

*Interviewer:* – have here Professor Christine Tulley at the University of Findlay, and Estee Beck who is a first-year graduate student at Bowling Green State University.

*Interviewer:* Okay. All right. Well, thank you for meeting with us today.

*Interviewee:* Sure.

*Interviewer:* So we have a list of questions for you, and they're not in any particular order, so I'm just gonna go ahead and ask you the first one. So how does technology affect your scholarship and your work here at University of Findlay?

*Interviewee:* Ooh, that's a broad one. Okay, it affects it in a couple of ways, one, I have kind of two roles here. One, I direct the writing program, but my second role is the faculty academic career development coordinator, which is sort of a long title for someone that coordinates faculty scholarship. And so one of the things that I do is I run a faculty-writing group once a week, and as part of that, we talk about publishing in all kinds of venues.

So in that way, way, I mean we do talk about digital publications. We talk about some of the differences between digital publications and print, and for me, I've published in both venues, so it's very easy for me to say, "Hey, here's a sample. This is the kind of process you use when you're trying to make an article that has, say, maybe an article for Kyros that has embedded video or has a podcast or something, and then here's what you do for print." And one thing that's sort of interesting for the faculty is they see that the processes are very much the same, and so that's sort of half of my life.

The other half is directing the writing program here at the University of Findlay, and because I teach digital things – and I think they're important, and I don't think that they're sort of secondary to print text in any way. They're just, to me, another mode of communicating. You know, we do teach them alongside.

And when I took over this position, I worked pretty hard to make sure that we offer at least one instructor-choice assignment a semester, and many instructors choose to make that assignment digital or multimodal, and we have the range of things, like public service announcements. We have web pages. We have videos.

I usually do something I call an "argument video," where they, basically, take their argument paper and all the research they've

done for that and then turn their argument into a video argument, and it works really well. Because I've done it kind of before the paper and after the paper, and both times, you get really good feedback 'cause the students have to think about their information in a different way.

And so I mean, in a nutshell, that's sort of how I've worked with it, although I do teach it at the upper levels, too. I teach a upper-level classical rhetoric class, and I teach that completely through a multimodal lens. Even though it wouldn't seem that, you know, Ancient Greece or Ancient Rome is like a real good match, it's actually worked out pretty well, so –

*[End of Audio]*