From the President
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I hope this finds each of you meeting the challenges that learning and teaching with technology provides. There are many!

You may have read an article in the Chronicle of Higher Education entitled "Ever So Slowly, Colleges Start to Count Work with Technology in Tenure Decisions" (February 22, 2002). Whether or not you follow issues directly related to faculty tenure and promotion, these are issues that affect all language technologists. In the grand scale of things, information technology is still in its infancy, and the integration of technology into teaching, research and university life is not complete. Although schools encourage teachers to use technology and even hire teachers based on their technological expertise, it is much less clear how teachers will be evaluated when it comes time to review their performance, such as when tenure and promotion decisions are made. Even when a focus on technology is a stated component of the job, there are cases of faculty receiving a poor evaluation because they spent, in the eyes of the reviewers, "too much time with technology" and not enough time doing "real research and publication."

This is a problem that cries out for attention. There are some positive signs. At some universities, departments have changed guidelines to pay more serious consideration to the work faculty have invested in multimedia projects, including the development of on-line courses and Web sites, especially when tenure and promotion decisions are made. Do you know if such steps have been taken at your institution? Have guidelines been developed, principles established? Do administrators and colleagues understand how difficult and time-consuming teaching with technology can be? And do they know students' reactions to the multimedia-intensive courses they have experienced? Sadly, at some universities, students do not even complete course evaluations of on-line

courses as they would for regular classes. All of these are areas of great concern for those of us who work with technology and support the instructors who incorporate it into their teaching.

As we do our best to help teachers gain recognition for their accomplishments, we need to be aware of the pitfalls of "teaching with technology" in our daily work. Lack of recognition may explain why some teachers are reluctant to spend time working on technology projects. At many places where technology is in supported, there is the belief that teachers should spend less time doing the hands-on work of digitizing materials, building Web sites, and so forth, but should instead invest their time in the delivery of content. It is reasoned that the technological tinkering should be left to the technology experts. I tend to agree. I think that one of our challenges is to find the right mix of encouraging faculty to incorporate technology on the one hand, but finding ways to reduce the time they spend developing the delivery systems. That's one area where we can definitely help—finding ways to minimize the time teachers spend on the management of technology as opposed to their teaching.

Related to the general theme of gaining recognition of our work with technology, a current project of the IALLT Board is to develop a "professional standards and responsibilities" statement. This statement will describe the work we do as language technologists and relate it to the larger context of professional status, expectations and recognition. When the statement is ready, it will be publicly available at our Web site. It will be helpful in several areas: rewriting job descriptions, educating administrators and colleagues about the many facets of our work, and providing administrators with guidelines that can be incorporated into both the work requirements for language technologists as well as the standards for evaluation, such as those for tenure and promotion. In essence, it will help set the bar for both work expectations and evaluations of effectiveness. Watch for this statement to appear at *www.iallt.org.*

IALLT continues to be involved in other activities. Mike Ledgerwood is leading a project referred to as the "IALLT/ Publishers Initiative" to discuss how IALLT members and publishers can better work together to promote the effective use of educational materials developed by the publishing companies. One of the key issues is the digitizing and delivery of instructional materials, and how, and by whom, this will be done. This summer, June 20-22, the IALLT Board and Council will meet for its Summer Leadership Meeting to plan future initiatives. This

meeting will also help plan the next IALLT Conference taking place next year, June 17-21, 2003 to be hosted by Monika Dressler and her team at the University of Michigan. Mark your calendars for that event, which promises to be as rich and successful as the conference last year at Rice University in Houston.

Thanks to all of you who contribute your time, talent and expertise to this organization. Thanks to those of you who are not yet ready to volunteer for special responsibilities, but contribute through the renewal of your membership. Finally, let's remember that the "Learning" in our name is just as important as the "Technology." This organization has by no means answered all of the questions! ◆