

This is supplementary material for Jenn Stewart, Emily Thompson, Anna N. McDonald, and Andrea Schurr's webtext, "Developing Symbiotic Institutional Partnerships: An FYC and Library Collaboration to Increase Multimodal Instruction," published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 28(2), available at <http://kairos.technorhetoric.net/28.2/praxis/stewart-et-al/index.html>

## **How We Met**

### **Emily Thompson:**

So we've had a table at faculty orientation the past couple of years, pandemic excepting, where we're just trying to get more people to come hang out with us and show them a way that they can connect with the cool people they were meeting that they may not see again for a while because their departments are kind of siloed here.

### **Jenn Stewart:**

When I was hired into the program, they asked me to invigorate the program, make it new, make it my own, and one of the things I noticed was that it was a lot of research paper writing which is not and has not been the trend in freshman composition for quite some time. So, I thought okay let's bring some multimodal composition in, and then, after meeting Emily and she was like, "We can help you with all sorts of things," I thought I'll just go meet with Emily about this multimodal project that I want to start in my own freshman comp class.

### **Thompson:**

When the new director of rhetoric and comp was like, "Hey, so I'd like to do some stuff," you're like, "okay so we need to do this good!" So, we had a meeting where we could talk about stuff we can do for her class because I am constantly looking for more classes—shamelessly class grubbing, no problem with that.

### **Stewart:**

That's fair.