

In This Issue

- 1 Report on the MLA *Job Information List***
- 2 President's Column • Catherine Porter (Re)Defining Productivity**
- 4 Editor's Column • Rosemary G. Feal Your Scholarly Society, in Good Times and Bad**

Convention

- Calls for Papers for the 2011 Convention 8**
- Changes to Convention Child Care 6**
- Exhibit Hall in Philadelphia 6**

Governance

- Elections Committee Seeks Candidates 4**
- Nominating Committee Members 6**
- 2009 MLA Delegate Assembly Meeting 1**

Grants and Prizes

- Frances Smith Foster Given ADE Award 5**
- Honorary Members and Fellows 6**
- MLA Book Awards 3**
- Ray Clifford Receives ADFL Award 5**

Meetings

- 2010 ADE Summer Seminars 7**
- 2010 ADFL Summer Seminars 7**

Publications

- Call for Contributions to Book Series 7**
- Earning the CSE Seal 8**
- Profession Call for Papers 6**

On the MLA Web Site 2

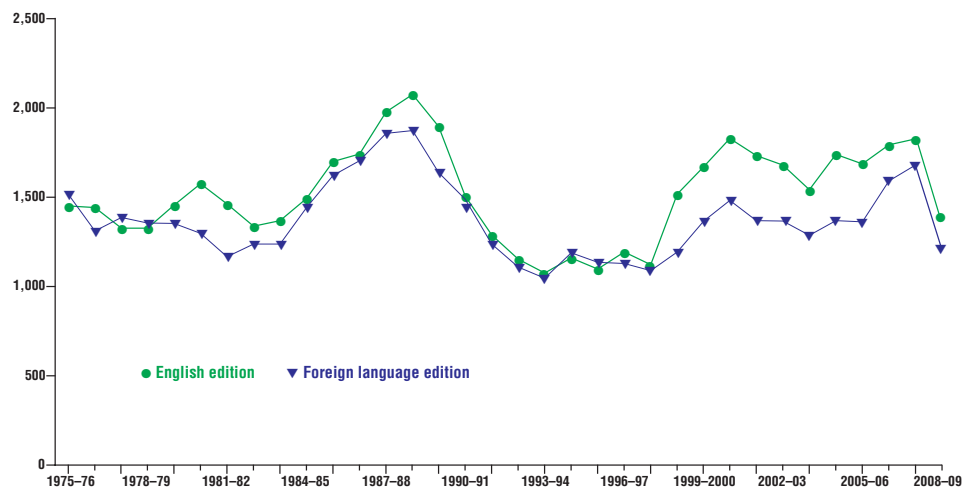
Report on the MLA *Job Information List*

The impact of the economic crisis on academic job opportunities has been swift and painful. After trending upward between 2003–04 and 2007–08, the number of jobs advertised in the *JIL* in 2008–09 declined since 2007–08 by 446 (24.4%) in English and 453 (27.0%) in foreign languages. In the English edition 1,202 ads announced 1,380 jobs; in the foreign language edition 1,106 ads announced 1,227 jobs (ads that departments later marked “search canceled” have been excluded from these counts). In both numerical and percentage terms, this year’s declines mark the largest single-year decreases in the thirty-four-year history of the *JIL* counts.

The figure below shows the trend lines for the number of jobs advertised in the *JIL*’s English and foreign language editions from 1975–76 to 2008–09. Despite this year’s severe declines, departments advertised more positions in 2008–09 than in the trough year 1993–94, when 1,075 openings were advertised in the English edition (305 [22.1%] fewer than 2008–09) and 1,047 were advertised in the foreign language edition (180 [14.7%] fewer than 2008–09). Over more than three decades the number of jobs has mirrored the cycles of recession and expansion in the economy.

A full report on the 2008–09 *Job Information List*, including breakdowns of ads by tenure status, rank, and field specialty, appears on the MLA Web site.

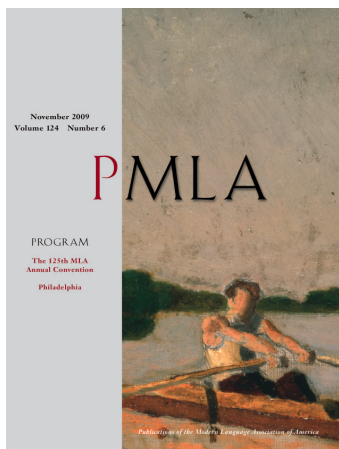
Total Number of Positions Advertised in the MLA *Job Information List*, 1975–76 to 2008–09



2009 MLA Delegate Assembly Meeting

MLA members are invited to attend the meeting of the 2009 Delegate Assembly during the convention in Philadelphia. Members may speak to any of the items on the assembly’s agenda. These items include regular staff and committee reports on association activities and new proposals submitted by members for the assembly’s consideration. These new proposals will be posted at the MLA Web site in mid-November (see the Delegate Assembly’s page, www.mla.org/delegate_assembly) and will be printed in the first issue of the *Convention News and Program Update*, available online before the convention and on-site in Philadelphia.

The assembly meeting will begin at 1:00 p.m. on Tuesday, 29 December, in Grand Ballroom Salon G and H of the Philadelphia Marriott. Because the assembly meeting is open-ended, even latecomers will have a chance to join in important discussions of association policies.





(Re)Defining Productivity

What some now call the Great Recession is hitting us hard. Compared with October 2008, October 2009 *Job Information List (JIL)* advertisements were down by 40% in English and by 52% in foreign languages. Our current data suggest a decline on the order of 50% from the number of jobs advertised two years ago, in 2007–08, when the *JIL*'s English edition announced more than 1,800 jobs and the foreign language edition nearly 1,700. Whether or not these figures are reflected in the national unemployment statistics, we know that many of our members are unable to find work, or enough work, or work at a living wage. Colleagues with contingent appointments—now a majority of the teaching corps and one that is organizing (see, for example, “Our Mission Statement”)—still have minimal job security and

often labor in degrading conditions. Tenure-track colleagues are seeing their workloads increase as their numbers shrink, yet as scholars they often face stiffened requirements to produce evidence of scholarly activity still defined in narrowly traditional terms. As in past recessions, colleges and universities are reemphasizing undergraduate teaching even as they cut faculty lines and curricular offerings; this response reflects their dependency on undergraduate tuition, which becomes all-important when endowment income and alumni contributions decline. Some observers believe that this recession, unlike others experienced in academia since the 1950s, threatens to be not so much a period of retrenchment followed by recovery as an opening onto a thoroughgoing transformation of the postsecondary system (see *Beyond the Economic Downturn*). If we fail to acknowledge the gravity of the current challenges and to address their implications, can we withstand the economic, demographic, and sociocultural pressures that are already weakening and constricting the tenure system? Can we narrow what already appears to be an inexorably widening gap between a postsecondary elite—made up of Research I universities and prestigious, well-endowed liberal arts colleges—and all the other tiers of American higher education?

These questions, sharpened by the current belt-tightening, compel us to focus anew on productivity: how we define it, whether we can improve it, how the costs of improvement might be controlled. The economists Robert B. Archibald and David H. Feldman argue that increases in higher education costs are best explained in terms of the “Baumol effect” or “cost disease” theory: education resembles the performing arts (see Baumol and Bowen) or personal service industries in which rising costs cannot be readily offset, as they are in manufacturing, by productivity gains, so they tend to occasion reduced services and a consequent decline in quality. Archibald and Feldman conclude that “it is critically important for the long-term health of higher

education . . . to find ways to cut costs that preserve the quality of the services we provide” (291). From this standpoint, the humanities look especially problematic, since so much of our work is exemplified by the solitary instructor laboring over individual students’ writing and by the isolated scholar poring over—and in turn producing—reams of text. How can we reckon with the imperative to be more productive when such labor-intensive activities remain the core forms of pedagogical and scholarly production? Let me suggest three avenues for exploration.

- We can define productivity more thoughtfully and more broadly. For non-tenure-track faculty members, productivity by and large means effective teaching (since teaching is typically the contingent faculty member’s only contractual obligation). For tenure-track and tenured faculty members, effective teaching should also have priority; productivity, now defined primarily as a function of published output in which the scholarly monograph is privileged, should be redefined to emphasize intellectual quality and value impact in the field. Confronted by globalization and the advent of the digital humanities, our profession needs to work on developing (selecting, adapting, and creating) and testing strategies for evaluating a spectrum of productivity that includes pedagogical research as well as teaching, translations as well as traditional books and articles, and publications and experimental productions on digital platforms (see “Report of the MLA Task Force on Evaluating Scholarship for Tenure and Promotion” for an in-depth discussion of these and related proposals).
- We can identify successful models or starting points for curriculum development and assessment strategies. The ACTFL model for evaluating oral proficiency in foreign languages has been built around a basic schema that describes what students can be expected to know and do as they advance from novice through intermediate to advanced and superior levels; this organizing principle is adaptable to other skills and competencies. Drawing on cognitive psychologists’ studies of the way learning occurs, the physicist and Nobel laureate Carl Wieman has developed and tested a pedagogy for science instruction with a widely applicable goal: “programs and individual courses should move the student toward expert competence in the subject . . . [which] means acquiring the problem solving approaches and skills, habits of the mind, content knowledge, and beliefs about the nature and relevance of the subject that are

On the MLA Web Site

Field Bibliographers Invited

Fellowships and Grants Deadlines

Upcoming MLA Deadlines

Letters to the Editor



like those of practicing experts.” After extensive work in the science of learning, Carnegie Mellon has developed a model that combines a carefully constructed on-line learning environment with instructor-led courses; this hybrid approach has been shown to produce more effective student learning in a shorter time than traditional instructor-led courses alone (see Smith and Thille; Lovett, Meyer, and Thille). In all three of these examples, sustained metacognitive activity—attention by both teachers and students to the process of acquiring and applying knowledge—clarifies and reinforces the trajectory leading to mastery of the subject.

- We can rethink graduate education with the complex functions of general and liberal education in mind and with the same attention to learning outcomes that undergraduate programs require. Many graduate programs may need to be realigned to reflect shifting priorities in the field, nontraditional forms of scholarship, and an altered array of career paths. Graduate students can benefit enormously from well-informed exchanges on the ways and means of the profession, as Donald Hall’s work in professional studies and Andrew Delbanco’s pioneering seminar for students from multiple disciplines at Columbia demonstrate. Graduate programs should do more to prepare students for essential tasks they will have to assume and, one hopes, embrace as educators: to participate in general education programs and to teach introductory courses in their field, including beginning foreign language or freshman composition. Students should also be encouraged, as budding intellectuals whose responsibilities as citizens in campus communities and in society will reach far beyond the academic fields they are plowing, to relate their scholarly pursuits to the broader educational context and to appreciate the collaborative work they will pursue with colleagues from multiple fields.

Each project I’ve outlined above would serve the quest for a common educational purpose reflected in the title of the MLA Issue Brief that is part of our Academic Workforce Advocacy Kit: “One Faculty Serving All Students” (www.mla.org/pdf/awak_issuebrief09.pdf). The MLA is planning to develop new Web-based tools to enable members to share ideas and re-

sources as we move forward. Your suggestions for such tools and your comments on this column are most welcome.

Catherine Porter

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Members are invited to comment on the president’s column at www.mla.org/fromthepres.

MLA Book Awards

Is your book eligible for an MLA book award? The MLA Committee on Honors and Awards invites authors and editors to compete for the association’s publication prizes. There are twelve annual and eleven biennial MLA prizes that honor outstanding work in languages, literatures, and interdisciplinary studies and in specific genres (e.g., translation, bibliography, letters, scholarly edition). For information on the individual prizes, their deadlines, and the application process, please visit the MLA Web site (www.mla.org/awards_competitions). You may also request detailed information on any MLA prize by contacting the Programs Office (646 576-5141; awards@mla.org).

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Your Scholarly Society, in Good Times and Bad

The MLA is a member of the American Council of Learned Societies (ACLS); as last year's chair of the ACLS's Conference of Administrative Officers, I served on the ACLS Board of Directors, where I heard quite a lot about the impact that the economy is having on colleges and universities and about the ways that scholarly associations are coping with the downturn. Not surprisingly, the MLA is coming in for its share of the tough financial times, and I want to let you know how you can help keep the association strong.

I like the quaint term "society" as a descriptor for what we are as an organization. Our numbers (still around 30,000) make it impossible for us to be on a first-name basis with all our

fellow members, but I think we all identify with smaller communities within the association. As a larger group, we are united in our dedication to a common mission: teaching and studying the modern languages and their literatures. We can also think of ourselves as a microcosm of our larger societal structure. There are the haves (have tenure, have steady paychecks in academic positions) and the have-nots (no job security, no steady salary). We are young (student members) and not so young (life members). Some of us have disabilities. Many of us speak a language other than English as our native language. And so on.

What we also have in common as a society is the power to assist one another. Many members tell me that they find belonging to the MLA rewarding because of the connections they make through the association, many of them virtual. Members also place value on the direct support they get from the MLA: travel assistance to the convention, job counseling, feedback on scholarly work when they submit to *PMLA*, free copies of the *MLA Handbook*, to name a few items. Significantly, members also tell me that they find it rewarding to offer assistance and expertise to the MLA and to those who belong to it. Members are the essence of both the "scholarly" and the "society" aspects of the MLA: they peer-review submissions to the association's publication programs; they work on the committees that carry out major projects; they donate to the funds that support graduate students, unemployed and underemployed members, and members residing abroad; and they provide leadership of all kinds, especially in helping the next generation of teacher-scholars.

As the association confronts the negative effects of the recession—and the impact it has had on university budgets—I'd like to ask you to consider five ways that you can help your scholarly association:

1. Please renew your membership at www.mla.org/join_renew. We need you more than ever.

2. Please claim your free copy of the *MLA Handbook* (www.mla.org/handbook_signup) and use the new *Handbook* Web site (www.mlahandbook.org). Then encourage your students to purchase the *Handbook* (order it for your classes; put it on your syllabi; demonstrate the Web site in class). Students need to hear from you that the authority on MLA style is . . . the MLA!

3. Please let your students—and your librarians—know that the *MLA International Bibliography* is an essential tool for research in modern languages and literatures. When students and professors use the *MLA Bibliography*, the MLA's mission is strengthened.

4. Please consider donating to the funds that support graduate students, unemployed and underemployed members, and members who reside abroad (www.mla.org/contribute). We have more graduate students applying for grants than funds available, so a gift in any amount helps.

5. Please ask your colleagues and your graduate students to join the MLA (www.mla.org). Or we can ask them to join on your behalf: just give us their names (www.mla.org/join_invite), and we will take care of the rest.

We realize that your economic situation has most likely suffered in recent times, and the Executive Council and I are therefore even more grateful than ever for the monetary contributions you can make. The general support you lend to the society of scholars that is the MLA is equally valuable. In good times and bad, the MLA is here to do all we can for our members. For what you do for the MLA, I thank you deeply.

Rosemary G. Feal

Members may write to the editor at execdirector@mla.org. Writers are asked to limit letters to five hundred words; the editor reserves the right to edit letters that exceed five hundred words. Letters to the editor appear on the MLA Web site.

Elections Committee Seeks Candidates

The MLA Elections Committee will meet in January 2010 to begin the process of identifying candidates for eighteen special-interest and thirty-nine regional Delegate Assembly seats. Those elected in 2010 will serve in the assembly from 10 January 2011 through the close of the January 2014 convention and must attend the meetings of the assembly in January 2012, January 2013, and January 2014.

The Elections Committee is charged not only with nominating candidates and overseeing the elections but also with

ensuring that the various groups within the MLA find representation in the Delegate Assembly. Committee members are therefore interested in hearing from all MLA members who are willing to be candidates in next year's Delegate Assembly elections. Members whose names are already on file at the MLA office need take no additional action at this time. Others who would like to be considered should write to the Elections Committee, c/o Carol Zuses, at the MLA office (czuses@mla.org).

Ray Clifford Receives ADFL Award

The ADFL Award for Distinguished Service in the Profession will be presented to Ray Clifford, associate dean of Brigham Young University's College of Humanities and director of its Center for Language Studies, during the 2009 MLA convention in Philadelphia. The ADFL award honors eminent scholar-teachers for exceptional contributions to the field of foreign languages and literatures at the post-secondary level. Clifford is internationally recognized for his work as an advocate for foreign language education in the United States and for his contribution to defining curricular and methodological issues in the field of language teaching. Before assuming his current position at Brigham Young, Clifford was for more than twenty years at the Defense Language Institute Foreign Language Center, Monterey, as dean, provost, and finally chancellor of the largest language education institution in the world.

Clifford is recognized by secondary and postsecondary language educators for his activities on behalf of standardized proficiency assessment and for his tireless work in support of the coherence and dignity of the language teaching community. He was twice elected president of the American Council on the Teaching of Foreign Languages (ACTFL) and is the 2008–09 president of the National Federation of Mod-

ern Language Teaching Associations. He served on the board of directors of the Joint National Committee for Languages in 1993–95 and 2006–08. Clifford was awarded a Doctor of Letters, *honoris causa*, by Middlebury College in 2003 and has been honored by the National Council on Less Commonly Taught Languages, the American Association of Teachers of German, and ACTFL. A ubiquitous presenter on assessment, proficiency, federal language policy, and language teaching, he has been at the center of change in language studies. In the words of a colleague nominating him for the ADFL award, "Anyone who has worked with Ray Clifford at the many meetings of the language community knows that he is part of the glue that holds our community together."

Previous recipients of the ADFL Award for Distinguished Service to the Profession are Mahmoud al-Batal, Heidi Byrnes, Dan Davidson, Andrew Debicki, Elvira García, Dorothy James, Michael Katz, Christopher Kleinhenz, Claire Kramsch, Seiichi Makino, Jean Perkins, Renate Schulz, and Guadalupe Valdés.

ADFL welcomes nominations for this award. Anyone wishing to nominate a candidate should contact Nelly Furman, Director of Programs and ADFL, 26 Broadway, 3rd floor, New York, NY 10004-1789 (adfl@mla.org).

Frances Smith Foster Given ADE Award

The ADE Executive Committee will present the ADE Francis Andrew March Award to Frances Smith Foster at the 2009 MLA Annual Convention in Philadelphia. The award, established in 1984 to honor exceptional service to the profession of English, is named for Francis Andrew March (1823–1911), professor of English at Lafayette College and the first professor of English in America. The committee looks for candidates whose impact reverberates beyond the local to affect the ADE and MLA communities and the profession at large.

Frances Smith Foster is Charles Howard Candler Professor of English and women's studies at Emory University. She began her career as a high school English teacher in Cincinnati and Detroit and has taught at the University of California, San Diego; San Diego State University; and Emory University, where she served as English department chair from 2005 to 2008. At Emory, she has also directed the Institute for Women's Studies and coordinated the Strategic Plan for Race and Difference Initiative. She has served as executive director of the Philological Association of the Pacific Coast and on the advisory board for the Society for the Study of American Women Writers. For the MLA, she has served on the Executive Council; the executive director search committee; the Delegate Assembly Organizing

Committee; the Committee on Academic Freedom and Professional Rights and Responsibilities (chair, 1989–91); and the executive committees of the Division on Ethnic Studies in Language and Literatures and the Discussion Group on Afro-American Literature.

She has edited or written more than a dozen books, including *Love and Marriage in Early African America*; *Written by Herself: Literary Production by African American Women, 1746–1892*; and *Witnessing Slavery: The Development of Ante-Bellum Slave Narratives*. She has edited, alone or jointly, works that include *The Oxford Companion to African American Literature* and *The Norton Anthology of African American Literature* as well as editions of several African American women's texts, including *Minnie's Sacrifice*, *Sowing and Reaping*, and *Trial and Triumph: Three Rediscovered Novels*, by Frances Ellen Watkins Harper; *Incidents in the Life of a Slave Girl*, by Harriet Jacobs; and *Behind the Scenes*, by Elizabeth Keckley. Her scholarship has provided contemporary readers and scholars the invaluable service of recovering literary texts from the eighteenth and nineteenth centuries.

Anyone wishing to nominate a candidate should contact Doug Steward, Associate Director of Programs and ADE, 26 Broadway, 3rd floor, New York, NY 10004-1789 (ade@mla.org).

Changes to Convention Child Care

Faced with rising costs and limited interest from members, the MLA will not offer on-site child care at the 2009 convention. MLA members in need of child care during the convention should make arrangements directly through one of the convention hotels.

The MLA has funds available to reimburse up to \$200 each to members who use a hotel-recommended service for child care during convention hours. If more requests are received than can be reimbursed with available funds, preference will be given to graduate students and members in lower-income dues categories.

Members should submit a request for reimbursement, along with a receipt for child care from one of the hotel-recommended services. Requests should be sent no later than 9 January 2010 to Maribeth Kraus, Director of Convention Programs.

Exhibit Hall in Philadelphia

At this year's MLA convention over 110 firms will display books, journals, educational software, electronic databases, and other materials and services of interest to teachers of language and literature. To view a list of the 2009 exhibitors, visit www.mla.org/exhibitorslist.

Located in the Philadelphia Marriott (Franklin Hall, level 4), the exhibit hall will be open on 28 and 29 December from 9:00 a.m. to 6:00 p.m. and on 30 December from 9:00 a.m. to 1:00 p.m. Admission to the exhibit area is open to persons wearing convention badges or carrying appropriate passes. There is a lounge area in the hall to use as a place to meet with editors and colleagues.

Barbara Chen, editor of the *MLA International Bibliography*, will be in the MLA exhibit booth on 28 and 29 December from 10:00 a.m. to 12:00 noon to answer questions about the bibliography. MLA staff members will be available in the booth to demonstrate features of the MLA Web site and to answer questions about MLA publications. Check the *Convention News and Program Update* for information about receptions, book signings, and other exhibitor-sponsored events that will take place during the convention.

Profession Call for Papers

For *Profession 2010*, the members of the journal's advisory committee seek previously unpublished essays, of 1,800 to 5,000 words, on current intellectual, curricular, and professional trends and issues that are of importance to the field. The committee welcomes submissions on any topic as well as suggestions for special topics and sections. Of particular interest are submissions that build on the reports published in *Profession 2009*. Such submissions might present case studies, strategies for the implementation of the reports' recommendations, or ideas for further research on the topics addressed in the reports.

Though *Profession* is a journal of opinion, authors should express their views in a scholarly mode—using analysis, documentation, and persuasion—to ensure that readers will be able to engage with their essays.

Letters to the editor and short comments on articles in *Profession 2009* will also be considered. For more information on submitting to *Profession*, go to www.mla.org/profession. The postmark deadline for submissions is 15 March 2010. Address materials to the editor, Rosemary G. Feal, at the MLA office.

Nominating Committee Members

This year the MLA Executive Council will make appointments to seventeen standing committees of the association. The council invites members to consider suggesting themselves or other members for one of the fifty-seven anticipated vacancies on seventeen of the association's standing committees. Members' suggestions will be accepted at the Web site (www.mla.org/commsugg) from mid-November through mid-January. The Web page for suggestions provides information on the factors relevant to this new round of committee appointments. Because these factors change from year to year, suggestions made the previous year are not brought forward for the council's consideration. Members will therefore need to deposit new or updated suggestions after consulting the new Web listing of vacancies.

The council will be making appointments to fill these vacancies at its February 2010 meeting. Any questions about committee suggestions should be addressed to Carol Zuses at the MLA office (czuses@mla.org).

Honorary Members and Fellows

Members are invited to submit nominations for honorary members and fellows of the association. Honorary members are distinguished foreign scholars, and honorary fellows are distinguished men and women of letters of any nationality. The current rosters of honorary members and fellows can be found on pages 1113–14 of the September 2009 (Directory) issue of *PMLA*.

Members who would like to recommend honorary members and fellows should refer to the instructions in the September *PMLA* (p. 1109) or at www.mla.org/honorary_members.

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b. Paid Circulation		
1. Mailed Outside-County Paid Subscriptions	23,736	23,014
2. Mailed In-County Paid Subscriptions	242	0
3. Paid Distribution outside the Mails including Sales through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid Distribution outside USPS®	2,577	2,518
4. Paid Distribution by Other Classes of Mail through the USPS (e.g., First-Class Mail®)	245	90
c. Total Paid Distribution	26,800	25,622
d. Free or Nominal Rate Distribution		
1. Free or Nominal Rate Outside-County Copies	0	0
2. Free or Nominal Rate In-County Copies	0	0
3. Free or Nominal Rate Copies Mailed at Other Classes through the USPS	0	0
4. Free or Nominal Rate Distribution outside the Mail	0	0
e. Total Free or Nominal Rate Distribution	0	0
f. Total Distribution	26,800	25,622
g. Copies Not Distributed	2,050	1,578
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17. I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

Rosemary G. Feal, Executive Director

2010 ADE Summer Seminars

Chairs, directors of graduate and undergraduate studies, and other administrators from English departments of all types gather annually at the ADE Summer Seminars. Attending seminars affords participants an opportunity to establish support networks of trusted colleagues; consult with one another in confidence; pass on lore, tips, and lessons learned; and develop administrative know-how. Moreover, participants alert one another to emerging problems and opportunities in the discipline; gather strategies and perspectives to take back to their campuses; collaborate on the best responses to today's challenges; and lend their individual expertise in support of the ADE's authority to issue statements of best practices, statistical analyses, policy recommendations, and reports from the field and to the field.

Seminar East will be held 3–6 June at the University of Maryland, College Park; Kent Cartwright will host. Directors of graduate study are encouraged to attend Seminar East. ADE Seminar West will be held 21–24 June at Pomona College; Kevin Dettmar will host.

Information about programs, registration, and accommodations will be announced at the ADE Web site (www.ade.org) and in a brochure that will be mailed to ADE members in April. For further information, please write or call David Laurence, Director, ADE, or Doug Steward, Associate Director, at the MLA office (646 576-5132; ade@mla.org) or consult the ADE Web site.

2010 ADFL Summer Seminars

The ADFL Summer Seminars offer department chairs and program heads three days of intense professional exchange about life and work in departments of foreign languages. Plenary sessions and workshops focus on the nuts and bolts of departmental governance and national trends in the humanities and in the teaching of language, literature, and culture. Seminars also feature preseminar workshops for chairs newly appointed or just completing the first year of their appointment. In addition, this year's seminars will include preseminar workshops to train program reviewers. Seminar East will be held 3–6 June at the Woodcliff Hotel and Spa in Fairport, New York, hosted by the Department of Modern Languages and Cultures and the School of Arts and Sciences at the University of Rochester. Seminar West will be held 17–20 June at the Cheyenne Mountain Resort in Colorado Springs, Colorado, hosted by the United States Air Force Academy. Speakers and topics will be announced in the *ADFL Bulletin*; at the ADFL Web site (www.adfl.org); and in a brochure detailing housing, meals, and excursions that will be mailed to ADFL members in early spring. For further information, please write or call Nelly Furman, Director, ADFL, or David Goldberg, Associate Director, at the MLA office (646 576-5132; adfl@mla.org) or consult the ADFL Web site.

Call for Contributions to Book Series

The Publications Committee has approved development of three new titles in the series *Approaches to Teaching World Literature*:

- *Approaches to Teaching Franklin's* Autobiography, ed. Carla Mulford and Jeffrey Andrew Weinstock
- *Approaches to Teaching Ondaatje's* The English Patient, ed. Chelva Kananayakam and Paulo Lemos Horta
- *Approaches to Teaching Sand's* Indiana, ed. David A. Powell and Pratima Prasad

If you wish to contribute to any of these volumes, please visit www.mla.org/approaches.

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**Dated Material
Please deliver by 27 November**

Earning the CSE Seal

The Committee on Scholarly Editions offers advice and consultation to scholarly editors, and it honors excellence in editing by awarding its emblem to qualified volumes. Eager to expand the range of editions under review, the committee invites editors to consider submitting their work for inspection. The committee's guidelines and inspection process are described in detail on the MLA Web site (www.mla.org/rep_scholarly). At the 2009 MLA convention in Philadelphia, the committee will sponsor a session ("How to Win the CSE Seal") that features an editor, a vetter, and a committee member discussing the benefits of the inspection along with its procedures. The committee welcomes inquiries at cse@mla.org.

Calls for Papers for the 2011 Convention

The 2011 MLA Annual Convention will be held in Los Angeles from 6 to 9 January. Calls for papers may now be submitted through the MLA Web site under the Convention heading (www.mla.org/submit_calls). Submissions are due by 5 January 2010. Members should familiarize themselves with the guidelines for the MLA convention, which appear on the MLA Web site (www.mla.org/conv_procedures) and in the September 2009 *PMLA* (pp. 1059–66), before writing to the organizers listed in the calls for papers. If not provided, organizers' addresses are available in the members' directory on the MLA Web site and listed in the September 2009 *PMLA*. All participants in convention sessions must be MLA members by 7 April 2010. Organizers are responsible for responding to all inquiries. A member may participate as speaker or respondent only twice (e.g., by organizing and chairing a meeting, reading a paper, or serving as a speaker, panelist, or respondent in one or two sessions) at a convention.

Calls for papers may be viewed online at www.mla.org/conv_papers.

All requests for audiovisual equipment must be made by the chair of the session on the appropriate program copy forms and must be submitted by 1 April 2010. Participants should indicate their audiovisual needs when they respond to a call for papers and should check with the chair of the session or with the MLA convention office to be sure that the necessary equipment has been ordered by 1 April 2010.

Members without Internet access who need a printout of the calls for papers should write or call the MLA office to have a copy mailed to them (membership@mla.org; 646 576-5151).