

Amanda Lim – Secretary and Information Officer

**ACCUTE Graduate Student Caucus
Report on the Survey of Canadian Post-Secondary English Departments, 2011**

President: Lynne Evans
President Elect: Heather Jessup
Secretary and Information Officer: Amanda Lim

President Lynne Evans, President Elect Heather Jessup, and Secretary and Information Officer Amanda Lim helped to complete the ACCUTE GSC Survey of Canadian Post-Secondary English Departments for 2011.

Heather compiled a list of contacts for the universities, finding out and emailing the appropriate graduate student representatives. Amanda used the 2010 survey as a basis for the 2011 survey, and she revised and expanded it. Lynne followed up with these contacts and sent out the request for the survey responses in January. Representatives were asked to respond by March 31, 2011, by sending the completed form electronically to Amanda. Once surveys were sent in, Amanda compiled them and drafted this report.

Of the 22 universities contacted, 15 of them responded:

Acadia University
University of Alberta
Brock University
University of Calgary
Dalhousie University
McMaster University
Université de Montréal
University of Ottawa
Queen's University
University of Saskatchewan
Simon Fraser University
University of British Columbia
University of Victoria
University of Western Ontario
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 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.

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
Acadia	6	N/A (no PhD program)	N/A	12	4	1 Canadian 1 Postcolonial 1 Romantic 1 Shakespeare	N
Alberta	36	80	5	47	20 (18 fall/winter, 2 spring/summer)	1 American 2 Canadian 1 Children's Literature 1 Film 3 Literary genres/themes (autobiography, Nordic lit, poetics) 1 PhD colloquium 1 Postcolonial 1 Romantic 1 Shakespeare 4 Theory 1 Victorian 1 17 th century 1 20 th century	Y – with approval
Brock	9	N/A (no PhD)	N/A	23	7	1 Journalism 1 Medieval 1 Professional Development	Y – permission of Graduate

		program)				1 Rhetoric 2 Theory	Program Director
Calgary	22	32	1	42	14	1 American 2 Canadian 2 Creative Writing 2 Early Modern, 2 20 th Century 3 Theory 1 Victorian	Y – approval by graduate head is required
Dalhousie	18	22	2	37	12	2 American 2 Canadian 1 Medieval 3 Renaissance 1 Romantic 2 Theory 1 Victorian	Y
McMaster	21	67	3	26	24	3 Canadian 1 Contemporary Literature 6 Cultural Studies 1 Film 3 Early Modern 2 Modern British 3 Postcolonial 3 Theory 1 18 th century 1 19 th century	N
Montreal	18	35	0	7	9-10	1 American 1 Canadian and Transnational Literatures (Paris Exchange Seminar) 1 Creative Writing 1 Gay and Lesbian 1 Globalization Studies 1 Modernist 1 Poetry 1 Post-Colonial 1 Romantic	Y – 1 for PhD, approval by Graduate Students Committee

						1 Theory	
Ottawa	20 new this yr. (total unknown)	8 new this yr. (total unknown) – note: 63 grad students altogether	0	43	17 (fluctuates a bit)	2 American 2 Canadian 1 Medieval 2 Modern British 2 Renaissance 1 Romanticism 2 Theory 2 18 th Century 2 19 th Century	Y – approved on a case-by-case basis
Queens	30	55	None	31 full time faculty, 2 adjunct instructors	15 (6 fall, 7 winter, 2 spring/summer)	1 Canadian 1 Pedagogical skills 2 Contemporary North American 1 Early Modern 1 Genre (novel) 1 Medieval 2 Modern 2 Restoration and 18th century 2 Romantic	N
Saskatchewan	20	12	0	29	11	1 American 4 British 1 Canadian 1 canonical 1 Icelandic 1 Jamaican/British 1 Science Fiction 1 textual scholarship	Unknown
SFU	40	29	N/A	30	12	1 Canadian 1 Gender & Sexuality 3 Modernism/Postmodernism 1 Performance Theory 1 Poetics 2 Print Culture	Y – approval of Graduate Program Committee and rationale required

						1 18 th Century 2 20 th Century	
UBC	56	51	3	47	25	2 American since 1890 4 Canadian 1 Commonwealth/Postcolonial 1 Literary Movements 4 Literary Theory 1 Middle English 1 Pedagogy Workshop 1 Renaissance 1 Rhetoric and Composition 1 Structure of Language 1 Studies in Literature and Other Arts 2 Victorian 2 18 th Century 2 20 th Century	Y – approval of Graduate Committee
Victoria	64	28	3 – 5	32	25	2 Canadian 2 Digital Humanities 1 German 2 Old/Middle English 2 Professionalism 4 Renaissance 1 Theory 5 Victorian/Modernism 3 West Coast 3 20 th -century	N – very seldom allowed although there are exceptions
Western	27	75 (81 at beginning of yr. but 6 have completed)	2	34	20 (18 in fall and winter and 2 in summer)	1.5 American (0.5 cross-listed as Theory, 0.5 cross-listed as 18 th century, .5 cross-listed as 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	Y – approval by Committee on Graduate Studies and prof, w/ rationale

						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 th Century (.5 cross-listed as American)	
Wilfred Laurier	16	4	0	21	11	2 American 1 Canadian 1 Early Modern 2 Film 1 Medieval 2 Theory 2 Victorian	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.

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
Acadia	N/A (no PhD program)	N/A	N/A	Herb Wyile	N	N	None	Anne Quema
Alberta	Graduate Students of English Collective	Spring (March/April)	http://www.arts.ualberta.ca/~gsea/index.php	Amanda Lim	Y	N	None	Nora Stovel
Brock	Brock University Graduate Student Association	April	http://www.brocku.ca/gsa/cfs.php	Katherine Whitehurst	?	?	?	?
Calgary	Graduate Student Association	Oct.	http://www.ucalgary.ca/gsa/	Aaron Giovannone	N	N	N/A	Jim Ellis
Dalhousie	None	N/A	None	Lynne Evans	Y	N	None	Julia Wright
McMaster	English Graduate Student Caucus (EGSC)	Sept.	None	Simon Orpana	Y	N	None	Grace Kehler
Montreal	English Graduate Student Society (EGSS)	June	http://www.egss-udem.org/Welcome.html	Ayesha Raza	Y	Y	Ayesha Raza	Eric Savoy
Ottawa	Graduate Students' Association (GSAED)	March	http://gsaed.ca/en	Jody Cooper	N	Unknown	Unknown	Janice Fiamengo
Queens	Graduate English Society	?	http://www.queensu.ca/english/ges/index.html	Aaron Mauro	Y	N	Brett Roscoe	None?
Saskatchewan	English Course Council	Sept.	http://www.fieldstonereview.usask.ca/index.php	Lisa Johnson	Y	Y	Unknown	Unknown
SFU	English Graduate Caucus	Sept.	N/A	Naava Smolash	Y – but not this yr. b/c	N	None	?

					unable to attend			
UBC	English Graduate Caucus	September/October	http://www.english.ubc.ca/PROJECTS/grcaucus/	Anita Law	Y	Y	None	Sandra Tomc
Victoria	English Graduate Students' Society (EGSS)	Summer (Pres. and VP) and January (secretary)	None – will be available next yr.	K.C. Hingley	Y	Unknown - Most likely but have not made request	None	Nick Bradley
Western	The Graduate English Society	Fall	?	Alicia Robinet	N	N	None	Manina Jones, Steven Bruhm
Wilfred Laurier	WLU Graduate Student's Association	March	http://www.wlugs.ca/home	?	N	N/Unknown	None	Alexis Motuz

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
Acadia	N/A	N/A	N/A	N/A	N/A	N/A	4 half courses	N/A	Two-term Scholarly Methods course	None	1	1.5
Alberta	7 half courses	Basic proficiency in one language other than English – intermediate course or written exam	Proseminar A (research, supervision, grant apps, research ethics)	MA portfolio (25-35 pgs. Written work)	1	1	6 half courses	Basic proficiency in one language other than English – intermediate course or written exam	Proseminar A	Instead of a thesis, a piece of creative writing can be proposed	1-2	1.5
Brock	6 half courses	None	1 research course Independent research	30-35 pg. research paper	1	1	Thesis option offered	None	Independent research and work with	80-100 pg. research paper	1-3	1-3

			and work with supervisor						superisior			
Calgary	4 full courses	1 proficiency exam or half-course	1 full course	None	12 months	16 months	3 full courses	1 proficiency exam or half-course	1 full course	None	16 months	2 y
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	Faculty of Grad Studies provides some workshops for professionalization, teaching, research, apps	Attend Friday afternoon speaker series	1	1 (80' M.
McMaster	8 half courses	1 language, reading test	None	None	1	1	4 half courses	1 language, reading test	None	None	1	1
Montreal	8 half courses	None	None	1 coursework essay revised to 25-30 pages.	2	2	5 half courses	None	3 pg. thesis proposal, 20-25 pg. preliminary chapter, 3-5 bibliography at end of 2 nd term for approval by graduate committee, followed by	Oral defense of thesis	2	2

									thesis			
Ottawa	8 half courses	None	None	None	1	1	4 half courses	None	None	None	1	2
Queens	6	Basic reading proficiency in language other than English	Professional/pedagogical skills course (pass/fail)	N/A	1	1	N/A	N/A	N/A	N/A	N/A	N/A
Saskatchewan	6 half courses	None	Eng 990 (research)	GSR 990 (professional development)	1	1.5	5 half courses	Intermediate level second language, grade of 60% or higher, or pass a translation exam	Eng 990 (research)	GSR 990 (professional development)	2	3
SFU	6+2 professional development courses	None	None	None	1	2	4+2 professional development courses	None	None	None	1.5	2.5
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
Victoria	7 full courses	1 other language	English 500 –	Master's essay	1-2	1-2	5 full course	1 other language,	English 500 –	None	1-2	1.5

		, written exam or course	professiona l course				s	written exam or course	professiona l course			
Western	4 full courses + 1 half course in bibliog raphy/t extual studies	1 language other than English, reading knowled ge proficiency by exam, or take a course	1 half course	1 half course about material that is pre-1900	1	1	2 full course s + 1 half course in bibliog raphy/t extual studies	?	?	?	?	?
Wilfred Laurier	8 half courses	None	1 half course	None	8 months	8 months	4 half course s	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.

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
Acadia	N/A (no PhD)	N/A	N/A	N/A	N/A	N/A	N/A

	program)						
Alberta	5 half courses	Statement of research plan (3-5 pgs.) in year 1, long thesis proposal (25-40 pgs.) and oral candidacy exam in year 2/3	Basic proficiency in two languages other than English	Proseminar A (research) Proseminar B (teaching)	None	4	5-6
Brock	N/A (no PhD program)	N/A	N/A	N/A	N/A	N/A	N/A
Calgary	3 full courses	2 comprehensive exams: one "major field," which is a take-home exam requiring 3 essays, and one "minor field" which is a three-hour sitdown exam. Both require an oral defense.	1 proficiency exam or half-course	1 full course	None	4	5+
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	None	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	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	None	Dissertation Seminar	Earn 3 credits in Professional Development	5 yrs. – full-time 6 yrs. – part-time	5

		one of exam period					
Ottawa	6 half courses	Traditionally, 3 (one major, 2 minor). Comp program is undergoing changes	French language test	None	Thesis proposal (10-20 pgs.)	4	5.5
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
Saskatchewan	6 half courses	Field exam, dissertation exam	Demonstrable intermediate knowledge of 2 languages other than English (200-level course minimum 60%)	Eng 996 (research)	Eng 990 (professional development)	4	6
SFU	5+2 professional development	2 field exams: 1 secondary, 1 primary	2 nd language requirement	None	None	4	6

	5 placement courses						
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 Oral exam – defence of completed thesis	Reading knowledge of 2 nd language relevant to area of research – completing course or exam	None	None	4	6.5
Victoria	4 full courses	2 4-hour written exams	2 other languages, oral and written	English 500 – professional course	CSPT 601 (Cultural Social Political Thought) – for CSPT students	4-5	7 max.
Western	3 full graduate courses	Standard reading lists for each field of study – students are currently reviewing them to standardize the lists across fields 1 exam in primary field, 1 exam in secondary field Written exams – 3 written essay questions; some exams include a section on terms After primary field exam, there is an oral exam. Students must achieve 70% or higher to successfully proceed in the program.	2 languages 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	2 exams (CAX and SAX) CAX: Reading list provided by	Proficiency in one	Course on bibliographic	None	4	6

		<p>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 of 3 essay questions. Student takes oral exam (2 hours) within one week of written exam, based on questions on reading list. Evaluation: 40% for written exam; 60% for oral exam.</p>	<p>language other than English - three-hour exam consisting of translation and analysis of passage, pass/fail. Credit may be given if language requirement already fulfilled in MA or at other university</p>	<p>and research methods, gender and genre theory, scholarly and professional issues within the discipline of English</p>			
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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				
Acadia	\$5333 – residents of N.S. \$6355 – non-residents	N/A (no PhD program)	Y – continuing fees of \$441.50 (resident) and \$883	N – but they try to fund all students through the 1 st yr.	25%	Y – reduction of internal funding, which impacts amount of Acadia Graduate

	\$13,065 – international (for full yr.)		(international), charged in Sept. and May			Assistantship money to go around
Alberta	\$2682.07 (fall) \$2417.74 (winter)	\$2682.07 (fall) \$2417.74 (winter)	Y – reduced for continuing thesis	N – funding guaranteed for 4 yrs. for PhD and 1 for MA, but dept. tries to give funding beyond that	About 50%	Y – reduction of internal funding; SSHRC holders get one-time \$10,000 top-up and have tuition and fees remitted in subsequent yrs.; SSHRC holders often don't hold TA positions
Brock	\$2329.71 – full-time \$1164.86 – part-time	N/A (no PhD program)	N – constant	Y	46%	Y – funding adjusted based on external funding
Calgary	Fall/winter - \$2902 Spring/summer - \$908 Full year - \$6620	Fall/winter - \$2902 Spring/summer - \$908 Full year - \$6620	Y – reduced by 1/3 for PhDs after comp exams and language exam completed Also reduced by 1/3 for Mas after coursework and language exam	Y – to all PhDs, but not to all MAs	30%	Y – external scholarship cancels Graduate Research Scholarship, but Graduate Teaching Assistships and Fellowships are still guaranteed
Dalhousie	\$2127	\$2233	Y – MAs not done within 1 yr. pay \$662/term as continuing fees, PhDs pay full tuition for 2 yrs. and then pay \$662 in future yrs.	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
McMaster	Canadian students - \$2003	Canadian students - \$2003	N – constant	Y – 4 yrs. only for PhD, 5 th yr. sometimes	55%	Y – internal scholarship is reduced

				available		
Montreal	<p>Quebec students : Full-time \$1033.95 Part-time \$516.98 Writing thesis \$362 (per semester)</p> <p>Canadian students not residents of Quebec (M.A.) : Full-time \$1033.95 Part-time \$516.98 Writing thesis \$362 (per semester)</p> <p>Foreign students (M.A.) : Full-time \$7230.90 Half-time \$3615.45 Writing thesis \$362 (per semester)</p>	<p>Quebec students : Full-time \$1033.95 Part-time \$516.98 Writing thesis \$362 (per semester)</p> <p>Canadian students not residents of Quebec (Ph.D.) : Same fees as Quebec students</p> <p>Foreign students (Ph.D.) : Full-time \$6487.86 Part-time \$3243.93 Writing thesis \$362 (per semester)</p>	Y – reduced fees for full-time PhD after 2 yrs., for MA after 1 yr.	Y – offered for 4 yrs. to best students	50%	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
Ottawa	FALL 2010 \$2,857.38 CAD. WINTER 2011	FALL 2010 \$2,857.38 CAD. WINTER 2011	N – constant	Y – guaranteed for first 4 yrs. of PhD and first yr. of MA. Then varies	Variable – depends on whether	Y – external scholarship makes internal funding void,

	\$2,398.73 CAD. Figure for SUMMER 2011 is unavailable, but SUMMER 2010 was \$2,108.34 CAD. These are full-time fees that include all incidental fees.	\$2,398.73 CAD. Figure for SUMMER 2011 is unavailable, but SUMMER 2010 was \$2,108.34 CAD. These are full-time fees that include all incidental fees.		depending on year/external funding situation (e.g. tuition will be waived for a 5 th -year student with a SSHRC, if their 4-year SSHRC only kicked in during their second year of study).	student has internal or external scholarship, whose amounts vary widely	but student can still get TA/RA-ships and teaching positions
Queen's	\$6879 (for the whole yr.)	\$6879 (for the whole yr.)	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
Saskatchewan	\$1000	?	N – constant	N	N/A	N – unaffected
SFU	\$1600	\$1600	Y – reduced by half after eight semesters of enrollment for PhD students (becomes \$800/term)	N – but dept. makes strong effort to fund all students through completion (mix of Graduate Fellowships, TAships, scholarships Only guaranteed funding is initial offer made to potential students, which normally covers 1 st yr w/ TAships and grants	?	Sometimes – internal funding may be reduced, in order to spread funding around the dept.; but no official policy stating that SSHRC holders can't receive internal funding, and SSHRC holders often TA and/or receive the scholarships initially offered in acceptance letter
UBC	\$2090.13 (Canadian) \$3672 (international)	\$2090.13 (Canadian) \$3672 (international)	Y – reduced once students complete course work if they're writing a	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

			thesis			national/provincial award winners lower on TA priority list for that yr.; MA program expects winners of double scholarships not to take up full TAsip; incoming MAs with SSHRC are awarded ½ TAsips
Victoria	\$1650	\$1650	N – constant	N	N/A	Y – funding revoked by dept. and replaced with \$4000 fellowship
Western	\$2269.91 (domestic) \$5050.25 (international)	\$2269.91 (domestic) \$5050.25 (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 TAsip but have to pay own tuition; CGS winners can only hold ½ TAsip per yr.
Wilfred Laurier	\$2281.95	\$2281.95	N - constant	Y	MA – 20% PhD – 47%	Y – students given top-up award but can only TA for one semester

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).

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

Acadia

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
Acadia Graduate Assistantship	\$10000	1 year	M.A.s	varies	3
Perry Fellowship	\$5630	1 year	M.A.s	1	1
Morse Fellowship	\$850	1 year	M.A.s	Every other year	1
Bittner Fellowship	varies	1 year	M.A.s	1	1
Rhodenizer Fellowship	\$1185	1 year	M.A.s	1	1
Louise Morse Warne	varies	1 year	Nova Scotia M.A.s	varies	0

No top-up awards offered

Alberta

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
PhD Scholarship	? (I think around \$20,000)	1 yr.	Recruitment award for entering PhD students (for all depts., not just English)	?	5
FS Chia Scholarship	\$24,000	1 yr., with possible 1 yr. renewal	Recruitment award for entering PhD students (for all depts., not just English)	Approx. 16	1
Dissertation Fellowship	\$22,000 plus tuition and fees	1 yr.	For PhDs who expect to complete program within 12 months of tenure; is awarded to PhDs in all depts. (not just English)	Approx. 20	1

Queen Elizabeth II Scholarship	\$15,000 (PhD) or \$10,800 (MA)	Usu. 8 months beginning in Sept.	PhD (yrs. 1-5) or MA (yrs. 1-3), GPA of 3.5 or higher, Canadian citizen (for all depts., not just English)	Can vary	7
Izaak Walton Killam Memorial Scholarship	\$35,000	2 yr. (subject to review after 1 st yr.)	For outstanding PhD students (in all depts., not just English)	Approx. 12	2 (1 honorary)
Andrew Stewart Memorial Graduate Prize	\$5000	1 yr.	PhD students in yr. 3 and up, engaged in thesis research (in all depts., not just English)	Approx. 20	
Sarah Nettie Christie MA Scholarship	\$13,000	1 yr.	Entrance into MA program – based on academic achievement	2	2?
James F. Forrest Graduate Prize	\$250	1 yr.	Awarded to grad student in field of English Renaissance	1	
Morton Lee Ross Memorial Scholarship in Literature	\$750	1 yr.	Awarded to grad student for lit in American Renaissance (odd-numbered yrs.) or for modern Canadian fiction (even-numbered yrs.)	1	
John Orrell Award	\$1000	1 yr.	For grad students for purpose of travel related to advancement of Shakespeare studies and/or theatre history	1	
Sessional contracts	Approx. \$18/hr. (if 12 hrs./wk., calculates to \$2000+ per 4-month term)	4 month terms (Sept.-Dec., Jan.-Apr.) or 2 month terms in spring/summer (May/Jun. and Jul./Aug.) Usu. contracts are signed for 1 yr and	PhDs from 5 th yr. onwards (PhD students after 4 th yr. are classified as sessionals) and PhD holders	Varies	22.5

		renewed with an application each time			
Teaching Assistantship	Approx. \$38/hr. for 12 hrs./wk. (calculates to \$4000+ per 4-month term)	4 month terms (Sept.-Dec., Jan.-Apr.) or 2 month terms in spring/summer (May/Jun. and Jul./Aug.) Usu. assigned for 8 months (fall/winter) and TAs decide if they want spring/summer	PhD – yrs. 2-4 (1 st yr PhDs do not teach)	Varies	27
Research Assistantship	Approx. \$38/hr. for 12 hrs./wk. (calculates to \$4000+ per 4-month term)	Usu. in spring/summer (May-Aug.) for PhDs, and year-round for MAs	MA and PhD	Varies	11

Name/type of top-up award	Amount	Duration	Eligibility	# per yr.	# in 2011
SSHRC top-up	\$10,000	1 yr. – a one-time award	For PhD SSHRC holders	Varies	
Provost doctoral entrance award	Approx. \$1000-\$2000	1 yr.	PhDs yr. 1 and 2	Varies	

Sarah Nettie Christie	\$3000	1 yr.	For PhD students in yr. 3 and 4 completing TAsip with no other funding	Varies	
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Brock

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
Brock Fellowship	6,000	September-August	Entrance Scholarship	10	9
Teacher/Research	7190	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	1,220	April-August	award to a outstanding thesis or major research paper student enrolled in the Master of Arts program in English.	1	Yet to be awarded
Ralph D. Morris Graduate Student Award	550		annual award to a full-time student in 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	1	Yet to be Awarded
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

Calgary

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
Graduate Research Fellowship	\$4400-\$9100	48 months	PhD student for 4 years	30	
Graduate Teaching Assistantship	\$8000 - \$16000	20 months	Phd Student, TAship for 4 half-courses	20	
Graduate Teaching Fellowships	\$5900	8 months	PhD student, Instructor for 2 half-courses	10	

Name/type of top-up award	Amount	Duration	Eligibility	# per yr.	# in 2011
ATJ Cairns Memorial	\$1000-5000	1 year	Graduate Student in English	5	
Charles R Steele Scholarship	\$3000	1 year	PhD in Canadian Lit	2	
Frances Spratt Fellowship	\$7500	1 year	PhD all but dissertation	1	
Professors Emeritus Award	\$500	1 year	Graduate student in English	1	
Estelle Milner Memorial Scholarship	\$2300	1 year	Masters English students	1	
Joan and George Wing Memorial Scholarship	\$1000	1 year	Graduate English Students	1	
Kathleen and Russell Lane Canadian Writing Scholarship	\$900	1 year	Graduate Creative Writing Student	1	
Nora and Ken Green Graduate Scholarship	\$1000	1 year	PhD English Student entering the program	1	

Dalhousie

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
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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 2011
MA top up	\$2,000	1 year	SSHRC and Killam scholars		

McMaster

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
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 2011
Bourse de fin d'études	12,000\$	One year (4th	Ph.D. students who will	No limit	

doctorales		year)	complete their dissertation in their fourth year		
Bourse de fin d'études doctorales	12,000\$	One year (5th year)	Ph.D. students who will complete their dissertation in their fifth year	2-3	2
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	1	2 exceptionally
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

Ottawa

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
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 th 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	MA students	*	*

		sessions			
Moving Fee	500	One-time	Citizens/permresidents 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.

Name/type of top-up award	Amount	Duration	Eligibility	# per yr.	# in 2011
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.	*	*

*Figure unavailable

Queen's

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
TA	\$6072-\$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 2011
QGA	varies	varies	Enrolled in years 1-4	varies	varies

Saskatchewan

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
SSHRC M.A	17,500	1 year	Proposal, etc	varies	FIVE!!
Dean's Master's Schol.	18,000	1 year	Chosen by dean	1	
Dean's PhD	20,000				
Grad. Teaching Fellowship				7	
Partial scholarships	Varies	1 year			

No top-up awards offered

SFU

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
Teaching Assistantship	\$5,475	One term	current MA	100 total	
Teaching Assistantship	\$6,459	One term	current PhD	For MA/ PhD	
Graduate Fellowships	\$6,500	One term	MAs/PhDs	20	
Aphra Behn	\$7,500	One Term			
Ann Messenger	\$7,500	One Term			
Temple Maynard	\$10,000	One term			
Temple Maynard Bursary	\$2,000	One term			

No top-up awards offered

UBC

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
Four-Year Fellowships	\$16,000	4 yr	Incoming Ph. D		
GSI (Graduate Support Initiative)	various		PhD, MA		
GSE (Graduate Student Entrance)	various				
William Royce Butler and Jean Campbell Butler Scholarship	various				
The Mairi Grant Campbell Fellowship in English Literature	16,000	2 yr	PhD	1	1
The Ann and William Messenger Scholarship in English	9,500	1 yr	PhD	1	1
The Gilean Douglas Scholarship in English	8,000	One-time	PhD completing theses	1	1
The David Macaree Memorial Scholarship in English	4,600	One-time	a student in Eighteenth-century English who is entering the PhD program or has been admitted to candidacy.	1	1
Gabriele Helms Memorial	1,400	One-time	graduate student studying Canadian	1	1

Graduate Scholarship			Literature in the Department of English, with preference given to an international student		
Barbara Anne Wiebe Memorial Scholarship	1,000	One-time	undergraduate or graduate students studying English language and literature	1	1
Mabel Mackenzie Colbeck Scholarship in English	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		

Top-ups come in the form of stipends and TA/RA-ships

Victoria

Funding awards/scholarships - ?

Name/type of top-up award	Amount	Duration	Eligibility	# per yr.	# in 2011
President's office Research Grant	4000	12 mo.	SSHRC holders		7
PhD SSHRC top up for \$20000 grants	4000	12 mo.	PhD SSHRC holders that do not rec. Joseph Bombardier \$350000 grant.		3

Western

Name/type of award	Amount	Duration	Eligibility	# per yr.	# in 2011
Western Graduate	From	For MA: 1 year	Cannot have external funding (if	N/A	

Research Scholarship	\$3736 for MAs to \$8806 for PhDs	PhDs: 4 years	a student has external funding, a partial WGRS is granted)	(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 st 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 th 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 2011
Teaching Assistantships	\$5000	1 term	MA and PhD	20-23	21
Research assistantships	\$2000	1 term	PhD	2-3	2
Contract Academic Staff	\$6712	1 term	PhD	2	0

Name/type of top-up award	Amount	Duration	Eligibility	# per yr.	# in 2011

Dean's Scholarship	\$7500	1 year	MA	3-4	2
Graduate Incentive Scholarship	\$500-3000	1-3 years	PhD, MA	3-4	3

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.
Acadia	?	6	N/A – funding usu. only for 1 st yr.	?	6	N/A – funding usu. only for 1 st yr.
Alberta	Approx. \$38/hr.	12	Y – TAs actually get a reduction in pay after yr. 4, b/c they are classified differently as “sessionals” instead of as graduate TAs	Approx. \$37-38/hr.	12	N - constant
Brock	\$29.96	15	N – constant	\$29.96	15	N – constant
Calgary	\$32	8	N – constant	\$32	8	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	\$27.25	TAs - 130 hrs./term Correctors – 37.44 hrs./term [approximately 10	N – constant Also, rates of pay and positions paying max hrs.	\$27.25	Variable – depends on supervisor needs, but can be up to	

		hrs./wk.]	have decreased since 2006 (from \$34.46/hr. for 130 hrs./term for a TA, to \$27.25/hr. for 37.44 hrs. for a Corrector) Most students are Correctors and earn just over \$1000/term		130 hrs./term [approximately 10 hrs./wk.]	
Queens	Varies – depends on faculty member	? – varies also?		Varies – depends on faculty member	? – varies also?	
Saskatchewan	Varies	10-15, but varies	?	Varies	10-15, but varies	?
SFU	\$30.75 - PhD \$26 - MA	10	N – constant, unless a TA chooses to take on extra tutorials	\$30.75 – PhD \$26 - MA	10	N - constant
UBC	\$29.52 – PhD \$28.45 – MA	12	N – constant; contracts determine rates	Variable – depends on individual prof	Variable – depends on individual prof	N – rates determined individually
Victoria	\$5000/class/term [? Per hour]	7	Y – TAs are constant but PhDs with more experience get small pay rises	\$5000/class/term [? Per hour]	7	N - constant
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.

Conference and travel funding

University	Conference travel/accommodation funding	Research/archive trip funding	No. of funding awards available (types, not quantity)	Eligibility
Acadia	N	N	N/A	N/A
Alberta	Y	Y	2 (there are also two additional awards from the Faculty of Graduate Studies and the GSA)	MA and PhD
Brock	Y	Y	?	?
Calgary	Y	Y	4	MA and PhD
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	Y	2	PhD (ABD)
Ottawa	Y	Y	3	MA and PhD
Queens	Y	Y	2	MA and PhD
Saskatchewan	Y	N	2	MA and PhD
SFU	Y	Y	2	MA and PhD

UBC	Y	N	2	MA and PhD
Victoria	Y	Y	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

University	Unionized	If not unionized, representation by another association	Benefits provided by union/association
Acadia	N	Y – Acadia Graduate Students Association	Representation on Senate Graduate Committee Presence of grad students on Student Council Social benefits
Alberta	N	Graduate Students' Association	Negotiations about labour and wages Health and dental Scholarships and awards Grievance process Lounge with coffee/tea, photocopying services Social events U-Pass for transit
Brock	Y – CUPE 4207	N/A	Job rights and security
Calgary	N	Y – Graduate Student Association	Advocates for interests of graduate students
Dalhousie	Y – CUPE	N/A	Pay rates Work expectations
McMaster	Y	N/A	Health and dental Some vision coverage Some day care
Montreal	Y - Syndicat des Étudiants et Étudiantes salariés de	N/A	Rates of pay higher than any other institute in Quebec Mandatory for job postings to be made public, to provide

	l'Université de Montréal (SESUM)		equal opportunity within dept.
Ottawa	Y	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
Queens	N – not currently, but in midst of collective bargaining for unionization for TAs and teaching fellows. Unclear whether RAs will be included	Society of Graduate and Professional Students	Health and dental coverage
Saskatchewan	N	Y – Graduate Student's Association	Health and dental
SFU	Y – Teaching Support Staff Union (TSSU); all sessionals, TAs, and RAs are part of the same union	N/A	Protection of work hrs. Caps on tutorial sizes Additional pay for extra labour Protection of types of work per hr. ie time allotted for labour Awareness about working conditions and other issues affecting students Connections to other unions and social justice mvts. through Social Justice Committee of TSSU Grievance process
UBC	Y	N/A	Advocacy Protection from abuse by dept. and supervisors Better wages Health care Grievance process
Victoria	Y	N/A	Coordinated bargaining power Protects pay scale Consistency
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	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
Wilfred Laurier	N	Y – grad students’ association	Laurier business cards International Student Identity Cards (ISIC) Advocacy & 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

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.

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 answers and conflict resolution
Acadia	4	4	5	5	5
Alberta	4	4	3	3	3
Brock	5	5	5	5	5
Calgary	3	3	2	1	2
Dalhousie	5	5	4	4	5
McMaster	5	5	4	4	4
Montreal	3	3	3	2	3
Ottawa	4	4	3	3	3
Queens	5	4	3	2	2
Saskatchewan	5	4	4	4	4
SFU	4	4	3	3	4
UBC	3	4	2	2	3
Victoria	3	3	4	4	4
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).

V.) Space, Services, and Socialization

University	Office space	Computers	Printing	Photocopying	Coffee/tea	Student lounge	Letterhead	Business cards
Acadia	Y	N	N	N	Y	N	Y	N
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
Calgary	Y	Y – one common computer room	Y - limited	Y - limited	N	Y	Y	N
Dalhousie	N – PhDs share office	N	Y – 10 cents/page	Y – 10 cents/page	N	Y	N	N

	space; university is thinking of taking this away and giving locked carrels instead							
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	N	N	N	N	Y	N	N
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	N – only for instructors	N – kettle in kitchen, but must bring own beverages	N – shared grad/undergrad lounge in dept.	Y – upon request and not guaranteed	N
Queens	Y – shared office space	N	N	N	N	Y – department lounge	Y	N
Saskatchewan	Y	Y	Y	Y	Y	Y	N	N
SFU	N – typically only current TAs and sessionals	Y – private lab w/ scanner, Macs, and PCs	Y – free printing in grad lab	Y – semester amounts for students, additional for TA	N	N – students can use undergrad and dept. lounges, and university grad lounge in	Y	N

						admin building		
UBC	N – TAs have offices	Y	Y – 10 cents/sheet	Y – 200 free copies/term for TAs, 10 cents/copy if not	Y – stocked by good Samaritans	Y	N	Y – but wasn't aware of this
Victoria	N – TAs have shared office space	Y	N	Y – but only TAs might have this privilege	N	Y	N	N
Western	N – but most do – MAs and 1 st 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	Y – several computers available for humanities students but at small ratio for no. of students in the depts.	Y – space to print and photocopy, but at a cost	Y- available at a cost	N	Y – but small and not very appealing	Not sure	N
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.

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	Course s on acade mic jobs	Course s on non- academ ic jobs	Teachin g dossier assistan ce	Teachin g opportu nities	Teachin g work- shops	Teachin g worksho ps – ESL/EA L training	SSHRC and funding applicati on assistan ce	Confer ence paper rehear sal semina rs	Article writin g advice	Book review ing advice	Studen t- adviso r relatio nship advice	Grad placem ent officer
Acadia	N	N	N	Y, 4	Y, 4	N	Y, 3	N	N	N	Y, 4	N
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	Y, 5
Calgary	Y, 3	N	N	Y, 5	Y, 3 – offered by Universit y’s Teaching	N	Y, 4	Y, 5	N	Y, 3	Y, 1	N

					and Learning Commons							
Dalhousie	Y, 3	Y, 3	Y, 4	Y, 5 – PhDs guaranteed 2 full credit courses	Y, 4	Y – through International Students' Centre	Y, 5	N	Y, 4	Y, 4	N	N
McMaster	Y, 4	Y, 3	Y, 4 – Academic Placement Officer in dept. assists	Y, 3 – often can teach guest lectures, but full course opportunities limited	Y, 4	N	Y, 4	Y, 4	Y, 4	Y, 3	Y, 4	Y, 4
Montreal	Y, 4	N	N	Y, 4	N	N	Y, 4	N	Y, 4	N	N	N
Ottawa	Y, 4	N	N	Y, 4	N – offered by university, not dept.	N – teaching workshops are provided by campus agency outside dept. so content varies yearly	Y, 5	N – quite casual, student - organized if any	N – depends on supervisor	N – depends on supervisor	N – depends on supervisor	N
Queens	Y, 4	Y, 5	Y, 5	Y, 5	Y, 4	N – but Queens	Y, 4	Y, 5	N, 5 – with	N, 5 – with	Y, ?	N, 0 – issue

						has ESL program and English School, which is separate from study of lit and culture			single member of faculty	single member of faculty		the dept. is trying to change
Saskatchewan	N	N	N	N	Y, 3	N	Y, 5 – dept. received 5 MA SSHRCs b/c of this	Y, 4	Y – individual supervisor/student basis	Y – individual supervisor/student basis	Y	N
SFU	Y, 4 – professionalization course required for all incoming students	Y, 3	Y – rating N/A b/c just dept. formed a committee this yr. to assist w/ job hunting	Y, 5	Y, 3	N	Y, 5 – dept. strength b/c annual round robin in which faculty critique SSHRC apps	N – professionalization course covers some through MA cohort symposia	N – offered ad hoc	N – offered ad hoc	Y, 3 – grad chair provides when needed	N – new committee this yr. to assist w/ job hunting
UBC	Y, 1	N	Y, N/A (no experience with it yet)	Y, 5 - TAships	Y, 3 – pedagogy workshops	N – but pedagogy workshops dealt with cultural	Y, 2 (not from personal experience) – yearly	Y, 4 – but only as student initiative, not	N – profs give individual advice	N	N – offered by GSS	N

						sensitivity	workshop given by graduate	as dept. level				
Victoria	Y, 4	N	Y, 4	Y, 4	Y, 4	N	Y, 4	N	Y, 4	N	Y – some	Y, 5 – excellent GPO
Western	N – nothing other than 2 hr. seminars that might cover some elements	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
Wilfred Laurier	Y, 3	Y, 3	N	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.

University	Effectiveness of dept. assistance altogether (1 =	Most effective assistance	Least effective assistance	What should be offered
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	least effective, 5 = most effective)			
Acadia	?	?	?	?
Alberta	4	One-on-one advice Assistance w/ SSHRC apps Teaching workshops and opportunities Faculty, admin, and support staff are very helpful	Some of the workshops	Non-academic job assistance Better aid with deadline awareness (deadlines for different components of the program, of applications, etc.)
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
Calgary	3.5	Financial assistance and teaching opportunities are excellent	Professionalization and administrative advice – minimal unless sought out on individual basis	None
Dalhousie	4	Supervisor, department administrator	None	Seminar on professional opportunities including non-academic
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	3.5	SSHRC and funding applications on one-to-one basis	None	Seminars/workshops regarding professionalization and funding applications should be offered to all Mas and PhDs
Ottawa	4 – professionalization	Scholarship application	Administrative support	Guidance on assembling

	course, supervisors, grant mentorship, teaching opportunities, invitations to attend job talks are all useful	support – dept. has high no. of SSHRC and OGS recipients – profs. give feedback and grad administrator spot checks them	could sometimes be improved Service from other dept. or campus staff (other than profs) sometimes	teaching dossiers
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
Saskatchewan	4 – helpful in providing assistance w/ job offers and funding and scholarships	One-to-one advice of faculty	Lectures and professional development seminars	None
SFU	4.5 – strong collegiality, helpful faculty, sessional opportunities in areas, strong support for applications, internal funding	Teaching opportunities in research area for advanced PhD students SSHRC round robin sessions Sessions on publishing process	None – all quite useful, though a few could be stronger	Additional advice in genre of review and abstract writing Dossier service (but maybe a funding issue) Round robin for postdoc apps Assistance w/ networking for conferences
UBC	3 – effort made but not very coordinated or rigorous, but this is from MA experience	One-on-one advice from profs	None	Keep teaching and academic portfolios on students, meet w/ students to check on progress
Victoria	4.5 – very helpful	Grad adviser, GPO, Learning & Teaching Centre	Not everyone gets a chance to TA although anyone can do a mentorship and there are volunteer opportunities	None
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	Workshops	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.

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
Acadia	N	Y – sometimes	Y	Y	N	
Alberta	Y	Y – sometimes	Y	Y	N?	
Brock	Y	Y	Y	Y	N	
Calgary	Y	Y – creative writers, sometimes not affiliated with university	Y	Y	N	
Dalhousie	Y	N	N	N	N	
McMaster	Y	Y – sometimes (e.g. this yr. had	Y	Y	N	

		one artist and one poet)				
Montreal	Y	N	Y	Y	N	
Ottawa	Y – in Works in Progress series and grad conferences, since students often the organizers Other events – depends	N - rarely	Y	Y	N	
Queen's	N	Y – occasionally	Y	Y	Y	
Saskatchewan	Y	Y	N	N	N	
SFU	Y	Y	Y	Y – told when hiring presentations take place, encouraged to attend, offer input	Y – one student sits on hiring committee	
UBC	Y – but depends on series	N	Y	Y	Y – one students sits on hiring committee (usu. PhD), goes through apps, advertises job talks, gets feedback from students and reports to committee	
Victoria	Y	N	Y	Y	N	
Western	Y	N	Y	Y	Y most likely – student sits on hiring committee	
Wilfred Laurier	Y	Y – esp. from film industry	Y	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).

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.

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.

Feedback about survey

Most of the feedback about the survey revolved around its length—some representatives found it very in-depth and helpful, while others thought it was too long and that this might discourage responses. Next year’s survey should consider the balance between length and content and decide which way to proceed.

One representative raised concerns about confidentiality, saying that the survey did not include any disclaimers about this and that certain questions, such as those about funding, could be a matter of intense competition. Another representative mentioned that a lot of the information asked in the survey could be found on the department website. The latter two comments suggest that we might have to be more clear in our presentation of the survey’s goals and what the results are intended for. The survey’s results, once compiled, are supposed to be made public on the ACCUTE website so that everyone has this basic information at his/her fingertips and can compare programs across universities more easily. While anyone can also access the university or graduate association websites, doing so can be time-consuming or challenging, and the survey provides a more accessible and quantifiable overview of major universities. It would also seem that funding should be something that graduate students *should* know about and that *should* be made more transparent to them, especially since students consistently cite funding as one of their biggest concerns. As such, not disclosing details about funding opportunities seems counterproductive and even unethical, even though students’ concerns about the competition revolving around funding is certainly understandable, given that funding is such a consistent issue across universities.

Another representative noted that many of the questions were geared towards the academic professions, and that graduate student life can be quite different for TAs and non-TAs. This is a good point, and well worth considering for next year’s survey, which should perhaps include pertinent questions about non-academic choices for graduate students and to what extent they would consider a non-academic profession as opposed to an academic one. This relates also to some of the survey responses which mentioned that several students who would like to find out more about the non-academic professions were not receiving the same level of support and assistance as those pursuing academic professions (even on the basic level of workshops and seminars available).

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.