Preparing Future Professors: A More Integrated Approach to Graduate Training

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Introduction

The literature on graduate student training since the mid-eighties is filled with laments about the inadequate training graduate students in the modern languages receive:

- not enough training in methodologies of foreign language teaching,[1]
- not enough training for teaching second year language,[2]
- not enough preparation for the realities of the job market,[3]
- not enough training for non-academic careers.[4]

There is a thread that binds all of these pleas together: there are not enough traditional tenure-track jobs focused on research and teaching literature, yet graduate programs are still offering the same curricula and putting graduate students into the field with the same expectations their mentors had when they entered the job market fifteen, twenty, and thirty years ago.

At the same time, institutions of higher education are facing increasing pressures to change: student enrollments have increased dramatically. Between 1960 and 2000, total United States college enrollment has increased 320% (from 3.6 million students to 15.3 million according to the National Center for Education Statistics, *NCES*).[5] The costs of maintaining the traditional college and university infrastructure are wildly outpacing even this explosive growth. Tuition and fees paid by full-time-equivalent students in institutions of higher education have increased by 443% between 1980 and 2002.[6] Technology is playing a greater role in teaching and research, adding yet another layer of pressure on academic culture and its fiscal infrastructure.[7]

In foreign language departments, we see varying stories of change and its concomitant pressures. Spanish, but also less-commonly taught languages like Arabic, Japanese, and Chinese are experiencing increasing enrollments, while French, German and Russian are limping along. The implications of these changes in each language area are reverberating deeply and, in some cases, painfully. In Russian, e.g., those graduate departments that nationally do not rank as outstanding are facing pressure to pare back or shut down programs, while Spanish departments are barely able to maintain high enough numbers of graduate students to meet undergraduate demand for language training.[8]

No matter from what angle we, as a profession, choose to look at things, change is at our doorstep and it behooves us to prepare graduate students for a job market and career tracks that differ dramatically from the paradigm that was set in place during the explosive academic growth of the 1960s. Therefore, I would like to propose a holistic perspective on how we can respond to these changes, thus keeping our graduate programs vital and alive, while also being realistic about what careers our new PhDs can expect as post-graduates.

These changes, if they are to be effective, ought to involve the following five components:

- Taking a new hard look at how training TAs to teach can also mean preparing them for career tracks alternative to traditional tenured positions both in- and outside academia — as opposed to the current standard of seeing TA training as a sideline to academic coursework and dissertation research and writing.
- Properly responding to the increasing role of technology in teaching and research, which means preparing our students not only to use technology effectively in both arenas, but to add it to their resumes as an additional skill, thus "tooling" them up for applying their academic training in outside settings.
- Incorporating the burgeoning literature and research on distance-, student-centered, and collaborative learning into our graduate courses as an additional means to prepare our future colleagues for a changing learning and teaching landscape.

•Reexamining the traditional hierarchy of the study and teaching of literature as ranking above linguistics, culture, and language teaching.

•Rethinking the fact that faculty positions in administrative and professional roles are not considered successes when tallying graduate placements in academic positions.

This list is, in fact, asking a lot of our institutions and ourselves. These changes point to a radical paradigm shift that is both controversial and difficult to achieve. Yet, as Katherine Arens points out, "[the] undergraduate and graduate curricula in foreign language departments are, in many institutions, overdue for redefinition," up to now very few steps have been undertaken as "healthy renovation rather than as a reaction."[9]

I am convinced—based on my personal experience as graduate student, teaching faculty, and administrator— that such changes are essential if we are to be fair to the graduate students we serve and train. This article attempts to make recommendations as to how departments can effect these changes as painlessly and successfully as possible.

What Are We Training Them For? — The Good News and the Bad News

Institutional change is admittedly a difficult thing. Even when the writing is on the wall, we resist it and bend over backwards to avoid it. Perhaps we have to see how bad the situation is first before we are willing to undertake the hard work of transformation. So, let us first look at the bad news. The *Spring 2000 MLA Newsletter* crowed over the fact that 1999's "improvement in academic employment opportunities is being sustained."[10]

Lest anyone get too hopeful, it is still true that many more PhDs in languages are graduating each year than there are full-fledged tenure-track jobs to accommodate them. In 2001, 619 PhDs were awarded with 675 positions in language jobs overall, of those about 275 (40%) were non-tenure track or part-time positions, including a fair number of jobs as directors of language laboratory facilities.[11]

In the October editions of the *MLA Job Information List* (*JIL*), the publication with the bulk of the advertisements for language-related jobs in academia, there were only 14 and

10 Russian/Slavic jobs advertised in 2002 and 2003 respectively, and 44 and 40 in German, with the number of new PhDs significantly greater than the number of available positions.[12]

In addition, as the *Chronicle of Higher Education* points out, there is always "a backlog of graduates from previous years still looking for tenure-track positions," which is to say that each year those who earned degrees in previous years join the new degree holders in competing for tenure-track employment.[13]

The Winter 2000 volume of the *ADFL Bulletin* featured an article highlighting the employment statistics in the foreign languages in 1996-97, the latest officially accessible data at the time of this writing.[14]

While the numbers of newly employed tenure-track PhDs shrank in all languages (with the exception of Near Eastern languages) between the last two censuses (1993-94 and 1996-97), sometimes by as much as 17% (for the Asian Languages—Slavic lost 15.5%, French and Italian 12%, German 9%); in the same period the numbers for non-tenure track and part-time positions sharply went up. The same edition of the *ADFL Bulletin* also features a report on "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 1998," which documents the trend for declining enrollments in some of the most commonly taught languages.[15]

In the years between 1990 and 1998, French lost about 28% of its enrollment nationwide, German about 36%, and Russian a stunning 48%.[16]

It becomes clear that the trend for a reduction in tenure-track positions is not merely caused by "cheap" administrators wanting to save money but is indeed a reflection of the overall shrinking demand for language instruction from incoming students in some areas. The additional bad news is that such decreasing job opportunities also reflect the tendency of particular programs and colleges to do away with language requirements completely.

Yet, faced with the above numbers and the fact that during the last statistically scrutinized period from 1996-97 only 40% of all graduating PhDs in languages and literatures

found a tenure-track position (an additional 27.3% found full-time, non-tenure track appointments, and 8.3% of the PhDs ended up with part-time positions), it seems surprising that merely 9.6% of the PhDs found work outside of higher education, e.g. as secondary school teachers. Without further specifics being available, merely a fraction of the 5% employed in non-teaching jobs found work in for-profit organizations, i.e. the business world. Almost the same numbers (9.3%) were not employed at all in the year after graduating with a PhD. The figures, broken down by languages show 10.2% not employed at all in French/Italian, 18.3% in German, and 18.4% in Slavic.[17]

Finally, considering the bad shape most state budgets find themselves in, colleges' loss of subsidies and investment interest resulted in additional cuts and hiring freezes. The *Chronicle* predicts that "the worst is yet to come: Advertisements for foreign-language jobs in the October and December 2003 issues of the [*JIL*] list were down more than 18 percent from a year ago."[18]

Now let us look at the interesting, if not good news. At universities across the country, more and more "professional" faculty positions are being established to address new needs within the academic community. Traditionally, librarians, deans and various upper-level administrators have fallen into this category. But now there are other types of positions being added to the list, particularly in the area of technology. Individuals in these positions tend to play a role somewhere between traditional teaching/research and administrative positions. In the technology field, they may be consultants or Language Technology Specialists (LTS) teaching faculty how to integrate technology tools in their courses. They may manage faculty research projects where technology is the vehicle of intellectual inquiry or is used as the means of knowledge dissemination. Or they may manage technology centers dedicated to supporting research and/or teaching, in some cases either language labs or more interdisciplinary facilities. Because of pressure brought to bear by parents paying high tuition as well as by state governments concerned that research draws faculty away from their primary mission—namely, to deliver widely accessible instruction to residents of the state—institutions are providing training in and examination of teaching methodologies. Facilities called "Teaching Resource

Centers" or other similar names have sprung up at universities around the country. These centers often employ PhDs because they want their personnel to have personal and direct experience with both research and teaching in the classroom. Many of the individuals hired in these positions are affiliated with academic departments. They teach and do research in addition to their job duties.

When we look at traditional tenure-track and non-tenured, full-time teaching positions, a high percentage of position announcements nowadays stipulate use of or familiarity with instructional technology or CALL as "preferred", "highly desirable", or even "required" for a prospective candidate. This can be seen more graphically when we look at the percentages of jobs advertised with requests for IT expertise in recent *MLA Job Lists*. In the October 2003 *JIL*, 18% of all positions in German, 21.4% of all Italian positions, 10% of the Russian, and 26.1% of all French positions listed instructional technology among the skills sought in a candidate (see Appendix).

Not only is technology becoming ubiquitous, but also opportunities for its application in academia are expanding. Traditional jobs in the language and literature field are becoming more rare, whereas non-traditional and interdisciplinary jobs are growing in numbers and institutional visibility. Technology is increasingly considered a requirement for employment, and as we have seen above a majority of new PhDs is forced to find jobs outside what they were trained for. The world outside the rarified cosmos of the Ivory Tower where a PhD can do research, write, and teach is much more complex and less predictable than ever before. Not only is technology becoming ubiquitous, but opportunities for its application in academia are expanding.

The New Language and Literature Department

Are we not obligated to prepare graduate students for this new world? What, then, are some effective strategies and recommendations? This article presents you with a hypothetical scenario of a new language and literature department to graphically represent its vision. In order to do this, I will first need to give an overview of the institution since the shape of the department internally would depend upon collaborations with and the support of other units. Let us call our university "Ideal University". It is a middle-

sized private institution with a total undergraduate and graduate student population of 10,000. It has a generous endowment and is located within easy driving distance of a major city center.

The university library has growing digital services, sharing databases of texts, images, video, audio, and books with other institutions around the country. A teaching and technology center supports digital projects developed by faculty members. A technology and research center does the same in the area of research. There is some overlap between the centers since digital projects in teaching often lead to new research and visa versa. The language laboratory on campus is both virtual and local: students use the lab for projects requiring manipulation of digital materials, recording of their voices, and for access to specialized, licensed software packages. They can retrieve on-line learning materials from their dorms, off-campus housing and on-campus student labs. There is a healthy collaboration between the modern language department and the education school in which exists a certification program for teaching language at the elementary and secondary school levels. All students earning a BA must fulfill a two-year language requirement. Therefore, there are about 800 students per semester enrolled in language classes, most of which at the beginning and intermediate levels are taught by teaching assistants.

The modern language department has about ten full-time tenured faculty in Spanish, French, Italian, German, and Russian. It offers traditional PhDs with a major and minor in literature. It also offers interdisciplinary majors and minors in linguistics, folklore, and translation. If students do not wish to minor in one of the academic fields, they can also develop a minor in instructional technology in collaboration with faculty from the library and the digital centers. MA and PhD candidates can sign up for a minor in education in order to qualify for a teaching certificate at the elementary and secondary school levels.

For dissertations in all of the fields, students are strongly encouraged to incorporate a digital component to their work. This could mean writing a document that is hypertextual, including links to sites where images, audio, video, and other text-based resources related to the topic might reside on the web. It could mean building a database

of materials associated with the topic. For instance, if the student's dissertation was on the imagery and artifice of theatre in Leo Tolstoy's novels, the student might build a database of images of theatre drawings, costumes and sets from the period to illustrate her thesis. She might also include scanned letters written by playwrights and directors who were involved in translating Tolstoy's work onto stage. For a topic in linguistics, the student might need to access material related to showing how certain speech acts are associated with particular body language; therefore, a searchable database of video clips collected in the field would be developed. The student would have to work closely with the library and technology support staff within the university. Any materials scanned into a digital database could form part of a growing digital collection managed and disseminated by the library system. Similarly, videos on facial expressions and hand gestures for a linguistics thesis could be useful for teaching language at all levels. If a student were minoring in translation, the translation is incorporated into an on-line electronic text resource that is password protected for access only within the university so that other instructors can use the materials for research and teaching.

Language instruction in the department consists of traditional classroom teaching coupled with on-line access. Undergraduates are required to spend a specified amount of time working with a rich database of activities developed by the publishers of the textbooks adopted by each program. The head instructor of the program, in collaboration with the TAs, adapts and edits the publisher's materials to meet curricular goals and pedagogical needs. All grammar overviews, quizzing and testing is done on-line, as are all drill exercises. This means that the hours spent in class are devoted exclusively to communicative activities with face-to-face interaction. All graded and non-graded activities are tracked by the Web-based course administration tool through which all on-line materials are disseminated. Thus, each TA can tailor the direction and focus of the course on a day-by-day basis to areas of weakness or strengths. Part of the TA training for teaching is a required weeklong seminar on the use of the tools used in the course and on other technology-based materials so that graduate instructors can experiment in their own classes outside of the required materials.

If a department cannot completely restructure itself in one fell swoop as suggested above, perhaps there are smaller steps that could be taken. Joel D. Goldfield points out that, for starters, "[a] web of technological resources integrated into many language and literature courses could serve as a complement to or substitute for specific technology courses."[19]

Could your department go even further and offer an advanced graduate seminar on current language pedagogy and on the integration of technology into language classes as well as the teaching of literature? It would be sensible to "strongly recommend" or even require a digital component to every masters thesis or dissertation. Training TAs to teach language makes this group an easy target: develop the beginning and intermediate language curriculum in such a way that the graduate students are forced to engage directly with the use of technology in teaching. Provide them with training before and during the course of the semester—put the appropriate tools into their hands. Offer a course on the translation of literary texts. In this way, while working with more traditional materials, they can learn skills for an alternative career. Could an internship be part of a degree program? Particularly in some fields in the social sciences—linguistics and folklore—there might be opportunities to work with public agencies in the area of preservation and program development or with libraries on the development of fieldwork archives. Why not add teaching certification into the graduate education, or, as with a minor in an undergraduate education, a track on instructional technology, coupled with a summer program on business German or commercial translation? These strategies would also put departments offering degrees in the less commonly taught languages, where attracting and retaining quality graduate students has become a matter of institutional survival, into a much better position.

With this snapshot of the degree program offered in the modern language department at "Ideal University," one can see how the professional demands created by both the growing interest in information technologies and digital media, as well as various other shifts in the academic job market require departments to offer graduate seminars which focus on current language pedagogy and an integration of technology into language as well as literature teaching. Since we can predict that at this point in time about 30% of

all graduates can expect to be forced to look for work outside academia, we should be honest with our wards and provide them from the very beginning with an education that would enable them to play on both sides of the fence. Their own initiative will get some students anywhere they want to go when the academic market is sealed off to them. Yet, for those who are less inventive, the universities or programs should make more of an effort to provide add-ons and supplements to the regular programs in language and literature as well as career counseling at a very early stage of the graduate experience, so that students are made aware of the bleak situation in the academic market and at the same time are shown other sensible avenues to pursue.

Departments need to furnish information on career tracks alternative to the tenure-track job market, both by supplying their students with enough formal training on teaching methodologies and pedagogy called for by people like Solveig Olsen, and by providing enough training in the use of the new technologies. Graduating PhDs would thus not only be more competitive in the job market but they could also transfer their academic expertise into jobs in other areas within and outside of the academy. Including graduate coursework that provides interdisciplinary perspectives and incorporates technology are ways of supplying our graduate students with marketable tools outside of the tenure-track mainstream while still providing them a solid grounding in academic work. This blending and merging of approaches also reflects the types of demands that jobs in instructional technology or pedagogical and research support demand. Though it may seem like an added burden to the already long course of graduate studies, it would open a world of opportunity for many students who at this point have not been taught to see work outside of academia as a viable and even rewarding option and then find themselves out of work and out of hope of ever finding something in their fields after graduation. Robert Weisbuch, president of the Woodrow Wilson National Fellowship Foundation and head of its project to expand career options for humanities PhDs within and beyond the academy, ascertained years ago that what, indeed, is missing is a "much more robust set of meaningful job opportunities beyond academia, such as exists for lawyers, engineers, and scientists of various kinds," but unfortunately the situation has not changed much for the better.[20]

By the time graduate students receive their PhD in languages and literatures from "Ideal University," they would have developed a rich repertory of knowledge and skills that can be parlayed into a more open-ended and less predictable job market.

Unreasonable Expectations?

At many institutions, there is the expectation that incoming faculty already knows how to use technology but there is no real support for learning about it when they are still at the graduate student stage. Despite the dismal statistics for employment in plum research and teaching jobs and notwithstanding a growing interest in the use of IT at institutions across the country, it is common experience that instructional technology training and the preparation of graduate students for non-tenure-track jobs is largely lacking. Why, then, is there such a discrepancy between what academic job ads are looking for and the graduate training that the very same academic departments supply?

Recent surveys have documented the dissatisfaction among PhD students who do not feel prepared for a life outside of a research university. Chris M. Golde from the University of Wisconsin surveyed 4,120 doctoral students at 28 universities and found among other things that

- one third of the students are dissatisfied with the way their doctoral programs are organized
- more than 25% of them would like to be able to take classes outside of their main area of expertise
- the students feel mostly prepared for research and publishing, but are indeed interested in a wider range of (faculty) roles.[21]

One of the problems not only in the placement of graduate students in jobs after finishing PhDs, but also in the culture as a whole is the implied supremacy of literature over the study of culture and linguistics in language departments. These latter fields, in particular, lend themselves well to interdisciplinary approaches and the use of technology because they straddle the social sciences and the humanities. Further, because the study of folklore and linguistics, for instance, provides a way of categorizing and systematizing information, by extension, a student gains tools and knowledge that are broadly applicable to thinking about how to structure teaching or about how to integrate a digital

database into a narrative text. Many of us still see teaching as a natural, unselfconscious process that arises out of our personal style. But in truth, when one interprets teaching styles, methodologies, and approaches, we see that there may be inherent assumptions and an invisible consistency, or structure behind how we teach. In this sense, exposure to fields and approaches, such as cultural studies, linguistics, folklore, and anthropology, can provide graduate students with an ability to expand their reach into thinking about how to undertake and conduct teaching and research in creative ways. It can not only inform their own intellectual understanding of their own discipline, but give them the ability to extrapolate how to be more effective administrators, as well as pedagogical and technology consultants in an academic setting.

This is not to say that studying literature cannot provide similar tools. However, one phenomenon we can see consistently at our institutions is that among foreign language faculty, the common assumption is that technology is more appropriately employed in service of language instruction, and not literature. Yet, the new digital technologies have become so flexible that they can serve any discipline. In my experience, technology has indeed begun to disintegrate disciplinary boundaries. For instance, a web site with annotated digitized images of Spanish art and architecture hyperlinked to literary texts can just as easily be used to underscore the cultural context of a literary work as it can be used by an historian illustrating the country's intellectual history. Thus we see that technology can explode the parochialism that is common in foreign language departments and can make graduate students more dynamic teachers, researchers, and administrators.

Some of these suggestions are not brand new. Already in 1998, the *Chronicle of Higher Education* reported that the MLA Committee on Professional Employment recommended that departments failing to place many of their new PhDs in tenure-track jobs reduce the number of graduate students they admit. The delegates also voted to encourage departments to change the way they train their graduate students. The focus should be more on teaching and less on research so that PhDs will look for jobs at community colleges and even high schools with the same zeal they have for pursuing positions at research universities.[22]

Not surprisingly, these recommendations have met with a lot of criticism, even cynicism. Leaders of the MLA Graduate Student Caucus have argued for years that instead of reducing the number of students admitted into doctoral programs and encouraging those who do not find tenure-track jobs to embark on "alternative careers," the MLA should push harder to get universities to abandon the ever more common practice of employing part-timers and non-degree instructors into non-tenurable positions. Many of those instructors, the Caucus leaders pointed out, were taking the posts that previously were slated as tenure-track and thus reserved for graduating PhDs (Wilson, 1998).

According to the Graduate Student Caucus, the job system reflects a corporate mindset in academic administration. The university itself has become just one more entity to be judged by the bottom line. "In such an atmosphere, faculty positions and salaries appear to be one of the least painful places to cut costs. The system is circular: Administrators wish to cut costs, while our academic culture keeps churning out a steady supply of exploitable, part-time laborers."[23]

Very few universities offer "tracks" and optional certification programs, or make IT training and expertise with CALL applications available, if not mandatory, for their graduate students.[24]

At Ohio University, my home institution, it is now part of the Graduate Assistants' responsibilities within the department to attend workshops on instructional technology just as they are expected to attend departmentally sponsored lectures and, let's say, Spanish Conversation Hour. In collaboration with faculty from the Linguistics Department we are close to implementing a CALL Certificate, an optional program added to the regular course of studies in which students over the course of two years (or in two intensive summers) can take classes on second language methodology and pedagogy and at the same time acquire a well-founded knowledge in Web design, authoring software, and multimedia applications which will give them an edge over students who went through a traditional language and literature program. Ideally, internships with multimedia companies or in production facilities on campus will provide that kind of hands-on experience that will give graduate students something to put on their resumes and provide them with applicable skills in the event that an academic

career does not work out for them. It will also give recruiters an idea that these students indeed possess valuable and useful skills and are not just trained to talk cryptically about obscure writers.

It is understood that not every university will be able to add a wide variety of extra certificates and tracks due to restrictions on the individual campuses, the size of the respective departments, and other factors. Yet, it may well be the case that most campuses already have units in place that could provide the needed tools and dispense the extra knowledge if there was a willingness to work more interdisciplinary and if units would start to talk to each other for the benefit of their students. What often hinders the dissemination of additional skills is the fact that, for example, most faculty do not have sufficient knowledge about or interest in technology to teach graduate students how to use it. Furthermore, traditional programs fear losing FTEs when they allow their students to take classes outside of the department. They also fear that students will spread themselves too thin, and they believe that students who "know their stuff" (namely literary theory) will succeed in finding a job. These are comments that came up again and again in a recent survey I conducted on the current state of Graduate Education in the Modern Languages.[25]

In fact, as indicated earlier, there seems to be a great deal of resistance in the foreign language departments themselves to change their mission, both to accommodate instructional technology and pedagogical training and to count professional academic positions as part of their record for successfully placing their PhDs. Already the MLA Report on Professional Employment pointed out that "faculty members—especially those in doctoral programs—will have to change the way they view and discuss nonacademic career options, as well as the way they treat graduates who establish careers outside the academy."[26]

In her Presidential Address 1998, Elaine Showalter, then President of the Modern Language Association, pointed out that "[one] of the objections to post-academic careers is the lament that the only opportunities for PhDs beyond academia are degrading low-level McJobs, dumping grounds for the unfortunate."[27]

Yet, I strongly believe that given the right prerequisites and skills, these McJobs do not have to be just frying burgers, but they could easily be with companies like McKinsey in consulting, in the Higher Education Division of Apple Macintosh, or even with the McDonalds corporation, but in the Marketing or PR department. For more information I strongly recommend that both faculty and students take a look at Mark Johnson's Sellout: A resource for PhDs considering careers beyond the university — <*http:// www.ironstring.com/sellout/*> and at The Escape Pod for Humanities PhDs — <*http://www.geocities.com/Athens/Troy/ 7167/*>. It might even be advisable to attend the MLA's "Job Clinic on Nonacademic Careers", which is regularly offered at the annual convention, a long time before one is actually ready to graduate. ◆

Notes

Many thanks go to Rachel Saury and Michael Shaughnessy for their invaluable input, and to David Laurence and Natalia Lusin at MLA headquarters for generously supplying hard to find data.

[1.] Solveig Olsen, "A Plea to Graduate Departments," *Foreign Language Annals*, Vol. 31, No. 4 (Winter 1998): 501-504.

[2.] Sally Sieloff Magnan, "Assigning New TAs to Second-Year Courses: Are TA Development Programs Adequate?" *ADFL Bulletin*, 24, No. 3, Spring 1993, 36-43.

[3.] Barbara Elling, "National Trends: Implications for Graduate Student Training and Career Placement," *ADFL Bulletin*, 19, No. 2, January 1988, 45-48.

[4.] Denise K. Magner, "Science PhD Students Told to Prepare for Non-Academic Careers," *The Chronicle of Higher Education*, v42, June 28, 1996, and "Critics Urge Overhaul of PhD Training, but Disagree Sharply on How to Do So," *The Chronicle of Higher Education*, April 28, 2000, A 19.

[5.] All statistical data is available at *http://nces.ed.gov/programs/digest/.*

[6.] Source: National Center for Education Statistics. *Digest of Education Statistics, 2002.* Office of Educational Research and Improvement. Table 312. Retrieved March 17, 2004, from *http://nces.ed.gov/programs/digest/d02/tables/dt312.asp.* Also see,

for example, Andrew Brownstein, "Tuition Rises Faster Than Inflation and Faster Than in Previous Year," *Chronicle of Higher Education*, Oct. 27, 2000, A 50.

[7.] For further information take a look at the information provided by David Smallen and Karen Leach at *http://www.costsproject.org*. The project aims to collect data from institutions of higher education to measure costs and develop benchmarks that are useful for comparing the costs of providing IT services among various institutional categories. The latest numbers (2003, 133 institutions participating): Median spending on IT is about 5.0% of the institutions' budget with a typical range between 4.3% and 6.2%. Other noteworthy findings: IT staff continues to grow at all types of institutions faster than institutional staff, and a good portion of staff growth is in training and curricular support. In a personal email to me on March 15, 2004, David Smallen pointed out that "[there] is certainly an ongoing need for people with technical skills that support faculty," and that "supporting faculty technology needs is always one of the most important higher ed issues."

[8.] The situation is, indeed, quite different for graduates from Spanish departments who—at least theoretically—in the last few years did not have to worry about finding employment. The following observations and recommendations are directed at modern languages in general, yet they are certainly also recommended for Spanish departments which are willing to provide their students with a well-rounded education. Because of its special status, the following statistics on the job market and employment numbers for the most part do not include Spanish as a field (although even Spanish took a hard hit in the number of positions being advertised in the 2002 and 2003 JILs).

[9.] Katherine Arens, "Canons, Generations, Bridges: Rethinking Our Gardens," *ADFL Bulletin*, 34, No. 1, Fall 2002, pp. 21-22.

[10.] David Laurence and Elizabeth Welles, "Job Market Remains Competitive," *MLA Newsletter*, Spring 2000, 6-7.

[11.] In 2002 the number of advertised positions dropped down sharply to 535 (a loss of 21%!). No totals of the PhD recipients for that year are available at the time of this writing, but it is very unlikely that their numbers decreased as significantly as that of the available positions. For 2000-01 information see *MLA Newsletter*, Spring 2001, page 5, figs. 1-4.

[12.] Advertised, however, does not necessarily mean approved and filled. In the last two years many searches were cancelled at a later point on account of budget problems and hiring freezes.

[13.] Gabriela Montell, "Faculty Openings in English, Foreign Languages Drop Sharply," *The Chronicle of Higher Education*, December 16, 2002. Retrieved March 16, 2004 from *http:// chronicle.com/prm/daily/2002/12/2002121606n.htm*.

[14.] Elizabeth B. Welles, "Employment of 1996-97 PhDs in Foreign Languages: A Report on the MLA's Census of PhD Placement," *ADFL Bulletin*, 31, No. 2, Winter 2000, 6-21. My sincere thanks go to David Laurence at the MLA who supplied me with a selection of unpublished data from the 2000-2001 survey, some of which I will intersperse here in the appropriate places.

[15.] Richard Brod and Elizabeth B. Welles, "Foreign Language Enrollments in United States Institutions of Higher Education, Fall 1998," *ADFL Bulletin*, 31, No. 2, Winter 2000, 22-29.

[16.] Recently published numbers indicate that the decline has come to a halt, but they do not show much of an improvement for the traditional languages French, German, and Russian. The so-called critical or less-commonly taught languages show considerable gains. See the *MLA Newsletter*, Spring 2004, page 5, Table1.

[17] Preliminary numbers from the MLA Survey on "Initial Employment Placements of 2000-2001 Graduates from US Universities": 37.6% of all graduating PhDs in languages and literatures found a tenure-track position, an additional 18% found full-time, non-tenure track appointments, and 6.3% of the PhDs ended up with part-time positions. 10.3% of new PhDs found work *outside* of higher education, no further specifics or numbers on unemployed PhDs are available at this point.

[18.] Gabriela Montell, "Faculty Jobs Fall in Foreign Language," *The Chronicle of Higher Education*, February 5, 2004. Retrieved March 16, 2004, from *http://chronicle.com/jobs/2004/02/ 2004020501c.htm*.

[19.] Joel D. Goldfield, "Technology Trends in Faculty Development, Preprofessional Training, and the Support of Language and Literature Departments," *ADFL Bulletin*, 32, No. 3, Spring 2001, p. 111.

[20.] Quoted in Denise M. Magner, "Foundation Issues Plan to Expand Job Opportunities for Humanities PhDs," *The Chronicle of Higher Education*, December 18, 1998, A 12.

[21.] Adapted from Denise K. Magner, "Critics Urge Overhaul of PhD Training," *The Chronicle of Higher Education*, April 28, 2000, A 19.

[22.] See Robin Wilson, "Citing 'Crisis' in Job Market, MLA Urges Changes in Graduate Education," *The Chronicle of Higher Education*, Jan. 9, 1998, A 15.

[23.] See Mark Kelley, William Pannapacker, and Ed Wiltse, "Scholarly Associations Must Face the True Causes of the Academic Job Crisis," *Chronicle of Higher Education*, Dec. 18, 1998, B 4. Also compare Courtney Leatherman, "Part-Timers Continue to Replace Full-Timers on College Faculties: Education Department Report Says Adjuncts Now Make Up Nearly Half the Professoriate," *Chronicle of Higher Education*, Jan. 28, 2000, A 18.

[24.] See for example the Master's Program in Computer-Assisted Language Learning at Carnegie Mellon University at *http://ml.hss.cmu.edu/call.*

[25.] See "Results of the 'Graduate Education and Technology' Survey," *IALLT Journal,* 34.2 (Dec. 2002), 9-28.

[26.] For further information see the section on "Job Placement outside the Academy" at *http://www.mla.org/resources/documents/rep_employment/prof_employment.*

[27.] Elaine Showalter, "Regeneration," *PMLA,* vol. 114, May 1999, 3: 319.
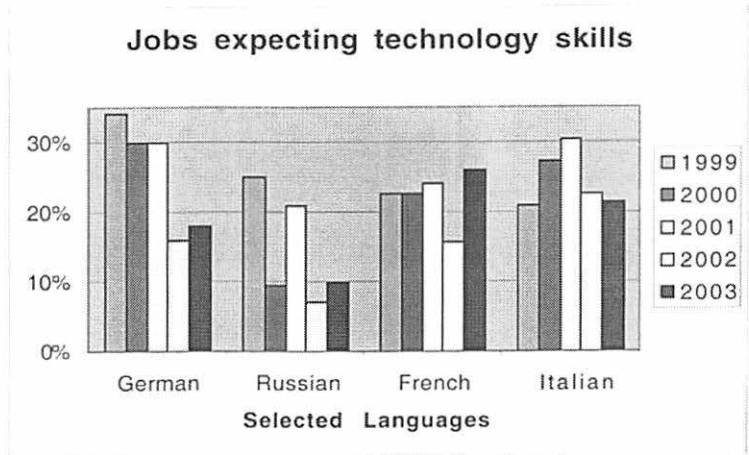
Appendix

Jobs expecting technology skills

Figure 1
Percentages of October JIL job listings explicitly mentioning technology skills

	German	Russian	French	Italian
1999	(62) 34%	(16) 25%	(101) 22.5%	(24) 21%
2000	(53) 30%	(21) 9.5%	(89) 22.5%	(22) 27.3%
2001	(73) 30%	(19) 21%	(106) 24%	(23) 30.5%
2002	(44) 16%	(14) 7.1%	(70) 15.7%	(31) 22.6%
2003	(40) 18%	(10) 10%	(50) 26%	(14) 21.4%

Table 1
Number of available jobs per language and percentage of those expecting technology skills (based on October JIL editions)
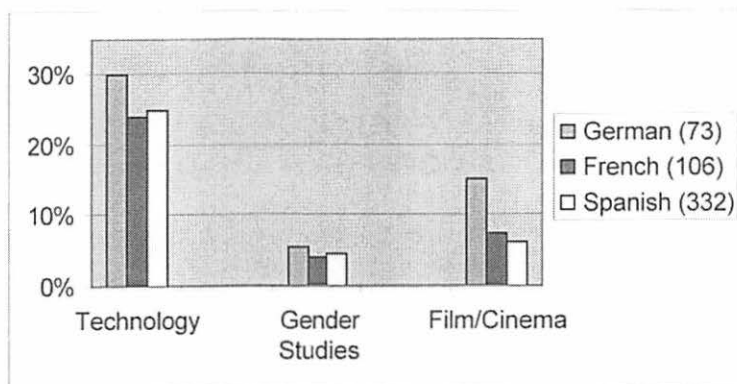
Figure 2
Most popular skills sought in new hires and their percentage in
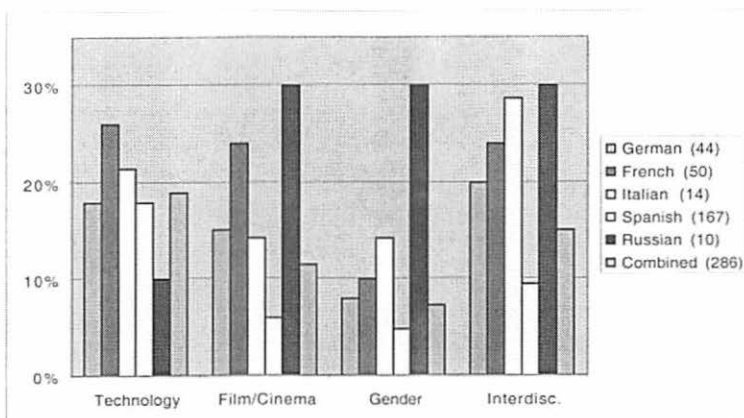overall job listings (JIL Oct. 2001)

Figure 3
Most popular skills sought in new hires and their percentage in
overall job listings (JIL Oct. 2003). Note how the overall number of
jobs advertised has shrunk considerably and how the catch-all
rubric "interdisplinary" has joined the list of desired qualifications.

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