

## The Ghost in the Machine: Recognizing the Work of the Computerized Center

Work with technology is very time-consuming. People who work with technology in the classroom must spend a portion of their time learning and teaching new software... People who work with technology in their research, particularly in composition, must also keep abreast of a field that is changing rapidly as the technology itself changes...For the purposes of promotion and tenure, work with technology is often described as administrative or placed under the category of service. However, often technology-related work has additional dimensions which are more appropriately reviewed under the categories of teaching or research as well.

"Promotion and Tenure Guidelines for Work with Technology"  
(<http://www.ncte.org/about/over/positions/level/coll/107658.htm>)

While Computers and Composition scholars argue that technology enhances the teaching and learning of composition, those of us who "do technology" find ourselves in the interesting, and sometimes difficult, position of trying to satisfy administrators while working toward tenure and staying true to our own pedagogical and theoretical beliefs. This situation is further complicated by the struggle for acknowledgement of the invisible labor that goes into teaching with technology and of our expertise in areas that have previously been relegated to Information Technology (IT) personnel. While this issue has been discussed in the past, is again coming to the fore as FYC programs are making teaching with technology mandatory.

This paper discusses not only the lack of recognition that C&C scholars receive but also some possible ways for WPAs, IT staff, C&C faculty to come together to combat this lack and to facilitate the teaching of writing with technology.