

Appendix A:

Guidelines and Advice for Job Candidates and Hiring Departments

reprinted from *The MLA Job Information List*
<<http://www.ade.org/jil/index.htm>> May 2003

- **General Advice for Candidates**
- **CAFPRR: Advice to Search Committees and Job Seekers**
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For additional information about the hiring process see English Showalter, et al, *The MLA Guide to the Job Search: A Handbook for Departments and for PhDs and PhD Candidates in English and Foreign Languages* (rev. 1997). The *Guide* offers an overview of the job market and contains specific advice for departments on handling each stage of the hiring process effectively. The *Guide* is available for \$10 from MLA Publications. To order, go to the MLA Web site at www.mla.org or contact the member and customer services office (646 576-5161); bookorders@mla.org. You may also fax your order to 646 576-5160.

GENERAL ADVICE FOR CANDIDATES

Be sure that your dossier (transcript, letters of recommendation, and other material) is ready to be sent out by your placement bureau to any department that requests it. Prepare and duplicate a one page vita sheet to enclose with any letters of application or inquiry. In your letter of application, it is probably wise to express a willingness to be interviewed at the department's convenience. Professional meetings provide a convenient opportunity for such interviews (see list of upcoming meetings below).

While it is important to begin to search for a position immediately, you should be aware that **hiring goes on all year**. Surveys indicate that only about half of all English and foreign language departments have begun recruiting by the end of December, and that the majority of departments do not complete the recruiting process until spring, in some cases until summer.

Bear in mind that the candidate who has not limited his or her search for a new position to a particular geographical area or kind of institution is most likely to

find a position. Do not discount the small colleges where one often has the opportunity to teach a wide selection of courses to students of varied backgrounds.

ADVICE TO SEARCH COMMITTEE MEMBERS AND JOB SEEKERS ON FACULTY RECRUITMENT AND HIRING

Prepared by the MLA Committee on Academic Freedom and Professional Rights and Responsibilities

I. General Principles

1. Everyone in the profession benefits when job searches go well. Timely, open communication can ensure an atmosphere of collegiality between departments and candidates, even when the job market is tight or institutional circumstances are uncertain. Departments help to create such an atmosphere when they recognize how vulnerable candidates may feel during a job search; candidates help when they recognize that departments may be affected by institutional policies largely beyond their control. Problems arising during a job search may lead to impressions that damage individuals or institutions; however, professional conduct

by all parties involved in a job search may prevent such problems and can only be beneficial to all.

2. All job candidates should be treated equitably. Throughout any search for new faculty members, departments should adhere to nondiscrimination and affirmative action guidelines, taking particular care not to discriminate on the basis of race, ethnic or national origin, religion, disability, age, gender, or sexual orientation. The principles of confidentiality should be respected by all parties.

II. Advertising and Initial Screening

1. Advertisements for an opening should be as specific as possible about the availability of the opening (definite, likely, or possible), the type of appointment (tenure-track or non-tenure-track), minimum degree requirements, field(s) of expertise, minimum teaching experience, and any other requirements or criteria.

2. Applicants should be allowed ample time to respond to advertisements of openings, and deadlines for applications should be specified whenever possible. Normally, applications should be accepted for at least twenty-one days after the announced publication date for a given issue of the *Job Information List* (about 15 October, 15 November, 15 February, and 15 April). Care should be taken to inform applicants of the department's projected timetable for making decisions about interviews at the MLA convention, and applicants should be kept informed of their status following the initial screening.

3. Applications submitted in response to announcements should be acknowledged promptly and courteously in writing (if possible, within two weeks), and care should be taken to inform applicants of their status following the initial screening. Acting on a recommendation from the MLA Delegate Assembly, the MLA Executive Council has adopted a policy calling for departments to acknowledge all applications for announced positions either by letter or by self-addressed postcards provided by applicants.

III. Preparing Applications

1. The candidate should prepare a dossier, including a letter of application, curriculum vitae, transcript(s), and letters of recommendation, by the end of September, before the October issue of the *Job Information List*. It is the candidate's responsibility to make sure that all requested materials are supplied.

2. For the purpose of initial screening, a letter of appli-

cation and dossier should normally suffice. To save all parties time and money, the committee recommends that departments request writing samples and other material only after a preliminary list of candidates has been chosen.

IV. Setting Up MLA Interviews

1. Candidates should realize that the department advertising in the *Job Information List* normally expects candidates to attend the MLA convention for screening interviews. Candidates who do not attend the convention may therefore be at a disadvantage. In such cases a telephone interview may be an appropriate alternative. Departments and candidates should realize that convention attendance is generally the most efficient and least expensive way to conduct interviews. Departments should make every effort to be represented at the convention by at least one member of the search committee.

2. Departments need to be able to reach candidates quickly between 1 and 24 December. Candidates who travel in December should supply departments with complete itineraries including telephone numbers. Because of the expenses related to convention attendance, departments should notify all candidates, including those not invited for interviews, of their status as early as possible.

3. Candidates applying from outside North America should have a contact in the United States to receive mail and messages. Since few departments have resources to bring candidates to on-campus interviews from outside North America, candidates who reside abroad should determine arrangements for any on-campus interviews during MLA convention interviews.

4. To be sure that candidates can get the information they need to keep interview appointments at the convention, a department chair or search committee chair should stop by the job center soon after checking into a hotel, fill out the appropriate forms, and then check the "Who's Where" listing for accuracy.

5. Departments need to be sure candidates know where the interview is taking place. The Job Information Center is set up to provide this information. If you plan to use the convention interview area, you need to sign in with the Job Information Center and hand in your schedule. If you are interviewing in a hotel room, remember that the hotel switchboard personnel are not authorized to disclose room numbers. You can register your room number and a list of interviewees with the

Job Information Center, so that your room number will be given out only to the candidates with whom your department has set up appointments. Departments scheduled to begin interviewing on the first afternoon of the convention may need to arrive the day before, to avoid missing appointments because of travel delays or delays in checking into hotels.

6. Departments and candidates should plan realistically and adhere closely to schedules. When arranging interviews, candidates should leave as much time as possible between appointments, keeping in mind that they may have to deal with crowded elevators, slow meal service, or delayed shuttle buses. Departments should remember that interviews that run late may prevent candidates from keeping other appointments and that one instance of lateness can multiply into a whole series of missed or delayed interviews.

7. Whether held on or off campus, in person or by telephone, interviews should be conducted in a professional manner, permitting candidates adequate opportunity to explain and demonstrate their qualifications. Candidates and departments should review "Dos and Don'ts for Interviews," by Herbert Lederer, revised in 1995 by CAFPRR and reprinted each October in the *Job Information List*.

8. Interviewers should make every effort to accommodate candidates with disabilities.

V. Interviewing on Campus

1. Departments inviting candidates for on-campus interviews should pay candidates' expenses, following standard institutional policies for travel reimbursement. Candidates should be told approximately how many others are being invited for on-campus interviews.

2. On-campus interviews represent a large investment of time and money for departments; therefore, candidates should not accept on-campus interviews if they are not seriously interested in the position. Before traveling to a campus, candidates should thoroughly research the department's faculty and programs. Candidates should find out what salary range and teaching load have been established for the position and should decide in advance what their own minimum requirements are. It is important that candidates also determine in advance whether their decisions may be influenced by special circumstances that should be communicated to the chair.

3. A department that invites a candidate to interview on its campus has an obligation to (a) arrange the logistics of the candidate's stay (local transportation, lodging [including disability accommodations], meals); (b) set up interviews with faculty members and administrators; (c) provide a tour of the campus and its facilities; (d) provide adequate information about the department, the university, and the community; (e) plan social activities for the candidate; and (f) inform the candidate of the procedures and timetable for reimbursement.

4. Members of departments and search committees should not discuss other candidates with a visiting candidate.

VI. Negotiating an Offer

1. To minimize misunderstanding and anxiety during negotiations about offers, departments should establish ground rules in advance and let candidates know what these are before any offers are made. Departments should communicate with candidates regularly and openly about the status of the search process. All parties should be aware that, especially in times of fiscal uncertainty, circumstances beyond the institution's control may delay or disrupt the hiring process.

2. No candidate should be required before 22 January to give a final answer to an offer of a position without tenure for the following academic year. After 22 January, candidates should normally be allowed two weeks to give a final answer to a formal offer.

The committee welcomes comments and suggestions from members. Direct correspondence to Staff Liaison, Committee on Academic Freedom and Professional Rights and Responsibilities, MLA, 26 Broadway, Third Floor, New York, NY 10004-1789; david.laurence@mla.org or elizabeth.welles@mla.org.

CHECKLIST FOR JOB SEEKERS

The MLA Committee on Careers offers this checklist as an aid for first-time job seekers and as a guide for graduate departments about ways they can facilitate the placement of their graduates. As an association, the MLA has a vital interest in establishing procedures and practices that make the job search as effective and professional as possible.

Prepreparation

- Have you completed your dissertation? If not, do you have a realistic schedule for completing it?
- Have you defined the kind(s) of institution(s)

- where you would like to teach?
- Have you informed yourself about the job market? Have you consulted, for example, the *Job Information List*, the *Chronicle of Higher Education*, and the *ADE Bulletin* or *ADFL Bulletin* about the job situation?
 - Have you spoken to recently hired faculty members about their experiences in the job market?
 - Have you been realistic in defining the kinds of specialized courses you are qualified to teach? Have you articulated what you have to offer as a scholar and a teacher? What are the limits of the jobs for which you really qualify?
 - Have you spoken to one or more of the following persons about the job search: your department placement officer, your department graduate adviser, your dissertation adviser, your department placement committee, other faculty members who know you well and who have shown interest in your work?
 - Have you requested from your department or placement office standardized forms for your letters of recommendation?
 - Have you requested letters from three to five faculty members who feel positively about you and who know your course work, dissertation, and teaching?
 - Have you given your referees sufficient information about your record and at least several weeks to prepare their letters of recommendation?
 - Have you estimated the costs of the job search? Although costs will vary, it is reasonable to expect to spend at least \$700 for travel, lodging, food, and incidentals when attending the MLA convention. Remember too that you will have duplicating and postage expenses, fees charged by the placement office for sending your dossier, long-distance phone charges, and expenses for purchase or rental of a telephone answering machine to receive calls before and after the convention. Although you should expect to be reimbursed for travel to on-campus interviews, you will probably have to pay airfare in advance. It is a good idea to establish credit and acquire a credit card if possible. When you are called for an on-campus interview, be sure to ask whether your expenses will be reimbursed.
 - Have you requested a mock interview? If your department does not regularly schedule mock interviews for job candidates, have you discussed with several faculty members the kinds

of questions you can expect to be asked and issues to be discussed?

- Have you considered requesting disability-related accommodations to facilitate your interview?

The MLA Convention

- Have you planned your interview schedule for the MLA convention, making sure that you have allowed enough time to get from one hotel to another?
- Do you have the information you need about the school and the department to which you have applied (e.g., course offerings, college and university requirements, faculty members)?
- Have you reviewed the list of "dos and don'ts" for interviewees?

The On-Campus Interview

- Have you determined beforehand the schedule of your visit and the meetings you will be asked to take part in? Have you asked the department to add things to your itinerary (e.g., a tour of the library, a meeting with students) that were not originally scheduled?
- Have you inquired in advance of your trip whether you will be reimbursed for expenses you incur for the on-campus interview? Have you done careful research beforehand about the faculty and curriculum of the school you will be visiting?
- Will you be required to make a formal presentation to faculty and/or students while on campus? If so, have you carefully prepared this presentation? Are you prepared to discuss your dissertation in detail?
- Have you received all the information you will need in order to make a decision if offered a job—information about salary, fringe benefits, moving expenses, tenure policies, any other terms of the contract, and the amount of time you will have to consider the offer?
- Have you informed the department of any necessary disability-related accommodations to facilitate your interview?

After an Offer Is Made

- Are you well informed about the general financial health of the college or university, its enrollment trends, its support for the humanities, the distribution of majors, and the faculty members in your discipline?
- Are you clear about what your own teaching re-

sponsibilities will be? Do you know what your course load and approximate class sizes will be?

- Do your research interests have a clear place in the department? Have you asked about support for your research, including the availability of grants, sabbatical and released time?
- Do you know the criteria and procedures for tenure and promotion?
- Do you have an informed opinion about the advantages and disadvantages of living in the city or town where the college or university is located? Have you asked, for example, about housing, the cost of living, cultural and social opportunities, local politics, and public schools?
- You should not be required to respond before 22 January to an offer of a position without tenure for the following academic year. If you receive an offer between 22 January and the middle of the summer, you should be allowed two weeks to make a decision. But once you have definitely made up your mind about an offer, you should accept or reject it immediately: keep in mind that other candidates will be affected by your decision.

Things to Remember If You Don't Get an Offer

- The hiring season is not over in January; only the first wave has passed by then.
- While many offers are made in January, an offer in February does not necessarily mean that you are a second choice. It may mean that the department has had to wait a month to reconvene its search committee or receive final approval for funding.
- You may be on the market too early. The department may not have been convinced that you will actually finish your dissertation by the time specified.
- You may have pinned your hopes on too narrow a selection of schools.
- You can still inquire about your status at places where you have interviewed. You may still be on their lists.
- New jobs open up after the MLA convention. Keep reading the *Job Information List* through the summer supplement and consult the advertisements in the *Chronicle of Higher Education* and other professional publications.
- There will be another job market next year. Start preparing for it now. The current search will have given you valuable experience.

DOS AND DON'TS FOR MLA CONVENTION INTERVIEWS

Herbert Lederer, University of Connecticut
Revised in 1995 by the MLA Committee on Academic Freedom and Professional Rights and Responsibilities

The job interview is an event that has caused sufficient anxiety for both interviewer and interviewee to prompt a number of publications dealing with the topic. In recent years, concern about discrimination in the hiring process has led to a heightened awareness of the possibility of discriminatory intent in the questions asked by interviewers. In order to facilitate the conduct of interviews arranged through the MLA Job Information Service, guidelines have been developed for both interviewers and job candidates.

The Interviewer: Do

- Schedule interviews at reasonable times and allow for adequate time
- Leave time between interviews for notes
- Read all the information your department has requested in advance
- Ensure freedom from interruption
- Introduce other department members present
- Establish and maintain a pleasant atmosphere
- Be polite and courteous
- Try to put candidate at ease
- Be aware of your own biases
- Ask specific questions
- Elicit all relevant information
- Maintain eye contact
- Ask appropriate questions; explore areas such as education, experience, special interests or skills, familiarity with textbooks, teaching methods, professional organizations, future expectations
- Discuss candidate's attitude toward teaching and research in language and literature
- Elicit candidate's interest in specific job
- Provide candidate with clear picture of job
- Explain operation of school and department
- Describe working conditions (course load, other duties, salary, fringes, etc.)
- Allow time for candidate's questions
- Listen attentively
- Ask follow-up questions for clarification or further detail
- Inform candidate of probable time of decision
- Ask candidate's permission to take notes
- Be on time
- Follow the Americans with Disabilities Act

guidelines in meeting requests for accommodations.

Don't

- Interview more than one candidate at a time
- Conduct major portion of interview during a meal
- Ask questions about age, marital status, children, religion, medical or disability status, sexual orientation, or national origin
- Display boredom
- Doodle
- Produce stress intentionally
- Argue with candidate
- Appear hostile to candidate
- Be patronizing
- Ask for information already in dossier
- Ask leading questions
- Ask yes-no questions if they can be avoided
- Get off on tangents
- Do all the talking
- Describe job in negative terms
- Oversell position
- Downgrade other institutions or candidates
- Tape-record or videotape
- Require candidates to come to campus at their own expense
- Make a job offer until all interviews are concluded
- Assume that the candidate's home institution makes him/her unsuitable for you

The Candidate: Do

- Review job specifications
- Inform yourself thoroughly about department and institution
- Prepare questions you want to ask (about, for example, teaching load, class size, number of majors, range of courses you will teach, library resources, etc.)
- Analyze your own strengths and weaknesses
- Request of your department some practice interviewing
- Familiarize yourself with widely used texts
- If possible, allow yourself an hour between interviews
- Be prepared to discuss approaches to languages and literature teaching
- Think about courses you would like to teach
- Be aware of nervousness
- Come on time and follow all the usual protocols of politeness
- Be polite and courteous

- Watch body language (your own and interviewer's)
- Project interest and enthusiasm, speak up clearly, listen attentively, and avoid using terms such as "you know," "like," etc.
- Keep eye contact with interviewer
- Be prepared for aggressive questions
- Answer openly, directly, and honestly
- Be specific both in answers and in your own questions
- Inform institution if you receive and/or accept an offer elsewhere
- Try to demonstrate your language ability
- Bring out your strong points
- Talk about special features in your background, skills, experience, interests, and goals
- Summarize your qualifications for the job
- Find out when decisions will be made
- Write follow-up thank-you letter
- Be aware that it is your right to request specific accommodations to make the interview accessible.

Don't

- Be laconic or loquacious
- Be either apologetic or arrogant
- Appear opinionated or contentious
- Argue with interviewer
- Let yourself be intimidated
- Volunteer negative information
- Downgrade other candidates, jobs, or institutions
- Get off the track or ramble
- Overstay your welcome
- Ask about salary in a convention interview

MLA STATEMENTS RELEVANT TO THE HIRING PROCESS

Notice on Tenure Policies

The Modern Language Association recommends that department administrators and their representatives inform candidates before or during the interview about prospects for tenure in the specific position under consideration and about the tenure policies and practices in their departments and institutions. If the information is not offered, candidates are urged to inquire about these policies.

Acknowledgement of Applications

Acting on a recommendation from the MLA Delegate Assembly, the MLA Executive Council has adopted a

policy calling for departments to acknowledge all applications for announced positions either by letter or by self-addressed postcards provided by applicants.

MLA Policy on Reimbursement

The following policies were recommended by the Delegate Assembly in December 1999 and approved by the MLA Executive Council in February 2000.

It is MLA policy that:

- Departments that require that job applicants send their application materials by express courier reimburse those applicants for the cost of such shipment; and
- Departments that require multiple copies of writing samples and other application materials from job applicants reimburse applicants for the cost of duplicating their writing samples and other materials; and
- Departments that require books will return them to the applicant; and
- Departments that invite job applicants for on-campus interviews reimburse those applicants who accept such invitations for the costs of travel and accommodations incurred when visiting the campus for interviews.

MLA Statement on the Use of Part-Time and Full-Time Adjunct Faculty

The expansion of the adjunct ranks in language and literature departments over the past two decades threatens the integrity of the profession and instructional programs. The practice of hiring numerous adjunct faculty members year after year to teach courses required of large numbers of undergraduates undermines professional and educational standards and academic freedom. Although adjunct appointments can add significant dimensions to curricula and some individuals prefer to accept only adjunct appointments because of other commitments, few adjunct appointments are made for educationally sound reasons. Indeed, the primary motivation for most of these appointments is to reduce the cost of instruction.

Adjunct faculty members fall into two groups: part-time instructors and non-tenure-track full-time instructors. The first group includes both instructors who are clearly temporary members of a department and instructors who teach from year to year and become virtually permanent. Members of the second group have full teaching loads but, as non-tenure-track faculty members, lack the institutional commitment given to their tenure-track colleagues. Graduate students are

distinct from both groups.

The conditions under which most adjunct teachers are employed define them as nonprofessionals. Often they are hired quickly, as last-minute replacements. They receive little recognition or respect for their contributions to their departments; almost always they are paid inequitably and receive no fringe benefits.

Excessive reliance on an adjunct faculty can damage individual faculty members, students, institutions, and the profession. For the sake of an institution's economic welfare, adjunct faculty members are often denied the security that adequate salary, health insurance, and professional status can provide. The institution, in turn, suffers through the creation of a two-tiered system in which faculty members have different responsibilities and expectations.

In the light of these concerns, the MLA urges college and university administrators to make new and concerted efforts to eliminate excessive and irresponsible adjunct faculty appointments, to improve employment conditions for essential adjunct faculty members, and to recognize the professional status and important contributions of such teachers.

The MLA offers the following guidelines for the employment of adjunct faculty members.

Guidelines

Each department should establish an appropriate limit on the number of adjunct faculty members in relation to the number of tenured or tenure-track faculty members and of graduate students serving as apprentice teachers. The norm in a department should be the tenured or tenure-track position. As tenured faculty members retire, they should be replaced by tenure-track faculty members. Departments that routinely assign a large part of undergraduate instruction to adjunct faculty members should reconsider their staffing practices.

All adjunct faculty members should be treated as professionals. Each department should develop a set of guidelines for adjunct faculty employment. These guidelines may vary from institution to institution but should address the following concerns:

- a. Adjunct faculty members should be hired, reviewed, and given teaching assignments according to processes comparable to those established for the tenured or tenure-track faculty members.
- b. They should be given mailboxes, office space, and clerical support.
- c. They should receive adequate introduction to their

- teaching assignments, departments, and institutions.
- d. They should be paid equitable prorated salaries and should receive basic benefits such as health insurance.
- e. They should be eligible for incentives that foster professional development, including merit raises and funds for research and travel.
- f. As appropriate, they should participate in determining departmental and institutional policies.

February 1994

Modern Language Association of America

Recommendation on Domestic Partner Benefits

This recommendation grew out of a motion approved by the 2001 MLA Delegate Assembly. The MLA Executive Council gave final approval for the dissemination of the recommendation at its May 2002 meeting.

Institutions that offer domestic partner benefits are encouraged to indicate these benefits in their job announcements or in the benefit information they make available to candidates they wish to interview.

PROFESSIONAL MEETINGS

In addition to the MLA convention (27-30 December, New York, NY) candidates in English, foreign languages, comparative literature, and linguistics may be interested in the following regional meetings.

Rocky Mountain Modern Language Association (RMMLA)

10-12 October 2002

Scottsdale, AZ

Inquiries: Joan Grenier-Winther, Foreign Languages, Washington State Univ., Pullman 99164 (509 335-4198; rmmla@rmmla.wsu.edu ;<http://rmmla.wsu.edu/>)

South Central Modern Language Association (SCMLA)

31 October-2 November 2002

Austin, TX

Inquiries: Ede Hilton-Lowe, SCMLA, Dept. of English, Texas A&M Univ., College Station 77843-4227 (979 845-7041; fax: 979 862-2292; scmla@tamu.edu ;<http://www-english.tamu.edu/scmla/>)

Midwest Modern Language Association (MMLA)

8-10 November 2002

Marriott City Center, Minneapolis, MN

Inquiries: Dianna Niebylski, 302 English and Philosophy Bldg., Univ. of Iowa, Iowa City 52242-1408 (319 335-0331; fax: 319 335-3123; mmla@uiowa.edu ;<http://www.uiowa.edu/~mmla/>)

Pacific Ancient and Modern Language Association (PAMLA)

8-10 November 2002

Western Washington University, Bellingham, WA

Inquiries: Lorely French, World Languages and Literatures, Pacific U, Forest Grove, OR 97116; (503-359-2196; fax: 503-359-2275; webmaster@pamla.org ;<http://www.pamla.org/>)

South Atlantic Modern Language Association (SAMLA)

15-17 November 2002

Wyndham Baltimore Inner Harbor Hotel, Baltimore, MD

Inquiries: Joanne Berotti Baste, SAMLA, University Plaza, Georgia State Univ., Atlanta 30303-3093 (404 651-2693; samla@samla.org ;<http://www.samla.org/>)

SOURCES OF INFORMATION FOR JOB CANDIDATES IN ENGLISH

Prepared by Susan Belasco Smith, University of Tulsa

General Advice and Background Reading

Bay, Libby. "Teaching in the Community College: Rerouting a Career." *ADE Bulletin* 114 (1996): 27-29.

Deneef, A. Leigh, Craufurd D. Goodwin, and Ellen Stern McCrate, eds. *The Academic's Handbook*. Durham: Duke UP, 1988.

Dubrow, Heather. "A World Elsewhere: Teaching in a Liberal Arts College." *ADE Bulletin* 103 (1992): 38-44.

Green, Eleanor. "The Job Search: Observations of a Reader of 177 Letters of Application." *ADE Bulletin* 113 (1996): 50-52.

Gregory, Marshall. "From PhD Program to BA College; or, The Sometimes Hard Journey from Life in the Carrel to Life in the World" *ADE Bulletin* 107 (1994): 20-24.

Hanawalt, Jean Allen, and Thomas Trzyna. "Applying to Teach at a Christian College." *ADE Bulletin* 79 (1984): 46-47.

Malek, James S. "Caveat Emptor; or, How Not to Get Hired at DePaul." *ADE Bulletin* 92 (1989): 33-36.

Mangum, Teresa. "Identity and Economics; or, The Job Placement Procedural." *ADE Bulletin* 114 (1996): 19-24. For an additional bibliography on the job search, see Mangum's Selected List of Works Consulted (23-24).

Showalter, English. *A Career Guide for PhDs and PhD Candidates in English and Foreign Languages*. 1985. Rev. 1994. New York: MLA.

Sledge, Linda Ching. "The Community College Scholar." *ADE Bulletin* 83 (1986): 9-11.

Thomas, Trudelle. "Demystifying the Job Search: A Guide for Candidates." *CCC* 40 (1989): 312-27.

Timmerman, John H. "Advice to Candidates." *College English* 50 (1988): 748-51. See also "Special Topic on the Job Market," *Profession* 94 (New York: MLA, 1994): 57-105, for a collection of essays by Erik D. Curren, Marta Caminero-Santangelo, Lydia Belateche, Linda M. Lemiesz, Judith Pascoe, Gordon Hutner, Robert C. Holub, and Bettina J. Huber; "Special Section: The Job Search in English," *ADE Bulletin* 111 (1995): 4-27; and "The MLA's 1993-94 Survey of PhD Placement," *MLA Newsletter* 27.4 (1995): 1-3 and *ADE Bulletin* 112 (1995): 40-51.

For Job Openings

Chronicle of Higher Education. Published weekly (except in August and December). In addition to listing openings under such categories as "English," "Women's Studies," or "Writing," many two- and four-year institutions take out large ads that include all their available positions. The *Chronicle* also lists openings in administration, at foundations and associations, and occasionally, in private secondary schools.

MLA Job Information List. Published four times a year. Four-year institutions are more likely than two-year colleges to list openings here.

Information about American Colleges and Universities

Atwell, Robert, and David Pierce, eds. *American Community Colleges: A Guide*. 10th ed. Phoenix: Oryx, 1995. A state-by-state guide with extensive commentary on each institution.

Barron's Profiles of American Colleges. 20th ed. New York: Barron's, 1994. Comprehensive, informative guide to four-year, accredited colleges; rates selectiveness of admissions.

Cass, James, and Max Birnbaum. *Comparative Guide to American Colleges*. 15th ed. New York: Harper, 1991. An alphabetical, narrative guide to four-year institutions.

The College Blue Book. 25th ed. 5 vols. New York: Macmillan, 1995. The most useful volume is *Narrative Descriptions*, a state-by-state listing of two- and four-year colleges, complete with maps.

Insider's Guide to the Colleges, 1998: Students from Coast to Coast Tell What Their Colleges Are Really Like. Comp. Yale Daily News staff. 24th ed. New York: St. Martin's, 1997. A sometimes irreverent alternative source of information on 300 colleges.

Foreign Colleges and Universities

Commonwealth Universities Yearbook

International Handbook of Universities

Both are published every three years in New York by Macmillan.

ADMINISTRATIONS CENSURED BY THE AAUP

Please refer to the List of Administrations Censured by the American Association of University Professors <<http://www.aaup.org/Com-a/Censure.htm>>. Access to this list is provided in accordance with the action of the MLA Delegate Assembly.

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