.

SCHEDULING FINAL INTERVIEWS: Feb. 4, 2019

Subject: Scheduling the final two interviews (M.A. English video)

Mon, Feb 4, 2019 at 2:07 PM

Nash Dunn <wndunn@ncsu.edu>

To: Donna Barnes <dbarnes@ncsu.edu>

Hey Donna,

Below are proposed times/locations for the final two M.A. in English shoots. Will these work with y'all's schedule?

-Emily Ligon: 10:30-11:30 a.m. on Tuesday, Feb. 12, Cengage/WebAssign Centennial Campus (1791 Varsity Dr., Suite 200, Raleigh, NC, 27606).

-Megan Myers: 1:30-2:30 p.m. on Tuesday, Feb. 26, Hunt Library.

I'll get you addresses for the other two shoots (Louisburg College, UNC) ASAP.

Thanks again,

Nash

Mon, Feb 4, 2019 at 2:10 PM

Donna Barnes <dbarnes@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

These look fine. thanks!

-donna

WORKING OUT PRODUCTION DETAILS AHEAD OF FIRST SHOOT: Feb. 6-7, 2019

Subject: Filming Details for M.A. Video Shoot: Feb. 12

Wed, Feb 6, 2019 at 3:26 PM

Nash Dunn <wndunn@ncsu.edu>

To: Donna Barnes <dbarnes@ncsu.edu>

Cc: Tobias Cannady <tcannad@ncsu.edu>, James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hey Donna,

Hope your week is going well. Just wanted to touch base with you ahead of the first filming session for our M.A. in English video.

We plan to film M.A. alumna Emily Ligon at 10:30 a.m. on Tuesday, Feb. 12. The location of the shoot will be the offices of Cengage Learning (WebAssign), which is located on Centennial Campus at 1791 Varsity Drive Suite 200, Raleigh, NC, 27606. I'll add you to our calendar event.

Also, as we've previously discussed, we plan to supplement each filming session with a second shooter from our team. Tobias Cannady will be serving in that role. I was hoping you could connect Tobias with the videographer who will be helping with our shoots, so they could briefly correspond about filming equipment and shot styles for the interview.

Thanks again, Donna,

Nash

Thu, Feb 7, 2019 at 10:42 AM

Donna Barnes <dbarnes@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>, Evan Kidd <edkidd@ncsu.edu>

Cc: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Thanks Nash

Tobias, I've added Evan Kidd on this response so that two of you can chat. Evan is going to be the videographer on this project.

-donna

COORDINATING SHOT STYLES/EQUIPMENT: Feb. 11, 2019

Subject: Filming Tomorrow

Mon, Feb 11, 2019 at 11:39 AM

Tobias Cannady <tcannad@ncsu.edu>

To: Evan Kidd <edkidd@ncsu.edu>, James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Nash Dunn <wndunn@ncsu.edu>

Hey Evan,

I'm Tobias with the group who is coinciding on the interviews for the MA English Program. I wanted to reach out and see what your plan for the setup tomorrow will be. Specifically, I'm wondering what you plan on doing for lighting and audio. I will also be filming with a Canon 80d with a 50mm lense. I'm wanting to do close up shots with it but should be out of the way of your setup.

Thanks,
Tobias Cannady

Mon, Feb 11, 2019 at 12:17 PM

Evan Kidd <edkidd@ncsu.edu>

To: Tobias Cannady <tcannad@ncsu.edu>

Cc: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Nash Dunn <wndunn@ncsu.edu>

I shoot with mostly natural light and have a shotgun mic going to external recorder. Wide angle shot and we'll use your shot for the close as a cutaway angle for the interview.

Thanks again. Looking forward to meeting up!

BRIEFING A SUBSTITUTE VIDEOGRAPHER: Feb. 12-Feb. 15, 2019

Subject: Filming on Friday (M.A. in English video)

Tue, Feb 12, 2019 at 5:10 PM

Nash Dunn <wndunn@ncsu.edu>

To: Emily Vanaman <jtvanama@ncsu.edu>

Cc: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>, Evan Kidd <edkidd@ncsu.edu>, Donna Barnes <dbarnes@ncsu.edu>

Hey Emily,

Hope you're doing well. I hear you will be attending our shoot this Friday for the M.A. in English video. Thanks for your help.

I've copied the other members of the production team that are helping with this project (James Mulholland, Tobias Cannady and Sydney Sample). Here are some details for the shoot:

What we're doing: The plan is to shoot an interview and B-reel of Geovani Ramirez, an alumnus of the M.A. in English program.

Filming time and location: We will be filming Geovani at 2 p.m. on Friday, Feb. 15 on UNC's campus, where he's a doctoral student in English. We plan to meet Geovani at the right side entrance to Wilson Library (200 South Rd, Chapel Hill, NC 27514). Geovani says the entrance is on the right if you're looking at Wilson Library from behind it on South Road. Once we meet Geovani, we'll film the interview in a conference room he has access to in the library. After the interview, we'll film B-reel with Geovani in/around the library; one of his students has agreed to participate in the filming and will arrive at 2:30 p.m.

Who's going and who's doing what: Me, James, Sydney and Tobias will all be attending the shoot. As Evan likely mentioned to you, Tobias will be assisting with videography, James/Sydney will conduct the interview, and I'll help logistics.

Let me know if you have any other questions. I'm out on paternity leave right now, so I'll drive separate to the shoot. Will you be taking the UCOMM van?

To my production team members: let Emily know if I've messed up any details or missed anything.

Best,

Nash

Wed, Feb 13, 2019 at 10:47 AM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Emily Vanaman <jtvanama@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Everyone,

Nash, that covers things quite well!

Emily, I was planning on driving straight to UNC's campus from Durham, where I live, but if you'd like to coordinate transportation please let me know. You can also contact me at 732-207-2427 on the day of the shoot if we have trouble finding each other in front of Wilson library. We will be filming in UNC's Center for Faculty Excellence, which is located in that library, as Nash mentioned.

See everyone there!

James

Wed, Feb 13, 2019 at 10:57 AM

Emily Vanaman <jtvanama@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi James,

I live in Chapel Hill as well, so will be coming straight there myself! Where do you recommend parking as I don't have a campus permit. I look forward to meeting you!

-Emily

REQUESTING TRANSCRIPTS: Feb. 18, 2019

Subject: M.A. in English video details and footage

Mon, Feb 18, 2019 at 9:12 AM

Nash Dunn <wndunn@ncsu.edu>

To: Donna Barnes <dbarnes@ncsu.edu>

Hey Donna,

The first two filming sessions went great. Whenever it's convenient, could y'all send us the raw footage from the interviews? We will get started pulling the excerpts we'd like to include in the final video. If you're able to send the B-reel footage, that would also be helpful for the additional cuts our team is creating.

Thanks again, Donna, for all your help,

Nash

Mon, Feb 18, 2019 at 9:32 AM

Donna Barnes <dbarnes@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Yep, we'll get that to you hopefully today with transcripts

-donna

SENDING TEXTUAL SEQUENCE TO UCOMM: March 15, 2019

Subject: Textual sequence for the M.A. English promo video (interview excerpts)

Fri, Mar 15, 2019 at 11:21 AM

Nash Dunn <wndunn@ncsu.edu>

To: Evan Kidd <edkidd@ncsu.edu>

Cc: Donna Barnes <dbarnes@ncsu.edu>, James Mulholland <mulholland@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hey Evan,

Hope you had a good week. The M.A. in English production team has put together the attached textual sequence for our promo video. It includes our selected interview excerpts (with timecodes), woven into a suggested timeline. Let me know if you have any questions.

Additionally, I think Tobias has shared most of his interview/B-reel footage with you; however, let us know if you need anything else.

I know Day of Giving is putting a strain on everyone's time, but would it be possible to send us a rough cut with B-reel/music by the end of next week or so? Thanks again for all your help,

Nash

Textual Sequence: M.A. in English Promotional V... (ATTACHMENT)

Fri, Mar 15, 2019 at 1:47 PM

Evan Kidd <edkidd@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Donna Barnes <dbarnes@ncsu.edu>, James Mulholland <mulholland@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Got it, thanks! Yeah I think next week will be crazy with stuff for sure, but I'll see what I can do. Early the following the week for sure at the latest.

Mon, Mar 25, 2019 at 11:15 AM

Evan Kidd <edkidd@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Donna Barnes <dbarnes@ncsu.edu>, James Mulholland <mulholland@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hi all. Here is a rough edited version with broll and titles. Let me know what you think!M.A. in English Promotional Video (V1).mp4 (ATTACHMENT)

Email Correspondence

This document contains major email correspondence between members of the production team responsible for the 2019 M.A. in English promotional video. Message threads are broken down into the following categories:

GETTING STARTED: JAN. 9, 2019

Subject: Where to begin with Project 1 (ENG 518)

Wed, Jan 9, 2019 at 12:40 PM

Nash Dunn <wndunn@ncsu.edu>

To: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>
Sydney and Tobias,

Glad we got a head start on Project 1 during Monday's class. While there are certainly many ways to get this project off the ground, I'm thinking a kick-off meeting with our "product owner" — English DGP James Mulholland — might be a good place to start. The purpose would be to discuss:

- Goals, messaging, audience and uses for the video(s)
- Possible interview subjects
- Whatever else is needed for the videos

What do y'all think about meeting with James in the next week or so? If that sounds alright, let me know what days/times typically work best for you, and I'll reach out to him.

Best,

Nash

Wed, Jan 9, 2019 at 3:46 PM

Sydney Sample <ssample@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Tobias Cannady <tcannad@ncsu.edu>

Hey Nash,

Wanted to say I think meeting with Dr. Mulholland soon is a good idea, especially if we are to finish a video relatively soon. It would be helpful to hear what he is envisioning as well as some pointers on directions we should go. I'm usually available 10-3 MTW, unless I am at the OIT office.

-Sydney

Wed, Jan 9, 2019 at 4:02 PM

Tobias Cannady <tcannad@ncsu.edu>
To: Sydney Sample <ssample@ncsu.edu>
Cc: Nash Dunn <wndunn@ncsu.edu>

I agree, I think a meeting would be a great starting point. I'm available all day Thursdays and Fridays and can work around classes. Nash, do you want to be the one to reach out since you have already discussed these videos with Dr. Mulholland?

Wed, Jan 9, 2019 at 8:06 PM

Nash Dunn <wndunn@ncsu.edu>
To: Tobias Cannady <tcannad@ncsu.edu>
Cc: Sydney Sample <ssample@ncsu.edu>

OK, cool. I'll reach out to James to see if he has time to meet on Friday or Monday. I'll copy y'all on the message. Thanks again,

Nash

CONTACTING PRODUCT OWNER: JAN. 9, 2019

Subject: ENG 518 Project: Promotional videos for the M.A. program

Wed, Jan 9, 2019 at 9:06 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hey James,

Hope you had a nice holiday break.

This semester, I'm enrolled in Huiling Ding's ENG 518 course (Publication Management for Technical Communicators). And, somewhat ironically, I'm working on a team that's tasked at creating promotional videos for the M.A. program.

We were hoping you might have time to meet and discuss goals, messaging, audience and uses for the video(s). Do you have any availability on Friday, Jan. 11, or Monday, Jan. 14?

I've copied my teammates and fellow MSTC candidates, Sydney Sample and Tobias Cannady, on this message. Look forward to talking with you,

Nash

Wed, Jan 9, 2019 at 9:10 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Well you will certainly have some expertise! Happy to meet--how about Monday at 2 pm until 3 pm?

Are you guys thinking about working on the UCOMM project or are these separate from that? Perhaps this is something we can discuss more on Monday. See you then!

James

Wed, Jan 9, 2019 at 9:55 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Yep, Monday from 2-3 p.m. sounds great. I'll send out a calendar invite for the CHASS IT conference room (Winston 306), which is available during that time.

I briefly mentioned the UCOMM project to the team. At this point, we were thinking that our video(s) might be separate from the UCOMM project, but wanted to get your thoughts. Thanks again, and see you Monday,

Nash

Wed, Jan 9, 2019 at 10:29 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

I'd love the help, but may have other projects too (already!) and want to your ideas well. See you Monday.

ESTABLISHING EXPECTATIONS: Jan. 11, 2019

Subject: Question regarding the ENG 518 M.A. Promotional Video project

Fri, Jan 11, 2019 at 10:01 AM

Nash Dunn <wndunn@ncsu.edu>

To: Huiling Ding <hding@ncsu.edu>

Hi Dr. Ding,

The ENG 518 M.A. video team is meeting with James Mulholland early next week to discuss Project 1. I wanted to get your thoughts on a potential logistics question.

As you likely know, James is currently working on an ongoing promotional video project with University Communications (UCOMM). Still in its early stages, the UCOMM project will involve interviewing 4-5 M.A. alumni about their experiences in the program — and how they apply their degrees in their careers. UCOMM's involvement is strictly video production (filming and editing). Through my job with the college, I had planned to help James with the other elements of production (story development, interviewing, script generation, etc.).

Here's my question for you: Would it be OK if the ENG 518 M.A. video team participated in the ongoing UCOMM project, or would you prefer that we pursue a completely separate series of videos?

There will be many opportunities for our team to contribute to the UCOMM project, or build onto it. For example, this project will likely involve 5 separate storyboards, interviews and video shoots. However, we would also have the added resource of a UCOMM videographer — something the other ENG 518 video team in class wouldn't have access to. Is that OK?

Just wanted to get your thoughts on this ahead of our meeting with James. Thanks again,

Nash

Fri, Jan 11, 2019 at 12:02 PM

Huiling Ding <hding@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>, James Mulholland <mulholland@ncsu.edu>

Hi Nash,

Great question. I wonder if your team can use what you learned from the UCOMM project to produce additional videos about interviews with faculty.

James, you briefly mentioned that in one of our conversations about promotional videos. Do you need additional videos shot for the MA program? If so, what kind of videos do you need and who should the MA video team work with?

If your team decides to work with UCOMM instead, I will reassign one of your team members to the MS chatbot team since you can probably do well with a two-member team.

Best regards.

Fri, Jan 11, 2019 at 4:33 PM

Nash Dunn <wndunn@ncsu.edu>

To: Huiling Ding <hdning@ncsu.edu>

Cc: James Mulholland <mulholland@ncsu.edu>

Thanks for the feedback, Huiling.

James, here's one idea that we can discuss next week:

Since the UCOMM project will produce one video that is representative of the M.A. program as a whole, perhaps the ENG 518 team could focus on developing additional cuts for each M.A. concentration (linguistics, literature, etc.)? While the overarching video will be a valuable tool in describing the program's breadth of academic offerings and career pathways, these concentration videos could be equally useful in communicating a more specific message to a more targeted audience. They could live on each concentration's landing page and also be used in promotional activities (e.g. Future iterations of the Facebook Ad campaign).

The 518 team could probably accomplish these in one of two ways:

1) **Working independently of UCOMM.** We could highlight each concentration by showcasing faculty, students and/or other alumni.

2) **Working with UCOMM.** We could develop longer, standalone videos of each alum who will be featured in the UCOMM video, focusing more on the concentration they earned through the program.

Just wanted to share these thoughts prior to Monday's meeting. Best,

Nash

PROJECT BACKGROUND: JAN. 11-14, 2019

Subject: Background on the M.A. video project

Fri, Jan 11, 2019 at 5:12 PM

Nash Dunn <wndunn@ncsu.edu>

To: Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hey y'all,

Before our meeting with James on Monday, I wanted to provide some background info on the M.A. video project. Sorry this email is kind of lengthy, and I hope this is helpful for our discussion. I hope you'll share your thoughts, ideas, questions, etc.

What's going on?

The English Director of Graduate Programs, James Mulholland, is currently working on an ongoing promotional video project with NC State University Communications and Marketing (UCOMM). Still in its early stages, the UCOMM project involves interviewing 4-5 M.A. alumni about their experiences in the program — and how they apply their degrees in their careers. The goal is to highlight various career paths from the M.A. program.

UCOMM's involvement is strictly video production (filming and editing). Through my job with the college, I had planned to help James with the other elements of production (story development, interviewing, script generation, etc.). James has identified about five alumni to feature in the videos, but we haven't started contacting them to set up filming dates.

What does the UCOMM project have to do with our work in ENG 518?

That's yet to be determined — and probably up to us.

Since the UCOMM project will produce one video that is representative of the M.A. program as a whole, perhaps our team could focus on developing additional cuts for each M.A. concentration (linguistics, literature, etc.)? While the overarching M.A. video will be a valuable tool in describing the program's breadth of academic offerings and career pathways, our concentration videos could be equally useful in communicating a more specific message to a more targeted audience. If we went this route (or some version of it), we could probably accomplish the concentration videos in one of two ways:

1) *Working independently of UCOMM*. We could highlight each concentration by showcasing faculty, students and/or other alumni. We'd be responsible for the entire production of these videos.

2) *Working with UCOMM*. We could develop longer, standalone cuts of the alums featured in UCOMM's video. These videos would focus more on each alum's concentration. We'd also be responsible for many aspects of production; however, we could probably use UCOMM footage. In other words, we wouldn't have to handle the actual filming, only editing.

How should we proceed?

Let me know your thoughts/questions about focusing on the M.A. concentrations and whether or not we should work with UCOMM. The way I see it, we would certainly have more control and flexibility working independently, but would be starting from scratch. On the other hand, by working with UCOMM, we'd have a head start and would be off the hook for filming.

Sorry, again, this message was so long. Just wanted to make sure we all had the same background info heading into Monday. Have a good weekend,

Nash

Mon, Jan 14, 2019 at 7:46 AM

Sydney Sample <ssample@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Tobias Cannady <tcannad@ncsu.edu>

Hi Nash,

Thanks for providing some context on UCOMM and possible routes for the video. I have a couple questions.

Do you think we will be able to make the decision on working independently or with UCOMM, or do you think Dr. Mulholland have a path in mind? If we do work with UCOMM and edit their clips, do you think Dr. Ding would be okay with this? I'm all in favor of a path of least resistance if it gives us a head start. I imagine she isn't prioritizing video experience if the other groups won't be working with video at all. The additional input we'd receive from UCOMM would certainly help. My only concern is whether the additional input/expectations from UCOMM would hold us up in some way.

Looking forward to the meeting,

-Sydney

Mon, Jan 14, 2019 at 9:51 AM

Nash Dunn <wndunn@ncsu.edu>

To: Sydney Sample <ssample@ncsu.edu>

Cc: Tobias Cannady <tccannad@ncsu.edu>

Thanks, Sydney. I've tried to answer your questions below:

Do you think we will be able to make the decision on working independently or with UCOMM, or do you think Dr. Mulholland have a path in mind?

I'm sure James will have some thoughts on this. I've been in touch with him a little already, and he seems open to either route (us working independently or with UCOMM). Let's see what he has to say today.

If we do work with UCOMM and edit their clips, do you think Dr. Ding would be okay with this?

I proposed this option to Dr. Ding, and she was OK with it. However, she did say that if we work on the existing UCOMM project — and don't create any additional videos — she'd likely reassign one of us to the MSTC chat bot group. But since we've talked about creating additional videos (even if we work with UCOMM), I don't see that happening.

See y'all at 12:15,

Nash

DRAFTING PROJECT PLAN: Jan. 16-17, 2019

Subject: Draft of Project Plan: M.A. Promotional Videos

Wed, Jan 16, 2019 at 12:26 PM

Nash Dunn <wndunn@ncsu.edu>

To: Tobias Cannady <tccannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Tobias and Sydney,

Hope your week is going well. I've attached a draft project plan for the M.A. promotional videos. Please let me know what you think and feel free to make/suggest edits. I tried to incorporate all the things we discussed during our meeting with James; the project schedule at the end is based on James' hope that the primary "Many Faces" video could be completed by mid-March.

If possible, I'd like to get this to James sometime this week, so he can start setting up interviews with alumni. As for our next steps, I think we'll want to develop our story outlines/interview questions for each video. After James signs off on the plan, maybe we can set up another meeting to discuss those.

Thanks, y'all,

Nash

ATTACHMENT: Project Plan: M.A. Promotional Videos

Thu, Jan 17, 2019 at 3:49 PM

Nash Dunn <wndunn@ncsu.edu>

To: Tobias Cannady <tccannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hey y'all,

I'm thinking about sending this project plan to James tomorrow, so he can begin getting possible filming dates from our alumni subjects. Does that sound alright?

In contacting James, I was also going to set up our next meeting to discuss story outlines, messaging and interview questions. Let me know your thoughts, and feel free to make changes to the project plan. Best,

Nash

Thu, Jan 17, 2019 at 3:59 PM

Tobias Cannady <tcannad@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

This looks great! Thanks Nash

SHARING PROJECT PLAN WITH PRODUCT OWNER: Jan. 18-22, 2019

Subject: Project Plan: M.A. in English Promotional Videos

Fri, Jan 18, 2019 at 1:29 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hey James,

Thanks again for meeting with us earlier this week to discuss the M.A. promotional videos. I've attached a draft project plan that includes a scope of deliverables, stakeholders and a proposed schedule. Let me know what you think and feel free to suggest/make edits to this Doc.

If everything looks OK, perhaps we should move forward with contacting some of the alumni you've identified as good candidates. I created the attached Google Sheet with the candidate info you provided in an earlier email. Can we set another meeting for next week to discuss these alums, story outlines and interview locations/questions? How about Wednesday, Jan. 18, at 3 p.m.?

Here are a couple of initial questions we can consider:

-It looks like the alumni you've identified graduated from either the literature or rhetoric and composition tracks. Should we consider swapping out someone on the current list for an alum who graduated from a different concentration (film studies or linguistics)? I added at least one other possibility to the spreadsheet.

-How do we structure the message of the "many faces" video? What do we want to ask each alum (and what do we want them to say)?

-What are possible filming locations for our interviews? What about B-roll?

Mon, Jan 21, 2019 at 2:15 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hi Everyone,

This is a great project outline, which I can wholeheartedly approve!

And thanks also for the creating the Google sheet for interviewee scheduling.

Yes, let's meet Wed. at 3 pm. We can meet wither in the CHASS IT conference space or in my office Tompkins 249, which ever you think is most convenient. (I suggest we meet in T249 until we need access to video displays, which I do not yet have.)

A couple answers to the questions thus far, and a question of my own:

-It looks like the alumni you've identified graduated from either the literature or rhetoric and composition tracks. Should we consider swapping out someone on the current list for an alum who graduated from a different concentration (film studies or linguistics)? I added at least one other possibility to the spreadsheet.

I think the concentrations don't matter as much as the career tracks and the quality of the interviewee. We were planning to focus on job title rather than concentration information as we identified candidates on the video. With what information we had, we went with these candidates. But if we identify others from film or linguistics, we should could make that a priority. I just didn't have any candidates that felt viable right now.

-How do we structure the message of the "many faces" video? What do we want to ask each alum (and what do we want them to say)?

Obviously this is something to discuss Wed. My primary goal was to get them to pair a specific memory or example from their time at NC State with a detail from their current work environment--in the "meeting with my professors at NC State about my writing prepared me to present memos to my boss at Cengage." But we should discuss more broadly what we think the most successful recruiting elements would be. Here is how I described the interview in the first contact email:

"The interview itself will be informal and casual. I will ask you about your time at NC State, encourage you to share some memories or stories you might like to tell, and I'll ask you to talk a bit about how NC State's graduate training prepared you for what you're doing now and to talk again about some of the plans you had for the future."

-What are possible filming locations for our interviews? What about B-roll?

Louisburg College

UNC-CH campus

Centennial Cengage offices and surrounding campus

UNCG Dept. of ENG and campus

Let's asses the value of these locales.

Finally a question from me. The GSheet has two new names from Film Studies. I'm not familiar with these students--where did they come from?

Thanks everyone. See you Wed. afternoon.

James

PLANNING MEETING RECAP: Jan. 23, 2019

Subject: Recap: M.A. Promotional Video Meeting (Jan. 23, 2019)

Wed, Jan 23, 2019 at 5:35 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hey everyone,

I think we're off to a great start with our videos and have some good ideas for content and B-reel. Just to recap our next steps (listed below):

-James will get possible interview dates from the four alumni we identified as priority candidates: Ian Wolf, Emily Ligon, Geovani Ramirez and Megan Myers. As we get dates back, I'll cross-check availability with UCOMM.

-We'll all use this [Google Doc](#) to develop a list of questions for our interviewees. I've jotted down a few possibilities based on our conversation earlier today. Please feel free to add others and/or remove any I've listed.

-Finally, we'll start brainstorming possible interview locations and B-reel opportunities in this [Google Sheet](#).

Let me know if I've missed anything in the short-term. Once we start scheduling interviews and decide on a list of questions, our next next steps will include:

-Finalizing [a one sheet or something similar](#) that we can send to interviewees, which details our project and provides filming info and interview topics.

-Determine who will attend specific shoots and what their roles will be (shoot coordinator, interviewer, etc.)

Thanks again,

Nash

COORDINATING SCHEDULES: Jan. 31-Feb. 1

Subject: M.A. Videos: Proposed Interview Dates/Times

Thu, Jan 31, 2019 at 9:10 AM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hey everyone,

Since we've heard back from all of our interview subjects, I wanted to propose the following dates/times for interviews with Megan Myers, Geovani Ramirez and Ian Wolf. Emily Ligon said she'll get back to us soon with the best dates/times.

-Megan Myers: Thursday, Feb. 7, 5:30-7 p.m., Hunt Library (Megan says she may be available at an earlier time by request; let me know if we should make that request)

-Geovani Ramirez: Friday, Feb. 15, at 2-3:30 p.m., UNC campus

-Ian Wolf: Tuesday, Feb. 19, at 3-4:30 p.m., Louisburg College

-Emily Ligon: TBD

Let me know how these proposed dates/times sound. If this schedule seems doable, I'll float these by UCOMM to cross-check availability.

Best,

Nash

Thu, Jan 31, 2019 at 11:13 AM

Sydney Sample <ssample@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: James Mulholland <mulholland@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Hi all,

Those dates work for me. My only concern is with Ian's interview. Our online information design course starts at 6 p.m. As long as I can make it back in time for class, that window should be okay.

Thanks,
Sydney

Thu, Jan 31, 2019 at 12:04 PM

Tobias Cannady <tccannad@ncsu.edu>
To: Sydney Sample <:ssample@ncsu.edu>
Cc: Nash Dunn <wndunn@ncsu.edu>, James Mulholland <mulholland@ncsu.edu>

I'm in the same class as Sydney so that date and time won't work

Thu, Jan 31, 2019 at 12:44 PM

Nash Dunn <wndunn@ncsu.edu>
To: Tobias Cannady <tccannad@ncsu.edu>
Cc: Sydney Sample <:ssample@ncsu.edu>, James Mulholland <mulholland@ncsu.edu>

Ok, thanks for letting me know.

Ian's schedule is pretty tight throughout the week, and we were hoping to film him interacting with students during Game Club (2:30 p.m. on Tuesdays). If we film Ian's interview around 3:30 p.m., I think we should definitely be back on campus by your class at 6 p.m. It looks like the drive to Louisburg college takes about 50 minutes.

However, if that's cutting it too close, I'd suggest an alternative date/time of Thursday, Feb. 21, at 1 p.m. That way, we could film Ian during his Sci/Fi Literature course and conduct the interview afterward.

Let me know what you think.

Nash

Thu, Jan 31, 2019 at 1:05 PM

Sydney Sample <:ssample@ncsu.edu>
To: Nash Dunn <wndunn@ncsu.edu>
Cc: Tobias Cannady <tccannad@ncsu.edu>, James Mulholland <mulholland@ncsu.edu>
Hi Nash and all,

Thanks for providing an alternative. I'm speaking for myself here in that I should be okay to stick with the 2/19 date. I definitely can't do 2/21 since I'll be at IBM for mock interviews. If the 19th works, I'll let the professor know I may be a smidge late.

-Sydney

Thu, Jan 31, 2019 at 10:15 PM

James Mulholland <mulholland@ncsu.edu>

To: Sydney Sample <ssample@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Thanks for organizing this Nash, and everyone for weighing in. So far, this looks good to me. A couple additional notes and questions.

Ian's interview: another option would be that those of you who have class can take off when you need to and I can finish up (or Nash and I can finish up).

Megan's interview: As for Megan and requesting an earlier time--the real question for me would be if we wanted to film her at Hunt during daytime. By 5:30 it'll be darkish; what are your thoughts on shooting in Hunt and on Centennial at night? Would it be disruptive to the other interviews filmed during the day? She might not be available earlier, so this could be moot.

Let's confirm this schedule so I can get back to Megan.

I think we'll also need to set up a meeting for next week to trash out the script and talk about filming details. Is everyone available on Feb. 5 at 1:30 pm? Can we be ready by Feb. 7 and will UCOMM be ready by then?

James

Fri, Feb 1, 2019 at 7:43 AM

James Mulholland <mulholland@ncsu.edu>

To: Sydney Sample <ssample@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Hi Everyone,

Im sorry to say that I have an immovable conflict with Feb. 7 that will require me to be off campus starting at 4:30 pm. I think we can ask Megan to reschedule for the day or move to another day.

James

Fri, Feb 1, 2019 at 7:49 AM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

No worries, James. How about we move Megan's interview to another day? Could you ask her if she's available earlier in the day (maybe 3 p.m.) on Tuesday, Feb. 26? Or the afternoon of Thursday, Feb. 28?

I've floated the other dates by UCOMM and will let y'all know if/when they're confirmed.

Nash

Fri, Feb 1, 2019 at 8:36 AM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Just heard back from Donna, who confirmed the Feb. 15 and Feb. 19 filming dates. Here are a few additional notes about those sessions and the unscheduled Megan Myers shoot:

- Filming Times: Donna recommended shortening the actual filming time to about an hour, which would help us stay on budget in light of the travel that's required for both shoots. Here are the dates/times for the first two shoots (I'll send these out in Google Calendar invites):
 - Geovani Ramirez: Friday, Feb. 15, at 2-3 p.m., UNC campus
 - Ian Wolf: Tuesday, Feb. 19, at 2:30-3:30 p.m., Louisburg College
- Exact Filming Locations: We'll need to nail down the exact filming locations of the first two scheduled shoots. James, can you reach out to Geovani and Ian to request the following information?
 - Geovani: Can we ask Geo if he has an office on campus or if he's working or teaching this semester? Filming him at the office, one the job, or teaching could make for good B-reel.
 - Ian Wolf: Since we plan to film Ian during Game Club, we just need to get an address for where the club meets.
- Megan Myers Shoot: It would be ideal if we could film Megan during a daytime shoot, both for scheduling purposes and the visual continuity throughout the video. Donna mentioned that any shoots after 5 p.m. would also eat into our budget, as videographers are paid time-and-a-half.

Let me know if y'all have any questions, and sorry if this is too much info. Just want to keep everyone in the loop.

James, thanks for suggesting the meeting at 1:30 p.m. on Tuesday, Feb. 5. That works for me. I'll send out a calendar invite for that as well.

Nash

Fri, Feb 1, 2019 at 1:17 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Ok, I will contact them. We may need to adjust the time for Game Club shoot, because I don't know if he'll be able to be interviewed during it. How much do they/we want a sit-down, talk to the camera or to an interviewer interview for that? Perhaps we can decide Tuesday.

More soon.

Fri, Feb 1, 2019 at 2:52 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Thanks for contacting everyone, James.

As for Ian's interview, I think your suggestions to him are perfect. If we arrive around 2:30 p.m., we can shoot B-roll for a half-hour and then interview him afterward (or vice versa). These sit-down interviews shouldn't take longer than 20-30 minutes.

If possible, it would be great if everyone could review this Doc of possible interview questions before our meeting on Tuesdsay. Please feel free to add/remove questions, make comments, suggest things, etc.

I've also started a Doc we can send to interviewees ahead of time, with relevant details such as day-of-filming logistics, attire and interview topics.

Thanks again,

Nash

Fri, Feb 1, 2019 at 4:29 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Megan has agreed to Feb. 26 at 1:30 pm. I told her we would meet in Hunt, though I asked her if she could think of an alternate location. She mentioned we couldn't film at her office, but we'll see if that changes.

See everyone next week. I will take a look at this docs in advance. Thanks for starting them.

James

PLANNING MEETING RECAP: Feb. 5, 2019

Subject: Next Steps: M.A. English Video Project

Tue, Feb 5, 2019 at 3:20 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hey team,

Thanks for taking time to meet earlier this afternoon. Here's a recap of some decisions we made and our next steps for the project (action items highlighted):

Decisions We Made

- We'll stick with Geovani's scheduled interview time of 2 p.m. on Feb. 15 on UNC's campus (and won't reschedule during one of his classes).
- We agreed on our list of interview questions — and will send them to alumni ahead of time.
- Roles and responsibilities during filming sessions:
 - James: Interviewer
 - Sydney: Interviewer 2
 - Tobias: Videography
 - Nash: Managing shoot

Immediate Next Steps

- We need to nail down an exact filming location for Geovani's shoot at UNC (Feb. 15). Since Geovani's office in Greenlaw Hall may not be very appealing, we discussed filming the interview at another location. James, could you email Geovani and ask him if there's a building where we could film the interview (such as Davis Library)? We might also want to ask if 1-2 of his students could be available at 10:30, so we could film him interacting with him (either at the interview location or outside).
- Nash will connect Tobias with the UCOMM videographer, so they can get on the same page about technology, shot styles, etc.
- We'll all aim to finalize the info packet for interviewees by the end of this week (Feb. 8).

Let me know if y'all have any questions or if I've missed anything. Best,

Nash

Tue, Feb 5, 2019 at 10:54 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Hi Nash,

In reference to bullet #1 under Immediate Steps, you meant if any of his students were available at 2 pm, not at 10:30, correct? We're not planning on going to UNC at 10:30 and filming him at 2 pm as well, right?

James

Tue, Feb 5, 2019 at 11:32 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Yep, my mistake. I meant 2 p.m. Thanks for clarifying and contacting Geovani,

Nash

FINALIZING INFO PACKET FOR INTERVIEWEES: Feb. 8-9

Subject: Project Overview and Information Sheet to Video Participants

Fri, Feb 8, 2019 at 9:55 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Hi Everyone,

Sydney and Tobias, can you take a look at this document and see if you have anything to add. Is there anything I missed? Sydney, do you have a sharper description of attire? Tobias, does my description for the setup sound reasonably accurate?

Nash: I am including these to you so you have a record of what has occurred when you return; don't expect you to answer.

I hope to send this to Emily on Sunday afternoon so she has a bit of time to digest and ask questions. We can revise slightly for Geo if necessary.

James

[Background and Interview Topics: M.A. in English Promotional Video Shoots](#)

Sat, Feb 9, 2019 at 6:57 PM

Sydney Sample <ssample@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Hi everyone,

Dr. Mulholland, I reviewed the packet and I think it covers everything. The portion on attire looks great.

Did we decide how we're handling additional photo release forms? I ask this with our plan for Geovani in mind. For cases in which students are featured with the interviewee close-up, and it may just be Geovani, do we need to note that students will need to fill out release forms as well?

Thanks!

Sydney

INTERVIEWEE CONTACT (EMILY LIGON): Jan. 3-Feb. 10, 2019

Subject: We'd Like to Feature you at NC State English

Thursday, January 3, 2019 at 9:03 AM

James Mulholland <mulholland@ncsu.edu>

To: "Ligon, Emily W" <emily.ligon@cengage.com>

Hi Emily,

First, it was such a pleasure to meet you at NC State this past semester during our Fall Colloquium series, when you came to speak about career directions for NC State graduates. I was really intrigued to hear more about Cengage, and I know my students appreciated your candid advice about careers, which we discussed at length for the remainder of the semester.

With that in mind, I was hoping that you might be willing to participate in another NC State English department undertaking.

We are putting together a short video that will appear on NC State's website and in its social media advertising about the English department's graduate degree. The goal of this video would be to feature the many different career directions of our graduates, including those that have gone on to work in technology and EdTech companies like yourself.

I hope you'll agree to participate! If so, we'd only need about an hour of your time.

During that hour, a videographer from NC State's University Communications will be filming while you answer questions that I will pose. They'll also get some footage of the places where you work. We'd love to be able to drop by Cengage's office and see your building, but if that's inconvenient, we'd also be happy to have you come to NC State again. We will then edit that footage down to a short segment that we plan to combine with other former students who pursued different directions with their degree.

The interview itself will be informal and casual. I will ask you about your time at NC State, encourage you to share some memories or stories you might like to tell, and I'll ask you to talk a bit about how NC State's graduate training prepared you for what you're doing now. It will prove to be fairly similar to the kind of information you provided to students in your colloquium presentation.

If you can be involved, let me know and I will start to work out the logistical details. We plan to film during the end of January and throughout February, so there is nothing that you need to do right now.

Happy New Year and thanks for considering our request!

Yours,

James Mulholland

Friday, January 4, 2019 3:49 PM

Ligon, Emily W <emily.ligon@cengage.com>

To: James Mulholland

James,

Thank you for reaching out! I am personally happy to help, but let me check in with my manager to make sure she doesn't have an issue with it. She's been on vacation, but I'll be touching base with her on Monday. I'll let you know soon.

Best,

Emily

Wed, Jan 9, 2019 at 3:12 PM

Ligon, Emily W <emily.ligon@cengage.com>

To: James Mulholland <mulholland@ncsu.edu>

Hi James,

We've got the go ahead to proceed. I typically work from home, but I can arrange a conference room in our Raleigh office on Centennial Campus if that is preferred. Please let me know.

Best,

Emily

Mon, Jan 28, 2019 at 4:20 PM

James Mulholland <mulholland@ncsu.edu>

To: "Ligon, Emily W" <emily.ligon@cengage.com>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Emily,

We're going ahead with the scheduling for filming this recruitment video!

Can you give me three dates and some blocks of time that might work for you in February when we might come to film? We will run these dates by the production people in NC State's university communications and try to settle on an exact date when everyone is available.

As the date we settle on gets closer, we will send you a packet of information about the shoot. It will present you with some questions to consider and some notes about what we'll do. Just as a reminder, we don't think we'll need much more than an hour of your time that day (though we may ask to walk around and shoot b-roll at the Centennial offices or in Hunt Library if that's possible).

Thanks again for participating. I'm looking forward to seeing how this turns out!

James

PS The three other people cc'd on this email will be assisting in the preparation, filming, and production of this video. We have a great team!

Tue, Jan 29, 2019 at 1:33 PM

Ligon, Emily W <emily.ligon@cengage.com>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi James,

Thank you for reaching out. I have a planned work trip in February, but we have not finalized the dates yet. As soon as I have those, I will send you days/times that will work. I'll be in touch soon.

Fri, Feb 1, 2019 at 5:27 PM

Ligon, Emily W <emily.ligon@cengage.com>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi all,

My apologies for the delay in getting these dates to you.

Tuesday, February 12: 9-1

Friday, February 15: 9-3

Tuesday, February 19: 9-1

Please let me know what works best! Have a great weekend!

Fri, Feb 1, 2019 at 9:22 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Since we are booked already for two of the dates that Emily suggested, does Tuesday Feb 19 work for everyone? I would suggest 10:30 am at Cengage's Centennial offices.

James

Fri, Feb 1, 2019 at 9:33 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Sorry, I meant Feb. 12 at 10:30 am at Cengage's Centennial offices.

James

Sat, Feb 2, 2019 at 2:14 PM

Sydney Sample <ssample@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi all. That time slot works for me.

Sun, Feb 3, 2019 at 9:57 AM

Nash Dunn <wndunn@ncsu.edu>

To: Sydney Sample <ssample@ncsu.edu>

Cc: James Mulholland <mulholland@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Yes, sounds good.

So our proposed times for the final two shoots are:

-Emily Ligon: 10:30 a.m. on Tuesday, Feb. 12, Cengage/WebAssign Centennial Campus.

-Megan Myers: 1:30 p.m. on Tuesday, Feb. 26, Hunt Library.

I'll float these by UCOMM to make sure a videographer can be available during those times.
Sound OK?

Nash

Mon, Feb 4, 2019 at 2:14 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hey everybody,

Just wanted to let you know that UCOMM has confirmed our interview dates/times with Emily and Megan:

-Emily Ligon: 10:30-11:30 a.m. on Tuesday, Feb. 12, Cengage/WebAssign Centennial Campus (1791 Varsity Dr., Suite 200, Raleigh, NC, 27606).

-Megan Myers: 1:30-2:30 p.m. on Tuesday, Feb. 26, Hunt Library.

I'll send out separate calendar events for both.

Nash

Tue, Feb 5, 2019 at 2:01 PM

James Mulholland <mulholland@ncsu.edu>

To: "Ligon, Emily W" <emily.ligon@cengage.com>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Emily,

Excellent. Thanks for these dates and times. Let's go with Feb. 12 at 10:30 - 11:30 am. We'd love to meet you at Cengage's Centennial offices.

A few questions our videographers had: do you have conference space or an office we can use? Can we shoot you interacting with other employees during your time there?

We will send an information packet in advance with some questions and notes this week. Looking forward to seeing you again.

James

Wed, Feb 6, 2019 at 8:57 AM

Ligon, Emily W <emily.ligon@cengage.com>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

James,

The 12th sounds great. I will work with our facilities manager to get a conference space that will work. There is only one person physically located at the Raleigh office that I work with, and I'll ask him if he will participate. Otherwise or in addition to, I can probably set up a Zoom call that can be projected onto a large TV with some of the my colleagues—this is the format for most of my meetings. I have one set up just prior to 10:30, and I can ask them to stick around for a little longer if you'd like to film that. Please let me know. I'll be back in touch with details from our facilities manager.

Wed, Feb 6, 2019 at 2:00 PM

James Mulholland <mulholland@ncsu.edu>

To: "Ligon, Emily W" <emily.ligon@cengage.com>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Emily,

Fabulous. Thank you for your flexibility and for being so forthcoming with great opportunities to film. We'd love to take some footage of you interacting with your coworker at Cengage's offices. If you could ask him that would be excellent. We think seeing that sort of conversation would work better than a Zoom call.

Any details from a facilities manager would also be greatly appreciated. We will send more details of our own later this week/weekend about what we'll ask, including a list of questions so you aren't surprised by what we're discussing. There will be five of us in total, with two different cameras. I will be asking the questions to you. We're going to make it into an informal chat, and

one of our team participants will take some b-reel footage around the space. And then we'll be out of your hair!

Please feel free to contact me at my cellphone (732-207-2427) if anything comes up or you need to give us details about how to find you in Cengage's building on the morning of Feb. 12th.

See you then!

James

Thu, Feb 7, 2019 at 1:15 PM

Ligon, Emily W <emily.ligon@cengage.com>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>, "Rappl, Larry" <larry.rappl@cengage.com>

James,

Thank you for the information. My colleague is doing a training during the time of our meeting, but if you can extend our time by 15 minutes, he can join us at 11:30.

We will be filming in our Board Room. It is a large conference room with plenty of space. I'm going to copy our facilities manager here, Larry Rappl, if you have any specific questions for him. He also may want to accompany you or set some guidelines about b-roll footage in the rest of the office.

The building is located at 1791 Varsity Dr., Suite 200, and there is a parking deck behind the building with visitor spots. When you come up to the second floor, there is a doorbell to ring to get into the office. You can sign in there, and they'll either come get me or take you to the board room. I'll also keep an eye out for you.

Sun, Feb 10, 2019 at 5:35 PM

James Mulholland <mulholland@ncsu.edu>

To: "Ligon, Emily W" <emily.ligon@cengage.com>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>, "Rappl, Larry" <larry.rappl@cengage.com>

Hi Emily,

Attached is an information sheet about our shoot. Please let me know if you have any questions or any additional information we have overlooked. Otherwise, see you Tuesday morning!

INTERVIEWEE CONTACT (GEOVANI RAMIREZ): Jan. 4-Feb. 12, 2019

Subject: We'd Like to Feature you at NC State English

January 4, 2019 12:15:00 PM

James Mulholland <mulholland@ncsu.edu>

To: Ramirez, Geovani

Hi Geo,

I am writing in regard to an issue that John Morillo contacted you about a few months ago.

John may have mentioned that this January, NC State English will produce a recruiting video for our graduate program that will feature some of our previous graduates and what they have done with the degrees after NC State. The goal of this video will be to publicize the many different career directions of our graduates, including those that have gone on to PHD programs.

I am hoping that you'll agree to participate! We would probably only need about one hour of your time.

During that hour, a videographer from NC State's University Communications will be filming while you answer questions that I will pose to you and also get some footage of the places where you work (probably around the campus of UNC). We would then edit that footage down to a short segment that we plan to combine with other students who pursued different directions with their degree. This video will be featured on our department's webpage.

The interview itself will be informal and casual. I will ask you about your time at NC State, some memories or stories you might tell, and I'll ask you to talk about how NC State's graduate training prepared you for what you're doing now.

John recommended you highly when I informed the department that we were undertaking this venture. He had fond memories of your time at NC State and said you were such a dynamic person, and for those reasons I hope you'll be part of this video campaign.

If you can, we can start to work out the details of logistics. We plan to film during the end of January and throughout February, so there is nothing that you need to do right now.

Happy New Year and thanks for considering our request!

Yours,

James Mulholland

January 6, 2019 8:33 AM

Ramirez, Geovani <gramirez@live.unc.edu>

To: James Mulholland

Dear Dr. Mulholland,

Happy New Year! Thank you for your kind words and for reaching out to me regarding this opportunity.

It would be a privilege to be a part of this project, as I have a lot of great things to say about NC State's English department. I certainly had a wonderful experience at NC State working with a lot of amazing professors. Dr. Morillo is a favorite, and I have fond memories of our talks and of his classes.

I will be presenting at the Southern Studies conference in Alabama from Feb 1-3, but other than that I can be fairly flexible either during the end of January or in February.

I look forward to hearing from you, and I am excited to be a part of this project.

Best,

Geovani

Mon, Jan 28, 2019 at 4:18 PM

James Mulholland <mulholland@ncsu.edu>

To: "Ramirez, Geovani" <gramirez@live.unc.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Geovani,

We're going ahead with the scheduling for filming this recruitment video!

Can you give me three dates and some blocks of time that might work for you in February when we might come up to film? We will run these dates by the production people in NC State's university communications and try to settle on an exact date when everyone is available.

As the date we settle on gets closer, we will send you a packet of information about the shoot. It will present you with some questions to consider and some notes about what we'll do. Just as a

reminder, we don't think we'll need much more than an hour of your time that day (though we may ask to walk around and shoot b-roll at UNC-CH as well).

Thanks again for participating. I'm looking forward to seeing how this turns out!

James

Mon, Jan 28, 2019 at 8:56 PM

Ramirez, Geovani <gramirez@live.unc.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Dear Dr. Mulholland and Everyone,

Thank you for your message. I look forward to meeting you all soon. I know you mentioned offering three dates, but just in case offering more dates might make things a little more convenient for everyone, I will offer an extra day. I could possibly meet on Monday, February 11 12PM-3:50PM or Wednesday, February 13 10AM-5PM. I could also be available on Friday, February 15, 11AM-5PM and Monday, February 25 anytime 12PM-6PM.

Please let me know if any of these days and times work for you. Thank you, and I look forward to hearing from you.

All the best,

Geovani

Fri, Feb 1, 2019 at 2:15 PM

James Mulholland <mulholland@ncsu.edu>

To: "Ramirez, Geovani" <gramirez@live.unc.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Geovani,

We've identified Feb. 15 from 2-3 pm as the best time to film you for our recruitment video. T

As part of preparing for the day, can you let me know if you have an office on campus and whether you're teaching at UNC this semester? NC State's University communications

personnel thought that filming you in your office, on the job, or even in class (if possible) would make for excellent extra footage.

If you don't have an office we can film at, is there another location you might recommend that we can set up and film for about an hour? The plan is both to have you speaking on camera about your time at NC State and your current career, but also to have as much footage as we can gather of your work life and environment. I understand that there might be some restrictions, so please let me know what is or isn't possible.

Thanks again for participating and I look forward to meeting you on Feb. 15th!

James

Mon, Feb 4, 2019 at 1:24 PM

Ramirez, Geovani <gramirez@live.unc.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Dear Dr. Mulholland,

Thank you for your message. Please excuse the delayed response. I was at a conference this weekend beginning on Friday, so I have been unable to respond to e-mails since then.

Friday, February 15 from 2-3PM works perfectly for me. I would love for you all to film me while teaching, but there are a couple of things to consider before we can agree to that. Firstly, I will be reaching out to my department chair for permission to do so, and secondly, because I teach MWF 9:05-9:55PM, I am afraid we would have to change our meeting time to then.

I am comfortable changing the time and date assuming that 1) my department grants me permission to be filmed in a classroom and 2) you would like to change the time (and/or date) so that we can film during my ENGL 144 class.

As an alternative and/or supplementary filming session, I would also be happy to invite some of my students to come and meet with me for office hours for filming if you think that might be helpful? My office is located in Greenlaw 428, which is the building right across from the undergraduate library (located near "the pit" and UNC student stores).

If either of these options are appealing, would you mind sharing a permission release form that students willing to be filmed might sign ahead of time?

Please let me know your thoughts. Thank you all for your time!

Best,

Geovani

Tue, Feb 5, 2019 at 11:01 PM

James Mulholland <mulholland@ncsu.edu>

To: "Ramirez, Geovani" <gramirez@live.unc.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Geovani,

We discussed some of these issues today and we think we might keep the original schedule of meeting you at 2 pm on Friday Feb. 15. We did this because we determined that filming your class might be too disruptive. We thought instead that we might film you on the grounds, which some interior spaces as a backup location.

Considering that, can you answer a few questions:

1. Can you send us a photo as an attachment of your office in Greenlaw? I ask because we wanted to see what the dimensions were like for our film crew. (There will be all four of us and a videographer.)
2. If we choose not to shoot in your office, is there another space you can think of on campus that might work? (Some of those conference meeting rooms in Greenlaw where they have speakers perhaps?) Or is there another place you think it might be nice to speak on campus (David library?). For Greenlaw, if you feel like you need to speak with your chair, please do so, and you can even put me in touch with Mary if you think it would help.
3. We still like the idea of filming you interacting with students. If there a way we might be able to see you talking with some students during that period, it would be great. Most of that filming would probably be quite rapid.

Sorry for all of these requests. We just want to be sure that we're ready in the space so we make this as quick and efficient for you as possible!

James

Wed, Feb 6, 2019 at 9:01 PM

Ramirez, Geovani <gramirez@live.unc.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Dear Dr. Mulholland,

Thank you for your response. Attached please find a picture of my office. I believe my Greenlaw office is about 7 feet wide and 12 feet long with three desks in there.

There are certainly other spaces in Greenlaw hall that we might be able to use, however, and I have reached out to our department administrators about whether those are options. I have also reached out to the Center for Faculty Excellence where I work as a Graduate Fellow to see whether we might be able to use their conference room. The CFE is housed in Wilson library near Greenlaw.

I have also reached out to some of my students to see whether they might be interested and willing to participate in the filming, and I have already secured one student's commitment, though because she has a class she would be able to film after 2:15PM. I hope that might be okay?

I'm really excited about this project!

Best,

Geovani

Thu, Feb 7, 2019 at 3:25 PM

James Mulholland <mulholland@ncsu.edu>

To: "Ramirez, Geovani" <gramirez@live.unc.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Geovani,

Thanks so much for these efforts. They will help us a lot.

I suspect we'll need to decide on our end on one location or the other so when you hear about other spaces in Greenlaw or at the CFE please let us know. The latter looks excellent and really might suit our purposes.

And yes, we'd love to have you talking with a student. Anytime between 2:15 pm and 3 pm is something that we can accommodate. Perhaps we can ask him/her to come by at 2:30?

I really appreciate the work you're putting into this and I'm glad you're as excited as we are!

James

Mon, Feb 11, 2019 at 12:18 PM

Ramirez, Geovani <gramirez@live.unc.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Dear Dr. Mulholland and All,

I wanted to follow up to say that in addition to being able to film in my office at Greenlaw (office 428), we will also have the option to film in the CFE's Graduate Student Fellows office (approximately 8x10 in Wilson Library) and/or the CFE's conference room (Wilson Library 318), which is larger and more aesthetically pleasing than the GS Fellows office.

As I mentioned, there is also one student who has agreed to participate in the filming, and I have informed her that her segment should begin at 2:30PM or after.

Please let me know if you have any questions and where on campus you would like to meet. If you think it helpful, please also feel free to share any specific questions or topics that I should be thinking about in anticipation of our interview. Thank you and everyone for your time!

Best,

Geovani

Mon, Feb 11, 2019 at 12:43 PM

James Mulholland <mulholland@ncsu.edu>

To: "Ramirez, Geovani" <gramirez@live.unc.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Hi Geovani,

Thank you for scaring up so many options. It sounds like the best option would be to use the CFE's conference room, Wilson 318. I think we should meet there, and have the student meet you there as well. If we need to switch to the CFE's Grad Student offices, maybe we can decide then.

Geovani: later this week we will send you a sheet with some information notes about the video and some questions we will ask you for the shoot.

See everyone on Friday.

James

Mon, Feb 11, 2019 at 1:03 PM

Ramirez, Geovani <gramirez@live.unc.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Dear Dr. Mulholland,

Thank you very much for your quick response and for laying out a plan for this coming Friday. Because Wilson Library's room numbering system is somewhat confusing (Wilson 318, for instance, is actually on the first floor), I will plan to meet you all outside of Wilson library by 2PM (or sooner if you get there before then).

I would suggest meeting by the right side entrance of Wilson Library (it's on the right if you're looking at Wilson Library from behind it on South Rd) since it leads us more directly to room 318 than entering from the front door (that would require us to go down stairs). However, I will defer to you all, so please let me know what entrance you would like to meet at. See you soon!

Best,

Geovani

P.S. I've attached some pictures of the right side entrance (if you're looking at the back of Wilson Library from South Road) for your convenience.

Tue, Feb 12, 2019 at 12:28 PM

James Mulholland <mulholland@ncsu.edu>

To: "Ramirez, Geovani" <gramirez@live.unc.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Geovani,

A sheet with some information and a list of the questions we'll ask in advance of our filming on Friday. See you then!

James

INTERVIEWEE CONTACT (IAN WOLF): Jan. 2-Feb. 17, 2019

Subject: NC State English/Recruitment Video

Wed, Jan 2, 2019 at 9:02 AM

James Mulholland <mulholland@ncsu.edu>

To: To: Ian Wolf <iwolf@louisburg.edu>

Hi Ian,

It was nice to meet you last semester and to have a chance to talk to you about NC State graduates and to hear you at our Fall Colloquium series. I must say that I found your comments about teaching that you gave at our Fall Colloquium series to be really compelling, and I know my students did too.

With that in mind, I was hoping that you might be willing to help out with another NC State English department undertaking!

We are putting together a short video that will appear on NC State's website and in its social media advertising about the English department's graduate degree. The goal of this video would be to feature the many different career directions of our graduates, including those that have gone on to work in collegiate education.

I hope you'll agree to participate! If so, we'd only need about an hour of your time.

During that hour, a videographer from NC State's University Communications will be filming while you answer questions that I will pose. They'll also get some footage of the places where you work (we'd love to be able to drop by Louisburg; if that's inconvenient, we'd also be happy to have you come to NC State again). We will then edit that footage down to a short segment that we plan to combine with other former students who pursued different directions with their degree.

The interview itself will be informal and casual. I will ask you about your time at NC State, encourage you to share some memories or stories you might like to tell, and I'll ask you to talk a bit about how NC State's graduate training prepared you for what you're doing now. I'd love to hear more about your teaching experiences, such as teaching about gun violence or your students' revelations about father-son relationships as you were teaching Tennyson's "Ulysses," though we'll also be able to range widely. In all, the interview should prove to be fairly similar to the kind of information you provided to students in your colloquium presentation.

If you can be involved, let me know and I will start to work out the logistical details. We plan to film during the end of January and throughout February, so there is nothing that you need to do right now.

Happy New Year and thanks for considering our request!

Yours,

James Mulholland

Wed, Jan 2, 2019 at 11:08 AM

Ian Wolf <iwolf@louisburg.edu> wrote:

To: James Mulholland <mulholland@ncsu.edu>

Dr. Mulholland,

I would be honored to participate! I think coming to Louisburg would be wonderful as well; while we're small, I'm fiercely proud of the campus and the work we do, so I'd love to show it off a bit.

I'm looking forward to this,

Ian Wolf, Asst. Prof. of English

Mon, Jan 28, 2019 at 4:15 PM

James Mulholland <mulholland@ncsu.edu>

To: Ian Wolf <iwolf@louisburg.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Ian,

We're going ahead with the scheduling for filming this recruitment video!

Can you give me three dates and some blocks of time that might work for you in February when we might come up to film? We will run these dates by the production people in NC State's university communications and try to settle on an exact date when everyone is available.

As the date we settle on gets closer, we will send you a packet of information about the shoot. It will present you with some questions to consider and some notes about what we'll do. Just as a reminder, we don't think we'll need much more than an hour of your time that day (though we may ask to walk around and shoot b-roll at Louisburg if that's possible).

Thanks again for participating. I'm looking forward to seeing how this turns out!

James

PS The three other people cc'd on this email will be assisting in the preparation, filming, and production of this video. We have a great team!

Mon, Jan 28, 2019 at 5:23 PM

Ian Wolf <iwolf@louisburg.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Great!

So far, my February is pretty open outside of classes.

Any Monday or Wednesday is open between 11:00-2:40 and after 4:00. Friday is open from 9:00-2:40 and after 4:00 as well.

Tuesdays are not available until about 4:00 (I run the Game Club at 2:30, so we don't always wrap up at the same time), but Thursdays are wide open after 2:15.

In case I wasn't especially clear, here is the weekly schedule I share with my students: Spring 2019 Schedule (ATTACHMENT)

Would it be okay if I shared this with our campus publicity engine? Full disclosure: I'm up for promotion next year.

-W.

Fri, Feb 1, 2019 at 2:23 PM

James Mulholland <mulholland@ncsu.edu>

To: Ian Wolf <iwolf@louisburg.edu>, Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Ian,

We've identified Feb. 19 from 2:30-3:30 pm as the best time to film you for our recruitment video. I really appreciate your flexibility with that and think your interactions during Game Club and Robbins Library would make for an excellent setting.

I wanted to know, however, if it would be possible for you to take some time away from managing the Club during that block to answer a few questions. Would that be too difficult? I don't think we'd need an enormous amount of time, if there was space in Robbins where we might be able to speak with you a bit. The idea would be that we would film the location and you in it as unobtrusively as possible, and then perhaps have 30 mins to speak with you. We don't want to hassle you during the entirety of the club's meeting.

Let me know if you have any concerns you have and we can try to address them. And we will be in touch with more information in advance of our invasion!

See you later in the month. Looking forward to it!

James

Sun, Feb 17, 2019 at 4:43 PM

James Mulholland <mulholland@ncsu.edu>

To: Ian Wolf <iwolf@louisburg.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>, Evan Kidd <edkidd@ncsu.edu>

Hi Ian,

Attached is a sheet of questions that we will be asking on Tuesday during our filming. There will probably be some additional ones that arise as we speak, but I wanted to pass them along to you.

I also had a question before we arrive: is the Louisburg's game club about people meeting to play board games or video games or both? I'm asking in part to get a sense of the scene we might film for b-reel.

Thanks again for taking to time to meet with us and I look forward to seeing you on Tuesday!

James

INTERVIEWEE CONTACT (MEGAN MYERS): Jan. 3-Feb. 1, 2019

Subject: We'd Like to Feature you at NC State English

Thu, Jan 3, 2019 at 9:02 AM

James Mulholland <mulholland@ncsu.edu>

To: M Myers <meganmyers28@gmail.com>

Hi Megan,

I am writing at the recommendation of Nancy Penrose, who thought you'd be an ideal candidate for a project we are undertaking at NC State English.

First, let me introduce myself. I am the new Director of Graduate Programs at NC State, where I have taken over the position from Nancy. I'm contacting you because the English department at NC State is putting together a short video that will feature some of our former graduates.

Nancy thought you'd be the right person to contact; I hope you'll agree to participate!

If so, we'd only need about an hour of your time. During that hour, a videographer from NC State's University Communications will be filming while you answer questions that I will pose to you. We'd love to be able to drop by MicroMass's office and see your building, but if that's inconvenient, we'd also be happy to have you come to NC State. We will then edit that footage down to a short segment that we plan to combine with other students who pursued different directions with their degree.

The interview itself will be informal and casual. I will ask you about your time at NC State, encourage you to share some memories or stories you might like to tell, and I'll ask you to talk a bit about how NC State's graduate training prepared you for what you're doing now.

If you can be involved, let me know and I will start to work out the logistical details. We plan to film during the end of January and throughout February, so there is nothing that you need to do right now.

January 3, 2019 12:05 PM

M Myers <meganmyers28@gmail.com>

To: James Mulholland

Hello James,

That sounds great! I'd love to help out. It would be better if I came to NC State. I'm able to stop by during the work day if I know far enough ahead of time to let my team know (at least a week).

Thanks!

Megan

Mon, Jan 28, 2019 at 4:21 PM

James Mulholland <mulholland@ncsu.edu>

To: M Myers <meganmyers28@gmail.com>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Megan,

We're going ahead with the scheduling for filming this recruitment video!

Can you give me three dates and some blocks of time that might work for you in February when we might come to film? We will run these dates by the production people in NC State's university communications and try to settle on an exact date when everyone is available.

As the date we settle on gets closer, we will send you a packet of information about the shoot. It will present you with some questions to consider and some notes about what we'll do. Just as a reminder, we don't think we'll need much more than an hour of your time that day (though we may ask to walk around and shoot b-roll maybe on NC State's campus if that's possible).

Thanks again for participating. I'm looking forward to seeing how this turns out!

James

PS The three other people cc'd on this email will be assisting in the preparation, filming, and production of this video. We have a great team!

Tue, Jan 29, 2019 at 3:31 PM

M Myers <meganmyers28@gmail.com>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hello all!

My work is on a (somewhat) flex schedule, so I have some time during the workday if I plan for it. Ideally though, I could swing by after work (and be at NC State at about 5:30). I have several

days that I'm available in February, but probably my best bets are Thursday the 7th, Wednesday the 20th, or Tuesday the 26th after 5:30. Again, let me know if we need to schedule earlier in the day, and I can give you dates based on an earlier time.

Megan

Fri, Feb 1, 2019 at 2:34 PM

James Mulholland <mulholland@ncsu.edu>

To: M Myers <meganmyers28@gmail.com>

Cc: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Megan,

For scheduling purposes and for visual continuity, our university communications people have asked me to contact you to see if we could schedule something for daytime. They want to make sure everyone is seen during the daylight!

Is there a chance we can schedule something for earlier in the day on Feb. 26, perhaps 1:30 or 2 pm? If that time doesn't work, are there a few dates and times during the day that might be better? We can try to accommodate your schedule.

Thanks again for participating. I'm looking forward to meeting you this month!

James

RECEIVING/REVIEWING TRANSCRIPTS: Feb. 19, 2019

Subject: Fwd: Window Burns for Interviews Thus Far Chass

Tue, Feb 19, 2019 at 9:43 AM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hey team,

UCOMM just sent over the transcripts from the first two interviews. With these in hand, we can get started on the next step in the development process: selecting interview excerpts and weaving them into a story sequence.

Here's how I propose we might accomplish this task:

1. We'll read through the transcripts, individually, and highlight the excerpts that help us best tell our story.
2. I'll copy the highlighted excerpts into a Google Doc for each interviewee. Selected clips can be categorized and coded based on the subject matter.
3. With our excerpts selected, we can meet to discuss the final sequence/outline for our story.

If this sounds OK, I'll send out shared versions of the transcripts, and we can start highlighting excerpts.

Let me know what you think,

Nash

GETTING STARTED WITH SEQUENCING: Feb. 21-25, 2019

Subject: Developing sequences for M.A. videos

Thu, Feb 21, 2019 at 12:38 PM

Nash Dunn <wndunn@ncsu.edu> To: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hey team,

I think the first three filming sessions have gone pretty well. Thanks for everyone's contributions. UCOMM has sent over the raw footage and transcripts for Emily, Geovani and Ian, and I think we can get started on developing our sequences for the videos we plan on producing.

In a previous email, here's how I proposed we move forward:

1. We'll read through the transcripts, individually, and highlight the excerpts that help us best tell our story.
2. I'll copy the highlighted excerpts into separate Google Docs for each interviewee. We'll categorize and code clips based on the subject matter.
3. With our excerpts selected and organized, we can meet to discuss the final sequence/outline for our videos.

If this sounds OK, we can start highlighting excerpts that we should consider including in our videos. I've attached a folder that contains shared transcripts for the first three interviews and instructions for highlighting. I'll add Megan Myers' transcript to this list after our filming session next week.

Our initial production schedule had us finalizing the sequence for V1: "Many Faces" by March 8. That still seems doable. If we finish highlighting and organizing our excerpts by March 5, we could possibly meet that day to discuss the final sequence. How does that sound?

Let me know if you have questions or if you have other ideas for how to move forward. Best,

Nash

Sun, Feb 24, 2019 at 10:05 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Everyone,

Nash, thanks for keeping us on track.

March 5th sounds excellent. I've blocked off 1:45 - 2:45 pm on March 5 for our meeting. Is that a time that works for everyone?

If we need more time after March 5, and we may, I can also devote some time on Wed. March 6.

I'm not sure I marked up these transcripts correctly, but I tried to identify the most interesting moments and tried to tag those longer or more specific moments that might work for longer videos.

Nash: One additional question. Can we see any of the b-roll from these interviews? Has Evan loaded them? Tobias, is there a way to see your b-roll as well?

James

PS Seeing a transcript of one speaking is quite disturbing.

Sun, Feb 24, 2019 at 10:56 PM

Sydney Sample <ssample@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Nash Dunn <wndunn@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi all,

That time works for me.

-Sydney

The transcripts made me think of Janet Malcolm's thoughts on the discrepancies between transcripts and written speech:

"My point—one which I bore down on heavily—was that only when the words derive from tape-recorded conversations can such a thing as 'actual' or 'literal' quotation be discussed and that—as the invention of the tape recorder surprisingly revealed—our actual utterances are usually couched in a language that urgently requires translation into English when it is transferred from oral to written speech. As we listen to each other speak, we make the translation automatically and thus think we are hearing English, but, as tape transcripts demonstrate, we are not. As we speak, we seem to be making constant stabs at saying what we mean... To publish a person's tape-recorded speech verbatim is a little like publishing a writer's rough drafts."

Looking forward to moving beyond the rough draft.

Mon, Feb 25, 2019 at 12:12 AM

Tobias Cannady <tcannad@ncsu.edu>

To: Sydney Sample <ssample@ncsu.edu>

Cc: James Mulholland <mulholland@ncsu.edu>, Nash Dunn <wndunn@ncsu.edu>

This time works for me as well

Mon, Feb 25, 2019 at 12:29 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Sounds good, everyone. I've sent out a calendar invite for 1:45 p.m. on March 5 to discuss sequencing. James, I've set the location as your office; however, let me know if that doesn't work. There's a possibility we may need a screen to view clips. Have they put up the TV in your office?

In response to your question about B-reel, I asked Evan at the last shoot to send me the B-reel he's taken. I haven't gotten the files yet, but I'll mention it again at tomorrow's shoot.

Nash

Mon, Feb 25, 2019 at 12:35 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

The screen is NOT up! It may be up by then though. Apparently we're waiting on IT. I will contact them.

See everyone on the 5th! My office is perfect, but if they haven't put up the screen, do you want to go to IT conference room?

James

Mon, Feb 25, 2019 at 12:46 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Hope they'll be able to hook it up for you soon.

Also, yes we can use the CHASS IT conference room as a back-up.

Nash

DRAFTING AND FINALIZING THE V1 SEQUENCE: March 9-March 15

Subject: Interview Edits

Sat, Mar 9, 2019 at 3:04 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hi Everyone,

I know it is spring break, but I wanted to send around an email that just explains a little bit of what I've done so far. By the time you get to this email there already might be additional changes.

I have cut into one document all of the material that I thought was useable from each of the four interviews. That doc is attached below and we can edit within it.

I have also locked in a few sequences, such as the "Ending Sentiment" which at least in my mind works pretty well right now. Otherwise I like the way the general sequence goes together, right now by person (Megan, Emily, Geovani, Ian). I have also tried to create some way to "handoff" from one speaker to another.

But if people have other ideas let's edit away.

James

Sequence, First Cut (ATTACHMENT)

Mon, Mar 11, 2019 at 2:54 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hey everyone,

Many thanks to James for creating an initial sequence; it was helpful for me to look at everything on paper. I've suggested some edits in a revised timeline, located below James' initial sequence. Let me know what you think, and feel free to continue marking things, cutting sections, adding others, incorporating B-reel suggestions, etc.

As we discussed last week, it would be great if we could have a solid draft to send to UCOMM by Friday or so; however, I totally understand that we may need a few extra days because of spring break. Talk to you soon,

Nash

Thu, Mar 14, 2019 at 1:33 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tccannad@ncsu.edu>

Hi Guys,

Nash: I did a second edit of your edits, cutting some things. I got the video down to 2:11 mins, which I think might be a good length. I also used italics to identify a couple more cuts. (I suppose we could produce a longer and shorter version of this video?). Let me know if you think the 2 or 3 min. version of the script is better? Sydney and Tobias: if you have any thoughts feel free to pass them along as well, though I know it is spring break.

Nash, I am happy to send this along to them Friday if you think that is a good deadline for us. It seems to touch on the same themes really well so far. I would like to give it one more read, fresh, tomorrow (Friday) morning before we send it off. I will contact you when I've done so, you can do the same, and then we can deliver.

James

Thu, Mar 14, 2019 at 11:40 PM

Tobias Cannady <tccannad@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

I've been looking over both edits and I think the topics and discussions are being highlighted well. James, I think you have definitely boiled the sequences down to a very concise and direct message. I'm completely on board with the edits. It does seem like we may have some room to situate b-roll in these sequences nicely and add some temporal padding or breaks between the delivery of each statement while not adding a lot of length to the film itself.

Fri, Mar 15, 2019 at 10:20 AM

Nash Dunn <wndunn@ncsu.edu>

To: Tobias Cannady <tccannad@ncsu.edu>

Cc: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

James,

I agree with Tobias that your latest revised sequence — "V1 Sequence: Cut 1 (James's 2nd Edits--shorter Nash version)" — looks really great. I only made one comment/suggestion for Megan's section. Let me know what you think and if you have any final revisions.

Once we're good with this, I can clean up the Doc and prepare to send this to UCOMM. Does that sound alright? Once Evan develops the first rough cut, we'll have a chance to make additional revisions about the interview segments, B-reel, music, etc.

Nash

Fri, Mar 15, 2019 at 10:42 AM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hi Nash,

That's a good save to add back in the language on transferable skills. I couldn't figure out where to fit it in the shorter version, but I think it's an excellent bridge.

Yes, that sounds great. Let's clean it up and pass it along to Evan. I'll be quite curious to see what he comes up with! I am gone from the evening of March 20 until March 24 (back on March 25). Not sure how quickly Evan will be able to get these edits done, but let's meet together soon after and discuss revisions we might want to make.

James

Fri, Mar 15, 2019 at 10:47 AM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

OK, sounds like a plan. I'll clean up the Doc today and send it over to UCOMM (I'll copy y'all).

Nash

KEY TITLES FOR INTERVIEWEES: March 20-21, 2019

Subject: Suggested key titles for V1

Wed, Mar 20, 2019 at 3:52 PM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hey everyone,

As Evan is putting together V1: "Many Faces," he'll need suggested key titles for our four alumni interviewees. The university's key title template has three lines: one for the person's name and two for identifiers.

Paul Ridgeway Key Title Example.png (EXAMPLE IMAGE)

Below, I've proposed two possible options for keying interviewees. Let me know which one you prefer, or if you have ideas for alternatives.

Option 1

Megan Myers '15
Supervisor of Editorial Services
Micromass Communications, Inc.

Emily Ligon '03
Market Development Manager
Cengage

Geovani Ramirez '12
Ph.D. Candidate in English
UNC Chapel Hill

Ian Wolf '13
Instructor of English
Louisburg College

Option 2

Megan Myers
Editorial Services Supervisor
M.A. in English '15

Emily Ligon
Market Development Manager
M.A. in English '03

Geovani Ramirez
Ph.D. Candidate in English
M.A. in English '12

Ian Wolf
Instructor of English
M.A. in English '13

Wed, Mar 20, 2019 at 4:02 PM

James Mulholland <mulholland@ncsu.edu>
To: Nash Dunn <wndunn@ncsu.edu>
Cc: Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

I think the first set. It offers a bit more, and a bit more diverse, information. Others?

James

Wed, Mar 20, 2019 at 4:24 PM

Tobias Cannady <tcannad@ncsu.edu>
To: Nash Dunn <wndunn@ncsu.edu>
Cc: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>
I feel that option 1 provides more of the information that we are trying to deliver; both the concentration and their current titles

Thu, Mar 21, 2019 at 2:15 PM

Nash Dunn <wndunn@ncsu.edu>
To: Tobias Cannady <tcannad@ncsu.edu>
Cc: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>
Ok, thanks y'all. I'll ask Evan to use Option 1 when keying our folks.

SCHEDULING V1 REVIEW: March 25-28, 2019

Subject: Textual sequence for the M.A. English promo video (interview excerpts)

Mon, Mar 25, 2019 at 11:33 AM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>, Tobias Cannady <tcannad@ncsu.edu>

Hey video team,

Do y'all want to get together tomorrow and review Evan's rough cut?

I just took a first look/listen; I thought it was pretty good. I'm available most of the day tomorrow.

Nash

Wed, Mar 27, 2019 at 10:43 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>

Hi Everyone,

If possible, I think it'd be useful to meet in person and share our impressions of the rough cut.

Unfortunately, I am in meetings from 1 pm to 4:30 pm on Thursday, and not in the office on Friday.

Can we try to meet in the morning on April 1 or anytime between 11 and 3 pm on Tuesday April 2? I'd like to block off an hour to have a robust conversation about what we think and how we might improve Evan's cut.

I know it's a busy time of year and you guys have other videos you need to work on--something hopefully we can also touch on in this meeting--so I appreciate your time.

James

V1 REVISION MEETING RECAP: April 2, 2019

Subject: Revisions and Notes: M.A. V1 (Rough Cut)

Tue, Apr 2, 2019 at 3:15 PM

Nash Dunn (via Google Docs) <drive-shares-noreply@google.com>

Reply-To: Nash Dunn <wndunn@ncsu.edu>

To: tccannad@ncsu.edu

Cc: mulholland@ncsu.edu, ssample@ncsu.edu

Hey everyone,

Thanks for meeting to discuss revisions for V1. I think it was very productive.

I think I've accounted for all our suggested revisions in the far-right column of the table included in this Doc. Let me know if everything looks OK, and I'll send these changes to Evan.

Best,

Nash

Tue, Apr 2, 2019 at 3:55 PM

James Mulholland <mulholland@ncsu.edu>

To: Nash Dunn <wndunn@ncsu.edu>

Cc: Tobias Cannady <tccannad@ncsu.edu>, Sydney Sample <:ssample@ncsu.edu>

Hi Everyone,

Nash, this looks great. I didn't see anything that needed additional moments. Do we need to be more directive about him drawing from Tobias's footage, even offering specific time codes? I ask only because I'm not sure I know how Evan edits.

After everyone else has weighed in, let's also cut out my comments and the meeting notes and save in another file and then send it along to Evan.

James

Wed, Apr 3, 2019 at 8:46 AM

Nash Dunn <wndunn@ncsu.edu>

To: James Mulholland <mulholland@ncsu.edu>

Cc: Tobias Cannady <tcannad@ncsu.edu>, Sydney Sample <ssample@ncsu.edu>
Thanks, James. I'll add some more specific instruction for Evan regarding Tobias' footage. I'll also move our suggestions to a separate Doc and clean up our notes.

Nash

Meeting Agendas and Minutes

JANUARY 14, 2019: Kick-Off Meeting

Attendees: James Mulholland, Nash Dunn, Sydney Sample, Tobias Cannady

Location: CHASS IT Conference Room (Winston 306)

- **Project Background and Logistics**
 - Briefly reviewed UCOMM project in progress/ENG 518 assignment
 - Discussed whether to work independently (on more videos) or work with UCOMM.
 - Third option: Anything with our faculty, and getting personality of our faculty members. Don't have a whole lot of faculty.
 - Decided to work with UCOMM.
- **Project Goals and Objectives**
 - What are you trying to accomplish with this video project?
 - JM: Producing the video from the perspective of M.A. graduates. The idea behind the video was "many faces" and the many different tracks of careers that our alums have pursued. There are primary career tracks: teaching, writing ed/media and marketing. Selected two alums each from each track. Each one has agreed to participate and that's as far along as we are.
 - We're trying to get everyone to talk about what they do now and how their work at NC State led them to and aided them in what they're doing now.
 - How does this project relate to some of your broader goals for the M.A. program in terms of student recruitment, enrollment, etc.?
 - How do you hope to use these videos?
- **Audience**
 - Who is our primary audience?
 - What information does our audience need? What types of things are they looking for?
- **Deliverables**
 - What are some broad parameters for those videos? (saved for future meeting)
 - How many videos are we going to produce? (saved for future meeting)
-
- **Project Stakeholders**
 - James Mulholland (Product Owner)
 - Concentration faculty?
 - ENG 518 team
 - Nash Dunn

- Sydney Sample
 - Tobias Cannady
- UCOMM(?)
- **Project Schedule**
 - Start date: Jan. 14, 2019
 - End date (final deadline): April 22, 2019
 - UCOMM timeline: Ideally video done on March 20
- **Next Step**
 - Develop project plan with “product backlog”

JANUARY 23, 2019: Story Development/Planning

Attendees: James Mulholland, Nash Dunn, Sydney Sample, Tobias Cannady

Location: James Mulholland's office (Tompkins 249)

V1: “Many Faces”

- **Message**
 - The M.A. in English program prepares students for purposeful, creative and rewarding careers in a variety of fields and industries. Variety, multiplicity of careers.
 - *What do prospective students want to know about **career paths** from the M.A. program?*
 - Typical careers.
 - Very specific career paths for graduate degrees in English: teaching, education, marketing and media.
 - Opportunities to get your foot in the door (internships).
 - Necessary skills to compete for jobs (technical and/or interpersonal).
 - *If a prospective student could talk with an alum about the **M.A. program, itself**, what would they want to know?*
 - Program community/lifestyle
 - Faculty
- **Interview Questions for every alum (consider sending talking points instead of questions to alums):**
 - What is your name (spell) and the professional title you want used in the video?

- What do you do in your job? (we'll want to prompt the interviewee to explain in short, simple terms, e.g. "How would you describe your job to someone at a party or family gathering?")
- How did the M.A. program help prepare you or help guide you to this career? (A)
- During the program, what opportunities did you have to apply what you were learning through internships, assistantships, a job, etc.? (B)
- What kind of lifestyle exists in the M.A. program? How much did you interact with faculty? (C)

- **Possible Story/Video Outline:**

- Alum 1 (30 seconds)
 - Topic A/B/C
- Alum 2 (30 seconds)
 - Topic A/B/C
- Alum 3 (30 seconds)
 - Topic A/B/C
- Alum 4 (30 seconds)
 - Topic A/B/C
- Alum 5 (30 seconds)
 - Topic A/B/C
- Total estimated run time: 2:30 mins.

- **Subjects and B-reel ideas:**

- B-reel Ideas:
 - Interview with subject
 - Environmental shots of them at work
 - Shots of campus, etc.
- Subjects:
 - Ian Wolf, Instructor at Louisburg College
 - Emily Ligon, Marketing Development Manager at Cengage
 - Geovani Ramirez, Doctoral Student at UNC Chapel Hill
 - Kristie Ellison, Doctoral Student at UNCG (**consider cutting?**)
 - Megan Myers, Supervisor of Editorial Services at Micromass Communications

- **Next Steps**

- James contacting alums to get possible filming dates (first or second week of February).
- Nash will start a Google Doc with interview questions.

FEBRUARY 5, 2019: Filming Details

Attendees: James Mulholland, Nash Dunn, Sydney Sample, Tobias Cannady

Location: James Mulholland's office (Tompkins 249)

- **Interview Scheduling Update**

- Confirmed interviews
 - *Emily Ligon*: Feb. 12, 10:30-11:30 a.m., Cengage/WebAssign Offices
 - *Geovani Ramirez*: Feb. 15, 2-3 p.m., UNC Campus (Greenlaw 428, Geo's office)
 - *Ian Wolf*: Feb. 19, 2:30-3:30 p.m., Louisburg College (Robbins Library, game club)
 - *Megan Myers*: Feb. 26, 1:30-2:30 p.m., Hunt Library
- Questions/notes
 - Do we want to move Geovani's interview time in order to film him teaching a class?
 - Stick with 2 p.m./Feb. 15 time and go back at a later date to get B-reel of teaching.
 - Next steps: B-reel ideas for Geo and Emily for next week.
 - Informing Emily and Megan about confirmed interview times.

- **Story Design**

- Interview questions
 - Good list of questions. Too many? Any we could cut?
- Story outline/structure for V1
 - General concept: Compilation of M.A. alumni talking about what they do and their experience/path from NC State.
 - Should we get more specific about our intended story structure at this point? Or should we wait and see what we get?
- Interview shot styles
 - Single-camera, medium shot, off-center of individual
 - Second camera, close-up
- Log B-reel ideas before shoots

- **Filming Session Details**

- Pre-interview packet
 - Doc with notes for interviewee
 - Overview of video
 - Day-of-shoot schedule
 - Clothing (coach timelessness?)
 - Questions/interview topics
 - Formal photo release
- Roles and responsibilities
 - Tobias: Videography

- James: Interviewer
- Sydney: Interviewer 2
- Nash: Orchestrating shoot

MARCH 5, 2019: Filming Details

Attendees: James Mulholland, Nash Dunn, Sydney Sample, Tobias Cannady

Location: James Mulholland's office (Tompkins 249)

- **Project Status**
 - Currently on schedule
 - Entering production phase soon
- **Sequencing**
 - Completed: Highlighting excerpts
 - Next step: Drafting a story sequence for V1
 - Ideal workflow: we each take a crack at it?
 - Next, next step: Drafting story sequences for V2, V3
 - Focus on individual alumni from interviews (e.g. Emily in V3, Megan in V3)?
- **Editing**
 - Using our V1 sequence, UCOMM will digitally edit V1
 - We'll review drafts and offer edits
 - Using our V2/V3 sequences, Tobias will digitally edit V2, V3
 - We'll review drafts and offer edits

APRIL 2, 2019: V1 Review

Attendees: James Mulholland, Nash Dunn, Sydney Sample, Tobias Cannady

Location: James Mulholland's office (Tompkins 249)

- **V1 Revisions and Suggested Edits**
 - The M.A. team reviewed the V1 rough cut together and documented suggested edits in a table (see below).

Note/Issue	Timecode	Recommended Revision
Global		
Video starts to abruptly, and it's not entirely clear this is for the M.A. program and the Department of English	00:00	Add some breathing room at the beginning by inserting environmental B-reel of campus. Our suggestion: Start with establishing shots of the belltower, then the sign in front of Tompkins Hall that reads "English."
Link on closing slide isn't specific to this program.	2:09	Replace ncsu.edu with a different short link that directs to the M.A. landing page: go.ncsu.edu/ma
Megan Myers Segment		
Don't need second shot of Megan walking.	00:04-00:06	Cut second shot of Megan walking; go straight to her interview.
Insert interview footage.	00:39-00:46	Cut B-reel of Megan walking outside and replace with interview footage from both camera angles (Evan and Tobias footage). Extend "conference room" shot if needed to cover any holes from deleting outdoor shots.
Emily Ligon Segment		
Don't need long-table group shot.	00:59	Cut long-table group shot of Emily and co-workers; extend second group shot to cover hole.
Walking shot	1:06-1:09	Cut walking shot and move the blackboard talking shot up in the timeline.
Add interview footage	1:09-1:14	Replace any B-reel with interview footage from both camera angles (Evan and Tobias footage)
Geovani Ramirez Segment		
Quick transition between Emily and Geovani.	1:14	Add some breathing room between Emily's last comment, "The people set it apart," and Geovani's first comment, "Teaching is amazing..."
Long pause in Geovani's interview	1:34-1:35	Cut long pause in Geovani's speech.

Insert interview footage	1:32-1:39	Cut B-reel of exterior shot and replace with interview footage from both camera angles (Evan and Tobias footage). Move footage of Geovani and the student to earlier in the sequence; if needed, cut wide angle shot inside library.
Ian Wolf Segment		
Cut/rearrange B-reel in Ian's segment.	1:41-1:48	Start Ian's B-reel with him and Taari in his office, talking; cut book B-reel.
	1:48-1:55	Cut book B-reel; replace with interview footage from both camera angles (Evan and Tobias footage).
	1:55-2:05	Add stock B-reel of NC State class, preferably a graduate course or seminar (maybe something from the MBA program?).
Pauses in Ian's speech at the end of the video.	2:05	Cut video at 2:05, after Ian says "...trying to figure it out together."

Weekly Scrum Meeting Minutes

JANUARY 21, 2019

- Debriefed from kick-off meeting (Jan. 14) with product owner, James Mulholland
- Developed an initial product backlog for the M.A. video project
- *Immediate next steps:*
 - Finalize list of interviewees.
 - Create a list of interview questions for interviewees..

JANUARY 28, 2019

- Identified ideal scheduling parameters for internal team members
- Discussed filming styles, equipment and coordination with UCOMM
- *Immediate next steps:*
 - Finalize interview schedule.
 - Create info packet for interviewees.

FEBRUARY 5, 2019

- Discussed the timing of Geovani Ramirez's scheduled interview (Feb. 15) and general location (UNC Chapel Hill).
- Determined roles/responsibilities ahead of first filming session.
- *Immediate next steps:*
 - Determine specific filming location for Geovani's interview (office, library, etc.)
 - Nash will connect Tobias with the UCOMM videographer (Evan Kidd), so they can discuss shooting styles, technologies, etc.
 - Finalize the info packet for interviewees

FEBRUARY 11, 2019

- Discussed the upcoming interviews with Emily and Giovanni
- Discussed future steps towards delivering Tobias' footage to UCOMM and UCOMM transcriptions of the footage
- Also when to expect footage and transcriptions back
- Looking at the dates of when to begin sequencing footage and begin developing videos
- *Immediate next steps:*
 - Complete scheduled filming sessions (2/12, 2/15)

FEBRUARY 18, 2019

- Emily and Giovanni footage from Tobias has been handed over to Evan (UCOMM)
- Ian interview tomorrow (February 19th)
- UCOMM has sent raw interview footage; we're still waiting to receive transcripts (should be here later this week)
- Deciding a workflow for developing sequences from the transcripts
- *Immediate next steps:*

- Complete scheduled filming session (2/19)
- Determine ideal workflow for sequencing

FEBRUARY 25, 2019

- Meeting outside of class
- Plans for final shooting day on February 26th in Hunt Library with Emily
- Have begun reading transcripts and marking quotes and segments for use
- Discussion of beginning the sequencing and formation of the V2 and V3 videos
- *Immediate next steps:*
 - Complete schedule filming session (2/26)
 - Start drafting a sequence for V1

MARCH 4, 2019

- With all filming completed, we'll look to finalize our sequence for V1.
- Discussed possible additional filming for V2 and V3 and determined it wasn't necessary at this point.
- *Immediate next steps:*
 - Finalize V1 sequence
 - Start drafting sequence for V2, V3

MARCH 11, 2019

- No official meeting this week (Spring Break); however, the team remained in correspondence during the week of the 11th and finalized the V1 sequence.

MARCH 18, 2019

- Discussed the finalized V1 sequence and when UCOMM would return a rough cut for the team to review.
- *Immediate next steps:*
 - Continue drafting sequences for V2, V3
 - Begin review of V1 rough cut, upon receiving it from UCOMM

MARCH 25, 2019

- Discussed suggested key titles and how to identify interviewees in V1.
- Suggested scheduling a meeting to conduct formal review of V1 rough cut.
- *Immediate next steps:*
 - Schedule review of V1 rough cut.
 - Continue drafting sequences for V2, V3

APRIL 1, 2019

- Discussed upcoming review of V1 rough cut (April 2) and our initial impressions of the video.
- Updated team members on status of V2, V3 sequences.
- *Immediate next steps:*

- Conduct review of V1 rough cut.
- Finalize V2, V3 sequences.

Product Backlog

Sprint	ID	Backlog Item	Owner	Estimated Hours	Actual Hours	Status
1	V.1	Project Proposal	Nash Dunn	10.00	11.00	Complete
1	V.2	Interviewee Scheduling	James Mulholland	8.00	9.50	Complete
1	V.3	Pre-Interview Packet	Nash Dunn	4.00	2.00	Complete
2	V.4	Filming Sessions (4)	English Team	40.00	38.00	Complete
3	V1.1	V1 Sequencing	English Team	12.00	13.00	Complete
3	V1.2	V1 Review	English Team	8.00	9.00	Complete
3	V2.1	V2 Sequencing	English Team	8	5.5	Complete
3	V3.1	V3 Sequencing	English Team	8	3	Complete
4	V1.3	V1 Final Production	English Team	4	0	Incomplete
4	V2.2	V2 Editing	Tobias Cannady	7.5	0	Not started
4	V2.3	V2 Review	English Team	6	0	Not started
4	V3.2	V3 Editing	Tobias Cannady	7.5	0	Not started
4	V3.3	V3 Review	English Team	6	0	Not started

Sprint Backlog

Sprint 1 Backlog

ID	Sprint Backlog Item	Owner	Estimated Hours	Actual Hours	Status
V.1.1	Kick-off planning meeting	English Team	1.50	1.50	Complete
V.1.2	Draft project proposal	Nash Dunn	8.00	9.00	Complete
V.1.3	Get product owner approval	Nash Dunn	0.50	0.50	Complete
V.2.1	Correspondence with interviewees (4)	James Mulholland	6.00	8.50	Complete
V.2.2	Correspondence with UCOMM	Nash Dunn	2.00	1.00	Complete
V.3.1	Draft interview questions	Nash Dunn	1.50	1.00	Complete
V.3.2	Draft day-of-shoot schedule	James Mulholland	1.50	0.50	Complete
V.3.3	Draft attire recommendations	Sydney Sample	1.00	0.50	Complete

Sprint 2 Backlog

ID	Backlog Item	Owner	Estimated Hours	Actual Hours	Status
V.4.1	Filming Session: Emily Ligon	English Team	8	6	Complete
V.4.2	Filming Session: Geovani Ramirez	English Team	12	12	Complete
V.4.3	Filming Session: Ian Wolf	English Team	12	12	Complete
V.4.4	Filming Session: Megan Myers	English Team	8	8	Complete

Sprint 3 Backlog

ID	Backlog Item	Owner	Estimated Hours	Actual Hours	Status
V1.1.1	Highlighting transcript excerpts	English Team	7.00	7.00	Complete
V1.1.2	Story development (sequencing)	Nash Dunn	5.00	6.00	Complete
V1.2.1	Review meeting	English Team	6.00	6.00	Complete
V1.2.2	Review document	Nash Dunn	2.00	3.00	Complete
V2.1.1	Highlighting transcript excerpts	English Team	2.00	0.50	Complete
V2.1.2	Story development (sequencing)	Nash Dunn	6.00	5.00	Complete
V3.1.1	Highlighting transcript excerpts	English Team	2.00	0.50	Complete
V3.1.2	Story development (sequencing)	Nash Dunn	6.00	2.50	Complete

Sprint 4 Backlog

ID	Backlog Item	Owner	Estimated Hours	Actual Hours	Status
V1.3.1	Final review	English Team	2	0	Incomplete
V1.3.2	Coordinate file outputs	English Team	2	0	Incomplete
V2.2	V2 editing	Tobias Cannady	7.5	0	Not started
V2.3.1	V2 review meeting	English Team	4	0	Not started
V2.3.2	V2 review document	Nash Dunn	2	0	Not started
V3.2	V3 editing	Tobias Cannady	7.5	0	Not started
V3.3.1	V3 review meeting	English Team	4	0	Not started
V3.3.2	V3 review document	Nash Dunn	2	0	Not started

Burndown Chart

Week	Projected Remaining Hours	Actual Remaining Hours
Start	238.5	238.5
Week 1	216.5	199.25
Week 2	193.5	185
Week 3	181.5	181.75
Week 4	165	169.5
Week 5	135	146.5
Week 6	119.5	130.5
Week 7	100	114.25
Week 8	81.5	103.25
Week 9	63.5	96.75
Week 10	49.5	92.75
Week 11	39.5	85.75
Week 12	24.5	68.75
Week 13	11.5	
Week 14	0	

Evaluation Reports

Team Evaluation

Intra-Team Relations

This consisted of individuals who each brought strong talents to the project. The team members also valued communication and encouragement among each other which made working easy and made for a pleasant experience and environment. These strengths helped in the process of tackling issues and ultimately creating a very effective promotional video for the M.A. English program. These team members were able to achieve the goals of this project effectively and efficiently.

Support

The team was very effective in supporting one another and developing a professional and friendly repertoire with one another. Each member routinely asked if help could be provided and there was never a lack of interest in pursuing the next step of the project.

Effectiveness

Overall, the team was effective in reaching their goal and maintaining a steady course with working through the tasks as needed. Team lead Nash Dunn served well as a point of contact with the product owner Dr. James Mulholland and was readily able to delineate this information back to other team members. The team also routinely met with Dr. Mulholland to discuss the direction of the videos and small details that will add to the collective persuasive manner of the video.

Self (Tobias Canandy) Evaluation

Project Responsibilities

Tobias designated responsibilities for this project were the technical assistance during the interviews of shooting with my own camera and for adding my knowledge to the rhetorical stance of the films being created and to the techniques needed to be employed.

Quality of Work

Tobias has had years of working on my photography skills and was able to directly implement that knowledge into these videos. Understanding lighting patterns and how to correctly capture an individual for film has a large impact in the quality of the final product and directly correlates to the films rhetorical sensibility; rather it is professionally executed or simply done as a project

Teamwork

While working in the team, Tobias wanted to help create an ease of communication between myself and the other team members. He would routinely encourage meetings and reaching out to others in UCOMM. This communication was vital when orchestrating different teams with a common goal.

Further, Tobias made it a point to begin recording our Scrum meetings and other exchanges foreseeing the need for this information in our individual Project 2 assignments.

Attitude

Tobias always brings a positive attitude to his and the team's work. He always added to discussions and would add information that may not have been discussed in order to show a different side to the topic. Tobias always put others concerns as priority and made sure that the work was addressed adequately and as important. Tobias also had a very good repertoire with his team and always made it a point to thank them for their work.

Successes

Tobias never missed any meetings, interviews, or deadlines. He was dedicated to both the project and the team.

Areas of Improvement

Tobias could use improvement in his documentation creation skills. While he did a great job at making preliminary recordings of the information the team would need later, he could have been more involved in the creation of several documents during this project.

Nash Dunn Evaluation

Project Responsibilities

Nash served as team lead and did an excellent job at maintaining his responsibilities. These included being the key contact between the team and the product owner, Dr. James Mulholland. Nash also did an incredible job at maintaining documents and turning in our teams weekly progress reports.

Quality of Work

The quality of work that Nash produced was professional and completely encompassing of the materials needed and clear and concise. It is thanks to Nash and his professional quality of work that has allowed this team to work as efficiently as it has. He has been a leading example and a great resource for learning how to work in this manner.

Teamwork

Nash has held the team in high regard from the beginning. He has made efforts to include all members in discussions and keeping everyone up top date with current progress on the project.

Attitude

Always having a positive attitude, Nash has been a delight to work with. His interpersonal communications has made it simple to discuss topics and provides friendly banter.

Successes

Nash's most noteworthy success comes from serving as team lead on this project. He has not let any deadlines go by and was only absent for one interview due to the arrival of his first child. Nash has supported his team members and has helped with the documentation of the aspects of this project.

Areas of Improvement

Nash has great communication and organizational skills. I think if he were to further develop these, he would make a very valuable asset in any team or organization.

Sydney Sample Evaluation

Project Responsibilities

Sydney served as the content manager and her responsibilities included maintaining records of the documents and materials and serving as a manager during the interviews. During the interviews, Sydney would take notes and would add additional questions or information that felt needed for the interview footage.

Quality of Work

Sydney's work was always diligent and well done. She maintains a very professional demeanor and this carries into her work.

Teamwork

Sydney was always willing to attend our meetings and work on the documents as we needed. She attended all of the interviews and maintained a very communicative nature as we worked through these videos. Sydney also is a happy and energetic person and made working with her effortless.

Attitude

Sydney always has a positive attitude and is willing to jump into the work and put her best effort into it. Working with Sydney was a delight and I regard her work very highly.

Successes

Sydney served as a valuable resource as she has a lot of knowledge in professionalism and professional development. These were skills that served well in our initial content strategy when she discussed how our interviewees should dress; need to appear professional and timeless. This is a valuable addition to the rhetorical message we aimed at creating in these videos.

Areas of Improvement

Sydney has a lot of professional skills as well as publication. I think these will serve her very well in a management role where she can implement them in a project oriented space. Further, her attention to design and detail serves as a great way to further develop products and their universality of use. It was this insight that provided us to instruct our interviewees to dress timelessly as to not date the videos we produced.

Final Report

M.A. English Video Final Report

Project manager: Nash Dunn

Team members:

- Tobias Cannady, Technical/Content Lead
- Sydney Sample, Content Manager

Project duration- January 13, 2019- April 21, 2019

Project Summary

This project comprised of three deliverables for the M.A. English department. V1 “Many faces”, was a compilation of the four interviews conducted while V2 and V3 were specific to selected individuals from the interviews which focused on their individual experience in thier M.A. English concentration and how it positively impacted their lives and how it trained them for the positions and careers they are currently in.

Below is a chart first used in the Project Plan that lays out the specifics of the videos being produced. These have remained the key products of this project and these deliverables will be completed by the April 21, 2019 deadline.

Video Name	Description	Projected Length/Format
V1: “Many Faces”	A compilation of M.A. alumni, describing their current profession and how they apply their NC State degrees in their work.	<i>Length:</i> 1-2 mins. <i>Format:</i> Interviews w/ B-roll (MP4)
V2: Literature	A feature on the M.A. program’s Literature concentration. Employing a “diamond” story structure, the video will focus on one alum’s story with a more comprehensive focus on the concentration.	<i>Length:</i> 2-2:30 mins. <i>Format:</i> Interviews w/ B-roll (MP4)
V3: Rhet/Comp	A feature on the M.A. program’s Rhetoric and Composition concentration. Employing a “diamond” story structure, the video will focus on one alum’s story with a more comprehensive focus on the concentration.	<i>Length:</i> 2-2:30 mins. <i>Format:</i> Interviews w/ B-roll (MP4)

Estimates and Actuals

This project has remained on track with its initial 14 week proposal as the team is currently in its final production phase with work being concluded on April 21, 2019. Currently, the team has maintained a negative percent change between its projected

hours and actual hours, showing a 29% difference in hours. This shows the effective and efficient means that members on this team produce work and materials which can be attributed to each member's effective communication methods, work ethic, and specific skills.

Project Phase	Estimated Hours	Actual Hours	Percent Change
Planning (<i>weeks 1-2</i>)	45.00	31.00	-31%
Design (<i>weeks 2-4</i>)	28.50	15.50	-46%
Development (<i>weeks 5-11</i>)	125.50	105.25	-16.14%
Production (<i>weeks 12-14</i>)	39.50	17 (<i>as of week 12</i>)	-56.96% (<i>as of week 12</i>)
Total Project	238.50	168.75 (<i>as of week 12</i>)	-29.25% (<i>as of week 12</i>)

The team's performance on individual tasks shared a close margin between the estimated time and the recorded time. It is projected that Sequencing/Editing and the final Video Production should also fall within these close margins of percentage change when final times are recorded at the end of week 14.

Project Task/Milestones	Estimated Hours	Actual Hours	Percent Change
Project Proposal	10.00	11.00	+10%
Story Development	12.00	11.50	-4%
Filming Sessions	40.00	38.00	-5%
Sequencing/Editing	43.00	21.50 (<i>as of week 12</i>)	-50% (<i>as of week 12</i>)
Video Production	24.00	9 (<i>as of week 12</i>)	-62.5% (<i>as of week 12</i>)