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Published by the Association of Canadian College and University Teachers of English

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ACCUTE'S MANDATE

To promote the interests of those teaching and studying English language and literatures in Canadian colleges and universities by facilitating the dissemination and exchange of research and the exploration of professional issues, by organizing scholarly and professional meetings, by seeking to improve work conditions, by representing the interests of members before provincial and federal decision-making bodies, and by supporting the interests and aspirations of members entering the profession.

President's Column

Keith Wilson

The York ACCUTE meetings will still be relatively fresh in the minds of those members who – undaunted in advance by extravagant stories of Downsview's supposed distance from virtually everywhere and undeterred during the conference itself by a sudden TTC strike – turned up at Congress in record numbers. It was a very successful grouping of sessions, seemingly – judging from delegates' comments – with something for everyone. Nudging things unobtrusively but most effectively along for us was ACCUTE's local arrangements co-ordinator, Vermonja Alston, whose unerring eye for the best rooms on campus stood us in excellent stead. We are all most grateful to her and the other very helpful people at York with whom she worked, most particularly Stephanie Dixon and John Lennox. As I mentioned last year in this column after the Congress at Western, York had a tough act to follow, and it came through admirably.

Thanks also to our plenary speakers. J. Hillis Miller gave an outstanding lecture that eddied brilliantly out from his core text, Toni Morrison's *Beloved*, to engage provocatively with a range of cultural and political questions. The plenary panel on biography generated three very lively papers that connected suggestively with each other. Michael Millgate was at the last minute



Arts Hall, University of Ottawa

prevented by a family emergency from attending, but kindly submitted his paper for delivery. Christine Wiesenthal and Ramsay Cook, from their very different perspectives, found fascinating common ground in their speculations. The evening sessions with Canadian writers, organised in conjunction with the 100th anniversary celebrations of McClelland and Stewart, were much enjoyed by those who battled the TTC disruptions to get through to them, and I'm most grateful to John Lennox for his initiative in bringing them about. Our co-ordinator, Tobi Kozakewich, was the most welcoming of presences at the ACCUTE desk throughout the conference, ably assisted by David Lafferty and Denise Fidia.

As always, Congress brings changes in the ACCUTE executive, and every two years it brings particular changes in that the central administration of ACCUTE moves to a new home. This is the last newsletter that will be coming to you from the University of Ottawa and preparations are already well advanced for the migra-

President's Column Continued...

tion of the ACCUTE office to Mount St. Vincent. We are fortunate indeed to have in Steven Bruhm and Karen Macfarlane, the incoming president and secretary-treasurer, and in Johanne Jell, incoming coordinator, three such enthusiastic and creative colleagues at the helm of our national association. The change means that we shall be saying goodbye to Jennifer Panek, who has been an exemplary Secretary-Treasurer over the last two years. The final post-conference stage of the accounting has yet to be done, but as you will see from Jennifer's enclosed report, ACCUTE is in very good financial health that will allow it to get off to a running start at the Mount. Other changes mean that we also say goodbye to Gernot Wieland (UBC), outgoing president of CACE, and welcome his successor J. Douglas Kneale (Western). Pressure of work prevents Jo Devereux (Western) from continuing as the sessional representative, but I'm delighted to be able to say that Tobi Kozakewich, who has done such exceptional work as coordinator over the last two years, will be replacing her. Finally, the term of Judith Herz (Concordia) as member-at-large comes to an end, and she is being replaced by Paul Stevens (Toronto). Our thanks go to both out-going and incoming members of the executive for their hard work on ACCUTE's behalf. We are equally in the debt, of course, of continuing executive members: Katherine Acheson (Waterloo), who organized such a stimulating group of professional concerns panels this year, Eric

Savoy (Montreal) who chaired the Committee to decide on this year's Priestley Prize winner (see Michael O'Driscoll's *ESC* report elsewhere in this Newsletter), Richard Cassidy (Montreal), representative for the graduate student caucus, and Jo-Ann Wallace (Alberta), editor of *ESC*. Illness prevented Jo-Ann's attendance at this year's Congress, and we offer her warmest good wishes for a rapid return to full health. Her place was taken at our meetings by Michael O'Driscoll, *ESC*'s associate editor, and I'm most grateful to him for his very helpful input during our discussions. In short, it has been a wonderful team with which to work.

I'd like for a moment to return to Judith Herz's departure from the executive, for reasons that will already be known to any of you who were present at this year's ACCUTE AGM. At that meeting, on a motion brought unanimously by the executive (well, not quite unanimously actually: Judith herself had no idea what was under way until the motion came before the AGM, a secret kept so successfully that she looked gratifyingly stunned) and passed unanimously by the members present, Judith was made an honorary life member of ACCUTE. She is, I believe, the only person to be so honoured in ACCUTE's nearly 50-year history. The reasons for the executive's decision to propose this will surprise no-one. As I mentioned at the AGM, Judith Herz is the person ACCUTE sees when it looks at all its own best impulses. She has served in a myriad of capacities in the Association, including terms as pre-

sident, member-at-large, and member of the *ESC* editorial board. She is the wise and humane resource consulted time and again by a succession of ACCUTE presidents. She has been a plenary speaker for us and has contributed her own work to *ESC*. But most important of all, she has embodied what ACCUTE has to be in order to continue to flourish as it completes next year its first half-century and heads into its second. I've been a member of ACCUTE for getting on for 30 years, and in all that time I can't remember a conference at which I haven't seen Judith. She attends sessions enthusiastically, often sessions in areas far removed from her own research interests. We all know that conference participants occasionally complain about low attendance at their own particular sessions. But as I've discovered over the last couple of years, the people making such complaints have sometimes themselves been conspicuous by their absence from their colleagues' sessions, seemingly having parachuted in for only an hour or two yet expecting to find themselves somehow miraculously immune from the logical consequences of using the conference as a line on a cv and not much else. Judith's attitude to ACCUTE couldn't be more different – defined by a genuine commitment that is palpable to anyone who meets her. This small token of our affection and respect is our thanks for her years of generous service to the spirit of ACCUTE, and our anti-

President's Column Continued...

icipation of the pleasure of her presence with us for many years to come.

So that's it folks – the last president's column you'll be reading from me.

I'd like to end, as I so often have before, by thanking those with whom I've worked most closely over the last two years: my colleagues Jennifer Panek (secretary-treasurer), Tobi Kozakewich (co-ordinator) and De-

nise Fidia (graduate assistant). I couldn't have had a better team, and I shall very much miss working with them. Over to Steven, Karen, and Johanne.

Secretary-Treasurer's Report

Jennifer Panek

As many of you may recall, my report last year included the news that ACCUTE was beginning the process of applying for non-profit status so that we could set up an online registration system for our members. Understandably, I've since fielded more than a few e-mail queries as to why we're still stuck in the dark ages mailing cheques and receipts to each other. What happened is that we encountered a rather substantial obstacle that required the whole non-profit/online registration business to be postponed until ACCUTE moves to its new home at Mount Saint Vincent. To put it briefly, we learned that the way to register as a non-profit organization is by filing a tax return as such. ACCUTE, under the present system, does not and cannot file a tax return because the bulk

of our accounts, including all our dealings with Revenue Canada in regard to the ACCUTE co-ordinator's salary and benefits, is handled by the University of Ottawa's central accounting department. Rather than attempting to disentangle Tobi's salary from U of O accounting in the middle of her contract, it seemed wiser to wait until we transfer our funds to the team at MSV, who will keep the accounts independent of the host institution. In earlier years, I've learned, ACCUTE did indeed manage its own funds, so this escape from accounting bureaucracy would seem to be less of an innovation than a return to tradition. My apologies, then, for the premature promises of online registration, and I do want to assure you that it hasn't been forgotten.

As the following table shows, membership figures are roughly the same as they were last year, and our revenue and expenses have remained relatively steady since the move to the online newsletter and directory. As my term as Secretary-Treasurer is coming to an end, I'd like to take this opportunity to thank all the members whom I've had the chance to meet—usually by e-mail—over the past two years: you've been a remarkably pleasant and patient lot. And of course, my deepest gratitude to Keith, Tobi, and Denise, whose roles each required far more work than mine ever did, and who, individually and collectively, were an absolute pleasure to work with.

Table: ACCUTE Membership

Category	May 2003	May 2004	May 2005	May 2006
Regular	389	504	505	476
Retired	28	31	31	37
Graduate/Postdoc	181	240	296	294
Underemployed	93	119	187	180
Other	13	8	6	4
Total	704	902	1025	991

For the sake of comparison, I have again used the categories from the June 2004 Newsletter.

Statement of Accounts

	May 31, 2004	July 31, 2004	May 31, 2005	May 31, 2006
<u>Revenue</u>				
Memberships	\$42,617.60	\$ 4,846.36	\$28,108.55	\$43,707.00
SSHRC (Shared Program)				
SSHRC (travel)	\$16,700.62		\$14,787.50 ²	\$14,953.69
CFHSS				
Rebate	\$ 4,395.50		\$ 7,371.77	\$ 4,360.50
Outreach	\$ 1,000.00			\$ 1,000.00
Advertising	\$ 1,500.00		\$ 750.00	
Other	\$ 4,000.00 ³	\$13,538.49 ⁴	\$ 3,541.40 ⁵	\$ 41.02 ⁶
Balance fwd	\$16,006.21	\$ 9,624.75 ⁷	\$ 556.17	\$22,318.51
Total revenue	\$86,219.93	\$28,009.60	\$55,115.39	\$86,380.72
<u>Expenditures</u>				
SSHRC (travel)	\$15,133.83	\$15,406.12		\$13,326.81
ESC	\$ 6,500.00		\$ 8,480.00	
Priestley Prize	\$ 500.00			
Executive	\$ 4,279.26 ⁸	\$ 932.41		\$ 5,184.53 ⁹
Conference		\$ 1,678.45 ¹⁰		
Salary, Benefits	\$20,290.10	\$ 4,263.97	\$11,832.42	\$22,427.61
Honoraria	\$ 5,086.65 ¹⁰	\$ 1,834.59	\$ 1,200.00	\$ 1,150.48 ¹²
CFHSS				
member donations	\$ 6,367.00	\$ 570.00	\$ 375.00	\$ 270.00
Equipment/Supplies	\$ 743.36	\$ 39.08	\$ 3,359.19	\$ 242.33
Postage	\$ 7,617.98	\$ 1,432.36		
Printing	\$10,077.00	\$ 1,296.45	\$ 1,105.27	\$ 1,166.49
Telephone/Facsimile				\$ 362.53 ¹³
Donations				
Other			\$ 70.00 ¹⁴	\$ 346.04
Total expenditures	\$76,595.18	\$27,453.43	\$32,796.88	\$50,851.82
Net Balance	\$ 9,624.75	\$ 556.17	\$22,318.51	\$35,528.90

¹ This column represents revenue and expenditures handled by Winnipeg in the two months before ACCUTE's transfer to Ottawa.

² This figure includes both the 2005 SSHRC travel grant of \$13,493.00 and the 2004 SSHRC travel balance of \$1,294.50 transferred from the University of Winnipeg.

³ ACCUTE received this amount as a donation from the University of Winnipeg to help defray printing expenses.

⁴ Assistance from University of Winnipeg V.P. Finance.

⁵ This figure comprises a \$3500 equipment grant from the University of Ottawa Dean's office, and \$41.40 from the Canadian Copyright Agency.

⁶ \$41.02 received from the Canadian Copyright Agency.

⁷ This figure includes money from the SSHRC travel grant.

⁸ This figure represents the costs of executive travel to and from the previous year's conference.

⁹ Travel and lodging for executive, Congress 2005.

¹⁰ Travel and lodging for plenary speakers, Congress 2004.

¹¹ "Honoraria" here includes fees, travel, and accommodation for plenary speakers.

¹² Travel and accommodation for 2005 plenary speakers.

¹³ Executive conference calls in August 05 and March 06.

¹⁴ This is the amount of an invoice received from CFHSS for two cancelled 2004 registrations.

Report of the Sessional Representative

Tobi Kozakewich

The sessional caucus held its annual meeting on Friday, May 27, 2006, and (I am honoured to report) elected me as the new sessional caucus president and sessional representative to the ACCUTE Executive.

My mandate will focus on increasing sessional visibility and activity in ACCUTE over the coming two years. In doing so, I will look to some of the strategies employed very successfully by the ACCUTE GSC. In particular, I will seek volunteers to act as campus representatives for the sessional caucus in universities across the country. Other goals will include increasing activity on the ACCUTE sessionals' discussion group; organizing a ses-

sionals' panel for Congress 2007 in Saskatoon; and, ideally, administering a national survey to investigate and clarify whether significant discrepancies exist in the way sessionals are treated from one university to another.

I very much look forward to representing sessional interests to the ACCUTE Executive and invite sessionals to contact me with any concerns they might have (at kozakewich@rogers.com). I would also love to hear from members who might be interested in acting as the ACCUTE sessional representative for their campus.

In the meantime, I wish you all a warm and pleasant summer.

Report of the Professional Concerns Committee

Katherine Acheson

The Professional Concerns Committee consists of Devon Galway, Andrew Lesk, Lorne Macdonald, Cliff Werier, and Joanna Devereux (representative of the Sessional Caucus to the ACCUTE executive); it is chaired by Katherine Acheson. For 2006-2007, Joanna Devereux will be replaced with Tobi Kozakewich, new Sessional representative.

The Professional Concerns Committee organized three sessions for this year's conference, one of which was co-sponsored with Graduate Student Caucus (represented by Richard Cassidy in the organization process). These sessions were entitled

"The Human in the Humanities," "Innovation 'N Us: New Forms of Post-Secondary Education," and "Multimedia in the Profession." The sessions were a success; attendance was modest but enthusiastic.

Next year the committee will organize three sessions, one of which will be co-sponsored with the Graduate Student Caucus. The call for papers will be included in the September newsletter. The committee will also consult with CACE about the possibility of organizing a joint session about shared concerns. At least one session will focus on the theme of next year's Congress

("Making Knowledge Public/Making Public Knowledge").

The papers from this year's sessions will be submitted to *ESC* for possible inclusion in the "Readers' Forum" section of the journal, and versions of the multimedia papers may be submitted to *ESC Digital* for publication on the website.

Report from CACE

Gernot Wieland

CACE met on Friday, 26 June 2006 from 9 am to 5 pm, and then continued the discussions in a more informal setting over dinner. The major topics were as follows: Duties of the Head/Chair; External Reviews; Graduate Student Preparation.

Topic 1 gave the heads/chairs gathered an opportunity for some self-reflexivity. The four speakers came from universities of differing sizes, from small (Mt. Royal and Nipissing), to mid-size (Calgary), to large (Toronto), all of course with their own unique problems. One Chair, for instance, reported she had no support staff at all. Most, however, had an Assistant to the Chair, and the larger university could report of nine secretarial staff and two Associate Chairs providing assistance to the Chair. Heads/Chairs find themselves in a middle position between their departments on the one hand and the upper administration on the other, and while most negotiate this liminal position successfully, some have encountered difficulties from either the one or the other side. The general discussion was most concerned with whether Heads/Chairs are members of the Faculty Association or not, and membership in the Faculty Association seemed to have considerable influence on the self-definition of a Head/Chair as an advocate for the Department, while exclusion from the Faculty Association seemed to facilitate a self-definition as member of the administration.

As for topic 2, there was general

agreement that External Reviews are a necessary evil. Departments which had been toying with the idea of not undergoing an External Review were told that they were jeopardizing access to future resources. And yet, when External Reviews recommend additional hiring, upper administrations rarely listen. External Reviews, in the words of one speaker, usually end up in a "black hole" if they are positive, but will be used against a Department if they are negative. One of the speakers made some specific recommendations for a successful External Review, regardless of where the Review eventually ended up: be sure to include surveys of students leaving the programme; be sure to include surveys of alumni; and be sure to leave lots of time – the collecting of data always takes more time than one anticipates.

Both US and Canadian universities professionalize their graduate students. ... The only major difference seemed to be the letters supporting the candidates

CACE had invited two speakers to address topic 3, Paul Stevens from the University of Toronto and Sidonie Smith from the University of Michigan. The topic had originally been suggested because of a perception that US applicants for tenure-track positions wrote more persuasive application letters, presented more sophisticated dossiers,

were better prepared for job interviews, and gave more cutting-edge papers than their Canadian counterparts, and because the CACE membership wished to compare US to Canadian professionalization of graduate students. In the event, it turned out that both US and Canadian universities professionalize their graduate students by urging them to publish before they go on the job market, by offering them opportunities to present papers at conferences, by ensuring that they have meaningful teaching experience, by taking them through mock interviews, and by debriefing them after their actual interviews. The only major difference seemed to be the letters supporting the candidates: letters from the US usually are highly detailed and range from two to three pages, while Canadian letters tend to be somewhat shorter and hence offer less detail. The ensuing discussion indicated that US letters also tend to be more effusive in their praise of the candidates than the more reserved Canadian letters, and this raised the general question of the trust one can place in this genre, especially since reservations about a candidate are usually only indicated by an absence of effusiveness. The Freedom of Information legislation has apparently made it more difficult to write a candid appraisal of a candidate.

The last item on CACE's agenda was the Annual General Meeting with an examination of its finances, election of new officers, and suggestions for topics for next year's meeting.

CACE/ACCUTE Hiring Survey, 2005-2006

Prepared by Paul Bidwell (Saskatchewan)
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Background:

In 1996 many doctoral candidates (& ACCUTE members) became increasingly concerned by rumors that most tenure-track jobs annually advertised in English in Canada were going to candidates (whether Canadian or not) who held Ph.D. degrees from non-Canadian universities. In order to assess the substance of these rumors, ACCUTE commissioned Professor Heather Murray (Toronto) to conduct a systematic survey of hiring in Canada over the previous 10 years (1987-97). The Murray Report (*ACCUTE Newsletter* Summer 1998) established that over the ten-year period under investigation 36% of tenure-track positions had in fact gone to candidates with non-Canadian PhDs, though only 3% of those candidates were non-Canadians. As a result of the valuable information produced by the Murray Report on this issue and others, ACCUTE and CACE decided to institute an annual survey of hiring in English in Canada. The first annual survey (1998-99) appeared in the *ACCUTE Newsletter* for June 1999.

General Observations:

By late May, most hiring is in hand, though some places are still recruiting tenure-track, contractually limited term, and per-class (sessional) appointees. This year, by the time CACE met on 26 May 2006 at

York, 42 institutions had provided information about filled and unfilled positions.

Statistical Summary:

The following statistics represent the institutions completing the survey. This year's numbers are bolded, last year's are bracketed.

Overall Faculty Complement:

Responding institutions: **42** [42]

- Considering all teaching faculty (tenured and temporary appointments), there have been **8** (15) expansions, **7** (6) declines, and **26** (17) institutions in which the faculty complement has remained stable since last year. One institution did not report on this question. Most expansions and declines were relatively insignificant in size.

Most expansions and declines were relatively insignificant in size

Current Totals of Tenure-track, CLTA and Per-class Sessionals:

- Total tenure-track faculty reported: **962.6** [901.6]
- Total CLTA reported: **108.5** [116]

- Total per-class sessionals: **739** [686]

- Note: It's not clear that these are all separate people: some institutions reported on number of sessional classes rather than sessional instructors.

New Tenure-track positions:

- Advertised: **65** [65]; filled **52** [50]
- Of those filled where gender reported: **50%** men and **50%** women
- Citizenship: Canadian **75%** [60%] non-Canadian **25%** [40%]
- Ph.D. source: Canadian **58%** [50%]; non-Canadian **42%** [50%]
- Visible Minority appointments (when known): **4.0%** [8.3%]

New or Renewed CLTA positions:

- Filled: **48** [97]; as yet unfilled **12** [2].
- Of those filled and reported: **58%** men and **42%** women.
- Citizenship: Virtually all appointments went to Canadians.
- Ph.D. source: 32 Canadian; 12 non-Canadian; 4 unknown.

CACE/ACCUTE Hiring Survey (cont'd)...

Ph.D. Programs:

The 19 [19] institutions responding to this part of the survey reported that 150 [132] students were admitted to doctoral programs and 90 [83] were graduated. Of those graduated, 34 [25] have obtained tenure-track positions and 13 [20] have been appointed to CTLA positions.

Five year summary of PhD graduate success in finding positions.

- Note: This is not a cumulative

figure, merely each year's report on those who have found various types of employment soon after being graduated.

Year	Graduates	TT	CTLA
00-01	63	34 (54%)	20 (32%)
01-02	75	34 (45%)	18 (24%)
02-03	81	21 (26%)	13 (16%)
03-04	80	19 (27%)	07 (10%)
04-05	83	25 (30%)	20 (24%)
05-06	90	34 (37%)	13 (15%)

Note

As my headship is to be concluded this year, the CACE/ACCUTE hiring survey will be reassigned for 2006-2007. I suggest that the survey be modified in future to reflect the information that can readily be gleaned from reporting institutions and that they find useful. For instance, very few institutions keep track of visible minority applications or

indeed appointments. The length of term for CTLA's seems to vary from 4 months to 4 years. I have solicited this information but have not reported it, because so few institutions completed this part of the survey. Also, the number of per class **instructors** would seem to be significant, yet some respondents tend to report the number of per class **sections** taught by an uncer-

tain number of instructors. I would also point out that the statistics recorded yearly cannot be taken as anything more than a rough indication of the actual situation, partly because the number of reporting institutions varies. Even when the actual number remains constant, as is the case this year, it is not always the **same** institutions that report.

Table 1: Tenure Track Positions

Where?	Position /field	Filled?	M/F	Citizenship/ VM?	PhD?	Previous?	Applic Pool: Total/M/F/Can/VM
Acadia	PoCo	Yes	M	C	Dalhousie	Sessional	12:8/4/11/3
Alberta	Aboriginal	No					10:1/9/5/?
Alberta	Shakespeare	Yes	F	C	Stanford	TT	56:30/26/25/?
Alberta	Film Studies	No					27:14/13/6/?
Bishops	Film Studies	Yes	M	C	Toronto	TT	30:20/20/25/?
British Columbia	Victorian	Yes	F	USA	Northwestern	Vis. Asst.	88:30/58/15/?
British Columbia	Early mod: Shakesp	Yes	M	USA	Duke ABD	Instructor	85:38/47/26/?
British Columbia	Canadian	Yes	M	C	Brown	Post Doc	51:18/33/24/?
British Columbia	NA-Asian	Yes	F	C (Landed)	Calgary ABD	Instructor	31:14/17/10/?
British Columbia	First Nation's	No					9:4/5/4/?
British Columbia	Children's	No					12:4/8/5/?
Brock	Poetics, 19 th -20 th C	Yes	M	C	Alberta	Post Doc	46:34/12/43/?
Brock	Canadian	Yes	M	C	York	Post Doc	51:23/28/50/?

Table 1: Tenure Track Positions (Continued)

Where?	Position /field	Filled?	M/F	Citizenship /VM?	PhD?	Previous?	Applic Pool: Total/M/F/Can/VM
Brock	Writing & Rhetoric	Yes	F	USA	Arizona	TT	17:11/8/9/?
Brock	Earlymod/nondrama	No					28:17/11/27/?
Brock	Ditto	Yes	F	C	Queen's	Post Doc	9:4/5/9/?
Calgary	Not identified	Yes	F	USA	Brown	Tenure=track	N/A: spousal
Carleton	PoCo/African	Yes	M	Nigerian	UBC	Assist Prof	26:10/16/21/4
Carleton	Medieval	Yes	F	USA	Toronto	Assist Prof	56:25/31/16/0
Carleton	Book/Ms-Print Cult	Yes	M	C	Toronto	Per Class	29:15/14/21/0
Concordia	Renaissance	Yes	F	C	Johns Hopkins	PhD student	54:19/35/29/?
Concordia	Canadian	Yes	M	C	UBC	CLTA	54:19/35/29/?
Concordia	Creative Writing	Yes	M	C	U de Paris	CLTA	1:1/0/1/0
Laurentian	Ren Drama	Yes	M	C	ABD	CLTA	8:5/5/8/?
McGill	Film Studies	offered	F	C	Duke	Instructor	80:34/46/30/?
McGill	Shakes/18 th C Drama						25:10/15/12/?
McMaster	Diasporic/Black	Yes	F	S. Africa	Western Ont.	ABD PhD	31:11/20/13/8
Memorial	19 th C American	Yes	M	C	Queen's	CLTA	10:8/4/9/1
Mount Royal	Women's pre 1900	Yes	F	C	Alberta ABD	Per Class	26:1/25/20/?
New Brunswick	American / Creative	No					Search pulled \$
Ottawa	Canadian	Yes	M	C	York	CLTA	60:39/21/?
Nipissing	Children's Lit	Yes	F	C	Toronto	Sessional	7:4/3/7/?
Nipissing	Early Modern	Yes	F	C	Toronto	CLTA	26:9/17/26/?
Okanagan (UBC)	Theory/Diasporic	No					90:42/48/51/?
Queen's	Q'sNational Scholar	No					
Queen's	Early modern	Yes	F	USA	Northwestern	PhD studies	75:38/37/21/3
Ryerson	Applied Linguistics	Yes	F	French VM	In progress	ABD	13:5/8/5/?
Ryerson	Dramatic Lit	No					24:15/9/20/?
Ryerson	19 th C	Yes	F	C	Hull	Alberta	40:20/20/23/?
Ryerson	American Lit	Yes	M	C VM	Boston	PDF =Asst	121:64/57/21/?
Ryerson	Writing/Rhetoric	Yes	M	C	Berkeley	PDF Toronto	18:10/8/14/?
Saskatchewan	Canadian	Yes	F	C	McGill	Post Doc	17:9/8/17/?
Simon Fraser	Tudor Lit	Yes	F	USA	Columbia	ABD	74:39/35/29/?
Simon Fraser	Writing/Rhetoric	Yes	M	USA	CarnegieMellon	Post Doc	34:16/18/9/?
Simon Fraser	Brit Lit Victorian	Yes	F	C	Duke	Assoc Prof	50:23/27/14/?
St. Jerome's	20 th C British	Yes	M	C	Alberta	CLTA	19:13/6/15/?
Toronto (St.Ge)	Canadian	Yes	M	C	Toronto	?	60:23/37/59/0
Toronto (St.Ge)	Aboriginal	No					14:7/7/8/8?
Trent	ModBrit/19 th Americ	Yes	M	C	Memorial	n/a	51:32/19/45/?
Trinity Western	19 th C	Yes	F	C	Boston ABD	Per Class	10:5/5/8/?
Victoria	Canadian	Yes	F	C	Alberta	Post Doc	42:16/26/40/?
Victoria	Medieval						
Victoria	Post Colonial	Yes	M	USA	Berkeley	TT	45:24/21/15/?
Victoria	Medieval	Yes	M	C	Berkeley	ABD	79:40/39/20/?
Victoria	Medieval	Yes	F	C	Dalhousie	Tenured	79:40/39/20/?
Waterloo	Rhetoric/discourse	No					43:30/13/21/?

Table 1: Tenure Track Positions (Continued)

Where?	Position /field	Filled?	M/F	Citizenship /VM?	PhD?	Previous?	Applic Pool: Total/M/F/Can/VM
Western	Mod Brit & Irish	Yes	M	C	Western	TT	78:48/30/30/0
Wilfrid Laurier	Romantics	Yes	M	C	Dalhousie	CLTA	20:16/4/18/1
Wilfrid Laurier	Canadian	Yes	F	C	Victoria	CLTA	39:12/27/37/2
Windsor	Can/Theory.Creativ	offered	F	?	Calgary	TT	20:10/10/16/?
Windsor	Can/Theory.Creativ	offered	M	?	Pennsylvania	TT CLTA	40:20/20/32/?
Winnipeg	19 th C	Yes	M	C	York	CLTA	16:7/9/16/?
Winnipeg	18 th C	Yes	F	C	Ottawa	TT	10:4/6/10/?
York	Poetry from 1700	No					61:34/27/23/1
York	Prof. Writing	No					34:18/16/18/5

Table 2: Contractually Limited Term Appointments (CLTA's)

Where?	Position in what field?	M/F	Citizenship VM?	PhD where?	Previous?	Applicant Pool: Total/M/F/Can/VM
Acadia	Theatre Studies	M	C	MFA York	CLTA	?
Bishops	Generalist	M	C	Oxford	CLTA	renewal
Brit Columbia	Early modern	F	C	Toronto	Asst. Prof	3:1/2/3/?
Brock	19 th C					Search in progress
Brock	20 th					Search in progress
Concordia	18 th C	M	USA	Massachusetts	CLTA	6:3/3/3/?
Concordia	19 th C	F	C	McGill ABD	ABD	16:3/9/6/?
Concordia	Irish	M	C	Nat U Eire	Lecturer	17:13/4/5/?
Concordia	PoCo	F	Perm Res	Texas Christian	CLTA	16:3/9/6/?
Concordia	Composition	M	C	MA Concordia	CLTA	11:6/5/4/?
Concordia	Composition	M	C	McGill	CLTA	11:6/5/4/?
Concordia	Composition	M	C	N Dakota	CLTA	11:6/5/4/?
Concordia	Composition	F	C	U de Montreal	Adj Asst	11:6/5/4/?
Dalhousie	Gothic fiction	F	C	Dalhousie	Asst. Prof	3:2/1/3/?
Dalhousie	Creative Writing	F	C	?	Writer	4:0/4/4/?
Dalhousie	English Literature	M	C/Brit	Toronto	Asst. Prof	5:2/3/?/?
Lakehead	Romantics / theory					Search incomplete
Lakehead	Canadian					Search incomplete
Lakehead	American					Search incomplete
Manitoba	Canadian	M	C	?	?	Renewal
Manitoba	Film Studies	M	C	?	?	Renewal
Manitoba	Theatre & Drama	M	C	?	?	renewal
McMaster	PoCo/Canadian	F	Pakistan	Texas U	Full Time	10:1/9/5/5
McMaster	Cultural St/Film	M	C	McMaster	sessional	5:3/2/5/0
McMaster	Cultural Studies				CLTA	renewal
Memorial	7 general positions	4/3	C	MUN, Q's, Dal	CLTA's	12: 7/5/12/0
Mount Royal	Comp/ junior lit	F	C	Western	Renewal	28:8/20/20/3?
Mount Royal	Comp/ junior lit	M	C	Alberta	CLTA	28:8/20/20/3?

Table 2: Contractually Limited Term Appointments (CLTA's) (Continued)

Where?	Position in what field?	M/F	Citizenship VM?	PhD where?	Previous?	Applicant Pool: Total/M/F/Can/VM
Mount Royal	Comp/ junior lit	F	C	Houston	Per Class	28:8/20/20/3?
Nipissing	20 th C British	M	C	Queen's	Renewal	n/a
Nipissing	Drama	F	C	McGill	Renewal	n/a
Nipissing	Pre-1800	F	C	Ottawa	renewal	n/a
Okanagan(UBC)	3 Lit Comp positions	2/1	C	Ott/Leeds/York	CLTA's	9:6/3/9/?
Queen's	Canadian	M	?	Queen's	ABD	n/a
Queen's	Women's Writing	F	?	Queen's	ABD	n/a
Queen's	Modern British	M	?	?	Q's retiree	n/a
Saskatchewan	Book Culture	F	C	Saskatchewan	Sessional	Not advertised
Simon Fraser	Critical Theory	M	USA	Duke	Asst Prof	spousal
Simon Fraser	19 th C + Children's	F	C	M.Phil London	CLTA	renewal
Simon Fraser	Shakespeare	M	C	McGill	CLTA	renewal
Simon Fraser	20th C American	F	USA	Pennsylvania	Assis Prof	renewal
Toronto	Canadian	M	C	U of Montréal	Sessional	17:4/13/14/1
Trent	Children's	M	C	Toronto	?	6:2/4/6/?
Trent	Medieval	M	C	OISE ABD	Sessional	?
Trinity Western	Mod Brit + PoCo	F	Land Immig	South Africa	CLTA	10:5/5/8/?
Victoria	Comp & Lit	M	C	Queen's	CLTA	48:29/19/41/?
Victoria	Comp & Lit	F	C	Alberta	CLTA	48:29/19/41/?
Winnipeg	Seven positions open					43:20/23/?/?

Table 3: Overall Faculty Complement and Graduate Placement

Institution	TT	CLTA	Per-Class	EMD*	PhD's In	PhD's Out	PhD's Placed?
Acadia	19	2.5	7	M	n/a	n/a	n/a
Alberta	57	0	81	M	11	14	2PPD;2TT;9pc
Bishops	7	1	6	E+1	n/a	n/a	n/a
Brandon	7	nil	6	M	n/a	n/a	n/a
British Columbia	51	1	42	D	6	5	No information
Brock	19	2	7	E +3	n/a	n/a	n/a
Calgary	40	nil	15	E	7	3	5 TT +3 per class
Carleton	27	3	22	E	n/a	n/a	n/a
Concordia	22	8	1	E +4	n/a	n/a	n/a
Dalhousie	22.5	6	5	M	5	3	2: 1 CLTA; 1 other
Guelph	?	?	?	?	?	?	No report received
Lakehead	13	nil	12	M	n/a	n/a	n/a
Laurentian	11	0	9	M	n/a	n/a	n/a
Manitoba	28	3	17	M	5	0	1 recently employed
McGill	34.5	nil	20	M	6	4	?
McMaster	27	3	14	M	14	10	1TT/5PD/4CLTA
Memorial	31	6.5	26	M	2	2	CLTA+ per class
Mount Allison	?	?	?	?	?	?	No report received

Table 3: Overall Faculty Complement and Graduate Placement (Continued)

Institution	TT	CLTA	Per-Class	EMD*	PhD's In	PhD's Out	PhD's Placed?
Mount Royal	19.5	3	27	M	n/a	n/a	n/a
Mount St. Vincent	10	0	11	M	n/a	n/a	n/a
New Brunswick	15	0	8	M	3	1	Nil
Nipissing	7	5	6	M	n/a	n/a	n/a
Okanagan (UBC)	29	2	0	E	n/a	n/a	n/a
Ottawa	29	0	60+	M	15	7	1PDF/ others per class
Prince Edward Island	11	2	43	M	n/a	n/a	n/a
Queen's	25	11	4	M	10	4	1PD+1CLTA+2?
Regina	17	8.5	12	D	n/a	n/a	n/a
Ryerson	18	5	8	No info	n/a	n/a	n/a
Saskatchewan	26	1	16	M	3	2	1 full time academic
Simon Fraser	29	3	52	M	3	1	Per Class
St. Jerome's	07	nil	12	M	n/a	n/a	n/a
St. Thomas	11	nil	12	D (-1)	n/a	n/a	n/a
Toronto (Mississauga)	10	1	11	M	n/a	n/a	n/a
Toronto (Scarborough)	12	0	14	M	n/a	n/a	n/a
Toronto (St. George)	63	7	29	M	22	17	12TT/3 CLTA/9pdf
Trent	20.1	3	10	D .5	n/a	n/a	n/a
Trinity Western	5	4	3	D	n/a	n/a	n/a
Victoria	32	5	20+	M	3	3	No
Waterloo	21	nil	10	E +.5	4	4	10TT, 4 sessional since 2000
Western	39	3	34	D	16	7	2TT/ 2 PD/
Wilfred Laurier	19	1	10	M	3	0	n/a
Windsor	15	1	3	M	n/a	n/a	n/a
Winnipeg	18	5	11	E+1	n/a	n/a	n/a
York	39	2	21	D	12	6	2TT/3CLTA/1other

*Note: **E** or **M** or **D** = Faculty complement has Expanded, Maintained, or Declined since last year.

Graduate Student Caucus Report

Richard Cassidy

Campus reps and graduate student members of the GSC met at Congress on Friday, May 27th to (re)elect a GSC President, a Secretary, a VP Information (who is in charge of the annual survey), and a chair for each of the two Fact-Finding Committees on departmental hiring practices, and on graduate student funding. Thanks to all those who attended, and to those who sent your thoughts on the subject ahead of time. It has been a pleasure getting to know you.

Elected in absentia last year, and having spent most of this year just getting to know the GSC, its needs and its hopes, I am eager, and have been invited, to carry the momentum that this sense of context represents into a second term as President. In order however to facilitate the transition to a new GSC president next year, Erin Wunker (the new campus rep from Calgary) has agreed to take up the newly created position of President-Elect this year, and as such will sit in with me on e-meetings and

conversations both within the GSC and at the ACCUTE Executive.

Judging by the productive and timely responses collected from most of the 26 of 30 member departments of the GSC that we have been in touch with this past year (thank you all for being there!!), the ongoing ability of the annual survey to function as a generator of conversations amongst students, faculty, and departments across the country about a range of is-

Graduate Student Caucus Report (cont'd)...

sues that are important to graduate students warrants that this mandate be renewed. This is what the GSC is about after all: to further the interests of graduate students of literature in Canada, by sharing common concerns as well as productive responses! It is expected that the maintenance of such high levels of departmental representation to the GSC will facilitate the timeliness of the survey's distribution this fall and of the production of the final report next spring. We continue to solicit comments from both students and faculty on the reported findings (published elsewhere in this issue and posted on the GSC web-pages): comments directed at how the presentation might be improved, as well as regarding how this information is and might be better disseminated and employed more effectively towards increasing and improving the perception of the GSC and of ACCUTE among English graduate students in Canada. The responsibility of ministering the survey this year will be passed along to Shannon Donaldson-McHugh (McMaster) who will, it is widely believed, do a terrific job as VP Information.

Given the overlap between questions asked by the GSC's Fact-Finding Committee on departmental hiring practices and the annual and very detailed CACE survey (also in this issue), some changes have been made to this committee's mandate, and to its name. What is now the Hiring and Professionalization Practices Committee (HPPC) will continue to edit a number of annual survey questions, and to analyze the responses generated by these from a graduate student perspective. However, the focus of this committee's efforts will move increasingly towards the collection and redistribution of information, resources and winning practices of graduate student professionalization. Moreover, given our shared interests in the question of

how relatively well prepared for different job markets Canadian graduate students are, and can be, the HPPC hopes to work with CACE, the Professional Concerns Committee (PCC), and the ACCUTE Sessionals committee towards developing and disseminating successful practices to students across the country. Erin Wunker will be chairing this panel, and will be working with myself and with the GSC's thoughtful new secretary/webmistress, Judith Anderson (Alberta), to more effectively use the GSC's webspace (www.accute.ca/GSC) where links, testimonials, and discussion forums, etc, will be collected, in which myths about hiring processes and such can be debunked and successes shared.

The Fact-Finding Committee on graduate student funding was inactive this past year. We are all that much more grateful therefore to Becky Hardie (Manitoba) who has volunteered to chair the committee's activities this coming year. Aside from editing survey questions and analyzing the responses collected, this committee will move to address the striking gap that resides between the expectation that students finish PhD programs in 4\5 years, and the reality that without 5th year funding the average years to completion are closer to 7. Becky will be seconded in this task by outgoing VP Information, Kaley Joyes, who has volunteered to draft a letter of concern, which will be addressed to graduate studies directors, deans of arts, deans of graduate studies, the CFHSS, and to provincial Ministers of Education. This letter will be constructed on the basis of information already collected by the GSC's annual surveys, as well as information collected in Canadian Association of Graduate Studies (CAGS) studies (see www.cags.ca), which were discussed by Sara Hum-

phreys (Waterloo) at the Professional Concerns panel that was co-sponsored by the GSC this year.

The fact that Kaley, who will be taking up a post-doc in September, will nevertheless in this way continue to contribute to GSC mandates highlights the reason behind the hope that post-docs in Canada, though they may often no longer consider themselves to be students, should be invited nevertheless and feel welcome to remain active members of the GSC and be invited moreover to participate in its conversations—perhaps as mentors—by sharing their convictions and experience whenever possible. Campus reps to the GSC are hereby invited to address these hopes to the post-docs associated to their departments, and to report back to the GSC on the responses they may receive.

Finally, in an effort to foster a wider sense of the purpose and utility of the GSC for graduate students working in all fields of literary studies—not just in Canadian studies—the GSC will work closely with campus reps to design and distribute a pamphlet (with the financial assistance of ACCUTE) which will be made available to students in departments across the country.

As always, anyone wanting to comment on or contribute to the GSC in any way whatsoever can do so by writing either directly to me at:

richard.cassidy@umontreal.ca

or to the GSC's listserv at:

<http://ca.groups.yahoo.com/group/accutegradstudents>

Thank you.

2005 ACCUTE-GSC Survey of Canadian English Graduate Departments

Kaley Joyes, GSC Vice President, Information

Introduction

During last year's ACCUTE Graduate Student Caucus meeting, I found myself thinking about the value of information. As outgoing VP Information Gregory Betts presented the findings of the inaugural ACCUTE-GSC Survey of Canadian English Departments, I thought about the interesting similarities – and occasionally shocking differences – between graduate programs in Canada. While GSC departmental representatives discussed the strengths and challenges of their respective programs, I realized, not for the first time, that what prospective and current graduate students often need is, quite simply, more information. The aim of the 2005 ACCUTE-GSC Survey is to provide both an overview of Canadian English Departments and very specific information about their graduate programs.

Obviously, there are numerous possible uses for the information gathered in this survey. Department chairs and graduate program directors may find the report's comparisons useful, since many departments are interested in achieving program parity with other institutions. My particular interest in administering this survey, however, is its potential use by prospective and current graduate students. This report can definitely be of use to those in the process of choosing graduate programs, and I encourage faculty to share this report with students

applying to graduate programs next fall. While it is true that some of the survey's findings are also available via department websites and brochures, not all undergraduates will take the time to fully investigate prospective programs, and this report may give them more complete information. Further, Canada's vast geographical size may inadvertently lead students to only consider universities with which they are already familiar; perhaps this survey can make them aware of other options. Finally, students who have not yet entered the graduate world and those who have just begun – and here we should remember that MA students often begin applying to PhD programs with only one semester's graduate experience – may not know what to look for as they sift through prospective programs. As an undergraduate, for example, I did not think much about comparative course loads in MA programs, and at the time of my PhD applications I had very little understanding of the importance of fifth-year funding. That this survey reflects the needs and concerns of current graduate students is key to both its structure and its potential as a resource for those applying to MA and PhD programs.

This report is also intended to be useful to current graduate students. Knowing what goes on in other departments can give graduate students new ideas about how to improve their own programs. For example, the student-initiated profes-

sionalization seminars mentioned in this report may provide a model for students seeking to begin professionalization programs in their own departments. In addition to giving graduate students new ideas, this survey can provide, for lack of a better word, leverage to make changes happen. In my experience, department chairs, graduate advisors, and faculty in general are enthusiastic about making graduate school a positive experience. By identifying graduate student needs, presenting possible avenues for change, and making comparisons, the ACCUTE-GSC survey can help graduate students and faculty work together to improve English graduate programs across Canada.

Before tabling this year's survey results, I should note that not all universities are included in its data. This is because some departments either do not currently have ACCUTE-GSC representatives or did not respond to the survey. The GSC will continue to work towards representation in every department that has graduate programs in English, and if your department does not appear in this survey, I encourage you to get involved! Come find us at www.accute.ca/gsc. To the ACCUTE-GSC departmental representatives who did contribute to this year's survey, I sincerely thank you for your good work.

Graduate Student Caucus Survey (cont'd)...

Table 1: General Information

No. MA & No. PhD refer to the numbers of students currently in those programs.

(s) = special case

No. Faculty refers to the number of faculty associated with graduate programs.

University	No. MA	No. PhD	Name of Graduate Caucus / Association	No. Faculty
Alberta	41	80	GSEA	56
British Columbia	approx. 50	approx. 50	English Graduate Student Caucus	approx. 49
Calgary	32	23	Graduate Advisory Committee	35
Carleton	44	n/a	Graduate Students' Association	24
Dalhousie	25	20	Dalhousie Assoc. of Grad. Students in English	24
Manitoba	20	15	Assoc. of Graduate English Students	19
McGill	52	38	English Graduate Students Association	31
McMaster	30	45	English Graduate Student Caucus	38
Memorial	22	17	Graduate Students Union	20
Montreal	21	27	English Graduate Student Society	11
New Brunswick	39	21	English Graduate Student Society	23
Ottawa	18	40	English Graduate Student Association	26
Queens	21	47	Graduate English Society	30
Regina	35-37	1 (s)	English Graduate Students' Association	approx. 22
Sherbrooke	24	9	n/a	7
Simon Fraser	32	25	English Graduate Student Caucus	all
Toronto	50	100	Graduate English Association	77
Victoria	46	20	Graduate Student Society	29
Waterloo	50	20	SAGE	22
Western	16	64	GES	all full-time
York	25-30/yr.	10-12/yr.	English Graduate Student Association	62

Graduate Student Caucus Survey (cont'd)...

Graduate Courses

No. / yr. indicates the number of graduate courses offered per year, usually based on the 2005-2006 academic year. I should note that the survey did not distinguish between half and full courses; rather, the question is intended to define the departments' course selection and area coverage. The breakdown of courses by area is based on the 2005-2006 academic year. Because course categorization can vary widely between departments, in some cases I have collapsed specific course descriptions into more general course categories.

The course area breakdowns are designated using the following abbreviations:

OE = Old English

Med = Medieval & Middle English

R/18 = Restoration & 18th c.

Vic = Victorian

20th = 20th c. & contemporary

ON = Old Norse

EM = Early Modern & Renaissance & 17th c.

Rom = Romantics

Mod = Modernism

Table 2: Graduate Courses by Course Area (Table A)

University	No. / yr.	OE	ON	Med	EM	R/18	Rom	Vic	Mod	20 th
Alberta	21			1	1	1	1	2		1
British Columbia	approx. 23			2	2	1	1	1		4
Calgary	14			1	1	1	1			
Carleton	17				2		3	1		3
Dalhousie	13			1	2	1		3		2
Manitoba	10 to 13					1		1		
McGill	approx. 23			2	5	2	2	2		
McMaster	20				1	1		2	2	
Memorial	8				1				2	
Montreal	9								1	1
New Brunswick	15			1	1			1	1	2
Ottawa	13			1	2	2		1		2
Queens	18	1	1	2	2	3		1	1	
Regina	approx. 11				1	1		2		
Sherbrooke	4									
Simon Fraser	11			1		1		1	1	
Toronto	approx. 50	no course areas breakdown given								
Victoria	13			1	2	1		1		1
Waterloo	16	9 courses listed generally as "Literature"								
Western	20			2	3	1				1
York	approx. 34			2	1	1	1	1	1	3

Graduate Student Caucus Survey (cont'd)...

Table 3: Graduate Courses by Course Area (Table B)

Can = Canadian

Irish = Irish

Cult St = Cultural Studies

Gender = Gender & Literature

Am = American

PoCo = Postcolonial

Theory = Literary Criticism & Theory

GLBT = Sexuality & Literature

University	Can	Am	Irish	PoCo	Cult St	Theory	Gender	GLBT
Alberta	2	2		1		2		
British Columbia	2	1				4		
Calgary	2	1				4		
Carleton	2	1		1		3	1	
Dalhousie	1	2				1		
Manitoba	2					3		
McGill	3	1				6		
McMaster		2		1	1	7	1	
Memorial	2	1	1			1		
Montreal		1		1	1	2		1
New Brunswick				1		1		
Ottawa	3	1				1		
Queens	1	1		1		1		
Regina	1							
Sherbrooke	1					1		
Simon Fraser	1					4		
Toronto								
Victoria	1					1		
Waterloo						2		
Western	3	1		1		2		
York	3	3		2		4	1	

Table 3: Graduate Courses by Course Area (Table C)

Rhet = Rhetoric, Rhetoric & Communications

Lang = Language Studies, Linguistics, Translation Studies

Genre = Literary Genres

Theatre = Theatre & Drama

CW = Creative Writing

Film = Film Studies, Literature & Film

Pedag = Pedagogy

(Cont'd...)

Table 3: Graduate Courses by Course Area (Table C) (Cont'd)

University	Rhet	Lang	Lit Hist	Genre	Film	Theatre	Pedag	CW	Other
Alberta		1	2	1					2
British Columbia		4							
Calgary							1	1	1
Carleton									
Dalhousie									
Manitoba					2	1			1
McGill									
McMaster					2				
Memorial									
Montreal				1					1
New Brunswick								2	2
Ottawa									
Queens									2
Regina				2					1
Sherbrooke		1							1
Simon Fraser			1			1			
Toronto									
Victoria							1		4
Waterloo	3								3
Western									
York	1	4				3			

Table 4: Graduate Funding

The survey asked departmental representatives for current tuition rates per semester. The answers that seem to identify total yearly tuition are identified by the designation (total?). This year's survey did not ask about reduced tuition rates for ABD doctoral students, though Alberta, Montreal, New Brunswick, and Sherbrooke noted that they do have such tuition reductions. Perhaps reduced ABD tuition can be addressed by next year's survey. Tuition costs here refer to domestic tuition rates; international tuition is generally much higher. I should also note that external funding (SSHRC, OGS) is not included in this analysis of funding, and that all universities are presumed to operate on a trimester system.

gr? denotes whether or not funding is guaranteed to all students for the duration of their program. The column on the right explains how, in departments where funding is not guaranteed, to whom funding is available, the duration of such funding, and what form the funding takes.

(Cont'd...)

Table 4: Graduate Funding (Cont'd)

University	tuition cost	gr?	if funding is not guaranteed, to whom is it available?
Alberta	\$2128 (fall), \$1821 (winter)	no	PhD: 4 years TA, 5th year sessional teaching MA: 1 year funding
British Columbia	\$3786.20 (total?)	no	PhD: 4 years tuition waiver & TA, additional available MA: TA, additional available, but funding not guaranteed
Calgary	\$1588	no	PhD: 4 years guaranteed MA: funding available but not guaranteed
Carleton	\$2200	no	MA: 4-5 semesters funding, admission scholarships, TA
Dalhousie	PhD: \$2150 MA: \$2048	yes	
Manitoba	\$3019 (total?)	no	funding via internal scholarships; TA, GM, RA available
McGill	\$834.15	no	PhD: 4 years (yr.1-2: fellowships & TA, yr.3-4: TA) MA: information not provided
McMaster	\$4422 (total?)	no	PhD: 4 years funding, additional available MA: 1 year funding, additional available
Memorial	\$700-1000	no	PhD: guaranteed (duration information not provided) MA: varies, but some generally provided for all students
Montreal	QC res.: \$1200 other: \$2323.45	no	PhD: some 3 year guarantees, completion grants available MA: funding available but not guaranteed; some "fast track" MA to PhD scholarships that provide 2 years guaranteed funding
New Brunswick	\$1694	?	funding information not provided
Ottawa	\$1590.81	?	PhD: 4 years scholarship & TA, additional funding available MA: funding information not provided
Queens	\$2301 (fall), \$1909 (winter), \$1753 (spring)	?	PhD: 4 years funding, completion bursaries available MA: 1 year funding
Regina	\$1381.45	no	PhD: max. 9 semesters, dependent on GPA & availability MA: max. 5 semesters, dependent on GPA & availability
Sherbrooke	QC res.: \$333 other MA: \$880 other PhD: \$333	no	PhD: 1 st year competition for one grant, renewable 1 year MA: 1 st year competition for one grant, renewable 1 year
Simon Fraser	\$1500	no	funding varies by individual, is dependent on program progress, and is guaranteed to none
Toronto	\$2071.55	no	PhD: 5 years funding; Creative Writing MA: 2 years funding, no funding for other MA students
Victoria	\$1497	no	PhD: 4 years funding MA: 11-15 students are funded for 8-12 months
Waterloo	\$2006.81	yes	varied, TA availability
Western	\$2046	yes	PhD: 4 years funding MA: funding for program duration
York	\$1812.16	yes	PhD: up to 6 years for students in good standing MA: funding for one year

Graduate Student Caucus Survey (cont'd)...

Table 5: Working Conditions

avail.TAs = number of available Teaching Assistantships

avail.RAs = number of available Research Assistantships.

avail.GT = number of teaching positions available to graduate students. There seems to be a great deal of variation in this category; generally, there are more teaching opportunities for senior PhD students. In many schools PhDs must compete with sessionals for these positions, which is not the same thing as having teaching positions set aside in order to give PhD students practical teaching experience.

The survey requested rate of pay per hour (hr), but many respondents provided pay rates per month (mo), semester (sm), or even academic year (yr). Within the pay rate section, an asterisk (*) indicates funding scale variations.

hrs/week = intended number of work hours per week.

union? = whether or not these positions are unionized. A double asterisk (**) indicates that union developments & changes were underway at the time of survey completion, and (ca) notes a collective agreement between the university and the Graduate Students' Association.

One aspect of Working Conditions not covered by this survey is the fact that TA, RA, and teaching duties vary widely between universities.

University	avail.TAs	avail.RAs	avail.GT	pay rate	hrs/week	union?
Alberta	24 to 27	8 to 12	31	\$948-\$1034/mo.*	12	no (ca)
British Columbia	approx. 56	approx.10	a few	MA: \$4966.50/sm PhD: \$5161.50/sm	TA: 12	TAs only
Calgary	17	varies	9	TA: \$6530/sm RA: \$14-15/hr GT: \$7700/sm	12	no
Carleton	17 total TAs & RAs		6	approx. \$33/hr	10	yes
Dalhousie	25	3 to 5	3 to 4	\$18.04/hr	10	yes
Manitoba	5	5	0	\$17/hr	12	yes
McGill	varies	varies	12	\$20/hr	10	yes
McMaster	68	4	0 set aside	\$35.15	10	yes
Memorial	0	15	for all PhD	RA: \$15/hr GT: \$7600/yr	56 hr/sm	no**
Montreal	TA/RA funded by Dept.: 7 TA/RA funded by faculty grant: 11 GT varies; 6 in 2005-2006			TA/RA: \$12-\$18/hr GT: \$6000/sm	varies widely	no**
New Brunswick	approx. 15 combined TA & RA positions		6 to 8	\$10.92/hr	6	no
Ottawa	to all	7	at least 37	approx. \$30/hr min.	10	yes
Queens	to all	varies	10 this yr	\$33.50/hr, \$737/mo	?	no
Regina	varies	varies	varies	MA: \$1051.60/mo PhD: \$1198.59/mo	10 to 12	yes
Sherbrooke	0	10 to 12 (often short-term contracts)	0 set aside	MA RA: \$14-\$18/hr PhD RA: \$16-18/hr	5 to 10	no

(Cont'd...)

Table 5: Working Conditions (Cont'd)

University	avail.TAs	avail.RAs	avail.GT	pay rate	hrs/week	union?
Simon Fraser	100	approx. 10	2 to 4	\$15-26*	varies	yes**
Toronto	167	varies	varies	approx. \$35/hr	140/yr	yes
Victoria	MAAs only: 7	varies	3 per PhD	\$17.49/hr plus \$4400 avail. top-up	MA: 7 PhD: varies	yes
Waterloo	35		10	\$5500-\$6000 (/sm?)	130 (/sm?)	no
Western	to all	varies	varies	\$33/hr	10	yes
York	to all PhDs	to all MAAs	at least 1	MA: \$29-\$37/hr* PhD: \$40/hr	10	yes

Table 6: Social Life (Office Space)

This section investigates two aspects of graduate student life that build departmental community: office space and student-faculty social events. The first table details who receives office space and the number of occupants in each office. The one entry that requires further information is Montreal, where there is one office shared by six students, "who are chosen from amongst those who ask to be considered, with preference given to PhDs."

University	who has office space?	#/off	University	who has office space?	#/off
Alberta	PhD: offices, MA: carrels	3	Ottawa	very limited	approx. 7
British Columbia	TAs only	7 to 8	Queens	all	4 to 5
Calgary	all	3 to 10	Regina	2 offices available	4 to 5
Carleton	TAs only	2 to 6	Sherbrooke	some RAs share 1 office	6
Dalhousie	all	1 to 5	Simon Fraser	TAs, others by request	2 to 4
Manitoba	TAs only	2 to 3	Toronto	PhD year 2-5: carrels	2 max.
McGill	TAs only	6 to 7		TAs: office space	varies
McMaster	all	3 to 5	Victoria	MA TAs, teaching PhDs	3 to 7
Memorial	teaching PhD students	2 to 3	Waterloo	all full time students	1 to 8
Montreal	1 office shared by 6 students*		Western	all	approx.4
New Brunswick	information not provided		York	all PhD students	varies

Table 6: Social Life (Faculty Socializing)

Regarding the number of times per year faculty and students socialize, my terminology distinguishes between "parties," which are understood to be either on or off campus and primarily social in nature, and "on-campus events," which are more academically inclined but are often followed by social receptions.

(Cont'd...)

Table 6: Social Life (Faculty Socializing) (Cont'd)

University	frequency and type of student & faculty socializing?
Alberta	orientation & holiday parties; numerous on-campus/academic events
British Columbia	monthly faculty-student pub nights; end-of-semester parties
Calgary	orientation & summer parties; holiday potluck; numerous creative writing events
Carleton	weekly pubs; monthly literary events; holiday party; on-campus/academic events
Dalhousie	weekly on-campus events; holiday potluck; orientation & end-of-year parties
Manitoba	(this year) one event organized by graduate students
McGill	orientation & holiday parties; Jan. PhD colloquium; grad students host Jan. party
McMaster	orientation party, grad student organized end-of-term & additional events
Memorial	2-3 official gatherings
Montreal	3-4 beginning /end of term parties, 9-12 on-campus/academic events
New Brunswick	information not provided
Ottawa	holiday and end of year parties
Queens	1 social event per term; location varies
Regina	3-5 events/year; informal use of Department lounge; student pub; conference facility
Sherbrooke	holiday party; major research project annual party; student conference with dinner
Simon Fraser	1 planned dinner at restaurant
Toronto	Sept. reception, weekly coffee hour, fall softball game, holiday party/pub/potluck, numerous on-campus academic events, study & reading groups
Victoria	orientation party, some end-of-course parties, teaching PhDs attend faculty parties
Waterloo	3-4 events each year, either on or off campus
Western	2 on-campus events per year at graduate student club
York	holiday party, monthly department meetings

Table 7: Conference Funding

The following table details the conference funding available to graduate students and whether such funding is administered per annum or over total graduate program. The survey did not ask about funding application processes or the success rates of funding applications.

GSC Rep. Funded? = "Given the desire in the GSC to maintain continuous and self-renewing representation from all our member departments, we would like to know if your department refunds the ACCUTE membership fees for the student rep to ACCUTE-GSC?"

(Cont'd...)

Table 7: Conference Funding (Cont'd)

University	Describe Conferencing Funding Amounts & Availability	GSC Rep. Funded?
Alberta	guaranteed twice during program: 1x \$750, 1x \$1000 other conference funds available via competition	subject to annual GSEA approval
British Columbia	\$900 available to each student over course of program	yes
Calgary	\$400 available once during MA program, twice during PhD; additional funds (up to \$500) available once per year	no
Carleton	varies by need; normally \$100 from dept. & \$100 from GSA; students can apply for multiple conferences	yes
Dalhousie	\$750 available once during program	no
Manitoba	\$500-\$800 available per year	possibly this year
McGill	depends on available funds	yes
McMaster	max. \$500 available over course of MA program max. \$3000 available over course of PhD program	no
Memorial	\$800 available once during program	no
Montreal	varies according to need, as much as \$1500 per year	yes
New Brunswick	information not provided	info. not provided
Ottawa	limited funding available; one grant per year up to three total	info. not provided
Queens	\$300 available per year	no
Regina	\$1500-\$2000 available per year	yes
Sherbrooke	MA: max. \$750 per year, PhD: max. \$1000 per year	no
Simon Fraser	up to \$400 per year, subject to approval & availability	unsure
Toronto	\$300 over course of program; additional funds also available	no
Victoria	\$150-\$600 per year per student	no
Waterloo	\$150 per year for PhD students only	yes
Western	\$300 available per student per year	no
York	up to \$1325 per year from multiple sources	no

Table 8: Professionalization and Job Market Preparation

The survey asked how departments prepare their students for the job market through instruction in professionalization (seminars, teaching opportunities, advice on grants & articles, mock interviews, etc.). It is worth noting, as one respondent did, “not all students are headed in the same professional direction and therefore [...] the preparatory needs would not be the same for everyone.” That said, this question was intended to investigate how graduate students are prepared for the academic job market.

(Cont'd...)

Table 8: Professionalization and Job Market Preparation (Cont'd)

University	Professionalization / Job Market Preparation?
Alberta	yes (no details provided)
British Columbia	bi-weekly seminars initiated by grad students; dept. considering appointing faculty as professionalization coordinator & job market liaison
Calgary	teaching opportunities, advice on grants & publishing, MA seminar; plans to incorporate formal professionalization seminars
Carleton	mandatory MA seminar covers professionalization topics
Dalhousie	teaching opportunities, advice on publishing
Manitoba	yes (no details provided)
McGill	teaching opportunities, seminars
McMaster	teaching opportunities, professionalization seminars, advice on publishing & grants, mock job interviews
Memorial	yes (no details provided)
Montreal	individual advice, other strategies currently being developed
New Brunswick	information not provided
Ottawa	teaching opportunities, methodology course, individual advice
Queens	teaching opportunities, mock interviews, individual advice; plans to develop more formal professionalization structures
Regina	teaching opportunities, seminars on grants & thesis, individual advice, mock interviews
Sherbrooke	workshop on grants, individual advice for publishing
Simon Fraser	teaching opportunities, seminars, advice on pub. & grants
Toronto	mandatory PhD prof. development course, grants workshop, study groups, job talk reviews
Victoria	teaching opportunities, seminars, practice job talks
Waterloo	teaching opportunities, seminars on grants & publishing, individual advice, mock interviews
Western	yes (no details provided)
York	workshops on comps, grants, thesis proposal, interviews

Table 9: Teaching and TA Preparation

This table maps how departments prepare grad students for TA and teaching duties.

University	TAing / teaching Preparation?
Alberta	initial 5-day seminar; seminars & workshops throughout year
British Columbia	initial 1-day orientation, marking workshops, university workshops available

(Cont'd...)

Table 9: Teaching and TA Preparation (Cont'd)

University	TAing / teaching Preparation?
Calgary	none within department; university workshops available
Carleton	mandatory MA seminar covers teaching practices
Dalhousie	TA workshop for MA students
Manitoba	yes (no details provided)
McGill	workshops, teaching resources
McMaster	TA workshops and resources
Memorial	graduate program in teaching
Montreal	university workshops & tutorials year round
New Brunswick	mentoring program
Ottawa	workshop, guidance from undergraduate director
Queens	preparatory workshops through pedagogy course
Regina	some seminars, university offers teaching workshops
Sherbrooke	advice from faculty on individual basis
Simon Fraser	prof. development course in first year, teaching workshops
Toronto	mandatory PhD teaching course, additional university TA training courses
Victoria	departmental teaching course, university-wide 1-day orientation
Waterloo	workshops, teaching resources, individual mentoring, university courses as part of certificate program in university teaching
Western	workshops
York	1-day orientation, seminars, resources, university teaching centre, self-directed pedagogy studies program (25 hours)

Table 10: Departmental Resources

GSC departmental representatives were asked about availability of the following:

Cm = computers Pr = printing Ph = photocopying
 Co = coffee L = lounge Lt = letterhead Bc = business cards

It should be noted that the survey did not ask whether or not students had to pay for these items, particularly printing and photocopying; responses that did note graduate student payment are designated (p). Next year's survey should revise this question to specify who pays.

(Cont'd...)

Table 10: Departmental Resources (Cont'd)

Other abbreviations reflect details provided by survey respondents:

(t) = if teaching (w) = departmental web space available

(n) = not next year. At Ottawa, graduate students' computer room, free printing, and graduate student lounge are all being eliminated next year due to office space problems. This decision was made at the level of university administration, not the English Department.

(i) = present but inadequate. At Victoria, graduate students have access to "one very old mackintosh and the room that houses it, a phone, and a couple of chairs, and a desk (requires purchase of a key). Nada mas!"

University	Cm	Pr	Ph	Co	L	Lt	Bc
Alberta	x	x	x		x	x	
British Columbia	x	x	x		x	x	
Calgary	x	x	x (p,t)	x	x	x	
Carleton	x		x		x		
Dalhousie	x	x (p)	x (p)	x (p)	x	x	
Manitoba	x	x					
McGill			x				
McMaster	x	x	x	x	x	x	x (p)
Memorial	x	x	x (t)		x		
Montreal	x(w)		x (t)	x	x	x	
New Brunswick	x	x	x	x	x		

University	Cm	Pr	Ph	Co	L	Lt	Bc
Ottawa	x (n)	x (n)	x		x (n)	x	
Queens	x	x (p)	x (p)	x	x	x	x (p)
Regina	x		x	x	x		
Sherbrooke	x	x	(shared with undergrads)				
Simon Fraser	x	x	x		x		
Toronto	x	x (p)	x (p)		x	x	x (p)
Victoria	x (i)						
Waterloo	x		x (p)		x	x	
Western	x	x	x		x		
York	x	x	x		x		

Table 11: MA Program Requirements

C crswk = the number of courses required in a Coursework Option MA
 pa = long research paper or project required in addition to coursework
 n/a = no coursework MA option

T crswk = the number of courses required in a Thesis Option MA.
 (rare) = it is rare for students to undertake a thesis option MA

Although survey respondents noted course requirements as either half or full courses, I have transposed all the coursework requirements into full courses for comparative purposes.

lang = language requirement. 1 presumes one language other than English, Fr denotes a French language requirement, (read) identifies that students must have a reading knowledge of the language, and (tr) describes a translation exam. An asterisk (*) indicates an English language requirement for non-native English speakers.

(Cont'd...)

Table 11: MA Program Requirements (Cont'd)

RM / Bib = research methods or bibliography course requirement

rec = recommended but not mandatory

other = other MA program requirements.

def = oral defense of thesis, def** = oral defense of either thesis or long paper

th pr = thesis proposal, wk = thesis workshop

ethics = university mandated ethics course.

com (i) = ideal number of years to completion

com (a a) = actual average number of years to completion

University	C crswk	T crswk	lang	RM/Bib	other	com (i)	com (a a)
Alberta	3.5 full+pa	3 full	1	yes	def	C:1,T:1.3	?
British Columbia	5 full	3.5 full	none	no	def	2	2.2
Calgary	5 full	3 full	1	yes	def	2	2.5
Carleton	3 full + pa	2 full	1 (read)	yes	th pr, def**	1	1
Dalhousie	n/a	2.5 full	1	no	th pr, wks	1	1.5
Manitoba	5 full + pa	3 full	1	no	def	2	5
McGill	3.5 full	2.5 full	none	yes		1.5	2
McMaster	4 full	2 full	1 (tr)	no	def	1	1
Memorial	4 full	2.5 full	none	yes	ethics	C:1, T:2	2?
Montreal	4 full + pa	2.5 full	Fr (tr) *	yes	th wk, def	2	2
New Brunswick	3 full (C? T? unclear)			yes		1.6	2
Ottawa	4 full	2 full	Fr	yes	th pr, def	1	1
Queens	4 full	2 full	1	yes		1	1
Regina	3 full	2.5 full	none	rec	th pr, def	2	approx. 3.6
Sherbrooke	n/a	2.5 full	Fr (read)	yes	th wk	2	?
Simon Fraser	3 full	2 full	1	yes		1	1 to 2
Toronto	3.5 full	2 full (rare)	none	yes		1	1
Victoria	4 full	2.5 full	1	yes	def	1 to 2	C:2.25, T:3.5
Waterloo	4 full	2 full	1	no		1.3 to 1.5	1.5
Western	4 full	2 full	1	yes	def	1	1
York	4 full	2 full	none	yes		1	1 to 1.2

Graduate Student Caucus Survey (cont'd)...

Table 12: PhD Program Requirements

crswk = coursework requirement. As above, course requirements have been transposed into full courses for comparative purposes.

comps = number of comprehensive exams & their format.

bib = required bibliographic component

syll = syllabus development

th = thesis

def = oral defense

gen = general literature (one pre-1700, one post-1700)

(r) = comprehensives currently under review

lang = language requirement. Here, yes indicates that there is a language requirement, but no details were provided. 1 presumes one language other than English.

For specific languages required, Fr = French, OE = Old English, and G = German; where respondents noted required language levels, B = basic, I = intermediate, A = advanced, An asterisk (*) indicates an English language requirement for non-native English speakers, and two asterisks (**) indicate that French is required for Canadianists. Finally, (other) indicates that other languages can fulfill the language requirement with permission.

RM / Bib = research methods or bibliography course requirement

other = other PhD program requirements.

prop = written thesis proposal/prospectus

pres = oral presentation of thesis proposal

prop & defense = written thesis proposal & oral defense thereof

ethics = university mandated ethics course

subject ex = specific subject exam

Dissertation defense is presumed to be part of all PhD program requirements.

com (i) = ideal number of years to completion

com (a a) = actual average number of years to completion

funding = Is funding available beyond ideal number of years to completion? Here, (no g) indicates that funding is available but not guaranteed. When compiling the answers to this question, I assumed that sessional teaching, TAing, or other work to be possible even when respondents did not mention it. The question was intended to identify grant-style funding that facilitates completion, and ABDs taking on work that may interfere with thesis writing is not the same as additional funding.

(Cont'd...)

Table 12: PhD Program Requirements (Cont'd)

University	crswk	comps	lang	RM/Bib	other	com(i)	com(a)	funding?
Alberta	3 full	3 exams (3 hrs each), 2 hr oral	2 B / 1 A	yes		5 to 6	5.5	year 5-7 teaching
British Columbia	3 full	2 qualifying papers & bibs	yes	no		4	5.6	grants
Calgary	3 full	1 major exam + oral, 1 minor	1	yes		4	5	no
Carleton	<i>n/a - no doctoral program</i>							
Dalhousie	3 full	1 exam (6 hrs, 2 days), 2 hr oral	yes	no	prop, pres	4	5 to 6	no
Manitoba	3 full	1 century exam, 1 area exam	1	no		4	7	no
McGill	2 full	1 project & oral exam	1	yes		5	6	no
McMaster	3 full	1 6 hr exam + oral, 1 syll & bib (r)	1	yes		4	5	yes
Memorial	3.5 full	1 4hr (thesis area), 2 3 hr (other)	Fr	yes	ethics	4 to 5	6 to 9	no
Montreal	2.5 full	1 wknd takehome, 1 6hr exam	Fr (tr)*	yes	prop & def	5	6	grants
New Brunswick	3 full	no information given		yes		4	5.5	no
Ottawa	3 full	1 major exam, 2 minors	Fr	no	prop	4	6	no
Queens	3 full	2 (no format details given)	2	yes		4	?	yes
Regina (s)	3 projects combine c & comps (pres & def)		1	yes		5	n/a	max. 9 sm
Sherbrooke	2.5 full	1 week takehome + oral	Fr	yes	subject ex	4	?	no
Simon Fraser	1.5 full	2 1 week takehomes	1	yes		4	5 to 6	TA
Toronto	3 full	2 3hr gen, 1 special field exam, oral in special field	OE, Fr (other)	yes		4	4.6	yes (yr 5)
Victoria	2 full	3 exams (major, minor, special topic) & oral in special topic	2: Fr & G (other)	yes		4	8	no
Waterloo	3 full	1 lit exam, 1 rhetoric exam, 1 oral	2 B & 1 I	no		4	5.2	yes (not g)
Western	3 full	2 exams, 1 field study	2	yes	prop	4	5	no
York	3 full	2 4hr exams & 2 hr oral	1 **	yes		4	6.5	TA to yr 6

Table 13: Hiring Practices

The final section of this year's ACCUTE-GSC survey focuses on hiring practice. These questions were written by Rilla Yaschuk (University of Saskatchewan), with the assistance of Paul Bidwell (University of Saskatchewan), to investigate how graduate students are involved in hiring processes, how departments prepare graduate students for entry into the academic workforce, and what departments look for when hiring. Although the question about graduate student professionalization overlaps somewhat with other parts of the survey, I have decided to risk repetition when tabling the results because Rilla's questions specifically frame graduate student professional preparation in relation to current hiring practices.

Please note that there are two data tables for each question.

(Cont'd...)

Table 13: Hiring Practices (Cont'd)

For the question regarding graduate student involvement in hirings, yes* designates that graduate students are encouraged to provide input but do not vote.

How involved are grad students in hiring practices? When hirings occur, grad students are...											
University	UofA	UBC	UofC	CU	Dal	UofM	McG	Mac	MUN	UdM	UNB
made aware	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
part of practices	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
part of decision	yes	yes	yes*	no	no	yes	yes	yes	yes	yes*	unsure

How involved are grad students in hiring practices? When hirings occur, grad students are...										
University	UdO	QU	UofR	UdS	SFU	UofT	UVic	UW	UWO	YU
made aware	yes	yes	yes	no	yes	yes	yes	yes	yes	yes
part of practices	yes	yes	yes	no	yes	yes	yes	yes	yes	yes
part of decision	yes	yes	yes	no	yes	yes*	no	yes	yes	yes

Table 13B: Hiring Practices (Professionalization)

The following data on graduate student professionalization repeats some of the information presented in previous sections of this report, but it also provides additional information about how departments prepare graduate students to enter the workforce.

no** = no, but currently under review

conf = annual student conference

PhD = teaching position available to doctoral candidate only

How much assistance do grad students receive in preparing for the academic workforce?											
Grad students are offered advice on or assistance with...											
University	UofA	UBC	UofC	CU	Dal	UofM	McG	Mac	MUN	UdM	UNB
teaching dossiers	yes	no	yes	no	no	yes	yes	yes	yes	no**	?
SSHRC apps.	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	?
article writing	yes	yes	yes	yes	yes	no	no	yes	yes	some	?
Grad students are offered opportunities to...											
course on profess.	yes	no	yes	yes	no	yes	yes	yes	yes	no	?
teach within dept.	yes	TAs	yes	yes	yes	few	yes	yr 5+	yes	yes	?
rehearse conference papers	yes	no	yes	yes	some	yes	no	yes	yes	few	?

(Cont'd...)

Table 13B: Hiring Practices (Professionalization) (Cont'd)

How much assistance do grad students receive in preparing for the academic workforce?										
Grad students are offered advice on or assistance with...										
University	UdO	QU	UofR	UdS	SFU	UofT	UVic	UW	UWO	YU
teaching dossiers	yes	yes	yes	no	yes	yes	yes	yes	yes	yes
SSHRC apps.	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
article writing	yes	yes	yes	yes	yes	yes	yes	yes	yes	no
Grad students are offered opportunities to...										
course on profess.	yes	yes	yes	no	yes	yes	no	no	yes	yes
teach within dept.	yes	yes	yes	yes	yes	yes	some	yes	yes	yes
rehearse conference papers	no	no	yes	conf	conf	yes	no	no	yes	yes

Table 13C: Hiring Practices (Sessionals and LTAs)

When asked what else departments offer to help prepare graduate students for the job market, respondents noted the following: mock job interviews (UofA, UofT, QU, UW, UWO, UVic), mock job talks (QU, UWO), graduate placement officer (McG, Mac, UofT), teaching workshops (SFU), annual professionalization seminar (Dal), dossier vetting (UofT), and individual guidance (UdM – and hopefully all the others!)

The final questions in the Survey investigate what departments are looking for when hiring sessional instructors / limited term lecturers and tenure-track faculty.

n/a = not applicable because a PhD is required for this position

yes* = MA acceptable if combined with 5+ years teaching experience

y/ABD = ABD PhD students would also be considered for this position

n/r = not required for this position

n/r – p = not required for this position, but candidate should show potential

n/r,v = not required for this position, but valued by department

(I expect this is true for many of the “no” responses as well!)

el = entry level positions ul = upper level positions

n/n = not necessarily pref = preferred

amap = as many as possible (with regard to publications)

(Cont'd...)

Table 13C: Hiring Practices (Sessionals and LTAs) (Cont'd)

What qualities does your department value in its hiring processes? In order to be hired, sessional / limited term lecturers must have...											
University	UofA	UBC	UofC	Car	Dal	UofM	McG	Mac	MUN	UdM	UNB
MA in app. field	yes	yes	n/a	yes	n/a	yes	yes	yes	yes	yes	no
PhD in app. field	yes	yes	yes	no	yes	yes	yes	y/ABD	no	maybe	yes
strong rec. letters	yes	yes	n/r	yes	yes	yes	yes	yes	no	n/r, v	yes
public service	no	yes	n/r	no	no	yes	no	no	no	n/r, v	no
service to profession	no	yes	n/r	yes	yes	yes	yes	no	no	n/r, v	no
publications:											
authored books	ideally	yes	n/r - p	no	no	no	no	no	no	n/r, v	no
scholarly articles	ideally	yes	n/r - p	no	yes	no	yes	no	no	n/r, v	no
monographs	ideally	yes	n/r - p	no	no	no	no	no	no	n/r, v	no
contributions to edited collections	ideally	yes	n/r - p	no	no	no	no	no	no	n/r, v	no

What qualities does your department value in its hiring processes? In order to be hired, sessional / limited term lecturers must have...										
University	UdO	QU	UofR	UdS	SFU	UofT	UVic	UW	UWO	YU
MA in app. field	yes	yes	yes	yes*	yes	n/a	yes	yes	yes	yes
PhD in app. field	no	no	no	no	pref.	yes	pref.	pref.	no	yes
strong rec. letters	no	no	no	no	yes	yes	only for ltl	yes	yes	no
public service	no	no	no	no	nn	no	no	no	no	no
service to profession	no	no	no	no	nn	no	n/r, v	no	no	no
publications:										
authored books	no	no	no	no	n/r, v	yes	for ltl	no	no	n/r, v
scholarly articles	no	no	no	no	n/r, v	yes	only for ltl	no	no	n/r, v
monographs	no	no	no	no	n/r, v	yes	only for ltl	no	no	n/r, v
contributions to edited collections	no	no	no	no	n/r, v	yes	only for ltl	no	no	n/r, v

Graduate Student Caucus Survey (cont'd)...

Table 13C: Hiring Practices (Tenure-track Positions)

When asked what other factors are considered when hiring sessional or limited term appointment lecturers, representatives responses' included: seniority (UVic); priority given to ABD PhD students (McG); geographical availability (UWO); relevance of teaching & research interests to undergraduate & graduate programs (UWO); good grades (UdO); training or experience in the appointment area (UW); demonstrated research potential (UofC, UofT); flexibility / capacity to teach a range of courses (UofR); teaching or TA experience (Dal, SFU, UofT); and strong teaching evaluations (UofA, Mac, UdM, UNB, UofT, QU). Our representative from Victoria also noted that professional service would be valued for both levels of hiring as long as such service was perceived to be positive; i.e. as long as "that service didn't look like they were being 'difficult'."

In order to be hired, tenure track applicants must have...												
University	UofA	UBC	UofC	Car	Dal	UofM	McG	Mac	MUN	UdM	UNB	
MA in appr. field	n/a	yes	n/a	yes	n/a	n/a	maybe	yes	n/a	yes	no	
PhD in appr. field	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	
strong rec. letters	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	
public service	no	yes	no	no	no	yes	no	no	no	n/r, v	no	
service to profession	no	yes	n/r, v	yes	yes	yes	yes	yes	no	yes	yes	
publications:												
authored books	yes	yes	n/r,v-p	no	no	no	yes	no	no	ul yes	yes	
scholarly articles	yes	yes	n/r,v-p	yes	yes	yes	yes	yes	no	el yes	yes	
monographs	yes	yes	n/r,v-p	no	no	no	yes	no	no	ul yes	yes	
contributions to edited collections	yes	yes	n/r,v-p	yes	no	no	yes	yes	no	el yes	yes	

In order to be hired, tenure track applicants must have...											
University	UdO	QU	UofR	UdS	SFU	UofT	UVic	UW	UWO	YU	
MA in appr. field	yes	yes	n/a	yes	yes	n/a	n/a	n/a	n/a	yes	
PhD in appr. field	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	
strong rec. letters	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	
public service	no	no	no	yes	pref	no	no	no	no	no	
service to profession	no	no	yes	yes	n/r, v	no	yes	no	n/r, v	yes	
publications:											
authored books	no	no	yes	yes	amap	yes	yes	amap	no	pref	
scholarly articles	yes	yes	yes	yes	amap	yes	yes	amap	yes	yes	
monographs	no	no	no	yes	amap	yes	yes	amap	n/r, v	yes	
contributions to edited collections	no	yes	no	yes	amap	yes	yes	amap	no	yes	

Table 13C: Hiring Practices (Tenure-track Positions) (Cont'd)

For tenure track positions, representatives noted that the following would also be part of their departments' hiring decisions: conference participation (Mac, UWO); possession of awards, perhaps including a post-doc (UWO); interest in living in the area and becoming part of the university community (UW); appropriate field experience (UdO); demonstrated research potential / clear future research plans (UofC, UdM, UNB, UW); refereed publications (UofT, UW); successful teaching experience (UofA, Dal, McG, Mac, UdM, UNB, UdO, QU, SFU, UofT, UVic, UW, UWO); ability to teach at graduate level (UofC); clearly articulated teaching philosophy / ability to conceptualize courses (UNB, UdO, QU, UW); flexibility in teaching areas (UofC, UofR); and two things that seem generally true: good communication skills and making a favourable impression during interview processes.

Conclusions

While compiling survey results before writing this report, I noted that graduate life in Canada seems to be a richly varied experience. However, my attention repeatedly returned to some troubling similarities; put simply, there are areas in which we simply have to do better. Many graduate students lack unionized representation, and several departments reported inadequate office space and material resources. I also think we can improve our approach to graduate student professionalization. I am certainly not the first person to observe that, in addition to their program requirements, graduate students are increasingly expected to attend conferences and publish in order to prepare for the job market. The Professionalization and Hiring Practices sections of this report identify many professionalization prac-

tices, from seminars to job placement officers, and I hope faculty and students alike will use these as models to improve job market preparation programs in their own departments.

As a last point of discussion, I feel I must return to the topic of funding. Generally, tuition rates seem to continually increase while guaranteed funding fluctuates widely by department, program, and even individual student. While working on this survey I was very struck by the stark gaps between ideal program completion times and actual average completion times. Such gaps are due in part, I believe, to the aforementioned funding variations and, particularly for PhD students, the lack of guaranteed fifth-year funding. Doctoral students approaching program completion in fourth year often take on heavy work-loads in order to finance their fifth year,

only to find that the teaching load that allows them to pay tuition leaves little time for dissertation work. Lack of funding beyond ideal program duration directly contributes to lengthening completion times, and this is something that the Canadian academy as a whole needs to address as soon as possible.

In closing, I would like to again thank all the ACCUTE-GSC departmental representatives who completed this survey. My thanks also to the various faculty and staff who provided program information to our representatives. Lastly, I am particularly grateful to Rilla Yaschuk and Richard Cassidy, both of whom provided me with excellent input and advice on this project.

ESC: English Studies in Canada 2006 Report to ACCUTE

Michael O'Driscoll, Acting Editor

English Studies in Canada is pleased to report on another successful year in publishing on behalf of the ACCUTE membership. The journal rounded off publication of Volume 30 with our fabulous Thirtieth Anniversary Issue that included a number of fine articles and reviews, and featured a cluster of review articles on Terry Eagleton's *After Theory* and a stellar forum that offered a new look at Raymond Williams' *Keywords* three decades following its initial publication. Watch out for issue 31.1, a special issue on "Interiors" guest edited by Peter Schwenger, which will soon be in your mailboxes. Our next special issue, to be published a year from now, will be on the subject of "Guilt," guest edited by Joel Faflak, and upcoming forums in Volume 31 include a discussion of current feminist theory and practice titled "Gals Gals Gals" and a critical look at the infamous website ratemyprofessors.com.

Great news on the digital front! Electronic issues of *ESC* will soon be found on three widely available library databases: Proquest, EBSCO, and Project Muse. We're quite pleased with being taken up by the latter venue, given that *ESC* was selected for inclusion from some one hundred applicants, and was judged to be in the successful top twenty per cent of those hopeful journals. This develop-

ment promises to increase the profile of the journal, broaden the readership for our contributors, and will even generate some revenue. Meantime, keep your eye on the *ESC Digital* website, where our Web Editor Brad Bucknell has been busy designing some innovative visual, auditory, and textual supplements to the print version of the journal. And one other important digital development, this one in-house: our Electronics and Design Editor, Harvey Quamen, has created, from the ground-up, a massive and remarkably fluid database designed to track the journal's submission, review, and production process. This software will be available to future editorial teams, and should make the work of *ESC* all the more efficient and effective.

*We'd like to see
increased submissions in
periods before the 19th
century and in emerging
areas of the discipline*

You'll note in the following Manager's Report, prepared by Cecily Devereux, that we saw a clear decline in submissions over the past year, but remain at a level forty per cent higher than two years ago, when interest swelled

in response to the revitalization of the journal. The quality of our submissions remains quite high, and we're seeing representation from all ranks of the discipline. We'd like to see increased submissions in periods before the nineteenth-century and in emerging areas of the discipline. Our acceptance rate currently stands at 12.5 per cent, with an additional 16 per cent of our submissions falling under the "Accept with Specified Revisions" category. Our response time to prospective authors is, on average, a reasonable six months. With those kinds of figures in mind, it is our hope that publication in *ESC* will continue to prove an attractive option for scholars, and that the journal will be widely recognized as a venue of first choice.

This year, at the Annual General Meeting of ACCUTE, the membership ratified the *ESC* constitution, drafted by Jo-Ann Wallace (who has only temporarily stepped down from her duties as Editor of *ESC*). The constitution, which will be appended to the Association's constitution available on the ACCUTE website, will allow the journal to seek non-profit status (with some resulting cost-savings), seek donations from possible benefactors, reaffirm its relationship to ACCUTE in the clearest terms, and ease transitions as the journal moves from one institution to the next.

ESC: English Studies in Canada 2006 Report to ACCUTE (Cont'd)

The journal's annual budget statement also follows this report. While the budget shows a surplus at year's end, these additional funds will be quickly dispersed as *ESC* catches up on its publication schedule over the coming year. The truth is that the *ESC* budget re-mains quite precarious: the Association's contribution accounts for only twenty-five per cent of our operating budget, and SSHRC contributions have been cut by twenty per cent across the board for all funded journals. Our subscription revenue (largely from libraries) remains healthy, and sizable in-kind contributions from the University of Alberta's Department of English and Film Studies have made it possible to keep moving ahead. The next year will bring the close of the current SSHRC funding cycle, and we'll be looking ahead to

the next round of competition with an eye towards increasing that source of revenue and developing other sources as possible.

We're excited to have two new additions to our editorial team: Christine Ferguson has joined us as Reviews Editor, and Mark Simpson is on board as one of our two Submissions Editors. There are also changes afoot with the Editorial Advisory Board: after many years of service five members of the EAB will be departing. Our thanks to Christine Bold, Diana Brydon, Anthony Dawson, Smaro Kamboureli, and Paul Werstine. All of these individuals have contributed to the work of *ESC* for more than a decade now, and we're grateful for the time and effort they have spent on reviewing submissions and contributing to the development of the journal's policies and

procedures. Their expertise and experience will be missed, but we'll soon be in a position to announce the newest members of the EAB.

Finally, a note of congratulations to this year's Priestly Prize winner. Heather Murray, University of Toronto, has been recognized for her contribution to issue 30.4, a lively, insightful, and highly creative poetic response to Eagleton's *After Theory*, titled "An Essay on Theory." Our thanks to Stephen Slemon, Stephen Guy Bray, and Eric Savoy for adjudicating the prize, and for taking on the difficult and time-consuming task of identifying the very best of the excellent scholarship that *ESC* has to offer.

ESC MANAGING EDITOR'S REPORT 2005-2006

Submissions received June 01/05-May 18/06

In total: 35—or approximately 3 per month

Number of submissions received June 2004-May 2005	60	
Number of submissions received June 2003-May 2004	25	
Percentage increase in submissions June 2003-May 2005	140%	
Percentage decrease in submissions June 2004-May 2006	58%	
Current number of active files	32	
Acceptances 2005-2006	4	12.5%
ASRs 2005-2006	5	16%
Rejections 2005-2006	6	19%
New—in process	13	41%
Not sent	3	9%
Withdrawn	1	3%

(Cont'd...)

ESC—Managing Editor's Report (Cont'd)

Average time processing (submission to acceptance/asr/rejection; not including papers not sent for review)

6 months (2004-2005 3.9 months)

Average time to publication

18 months

Primary categories/areas of submissions

Canadian (all periods)	8	22%
Modernism (US/GB)	3	8.5%
Cultural Studies/Pop culture	3	8.5%
Contemporary fiction (US/GB)	3	8.5%
Victorian	2	6%
Romantic	2	6%
Postcolonial	2	6%
Graphic novels	2 (inc. 1 Cdn)	6%
Drama (all periods)	2 (inc. 1 Early Modern)	6%
18 th century	1 (inc. 1 Cdn)	3%
17 th century	1	3%
Irish	1	3%
American	1	3%
Theory	1	3%
Aboriginal	1	3%
Genre	1	3%
Gender	1	3%

What was published in *esc* Volume 30 (2004)

- 30.1 (Special issue)
8 articles + intro (cfp issued following conference U of A; submitted papers vetted by guest editors and EAB) (149/156 pp)
(nb no forum, review articles or book reviews in special issues)
- 30.2 5 articles (101/189 pp)
1 review article
5 forum pieces + intro
9 book reviews
- 30.3 6 articles (136/222 pp)
1 review article
4 forum pieces
9 book reviews
- 30.4 4 articles (100/255 pp)
3 review articles
17 forum pieces
10 book reviews
1 special colophon (19 pp)

(Cont'd...)

ESC—Managing Editor's Report (Cont'd)

What was published in esc Volume 30 (2004) (Cont'd)

Total vetted articles	23
Total review articles (invited)	5
Total forum pieces (invited)	31
Total book reviews (invited)	28

% vetted articles by page count 59% (check what SSHRC requires)

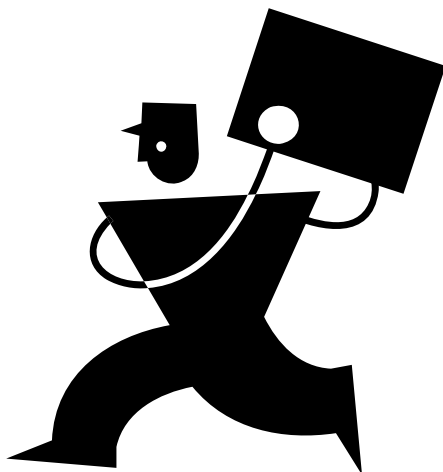
Primary categories/areas of published articles Volume 30

Cultural studies/Pop culture	4	17%
Modernism (US/GB)	3	13%
Aboriginal	2	7%
Canadian	2	7%
Cyber/digital culture	2	7%
Theory	2	7%
Poetry	2	7%
Victorian	1	4.5%
18 th century	1	4.5%
Early Modern	1	4.5%
Contemporary fiction	1	4.5%
American	1	4.5%
Fantasy	1	4.5%

ACCUTE is Moving!

After July 1, please direct all **email** correspondence to ACCUTE@msvu.ca...

and please be patient while we effect the transition.



Postal correspondence can be addressed to

Steven Bruhm, President,
Karen Macfarlane, secretary-treasurer, or
Johanne Jell, coordinator, at

English Department
Mount St. Vincent University
Halifax, NS B3M 2J6

ESC: English Studies in Canada 2005 Report to ACCUTE cont'd...

ESC: ENGLISH STUDIES IN CANADA

Financial Statement -- April 1, 2005 to March 15, 2006

REVENUE

Opening Balance, 2005	\$ 7,991.78
ACCUTE Subvention 2004 5	\$ 9,409.96
SSHRC Grant: Installment #2 2006/7	\$ 7,935.00
Subscription Revenue	\$13,336.41
Reprint Fees	\$ 2,746.49
	\$41,419.64

EXPENDITURES

Printing	\$21,518.46	Vol 30 #3, Vol 30 #4
Issue Mailing	\$ 5,079.51	Vol 30 #3, Vol 30 #4
Mailing Service	\$ 485.32	Vol 30 #3, Vol 30 #4
Design Services	\$ 1,800.98	
Office Supplies	\$ 163.21	
Postage	\$ 1,646.24	
Courier	\$ 19.65	
Telephone: LD and voice mail	\$ 368.99	
Books	\$ 72.21	
Associate Memberships	\$ 495.60	
	<u>\$31,650.17</u>	

IN KIND CONTRIBUTIONS

UA: Course Release for Associate Editor	\$ 6,000.00
UA: Graduate Student Assistants	\$23,900.00
UA: Computer Equipment	\$ 1,200.00
UA: Office Space	\$ 3,900.00
UA: EFS Administrative Staff Time	\$ 2,000.00
	<u>\$37,000.00</u>



Calls for Proposals for Member-Organized Sessions for the 2007 ACCUTE Conference, University of Saskatchewan, Saskatoon

ACCUTE invites interested members to propose member-organized sessions for the 2007 conference at the University of Saskatchewan. To have their proposed session considered for inclusion in the ACCUTE program, organizers must comply with the following guidelines:

1. Each member may propose no more than two sessions for consideration in any given year.
2. Members must submit a call for papers for their session to the ACCUTE office by **15 August 2006** so that their CFP can be included in the September *Newsletter* (submit to ACCUTE@mvsu.ca, see CFP Guidelines below).
3. Members must perform the initial vetting of the papers and proposals they receive. They must write approximately one paragraph per submission assessing its strengths and weaknesses and **they must rank all submissions they receive**, also indicating clearly whether they are recommending acceptance or rejection. For this reason, **members are not permitted to submit to their own sessions**.
4. **Members must forward all submissions they re-**

ceived, complete with proposals, abstracts, and bio-blurbs, along with their comments and rankings, to the ACCUTE office by **5 December 2006**. ACCUTE will then arrange for a second vettor to assess the submissions.

Please note that each vettor should recommend a maximum of three or four proposals, enough to fill a **single** panel on a given topic. If both vettors determine independently that all submitted papers are of such outstanding quality as to warrant the addition of a second panel on the same topic, and if they support their recommendations with a convincing statement of the exceptional qualities that make such a course of action desirable, ACCUTE may, very exceptionally, agree to a second panel.

5. After receiving notification from ACCUTE, members will contact the submitters and apprise them of ACCUTE's final decision.
6. **Members will be available to chair their sessions**, or will find an alternate to do so, at the date and time when ACCUTE so designates on its program.

CFP Guidelines

Organizers of these sessions should ask that one paper copy of papers and proposals, accompanied by one copy of a 100-word abstract and a 50-word biobibliographical note, be sent to them by **15 November 2006**. An **email copy** of the proposal or paper, and the abstract and bio-note, **must also be submitted** and forwarded to ACCUTE by 5 December 2006. For electronic submissions, ACCUTE prefers MS Word attachments.

Organizers should also indicate that submitters must be ACCUTE members in good standing. ACCUTE will not forward submissions to a second vettor unless submitters are current ACCUTE members.

Proposals should be 300-500 words in length, and should clearly indicate the originality or scholarly significance of the proposed paper, the line of argument, the principal texts the paper will speak to, and the relation of the paper to existing scholarship on the topic. A "Works Cited" section must also be included.

Completed papers should fulfill these criteria, and should be no longer than 10-12 double-spaced pages.

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ACCUTE 2006 Membership Form

Renewing Member New Member

Please print clearly

Member's Name: _____

Institution: _____

Delivery Address (including department and campus, if applicable):

_____ Postal Code: _____

Phone (work): _____ (home): _____

Fax: _____ Email: _____

Professional Designation:

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Professor | <input type="checkbox"/> Associate Professor | <input type="checkbox"/> Assistant Professor | <input type="checkbox"/> College Professor |
| <input type="checkbox"/> Sessional | <input type="checkbox"/> Graduate Student | <input type="checkbox"/> Post-doctoral Fellow | <input type="checkbox"/> Instructor |
| <input type="checkbox"/> Retired Faculty | <input type="checkbox"/> Other (Please specify): _____ | | |

Languages: _____

Primary Area of Specialization (e.g. Early Modern/Renaissance; 20thC Canadian; Postcolonialism, Women's Writing, etc.): _____

Additional Areas: _____

Authors: _____

If you have not already done so, do you want to join any of ACCUTE's discussion groups?

- YES, I want to become a member of the ACCUTE discussion group!
- YES, I want to become a member of the ACCUTE sessionals' discussion group!
- YES, I want to become a member of the ACCUTE graduate students' discussion group!

I enclose:

- The regular membership fee of \$80
- The reduced membership fee of \$40 (sessionals, part-time faculty, graduate students, retired faculty, underwaged)
- The household membership fee of \$130 for regular members (two memberships, one subscription to ESC). **Please also complete the form on the reverse.**
- The household membership fee of \$65 for reduced-fee members (two reduced-fee memberships, one subscription to ESC). **Please also complete the form on the reverse.**
- A three-year membership fee (2006-2009) of \$205
- A three-year household membership fee (2006-2009) of \$335
- A \$5 donation to be directed to the Canadian Federation for the Humanities and Social Sciences (CFHSS)**

Return to: Karen Macfarlane, Secretary-treasurer, English Department, Mount St. Vincent University,
Halifax, NS B3M 2J6

Additional Information
To Be Completed by Those Applying for Household Memberships

Renewing Member New Member

Please print clearly

Second Member's Name: _____

Institution: _____

Delivery Address (including department and campus, if applicable):

Postal Code: _____

Phone (work): _____ (home): _____

Fax: _____ Email: _____

Professional Designation:

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Professor | <input type="checkbox"/> Associate Professor | <input type="checkbox"/> Assistant Professor | <input type="checkbox"/> College Professor |
| <input type="checkbox"/> Sessional | <input type="checkbox"/> Graduate Student | <input type="checkbox"/> Post-doctoral Fellow | <input type="checkbox"/> Instructor |
| <input type="checkbox"/> Retired Faculty | <input type="checkbox"/> Other (Please specify): _____ | | |

Languages: _____

Primary Area of Specialization (e.g. Early Modern/Renaissance; 20thC Canadian; Postcolonialism, Women's Writing, etc.): _____

Additional Areas: _____

Authors: _____

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- YES, I want to become a member of the ACCUTE sessionals' discussion group!
- YES, I want to become a member of the ACCUTE graduate students' discussion group!

Complete reverse and return to:

Karen Macfarlane, Secretary-treasurer, English Department, Mount St. Vincent University,
Halifax, NS B3M 2J6