**TAB 2: DOCUMENTATION OF CANDIDATE'S PERFORMANCE
IN SCHOLARSHIP & POSITION RESPONSIBILITIES
(Please be as concise as possible. This section must not exceed 25 pages.)**

2.1. Performance in Position Responsibilities (note that performance in research/creative position responsibilities is addressed under scholarship in section 2.2)

Since coming to ISU I have worked diligently on research, developing several published articles and a book manuscript and two presentations per year at major conferences. I have taught thirteen distinct courses and developed an infrastructure to support teaching with technology used today by hundreds of instructors at ISU. I have worked on numerous electronic publishing projects (my area of specialty) which have brought my largest research project to the position of being most visited humanities website in the world, with over two million readers per month. And I have served consistently on service projects for my program, department, college, university and the larger profession.

Research into the History of Publishing

My research interests have always taken the form of studying digital technologies within the context of the history of humanities publishing. In the late 1990s, it became common to discuss electronic publishing as radically new, or ontologically different than print publishing; Nicolas Negroponte's influential 1995 work *Being Digital* articulated what he considered a fundamental difference between "moving atoms" and "moving bits," and excitement encouraged some scholars to describe electronic media as somehow completely different than those which had come before. My research has argued precisely the opposite, that electronic publishing grows from needs created during changes in publishing practices post-1979, and that viewing new media as a continuation of a tradition of knowledge circulation helps reveal patterns and tendencies in new media that we might otherwise fail to note.

Teaching with Technology

When I arrived in 2003, the English Department had relatively little integration of technology into teaching. A few faculty members offered course websites inside their AFS "public" space, but there was little departmental assistance or structure for organizing courses online, and I found that the University's WebCT system was not popular among writing instructors. I began at ISU by posting websites for each of my courses, and while I've been here I have developed online systems to allow all English faculty, and later all ISUComm faculty as well, to use web-based technologies built around a constructivist theory of teaching in our writing courses. I developed an online reservation system to coordinate student, faculty and staff use of technologies such as camcorders, projectors and multimedia production equipment, and created and have directed for five years the ISU Studio for New Media to enable extracurricular learning of new media technologies by students, faculty and staff. I have taught students to create these media, taught using these media, offered workshops to assist my colleagues in learning these tools, and shared the research I've done about teaching with new media technologies with colleagues around the world, by publishing my findings in both print and electronic forms and presenting them at conferences.

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Establishing Scholarly Online Publishing

In the 1990s, because of some of my early work with the EServer publishing project, I was asked to serve as a technical advisor to the Johns Hopkins University Press, in their scholarly online publishing venture called "Project MUSE"—a Mellon-supported project to develop sustainable electronic publishing of scholarly journals by nonprofit presses. While that project has been a singular success, my consulting work there led me to understand issues about the cost and pricing of academic scholarly publishing which led me to be gravely concerned about the future viability of the academic research model so important to contemporary scholarship. In brief, the expense of peer-reviewed scholarly publication is becoming so high that the increased expectations for publication appeared to me—and to many in the field—unsustainable in the long run. The "serials crisis" which has since come to impact academic libraries, young scholars seeking to publish monographs, and established journals currently affiliated with commercial presses, all seem to have borne out those concerns.

In part because of what I learned from that project, I have sought in my scholarship to help the academic profession to create alternative models for accessible, open-access, peer-reviewed, quality scholarly material online. In the scholarship section below (2.2), I will argue that several of my electronic publishing projects meet any reasonable standard for peer-reviewed original research, with significant impact in its contribution to emerging debates about best practices within the field of digital humanities.

Service

I have been quite active in service to the department, the College of LAS, the University, and the larger profession, serving on committees at all four of those levels, as I will describe in detail below.

Conclusion

When one examines my contributions researching in my book manuscript, articles, conference presentations, funded research projects, my teaching in the English Department, my service to the University and the larger profession, and (probably more influential on more readers than any of the above) my work in electronic publishing—based upon the measure of "impact upon the field"—my work rises to the standard for the rank of associate professor at Iowa State University.

A. Performance in Teaching Position Responsibilities

1. Statement of teaching philosophy.

I have been motivated throughout my teaching career by my concern about the dichotomy too-often drawn between "theoretical" and "practical" work. I find such judgments usually pejorative, both when made by people outside the humanities discussing what they see to be as too-theoretical (and therefore somehow "impractical") study, but also by scholars inside the humanities who view the teaching of technology as an advocacy for untheorized practice. I believe that my teaching and research are informed by my earnest desire to integrate theory with practice, so my students who wish to become practitioners

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benefit from epistemological sophistication, while those with a more theoretical bent remain fully aware of and conversant with the contexts within which theories apply. I believe, strongly, that the two should inform one another. And I believe that this in important ways defines my teaching at Iowa State.

My teaching at ISU has gone, in general, quite well. Though many of my courses are specialized, they are in an area of high demand, and a significant percentage have "filled" to the maximum number of students permitted. Two courses I developed since coming here are extremely technical in nature, and I do not believe they could be taught by any of my present colleagues in English. I am teaching two graduate courses next term, one on rhetorical theory and the other on video production for professional communication, and both filled very quickly; I take this as a good sign of the reputation of my courses among graduate students. I have attended numerous CELT workshops and been invited to present at three CELT workshops about teaching. I was invited by Provost Allen to the annual Student Scholars and Leaders Recognition Ceremony in 2005, when a student receiving the award identified me as the faculty member especially important in helping him in his undergraduate studies. In 2009 I received the Excellence in Teaching Foundation and Advanced Communication Award, which is awarded to only one faculty member per year by the English Department. And I was nominated by Deb Marquart and Donna Niday for LAS Master Teacher, before they withdrew the nomination once they found I do not possess one new requirement for the award—tenure.

The quantitative data collected through student evaluations and program assessment seem positive, as well. These indicate satisfaction with both the courses I have taught and with my instruction. This is particularly evident when one calculates the mean of the course means for each of the twenty questions on the student evaluations; in this measure, my courses average above 4.4 out of 5.0. Even in my weakest course (where the student averages were lowest), students wrote positive comments about my teaching and the course, and noted that I enjoyed teaching and was responsive to students' questions.

I won't quote comments here from student evaluations or letters from former students who have written to comment on the impact my ISU courses have had on their careers, as those would be anecdotal data, but I think the pattern from the data and from four letters I invited from senior colleagues who have visited my classes is a consistent sense that rather than attempting to convey static disciplinary knowledge to students or to shape their learning experience according to my beliefs, my pedagogy attempts to elicit from students, sometimes by example, how to theorize the specific content materials of each course. In fact, it seems to me, education takes place in the interstices, the spaces between lecture and discussion, office hours, times and spaces outside the predetermined moments of interaction. It is gratifying to see that student feedback comments also reflect a personal level of interaction, as well as a sense that much of the really important learning occurs not just in the classroom, but in the interaction of teacher and student.

2. List courses taught in last five years, using a tabular format, beginning with the most recent semester.

Term	Course		Enrollment
S 2009	ENGL 335	Film	35

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	ENGL 529	Multimedia Content Management	6
	ENGL 429	Multimedia Content Management	6
F 2008	ENGL 313	Writing for the World Wide Web	20
	ENGL 314	Technical Communication	23
S 2008	ENGL 411	Technology, Rhetoric, and Professional Communication	12
	ENGL 549	Multimedia Design in Professional Communication	6
	ENGL 449	Multimedia Design in Professional Communication	7
F 2007	ENGL 313	Writing for the World Wide Web	15
	ENGL 507	Writing and Analyzing Professional Documents	9
S 2007	ENGL 335	Film	35
	ENGL 529X	Multimedia Content Management	7
	ENGL 429X	Multimedia Content Management	1
F 2006	ENGL 313	Writing for the World Wide Web	13
	ENGL 314	Technical Communication	23
S 2006	ENGL 313	Writing for the World Wide Web	19
	ENGL 549X	Multimedia Design in Professional Communication	2
	ENGL 449X	Multimedia Design in Professional Communication	5
F 2005	ENGL 611	Publishing and Its Implications, 1688-2005	8
S 2005	ENGL 506	Theory and Research in Professional Communication	14
	ENGL 411	Technology, Rhetoric, and Professional Communication	5
F 2004	ENGL 313	Writing for the World Wide Web	9
	ENGL 314H	Technical Communication (Honors)	10
S 2004	ENGL 410	Multimedia Design in Professional Communication	18
	ENGL 313	Writing for the World Wide Web	16
F 2003	ENGL 314H	Writing for the World Wide Web	19
	ENGL 313	Technical Communication (Honors)	12

3. Summarize results of student evaluations for all courses in the last five years on the two standard questions. **Please note that all departments should now be using the following 5-point scale for instructor evaluations: 1 = very poor, 2 = poor, 3 = satisfactory, 4 = good, and 5 = very good**. If this scale was reversed during prior years in your department, please convert scores to the specified format for this table (contact our office if you have questions).

Term	Course	% of Student Response	Overall Instructor	Dept. Ave.	Overall Course	Dept. Ave.
S 2009	ENGL 335: Film	80%	4.33	4.49	3.93	4.29
S 2009	ENGL 529: Multimedia Content Management	100 %	4.19	4.10	3.75	3.76
S 2009	ENGL 429: Multimedia Content Management	100%	4.19	4.10	3.75	3.76
F 2008	ENGL 313: Writing for the World Wide Web	80%	4.11	3.98	3.89	3.63
F 2008	ENGL 314: Technical Communication	69.57%	4.25	4.01	3.56	3.66
S 2008	ENGL 449: Multimedia Design in Prof. Comm.	91.67%	4.37	3.97	4.19	3.69
S 2008	ENGL 549: Multimedia Design in Prof. Comm.	83.33%	4.37	3.97	4.00	3.69
S 2008	ENGL 411: Technology, Rhetoric & Prof. Comm.	85.70%	4.15	3.97	4.00	3.69
F 2007	ENGL 313: Writing for the World Wide Web	73.33%	4.73	3.99	4.36	3.74
F 2007	ENGL 507: Writing & Analyzing Prof. Documents	66.67%	4.83	4.67	3.63	4.19
S 2007	ENGL 335: Film	80%	4.14	4.43	4.00	4.14
S 2007	ENGL 429X: Multimedia Content Management	100 %	4.31	3.99	4.23	3.75
S 2007	ENGL 529X: Multimedia Content Management	86%	4.31	3.99	4.23	3.75
F 2006	ENGL 313: Writing for the World Wide Web	76.92%	4.30	3.99	4.00	3.76
F 2006	ENGL 314: Technical Communication	73.91%	4.32	4.16	3.82	3.86
S 2006	ENGL 313: Writing for the World Wide Web	78.95%	4.21	3.90	4.07	3.64
S 2006	ENGL 449X: Multimedia Design in Prof. Comm.	60%	4.00	3.90	3.67	3.64

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S 2006	ENGL 549X: Multimedia Design in Prof. Comm.	87.50%	4.00	4.64	3.67	4.44
F 2005	ENGL 611: Publishing and Its Implications	100%	4.80	4.56	4.40	4.33
S 2005	ENGL 411: Technology, Rhetoric, & Prof. Comm.	88.89%	3.93	3.86	3.75	3.71
S 2005	ENGL 506: Theory and Research in Prof. Comm.	100%	4.50	4.54	4.14	4.26
F 2004	ENGL 313: Writing for the World Wide Web	88.89%	4.13	3.90	3.88	3.67
F 2004	ENGL 314H: Technical Communication (Honors)	90%	3.33	3.98	3.88	3.71
S 2004	ENGL 313: Writing for the World Wide Web	88.89%	3.94	3.90	3.97	3.65
S 2004	ENGL 410: Multimedia Design in Prof. Comm.	87.50%	4.29	4.29	4.00	4.00
F 2003	ENGL 313: Writing for the World Wide Web	78.95%	4.40	3.85	4.20	3.67
F 2003	ENGL 314H: Technical Communication (Honors)	91.67%	4.36	3.95	3.75	3.70

4. Course and curriculum development activity.

I have taught thirteen different courses at Iowa State (if you don't count Honors sections or 'X' courses separately), with consistently positive results. The evaluations indicate consistency in my teaching, and the fact that the scores are consistently high for courses I taught for the first time particularly tends to indicate my tendency to design new courses with care.

I have created, proposed, and gained approval for four new courses: ENGL 429, 529, 449 and 549. These courses in database-driven web development and multimedia production for technical/professional communication represent what I bring most to the Department's course offerings; students in these courses learn to navigate a complex terrain of technologies, so that by the end of each term they are able to analyze, discuss, and produce communication products in emerging and important genres. These courses demand the highest level of technological production in the English Department curriculum; students learn to develop interactive multimedia, database-driven websites, and user interface designs in a way that integrates with traditional rhetorical training, but adds particular skills with emergent new media technologies. These courses are taught on a cycle that has one available each spring term, and even after a significant paring of the courses in the RCPC/RPC graduate programs this past year, they will still be taught in the new, leaner RPC curriculum.

I have also worked extensively to revise the two courses I teach most often, English 313 (Writing for the World Wide Web) and 314 (Technical Communication). When I began teaching 313, it was based in traditional table-based web design methodologies and relied heavily on expensive, commercial software—the dominant method of that time. However, since then, web design has been transformed by new techniques, including new languages and new methodologies, commonly termed "standards-based design" and "AJAX." The 313 course I teach today covers traditional design, but then moves to modern, standards-based design (which employs extensive use of cascading style sheets, ECMAScript programming, and modern XML), and the students learn platform-agnostic development, using their choice of tools (including a wide range of open-source development software). This has required significant work with the IT staff who develop lab "builds," but enables students with limited funds to work in class with software they can also afford to install on their home computers, and permits students with more experience in web development to experiment with new and sophisticated tools, to extend their learning of web design methodologies. My sections of English 314 are similarly new; in 2007 I proposed and was

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awarded a LASCAC grant, "Teaching Advanced Communication via Integrated Web Technologies." It investigated using readings generated by an RSS-based web bibliography (in my case, we use the EServer Technical Communication Library to complement and augment textbooks). This course requires more advance preparation for each class, and more reading from students, but significantly increases the quality of discussions. I am currently finishing a solicited book chapter for an anthology on online education that describes this method.

Before coming to ISU, I had heard from colleagues about an open-source learning management system with the unlikely name "Moodle." Because the EServer system I direct had been developed to facilitate experimentation with such emerging technologies, I created an EServer collection called "EServer Courses" using Moodle soon after arriving at ISU. Over the next two years, several students and colleagues asked me to host their course websites using the system, so in 2005-06 I made a presentation to the English Department's Computer Resources Committee that the English Department should offer a Moodle service at the departmental level. I built that site on the English department's server and it prospered, supported by instructors who appreciated the system's student-centered design. And with day-to-day help from ISUComm faculty and staff, including graduate students Quinn Warnick and Ruslan Suvorov, it expanded rapidly—Don Payne likes to say that it "exploded" in popularity. By 2007 the system served over 10,000 students, and the ISUComm program received CAC funds for a new server. In 2008 the site was renamed "ISUComm Courses," and management was transferred from the English Department to ISUComm (though I remained a consultant on its upgrades and development). In 2009, as the system continued to grow in popularity, the server was upgraded again and I formally re-joined the team, redesigning the interface and installing new resources to improve its effectiveness for teaching. Today the site serves almost 200 current courses (800 total) to almost 15,000 total students—with as many as 5,000 visitors per day (see the chart above to review some

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of the statistics from web visits in November 2009). I have been invited to discuss the system at CELT workshops, and am a member of a group of Moodle administrators across ISU who use this technology across the university to augment/complement other facilities for online education, such as WebCT.

5. Undergraduate Advising. (Describe the general departmental practice in undergraduate advising.)

a. <u>Average</u> number of advisees <u>per year</u> since appointment __N/A__.

Three professional advisers in the English Department guide approximately 270 majors in the English major's three emphases. While I am always available to students who wish to discuss their program of study, I have not been formally assigned, and do not keep records about, the number of students I see per year.

6. Graduate Advising. (Describe the general departmental practice in graduate advising.)

Graduate advising is done by both faculty and administrative staff in the English Department. It was suggested to me early in my time at Iowa State that assistant professors should not chair Ph.D. students' committees and should only after careful consideration accept chairing MA students' committees, but instead that we participate as members of committees, as to learn how one should be a major professor. I agree, and have followed that advice quite carefully, serving on the POS committees for a number of master's students and Ph.D. students.

a. M.S./M.A. Program of Study Committees (since appointment or last promotion)

1. In progress:
Chair/major professor (list names of students)

> · McCoy, Stewart
> · Miller, Warren

Member of committee (list names of students)

> · Harris-Tehan, Amy Jo
> · Krouch, Lindsay
> · Roe, Rachel
> · Schultz, Marlene
> · Smith, Sara

2. Completed:
Chair/major professor (list names of students)

> · Jennings, Stephanie

Member of committee (list names of students)

> · Bemer, Amanda
> · Glazebrook, Rob
> · Hostetler, Soo Chun
> · Johnson, Rachel
> · Kitson, Christina
> · Lemieux, Shauna

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· Niska, Tyler
· Tremmel, Betsy
· White, Miranda

b. Ph.D. Program of Study Committees (since appointment or last promotion)

1. In progress:
Chair/major professor (list names of students)

> When asked, I have declined to serve as Ph.D. students' chair because of my belief that one's POS chair should be at least a tenured associate professor.

Member of committee (list names of students)

> · Carillo Cabello, Adolfo
> · Grgurovic, Maja
> · Hunsinger, Peter
> · Ranalli, James Matthew
> · Silva, Karina

2. Completed:
Chair/major professor (list names of students)

> When asked, I have declined to serve as Ph.D. students' chair because of my belief that one's POS chair should be at least a tenured associate professor.

Member of committee (list names of students)

> · Miles, Katherine
> · Zdenek, Sean (Carnegie Mellon University)

7.   Honors and awards received for teaching
> · 2009 Excellence in Teaching Foundation and Advanced Communication Award, ISU English Department
> · 2005 ISU Student Scholars and Leaders, after being named by Ramsey Tesdell as his influential mentor

B. Performance in Extension/Professional Practice Responsibilities (if applicable).

Provide a summary of extension and/or professional practice activities since the initial appointment at ISU, as well as information on quality and impact. Examples of these activities include teaching extension courses; preparing informational and instructional materials; conducting workshops and conferences; consulting with public and private groups; acquiring, organizing, and interpreting information resources; engaging in clinical and diagnostic practice; and participating in activities that involve professional expertise for appropriate technical and professional associations. These activities may be local, regional, national, or international in scope.

1. Summary of extension and/or professional practice activities with information on quality and impact.

> · Consultant, SHAZAM. (Des Moines, Iowa). Worked with the head of the Technical Communications department and his staff to advise on their content management system/corporate intranet for a firm with 275 employees. Summers, 2006-present
> · Designer, ATTW Website (Lubbock, Texas). Designed a next-generation website

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and database-driven social network for the Association of Teachers of Technical Writing, the premier academic scholarly organization in the field. 2007.

· Consultant, Davies and Lemmis Law Corporation. (Calabasas, California). Worked with the senior partners and staff at the firm to organize their information architecture. Summers, 2005-present

· Documentation Developer, AHNS Otobase. (Seattle, Washington). Developed a single-source documentation system, along with a high-quality paperback user guide, for an academic team which developed a medical database system for otolaryngology research. 2001-04.

· Designer, STC Central Iowa Website. (Des Moines, Iowa). Developed a modern, database-driven website and social network for the local chapter of the professional society for technical communicators. 2004.

2. Honors and awards for work in extension or professional practice (please list)

I was nominated in October 2009 for an STC (Society for Technical Communication) Distinguished Service Award for my work with the STC Central Iowa community.

3. Positions/offices held on regional, national, and international organizations, panels, or committees.

· Member, STC Body of Knowledge Project, 2009-present
Served as a member of a task force seeking to articulate the body of knowledge common to the technical communication profession, for purposes of curriculum design and possible future professional certification exams.

· Member, Membership Committee, ATTW (Association of Teachers of Technical Writing), 2002-present

· Member, Nominating Committee, CPTSC (Council for Programs in Technical and Scientific Communication), 2002-present

C. Performance in Institutional Service

While service contributions cannot be the sole basis for a promotion and/or tenure recommendation, every faculty member is expected to be involved in institutional service, and each promotion and tenure recommendation must provide evidence of such contributions. Institutional service may include committee service at the department, college, or university levels. It may also include international assignments on ISU projects that were not included in the extension or professional service category.

1. Please list committee memberships and/or chairships since appointment or the most recent promotion and comment on the quality of contributions to those groups.

The 1998 NCTE *Promotion and Tenure Guidelines for People Who Work with Technology* argues that tenure-line faculty who work with technology "often find themselves providing technical support to students and colleagues outside of class and office hours, sometimes taking on responsibilities which would not normally fall under their purview." This has certainly been the case for me.

In the course of my time at Iowa State, I have designed, programmed, edited and written

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content for an entirely new English Department website (2003- present). I have designed an online reservation calendar for our classrooms and meeting rooms, and for technology such as video cameras available for checkout to all members of the Department (2004). I designed and built the ISUComm Courses site, which today hosts over 200 courses per term, and has served almost 15,000 students since it was first launched in 2006. In 2008 I created a system of administrative databases which track all courses taught in the department, all the people who study, work, and teach here, the classrooms available for our courses, and the student evaluations submitted every semester for each course. I also created the English ballots system, which permits students, faculty and staff to create online surveys for administrative and research purposes.

I have created the ISU Studio for New Media specifically to foster collaboration among the technologically-advanced students and faculty and to teach new technologies to all students and faculty at Iowa State. The Studio is an interdisciplinary research institute organized to support, further, and coordinate work with digital media currently done by individuals across multiple departments at ISU. Supported entirely by funded research proposals by members of the Studio, it serves as an incubator for new media study, and it has been emulated by organizations such as the Parks Library in their building of "multimedia rooms" and by the English Department at Texas Tech University in its new usability laboratory.

I also served the Department, College, and University in the following roles:

- Chair, ISU English Technology/New Media Committee, 2009-present
Agreed to serve as the first chair of a new committee to create and enforce policies for technology management inside the English Department, and to review CAC/LASCAC proposals before they are forwarded to the College/University.
- Member, ISU Library Advisory Council, 2007-present
Served as one of seventeen members of the Council that advises the Dean and Associate Deans of the ISU Library, representing the College of LAS.
- Member LASCAC Committee, 2008-09
Served a one-year role as a member of the committee that awards CAC grants for innovative technology proposals in the College of LAS.
- Member, ISU CAC Committee, 2008-09
Served a one-year role as a member of the committee that awards CAC grants for innovative technology proposals at ISU.
- Member, ISU Library Committee, 2004-2007
Served as one of twelve members of a committee that advised the Dean and Associate Deans of the ISU Library.
- Member, English Lecturer Review Committee, 2005-06
Asssisted in the review of English Department lecturers and senior lecturers prior to decisions about reappointment and contract renewal.
- Faculty Advisor, ISU STC Student Chapter, 2004-08
Served as the faculty advisor to the student chapter of the Society for Technical Communication, the largest professional association in the field.

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> · Faculty Co-Advisor, ISU Sigma Tau Delta Honor Society, 2004-08
>   Served as a faculty co-advisor to the student chapter of the English Honor Society.
> · Member, ISU English Computer Resources Committee, 2003-07
>   Served as a member of the committee which managed technology resources and policies in the English Department.

2. Honors and awards for institutional service

2.2. Performance in Scholarship Substantially Done at ISU Since Appointment or Last Promotion

A. Please summarize your accomplishments in scholarship, comment on the quality and impact of this work, and clarify your role in work that was done collaboratively with others. This summary should address scholarship in any applicable scholarly domain(s) (teaching, research/creative activity, and/or extension/professional practice) based on work substantially done at ISU since appointment or the most recent promotion.

Since early in graduate school, my scholarship has focused upon the history of publishing. I have always been fascinated by the institutions that foster relationships between authors and readers. I can confidently say that all of my research investigates, in one way or another, how publishing (in its broad sense-including electronic publishing) has influenced the generation and dissemination of knowledge in such fields as rhetoric and technical communication.

Print Publications

After I arrived at ISU I worked closely with my mentor, Dorothy Winsor, to create a book manuscript from conversations we had about the status of Internet research. *Internet Cartography: Mapping Communication and Control,* currently under consideration at New York University Press, is a discussion of the impact of electronic publishing upon contemporary cultural practices. It reviews a series of issues in the regulation and organization of knowledge which have arisen due to recent innovations, then argues for and develops a theory for understanding Web 2.0 publishing using a methodology inspired by the work of Antonio Gramsci, a critical theorist who argued for understanding the interconnections between cultural institutions which regulate popular innovations.

I have a range of shorter writings about these topics, including book chapters and articles, which address these issues as well. Though none of these serve as chapters in the current book, many serve as early attempts to articulate the theory which develops more fully-formed in the book. Of particular interest are: my chapter "Community, Courseware and Intellectual Property Law" on the concerns which arise for faculty who use online learning management systems such as Blackboard and WebCT, later revised and published in Japan as コミュニティ、コースウェア、知的財産権 (2003); the co-authored article "Expanding the Scope of Technical Communication," (2003) which reviews how emerging technologies change the nature of faculty work in the field of technical communication; the article "We Neurotic Amateurs" (2002), which responds to Edmond Weiss's article about problems with professionalism in the field of technical communication, which I have developed into a chapter in a forthcoming anthology about online education in the

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fields of technical and professional communication; the "Rendezvous with KnowGenesis" (2007) interview from the Indian peer-reviewed journal *International Journal* of *Technical Communication,* which details my arguments about the functions an online annotated bibliography such as the EServer Technical Communication Library provides to a globalizing technical communication industry; and "Hackers, Order and Control" (1998), an article which discusses some similarities between Bourbon attempts to regulate publishing in eighteenth-century France and problems emerging with software piracy today, which contributed to the fourth chapter of my book manuscript. The issues discussed in each of these articles contribute in some ways to my later work in the book manuscript, though they are argued in different language and with what I believe to be a more modern, coherent, and consistent theory.

In 2007, I was interviewed by Saurabh Kudesia for an article in the peer-reviewed journal *International Journal* of *Technical Communication.* The interview, which focused upon the work of the EServer TC Library website and some of my findings from six years developing the resource, was later complemented by a 2008 interview by Tom Johnson, who asked additional questions about the nature of the TC Library work.

In December 2003, a revised and updated book chapter I had written previously was translated into Japanese and anthologized in the book オンライン・コミュニティ： ｅコマース、教育オンライン、非営利オンライン 活動の最先端レポート. The chapter discussed issues which require faculty to think carefully before adopting online courseware, such as WebCT or Blackboard. Those issues played a part in my later development of the EServer Course Management and the ISUComm Courses systems.

Several of my papers submitted to the Council for Programs in Technical and Scientific Communication have been collected and compiled in their annual published proceedings. "Assessing Distance Programs in Technical Communication" is compiled in their 2004 volume. "Theorizing the Borders of Academic Technical Communication" can be found in their volume from October 2003.

Electronic Publications

But the majority of my scholarship in recent years has been in electronic publications, which I argue has become increasingly important for academic and scholarly publishing.

In the *ISU Faculty Handbook,* scholarship is defined as work that results in a product that is "shared with others and is subject to the criticism of individuals qualified to judge the product. Falling under the umbrella of scholarship are original materials designed for use with the computer." (5.2.2.2.1, paragraph 1). It goes on to say that: "In some fields, refereed journals and monographs are the traditional media for documenting scholarship; in...other fields, emerging technologies are creating (and will continue to create) entirely new media." (5.2.2.2.1, paragraph 3). I was recruited in 2003 to come to ISU as a specialist in new media, and contend here that several of my electronic publications should be evaluated as research that contributes to the field.

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Before I arrived at Iowa State I created an electronic publishing repository, the English Server (later renamed EServer.org), to facilitate the publication online of quality works in the arts and humanities, free of charge. The EServer is the largest single project of my career to date. It is an arts and humanities electronic publisher, which I have directed ever since I founded it in graduate school. Today the website publishes to just over two million visitors per month tens of thousands of works, by thousands of writers, organized into fifty-one "collections" (websites) managed by 227 volunteer editors. It also serves as an online laboratory for research into emerging online standards and technologies. It is based in my office in Ross Hall, from which I direct the system and serve on the editorial boards of most of the fifty-one collections. The EServer's websites about poetry, drama, rhetoric, technical communication, antislavery, feminism and women's studies all rank within the "top ten" of Google search results on those subjects.

EServer Usage, August 2008-Present			
Month	**Hits**	**Page Views**	**Visits**
October 2009	26,343,187	10,368,610	2,081,656
September 2009	25,092,271	9,457,530	1,989,826
August 2009	20,100,660	9,085,485	1,726,180
July 2009	21,135,915	9,737,989	1,751,488
June 2009	21,220,905	9,117,329	1,713,296
May 2009	23,071,078	8,936,228	1,821,426
April 2009	21,308,270	9,546,135	1,807,689
March 2009	45,728,541	10,236,825	1,844,396
February 2009	22,823,565	11,532,547	1,692,304
January 2009	20,381,961	10,495,013	1,798,078
December 2008	21,794,914	11,474,843	1,736,885
November 2008	20,443,870	9,775,271	1,848,590
October 2008	22,461,087	10,853,234	1,887,933
September 2008	20,339,071	8,948,343	1,727,950
August 2008	18,162,265	8,835,040	1,547,146

It's difficult to compare this readership with similar projects elsewhere—data such as those from the usage table to the right, while quite large, are not commonly released to the public. However, a 2006 study by the CSHE at UC Berkeley did cite the Connexions project at Rice University as having 16 million hits, 1.2 million page views, and 493,000 visitors in one month, so it seems clear that our project's impact compares quite favorably to some of the best in the field.

In addition, the EServer site as a whole is rated the most popular humanities website in the world by Alexa, the division of Amazon which tracks and reports websites' usage and popularity. Similar comparisons of eserver.org

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against peer digital humanities projects using such tools as Quantcast and Compare show similar data. The best available information, though limited, suggests that the EServer can reasonably claim to be the most popular digital humanities website in the world.

In order to assess the quality of my electronic publication, however, it would be necessary to understand two discrete aspects of my EServer work. The first is in the larger field of "digital humanities," which the NEH defines as the study of how new media affect humanities disciplines and what those disciplines have to contribute to technological practices. A second part of my work is within technical communication. The two aspects are complementary but autonomous, so I'll describe each separately.

1. Digital Humanities.

In digital humanities there is often a dichotomy between (a) theorists who have little working knowledge of technology, but who publish about possible implications of ideologies that underlie technological practice, and (b) practitioners anxious to explore new technologies, often without sufficient regard for their underlying ideologies. The gap between these two groups is problematic, and digital humanities should seek to bridge that gap to produce scholars capable of working with emerging technologies.

My recent work with the EServer seeks to perform exactly this sort of theoretically-informed practice. By providing cutting-edge technologies and using them to create and manage published works that help to define online best practices, I have sought to enable over two hundred collaborators to work with me to publish quality humanities work online in fifty-one EServer "collections." Like my colleagues from similar digital humanities projects around the world, I have sought to create digital works (and to create an infrastructure where others can collaborate with me to create digital works) that influence how the discipline thinks about digital humanities praxis. My work has made unique contributions to the field when it enabled new models of intellectual property management, new models of peer review, and a few uses of database-driven systems to encourage and improve citation of scholarly research.

2. Technical Communication

In 2001, I sought to develop a sort of online anthology to "map" tens of thousands of writings in the field of technical communication. In doing so I have come to engage in debates about unclear taxonomies within technical communication, encourage scholars within the field to consider how they situate their own work within larger disciplinary categories, and encourage practitioners, students, and faculty to expand their understanding of the field.

Probably the most central of the EServer collections to my tenure case is the EServer Technical Communication Library, which I

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created in 2001. I had understood for some time that over 50% of people in the field have little formal education in technical communication. The scholarly literature in the field was largely unavailable to practicing technical communicators (who had little access to scholarly library indexes). And there existed no single scholarly index that integrated writings in the field of technical communication (historically, an interdisciplinary field). The TC Library was created to address this need. The site today serves as the field's index of more than 19,100 works in the

EServer TC Library Usage, August 2008-Present			
Month	Hits	Page Views	Visits
October 2009	6,535,802	3,737,106	689,261
September 2009	6,383,816	3,517,765	638,470
August 2009	6,064,652	3,530,675	648,152
July 2009	6,538,963	3,748,206	624,015
June 2009	6,017,914	3,408,842	550,072
May 2009	5,561,181	3,213,298	540,008
April 2009	5,307,101	3,433,659	519,930
March 2009	5,175,174	3,744,923	437,355
February 2009	5,590,598	4,403,699	374,075
January 2009	5,197,359	3,929,463	386,522
December 2008	5,765,006	4,472,697	371,051
November 2008	4,729,884	3,482,499	381,947
October 2008	5,305,633	3,891,072	371,763
September 2008	4,300,945	3,172,000	357,242
August 2008	4,482,310	3,275,785	375,591

field of technical communication, generating over 150,000 web pages. In keeping with best practices in electronic publishing, it is fully reviewed, with an advisory board of eight full professors and an editorial board of nine assistant and associate professors in the field. The TC Library is visited by over 22,000 readers per day. Interviews with me about the site by Saurabh Kudesia (2007) and Tom Johnson (2008) further testify that this is a notable contribution to the field, and a 2008 APEX award suggests that it is a quality publication.

The Significance of this Work

That electronic publishing will be an important part of future scholarship now seems inevitable. But there is a great deal at stake in having scholars familiar with these technologies and their implications for scholarship help to shape the forms e-publishing will take. Publishing is an institution which fosters particular relationship(s) between writers and readers, and the specific shape of these institutions and the roles they provide to readers and writers is critically important to how knowledge operates as a cultural activity. My work contributes to the discipline of digital humanities by advocating for particular models, by creating proofs-of-concept to support these arguments, and by pointing out dangers I foresee in some of the models forwarded by others.

My work with the EServer has further enabled me to contribute to the field by garnering invitations for me to present at conferences, to review proposals for the National Endowment for the Humanities, and to submit chapters for anthologies on topics of online education. It has also established me as an active participant in how professional organizations envision their online websites; I have helped build websites for the Association of Teachers of Technical Writing, the Council for Programs in Technical and Scientific Communication, the IEEE Professional Communication Society and the Society for Technical Communication's Body of Knowledge Project, among others.

Open-Access/Open Source Scholarship

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Since coming to ISU, the EServer has evolved, coming more to be organized around the argument that academics need to participate more actively in defining the shape of online scholarly publishing, rather than relying upon commercial publishers to do so. I have worked for over a decade to advocate for open-access and open-source development methodologies. This is one way to restructure the power relations between for-profit commercial presses and producing scholars. The EServer itself runs on open-source servers. The chapter I published in the anthology on online education was preceded by a chapter by Richard Stallman, the founder of the GPL open-source license, and a table from my chapter about open-access online educational materials was used by noted open-source advocate and legal theorist Lawrence Lessig in one of his legal briefs about copyright law in the United States. All of these suggest that my work is part of an active community of theory seeking to develop best practices for new forms of humanities work.

Seven Tasks Involved in My Scholarship

It would be impossible to list concisely here the complete array of electronic works I have written, edited, designed or programmed online in the past six years; I have played a role in all fifty-one of the EServer collections, which together publish over 35,000 works. In some collections I have been the sole creator and contributor: About the EServer, Drama, Poetry, Fiction, or Rhetoric and Composition, for example. Others have been the result of productive and rewarding collaborations with colleagues: The Antislavery Literature Project, The Thoreau Reader, Nanoscale Science and Technology, Lectures on Demand, and Telling the Stories of Fayette County, for example. My work with online journals and their larger editorial boards, such as *Bad Subjects, Reconstruction, The Orange Journal* and *Cultronix* involved membership on the editorial boards of all these journals, as well as significant amounts of expert labor help to develop these journals using online best practices.

My work for each of the EServer's fifty-one collections involves writing, reviewing submissions, programming, review of the literature in that field, liaison with editorial boards for each collection, and grantwriting to provide funding for that collection or for the larger EServer project. For some projects, therefore, it is difficult to assess exactly what percentage of these projects' success can be credited to me. I have a letter from a longtime colleague, Joe Lockard (an associate professor at Arizona State University, who worked with me on both the Antislavery Literature Project and the Project Yao collection); he credits me with 20% of the Antislavery Literature Project, and claims the site would not have existed without me; he also credits me with 33% of the Project Yao site.

But to speak directly to my work with these electronic projects with specificity, I'll limit this response to the EServer collection into which I put most time, the one I suggest is my most significant contribution while at ISU—the Technical Communication Library.

1. Writing Entries

On August 1, 2003, when I brought the early version of the EServer TC Library site to ISU, it had 4,042 entries in its database. Today the site contains 19,100 entries in its index. So: since coming to ISU, we've added 15,058 works to the TC Library index. According to the database (which tracks who added each item), 14,094 of these (93.5%) were added by

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me. This involved finding articles, reading them, writing abstracts, and adding all required citation information to the database.

2. Reviewing Entries

Because the TC Library has many wiki-like features, I must also review work done by others on the site, including works contributed or edited by volunteers and changes made by members of our editorial board. I have created a simple password-protected "dashboard" view of all recent activity, which is visible only to the TC Library editorial board; it shows us all changes that have been made in the past 96 hours, permitting me to review which works have been modified recently. I spend a few hours each week at this, ensuring the site isn't vandalized, that inappropriate additions are removed, and ensuring that reports of "broken links" aren't in error and can't be remediated.

3. Programming

Some TC Library entries were added by hand, using a web form I designed using XHTML, CSS, JavaScript and Lasso. Others were added using a JavaScript bookmarklet I developed. Still others were added via an XSLT template I programmed to allow our site to interact with commercial publishers' XML metadata. But all the features on the TC Library are the result of programming, which has been created entirely by myself (no analogous code libraries existed at the time we began). As I review our most popular file, I see that it contains almost one thousand lines of code—eighteen pages, when printed. That file is just one of approximately sixty such files in the TC Library, which (when executed) generate about 150,000 unique web pages available when visitors browse or search that site. Approximately 80% of the code in these pages has been written since I arrived at ISU, some rewritten several times to increase speed and accuracy, to include new features, or accommodate new standards.

4. Review of the Literature

To claim (as I do) that managing these online collections is equivalent to other forms of scholarly publication, and that my web-based projects participate in a continuing discussion with colleagues who run similar projects, then I also must spend time examining what my colleagues elsewhere are doing with their sites. I do this, daily. I watch sites built elsewhere, especially those built upon similar models, to keep up with emerging best practices, and I attend conferences regularly to network with colleagues in this area.

As an example of this work, the TC Library might be compared with a site such as CompPile.org, based at Texas A&M, which publishes bibliographic data about writings in composition, rhetoric, and ESL. CompPile is a large database (with 96,600 records), and covers a broad range of topics, but contains far less information about each work than our site does. In comparison, CompPile pages do not validate, do not export contents to bibliographic formats such as Zotero or DITA, and do not provide abstracts, keywords, or facilitate browsing by linking to works by the same author, publisher, or within the same subject areas. Our site has also pursued (and received) funding to develop pedagogies which support citation and research. I watch the work of sites such as that one in order to keep EServer publications among the best available online.

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5. Consulting with the Editorial Board

As I will describe below in my answer about peer reviewing, the TC Library has active advisory and editorial boards, and I spend time every week consulting with them, via email and password-protected web discussion forums, where issues of site policies, editorial review, and the development of possible new features are discussed. The "tenure boxes" I provided to the English Department's Review Committee contained examples of this correspondence, including numerous quarterly reports; discussions with the editorial and advisory boards consume a great deal of my time with the TC Library project.

6. Grantwriting

Because the EServer does not have any regular funding from ISU, I work consistently on grantwriting to help us maintain and extend our technical infrastructure. Since coming to ISU I have participated as a PI or Co-PI on grant proposals in total representing over $2.5 million, and EServer projects have received almost $300,000 in funding in the past six years—much of which has gone to our editors at other institutions, but some of which has gone to support our systems. This takes considerable time.

In addition, in 2004-05 I also built the ISU Studio for New Media, a small interdisciplinary laboratory in which EServer collections can be written, edited, programmed and produced. The Studio has played a role in dozens of projects published on a range of digital humanities websites, but has proven essential to EServer site development. Because the Studio has some of the most advanced equipment in the English Department, it has required time-consuming work on my part in membership management, policies development and enforcement, as well as grantwriting, equipment installation and configuration. These tasks seem mundane, but are necessary for digital humanities work, and many universities offer similar facilities for their people who do such work. While this work might be categorized as "service" or "professional practice," it has been a *sine qua non* for much of my work with the EServer.

The Peer-Reviewed Nature of this Work

The College of LAS defines three common features to all forms of scholarship: products, which can be described and shared with appropriate audiences; "peer review;" and a solid foundation and visibility in one's field. In this next section, I will describe ways in which the EServer can and should be understood to abide by best practices for peer-reviewed electronic scholarship.

1. Peer Review

As described above, the TC Library website carefully subscribes to all established standards for review for an online scholarly database. If you look at other EServer scholarly collections, you'll see this same model exercised there. The Antislavery Literature Project has a sixteen-person "Project Group" and a nine-member "Advisory Group." The peer-reviewed journal *Reconstruction* has a forty-five member editorial team, organized via an active EServer mailing list. The cultural studies journal *Bad Subjects* has a twelve-person "Production Team," an editorial board all of whom have completed advanced graduate study and most of whom are tenured faculty.

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A few EServer collections do not employ such boards of review. For the most part, these are sites which publish anthologies of well-known canonical works (Books, Fiction, Drama, Poetry), those which serve particular nonacademic areas of work (the Ames Historic Preservation Commission), or those which represent completed projects which are not currently adding new works (Nanoscale Science and Technology, the Electronic Labyrinth). But the EServer has consistently employed peer review at a systematic level on its scholarly collections.

2. Responses from Peers

While peer review prior to publication is an important measure of scholarly work, published reviews after a work is published are also valuable for assessment. In this second measure, the EServer has been highly successful.

While a list of all the positive reviews the site has received would be impossible here, a brief list of positive reviews for the TC Library would include a positive interview in 2007 by the editor of the *International Journal for Technical Communication*, a 2008 glowing review from Tom Johnson's influential weblog, and a 2008 APEX Award of Excellence. In addition, the TC Library is sometimes cited by senior scholars in their published writings; for example, in her 42-page 2009 *JBTC* essay on research in technical communication, Carolyn D. Rude spends two pages discussing the TC Library's contribution to "mapping" research in the field, and contextualizing our efforts in her larger overview of research in the field. By any reasonable measure, the EServer projects have met with strong approval from peers.

3. Impact

The last measures of the peer review of quality and impact of scholarly work, but perhaps most important for web-based projects, are data about readership. As more and more scholarship is published online, these statistics are likely to be more important as a measure of "impact" upon the field.

As shown above, the EServer as a whole serves almost 850,000 "hits" (the basic unit of web access) per day. Our software reports that this represents over 67,000 distinct visitors (readers) per day—two million readers per month—or 25 million readers per year. If you look at specific data about the TC Library, not only is it cited by others as the most popular website in the field of technical communication (Johnson 2008, for example), but internal data show that most of its visitors continue to browse from between 2-8 minutes, statistics higher than those for many online humanities projects. I use log analytics to improve the quality of our sites, in a manner quite different from traditional peer review, but with very similar end results.

In summary, I would argue that the EServer uses the best available methods of peer review for online work to ensure the quality of the work it publishes online, methods more detailed and time-consuming than traditional preprint blind review, but quite comparable.

Presentations

The complete list of my presentations at conferences is too lengthy to include here — my curriculum vitae contains a complete list. I try to present twice at year at major

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conferences, and have never yet had a single-presenter proposal rejected. I consider a few of my presentations to have been particularly successful. In 2007 I chaired a panel with Rebecca E. Burnett and Lee Honeycutt about our work developing an XML-based content management system for the Iowa Department of Transportation which had an overflow of attendees and garnered enthusiastic discussion. In 2008, at the CCCC in New Orleans, the conference organizers scheduled my presentation about XML technologies for large-scale collaborative writing systems in a 500-seat ballroom. And I've been invited a few times in recent years to give presentations about XML-based information architectures, including one upcoming in February 2010 to the STC Central Iowa, the largest professional association for technical communicators in the state.

Editorial Boards

While I tend to classify my work on the editorial boards of peer-reviewed journals and federal funding agencies (such as the National Endowment for the Humanities) to be service to the field, rather than research, it is clear that my work reviewing blind research articles for the *Technical Communication* and the *Journal of Business and Technical Communication* (by most measures, the top two journals in the field), and my review of proposals for digital humanities funding for the NEH helps to keep my own scholarship up-to-date with emerging methodologies within the field.

Honors and Awards

My scholarship has received a few awards in recent years. In 2008 I received the Association for Publication Excellence (APEX) Award of Excellence for my work with the EServer Technical Communication Library. When the MLA International Bibliography added online publications to their index in 2007, the EServer was similarly in the first group of online resources to be added to that index. When Thompson Scientific expanded its "ISI Web of Knowledge" directory of scholarly publications to include online publications as well as their traditional print index in 2006, the EServer was in the initial group of online scholarly sites added to their catalogue.

B. Please summarize your efforts and success in obtaining external support for your scholarship. External support for scholarship is a necessity in many disciplines and it also constitutes an additional measure of peer review.

I consider myself to have been active in my work toward finding external support; I have been informed that in 2007 and 2008 I was the third most-active faculty member in the English Department in external funding, and the most active assistant professor. I have participated in numerous funded research projects, both as principal (lead) investigator and as co-PI. One multi-year project of note was a multi-year $90,000 grant with the Iowa Department of Transportation, to help them develop a database-driven document system for maintaining their collection of thousands of pages of highway construction specifications. That project entailed my supervision of three senior colleagues in the development of detailed functional requirements. This led to what I consider one of my most successful ATTW presentations, and will inform my future publications about unique issues in content management for governmental agencies.

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Some other funded research projects during my time at ISU include these:

- Liberal Arts and Sciences Computer Advisory Committee. Principal investigator, 2009 ($7,280) "Enabling Student High-Definition Multimedia Production." 2009 Proposed upgrades for the ISU Studio for New Media to enable student collaborative high-definition video production, for coursework and extracurricular learning projects.
- Liberal Arts and Sciences Computer Advisory Committee: Technology-Based Instruction Proposals. Principal investigator, 2007-present ($9,500) "Teaching Advanced Communication via Integrated Web Technologies." 2007 to present
- Liberal Arts and Sciences Computer Advisory Committee. Principal investigator. "Encouraging Student Collaborative New Media." ($16,557 requested; $12,500 awarded). January 2007.
- NUE: Introduction to Nanomaterials Science and Engineering. Member, Tech Comm Group, 2003-08 ($100,000) Participated in the development of an online interface to an NSF-funded (award #0407261) annotated bibliography of reports about nanoscience and nanotechnology issues.

My curriculum vitae also lists a four proposals from the past few years for which I was a co-PI, but which were not awarded. In most of those cases, we are planning to revise and resubmit.

C. Please provide a summary of scholarship in progress and your plans for future scholarship.

While I await the publisher's (and series editor's) response to my book proposal, I realize that there will likely be revisions necessary over the course of the next year as I prepare for its publication. But, having finished the complete manuscript, I have had some time to consider the next projects I plan to undertake when this book is published.

Thomas S. Kuhn, in his influential *Structure of Scientific Revolutions*, argues that innovation within disciplines occurs in three "stages": an early stage, when people are experimenting with energy but not citing often, a middle stage when citations are frequent but experimentation explores the possibilities of the new paradigm, and a later stage when most work involves publication and citation, but little new innovation. I believe that the digital humanities is transitioning from its early stage into a middle stage, and I'm anxious to help the disciplines of digital humanities and technical communication develop new, sustainable standards for how peer-reviewed scholarship can be practiced in new media.

Peer-reviewed journals have for over a decade produced online versions of their print formats; I've already worked to help establish this. In the past two months, in fact, the publishers of the top two journals in technical communication have announced that those journals will soon become online-only. But the formats for presenting research have adapted little to this transition; numerous possibilities for interactive visualization of research data, for example, have seldom been incorporated into online articles, and the peer-review process for electronic journals has, for the most part, emulated the traditional preprint blind review of static print publications. It will be important, if peer-reviewed publications seek to incorporate dynamic data into the genre, for scholars who have been

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working on these issues for the past decade to participate, helping to preserve the best elements of peer-reviewed scholarship while also accommodating new possibilities.

The EServer project I've directed since graduate school has been an integral part of the attempt I've made to keep my theoretical interests applied to practical goals. But in recent scholarly literature about information design, particularly about the design of database-driven systems (such as knowledge management, project management and content management systems), I've been concerned to see a distance between the two in many well-regarded works. Scholars who write about the implications of XML abstraction seldom use examples to demonstrate how their theory is applied; the trade literature, often case studies of particular instances of practice, also very seldom refer to larger theoretical models which underlie their work.

I believe that an argument can and should be made why theorists and practitioners should communicate more actively, and why electronic publishing venues should articulate theoretical approaches and methods more fully, in order to facilitate practitioners such as web and database designers to work well with particular venues (in a manner similar in some ways to academic publishing practice, where journals and presses become known as the location for 'series' with particular interests and specialties). This would be a book-length work, I believe, and one I am currently considering as a next contribution to new media best practices.

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