

## THE ANGLE

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## President's Message

*The light at the end* of the Winter semester tunnel is beginning to shine (although it's still pretty cold and snowy in Montreal as I write this). We promise the snow will be gone by the time the ACCUTE 2026 conference begins on June 4th. As the latest draft of the program shows, this year's conference is going to be an amazing gathering and exchange of scholarship, creative work, and professional discussions pertaining to an extremely diverse and broad range of topics and texts.



The response to our call for ACCUTE 2026 has been powerfully enthusiastic from the beginning, and the momentum has been building from there, with ongoing enthusiastic responses to our calls for Panel Chairs, participants in the second annual ACCUTE Book L(a)unch, the opening night dinner, and our most recent request for your preferences and additional ideas of what you'd like to do together on Saturday night. We are grateful and thrilled to have had such an enthusiastic response from literary and academic presses to our call to participate in an ACCUTE 2026 Book Expo (there will be lots of new books on hand to buy, and publishers to listen to your project pitches). We are grateful to the Concordia University Department of English for providing space to our Caucuses for all of their meetings, and to Concordia Hospitality for being so helpful throughout the process, so far. I am personally grateful to the ACCUTE Board, and to the most excellent members of the Executive and Conference Organizing Team – Ghislaine, Cynthia, Josie, and Gladwell – for their amazing work on the association's behalf. Let's keep the enthusiasm up! We will be able to share it (our enthusiasm!) in person, in the form of support for each other's work very soon. I can't wait.

-Jason Camlot, ACCUTE President

# BIPOC Caucus: First Person

## AMATORITSERO EDE

*The BIPOC/ACCUTE First Person Interviews series is adapted from the CBC First Person series. It captures the stories and perspectives of BIPOC members of ACCUTE from different parts of Canada at different stages of their teaching, research, or graduate student careers. The interviews are presented in dialogue style to enable us to present participants' stories and experiences in their own voices. We hope to encourage other BIPOC members of ACCUTE and future members to join the conversations. Please reach out to [cezenwa@mun.ca](mailto:cezenwa@mun.ca) or [info.accute@gmail.com](mailto:info.accute@gmail.com) if you are interested in joining the First Person BIPOC/ACCUTE series. We hope you enjoy reading our members' stories and we look forward to hearing from you. — [Chinelo Ezenwa](#).*

### **Chinelo Ezenwa:**

Hi Ama! I know we already know each other, but for the sake of our readers, I would like to introduce myself as Chinelo Ezenwa. I am of Igbo, Nigerian origin and an Assistant Professor at Memorial University. My work is in African, Black, decolonial studies, and the ways in which community intersects with academia.

I am really happy to have you here with me today, more so because you are one of the people responsible for creating the BIPOC Caucus within ACCUTE. You also invited me to serve as a volunteer, so, in some ways, one could say that this conversation space we have is in part because of you. Thank you for that and for joining us today.

### **Amatoritsero Ede:**

Thank you. And I must congratulate you on the wonderful pioneer work that you and Titi Aiyegbusi have done in building up ACCUTE's BIPOC Caucus. My name is Amatoritsero Ede. I am an Associate Professor of English and Rev. William Purvis Chair at Mount Allsion University. I teach African and African diaspora literatures. I moved from Nigeria to Germany as a student in 1994 and from there to Canada in 2002 for PhD studies. When I finished my studies in 2013, there were very little jobs available in my area of specialization within the Canadian academy. Maybe my long wait in the job market has to do with the fact that the BIPOC community, as we know it now, was not a thing then. The more of us that are in certain institutional locations, the more there would be volunteers to help in mentoring and navigating other early-career BIPOC scholars into job situations. In my case, when I completed the PhD, I had to leave Canada after three lean years. I went to Uganda in 2017, to South Korea in 2018 and from there further to The Bahamas, where I stayed for two years before a job opened up here in Canada. Altogether, I wandered seven years in the wilderness before coming back into a tenure track.

I am a scholar as well as a poet. I have had three poetry collections published and appear in 15 poetry anthologies in Canada, USA, the EU and Nigeria. Moreover, I write literary nonfiction and released "Imaginations Many Rooms" in 2022. I am also a publisher and curate [The Maple Tree Literally Supplement](#). These diverse pedagogic interests inform how I teach and what I teach. For example, I

created a course at Mount Allison that I call Introduction to Electronic Publishing and Web Writing. This course teaches students how to populate literary and other kinds of websites with content and successfully manage such content. It also teaches the fundamentals of plain English and writing different kinds of content for the web. This is an Experiential Learning course addition to the English department's curriculum. It is a hands-on, work-oriented and participation-intensive offering, which emphasizes professionalization amongst students of English/creative writing but is equally ideal for students from other departments interested in practical web skills in a 21<sup>st</sup> century digital economy.

### **Chinelo**

As you were speaking about the journeys you made after your studies, I was hoping that things have improved in terms of being able to get a position after the PhD. I was also wondering how the experiences of being in those diverse places (Uganda, South Korea, and The Bahamas) influenced your teaching and research when you came back to Canada.

### **Ama**

Well, those international experiences have an impact on how I teach or work with students from different cultural backgrounds and, with different learning styles. It is why we talk of DEI (diversity, equity, and inclusion) today. Those differences can include racial, religious, sexual orientation and other demographic presentations, which translate into diversity in the Canadian classroom. We have students from all over Canada and the world, and those experiences teaching outside of Canada help to inform how I teach them and the kinds of material I choose to reflect the diversity that I find in my classroom.

### **Chinelo**

The other thing is, I am really interested in [The Maple Tree Literally Supplement](#), which you mentioned. What informed the idea of starting the magazine?

### **Ama**

I started it in 2008 as a practicing poet. When I came to Canada, I discovered that there was not a lot of space to publish BIPOC writing. Writers I came across were complaining to me that they couldn't find any outlet for publishing. Mostly they were immigrants. I also found that the traditional Canadian publishers might not publish your work, not necessarily due to the quality, but due to the topic/the subject. Some publishers might think that the kinds of experiences in the writing are outside of their own range of publishing interest or that the writing might not have resonance with the traditional Canadian public.

So, I decided to start the journal in 2008, and it took off. Because at that time I had already held a writing residency at Carleton University as a member of Penn Canada writers in Exile Network, I already had some contacts in the Canadian literary community. I found people I could work with and decided to start this journal. I had some people I know in the literary community join the advisory board, like George Elliot Clark on the editorial board, Olive Senior, the President of Penn International, John Ruston Saul, the President of Carleton University at the time, David W. Atkinson. We started the magazine to publish "culturally diverse" writing and writers – which is like the BIPOC idea, even if that was not the original intention. I say this because "culturally diverse" means it was open to everyone.

### **Chinelo**

I can relate with a lot of what you said about some publishers' seeming reluctance to publish "BIPOC" materials. I suspect that things are opening up a bit more for minoritized scholars, but there are still many of those cases where one is asked to re-write or re-frame the writing to fit the imagined "Canadian" audience. I often wonder if the research or writing remains the same after some of those types of changes are made. I also wonder what the publishers imagine Canada to be, whether they

have a real sense of the changing landscape of the country. I would say that the prospect of having more outlets that publish “BIPOC” material is definitely attractive to emerging scholars like me and perhaps even the emerged scholars.

I know we have used the term “BIPOC” already in this conversation, but one of my questions has been to find out what members of our community think about it. I wonder if you could speak to that.

**Ama**

For me, it does not necessarily have to be only people of colour, or brown people. BIPOC could mean culturally diverse and can include anybody who shares that common vision. For instance, and as I have noted above, in the Maple Tree Literary Supplement, we use the synonym culturally diverse to suggest that it’s not just minorities. The emphasis is on inclusion.

**Chinelo**

When you say culturally diverse, in what ways do you mean that diversity?

**Ama**

As I said above, “culturally diverse” means that everyone is included. That is, as long as you’re Canadian, you live in this space, and even if you might belong to different communities – White communities, Black communities, First Nation communities, Asian communities, Indian Communities and so on – so it is for everybody. That is the whole essence of cultural diversity. It also means people’s different lived experiences and different vantage points. All those experiences come together to make what you call Canadian.

**Chinelo**

I see what you mean. I think it supports what I said previously about publishers looking to address the Canadian audience and not realizing or ignoring the diversity of that audience. But I don’t know that I would use BIPOC as a synonym for culturally diverse because as problematic as the term is, not having labels like that could flatten different experiences of historical and continued oppressions, even within research institutions. I and others from our community have shared on this platform concerns about the term “BIPOC” and about labels in general, but I wonder if the notion of culturally diverse from a broad perspective would fill that gap.

**Ama**

Both phrases serve different even if overlapping goals; both have political resonance and both value inclusion. The difference, I think, is what you already highlight above – the need to emphasise difference, the better to represent it and to hinder its repression.

**Chinelo**

And it is because of those kinds of concern that we devised the next question. What are your biggest concerns about academia/English studies?

**Ama**

I would say that we need more diverse – by which I mean, BIPOC – scholars in academia who could act as mentors for early-career scholars, who are incoming already employed. We need more scholars to take on more leadership roles in the larger community and within the academic community – not just to be there, but to actively represent BIPOC interests. We need people to actively mentor younger scholars in the BIPOC communities, who, for one reason or the other, might have some institutional barriers. For example, mentors could help people decide the right specialization-specific career entry paths and how to prepare for job talks. In my private circle, we organize mock interviews to help early

career scholars through the hiring process. There are probably similar private career mentoring/mentee-ship situations in the community. But we need to make it more organized and integrated into the ACCUTE BIPOC programming.

### **Chinelo**

You are right, and the mentorship would even continue after the person gets the position, right? In the time that I have been actively volunteering within ACCUTE, there's been a lot of talk about mentoring and around it because people have been making this request. I consider myself lucky because I had people around me who helped to prepare even my CV. But some may not have access to that type of immediate community. It is a priority now within ACCUTE, not only for BIPOC members. Hopefully, a formal system for that type of mentorship will be in place soon.

Related to this issue, do you think it is worthwhile talking to early career people about alternative academic careers after the PhD? I for one still struggle with the idea that the overriding goal of a PhD is the tenure track position. I wonder if it does not minimize the whole research experience and the idea of a PhD. I guess my question is whether someone graduating with a PhD from English can/should also think about other jobs within (or even outside) academia without being made to feel that they were settling for "less."

### **Ama**

Yes, I think PhDs can have and prepare for alternative jobs after the studies. Doing the PhD is the ability to take an idea from one end of the street and to the other end of the street, far away, without being overwhelmed or losing one's energy and focus. That consistency and perseverance can be applied to any kind of situation in industry. The person is trained to think critically, creatively, and in some cases travel to do field work. Put all this together, and then you have a PhD. That is a specialized kind of training that can be diverted into other areas, like consultancy, policy work in the civil service, administration, etc. It is important to recognize this versatility of the PhD experience especially because of the bias against the humanities. So long as human beings need to think and businesses need to communicate and write, the degree in English will be relevant whether the person is teaching or not. So, people who do PhDs should not assume that they can't work outside or that they must work in academia. There are other possibilities that they just need to research and explore.

In the US, there is a current anti-diversity war going on, but that is simply a kind of reactionary politics because of the obsession with Trump's idea of "America First," forgetting that the world is connected. This is where there is need for situational ethics. He forgets about the context and just thinks about the situation. And his situation is that there are immigrants coming across the border. They are "crazy." "We need to send away all immigrants." But he forgets that these immigrants, even if they are "undocumented," are the ones who pick their fruits. All one really needs to do is to "document" them. It is simple. They pay taxes already anyway. If Trump understood the dynamics and force of the global, things might be different. When you look at all of that, you see the need for critical thinking, and that is precisely why the humanities is important. These types of misunderstandings could be corrected with creative thinking, with the humanities knowledge, right? English Studies could help somebody understand how to give things nuance.

### **Chinelo**

I really love how you broke this down and applied it to a real-life context. If one were to ask me the problems in English Studies, my number one would be the tendency to over theorize and forget some of the purposes of the theories. And that can be both from a sense of complacency and ignorance about other people's realities. But I also worry that politicians are not the only ones playing the kind of politics that you mentioned. What is the point in calling out a politician when people and institutions are adopting the same kinds of uncritical and one-dimensional approaches to human relations and to research. Outside of the US, we have people talking about being overrun by immigrants or treating people like "diversity hires." It is all part of the same problem.

**Ama**

Yeah, I guess it is. And to your point about practical approaches, one of the ways would be through the writing we teach. In English studies, the type of writing we do is more tailored towards disseminating ideas. We do not specialize in writing, like technical writing. There are institutions where they specialize in technical writing, business writing, and other kinds of different genres. But yes, those are the practical aspects of English studies that can be further emphasized. In my own institution, we emphasize how to communicate your ideas, and that was why I designed the course called Introduction to Electronic Publishing and Web Writing.

**Chinelo**

The course sounds fun and certainly needed, given that the demographic we teach are spending more and more time on the internet.

My last question is about the most fun or critically relevant movie you have seen recently or book. We have talked a bit about your magazine, but do you watch movies?

**Ama**

Well, I saw Black Panther and liked it because, in pictures, it sort of captures the old struggle of the African diaspora in the space of one or one and half hours. It exemplifies the hopes, aspirations, and fierce defeats of that community, you know, as well as the history. The film is powerful precisely because it operates as a simulacrum: it compresses centuries of history into a hyperreal form that no longer refers to a single historical origin. And that is why if you want to teach a literary text, you can find companion movies that go along with. So, when I was teaching Afropolitanism, I used Black Panther as an example of the kind of African future that Afropolitanism sort of promises or carries within it, more like Afrofuturism. You know, speculative fiction and all of that. There is a limit to what a text can do; movies can be used for illustration.

**Chinelo**

I completely agree with you about the usefulness of teaching with movies or video clips. I was intrigued that you mentioned Black Panther because it is one of my all-time favorite movies, plus there is Chadwick Boseman there. I didn't like Part 2; I call that the EDI (equity, diversity, and inclusion) version because it's just too much. I feel like in that one, the producers were merely trying to pander to a performative version of "diversity" that appears to check all the boxes rather than actually making a meaningful movie that also entertains. I guess there could be a balance. I also think the focus should have been more on Shuri and her morphing into the black panther, and not on Queen Ramonda, the Queen Mother. Anyway, it just didn't work for me. But even in that first movie, the Part 1, I think there was a danger of typecasting "Africa" as the Wakanda of people's imagination, where people are kings, queens, warriors with spears and machetes, ancestors, magic potions, etc. It's like Things Fall Apart or even Beowulf. I know it is fantasy, but I often wonder whether the people outside of the African continent realize that.

**Ama**

Let me see if I can turn this around. That is the romanticized idea of Africa, right? We know this is disconnected from reality, but that's why the BIPOC community can be important here. We become like cultural ambassadors to some extent in that you can clarify certain things for people through teaching and research. Yes, there are those who might think that Africa is mostly forest and very dangerous, that you cannot walk around without seeing a lion or tiger. So that is where Nollywood (the Nigerian movie industry) comes in. The movies show a different world that has normal houses and people. This is one of the reasons visual presentation is very useful in terms of teaching with films, because if you were to put a movie, a very good Nollywood movie, beside Black Panther, you would have a point of comparison and use that to discuss the dangers of representation or misrepresentation or to unpack the concept of simulacrum that I gestured at above.

**Chinelo**

Certainly! A discussion around Black Panther and, as you said, a relevant Nollywood movie ties seamlessly into the broader themes of (mis)representation and the work we do, encouraging audiences to engage more critically with art, writing, or even the world.

I would love to talk some more about these as well as about Afropolitanism and visual narratives in our next interview. It was wonderful having you here. Thank you for having this conversation with us and for being a part of the BIPOC community within ACCUTE.

**Ama**

It is my pleasure. Thank you for inviting me. The conversation does not end here.





## A MESSAGE FROM THE GRADUATE STUDENT CAUCUS PRESIDENT - RAJ BANERJEE

Hello Grad Students:



Regardless of whether any poet calls April the cruellest month of the year or not, I hope you are keeping well at the busiest juncture of the academic year. Continuing with the spirit of collaboration – that has been GSC's guiding principle this year – your excellent Grad Reps have been working towards fostering more meaningful networking and sharing best practices across institutions. To cater to grad student needs – with a focus either on career or on academic experiences – we had organised 2 virtual events this year: (i) *Contract Academia* with Megan Arnott, and (ii) *Grad Matters: Stressed* with Bailey Schaan, Colton Sherman, and Krista Collier-Jarvis. If you missed those events, please take a glance at our reports in this issue of *The Angle*.

Are you excited to see the program drafts for the upcoming conference? Then come be a part of these exciting grad events:

- (a) The three insightful talks on Interdisciplinarity – as part of the GSC Panel – is on June 6 at 10:30 AM; please join us if you can.
- (b) Also, all grad students are invited for the GSC's Annual Meeting on June 5 at 12:00 PM; have lunch with us and take part in discussions pertaining to grad student experience, decision making, and strengthening further communication and collaboration.
- (c) Do not forget, of course, to come enjoy a quick snack and/or a drink with other grad students for the Grad Evening on June 5 at 7:15 PM (more details on this in the next few weeks).

Do you want to know more about the GSC, or get involved as a liaison between ACCUTE and grad students in your department? Then, please do ask your Grad Rep at your department how to do so; they are wonderful people without whom GSC would not have been able to advocate for all grad students. Alternatively, take a look at our [webpage here](#), be a part of our conversations on our [Instagram page](#); and/or write to us at [gsc.accute@gmail.com](mailto:gsc.accute@gmail.com).

Keep smiling!



## GRADUATE STUDENT CAUCUS WEBINAR: CONTRACT ACADEMIA



*On January 29, 2026, the ACCUTE Graduate Student Caucus hosted its first webinar of 2026. This time, ACCUTE Contract Academia Caucus Representative Megan Arnott joined GSC President Raj Banerjee to discuss the ins and outs of contract positions within academia. Marisa Bordonaro (GSC Secretary) presents this summary of the proceedings.*

Megan offered an insightful and engaging perspective on the various issues and concerns surrounding the precarity of contract faculty positions, with many attendees eagerly participating and citing their own concerns. As she unpacked the meaning of precarity in academia, she integrated a personal approach with research-based evidence. In this way, she grounded her four key components of precarity (larger workloads, reduced compensation and benefits, individual liability, and community politicalization) in valuable practical and future-oriented skills.

Firstly, the attendees strongly engaged with the idea of precarity as encompassing larger workloads. Megan

began by contextualizing her personal experience. In 2025, she taught 14 classes, a mixture of writing and literature courses. She cited an article from Dr. Benjamin Cheung, who described his experience teaching seven courses with a total of seven to eight hundred students. Megan immediately followed this up by validating the intensity of such a workload and sharing her own experiences with facing a high level of student emails in asynchronous courses (common in English departments).

In the Q&A session, many attendees expressed their own experiences with intense workloads and unpaid labor. One attendee inquired about how to balance different components of precarity while still practicing self-care. Megan noted that the social aspects of communities often intersect with geography. For example, living in a smaller city might reduce the costs of living and provide more professional opportunities, but it might also limit people socially. She strongly advised that, regardless of geography, individuals should schedule personal hobbies and commitments outside of academia to achieve more life balance and mental wellness. (In her case, she brought up book clubs!)

Secondly, attendees echoed the importance of accounting for reduced compensation and benefits with certain contract faculty positions. Megan pointed out the various types of compensation to consider, including health benefits, professional development funding, and retirement funding. She followed this up with a specific example from Acadia University, where each individual course pays 1/10 of the scale for Lecturer (\$7954 per course). In addition to geography and compensation, she also noted other considerati-



-ons of seniority and opportunities to grow in terms of teaching opportunities, professional development, and unpaid labor.

When attendees asked for advice to begin the job search and any resources where these opportunities were posted, Megan circled back to the idea of “casting a wide net.” She encouraged attendees to reflect upon their own boundaries when applying and persevere amidst rejection. Interestingly, she stated that timing can determine the success of an application: some institutions only consider the first batch of applications and then automatically disregard the rest without even viewing them! She encouraged prospective applicants not to give up. Make sure to reapply to institutions, as they could have rejected you without even seeing your application! She also provided resources where positions are posted, including the Association of University Teachers, advising that some institutions in regions such as Newfoundland, Prince Edward Island, and the Northwest Territories tend to post on institutional websites rather than a centralized location. Social media is another helpful avenue where unexpected opportunities can arise!

Thirdly, Megan assured attendees that individuals are not liable for their lack of success in the job search. Despite the tendency in academic culture to place the primary responsibility on individuals for needing to improve their own CV, the problem usually resides in a lack of opportunities and cutbacks. While several attendees cited their frustration with the application process and asked for advice on ways to improve their resumes and cover letters to appeal to employers, Megan reiterated the importance of timing. There are many strong applications, and a rejection does not necessarily mean an application is flawed in any capacity. It is the concept of academia as a “meritocracy” that is very flawed!

However, Megan also noted that applicants should evaluate the job descriptions. Many contract faculty positions highlight teaching, so applicants should emphasize their teaching skills and experience rather than relying solely on their research abilities. Teaching and research usually inform each other, and research and grants may be weighed more heavily in prestigious positions. However, in many cases, a strong research base does not necessarily translate to a strong ability for teaching, which is an especially important skill for interdisciplinary introductory writing courses.

Fourthly and finally, Megan discussed political precarity: colleagues must compete for the same contract faculty positions while also remaining a “team player.” This tension can lead to struggles with mental wellness and social communities. Notably, the solidarity between attendees in this webinar highlighted the importance of building supportive social networks that openly share their struggles and encouragement. One attendee shared their own story of applying to a singular full-time position at a college, where every single applicant had the exact same credibility. Another attendee praised Megan’s encouragement in the webinar; she adopted a nuanced approach between subjective experience, objective data, and community-building that veered away from “bleaker” approaches. In this way, Megan created a supportive space where all attendees felt comfortable sharing concerns and offered solidarity with each other in a very precarious job market.



## GRAD MATTERS: *STRESSED*

A virtual roundtable organized by the Graduate Student Caucus, ACCUTE  
March 19, 2026

Report by Raj Banerjee on behalf of Bailey Schaan, Colton Sherman, and Krista Collier-Jarvis



(Left to right, Colton Sherman, Krista Collier-Jarvis, and Bailey Schaan)

What are *grad matters*, i.e., as opposed to other academic matters?

How do grad students *matter*?

Why are *matters most crucial* to grad students addressed only in generalised terms?

We continue having such conversations throughout the year at conferences, in professional dialogue, during informal chats; do we not?

This webinar – marking the first of many conversations the GSC plans to continue having – is called ‘Grad Matters: *Stressed*’ precisely to begin a dia-logue on grad student stress: stress that is so intricately entangled with grad student experiences that we often forget to address it explicitly. On March 19, we hosted 3 excellent speakers from various backgrounds and various stages of their studies/careers who shared this platform to talk of stress (not stress-management resources *per se*) which is to say that, through the navigation of subjective experiences and scholarly analytical reflections on published materials on the subject, we aimed to critically question the homogenisation of stress itself that lumps all stressful experiences into certain categorical parameters or classificatory indices to be mitigated by a pre-given set of available resources.



he webinar began with **Jason Camlot** – President, ACCUTE – calling for the need to engage in ‘heavy listening’, emphasising that, in addition to sharing and formulating our thoughts and feelings, we really need to engage in deeply listening to each other’s expressions and ideas about what we are feeling as a way to address them and move forward in productive ways. He points out that this roundtable is timely indeed because it is important to talk about the circumstances that we inevitably confront throughout the long journey as grad students or academics dealing with the different kinds of work we do from different positions within this huge ecosystem of academia. What affect us may comprise forces that are beyond our control or may include structural issues that cause anxiety as we pursue our work within our academic and institutional structures.

The moderator, **Raj Banerjee** – President, GSC – briefly summarises the format of the talks. If you watch our video, the link to which is at the end of this report, you will notice that each speaker begins by sharing their subjective experiences and ends with a commentary on a published text of their choice that upholds certain ideas, issues, or observations that are relevant to our continued conversation on stress. To keep it conversational, and to maintain continuity in thought, you will also notice that there is no title for either of the talks. All the speakers speak of particular experiences rather than general observations; taken together, they are coterminous in upholding what we encounter stress in academic pursuits, goals, and dreams today.

Our first speaker was **Bailey Schaan**, a first year PhD student from the University of Alberta: Using Maggie Berg and Barbara Seeber’s claim that “academic training includes induction into a culture of scholarly individualism” (2016) as a departure point, Bailey’s talk reflected on the ways in which pursuing graduate studies has simultaneously placed stress on her interpersonal relationships and allowed for them to grow in unique ways. In highlighting the dissonance that cultures of competitiveness and self-sufficiency have created with her own experience of being a junior scholar, Bailey emphasized how being a daughter, caregiver, partner, friend, and colleague have fundamentally shaped her academic identity. Ultimately, Bailey’s talk wove these personal experiences and connections into a discussion of how her research interest in care ethics has shaped not only the course of her scholarship, but also the way she moves through her daily life. With its focus on ongoing, “as well as possible” relations (Puig de la Bellacasa 2017), Bailey thus introduced care ethics as a framework which can help graduate students to understand the often messy, entangled web of connections that sustain university institutions and as a method to trouble the increasing corporatization of these spaces, which work to obscure their relational underpinnings. While graduate students may feel pressure to make their research and teaching processes faster, more mechanized, and increasingly results-based, Bailey suggested that a focus on the relational processes central to academic work may offer a different temporality through which to think about scholarly culture.

Our next speaker was **Colton Sherman**, a PhD student from Western University: In his talk, Colton reflected on his experience as a PhD student whose early graduate studies were disrupted by the COVID-19 pandemic, and he used that reflection to situate his critique of some of the persistent structural issues in academia. Beginning his PhD in 2019, he shared how his graduate experience was abruptly upended in March 2020. While universities responded with a rhetoric of compassion—particularly toward undergraduate students and faculty adapting to online learning—Colton argued that graduate students were overlooked: as both students and educators, grad students absorbed increased emotional and instru-



-ctional labour without receiving equivalent institutional support, leaving them disproportionately strained during an already stressful period. The pandemic exposed and intensified existing weaknesses in academic systems, including insufficient support structures and an overreliance on graduate students' labour. It also disrupted the foundational early years of many PhD programs, delaying student progress and creating long-term financial and professional consequences.

Colton then shifted to a critique of arguments like those found in Mark Taylor's "Reform the PhD System or Close it Down" (2011) who advocate for a reduction in graduate programming and faculty to cut costs. Despite Colton's stress and frustration with an arguably broken academic system, he rejected Taylor's arguments, arguing that such a reduction in services to save money ultimately harms both students and educators. Instead, Colton argued for reform through expansion and a reimagining of the purpose of PhD education, allowing for more diversity in how expertise is assessed beyond traditional dissertations and increasing public-facing, community-engaged scholarship. Challenging the narrow perceptions that PhDs translate solely into academic careers, emphasizing the broad, transferable skills doctoral training develops, he concluded his talk by urging collective effort to reshape academia, resist reductive, market-driven reforms, and rebuild public trust by making universities more accessible, relevant, and engaged with society at a large.

Our final speaker for the roundtable was **Krista Collier-Jarvis**, a recent graduate from Dalhousie University, and Assistant Professor at Mount Saint Vincent University: In this talk, Krista Collier-Jarvis, a newly appointed Assistant Professor (2023, finishing her PhD in 2024) shared several experiences as they relate to being Indigenous in the institution, drawing from Maggie Berg and Barbara K. Seeber's *The Slow Professor* to contextualize philosophies of time and care. She argued that the precedents set for oneself during grad studies tend to spill into other facets within the institution. Ultimately, through these stories, Collier-Jarvis sought, not to call anyone out who perpetuates such structures, but rather, through the sharing of the effects of such experiences, she proposed ways in which we can spend more time cultivating a culture of care within the institution.

Collier-Jarvis' stories fall within three distinct areas: 1) labour; 2) emotional exhaustion; and 3) policing Indigenous identity. As one example related to the first area, Indigenous (and other equity deserving groups) tend to be overburdened in commitments to labour. Particular to the Indigenous experience, though, and as part of the institutional commitment to reconciliation, is the need to have Indigenous voices contributing across campus. This often results in tokenization and the onus to say "no." The onus of refusal should be a shared burden, placed not just upon Indigenous peoples but also upon the institution and colleagues to consider whether it is justifiable to ask for labour in the first place. In this manner, a "holding environment" of "mutual support and trust" can be cultivated, where colleagues ask for labour because it's mutually beneficial. To be a slow professor is not merely to slow down, but, as Berg and Seeber propose, to "act with purpose, taking the time for deliberation, reflection, and dialogue, cultivating emotional and intellectual resilience" (11), which is critical in grad studies and beyond.

To listen to their talks in their entirety as well as to take a glance at the post-talk discussion, please find the video here: [https://drive.google.com/file/d/15xx\\_1uhRKivy44YGGvr\\_eUXQPrq5yEVp/view?usp=sharing](https://drive.google.com/file/d/15xx_1uhRKivy44YGGvr_eUXQPrq5yEVp/view?usp=sharing)

# Exclusive Excerpt:

## *Dad Era* by Jordan Abel

ACCUTE is pleased to share an exclusive excerpt from our 2026 plenary speaker Jordan Abel's poetry collection *Dad Era*, forthcoming from **Coach House Books**.

This collection compels readers to ask what it means to share a heart with another human in a world on the precipice of destruction. Although Abel doesn't have an answer and likely never will, he understands deeply that 'the bond between a parent and child can sometimes be explained with words.' Here – brilliant, hilarious, and loving – are those words.

*Dad Era* explores Jordan Abel's role as a father to his daughter, Phoenix, and his relationship to popular and often toxic constructions of 'fatherhood' on the internet. Breaking apart the idiomatic registers that define parenting today using distortion, contrast, sequencing, and palimpsest, all qualities that have come to define his oeuvre, Abel explores what it means to live, laugh, and yes, father 'in a world without dads.'

### **Advance praise for *Dad Era***

'Abel's *Dad Era* is the literary embodiment of a soft, safe space – a collection of poetry, stories, and imagery that invites us to see fathers as complex and caring beings. This collection follows the ways Abel learns and falters and struggles, yet chooses to keep hoping, loving, and staying present.' – Tenille Campbell, author of *nedi nezu (Good Medicine)*

'Jordan Abel's *Dad Era* further advances his long-standing experiment with form and Indigenous narrative. The book teaches us how to read polyphonically, how to read multiple narrative threads at once. *Dad Era* is indeed about fatherhood but it also about aesthetic complexity and formal restlessness in life and art. It is moving and funny and, like all of his work, deeply considered.' – Billy-Ray Belcourt, author of *The Idea of an Entire Life*

*Dad Era* is out on May 15th, 2026 and is available for [\*\*pre-order now\*\*](#).



DAD ERA

JORDAN ABEL

WINNER OF THE GRIFFIN POETRY PRIZE

You are brilliant and shining and the most annoying  
kid at the indoor playground.

Did you know that you can be a contestant on  
*Master Chef Jr.* if you want?

A dad is vapour.

A dad is a person that gives all of himself to himself.

You and your tiny fists shape and reshape me  
every day.

I once tried to figure out what Indigenous knowledge  
transmission was supposed to look like by  
reshaping my dad's art, but it turns out all  
I had to do was teach you how to make  
dinosaurs out of Play-Doh.



You are all of these and more to me! Allah is the anchor upon which his children stand. Fathers are men who dedicate to give the world's hopes

Did you know that I'm not ndn enough for some  
but too ndn for others?

I'm a world away from you in a popular Paris bakery  
and I'm not afraid to admit that  
I don't miss you at all right now.

Did you know that anchors will only sink to the  
bottom of the river?

To be honest, it's hard to imagine a world where  
you and I don't exist together.

Even though you are a tiny being you somehow  
contain infinite shit.

A parent is a person who wears jeans.

Sometimes parents are people who write books.

When I look at you I see a whole world on the  
precipice of destruction.

A hero is a fiction.

A father used to be a child.

You have shown me what the world looks like when  
we open our eyes, and now I can't wait  
to go back to sleep.

Bright children are those who sometimes see  
themselves in the mirror.



and dear to their children. The value of a loving father has no price. When a father speaks to his children they hear the love in his voice above all else. Dads share wisdom with their children in the hopes they spread it throughout the world.

# ACCUTE 2026 Book L(a)unch Registration

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DATE	TIME	LOCATION
<b>7 JUNE 2026</b>	<b>12 PM</b>	<b>MB 5.215</b>

Have you published a book in the last 3 years? If so, we would like to celebrate your success at the “Book L(a)unch” event we’re planning for our 2026 conference at Concordia University in Montreal.

At the event, we’ll display images (and copies if you have them) of recent book publications (both scholarly and creative) by ACCUTE members, and host a series of rapid-fire book talks. The event will take place on Saturday, June 6, during the lunch break. A light lunch will be provided.

To attend and/or participate, your ACCUTE membership must be in good standing, and you must be registered to attend the ACCUTE conference at Concordia University (June 4th through June 7th, 2026).

Sign up **[HERE](#)**



# ACCUTE 2026

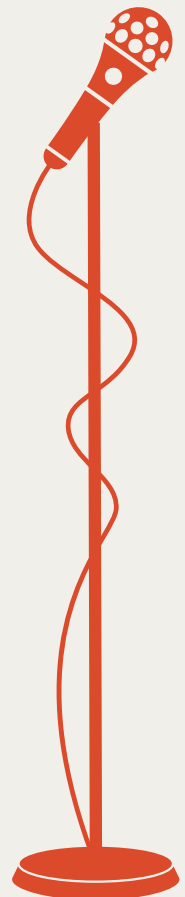
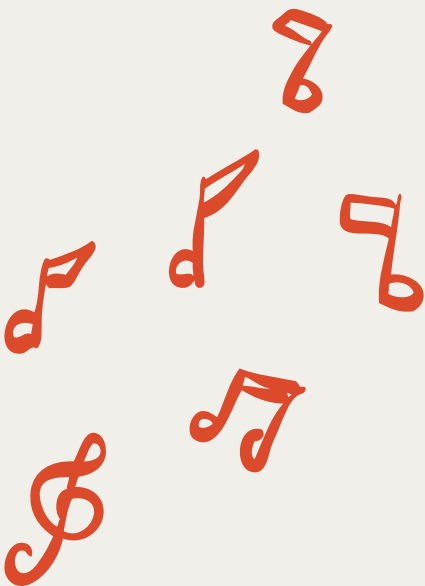
## SATURDAY NIGHT SOCIAL EVENT



## WE WANT TO HEAR FROM YOU

The ACCUTE executive team is planning a fun and exciting Saturday night event for conference attendees and we want YOUR input to create the best possible night

Complete our  
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HERE to make  
your voice  
heard!



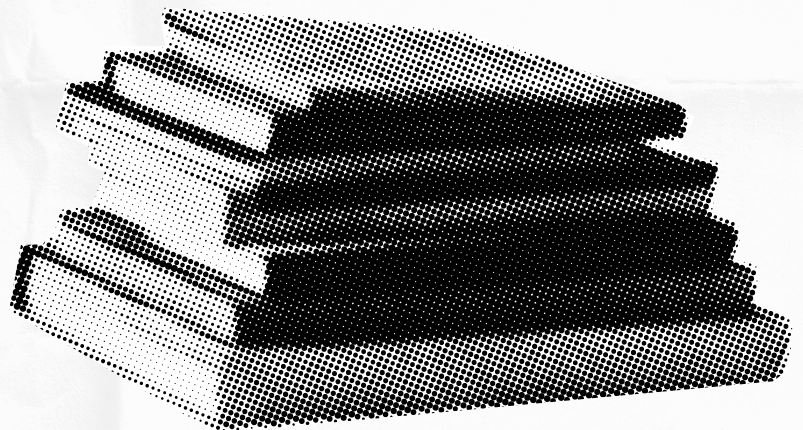
# ACCUTE 2026 Publishers' Book Exhibition



We are proud to be hosting a conference  
Publishers' Book Exhibition at ACCUTE 2026

And we are thrilled to announce that the following academic and literary presses have already signed on and will have display tables at the conference:

Athabaska University Press  
Book\*hug Press  
Broadview Press  
Coach House Books  
Concordia University Press  
Inanna Publications  
Invisible Publishing  
McGill University Press  
University of Alberta Press  
University of Regina Press  
University of Toronto Press  
Wilfrid Laurier University Press  
Wolsak and Wynn



The Book Exhibition will be located on the main level of our conference activities in the MB Atrium, near the registration desk, adjacent to our coffee breaks, just outside our main plenary hall, and easily accessible to conference participants and passersby who will see it through the many large windows that run along Guy Street.

If you are a publisher and wish to participate in the ACCUTE 2026 Publishers' Exhibition, please contact us for information about participation and sponsorship opportunities at [info.accute@gmail.com](mailto:info.accute@gmail.com)

# ACCUTE 2026 Conference Program

ACCUTE 2026 is coming soon!

The latest draft of the ACCUTE 2026 is now available for you to peruse [HERE](#), and at the end of this issue of *The Angle*.





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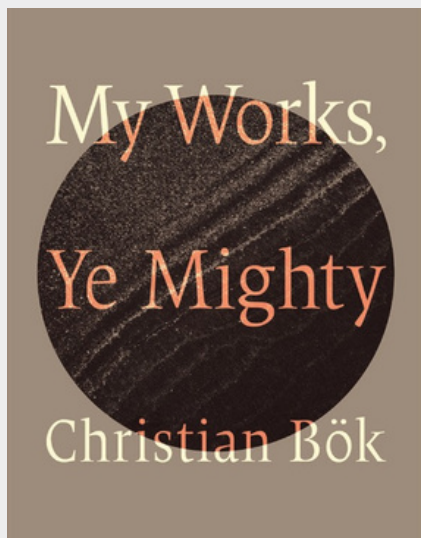
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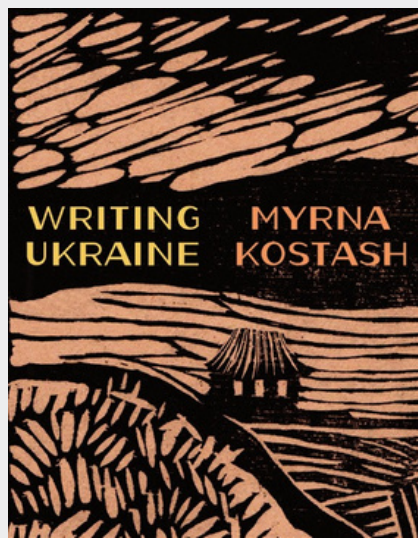
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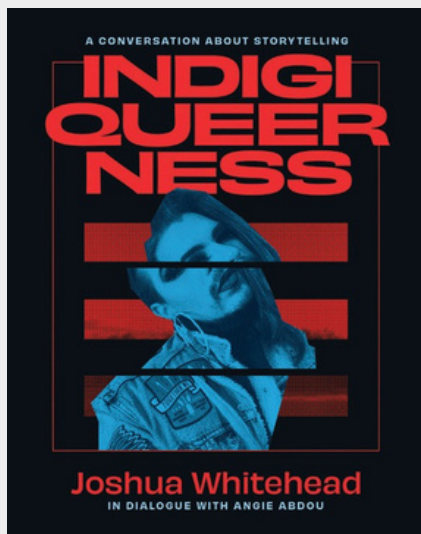
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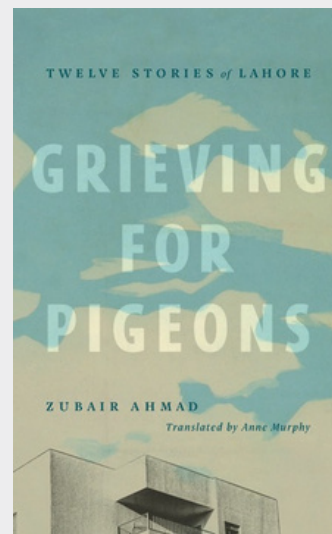
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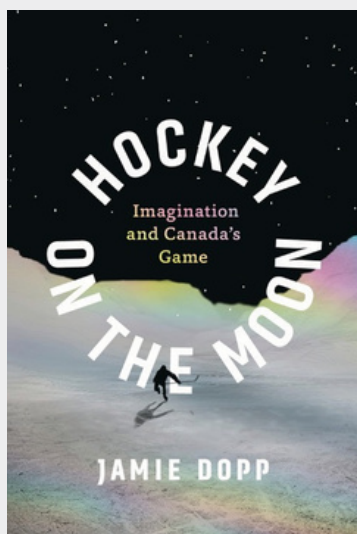
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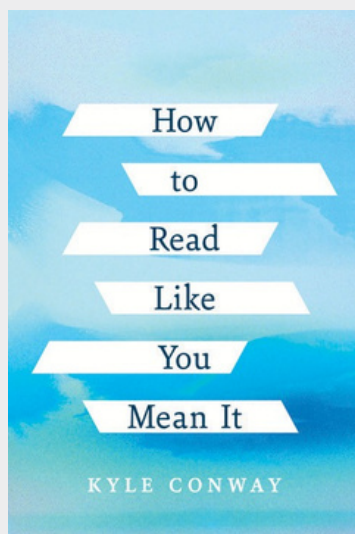
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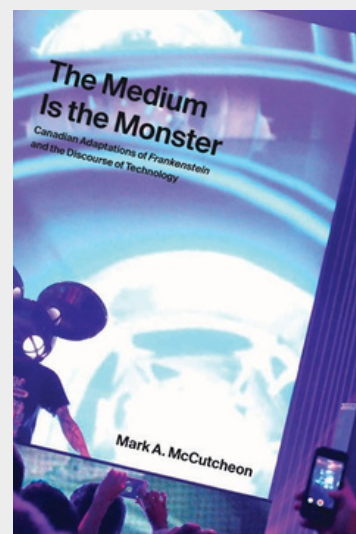
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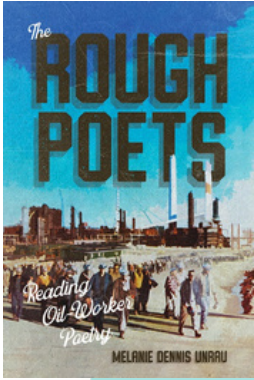
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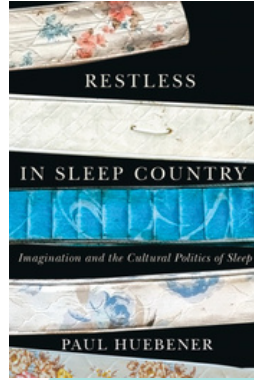


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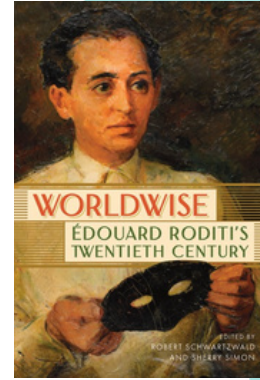
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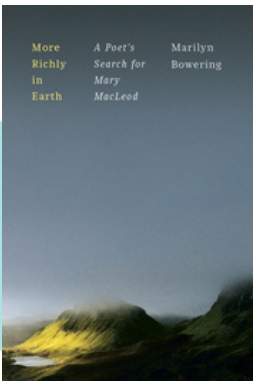
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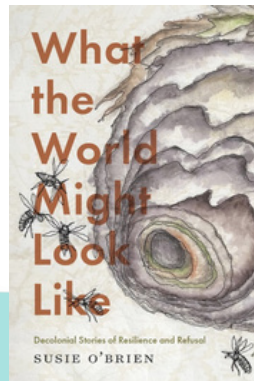


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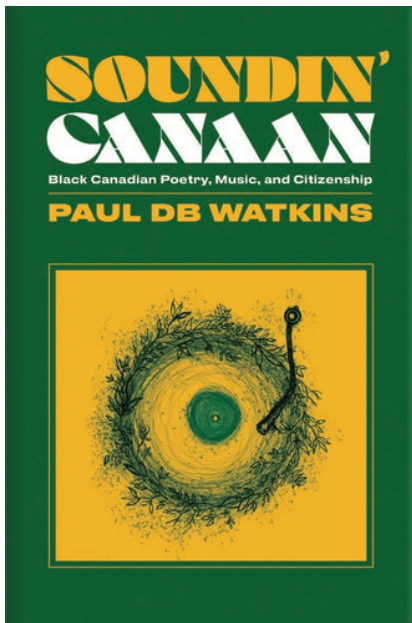


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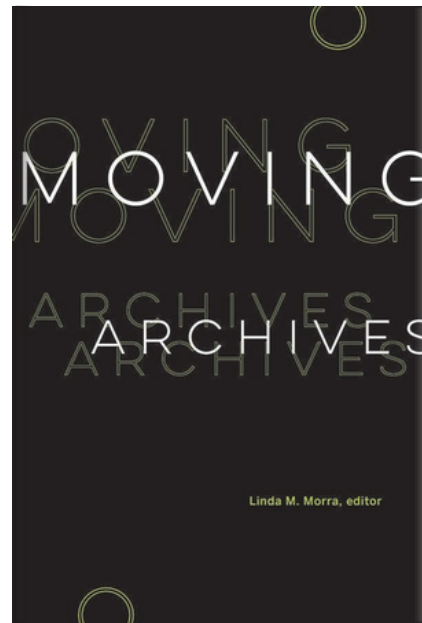
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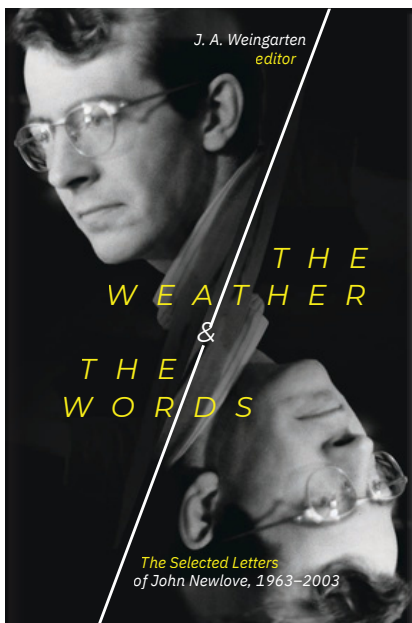
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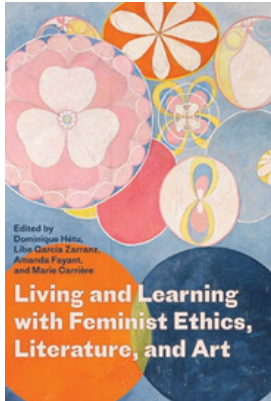


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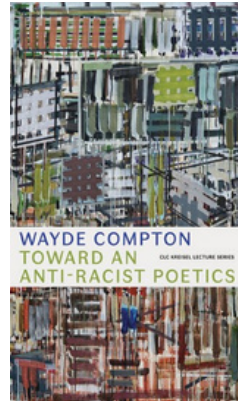
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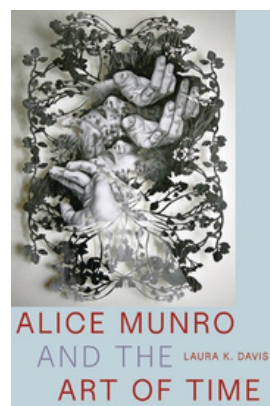
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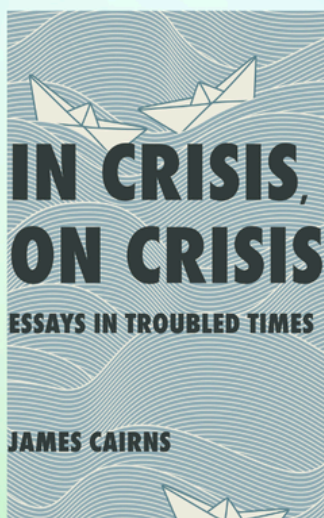
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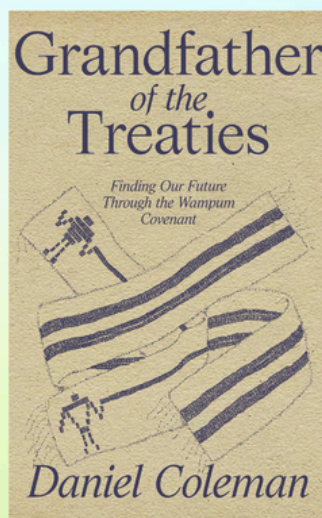
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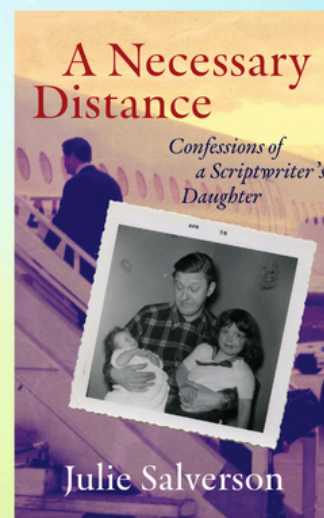
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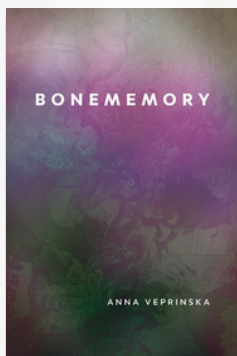
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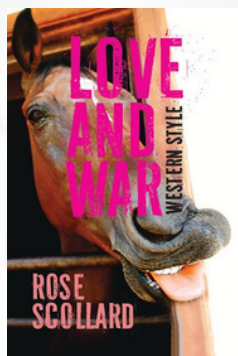


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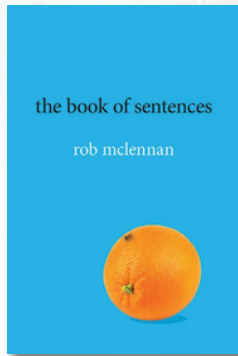
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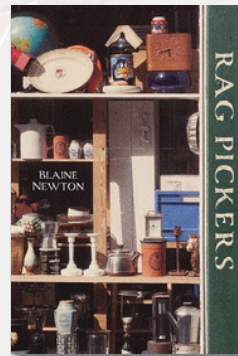
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ASSOCIATION OF CANADIAN COLLEGE AND UNIVERSITY TEACHERS OF ENGLISH

## ACCUTE'S MISSION

To create the conditions for a diverse and strong association of teachers and scholars of literatures in English in Canadian colleges and universities so that we can share, support, and learn from each other. To promote the interests of our members by facilitating the dissemination and exchange of research and the exploration of professional issues, by organizing scholarly and professional meetings, by seeking to improve working conditions, by representing and promoting the scholarly and research interests of members before such bodies as provincial and federal granting agencies, and by supporting the interests and aspirations of members entering the profession, and seeking careers outside the profession.

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- o Four issues annually of cutting-edge scholarship from ESC: English Studies in Canada, the nation's leading generalist journal in the discipline and a global force in multidisciplinary humanities scholarship (ESC is downloaded more than 80,000 times per year in over 80 countries);
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- o Membership in the Canadian Federation for the Humanities and Social Sciences (CFHSS), which lobbies on our behalf to SSHRC and the Federal government;
- o Our annual conference, where scholars from around Canada and the world discuss research, teaching, and professional concerns, and where experts from across all areas and methodologies of English studies can offer you new insights and areas of inquiry;
- o Eligibility for students, contract faculty and underwaged scholars for travel funds to present at our annual conference.
- o The right to propose conference panels (all papers are anonymously peer-reviewed);
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- o Access and the right to submit to posts, links and images to ACCUTE's recently expanded social media channels (Facebook, Instagram, LinkedIn, and Contract Academic Faculty Caucus Facebook, Twitter @ACCUTEEnglish and @ACCUTE\_CAF) and its blog English Matters, which builds on our advocacy voice and opens space for discussion, promotes your Calls for Papers, and provides our well known jobs list of academic and other pertinent employment opportunities.

## WE SUPPORT EACH OTHER THROUGH OUR MEMBERSHIP, AND TOGETHER WE SUPPORT THE FIELD OF LITERARY STUDIES IN CANADA:

- o ACCUTE advocates for improvements to working conditions in the Canadian academy, including issues related to Contract Academic Faculty;
- o We developed a best practices document regarding contract faculty employment, which was unanimously supported by the Canadian Association of Chairs of English and sent to English departments across Canada;
- o Working with CFHSS, we are lobbying SSHRC regarding our members' research needs;
- o ACCUTE is regularly consulted by CFHSS, SSHRC, and other agencies regarding professional and scholarly policy matters, including, recently, open-access policies, metrics, and other issues;
- o ACCUTE's presidents and board members address universities, colleges, government, government agencies, and national forums on pressing scholarly and professional issues.



*The Angle* is a forum to make your voice heard. If you wish to contribute to this newsletter or submit Letters to the Editor, please contact [info.accute@gmail.com](mailto:info.accute@gmail.com).

*The Angle* is the quarterly newsletter for the Association for Canadian College and University Teachers of English. *The Angle* is produced by Josie Teed (Managing Editor and Designer) with editorial assistance from Jason Camlot, Cynthia Quarrie, Gladwell Pamba, and Ghislaine Comeau. This issue: Fall 2.0 2025, Montreal, Quebec, Canada, December 2, 2025.



**ACCUTE 2026  
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**Thursday, June 4 - Sunday, June 7, 2026**

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*DRAFT 3 – revised April 6, 2026*