

In 2012, the association, under the leadership of the Executive Council, has moved forward with several major projects in the area of programs and scholarly communication. The fiscal year 2011–12 saw a surplus in the unrestricted and restricted funds, a result of higher than expected revenue, primarily from the *Bibliography* and the annual convention, and of targeted reductions in spending to compensate for lower income from print publications.

The Executive Council authorized the creation of the Office of Scholarly Communication in 2011. A grant from the Andrew W. Mellon Foundation awarded in 2012 has enabled the office to initiate work on *MLA Commons*, an interactive platform that will give members new opportunities to disseminate scholarship and undertake collaborations.

The 2012 convention in Seattle was the second to be held on the new January dates. Attendance figures were strong, and participants enjoyed seven creative conversations with writers, filmmakers, and other interlocutors; several cultural excursions; and three special workshops. Attendees reacted positively to the MLA's first meeting in Seattle and expressed interest in returning to the Pacific Northwest in future years.

The first eight sections of this report discuss the activities of the MLA in 2012. The ninth and last section lists the actions taken by the 2012 Delegate Assembly and indicates what has been done to implement those actions.

MLA Convention

Maribeth T. Kraus, director of convention programs, plans for and organizes the MLA's annual convention and other association conferences. She reports that the final count of attendees at the 2012 convention in Seattle was 7,412. Of this number, 2,026 (27.3%) were graduate students and 121 (1.6%) were emeritus members. The convention program broke down as follows: 289 special sessions, linked sessions, and forums organized by members (including the presidential forum and its linked sessions); 269 division and discussion group sessions, 55 MLA committee sessions, and 159 allied organization sessions (80 of these 483 sessions were nonguaranteed sessions that the Program Committee approved); and 39 special events and social events.

Plans for the 2013 Convention in Boston

As of 17 October 3,870 people had registered for the Boston convention. (Last year at this time, we had 528 more registrants.) General information about the convention is available at the MLA Web site, along with convention registration and housing reservation forms. Travel arrangements can also be made through the MLA Web site. To date, 96.2% of registrants have registered at the MLA Web site; 3.8% have chosen to mail in their forms. Approximately 55.3% of the registrants are regular members, 20.5% are student members, 13.6% are unemployed members or members employed less than full-time, 4.2% are members residing outside the United States and Canada, and 2.4% are emeritus members. The remaining registrants (4%) are nonmembers. Members were given priority discounted access to convention registration through the MLA Web site. Many members took advantage of this service: 2,489 members (8.7% of the total membership)

registered at the Web site in September. Thus far 116 exhibit booths have been sold, which is 7 more than last year at this time. The convention program was mailed in mid-October and became available at the MLA Web site on 16 October.

Future Conventions

The 2014 MLA Annual Convention will be held from 9 through 12 January in Chicago. Members must submit 2014 calls for papers through the MLA Web site. The July, September, and January submission deadlines have been replaced with a new submission system that posts calls for papers as members submit them online.

Honors and Awards

Each year at the convention, the association recognizes outstanding achievements in scholarship. This year we plan to award 15 publication prizes, including the William Riley Parker Prize for an outstanding essay in *PMLA*. A total of 503 titles competed for publication prizes this year. Two hundred eight (41%) of these titles competed for either the James Russell Lowell Prize or the MLA Prize for a First Book. Sixty-four (13%) competed for the Scaglione Prize for a Translation of a Literary Work. The number of publications that competed for the remainder of the awards was 231 (46%).

Graduate Student Travel Reimbursement Grants are available each year for advanced graduate students. The association allocated funds for up to 220 awards in 2012. We received 344 applications for travel to the January 2012 convention; all of the applicants were eligible. (The number of eligible applicants for 2012 convention grants was up 8.1% from the previous year.) Of the eligible applicants, 236 attended the convention and received grants, 16 more than we had anticipated.

Travel Grants for Non-Tenure-Track Faculty Members or Unemployed Members are also available; the association allocated funds for up to 65 awards in 2012. We received 109 applications for the January 2012 convention; 107 of the applicants were eligible. Since 41 applicants cancelled, we awarded a total of 68 grants, 3 more than anticipated.

Regular and life members who reside outside the United States and Canada and who planned to attend the 2012 convention could apply for a third type of travel grant. We received twenty applications, and nineteen applicants were eligible. Seventeen of the eligible applicants received grants; two did not attend the convention.

MLA Publications

MLA International Bibliography

The *MLA International Bibliography* continues to be available as a subscription database through three vendors—EBSCO, ProQuest, and Cengage (Gale). Sales in the fiscal year 2011–12 surpassed the previous year's results. By the end of the fiscal year, the *Bibliography* was also available through four discovery services: Worldcat Local (OCLC), EBSCO Discovery Service, Primo Central (ExLibris), and Summon (Serials Solution). Inclusion on these platforms is expected to provide greater exposure to *Bibliography* records, especially to undergraduate students.

MLA staff members and 83 scholar-bibliographers from the field (17 distinguished bibliographers, 12 senior bibliographers, 52 bibliographers, and 2 assistant bibliographers) indexed print and electronic publications for the 2011 file. In the past year 17 new field bibliographers participated in an online training program to introduce them to *Bibliography* rules and procedures.

The 2011 file closed with a total of 70,925 records. The first 2012 file was sent to vendors in early February. In 2012 the indexing structure was modified slightly to allow for expanded classification of multiple subject authors as needed.

As of the April 2012 retrospective update, over 40,000 publisher-provided abstracts were made available to our electronic subscribers. Digitization of the 1970–75 MLA abstracts volumes is expected to be completed in early 2013. The number of *Bibliography* records containing full-text links continues to grow; in April, they represented 12% of the total number of citations, which number over 2.4 million. There are now links to more than 43,000 Project Muse articles, more than 66,000 online dissertations deposited in ProQuest's Dissertations and Theses database, and more than 130,000 JSTOR articles.

In August 2012, links to thousands of e-journal articles were added to the current file; in October they will be added to retrospective files, substantially expanding the number of full-text links in *Bibliography* records. License agreements signed with Waxmann, Intellect Books, Wiley-Blackwell, Palgrave-Macmillan, and Taylor & Francis/Routledge have allowed us to further expand the number of full-text links and abstracts in the database. Libraries that subscribe to these services are able to give their users seamless access to full text. The *Bibliography* now includes over 207,000 digital object identifiers. Additional enhancements available in October 2012 include two new record types (scholarly edition and scholarly translation), cited references from selected periodicals, *Choice* book reviews, and an active indicator for Web sites.

The *Directory of Periodicals*, available at the MLA Web site as a benefit of membership, includes 4,884 active titles (6,744 total), 388 of which are electronic journals. Members also have access to over 1,500 Web sites that are indexed in the *Bibliography*.

The ninth group of *Bibliography* fellows was appointed in April, and the six new fellows received online training during the summer. Three 2008 fellows completed the fellowship requirements and were recognized during the awards ceremony at the 2012 MLA convention in Seattle.

Scholarly Communication

Kathleen Fitzpatrick, director of scholarly communication, reports that the initiative to include more Web-based publishing has created new opportunities for disseminating MLA publications and increasing their impact. In the past year, the MLA has begun development work on *MLA Commons*, continued to facilitate member access to the *MLA Handbook*, expanded library licensing for the online *Literary Research Guide*, and released a dynamic new online convention program, including access for mobile devices. The MLA has also taken important steps toward creating increased public access to the scholarship that the association publishes and has begun experimenting with new digital models for publishing its established titles, while continuing to produce rigorously reviewed and edited publications in traditional formats.

The MLA has received a grant from the Andrew W. Mellon Foundation to support the development of *MLA Commons*, an online platform for member-to-member communication, publishing, and collaboration that will launch in beta at the January 2013 convention in Boston. Testing of an alpha release by two sets of MLA members began on 23 August; this fall, we invited more members to give the association feedback on the platform. We also conducted a number of experiments in new modes of digital publishing this year, including making the 2011 issue of *Profession* available to members in popular e-reader formats. In addition, the MLA sponsored the New Variorum Shakespeare Digital Challenge, releasing the XML files from *The Comedy of Errors* under a Creative Commons license and inviting scholars to submit innovative new means of displaying, representing, and exploring the data.

The Office of Scholarly Communication helped facilitate a number of policy initiatives designed to create and support the broadest possible communication of work by MLA members. This year, we revised our author agreements to be compatible with “green” forms of open access. These new agreements are now being used by all MLA journals, including *PMLA*, *Profession*, the *ADE Bulletin*, and the *ADFL Bulletin*, and are being revised for use with MLA book publications. The new agreements leave copyright with authors and explicitly permit authors to deposit in open-access repositories and post on personal or departmental Web sites the versions of their manuscripts accepted for publication. The Office of Scholarly Communication also worked with the Committee on Information Technology on releasing a revised set of guidelines for evaluating digital scholarship, addressing the changes in scholarly communication and the digital humanities that have taken place over the nearly twelve years since the original guidelines were introduced.

The office continues to oversee the MLA Web site, collaborating with other departments to update existing Web pages and develop new features. As part of the association’s commitment to creating online resources that support members’ career development, this year the office worked closely with the Office of Research on several projects. The office continues to work on enhancements to the online and mobile convention programs, including a survey feature that will allow attendees to provide feedback on sessions they have attended. Working with the editorial staff, scholarly communication staff members also update members on association news through the News from the MLA Web page and e-mailed biweekly news digests, which were launched in October 2010. The office is responsible for the online edition of the *Literary Research Guide*, an award-winning annotated listing of reference sources in English literary studies, as well as the online edition of the *MLA Handbook*.

The association’s book publications program continues to publish a diverse set of peer-reviewed books. To support teaching and scholarship in the modern languages and literatures, the MLA publishes reference works, collections of scholarly articles, guides to teaching, and textbooks for instruction in foreign languages and English composition. The association maintains a backlist of nearly 300 titles, and book sales continue to provide an important source of revenue. The MLA expects to publish seven new titles in its established book series in 2012. The Options for Teaching series offers new books on anglophone Caribbean literature and on film, and new books in the Approaches to Teaching series address Milton’s *Paradise Lost*, *The Story of the Stone*, and the works of Naguib Mahfouz, Ngũgĩ wa Thiong’o, and Robert Louis Stevenson.

This year's new titles are as follows:

Fischer, Lucy, and Patrice Petro, eds. *Teaching Film*

Hassan, Wail S., and Susan Muaddi Darraj, eds. *Approaches to Teaching the Works of Naguib Mahfouz*

Herman, Peter C., ed. *Approaches to Teaching Milton's Paradise Lost*, second edition

Lovesey, Oliver, ed. *Approaches to Teaching the Works of Ngũgĩ wa Thiong'o*

McCracken-Flesher, Caroline, ed. *Approaches to Teaching the Works of Robert Louis Stevenson*

Nair, Supriya M., ed. *Teaching Anglophone Caribbean Literature*

Schonebaum, Andrew, and Tina Lu, eds. *Approaches to Teaching The Story of the Stone*

In addition to these titles, twelve titles are accepted and in preparation for publication; about eighty new projects are in development.

PMLA

The 127th volume of *PMLA* is the first under Simon Gikandi's editorship. His report (see Annex No. 9) details the recent news about the journal. The volume features twenty-one regular essays; several submissions from members under the rubrics Criticism in Translation and Little-Known Documents; shorter commissioned essays, usually grouped by theme; and, in the Forum section, six letters to the editor and six replies from authors.

Following Gikandi's inaugural Editor's Column, the January issue presents four regular essays. The series Criticism in Translation continues with an eighteenth-century German treatise that was key to the development of the modern principle of aesthetic autonomy. The issue concludes with seven commissioned essays on economics and literature, under Theories and Methodologies. Along with another substantial Editor's Column, the March issue contains a cluster of four regular essays on twentieth-century poetry in the United States, with a short introduction. The same subject is addressed by two other pieces: a collection of editorial correspondence relating to a modernist periodical, for Little-Known Documents, and an interview with Maxine Kumin about Anne Sexton. Two sets of short essays, on periodization and on the ethnic archive, appear under Theories and Methodologies.

The May issue begins with a Guest Column about an incident of academic censorship in India that reverberated internationally and with the 2012 MLA Presidential Address. Two of the six regular essays involve the environment, a subject also taken up by seven commissioned essays on sustainability collected under Theories and Methodologies and by an interview with Cheryll Glotfelty, who helped found the field of ecocriticism in the United States. The issue also offers two projects for Little-Known Documents: an unpublished story by Rudolph Fisher and a dissident priest's account of his interrogation by church authorities in 1402–03.

The October issue is devoted to the special topic Work, coordinated by Vicky Unruh, who provides an introduction. The issue comprises seven regular essays, four papers from the related MLA convention session, and seven shorter texts commissioned for Theories and Methodologies. Under The Changing Profession are eight essays on academic work, such as writing recommendation letters. The issue ends with three dispatches about the Occupy Movement.

As of 31 August 2012, *PMLA* had received 162 submissions, down from 170 for the same period in 2011. The acceptance rate for submitted articles is around 8%.

As noted above, the November issue of *PMLA*, the print version of the convention program, was mailed in mid-October; it became available on the MLA Web site on 16 October.

Profession

Profession, the association's annual journal, appears in December. The executive director serves as editor; Carol Zuses is managing editor. The 2011 issue contains twenty-five items divided into four sections.

The first section presents the essays from the Presidential Forum that Sidonie Smith organized for the January 2011 convention, Lives and Archives. The section includes Smith's introductory remarks and contributions from Hillary Chute, Leigh Gilmore, Marianne Hirsch, Craig Howes, Françoise Lionnet, Nancy K. Miller, David Palumbo-Liu, Brian Rotman, Leo Spitzer, Robert Warrior, and Gillian L. Whitlock. The second section explores the evaluation of digital scholarship. Introduced by Susan Schreibman, Laura Mandell, and Stephen Olsen, the section includes essays by Steve Anderson, Kathleen Fitzpatrick, Jerome McGann, Tara McPherson, Bethany Nowviskie, and Geoffrey Rockwell.

The third section of the 2011 issue includes five original essays on a variety of topics. Their authors or coauthors are Reed Way Dasenbrock, Gillian Gane, Laurie Grobman, Joyce Kinkead, David Porter, and Richard Yarborough. The final section presents two sets of MLA guidelines—on professional employment practices for non-tenure-track faculty members and on evaluating translations as scholarship—and a listing of reports, surveys, statements, and other resources recently added to the MLA Web site.

Profession received twenty-seven regular submissions in 2011. It usually attracts between two and three dozen submissions each year on a wide variety of subjects. In 2011, as in years past, the *Profession* Advisory Committee and the directors of two MLA offices, research and programs, assisted the editor in evaluating submissions and selecting articles for publication.

Publishing Operations Activities

In addition to providing support for the editor and the editorial board of *PMLA*, Judy Goulding oversees the production of MLA publications, including books, journals, and promotional material. She also serves as associate executive director. The department worked on the seven books scheduled for publication in 2012 and on thirteen other book projects that are in various stages of production. User support for and ongoing maintenance of the *MLA Handbook*, *Literary Research Guide*, and *MLA Journals* Web sites continue to be handled among a number of departments at the MLA office.

The *Job Information List*, *ADE Bulletin*, and *ADFL Bulletin* are now published online only. Members whose departments belong to the ADE or the ADFL have access to the contents of the bulletins when they log in at the MLA site. The production unit worked on two other noteworthy projects in 2012: the creation of development and alpha sites for *MLA Commons*, which are being linked to the MLA membership database for authentication purposes, and the debut of a mobile interface with the Program for the 2012 convention.

We have intensified our efforts to promote the *MLA International Bibliography*. We plan to exhibit the bibliography at the Charleston Conference and at the Association of College and Research Libraries conference. In addition to continuing advertisements in print, we will now be advertising the *Bibliography* on more Web sites (e.g., *Choice ReviewsOnline*, *Against the Grain*, and other sites popular with librarians). We will also be promoting the *Bibliography* at the MLA convention in Boston, where EBSCO will give a presentation in the exhibit hall on searching the bibliography.

What was formerly the *Convention News and Program Update* was separated in 2011 into two publications: the *Convention Guide* and the *Convention Daily*. The *Convention Guide* provided essential information on convention services and facilities, a map of the convention area, and floor plans for the facilities and was distributed through the MLA Web site and on-site as a printed brochure. The *Convention Daily* appeared in print and online and listed updates to sessions, special events in the exhibit hall, election results, and the winners of MLA prizes. Since these two publications were well received at the Seattle convention, we plan to publish them again for the Boston convention.

While the biweekly news digest has enabled us to streamline communications with members, we continue to use e-mail to reach members. We regularly conduct short surveys to learn about members' interests and preferences, asking about such things as convention sites and social media use. We are in the process of upgrading the design of our e-mail marketing materials and have begun working with a new company that will provide better access to reporting statistics and analytics.

Office of Research

David Laurence oversees the Office of Research, which supports the association's data-collection projects and administers the *Job Information List (JIL)*, including the annual tabulation and analysis of the number of ads departments posted to the list and the number of jobs *JIL* ads announced.

In September the report on jobs in the 2011–12 *JIL* was posted on the MLA Web site. The number of jobs advertised rose slightly for the second year in a row. Compared with 2010–11, the number of positions advertised increased by 45 (3.8%) in the English edition and by 33 (3.0%) in the foreign language edition. Even with the past two years' increases, the number of jobs advertised in 2011–12 remains a third below the 2007–08 peak. Over the two years 2008–09 and 2009–10 the number of jobs advertised in the *JIL* declined by 726 (39.8%) in English and by 658 (39.2%) in foreign languages, the steepest decreases in the thirty-five-year history of the *JIL* counts. While it is still early, so far in 2012–13 the number of ads departments are submitting to the *JIL* is running even with last year.

In spring 2012 the office completed data collection for the fourteenth in the series of MLA surveys of doctoral student placement. The survey canvassed 615 modern language doctoral programs for information about employment as of fall 2010 and fall 2011 of graduates who received their degrees between 1 September 2009 and 31 August 2010. The study should provide insight into the impact of the economic recession on graduate student placement, especially when put alongside findings from the prior study, which covered graduates who received their doctorates in the prerecession year 2006–07.

Complementing the report on employment placements of doctoral programs' 2009–10 graduates is information from the association's fall 2010 survey of departments about the outcome of job searches they advertised in the 2009–10 *JIL*. Findings, which will be included in the report on the placement survey, document the year in which candidates hired to tenure-track assistant professor positions received their degrees and show that 70% of candidates hired to tenure-track positions received their degrees in 2010 (38.2%) or the three previous years (32.9%). The database and questionnaire for the surveys of departmental hiring and doctoral student placement are now permanent parts of the MLA's in-house systems, allowing new administrations of these surveys to be done at any time.

In April, the MLA launched the Academic Workforce Data Center, a new online resource and data-collection tool. The data center provides information about institutional staffing patterns based on the 2009 and 1995 data files from the human resources components of the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). As part of the information IPEDS requires, institutions provide counts of employees in various occupational and demographic categories. The data center shows the counts of employees whose primary responsibility is instruction (graduate student teaching assistants are not included) reported in fall 2009 by 4,246 two- and four-year degree-granting institutions in the United States. To provide historical depth, the site displays matching information from the 1995 survey for the 3,106 institutions for which matching information is available. Visitors can search for specific institutions and retrieve numbers and percentages of faculty members in each of the following employment categories:

- full-time tenured, tenure-track, and tenured and tenure-track added together
- full-time non-tenure-track
- part-time
- total number of faculty members

The 2009 data are further broken down into medical and nonmedical faculty members to facilitate comparisons between similar institutions that have a medical school and those that do not. These data are public information; the IPEDS online Data Center provides an interface to search by institution and retrieve the same basic information, but in numbers only (no percentages).

Attached to the institutional staffing reports at the MLA site is a brief questionnaire through which faculty members can report on courses taught and salaries and benefits received for specific academic terms. Focused initially on the fall and spring terms of the 2011–12 academic year, the MLA data center will collect reports in an ongoing fashion for fall 2012 and future terms. The questionnaire also provides for reporting from prior academic years back to 2007–08. In the first

weeks that the data center was online, 579 visitors completed questionnaires about the courses they were teaching and the salaries and benefits they received.

In June, the Coalition on the Academic Workforce (CAW) released a report of findings for part-time faculty members who responded to CAW's fall 2010 survey of contingent faculty members. The Office of Research made significant contributions to the preparation of the survey data file. The report, which was edited and produced for CAW by the MLA's editorial and production units, is available as a PDF at the CAW Web site (<http://www.academicworkforce.org>). The CAW survey inquired about course assignments, salaries and benefits, contractual arrangements, and general working conditions of academics employed off the tenure track in United States colleges and universities. The report examines survey responses from 10,331 part-time faculty members, 9,238 of whom provided information about 19,615 courses they taught in fall 2010.

The office participated in a conference relating to work in the digital humanities. The second and final round of the NINES/NEH Summer Institute on Evaluating Digital Scholarship at the University of Virginia brought together thirty faculty members and chairs of literature departments from a range of colleges and universities. Participants spent four days meeting in plenary panels, discussion groups, and writing cohorts to address the issues surrounding the evaluation of literary scholarship in digital media, with particular attention to providing leadership and support at the department level.

In 2011–12 the office was represented at the annual meetings of the Rocky Mountain Modern Language Association, the National Council of Teachers of English, the Conference on College Composition and Communication, and the College Language Association.

***JIL*–Interfolio Services**

Beginning in September 2012, through an agreement with Interfolio, departments placing ads in the *JIL* have the option to receive and review PDFs of candidates' letters of application, CVs, dossiers, letters of recommendation, writing samples, and other materials using a secure Web-based platform called Interfolio ByCommittee. Job seekers can apply directly from *JIL* ads using Interfolio Dossier accounts that are available to *JIL* users at no charge. Transmittal of all candidate documents from Interfolio Dossier accounts to searches using Interfolio ByCommittee is free; transmittal of PDFs from candidates' Interfolio Dossier accounts to a departmental e-mail address is subject to a maximum per-search fee of \$6.

The ByCommittee platform includes tools for incorporating an institution's EEO questionnaire and for facilitating departmental communications with candidates about their status in a search. The option to use ByCommittee is included in the cost of the ad; departments that are members of the ADE or the ADFL receive a 25% discount off the *JIL*'s standard ad insertion rate of \$500. There is no additional charge for using Interfolio ByCommittee and no discount for not using the platform.

In many cases, departments can use Interfolio ByCommittee in conjunction with their institution's applicant tracking system (ATS). A department's *JIL* ad can, for example, direct job seekers to apply through Interfolio and, either in the text of the ad or in a message sent to applicants from ByCommittee, provide candidates with the ATS Web address and further instructions about the information to be entered there.

For decades, MLA members and members of the profession at large have expressed concern about the costs job searches impose on graduate students and other job seekers as well as on hiring departments. The services Interfolio offers through the *JIL* answer these long-standing concerns, providing tools to streamline the search process without imposing any additional costs on job seekers.

Office of Programs

The Office of Programs, directed by Nelly Furman, oversees activities in the fields of English and foreign languages and the projects of the ADE and the ADFL.

The office curates the MLA Language Map and the MLA Language Map Data Center, which continue to serve many visitors. Between 1 January 2012 and 1 October 2012, tracking software recorded 22,212 visitors to the Map and 11,372 visitors to the Data Center. The average visitor to the Language Map called up 4.2 maps. The most frequently sought maps displayed the distribution of speakers of Spanish, English, French, German, Chinese, all languages other than English combined, and Italian. The state maps most frequently requested were for California, Illinois, New York, Pennsylvania, and Florida. In all, 82,888 maps were requested. Visitors to the Language Map Data Center performed over 65,800 searches. The language maps display data from Census 2000; the data center includes data from Census 2000 and the 2005 American Community Survey (ACS). The ACS data allow the data center to offer comparative bar charts and tables for 2000 and 2005, tracing changes in language communities at mid-decade. ACS summary data for 2005–10 will soon be live on the map and in the data center. The Language Map also displays the locations and enrollments of college and university programs in the languages the user is researching by using data from the fall 2009 enrollment survey.

The searchable *Language Enrollment Database, 1958–2009*, which was launched in January 2011, continues to attract interest. The database allows users to individualize the parameters of a search—by language, institution, or location—of twenty-two surveys dating back to 1958. Between 1 January 2012 and 1 October 2012, 2,187 visitors to the database conducted 4,596 searches there. This year, the Office of Programs has been enhancing the database by unifying references to institutions and languages. Between 1958 and 2009, some institutions merged, acquired new names, or modified their status as a two-year, four-year, or specialized educational institutional. Names of some languages also underwent changes; for example, some institutions refer to Chinese in some years and to Mandarin and Cantonese in other years. Cleaned of the oddities accumulated over the last fifty years, the enhanced database is scheduled to be operative before the end of 2012.

The office makes available at no cost two brochures that can also be downloaded from the MLA Web site: *Why Learn Another Language? Knowing Other Languages Brings Opportunities*, designed primarily for secondary schools, and *Foreign Language Study in the Age of Globalization: The College-Level Experience*.

In 2012 staff members in the Office of Programs participated in sessions at meetings of the American Council on the Teaching of Foreign Languages and the Northeast Conference on the Teaching of Foreign Languages. Staff members from the office are scheduled to represent the MLA

at meetings of the Joint National Committee for Languages and the Foreign Language Standards Collaborative Board in November.

ADE and ADFL

Membership and Summer Seminars

Directed by David Laurence, the ADE had 722 member departments in the year ending August 2012; the ADFL, which is directed by Nelly Furman, had 796 member departments in 2011–12. Beginning with renewals for the 2012–13 academic year, the ADE and the ADFL implemented a common dues structure and schedule, with dues based on the size of departments' faculties. When renewing or joining, departments are invited to combine with other modern language programs on their campus to become ADE and ADFL members collectively. Each unit chooses to be a member of either the ADE or the ADFL; dues are based on the number of faculty members across the collection of departments. The new arrangement preserves the individual department's tie to the organization with which it identifies while encouraging departmental collaboration and institution-wide participation in both the ADE and the ADFL.

The summer seminars provide opportunities for department chairs, directors of graduate studies, and others with departmental administrative responsibilities to exchange information, form networks for professional support, gain wider perspective on issues confronting their departments' graduate and undergraduate programs, and participate in professional-development workshops aimed at departmental administration. In 2012, the ADE and the ADFL held a joint summer seminar at Vanderbilt University, which attracted 88 participants. ADE Seminar West took place at the University of Colorado, Boulder; 77 participants attended. ADFL Seminar West was held at the University of Oregon and attracted 65 participants.

Among the topics for plenary panels at the 2012 seminars were institutional and public-policy contexts for higher education, the situation of the humanities in higher education, undergraduate curricula and faculty subspecialties, assessment of student learning outcomes in English and foreign languages, professional standards for hiring and employment of non-tenure-track faculty members, and emergent directions for graduate and undergraduate study in the humanities. Attendees at the joint ADE and ADFL seminar at Vanderbilt University had an opportunity to hear 2011–12 MLA President Russell Berman and 2012–13 MLA President Michael Bérubé speak about doctoral study and its problems with time to degree, levels of student debt, and placement to satisfactory employment. Kathleen Fitzpatrick, the MLA's director of scholarly communication, spoke about *MLA Commons* (see Scholarly Communication, above). MLA First Vice President Marianne Hirsch addressed attendees on the reconsideration she is leading of the MLA's divisions and discussion groups (see Special Projects, below).

At the joint ADE-ADFL seminar, the ADFL conducted three preseminar workshops, one for new chairs, one for program reviewers, and one for teachers of second-language literature. The preseminar workshops for new chairs and program reviewers were also held at ADFL Seminar West.

ADE Bulletin and ADFL Bulletin

Now an e-journal, the *ADE Bulletin* offers all faculty members and students in member departments the full text of articles across the entire run of issues, 1963 to the present, online.

Tables of contents and bibliographic information for all issues are openly available. Individuals who are unaffiliated with an academic department or whose departments are not members of the ADE may become ADE affiliate members to receive access to the *Bulletin* and to search the *JIL*. Library subscriptions are available; libraries receive the *JIL* and the ADE and ADFL bulletins at specified IP address ranges.

The *ADFL Bulletin* published articles on sociolinguistics, the study of Chinese language in the United States, student learning in the age of accountability, assessment of advanced-level reading in a second language, translation pedagogy, multiple language acquisition in the Romance languages, learners' goals and curricular design, and new opportunities in global education and study abroad.

Electronic Discussion Lists

With over 700 subscribers, the ADE electronic discussion list continues to serve as a forum for exchange of information among chairs of member departments, as does the parallel list for directors of graduate studies. Among the topics discussed on the chairs' list were the following: non-tenure-track faculty members' prevalence in departments, their integration in department life, their titles; creative writing in relation to standards for scholarly production; various oddities in "counting" publications for tenure and promotion (e.g., irregularities in publication year); policies for dissertation defenses and outside readers; first-year writing requirements; making sense of NRC data; the MFA as a terminal degree in hiring; online publications and Web sites in counting publications. Directors of graduate studies discussed program requirements for the MAT in English; options for MA exams; tuition waivers and other forms of financial aid for MA students; the surging popularity of MFAs; the decline in MA applications in 2011–12; concentrations available in PhD programs; whether honoraria for outside readers are offered in tenure and promotion cases.

The following topics were chief among those raised on the ADFL chairs' electronic discussion list: department and program reviews (self-study and external); faculty workload; OPI and department practices; numbers of hours per week for language classes; placement testing; adding LCTLs to the small 'traditional' department; teaching Berber; *Rosetta Stone* and other commercially marketed teaching software (pressure to use them, their quality, granting credit); certification of translators; texts for language teaching methods courses; interviews using video- and teleconferencing; the independence of search committees; changes in language labs; transfer credits for study abroad; assessment.

Advocacy Efforts and National Coalitions

On issues affecting the humanities, the MLA works with colleagues in the National Humanities Alliance (NHA). I currently serve on the NHA's board of directors and executive committee and am the MLA's voting representative at the alliance's annual meeting.

The NHA plays the lead role in advocating for the National Endowment for the Humanities. The NHA also provides congressional testimony as needed, helps organize events on Capitol Hill that promote an understanding of the importance and vitality of the humanities, confers the Sidney Yates Award for Distinguished Public Service to the Humanities, and keeps its members informed

about the status of the appropriations process. Additional information about the NHA's work is available at the NHA Web site, www.nhalliance.org.

On issues affecting languages and international studies, the MLA works with colleagues in the Joint National Committee for Languages (JNCL) and the Coalition for International Education (CIE). The JNCL represents more than 300,000 professionals and has over 60 members, including national, regional, and state organizations encompassing most areas of the K–16 language field. The JNCL holds its annual Delegate Assembly meeting in Washington, DC, where members promote public awareness of language issues. Nelly Furman represented the MLA at the JNCL Delegate Assembly meeting this year.

The CIE is made up of more than 30 national higher education organizations. It informs policy makers, education and private sector officials, and the media about national needs in international and foreign language education and focuses on promoting and supporting Fulbright-Hays grants and programs authorized under Title VI of the Higher Education Act. In 2012, the CIE met with Department of Education program officers, including Under Secretary Martha Kanter and Acting Deputy Assistant Secretary of International and Foreign Language Education Sylvia Crowder, and other senior staff members. Discussions focused on funding and performance measures that will help determine the effectiveness of Title VI and Fulbright-Hays programs in serving postsecondary education. I participated in teleconferences concerning the president's budget proposal for international education programs for the 2013 fiscal year and funding for other Department of Education programs.

The NEH receives funding through the Interior, Environment, and Related Agencies appropriations bill. The Department of Education is funded through the Labor, Health and Human Services, Education, and Related Agencies appropriations bill. Department of Education programs of interest to the language community include the Foreign Language Assistance Program (FLAP), Title VI programs for international education and foreign language studies in higher education, the Fund for the Improvement of Postsecondary Education (FIPSE), and English Language Acquisition State Grants (formerly Bilingual and Immigrant Education).

This year's budget process started in February, when the president released his budget for the 2013 fiscal year. It called for \$154 million for the National Endowment for the Humanities (NEH), an increase of 5.6%, or \$8.2 million, over the 2012 fiscal year. In June, the Republican-led House Appropriations Committee approved just \$132 million for the NEH, \$22 million less than the president's request and the lowest level in constant dollars since 1971. In September, the Democratic-led Senate subcommittee that handles NEH appropriations backed the president's full request of \$154 million. Despite these committee actions, the budget process stalled in each chamber without resolution of these disparate funding levels.

In the president's detailed budget for the 2013 fiscal year, FLAP was again consolidated with six other programs emphasizing higher education partnerships and content-based activities into a new program called Effective Teaching and Learning for a Well-Rounded Education. The president requested \$90 million in funding for the new program, while the Senate requested \$26.5 million for only one of the programs in the group. No money was budgeted by either the president or the Senate for FLAP. The president and the Senate proposed \$75.7 million for Title VI programs, a \$1.7 million increase above the amount appropriated in 2012. Programs authorized under Title VI of the Higher Education Act include Centers for International Business Education, Foreign

Language and Area Studies Fellowships, Institute for International Public Policy, Language Resource Centers, and Fulbright-Hays training grants and seminars abroad. Unfortunately, a number of Title VI and Fulbright-Hays programs remain canceled for the 2013 fiscal year (e.g., Undergraduate International Studies and Foreign Language Program, American Overseas Research Centers, International Research and Studies). The president's proposal for FIPSE funding was \$70 million, while the Senate proposed \$42.4 million. Both proposals represent significant increases above the 2012 appropriation of \$2.4 million. For English Language Acquisition State Grants, the president and the Senate proposed \$732.1 million in funding, the same amount appropriated in 2012.

In lieu of a full budget, Congress passed a continuing resolution (CR) at the end of September to keep the federal government funded once the new fiscal year began on 1 October. Set to expire after six months, on 27 March 2013, the CR provides a .612 percent increase over 2012 funding levels. However, the CR does nothing to address the looming cuts dictated by the Budget Control Act passed by Congress and signed by the president in 2011. Under the act, which is intended to address the rapid growth of the deficit, all federal discretionary spending will face across-the-board cuts of 8.2% on 2 January 2013. If the act remains in place, it would result in significant cuts to the NEH budget and to language programs in the Department of Education.

This year the MLA once again sponsored Humanities Advocacy Day, an annual event coordinated by the NHA. The purpose of the event is to promote federal support for scholarly research, education, public programs, and preservation in the humanities. On 19 and 20 March, MLA President Michael Bérubé and Director of Research David Laurence attended the NHA's 2012 annual meeting and Humanities Advocacy Day in Washington, DC. Over the two-day period, more than 250 attendees participated in a range of activities that included advocacy training, an NEH grants workshop, a humanities grants overview session, panel presentations, a keynote luncheon, policy briefings, a Capitol Hill reception, and visits to congressional offices. Bérubé visited the offices of Pennsylvania's members of Congress, and Laurence visited those who represent New York. Humanities Advocacy Day provides the MLA and other national organizations a crucial opportunity to deliver to Congress and the administration a unified message on funding needs and priorities for the NEH and other federal agencies, including the Department of Education, which houses international education and foreign language training programs (Title VI, Fulbright-Hays, and the Javits Fellowships); the National Historical Publications and Records Commission (NHPRC); and the Institute for Museum and Library Services.

The MLA is a founding member of the Coalition on the Academic Workforce (CAW), which is an informal coalition with no headquarters or staff. CAW's purpose is to discourage the excessive use of part-time, adjunct, and temporary faculty members in higher education and to help ensure that they receive fair treatment. Representatives of twenty-two associations generally participate in meetings and activities. CAW's Web site (www.academicworkforce.org) contains data, reports, and surveys from its member associations. Links are provided to the coalition's member organizations and statements they issue on the use of contingent academic labor. The MLA continues to maintain responsibility for this Web site. In fall 2010, CAW conducted a survey of contingent faculty members (see Office of Research, above); the results were published on the CAW Web site in June 2012. The report is entitled *A Portrait of Part-Time Faculty Members: A Summary of Findings on Part-Time Faculty Respondents to the Coalition on the Academic Workforce Survey of Contingent Faculty Members and Instructors (2012)*.

The MLA is a member of the American Council of Learned Societies. The principal administrator from each of the constituent learned societies serves as a member of the Conference of Administrative Officers (CAO). The CAO functions as the primary vehicle for maintaining and enhancing relationships among the constituent learned societies and between the societies and the ACLS. The CAO meets twice a year to discuss substantive issues in the humanities as well as practical and organizational aspects of society management.

MLA Membership and Association Administration

Membership Trends

Terrence Callaghan, director of operations, reports that MLA membership enrollment decreased by 1.3% in 2012. The total number of MLA members at the close of the 2012 membership year was 28,563 (it was 28,931 in 2011), of whom 18,110 (63.4%) were regular members, 6,628 (23.2%) were student members, and 3,825 (13.4%) were life members. A total of 1,538 (5.4%) members paid dues at income levels above \$100,000 in 2012, up from 5.1% in 2011.

Student member renewals showed a slight increase in 2012—53.6% of 2011 student members paid student dues in 2012, whereas 53.1% of 2010 student members paid student dues in 2011. The movement of student members into regular dues categories remained stable in 2012—13.8% of 2011 student members renewed in dues categories other than student in 2012. In 2012, 2,296 (32.6%) 2011 student members did not renew their membership; in 2011, 2,459 (33.3%) did not renew. We will continue to focus attention on new and student members as we pursue our efforts both to retain members and to attract new ones.

Contributions

The MLA has a number of restricted funds that support particular activities. Contributions to the various funds totaled \$102,048 in the 2012 membership year. This represents an increase of 5.5% over 2011 giving and the first time we received over \$100,000 in contributions. The number of individuals making contributions remained stable in 2012. In 2012, 2,441 individuals contributed to the various funds; in 2011 we had 2,474 contributors.

The Endowment Fund saw an increase of 3.3% in contribution dollars. Contributions to the Endowment Fund in 2011 totaled \$34,228; in 2012, the total amount of contributions was \$35,349. The number of individuals contributing to the Endowment Fund decreased by 11%, with 454 contributors in 2011 and 404 contributors in 2012.

Contributions to the Professional Education Assistance Fund for Graduate Students increased by 18.1% in 2012. Contributions totaled \$27,839 in 2011 and \$32,881 in 2012. The number of individuals contributing to this fund increased by 17.1%. A portion of this increase is due to the addition of a donation option on the online convention registration form. The Professional Education Assistance Fund for Non-Tenure-Track Faculty Members and Unemployed Members received \$16,144 in contributions in 2012, an increase of 8.7%. The number of individuals contributing to this fund decreased by 4%.

The Fund for the Promotion of the Profession received \$6,402 in contributions in 2012, an increase of 1.3%. The number of contributors to this fund decreased by 18.2%. In November 2011, e-mail messages soliciting contributions to this fund were sent to life members, past leading donors,

and members in the five highest dues categories. In spring 2012, letters were mailed to the nonrespondents in the same group of members. The fund that supports the Phyllis Franklin Award for Public Advocacy of the Humanities received \$5,447 in contributions in 2012, a decrease of 26.4%. The number of contributors to this fund decreased by 16.1%. Contributions to the Good Neighbor Fund totaled \$5,825 in 2012, a decrease of 3.5%; the number of contributors to this fund decreased by 12%.

Those individuals who generously donate \$200 or more to the various MLA funds are listed at the MLA Web site on the Leading Contributors page. Individuals who contribute \$500 or more are given special recognition on the Leading Contributors Web page. Contributions of over \$500 amounted to \$25,970 in 2012, a 10.7% increase over 2011. Contributions of \$200 to \$499 totaled \$21,961, a 17.6% increase over 2011. Leading Contributor contributions totaled \$47,931 in 2012, an increase of 13.8% over 2011.

Information Technology

Following a series of interviews with staff members, several e-mail platforms were investigated to replace the existing Lotus Notes. Members of the IT staff, along with members of the electronic production (EP) staff, began implementing a Google solution that includes Gmail, Google Docs (or Drive) for file sharing, a robust calendar feature, and automatic password synchronization with the network. The conversion should be completed by early November.

In collaboration with the Office of Research, the IT staff set up the database and developed Web-based programs for the Academic Workforce Data Center. The data center not only displays the 1995 and 2009 U.S. Department of Education data on institutional employment but also invites users to share current information on their own institutions.

The MLA Language Map currently displays data from the 2000 United States Census, and the MLA Language Map Data Center includes additional data from the 2005 American Community Survey (ACS). In collaboration with the Office of Programs, the IT staff is updating the map and data center with summary ACS data from 2006 through 2010.

The MLA *Job Information List* now makes Interfolio's online dossier and search-management services available through *JIL* advertisements. To support the new structure, the IT staff modified several database tables that hold *JIL* advertisements and created several new account-maintenance screens. The staff also worked with *Choice Review* and with staff colleagues in several departments to set up member access to the *Choice Reviews Online* Web site.

Special Projects in 2012

Language Consultancy

The Executive Council created a working group in 2010 to explore how the MLA could be of greater assistance to language departments that seek to implement recommendations from the 2007 report of the Ad Hoc Committee on Foreign Languages. The working group, headed by Catherine Porter, conducted a successful workshop at the 2012 convention in Seattle. The applications yielded sixteen individual participants and eight teams of two from the same departments. Workshop participants had an opportunity to review best practices in curricular structure and revision and to acquire leadership skills for effecting change within departments.

This year, the council expanded the functions and membership of the group by establishing a joint MLA-ADFL committee, the Steering Committee on New Structures for Languages in Higher Education (SCNSL). The new committee, cochaired by Porter (representing the MLA) and Jane Hacking (representing the ADFL), is articulating a plan for the language consultancy project that has the following elements: appointing a group of experts who can consult with departments seeking to implement recommendations from the 2007 report and give informational talks on MLA resources; creating a Web-based resource that can showcase good work that departments are doing; distributing materials that departments may find useful for revising practices; and providing a means to apply to the consultancy program. The SCNSL has planned a second language consultancy workshop for the 2013 convention. Nelly Furman and I give support for the project.

Working Group on the Revision of the Divisions and Discussion Groups

Created in 2011 and headed by MLA Vice President Marianne Hirsch, the Working Group on the Revision of the Divisions and Discussion Groups has begun to look critically at the association's division and discussion group structure, which was set in place in 1974. The objects of study, methods, and scholarly mappings in our fields have changed dramatically since then, and the working group is consulting widely about the possibilities for revising the structure so that it serves the association and the field well in the twenty-first century.

The group first convened at the MLA office in September 2011. Hirsch then worked with the Delegate Assembly Organizing Committee to organize an illuminating open discussion at the 2012 Delegate Assembly meeting. The group also sponsored an open session at the 2012 ADE-ADFL Summer Seminar East in Nashville. During the 2013 convention, the working group will sponsor a forum and two linked sessions that will allow members to contribute their ideas on how the division and discussion group structure might change. Members will also have the opportunity to comment during a special session and roundtables sponsored by the ADE and the ADFL.

The group also worked on a brief survey that was sent to members of the division and discussion group executive committees in October. The working group is scheduled to meet at the MLA office on 7 December to review responses to the survey. Nelly Furman and Maribeth Kraus serve as liaisons to the working group.

Task Force on Doctoral Education

In February the Executive Council appointed a new eight-member Task Force on Doctoral Study in Modern Language and Literature, chaired by 2011–12 MLA President Russell Berman, to consider prospects for doctoral study in language and literature in the light of transformations in higher education and scholarly communication, including developments in the academic job market, changing conditions and expectations for new faculty members, and placements in nonfaculty positions. The task force, which will hold its first meeting in November, is convening a session at the 2013 convention to hear from members about its work and charge. Among the activities that the task force has in view are meetings with employers in governmental, not-for-profit, and for-profit sectors as well as with directors of graduate studies, department placement officers, and graduate students to discuss the experience of graduate school in relation to students' career aspirations, career preparation, and departmental and institutional advising and career services. Kathleen Fitzpatrick and David Laurence provide staff support for the task force.

Implementation of Delegate Assembly Actions

Proposal to Revise the Dues Schedule

The assembly approved a proposal from the Executive Council and the Delegate Assembly Organizing Committee to revise the MLA's dues schedule. The revised schedule features a small increase over each of three years, from 2013 through 2015, for members in all fifteen income-based dues categories, graduate student members, and secondary joint members. The increase is graduated: it is 3.0% a year for members in the five lowest dues categories (1–5), graduate student members, and secondary joint members; 3.5% a year for members in the four middle dues categories (6–9); and 4.0% a year for members in the highest dues categories (R–Z).

At its February 2012 meeting, as required by the constitution, the council confirmed the assembly's action. The first set of approved increases has gone into effect for the 2013 membership year, which runs from 15 January 2013 through 14 January 2014.

Resolutions

The assembly approved two of the three resolutions that came to the floor for debate and a vote. The first approved resolution affirms the right of members of the academic community to challenge decisions curtailing educational access, to oppose political interference in academic programs, to teach and promote the work of controversial writers, and to address social-justice issues relevant to their communities without fear of reprisal. The second approved resolution is a statement of support for peaceful protests that bring student debt to the forefront of national debate. In February 2012, the Executive Council reviewed the resolutions, as required by the MLA constitution (art. 7.B.3). The council determined that neither resolution posed constitutional, legal, or fiduciary problems, so the council authorized nonsubstantive copyediting changes to the wording of the resolutions and forwarded them to the membership for the required ratification vote.

The membership ratification vote was completed on 1 June 2012. According to the MLA constitution (art. 11.C.7), ratification of a resolution requires "a majority vote in which the number of those voting for ratification equals at least ten percent of the association's membership." There were 26,537 eligible voters; the ten percent threshold was therefore set at 2,654 members. The vote on the first resolution was 3,311 members (12.5%) in favor of ratification and 129 (0.5%) against. The vote on the second resolution was 3,233 members (12.2%) in favor of ratification and 207 (0.8%) against. Thus, both resolutions were ratified. They have been posted at the MLA Web site (see http://www.mla.org/governance/mla_resolutions/2012_resolutions).