

Introduction

Two Questions:

1. Who here imagines her or himself on a tenure-track line?
2. Who here uses technology in his or her teaching and scholarship?

If you want the first, you must consider the second.

Butler: "Hence, I concluded that trouble is inevitable, and the task how best to make it, what best way to be in it" – Technology is inevitable. You don't have to embrace it, but you have to decide your relationship to it NOW.

Transition time: opportunities and challenges, Prometheus and Moses on Pisgah and Cassandra

Number of pressures in operation:

- national agenda for technological literacy
- changing demands of the business environment
- new economic pressures/budget cuts
- pressures from students' own skills and literacies
- but the way I want to present this is through the crisis in academic publishing [handout one]

So, I want to frame this introduction in terms of tenure, looking at research/scholarship, teaching, and service. My goal here is to expose you to some of the issues and possibilities for you to think about.

I. Scholarship/Research

- ETDs (Electronic Theses and Dissertations)
 - Intro resource: <http://www.ndltd.org/>: Networked Digital Library of Theses and Dissertations
 - Movement started by Virginia Tech, which now REQUIRES ETDs
 - Gaining momentum worldwide
 - Can mean everything from PDF'ing a traditional print diss to doing a hypertextual or new media diss
 - Rutgers does not presently accept
 - Even if you don't write one, you might expect to direct one some day.
- E-journals
 - Intro resource: http://enculturation.gmu.edu/4_1/intro/blakesley1.html: "Facing the Future of Electronic Publishing"
 - Most often peer reviewed
 - Can be new media, but at this point most often similar to print
 - Still not widely-accepted by departments, who tend to think "anyone can publish electronically"
 - If your field does not have one, expect it – or, better, start it
- Listservs
 - Intro resource: <http://vos.ucsb.edu/browse.asp?id=2976>: Literary Studies Listservs and Newsgroups
 - Great way to network
 - "Significant" posts can be counted in T/P
 - Tend to have low signal-to-noise ratio

--If your field has one, join now, even if you just lurk. If it doesn't, start it

- Webpages
Intro resource: <http://andromeda.rutgers.edu/~jlynch/Lit/>: Literary Resources on the Net
--Maintaining a resource for your field is a great opportunity
--At least be aware of what's out there and contribute if you can
--Another great networking opportunity
- Research
Intro resource: <http://vos.ucsb.edu/>: Voice of the Shuttle
--Huge amount of resources available, including texts

II. Teaching

- Email
Intro resource: http://getit.rutgers.edu/activities/teacherly_concerns/other/index.html: Email boundaries
--Students will expect this by default, so you need to think about how to handle it
--Have a professional and a private email address
--Great way to communicate, even if you just make a list of addresses
--Most low-tech tech way to extend classroom
- Listservs
Intro resource: <http://www.temple.edu/ATTIC/emaildoc.html#listserv>: Using Listservs in Teaching
--Easy way to extend discussion
--Tend to be easy to set-up
--Second most low-tech tech way to extend classroom
- Class homepages
Intro resource: <http://teachx.rutgers.edu/workshops/cal.html>: Workshops and Seminars
--Students will increasingly come to expect
--Labor trade-off: can be a lot of work, but can save work
--Great way to build a teaching portfolio
- Computer classrooms:
Intro resource: <http://getit.rutgers.edu>: Gaining Experience Teaching with Instructional Technology
--Might expect to teach in a computer classroom at some point
--Key is to imagine what that classroom makes possible that regular classroom does not
- Distance education:
Intro resource: <http://teachx.rutgers.edu/webct/>: Rutgers WebCT
--HUGE issue in the field of composition – expect it to extend into other fields
--WebCT and Blackboard tend to be the two biggest tools
--BIG flashpoint for IP issues
--VERY different teaching dynamic

--Synchronous v. Asynchronous

- Forums:
Intro resource:
<http://www.classguide.net/rutgers/forums/forumdisplay.php?s=&forumid=122>: 219 Socarides Forum
--Like listservs, only preserves the conversation
--Allows community-building
--Needs a lot of work – require or stimulate – if someone posts and no response, no critical mass (quorum effect)
- New Media projects:
Intro resource:
<http://www.barclaybarrios.com/courses/cyberlit/assignments.html>: Cyberlit Projects
--Imagines student in the world, not in the academy
--Can be exciting for both student and teacher
--Questions of assessment
--Issues of visual argument
--Possibilities and problems
- Blogs:
Intro resource: http://www.barclaybarrios.com/blog_article/: The Year of the Blog
--See article ☺
--Function as practice or content
--Research applications
--Tend to be free and easy to use
--Good way to get a webpage immediately
- Plagiarism:
Intro resource: <http://www.plagiarized.com/index.shtml>: Plagiarized.com
--HUGE issue, particularly for lit classes
--If suspect, google 'em
--Also big issue for U's – turnitin.com makes profit off student work
--Need to train students to evaluate and use web research appropriately
- MOOs:
Intro resource:
<http://www.oucs.ox.ac.uk/ltg/projects/jtap/reports/teaching/moo.html>:
Internet Teaching: MOOs, MUDs, and IRC
--OLD tech, but still hanging on
--Many U's still use
--Community and interaction in a synchronous environment

III. Service

- Professional organizations
Intro resource: <http://www.mla.org>: MLA Homepage
--Know what's there
--Use it

- Other audiences
Intro resource: <http://www.rci.rutgers.edu/~mcsr>: Reaching Other Audiences
--BIG grant opportunity

IV. Other issues

- Intellectual property
Intro resource: http://www.rhetoric.msu.edu/online_ownership.html: "Who Owns Online Writing Courses?"
--RU online teaching contract
--Stuff on RU servers – copyright law and workshop tools
- Tenure and Promotion
Intro resource:
<http://www.hu.mtu.edu/%7Ecyselife/P&TStuff/P&TWeb/Introduction.htm>:
Tenure and Promotion Cases
--BE AWARE
--ASK QUESTIONS