

Amanda Lim – Vice President  
June 1, 2013

**ACCUTE Graduate Student Caucus  
Report on the Survey of Canadian Post-Secondary English Departments, 2012**

President: Heather Jessup  
Vice President: Amanda Lim  
Secretary: Sarah de Jong

President Heather Jessup, Vice President Amanda Lim, and Secretary Sarah de Jong helped to complete the ACCUTE GSC Survey of Canadian Post-Secondary English Departments for 2012.

Heather compiled a list of contacts for the universities, finding out and emailing the appropriate graduate student representatives. Amanda used the 2011 survey as a basis for the 2012 survey, and she revised and expanded it. The 2011 survey report was also sent out to representatives, so that they could simply compare the 2012 information with it and mark down any changes from the previous year. Representatives were asked to respond by May 15, 2012, by sending the completed form electronically to Amanda.

Of the 12 (?) universities contacted, 9 of them responded:

Brock University  
Dalhousie University  
McMaster University  
Université de Montréal  
University of Ottawa  
Queen's University  
University of British Columbia  
Western University  
Wilfred Laurier University

While we have tried to ensure to the best of our abilities that all the information contained in this report is accurate, please review the report and verify with your department if any information appears inaccurate or incorrect, and email Amanda at [ahlim@ualberta.ca](mailto:ahlim@ualberta.ca) as soon as possible so that she can make the appropriate amendments. Some of the information provided in individual survey responses may have been edited for brevity and/or clarity, but if such editorial changes have been made in error or have misrepresented the original response, please email Amanda.

A note from Amanda: I apologise for the severe delay in presenting this report, and I take full responsibility for this as well as for the lack of a survey for the 2012-13 year. However, I will be helping the new Vice President to devise and improve the survey for the 2013-14 year, taking into consideration your many helpful comments. Thank you to all graduate student representatives for your assistance and time.

Changes in numbers and information in 2011-12 survey, from the 2010-11 survey have been highlighted in a red, instead of black, font. Where answers have been marked “same” or left blank by graduate representatives, I have assumed that the information has stayed the same and retained the information from 2011 in black font. My own additional comments for each section have also been highlighted in red for this year, in addition to my comments from 2011, which largely remain the same.

**I.) General Program Information**

Statistics

University	MAAs	PhDs	Postdocs	Faculty assoc. with grad programs	Grad courses offered/yr. incl. spring/summer	Breakdown of courses by area	Directed reading courses
Brock	9	N/A (no PhD program)	N/A	23	7	Varies <del>1 Journalism</del> <del>1 Medieval</del> 1 Professional Development <del>1 Rhetoric</del> 1 Theory 1 American 1 Early Modern 1 21 <sup>st</sup> century 1 Surrealist	Y – permission of Graduate Program Director
Dalhousie	18	19	1	41	11	1 American 1 Canadian 1 Medieval <del>3 Renaissance</del> 1 Romantic 1 Theory 1 Victorian 1 Postcolonial 2 Early Modern	Y

						1 Restoration 1 Postmodern	
McMaster	38	57	3	27	26	2 American <del>3 Canadian</del> 5 Contemporary Literature 6 Cultural Studies <del>1 Film</del> 4 Early Modern 1 Modern British 3 Postcolonial 2 Theory 1 18 <sup>th</sup> century 2 19 <sup>th</sup> century 1 multi-field	N
Montreal	29	32	0	7	9-10	2 American 1 Canadian and Transnational Literatures (Paris Exchange Seminar) 1 British 1 Creative Writing <del>1 Gay and Lesbian</del> <del>1 Globalization Studies</del> 1 Modernist <del>1 Poetry</del> 1 Post-Colonial <del>1 Romantic</del> 1 Theory 2 Professionalization	Y – 1 for PhD, approval by Graduate Students Committee
Ottawa	20 new this yr. (total unkno wn) 31	8 new this yr. (total unkno wn) – note: 63 grad studen	0	43 30	15 (fluctuates a bit – depends on enrollment)	2 American 3 Canadian <del>1 Medieval</del> 2 Modern British 1 Renaissance/Shakespeare 1 Romanticism 2 Theory 2 18 <sup>th</sup> Century and Restoration <del>2 19<sup>th</sup> Century</del>	Y – approved on a case-by-case basis – only in exceptional circumstances and subject to approval by Graduate

		ts altoget her 52				2 Victorian	Committee
Queens	30 About 20 admitt ed each year	55 About 10 admitt ed each year	2	31 full time faculty, 2 adjunct instructors	19	3 Canadian 3 Pedagogical skills <del>2 Contemporary North American</del> 2 American 1 Early Modern <del>1 Genre (novel)</del> 2 Medieval 2 Modern 3 Restoration and 18th century <del>2 Romantic</del> 1 Theory 1 Victorian 1 Postcolonial	N
UBC	46	51	2	49	22	3 American since 1890 3 Canadian 1 Commonwealth/Postcolonial <del>1 Literary Movements</del> 4 Literary Theory 1 Middle English <del>1 Pedagogy Workshop</del> 2 Renaissance <del>1 Rhetoric and Composition</del> 1 Structure of Language Studies in Structure of English Language 1 Studies in Literature and Other Arts Research in English Studies 1 Victorian 1 18 <sup>th</sup> Century 1 20 <sup>th</sup> Century 2 Romantic	Y – approval of Graduate Committee
Western	27 19	75 (81 at	2	40	19	1.5 American (0.5 cross-listed as Theory, 0.5 cross-listed as 18 <sup>th</sup> century, .5 cross-listed as	Y – approval by Committee

		beginning of yr. but 6 have completed) 60				Modernism) 1 Canadian (0.5 cross-listed with Postcolonial) 0.5 Icelandic 1.5 Modern (1 cross-listed with Theory, 0.5 cross-listed as American) 1.5 – 2 Postcolonial (1 cross-listed with Canadian) 5 Theory (0.5 cross-listed with Postcolonial, 1 cross-listed with Modernism, 0.5 cultural studies and American) 1 Postmodern (0.5 cross-listed as Theory) 1 Romantic 0.5 Victorian 1 1500-1700 2.5 18 <sup>th</sup> Century (.5 cross-listed as American)	on Graduate Studies and prof, w/ rationale
Wilfred Laurier	16 10	(in 2010-11, 4) 6 (more than usual)	0	21	11	1 American 1 Canadian 1 Early Modern <del>2 Film</del> 1 Hollywood Film 1 Medieval 2 Theory 1 Victorian 1 Indigenous 1 Theatre 1 Carribean	Y – approval of Grad Studies Committee

The ratio of MA to PhD students, the ratio of students to faculty, and ratio of faculty to graduate courses, varies widely across departments. In some departments, the number of MA students is much larger than the PhD program, and in two (Acadia and Brock) there is no PhD program whatsoever. These numbers would certainly seem to affect the kinds of resources devoted to the graduate program, the kinds of professionalization and services available to the students, and perhaps the level of interaction between students and faculty.

The variable ratio of students to courses, and faculty to courses, raises issues of class size, budget (which would affect the ability of the department/university to hire more faculty and/or hold more class sections), the quality and quantity of other resources available to run more graduate classes and different kinds of classes, to retain faculty and students, and so on.

Directed reading courses, while they tended to be allowed, did not seem to occur often. In all instances, approval by the department was required and the courses were to be assessed on a case-by-case basis. Additionally, directed reading courses were only accepted if the student justified how it was needed and that its contents were not already covered by an existing course. This kind of rationale typically includes some kind outline, proposal, and/or reading list.

One thing that might be useful to consider for future surveys is to look at the breakdown of graduate courses over a span of multiple years, since universities may offer particular courses or particular course areas only in alternate years. Looking at courses for only a single year may not provide a sufficient representation of the “typical” course offerings. What might be useful is to look at graduate courses over at least two to three years.

Most of the responses in this section had minimal changes from 2011. There were some changes in course listings, but these seem to be due to the usual variation in course listings from year to year.

#### Graduate representation at ACCUTE/GSC

University	Graduate association	Elections	Website	ACCUTE-GSC rep	ACCUTE-GSC rep attends GSC meeting	ACCUTE-GSC rep membership fee refund by dept.	MLA-GSC rep	ACCUTE faculty rep
Brock	Brock University Graduate Student Association	April	<a href="http://www.brocku.ca/gsa/cfs.php">http://www.brocku.ca/gsa/cfs.php</a>	Shannon Maguire	Yes	?	?	?
Dalhousie	Dalhousie Association of Graduate Students in English (DAGSE)	Sept.	None	Geordie Miller	Y	N	None	Julia Wright
McMaster	English Graduate Student Caucus (EGSC)	Sept.	None	Jennifer Fisher	Y	N	None	Grace Kehler
Montreal	English Graduate Student Society (EGSS)	April or May	<a href="http://www.egss-udem.org/Welcome.html">http://www.egss-udem.org/Welcome.html</a>	Kevin D’Abramo	Y – depends on the year	Y – depends on the year	Ayesha Raza	Eric Savoy

Ottawa	Graduate Students' Association (GSAED) Department of English Graduate Student Association (GSA)	March Sept.	<a href="http://gsaed.ca/en">http://gsaed.ca/en</a> N/a	Kja Isaacson	N	Unknown	Unknown	Janice Fiamengo
Queens	Graduate English Society	Sept.	<a href="http://www.queensu.ca/english/ges/index.html">http://www.queensu.ca/english/ges/index.html</a>	Dale Tracy	Y	N	Ian Maness/David Weston	None
UBC	English Graduate Caucus	September/October	<a href="http://www.english.ubc.ca/PROJECTS/grcaucus/">http://www.english.ubc.ca/PROJECTS/grcaucus/</a>	Grant Hurley	Y	Y	None	Sandra Tomc
Western	The Graduate English Society	Fall	<a href="http://uwoges.wordpress.com">http://uwoges.wordpress.com</a>	Ali Narafshan	N	N	<del>None</del> Ali Narafshan	Manina Jones, Steven Bruhm
Wilfred Laurier	WLU Graduate Student's Association	March	<a href="http://www.wlugsa.ca/home">http://www.wlugsa.ca/home</a>	Anton Bergstrom	<del>N</del> Y	N/Unknown	None	<del>Alexis Motuz</del> None this year

Most appear to have no graduate student who is a MLA representative. Of those who have graduate student representatives to ACCUTE, only some of these representatives actually attend the annual GSC meeting at Congress. It is unclear whether this is due to an inability to attend (because the GSC representatives do not even attend Congress or are unable to attend the meeting), whether GSC representatives are unaware that there is a GSC meeting, or whether GSC representatives do not want to attend the meeting. Perhaps this is a question that can be added to the next survey.

Several graduate associations do not have websites, which could be important sources of information for incoming or potential graduate students, letting them know more about the program and/or department before they choose it. Whether these websites are up-to-date and offer useful information has not been looked at, but if more time permitted this would also be a useful assessment (and might also give an indication as to whether the graduate students at that particular university has a webmaster and people who post things regularly to the website).

None of the universities who responded, except for Montreal, have a graduate student representative at the MLA Graduate Student Caucus. Perhaps this is because the MLA conference is not stressed nearly as much as the ACCUTE conference in Canada, and graduate students and faculty alike may attend ACCUTE more regularly and in greater numbers, since the MLA conference is based in the United States. It may be useful for graduate students to have a representative for MLA, even if that person is unable to attend the MLA conference (though that would be preferable), because the representative could be a liaison between students and MLA and be able to provide students a better idea of what to expect from American graduate programs and schools, the kinds of job opportunities in the United States, and relevant information about graduate associations, institutional practices, and other similarities and differences between American and Canadian expectations. MLA is known to host job interviews at the conference site as well, which ACCUTE does not do, and information about this sort of thing would be useful for graduate students as well. Considering the state of the job market and the diversity of interests amongst students, it is extremely likely that some graduates would want to take on post-docs and/or faculty positions in the United States, so representation at an American-based conference can only be a good thing.

## II.) Specific Program Requirements

### MA Program Requirements

University	Coursework option						Thesis option					
	No. of courses	Language requirements	Research methods requirements	Other requirements	Ideal yrs. to completion	Actual yrs. to completion	No. of courses	Language requirements	Research methods requirements	Other requirements	Ideal yrs. to complete	Actual yrs. to complete
Brock	6 half courses	None	1 research course Independent research and work with supervisor	30-35 pg. research paper	1	1	Thesis option offered	None	Independent research and work with supervisor	80-100 pg. research paper	1-3	1-3
Dalhousie	N/A	N/A	N/A	N/A	N/A	N/A	5 half courses plus colloquium	One language other than English at 1000 level	English 8500: professionalization seminar, full-year	Thesis prospectus (winter)	1	18M

									non-credit class			
McMaster	8 half courses	1 language, reading test	None	None	1	1	4 half courses	1 language, reading test	Thesis Foundation Seminar	None	1	1
Montreal	8 half courses	French proficiency test	None	Travail dirigé (30 page research paper)	2	2	5 half courses	French proficiency test	3 pg. thesis proposal, 20-25 pg. preliminary chapter, 3-5 bibliography at end of 2 <sup>nd</sup> term for approval by graduate committee, followed by thesis	Oral defense of thesis	2	2
Ottawa	8 half courses	None 1 second language (usually French) Must achieve 50% on translation test, or take 2 university-level French courses	None	None	1	1	4 half courses	None 1 second language (usually French) Must achieve 50% on translation test, or take 2 university-level French courses	None	None	+ 2	2
Queens	6	Basic reading	Professional/pedagogic	N/A	1	1	N/A	N/A	N/A	N/A	N/A	N/A

		proficiency in language other than English	al skills course (pass/fail)									
UBC	10 half courses	None	English 500 research skills workshop	None	2	2	7 half courses and 3-term thesis	None	English 500 research skills workshop	None	2	2
Western	4 full courses + 1 half course in bibliography/textual studies	1 language other than English, reading knowledge proficiency by exam, or take a course	1 half course	1 half course about material that is pre-1900	1	1	2 full courses + 1 half course in bibliography/textual studies	1 language other than English, reading knowledge proficiency by exam, or take a course	1 half course	1 half course about material that is pre-1900	1	1
Wilfred Laurier	8 half courses	None	1 half course	None	8 months	8 months	4 half courses	None	1 half course	None	1	1

In many cases, the actual number of years exceeded the ideal number of years of completion. This suggests a disjuncture between what is expected and what is being fulfilled, and raises questions as to why there is such a disjuncture. Are expectations for graduate students too unrealistic? Are students asked to do too much in too little time? Such questions are related to questions about coursework, the transition from coursework to thesis (for MA thesis students and PhDs), the balance between students' TA and RA duties and their own research and dissertation, and the amount of administrative, academic, and financial support available to students during the duration of their programs.

Most remained the same as in 2011, but a couple of universities added requirements in research methods, which seem to have proven useful to graduate students.

PhD Program Requirements

University	No. of courses	No. of comprehensive exams and exam process	Language requirements	Research methods requirements	Other requirements	Ideal yrs. to completion	Actual yrs. to completion
Brock	N/A (no PhD program)	N/A	N/A	N/A	N/A	N/A	N/A
Dalhousie	6 half courses	Qualifying exam in temporal area of specialty: 6 hours over 3 days; 2 days of written examination and 1 day oral examination.	1 other than English at 1000 level	English 8500: professionalization seminar, full-year non-credit class	None	4	6
McMaster	6 half courses	2 30-pg. written papers, 1 oral defense	Reading proficiency for a language	Yr. 2 bibliography course	None	4	4.5
Montreal	5 half courses	The comprehensive examinations consist of two written field exams, a thesis prospectus and an oral exam. Student prepares reading lists with supervisor. First field exam consists of take-home exam of 2 out of 3 essay questions. Second field exam consists of in-class exam of 3 out of 5 essay questions.  Student submits thesis prospectus in week one of exam period	French proficiency test	Research proposal 2 pages, 5-8 pg bibliography by third semester	Professionalization seminar, usually in third year	5-6	7
Ottawa	5 half courses plus	<del>Traditionally, 3 (one major, 2 minor). Comp program is undergoing changes</del>	1 second language, usually	None Complete English 6302	Thesis proposal (10-20	4	<del>5.5</del> N/a

	English 6302 and 6303 (Research Methods and Professional Development courses)	Two exams: First Qualifying Exam: 8-hour written examination in student's historical period or national literature, to be completed in two four-hour sittings on consecutive days, followed by an oral examination a few days later  Second Qualifying Exam: - student must demonstrate a basic expertise in critical thinking - reading list for exam consists of 40 texts chosen by the student in discussion with two examiners - student responds to examiners' questions in a take-home exam; a one-hour oral exam follows after the student submits the written exam	French - French language test (must achieve 66% on translation test) or take 2 university-level French courses	and 6303 Research Methods and Professional Development	pgs.)		
Queens	6	Two Exams: 1) Historical Field Examination--a two part (8hrs total) written exam on chosen specialization (ie: modernism, American, Canadian...etc.) 2) Special Topics Presentation--an oral presentation of a major research project on any subject related to the student's field. Completed in consultation with two members of faculty.	Basic reading knowledge of two languages advanced knowledge of a single language other than English - translation exam with an "advanced pass"	Professional and Pedagogical Skills--an ongoing course offered by the department.	None	4	5 or more
UBC	5 half courses	Qualifying exam – committee chooses 2 out of 4 possible topics, student writes 2 take-home exam essays of 20-25 pgs each	Reading knowledge of 2 <sup>nd</sup>	None	None	4	6.5

		Oral exam – defence of completed thesis	language relevant to area of research – completing course or exam				
Western	3 full graduate courses	<p>Standard reading lists for each field of study – students are currently reviewing them to standardize the lists across fields</p> <p>1 exam in primary field, 1 exam in secondary field</p> <p>Written exams – 3 written essay questions; some exams include a section on terms</p> <p>After primary field exam, there is an oral exam.</p> <p>Students must achieve 70% or higher to successfully proceed in the program.</p>	1 language other than English – reading knowledge proficiency by exam, or a course in each language	1 half course in bibliographic/textual studies	1 half course dealing with material pre-1900 if not taken yet at MA level	4	5.5
Wilfred Laurier	4 half courses	<p>2 exams (CAX and SAX)</p> <p>CAX: Reading list provided by department from series of set lists, student writes take home exam of 3 out of 5 essay questions with each question 8-10 pgs. double-spaced</p> <p>SAX: Student submits reading list to committee for approval, student completes written exam of 1 out 3 essay questions. Student takes oral exam (2 hours) within one week of written exam, based on questions on reading list.</p> <p>Evaluation: 40% for written exam; 60%</p>	Proficiency in one language other than English - three-hour exam consisting of translation and analysis of passage, pass/fail. Credit may be given if	Course on bibliographic and research methods, gender and genre theory, scholarly and professional issues within the discipline of English	None	4	6

		for oral exam. 2: 1 Comprehensive Area Exam (CAE) - Reading list for broad, teachable area provided by panel; 2 terms studying; 1-week-long take-home essay exam in Dec. 1 Special Area Exam (SAE) – Specific reading list developed by student; on-site 3 hr written exam + oral defense in Aug.	language requirement already fulfilled in MA or at other university				
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Most remained the same as in 2011, but a couple of universities made changes to their exam process.

### **III.) Funding and Support**

#### Tuition fees and funding

University	Current tuition cost/term		Tuition fee reductions for thesis options or later yrs.	Guaranteed funding for all students for duration of program	% of guaranteed funding as scholarships (non-teaching)	Effect of provincial/federal awards on student's internal funding
	MA	PhD				
Brock	\$2516.08 – full-time \$1164.86 – part-time	N/A (no PhD program)	N – constant	Y	46%	Y – funding adjusted based on external funding
Dalhousie	\$2191 (3 terms)	\$2300 (3 terms)	Y – MAs not done within 1 yr. pay \$682/term as continuing fees, PhDs pay full tuition for 2 yrs. and then pay \$682 in future	Y – but only if MAs finish in 1 yr. and PhDs finish in 4 yrs.	75%	Y – SSHRC or Killam recipient receives President's Award, MA SSHRC and Killam recipients receive \$2000 top-up

			yrs.			
McMaster	<p>Canadian students:  Term 1: \$2963  T 2-4: \$2083  T 5-7: \$2006  T8 or more: \$1932  Discounted fees after funded period: \$965</p>	<p>Canadian students: <b>Term 1:</b> \$2963  T 2-4: \$2083  T 5-7: \$2006  T8 or more: \$1932  Discounted fees after funded period: \$965</p>	N – constant	Y – 4 yrs. only for PhD, 5 <sup>th</sup> yr. sometimes available	55%	Y – internal scholarship is reduced
Montreal	<p><b>Quebec students :</b>  Full-time \$1083.90  Part-time \$541.95  Writing thesis \$374.50 (per semester)</p> <p><b>Canadian students not residents of Quebec (M.A.) :</b>  Full-time \$2929.05 (significant increase from \$1033.95 in 2011)  Part-time \$1464.52 (significant increase from \$516.98 in 2011)</p>	<p><b>Quebec students :</b>  Full-time \$1083.90  Part-time \$541.95  Writing thesis \$374.50 (per semester)</p> <p><b>Canadian students not residents of Quebec (Ph.D.) :</b>  Same fees as Quebec students</p> <p><b>Foreign students (Ph.D.) :</b>  Full-time \$6537.81  Half-time \$3268.90  Part time \$435.85</p>	<p>Y – reduced fees for full-time PhD after 2 yrs., for MA after 1 yr.  <b>Tuition is lower when students are writing theses and not taking courses</b></p>	<p><del>Y – offered for 4 yrs. to best students</del>  N/a</p>	50%	<p>Y – funding adjusted based on external funding, since ceiling for combined funding is \$27,000 per yr.; when possible, dept. uses funding package to top up the grant to the maximum amount  <b>Students receive less internal funding if they receive external (provincial/federal awards)</b></p>

	<p>Writing thesis \$374.50 (per semester)</p> <p><b>Foreign students (M.A.) :</b> Full-time \$7280.85 Half-time \$3640.42</p> <p>Writing thesis \$374.50 (per semester)</p>	<p>Writing thesis \$374.50 (per semester)</p>				
Ottawa	<p><del>FALL 2010 \$2,857.38 CAD.</del> <del>WINTER 2011 \$2,398.73 CAD.</del> Figure for SUMMER 2011 is unavailable, but SUMMER 2010 was \$2,108.34 CAD. These are full-time fees that include all incidental fees.</p> <p>\$2183/semester</p>	<p><del>FALL 2010 \$2,857.38 CAD.</del> <del>WINTER 2011 \$2,398.73 CAD.</del> Figure for SUMMER 2011 is unavailable, but SUMMER 2010 was \$2,108.34 CAD. These are full-time fees that include all incidental fees.</p> <p>\$2183/semester</p>	N – constant	<p><del>Y—guaranteed for first 4 yrs. of PhD and first yr. of MA. Then varies depending on year/external funding situation (e.g. tuition will be waived for a 5<sup>th</sup>-year student with a SSHRC, if their 4 year SSHRC only kicked in during their second year of study).</del></p> <p>N – students accepted with an Admission Scholarship get funded: MA coursework – 1 yr MA thesis – 2 yrs PhD – 4 yrs</p> <p>Students w/ external funding for 3 yrs of</p>	<p>Variable – depends on whether student has internal or external scholarship, whose amounts vary widely</p> <p>For 2012-2013, the offer is \$7500 (which covers tuition) for MAs, plus \$9500 in TAships or equivalent; for PhDs it's \$9000 (which</p>	<p>Y – external scholarship makes internal funding void, but student can still get TA/RA-ships and teaching positions</p> <p>Students with external funding get an Excellence Scholarship (\$7500, which covers tuition), plus the guarantee of one TAship or equivalent per year (value approx. \$4250).</p>

				PhD will get tuition paid in year 5 (Excellence Scholarship)	covers tuition, plus a bit left over), plus \$9500 in TAships or equivalent.	
Queen's	<del>\$6879 (for the whole yr.)</del> \$2119.33 per term (x3 = \$6357.99)	<del>\$6879 (for the whole yr.)</del> \$2042.33 per term (x3 = \$6126.99)	N - constant	N – funding guaranteed for 4 years, current students paid a minimum of \$22,000 through mix of TA and awards	N/A	Y – winning SSHRC or OGS makes student unable to hold any other funding, but student can still get a TAship
UBC	\$2090.13 (Canadian) \$3672 (international)	\$2090.13 (Canadian) \$3672 (international)	Y – reduced once students complete course work if they're writing a thesis	N – most PhDs guaranteed funding for first 4 yrs., MAs not guaranteed	N/A	Y – university funding may be culled back; TA union agreement requires dept. to put national/provincial award winners lower on TA priority list for that yr.; MA program expects winners of double scholarships not to take up full TAship; incoming MAs with SSHRC are awarded ½ TAships
Western	<del>\$2451.69 (domestic)</del> <del>\$5050.25 (international)</del> \$5629.03 (international)	<del>\$2451.69 (domestic)</del> <del>\$5050.25 (international)</del> \$5629.03 (international)	N – constant	N – 4 yrs. for PhDs and 1 yr. for MA	N/A	Y – funding for external award recipient is limited; winners can hold partial Graduate Research Scholarship and TAship but have to pay own tuition; CGS winners can only hold ½ TAship per yr.

Wilfred Laurier	\$2396.05	\$2396.05	N - constant	Y – but only for the first 4 yrs for PhDs (at \$19,000/yr)	MA – 20% PhD – 47%	Y – students given top-up award but can only TA for one semester
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In several instances (but not all), universities reduce tuition fees for graduate students once they are past coursework—7 out of 15 universities reduce fees, and the remaining 8 keep their fees constant. As with many of the other graduate program statistics, the tuition fees vary, but per term the amount falls in the \$1000-\$2000 range. The differences in tuition fees do not correlate with how much funding is guaranteed, however, and many universities do not seem to guarantee funding (although in several instances they guarantee funding for at least part of the degree). 7 out of 15 universities guarantee funding for the duration of the degree, and the percentage of funding from scholarships ranges from 25% (Acadia) to 75% (Dalhousie). If funding is guaranteed, PhDs are often prioritized. Some representatives were unable to find out how much funding is guaranteed.

In 13 out of 15 universities, students who receive external funding will have their internal funding reduced. In Saskatchewan, students are unaffected, and in SFU, funding may sometimes, but not always, be reduced. However, only in 7 out of 15 universities are top-up awards offered (seen in the tables below, which show the funding breakdowns for each university).

Tuition frequently increased, at a rate that usually indicated inflation. However, a couple of universities had unusually large changes in their tuition, notably Montreal (increased) and Queen’s (decreased). The reason behind these changes are unclear but should be investigated.

**Funding breakdown for each university – scholarships, assistantships, and top-up awards**

**Brock**

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2012
Brock Fellowship	6,000	September-August	Entrance Scholarship	10	9
Teacher/Research	7300	September-May	Entrance	10	7
Distinguished Graduating Student Award	100		Most Distinguished graduate from each department	1	Yet to be awarded
Harris-Thompson Bursary Trust	5,000 (one award for each faculty listed)	April-August	The award is renewable based on academic excellence and the recipient must demonstrate financial need.	5	Yet to be awarded
Marilyn J. Rose Graduate Award	1,760	April-August	award to a outstanding thesis or major research paper student enrolled in the Master of Arts program in English.	1	1
Ralph D. Morris Graduate	550		annual award to a full-time student in	1	Yet to be

Student Award			the first or second-year of graduate studies at Brock University who is involved in either graduate representation on University committees or university activities that reflect well upon graduate students		Awarded
Kenneth Frederick White Memorial Graduate Scholarship	TBA	April-August	Full time MA students in English	TBA	TBA
Dean of Graduate Studies Spring Research Fellowship	3,000	Spring-August	full-time graduate students in funded programs	1	Yet to be awarded

No top-up awards offered

### Dalhousie

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2012
SSHRC					
Killam	\$20,000	1 year	MA	Ltd.	
Killam	\$25,000	Max of 5 years	PhDs	Ltd.	
MA fellowship	\$12,000	1 year	MAs	All	
PhD fellowship	\$14,500	4 years	PhDs	All	
JRJ/ A Can	\$15,000	1 year	MAs (African Canadian)	1	
JRJ/A Can	\$19,000	4 years	PhDs (African Canadian)	1	
Eliza Ritchie	\$ 24,000	4 years	PhDs (female)	1	
President Award	Tuition waver	2 years	All SSHRC/Killam MAs and PhDs	Un – Ltd.	
EMIC stipends	Variable		Canadianists	Ltd.	
Malcolm Ross	\$1200.	1 year	All	2	

Name/type of top-up award	Amount	Duration	Eligibility	# per yr.	# in 2012
MA top up	\$2,000	1 year	SSHRC and Killam scholars		
Patricia Keene	\$2400	1 year	Decision of English admissions committee	1	1

Malcolm Ross Graduate Scholarship	\$1250	1 year	Decision of English admissions committee	2	2
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### McMaster

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2012
Departmental scholarships	3000-16000	1-4 years	MAs & PhD	37	34
TA ships	10000	1 year	MAs & PhDs	70	70
Conference Funding	500-3000	4 years	MAs & PhDs	20	20

No top-up awards offered

### Montreal

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2012
Bourse de fin d'études doctorales	12,000\$	One year (4th or 5th year)	Ph.D. students who will complete their dissertation	1-4	5
Ph.D. Funding Packages	10,000\$-15,000\$	Three years	Academic dossier	3-5	3
M.A. Funding Packages	5,000\$-10,000\$	Two years	Academic dossier	1-2	1
Hugh Hood M.A. Entrance Scholarship	3000\$	Upon entrance ?	Academic dossier	3-5	3
Bourse de fin d'études doctorales	12,000\$	One year (4th year)	Ph.D. students who will complete their dissertation in their fourth year	No limit	

No top-up awards offered

The department's ceiling for combined funding (all major sources) is 27,000\$ per annum. If a Ph.D. student receives major funding from SSHRC or FQRSC, the students' funding package from the department is revisited. Where possible, the department uses the funding package to top up the SSHRC or FQRSC grant to a maximum of 27,000\$.

### Ottawa

<b>Name/type of award</b>	<b>Amount</b>	<b>Duration</b>	<b>Eligibility</b>	<b># per yr.</b>	<b># in 2012</b>
Admission scholarship	33,000	Over 2 years	MA students pursuing thesis option	*	*
Admission scholarship	72,000	Over 4 years	PhD students	*	*
Tuition Fee scholarship (PhD)	5941.56	5 <sup>th</sup> year of study	PhD students with external funding of 3+ years	*	*
Dean's Scholarship	3,000	Awarded to those who complete PhD in under 4 years	PhD students	*	*
Dean's Scholarship	Up to 1,500	Awarded to those who complete MA in under 6 sessions	MA students	*	*
Moving Fee	500	One-time	Citizens/permr residents entering PhD program	*	*
TAships	Approx 3500	Semester	MA/PhD	*	*
Correctorships	Approx 1000	Semester	MA/PhD	*	*
Teaching positions	Approx 7,000	Semester	Advanced PhD student	*	*
RAships	varies	Semester	PhD student	*	*

\*Figure unavailable; most grad students who apply for TAship/Correctorship receive one, so there were probably upwards of 120 such positions awarded this academic year (fall 2010 - winter 2011). About 3/4 PhD students who apply for a teaching position will at some time receive at least one during their tenure.

<b>Name/type of top-up award</b>	<b>Amount</b>	<b>Duration</b>	<b>Eligibility</b>	<b># per yr.</b>	<b># in 2012</b>
David Clever Memorial Award	variable	One-time	students who completed an outstanding dissertation in the fields of Canadian or Canadian-related literary studies	*	*
David Staines Grad Scholarship	variable	One-time	Students studying Medieval or Canadian Literature and completion of the comps/ resident of Ontario	*	*
Glenn Clever Scholarship	variable	One-time	Financial need, f/t registration, resident of Ontario	*	*

John Spencer Hill Grad Scholarship	1,000	One-time	F/t registration, Ontario residency, financial need, min. grade point average of 8.0.	*	*
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\*Figure unavailable

**Queen's**

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2012
TA	\$5672.64- \$8736	Fall/Winter Term	Enrolled in years 1-4		
QGA	varies	years 1-4	Enrolled in years 1-4	varies	
Various Internal Awards					

Name/type of top-up award	Amount	Duration	Eligibility	# per yr.	# in 2012
QGA	varies	varies	Enrolled in years 1-4	varies	varies

**UBC**

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2012
Four-Year Fellowships	\$16,000	4 yr	Incoming Ph. D		
GSI (Graduate Support Initiative)	various		PhD, MA		
GSE (Graduate Student Entrance)	various				
<b>William Royce Butler and Jean Campbell Butler Scholarship</b>	various				
<b>The Mairi Grant Campbell Fellowship in English</b>	16,000	2 yr	PhD	1	1

<b>Literature</b>					
<b>The Ann and William Messenger Scholarship in English</b>	9,500	1 yr	PhD	1	1
<b>The Gilean Douglas Scholarship in English</b>	8,000	One-time	PhD completing theses	1	1
<b>The David Macaree Memorial Scholarship in English</b>	4,600	One-time	a student in Eighteenth-century English who is entering the PhD program or has been admitted to candidacy.	1	1
<b>Gabriele Helms Memorial Graduate Scholarship</b>	1,400	One-time	graduate student studying Canadian Literature in the Department of English, with preference given to an international student	1	1
<b>Barbara Anne Wiebe Memorial Scholarship</b>	1,000	One-time	undergraduate or graduate students studying English language and literature	1	1
<b>Mabel Mackenzie Colbeck Scholarship in English</b>	1,300	One-time	to a student in the doctoral program in English	1	1
Teaching Assistant	\$11,342 per year (with MA degree) \$10,914 (no MA degree)	½ TA-ship = one term = 4 months	Full-time students (MA or Ph D)		
Research Assistant	depends				
Partial Sessional Lectureships			PhD advanced to candidacy		
<b>The Stanley Merritt Ellery Read Scholarship in English</b>	\$750	One-time	Awarded to MA or PhD who has completed the first yr of grad study	1	1
<b>Carol Coates Literary Prize</b>	\$300	One-time	Awarded to a student in English literature	1	1
<b>Paul G. Stanwood Prize in English</b>	\$300	One-time	Awarded annually for the best doctoral thesis in English	1	1
<b>Leslie D.G. Brooks Memorial Prize</b>	\$200	One-time	Awarded to a graduate student with preference to a student over 30 yrs. old whose studies have been	1	1

			interrupted for a period of time		
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Top-ups come in the form of stipends and TA/RA-ships

**Western**

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2012
Western Graduate Research Scholarship	From \$3736 for MAs to \$8806 for PhDs	For MA: 1 year PhDs: 4 years	Cannot have external funding (if a student has external funding, a partial WGRS is granted)	N/A (everyone without external funding)	
Teaching Assistantship	\$9464	MA: 1 year PhDs: 4 years PhDs with CGS payments: .5 TA ship per year	Cannot work more than 10 hours a week or take more than 3 full courses.		Approx. 85
Summer Stipend (research assistantship)	\$500	50 hours	Usually not granted to students with external funding. Varies by year.	Usually 12-15	
Sara Marie Jones Memorial Essay Contest	\$500		1 PHD student in 1 <sup>st</sup> year	1	1
McIntosh Prize Competition	Up to \$900		1 PhD student in year 4	1	1
The Carl F. and Margaret E. Klinck Prize	\$2000		1 4 <sup>th</sup> year or beyond PhD student with a thesis in Canadian literature – recognizing outstanding work	1 (if that)	

No top-up awards offered

**Wilfred Laurier**

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2012
Teaching Assistantships	\$5000	1 term	MA and PhD	20-23	23
Research assistantships	\$2000	1 term	PhD	2-3	7
Contract Academic Staff	\$6712	1 term	PhD	2	0

WLU Scholarships	MA - Depends on GPA upon entrance PhD - \$2000	MA - 8-10 months PhD – 1 year	MA and PhD	Varies	22 (for both MA and PhD)
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Name/type of top-up award	Amount	Duration	Eligibility	# per yr.	# in 2012
Dean's Scholarship	\$7500	1 year	MA	3-4	2
Graduate Incentive Scholarship	\$500-3000	1-3 years	PhD, MA	3-4	3

Overall: Most of the funding situations remained the same, but a couple of universities added more scholarships and awards.

### Teaching and Research Assistantships

University	TAs			RAs		
	Rate of pay/hr.	Hrs./wk.	Changes in pay in later yrs.	Rate of pay/hr.	Hrs./wk.	Changes in pay in later yrs.
Brock	\$29.96	15	N – constant	\$29.96	15	N – constant
Dalhousie	\$21.50	10	N – constant	\$21.50	10	N - constant
McMaster	\$35	10	N – constant	\$35	10	N - constant
Montreal	MA - \$19.83 PhD - \$21.82	8-10	Y – rates of pay have increased by 10 cents in past yr.	MA - \$19.83 PhD - \$21.82	8-10	Y – rates of pay have increased by 10 cents in past yr.
Ottawa	<del>\$27.25</del> \$38.97	TAs - 130 hrs./term Correctors – 37.44 hrs./term [approximately 10 hrs./wk.]	N – constant Also, rates of pay and positions paying max hrs. have decreased since 2006 (from \$34.46/hr. for 130 hrs./term for a TA,	<del>\$27.25</del> \$38.97	Variable – depends on supervisor needs, but can be up to 130 hrs./term [approximately 10 hrs./wk.]	

			to \$27.25/hr. for 37.44 hrs. for a Corrector) Most students are Correctors and earn just over \$1000/term			
Queens	<del>Varies—depends on faculty member</del> MA and 1 <sup>st</sup> yr PhD - \$37.32 2 <sup>nd</sup> and 3 <sup>rd</sup> yr PhD - \$36.40	?—varies also? MA – 19 1 <sup>st</sup> yr PhD – 22 2 <sup>nd</sup> and 3 <sup>rd</sup> yr PhD – 30		<del>Varies—depends on faculty member</del> MA and 1 <sup>st</sup> yr PhD - \$37.32 2 <sup>nd</sup> and 3 <sup>rd</sup> yr PhD - \$36.40	?—varies also? MA – 19 1 <sup>st</sup> yr PhD – 22 2 <sup>nd</sup> and 3 <sup>rd</sup> yr PhD – 30	
UBC	MA - \$28.45 PhD - \$29.52	12	N – constant; contracts determine rates	Variable – depends on individual prof	Variable – depends on individual prof	N – rates determined individually
Western	\$32.50 + \$946 in November and March	10	N – constant	\$32.50 + \$946 in November and March	10	N - constant
Wilfred Laurier	\$38	10 (total 130 hrs.)	N – constant	\$40, negotiable	Variable – depends on instructor needs	N - constant

Difference in pay and labour expected (hrs. expected to work per week) seems to vary widely. Many universities seem to fall in the range of 10 hours/week but a few were lower (6 or 8 hours) and a couple were higher (12 or 15). Yet, the differences in labour were not reflected with correlative differences in wages. For instance, TAs at Brock are expected to work 15 hours but their salary is similar to or lower than the TAs at other universities who work only 10 hours. At Wilfred Laurier, TAs receive \$38 per hour for 10 hours of work, but in Dalhousie TAs only receive \$21.50 per hour for the same number of hours. Such variation in wages is of concern.

Pay is generally constant or else increases a bit, but in the case of U of A the pay decreases b/c students are classified differently. This is most likely due to the lack of unionization at the U of A (and in other Alberta universities also).

Also, it is not clear what duties the TA and RA might always perform; in some universities, the RA's expected salary and work hours has a great deal of variation (and instability) because it depends on the supervisor's particular needs, leading me to believe that there may be instances of underpayment or labour that is in excess of "normal" expectations and that are unfortunately unaddressed, ignored, or otherwise unknown by the graduate student population and/or department.

One question that was not asked (and that perhaps should be asked in future surveys) is what expectations the TA is required to fulfill. That is, what kind of work are they expected to do? In some universities, TAs serve primarily to lead discussion groups and/or to correct papers, whereas in other universities (such as the University of Alberta), TAs are more like primary instructors for one section.

Pay and labour stayed generally the same from 2011.

### **Conference and travel funding**

<b>University</b>	<b>Conference travel/accommodation funding</b>	<b>Research/archive trip funding</b>	<b>No. of funding awards available (types, not quantity)</b>	<b>Eligibility</b>
Brock	Y	Y	?	?
Dalhousie	Y	Y	3	1 for all students, 2 for PhD
McMaster	Y	Y	3	MA and PhD for 1, PhD for the other 2
Montreal	Y	<del>Y</del> N	2	PhD (ABD)
Ottawa	Y	Y	3	MA and PhD
Queens	Y	Y	2	MA and PhD
UBC	Y	N	2	MA and PhD
Western	Y	Y	2	1 MA and PhD, 1 for students working on a thesis
Wilfred Laurier	Y	Y	3	MA and PhD

Almost all have funding for conference and research, but a couple of universities have no funding for research. And one university, Acadia, has no funding for either conferences or research. It would seem from most responses that graduate students found such funding to be extremely beneficial to their academic professionalization and that the recent decreases or uncertainties in various kinds of funding (not only for conference and research but also in their other scholarships and awards) are major sources of concern.

### **IV. Graduate Student Representation**

<b>University</b>	<b>Unionized</b>	<b>If not unionized, representation by another association</b>	<b>Benefits provided by union/association</b>

Brock	Y – CUPE 4207	N/A	Job rights and security
Dalhousie	Y – CUPE – TAs are represented by CUPE 3912	N/A	Pay rates Work expectations Assists in grievance procedure Expedites posting of available positions
McMaster	Y	N/A	Health and dental Some vision coverage Some day care
Montreal	Y - Syndicat des Étudiants et Étudiantes salariés de l'Université de Montréal (SESUM) for TAs and RAs - Students who work as Chargé de cours (part-times lecturers) are represented by SCCCUM (syndicat des chargées et chargé du cours de l'Université de Montréal)	English Graduate Student Society (EGSS)	Rates of pay higher than any other institute in Quebec Mandatory for job postings to be made public, to provide equal opportunity within dept. EGSS organizes an annual graduate student conference, and several social events throughout the year.  SESUM and SCCCUM have provided collective agreement bargaining and have ensured fair wages for employees. SCCCUM offers its members various professionalization opportunities and mediation of grievance services
Ottawa	Y - CUPE	N/A	Doesn't seem to provide many benefits – losing ground like most unions in North America, as there's been no strike over wage and hr. cuts for TAs and student instructors But negotiations are currently going on Job rights and security CUPE helps students understand their rights as TAs, RAs, and Correctors
Queens	N – not currently, but in midst of collective bargaining for unionization for TAs and teaching fellows. Unclear whether RAs will be included Y	Society of Graduate and Professional Students	Health and dental coverage
UBC	Y	N/A	Advocacy Protection from abuse by dept. and supervisors Better wages

			<p>Health care Grievance process Presence of union strongly affects students – in 2011-12 there was a threat of job action to increase wages in line with cost of living expenses and tuition increases. Another major issue was hiring preference for MAs in their third year and PhDs in their fifth year. A strike vote was called, but the university called in a mediator before action began and little has changed in the situation since the end of term. Most UBC English students supported the Union.</p>
Western	Y – GTA Union – only TAs are currently unionized, but they are working on making RAs part of the union as well	The Society of Graduate Students also represents students	<p>Reimbursement wages for extra labour Food bank Health and dental coverage in addition to what is covered in the Society of Graduate Students health plan Bursaries Pregnancy leave benefits</p>
Wilfred Laurier	N	Y – grad students’ association	<p>Laurier business cards International Student Identity Cards (ISIC) Advocacy &amp; appeals assistance Awards, bursaries, conference funding, events funding, and emergency funding Textbook delivery for part-time students The Grad Lounge U-Pass (bus pass) agreement with Grand River Transit</p>

For those universities that were unionized (9 out of 15), they cited benefits such as wage negotiation and health care (listed in the table above) as the major consequences of having a union represent graduate student interests. For those that were not unionized, some representatives saw that there were issues around labour, wages, funding, and other student rights that were affected negatively.

Comments made in the 2012 survey further suggest the high importance of unions and how they affect graduate student life, particularly pertaining to labour, wages, and rights.

University	Level of awareness (1 = not aware at all and 5 = completely aware)				
	TA/RA rates of pay	TA/RA hrs. of work	Grad student rights	Employee rights	Process for getting

					<b>answers and conflict resolution</b>
Alberta	4	4	3	3	3
Brock	5	5	5	5	5
Dalhousie	5	5	4	4	5
McMaster	5	5	4	4	4
Montreal	4	4	4	4	4 (awareness has increased across all areas)
Ottawa	4	4	3	3	2
Queens	5	5	5	5	5 (awareness has increased across all areas)
UBC	4	5	3 (awareness has increased across these areas)	2	3
Western	4	4	3	4	3
Wilfred Laurier	3	4	3	4	4

Though the results do not necessarily demonstrate any direct correlation between a university's unionization of its graduate students and the students' level of awareness about their rights and benefits, unions do provide many benefits in terms of labour negotiations (jobs, salaries), health coverage, and general representation of grad students on various committees and issues. For those not represented by a union but by another graduate association, some of these benefits are also available. However, many of the universities unionized pointed out specifically that labour protection was one of, if not the, key benefit of a union, something which the non-unionized universities do not appear to have to the same degree.

As well, because union coverage does not necessarily mean that all graduate students receive the same kinds and levels of benefits across universities, it is important to consider how specific universities are being affected differently by, for instance, budget cuts or restructures to the organization of student labour.

The levels of awareness about the different issues ranged from university to university, but in almost all instances the perceived average level of awareness was at least a "3" (somewhat aware) about things such as rates of pay, hours of work contracted, and employee rights. It seems that, on the whole, graduate students were more aware about TA and RA rates of pay, work hours, and rights than they were about general graduate student rights, suggesting that they either receive more information about the former from their union or graduate association or that they are more interested and invested in these specific issues (as opposed to graduate student issues in general).

A couple of the universities showed an increased awareness about students' labour and rights in 2012. Whether this is due to increased activism on the part of the unions and other relevant student representatives, or due to other contributing factors, remains unclear. However, the awareness of rights is clearly an important issue tied to union representation.

**V.) Space, Services, and Socialization**

University	Office space	Computers	Printing	Photocopying	Coffee/tea	Student lounge	Letterhead	Business cards
Alberta	N – TAs share office space	Y	Y – at a cost – TAs get some copies free and then pay for additional copies	Y – at a cost – TAs get some print credits free and then pay for additional copies	N – students provide it themselves	Y	Y	Y
Brock	Y	Y	N	N	Y	Y	Y	N
Dalhousie	N – MAs don't have space but can use the dept. lounge or "grad pad" in the library; PhDs share office space for first 4 years, or in some cases a personal carrel	N	Y – 10 cents/page	Y – 10 cents/page	N	Y – Tea/milk/sugar available in department lounge	Y – for some purposes, if requested	N
McMaster	Y – all students share office and personal desk space	Y – 3 computers available in grad lounge	Y – students bring own paper	Y – limited to 250/term	N	Y	Y – upon request	N

Montreal	N – 6 desks in room shared with other depts., rooms in library reserved for PhDs. Less than half of grad students have own office space	N Y – general library service	N Y – general library service or copy centre	N Y – general library service	N Y – at specific events	Y	N - limited access	N - currently unresolved
Ottawa	N – only PhDs have it 10-12 students/office sharing 6 desks w/o private drawers/locks Some students have locking carrels in campus library	N – university-wide grad computer room in another building	N Y – available on campus, outside department, for a fee	N – only for instructors	N – kettle in kitchen, but must bring own beverages Provided by GSA once a week	N – shared grad/undergrad lounge in department faculty room	Y – upon request and not guaranteed	N
Queens	Y – shared office space	N	N	N	N	Y – department lounge	Y	N
UBC	N – TAs have offices (all TAs have shared space)	Y – renovated 2012	Y – 10 cents/sheet	Y – 200 free copies/term for TAs, 10 cents/copy if not	Y – stocked by good Samaritans – funded by the Caucus	Y – ongoing issues with other non-English grad students using space	N	Y – but wasn't aware of this
Western	N – but most do – MAs and	Y – several computers	Y – space to print and	Y- available at a cost	N	Y – but small and not very	Not sure	N

	1 <sup>st</sup> yr PhDs share communal office spaces; PhDs in yrs. 2 to 4 have smaller offices shared with 1-5 students. Students past yr. 4 of PhD not guaranteed office space w/o teaching duty	available for humanities students but at small ratio for no. of students in the depts.	photocopy, but at a cost			appealing		
Wilfred Laurier	Y – all students share offices	Y	N	N	N	Y – also office and mailbox room	Y	N

Some universities provide several resources to students and are able to provide office space in which students can do their work, while others do not (in only 7 out of 15 universities is there office space for graduate students, and in most instances these spaces are shared). The differences vary again quite widely (for example, Montreal and Ottawa with few resources to places like SFU where they offer a variety of services and at least alternative spaces of socialization even without a lounge dedicated specifically to graduate students).

Space seems to be the biggest issue, with a lack of office space and proper socialization space, followed closely by printing/photocopying/computers issues. Again, many of these concerns appear to be part of larger systemic problems with funding, allocation, and discrepancies between graduate student expectations and their actual experiences. While social events seem alive and well at most departments (all have at least a welcome orientation/event of some kind with various informal gatherings throughout the year, such as Christmas and/or end-of-year parties), the lack of a graduate student social space in some departments is a concern.

Space and resources continue to be issues, in varying degrees, across the universities.

## **VI.) Hiring and Professionalization**

1) How much does your department assist you in the process of professionalization to ensure that grad students from your university are more prepared for the academic workforce?

Please indicate whether your department offers the following types of assistance (yes/no), rate the general effectiveness of the practice on a scale of 1 to 5 (**with 1 being the least effective and 5 being the most**), and explain in some detail where possible (in the comments column).

Type of assistance and rating of effectiveness (1 = least effective, 5 = most effective)												
University	Courses on academic jobs	Courses on non-academic jobs	Teaching dossier assistance	Teaching opportunities	Teaching workshops	Teaching workshops – ESL/EAL training	SSHRC and funding application assistance	Conference paper rehearsal seminars	Article writing advice	Book reviewing advice	Student-advisor relationship advice	Grad placement officer
Alberta	Y, 4	N	Y, 3	Y, 5	Y, 4	N	Y, 4	Y, 3	Y	Y	Y, 3	Y, 4
Brock	Y, 5	Y, 5	Y, 5	Y, 5	Y, 5	N	Y, 5	Y, 5	Y, 5	Y, 5	Y, 5	N
Dalhousie	Y, 4 – good session with dept professionalization officer	Y, 4	Y, 4	Y, 5 – PhDs guaranteed 2 full credit courses	Y, 4	Y – through International Students' Centre	Y, 5	Y, 5 (this new implementation, and article and book advice, both come from the new English 8500 class)	Y, 5	Y, 5	N	N

McMaster	Y, 4	Y, 3 – Dept. just added a non-acad. jobs placement officer	Y, 4 – Academic Placement Officer in dept. assists	Y, 3 – often can teach guest lectures, but full course opportunities limited	Y, 4 – the dept. is preparing to change policies that currently require senior TAs to attend all teacher seminars in Sept. In future, only some will require attendance of senior TAs.	N	Y, 4	Y, 4	Y, 4	Y, 3	Y, 4	Y, 4
Montreal	Y, 4 – included in PhD professionalization course	<del>N</del> Y, 5 – professionalization course offered to prepare students teaching in the CEGEP	<del>N</del> Y, 4 – part of PhD professionalization course and supervisor assistance	Y, 3.5	<del>N</del> Y, 4 – provided by union. SCCCU M and education dept. Profs also give guidance to TAs on individual	<del>N</del> Y – CEGEP professionalization course offers some ESL training, w/ review of grammar, and	Y, 4	<del>N</del> Y, 4.5 – part of PhD professionalization seminar	Y, 4 – a one-off workshop. Supervisors also provide guidance on individual	N	N	N

		system			l basis	student presentation of 20-min. lessons which are critiqued by instructor and classmates			basis			
Ottawa	Y, 3 – part of English 6302 Research Methods	<del>N</del> Y, 3 – part of English 6303 Research Methods	<del>N</del> Y, 4 – English 6302 on prep for academic job search; placement officer available to help	Y, 4 – PhDs guaranteed teaching opportunities	<del>N</del> – offered by university, not dept. Y, 4 – TA training days at beginning of term; English 6302 and 6303 offer 2 workshops	N – teaching workshops are provided by campus agency outside dept. so content varies yearly	Y, 5 - English 6302 applying for grants workshop; additional workshop where professors are paired up with students and read over their draft research proposal & provide feedback	N – quite casual, student - organized if any English 6303 workshop on preparing conference papers	<del>N</del> – depends on supervisor for Y, 3 – English 6303 workshop	N – depends on supervisor	N – depends on supervisor	<del>N</del> Y, 4 – Dr. Anne Raine in 2011-12

Queens	Y, 4	Y, 5	Y, 5	Y, 5	Y, 4	N – but Queens has ESL program and English School, which is separate from study of lit and culture Y – in TA training	Y, 4	Y, 5	N, 5 – with single member of faculty	N, 5 – with single member of faculty	Y, ?	N, 0 – issue the dept. is trying to change
UBC	Y, 2 – English 500 research course	N Y, 1 – mentioned in 500 course	Y, N/A (no experience with it yet) 4	Y, 4 – TAships most common	Y, 4 – pedagogy workshops – term-length professionalization series	N – but pedagogy workshops dealt with cultural sensitivity Not to any effective degree	Y, 4 (not from personal experience) – yearly workshops given by graduate Series of seminars	Y, 4 – but only as student initiative, not as dept. level N	N – profs give individual advice	N Y, 1 – mentioned in 500 course	N – offered by GSS Subject to hearsay	N
Western	N – nothing other than 2 hr. seminars that	N – 2 hr. seminar on this but not run annually	Y, 4	Y, 3-4	Y, 2	N	Y, 4	Y, 3	Y, 2	N	Y, 2	Y, 5

	might cover some elements	y										
Wilfred Laurier	Y, 3	Y, 3	<del>N</del> Y, 3 – interdepartmental event	Y, 5	Y, 4	N	Y, 5	N	Y, 5	Y, 4	N	Y, 5

Some services are provided by university bodies other than the department. It is unclear whether these services are adequate and whether they would be better suited for the department to provide, and what the consequences of either the university or department providing them are.

None of the graduate programs provide ESL/EAL training for TAs, yet with the growing international student population, this seems worrying and to be plainly a gap that needs to be addressed somehow.

The level of assistance with professionalization, and concomitant levels of support and advice from faculty and administration, differs from university to university. Some universities have excellent opportunities for teaching and get great advice from faculty, others not. All but one university provide opportunities for teaching, though these opportunities vary in frequency and duration.

Several universities in 2012 demonstrated effective changes and implementations in professionalization practices, such as new offerings of workshops and courses. These seem to have enhanced graduate students' experiences, assisting them in the development of their research and teaching.

University	Effectiveness of dept. assistance altogether (1 = least effective, 5 = most effective)	Most effective assistance	Least effective assistance	What should be offered
Brock	5	Practice assignments for academic work, SSHRC and OGS applications	Presentations on non-academic jobs – only gave places to look for jobs w/o giving a clear idea of what could be done beyond academia	None

Dalhousie	4	Supervisor, department administrator	None	There should be more effort to establish institutional policy about student teaching ie TAs especially at MA level, to require them to deliver at least one lecture
McMaster	4 – opportunities for professional development and mentoring, opportunities to teach a guest lecture, generally good support by dept. and faculty	Professionalization seminars	Teaching assistant seminars mandatory each September, but not very useful for upper yr. students	None
Montreal	4	The two professionalization seminars are quite comprehensive and effective	There tends to be a lack of teacher training, and not enough courses for PhD students to teach	TAing students receive some guidance in pedagogy and PhD professionalization seminar effectively covers course outlines and teaching philosophies, but would be beneficial for student teachers to have some support in the form of coaching and monitoring and perhaps a workshop(s) on lecture preparation, classroom management, etc.  Regarding employment opportunities, and given current job market
Ottawa	4 – professionalization course, supervisors, grant mentorship, teaching	Scholarship application support – dept. has high no. of SSHRC and OGS	<del>Administrative support could sometimes be improved</del>	Workshops for rehearsing conference papers/prepping for job

	opportunities, invitations to attend job talks are all useful <b>There are strong resources in the department, but some students aren't aware of them</b>	recipients – profs. give feedback and grad administrator spot checks them	<del>Service from other dept. or campus staff (other than profs) sometimes</del> <b>Unsure</b>	<b>interviews (public speaking components)</b>
Queen's	?	Centre for Teaching and Learning – personal attention to students	None	Dept. could be better advocates for English dept at university, be more vocal on literacy
UBC	3 – effort made but not very coordinated or rigorous, but this is from MA experience	One-on-one advice from profs <b>English 500 professionalization/research course</b>	<del>None</del> <b>TA pedagogy workshop</b>	<b>More coordinated knowledge of job opportunities (e.g. job listing blog)</b>
Western	4 – Graduate Placement Officer crucial	Assistance w/ SSHRC and OGS apps, GDPC 2-hr. sessions	Assistance w/ comps exams – eg could offer trial run, handouts	Restructuring some elements of the timeline of the program – eg time between oral exam and dissertation prep
Wilfred Laurier	5	One-on-one discussion with professor <b>and some workshops</b>	Workshops – <b>some are not as good, depends on who is running them</b>	None

Overall, all the universities ranked their support with at least a 3 or 4, which suggests that support is adequate/average or good. But in all instances, even the ones that ranked higher in the 4 or 5 range, improvements were necessary to how some things such as workshops were run, how students were supported through the program (such as through the offering of courses on academic and non-academic professions, and the experiences of students with comp exams and the transition following that), and how general professionalization advice was offered. Many universities cited one on one advice and assistance with funding applications as being the most effective help that they received.

**Seminars, workshops, and one-on-one discussions continue to rate highly among graduate students. Still, there remain several opportunities that could be better implemented or utilized, around TA guidance and job opportunities.**

## **VI.) Hiring and Professionalization**

1) How much does your department assist you in the process of professionalization to ensure that grad students from your university are more prepared for the academic workforce?

Please indicate whether your department offers the following types of assistance (yes/no), rate the general effectiveness of the practice on a scale of 1 to 5 (with 1 being the least effective and 5 being the most), and explain in some detail where possible (in the comments column).

University	Grad suggestions for invited speakers	Presence of non-academic job speakers	Awareness about hiring	Involved in hiring practice	Involved in hiring decisions (e.g. vote)	Comments
Brock	Y	Y	Y	Y	N	
Dalhousie	Y	N	N	N	N	
McMaster	Y	Y – sometimes (e.g. this yr. had one artist and one poet)	Y	Y	N	
Montreal	Y – keynote speaker for Graduate Student conference is chosen by students and funded partly by dept’s conference series  Students have historically had input at level of dept mtgs when the speakers’ committee reports	<del>N</del> Y – creative writers	Y – made aware at dept mtgs where the job and the field in which the dept will hire are discussed	Y – students are a crucial part of the audience for candidate job talks. After the talk, profs leave and students have time on their own with the candidate, to ask questions	N – students not given a vote, but EGSS is invited to assess and rank candidates. This assessment is taken seriously by the hiring committee and the department.	
Ottawa	Y – in Works in Progress series and grad conferences, since students often the	N - rarely	Y	∓ N	N	

	organizers Other events – depends					
Queen's	N	Y – occasionally	Y	Y	Y	
UBC	<del>Y – but depends on series</del> N	<del>N</del> Y, for the Play Chtonics readings (creative writers) and the Endnotes Conference	Y – through email	Y – there is a hiring committee position elected through the Graduate Caucus	<del>Y – one students sits on hiring committee (usu- PhD), goes through apps, advertises job talks, gets feedback from students and reports to committee</del> N – committee meetings for hiring require confidentiality	
Western	Y	N	Y	Y	Y most likely – student sits on hiring committee	
Wilfred Laurier	Y – if they get involved	Y – esp. from film industry	Y – emails are sent out	Y	N	

Hiring practice most often includes attending job talks and providing feedback and commentary. In some universities, a grad student can sit on the hiring committee itself as a representative for graduate student input, but he/she cannot actually vote. In other universities, a grad student sits on the hiring committee and is allowed to vote.

All the universities had some kind of speaking series, but the range of speakers, the frequency with which they were invited, and the series themselves were, again, fairly variegated. Part of this may be due once more to funding, since the invitation of speakers would presumably cost money and, depending on the available budget of the department, may be limited.

Several, but not all, universities sometimes invited speakers with non-academic jobs. Coupled with the feedback from the previous section about professionalization and the question about course offerings in non-academic professions, it would appear that more frequent and consistent support is provided about academic than about non-academic jobs. There also seems to be an interest in non-academic professions, however, expressed by

graduate students who want to be exposed to more possibilities outside academia (I would guess that this is of especial interest given the current job market which is not very encouraging).

#### **Individual university strengths in 2012 survey:**

Brock – strong interest in the poetry scene, with monthly poetry readings

Dalhousie – a strong departmental speakers series in which students can learn about faculty projects and socialize; also M.A. Colloquium for MAs to share their thesis plans, conference-style

McMaster – strong in Public Intellectuals Speaker Series (approx. every 3 months), annual conference, and Vox Populi events for grad student presentations

Queens – has a strong research forum (biweekly, organized by the department), also has student-organized conference

UBC – has quite a lot of faculty lecture series, work-in-progress series, play chtonics (creative writing), also annual grad conference

Wilfred Laurier – lots of guest speakers and lecturers, including a Free Films Series open to the public

#### **General feedback:**

##### Specific problems and concerns

Specific problems and concerns that were mentioned in the survey responses depended on the university, but the most frequently mentioned things, as expected, were shortages of office/work space and reductions to funding (travel, research, teaching). Other concerns included the need for greater assistance for students to help understand and meet academic expectations, the level of preparation for non-academic careers, and the need for better contingency policies when unforeseen events occur during a student's program.

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#### **Problems and concerns from 2012:**

##### **Training, funding, and space continue to be major issues in most universities.**

McMaster - This year in the Department of English and Cultural Studies, the Graduate Student Representatives (Nick Holm and Jennifer Fisher) conducted an anonymous graduate survey for all MA and PhD students in the Department. This allowed the Graduate Student Committee to become aware of current issues among the graduate student body in the Department whose concerns ranged from: scholarship procedures; setting up more seminars for creating scholarship proposals; reformatting the Bibliography course for PhD students in the summer of year 2; concerns over TA training, etc. As a result of the survey, the Graduate Student Committee will be revisiting these major areas of concern over the next year to accompany the needs of graduate students in the Department more efficiently.

Dalhousie - Given our location, conference travel is tricky. The current travel funding is not adequate. We have suggested reallocating the funds from the "distinguished speakers series" in order to prioritize the more tangible professionalization efforts of our M.A. and PhD students.

Montreal – lack of office space hinders the sense of community among students

UBC - Many MA students have trouble finishing within two years, especially if they are writing a thesis. The reasons behind this tend to be individual, but are probably partly related to the issue below.

Cost of living in Vancouver is usually the biggest issue UBC students face. Students with funding for one year (eg SSHRC) cannot live from TA pay alone – and are either forced to accrue debt or take on other part-time jobs, which makes completing academic work difficult.

### **Future questions for survey**

Several of the survey responses listed useful questions that could be asked in next year's surveys:

What changes might be made to improve the working conditions and experiences of teaching assistants in your department?

What are the fees for international students? Are there significant differences/gaps in experience between Canadian students and international students?

What are the reasons for the difference (sometimes quite a big difference) between the ideal and actual number of years needed for the completion of a degree?

Is there a way to quantify overall “satisfaction” with one’s program? Or “optimism” or “pessimism” of students regarding their progress and future prospects? It would be interesting to hear what graduate students in English across the country feel about this.

Please ask how the Ontario program called Reaching Higher is effecting graduate programs. Reaching Higher encourages departments to increase enrollments in exchange for one time lump sum payments.

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### **Questions suggested in 2012 by graduate student representatives:**

Perhaps offer a section on graduate conference info – does the department host graduate conferences?

Are your university’s library facilities adequate for your department’s needs?

Perhaps some more specific questions about placement.

### **Feedback about survey**

Several representatives mentioned that they appreciated the move towards simply filling out what had changed from the previous year (2011), because this saved a lot of time for their responses.

### **Overall thoughts**

Although some major universities did not respond, the survey still provides a useful snapshot of the graduate student programs in English departments across Canada. It highlights and emphasizes some of the shared major concerns in graduate programs (e.g. fees, funding, space, professionalization) and illustrates the diversity (and disparities) amongst these programs. The survey shows the range of experiences, good and bad, in these programs and will provide a concrete basis from which graduate students can discuss these collectively. As the survey moves forward into next year and beyond, comparisons between programs should become even more thorough and accurate, as we will have a more complete sense of the programs' development and histories.

### **Thoughts for the next survey in 2014:**

Continue to send out the previous year's survey to current graduate student representatives – it is less intensive for them, and it provides a form of continuity in the responses.

Try to get more (and all) universities to respond. How do we get a more updated list of graduate student representatives for all institutions? (Email this year's current representatives sooner, maybe in the fall, and ask them to send us the names of the new representatives?)

### **Some suggestions for future surveys:**

Include some of the suggested questions? Do some reformatting of the current questions for clarity.

Reformat the presentation of results. Some of the tables, while thorough, are somewhat unwieldy, and I have not figured out a good way of resolving this. Perhaps some visuals, such as charts and graphs that can quickly capture the difference between universities (such as a bar graph to show differences in tuition and funding) would be useful additions.

Use previous surveys to trace the trends over the last few years, in order for students to make sense of the changes

### **Some additional questions:**

Perhaps ask in more detail what the specific effects funding cuts and changes to grants and scholarships have had upon students. This is especially in light of SSHRC changes, and various funding and budgetary cuts across universities (especially in the Arts).

**Frequency:** do we need to conduct this survey annually? Should we do it biennially instead?

**Purpose:** What is the purpose of such a survey? What should we use it for? These questions were raised during the 2012 GSC lunch meeting.

- This is tied to the mandate of the Graduate Student Caucus and what we do (and what we can, and should, do for graduate students. Perhaps we should include a question on the survey about the GSC—do graduate students know about the GSC? What do they think the GSC's function should be? Are there suggestions about how to promote the GSC more amongst students? Etc.). Should/how do we use the survey for political purposes, to create connections between graduate students, to create solidarity over shared concerns such as tuition and funding, and to mobilize students for events/movements such as the Quebec protests?