



University of Victoria

Department of English

Graduate Handbook

2019–20 (last updated August 2019)

The University of Victoria is committed to equity, diversity, social justice, and fostering a welcoming and diverse learning, teaching, and working environment. We strive to enhance access by creating spaces and conditions for dialogue and the expression of all voices. These are essential elements in achieving excellence in research and education. The Department of English is committed to offering a safe, respectful, friendly, and collegial environment for the benefit of students, faculty, staff, and participating members of the public who together comprise the members of our community.

We acknowledge and respect the Songhees, Esquimalt, and WSANEC peoples on whose traditional territory the university stands and whose historical relationships with the land continue to this day. We are grateful to be working for an institution that is committed to the ongoing work of decolonizing and Indigenizing the campus community both inside and outside the classroom.

The recent TRC Calls to Action have highlighted the importance of ongoing work and have acted as a catalyst for bringing a broader community together to reflect on our collective responsibility in the ongoing process of reconciliation. In this spirit, we reflect on the teachings of Songhees Elder, Skip Dick, and we are reminded that by honouring the stories and histories of our ancestors, we honour the paths of those yet to come.

*Robina Thomas, Director
Indigenous Academic and Community Engagement*

My time as a graduate student in UVic's Department of English was one of immense personal and professional growth. I found myself welcomed by world-class faculty, challenged by opportunities to build community both within and beyond my cohort, and enriched by intellectual crosswalks between the department and other segments of campus. In particular, the deeply collegial environment of my peer group inspired me to seek out global communities through scholarship: at conferences, through grant opportunities, and with single- and multi-authored publications. To the extent that UVic's island setting offers students opportunities to relax, exercise, and connect with the natural world, it equally invites students to think and work beyond its visible borders.

*Dr. Alex Christie (UVic doctoral student 2012-16)
Assistant Professor, Centre for Digital Humanities, Brock University*

I truly appreciate the two years I spent as an MA student at UVic. The English Graduate Program provides a great learning experience, the variety of courses offered are inspiring and challenging (in the best way), the faculty genuinely invests in providing a supportive environment for students, and there is a wonderful sense of community amongst the graduate students ... [T]he English Graduate Program provided me with multiple opportunities for gaining work experience—in addition to working as a teaching assistant, I spent a semester working as an archival assistant through the Co-op Program. I learned so much during my time at UVic and am sincerely grateful for the experience.

*Elizabeth Bassett (MA student in the Co-Op Program 2014-16; UBC iSchool 2017-current)
Author of *Dancing on the Island: Six Women Who Shaped Dance on South Vancouver Island*,
Victoria*

KEY CONTACTS & RESOURCES

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English Graduate Secretary: Dailyn Ramirez
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English Graduate Program
<http://www.uvic.ca/humanities/english/graduate/>

Faculty of Graduate Studies (FGS)
<http://www.uvic.ca/graduatestudies/>

Graduate Admissions and Records Office (GARO)
<http://www.uvic.ca/graduatestudies/admissions>

Academic Calendar
<https://web.uvic.ca/calendar2019-09/>

Campus Map
<http://www.uvic.ca/future-students/undergraduate/campus-info/index.php>

UVic Libraries
<http://www.uvic.ca/library>

Centre for Accessible Learning (CAL)
<http://www.uvic.ca/services/cal/>

International Student Services (ISS)
<http://www.uvic.ca/international>

Office of Indigenous Affairs (INAF)
<https://www.uvic.ca/studentaffairs/departments/indigenous/index.php>

Co-operative Education Program and Career Services (Co-op)

<http://www.uvic.ca/coopandcareer>

Learning and Teaching Support and Innovation (LTSI)

<https://www.uvic.ca/learningandteaching/>

Technology Integrated Learning (TIL)

<http://www.uvic.ca/til/>

Counselling Services

<http://www.uvic.ca/services/counselling/>

Equity and Human Rights (EQHR)

<https://www.uvic.ca/equity/>

Indigenous Plan

https://www.uvic.ca/vpacademic/assets/docs/indigenousacademicplan/IndigenousPlan_Final.pdf

English Graduate Student Society (EGSS)

<https://uvicegss.wordpress.com/>

UVic Graduate Students' Society (GSS)

<http://gss.uvic.ca>

UVic Students Society (UVSS) Advocacy Groups

<https://uvss.ca/student-groups/advocacy-groups/>

Housing

<http://housing.uvic.ca>

Bookstore

<http://www.uvicbookstore.ca>

Office of the Registrar

<http://www.uvic.ca/registrar>

Student Awards and Financial Aid

<http://www.uvic.ca/registrar/safa>

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1 INTRODUCTION

1.1 THE ENGLISH GRADUATE HANDBOOK

The Handbook you are reading, which is revised annually, is intended to help faculty and graduate students in the administration of Department of English graduate programs. The guidelines provided here describe normal practice; they may be changed or amended year to year, or in exceptional circumstances, so students are also advised to consult the English Graduate Secretary regularly. The Handbook is specific to the Department of English and supplements the policies and regulations outlined in the University of Victoria [Faculty of Graduate Studies \(FGS\) Calendar](#) and the [FGS Supervisory Policy](#). If information in this Handbook differs from the FGS Calendar or Supervisory Policy, the Calendar and Supervisory Policy supersede this Handbook.

The Department of English offers degree programs leading to an MA and a PhD, with opportunities for study in a variety of literatures in English and critical approaches. At both the MA and PhD level, Co-operative Education Program opportunities and a concentration in Cultural, Social, and Political Thought (CSPT) are available. MA concentrations in Medieval and Early Modern Studies (MEMS) or Nineteenth Century Studies (NCS) are also possible. More information can be found below in sections 4, 5, and 6.

Students may consult the Graduate Advisor in designing their program. Exceptions to the procedures outlined in this Handbook are sometimes possible but will require the advanced approval of the Graduate Advisor, the Graduate Committee, and often the Dean of Graduate Studies.

1.2 GENERAL INFORMATION

The University of Victoria (UVic) is a mid-sized comprehensive university offering undergraduate, graduate, and professional degrees in a variety of disciplines. An autonomous degree-granting institution since 1963, UVic began its history in 1903 as Victoria College in affiliation with Montreal's McGill University. UVic has a teaching staff of over 2,300 (900 of whom are members of the Faculty of Graduate Studies) and approximately 21,800 students, 3,300 of whom are graduate students. There were 48 MA and 26 PhD registered students in the Department of English graduate program in 2018/19.

1.3 THE FACULTY OF GRADUATE STUDIES CALENDAR

The [FGS Calendar](#) is available online and should be checked regularly for matters of University policy. The "Degrees and Programs Offered" section includes information on the Department of English.

1.4 STUDY PERMITS

Graduate students from outside Canada need a study permit to attend UVic. For detailed information on obtaining a study permit, contact the Canadian Embassy or Consulate in your region or go to [Service Canada](#). International students should not make provision to travel to Canada unless they have been admitted to the program and have evidence of financial resources to allow them to study here. International students may not be employed outside the University without a valid work permit.

1.5 FINANCIAL SUPPORT

Students may be supported through Faculty of Graduate Studies Fellowships and Awards, Department Awards, Teaching Assistantships, Sessional Lecturer positions (for advanced PhD students), and Research Assistantships (usually coordinated with individual faculty members). The Graduate Advisor and the Graduate Committee consider all admitted full-time students for funding. For further information on financial assistance, see section 9.

1.6 HOUSING

A limited amount of accommodation is available in University residences for full-time graduate students. The options include residence housing (single and double rooms, bachelor or one-bedroom apartments), cluster housing (self-contained units consisting of four private bedrooms), and family housing (self-contained units for families). Information about on-campus accommodation, application procedures for on-campus housing, and resources for off-campus housing can be found at the UVic [Residence Services](#) website. Each summer the English Graduate Secretary sends housing information to incoming students.

1.7 CAMPUS RESOURCES AND FACILITIES

Graduate students may benefit from a number of resources and facilities available on campus. [International Student Services](#) (ISS) (+1-250-721-6361) provides assistance and support for international students admitted to UVic. The [Centre for Accessible Learning](#) (250-472-4947) provides assistance to those with disabilities that may affect their studies or campus access. [Child Care Services](#) (250-721-8500) are available for students with children. [Multifaith Services](#) (250-721-8338) coordinate a range of spiritual and religious events and chapel services. [University Health Services](#) (250-721-8492) provide a full-service primary health care clinic for students, and [Counselling Services](#) (250-721-8341), in addition to offering personal counselling, provide a number of group and workshop opportunities.

1.8 LIBRARY RESOURCES

The main research library for the Humanities is the [Mearns Centre for Learning - McPherson Library](#), which boasts major databases in literary studies as well as rich holdings in [Special Collections and University Archives](#). This library also houses the [Digital Scholarship Commons](#) and [extensive digital collections](#). Graduate students may [apply for a study carrel](#) and use [interlibrary loan services](#) for items not held at UVic. The current subject librarian for English is [Tina Bebbington](#), who may be contacted for help with accessing and navigating the library's holdings. The library organizes many [events, workshops, and lectures](#) of interest to graduate students, especially through Special Collections, and offers [student awards](#). For more information, visit the library's ["Graduate Students" website](#).

1.9 ORIENTATION EVENTS AND NEW STUDENT MENTORSHIP

Every September the Department organizes informational and social activities to familiarize new students with the program, welcome returning students, and inform returning students of changes in established policies. Orientation events are organized by the Graduate Advisor, the Graduate Secretary, and Graduate Student Representatives.

In the summer before they begin the program, each new MA and PhD student is assigned a Faculty and Student Mentor. Incoming students will hear directly from their mentors and can communicate with them by email. Students are encouraged to consult their mentors in any matter that concerns them. While Student Mentors can offer valuable information about both the program and living in Victoria, Faculty Mentors can introduce students to the research culture of the Department and the University.

1.10 GRADUATE STUDENT OFFICE AND LOUNGE SPACE

The English Graduate Lounge is in Clearihue C350. This space may be used for studying and socializing. Keys are available from the Graduate Secretary. A key deposit of \$10 (in exact change) is required but may be combined with your mailbox key deposit (see section 1.11); i.e., there is a total deposit of \$10 for both keys. Deposits are refunded when keys are returned.

The Faculty of Humanities Graduate Student Lounge is in Clearihue D262/263. This space is available to all graduate students in the Faculty and may be used for studying and socializing. No personal items, food, or drinks may be left in the Humanities lounge. To access the Humanities lounge, enter the code 7738 on the key-punch door lock.

For PhD students, shared office space is available in Clearihue D228d (four desks) and D223 (three desks). Study space in these offices is assigned on a sessional basis (September-April and May-August). In August and April, the Graduate Secretary will solicit requests from interested students. When there are more requests than available desks, the Graduate Advisor will make assignments based on seniority. A \$10 key deposit (in exact change) is required and will be refunded when the key is returned.

For Teaching Assistants (TAs), shared office space is available September-April in Clearihue D229 and D230 (four desks each). TA offices may be used for teaching preparation and TA-student office hours. Office assignments are made by TAs' supervising instructors or by the Teaching Assistant Peer Mentor (TAPM), an experienced graduate student who works with the supervising instructors. A \$10 key deposit (in exact change) is required and will be refunded when the key is returned. *During the summer (May-August), these offices are available for MA and PhD student study space. Requests and office assignments are made as noted above for PhD student offices.*

1.11 GRADUATE STUDENT MAILBOXES

English graduate students have individual mailboxes. These are located in the hallway beside the Department of English General Office and require a key. Keys are available from the Graduate Secretary. A key deposit of \$10 (in exact change) is required but may be combined with the English Graduate Student Lounge key deposit; i.e., there is a total deposit of \$10 for both keys. Deposits are refunded when keys are returned.

All students are expected to check their mailboxes on a regular basis so as not to miss important announcements and information that may be distributed by the Graduate Secretary. Students who have a Teaching Assistantship have additional responsibility to check their mailboxes consistently as their students may leave papers or information there for them.

1.12 GRADUATE STUDENT NETWORKING

Several networking options are available for English graduate students:

Listserv: A list for graduate student announcements and discussion. All students as well as members of the English Graduate Committee, relevant staff, and the Graduate Advisor are members of this list. Students can post a message to all list members by sending an [email](#). Only materials or information directly relevant to graduate studies in the Department of English should be posted. Any question about this mailing list can be directed to the Graduate Secretary.

Facebook: English graduate students maintain a closed Facebook group. This group provides a convenient way to communicate with other English graduate students and with some graduate faculty, to post events, hold discussions, and plan group sessions. All graduate students are encouraged to join the [UVic Graduate English Facebook group](#).

Twitter: The Graduate Advisor tweets at [@UVicEnglGrad](#).

LinkedIn: <https://www.linkedin.com/in/uvicenglishgraduate-program/> (requires a LinkedIn account)

2 ADMINISTRATION

2.1 THE ENGLISH GRADUATE ADVISOR

All aspects of the Department of English MA and PhD programs are administered by the English Graduate Advisor. The Graduate Advisor's responsibilities include coordinating graduate courses; managing and overseeing the graduate program budget; selecting applicants for admission and awards; appointing supervisors and members for supervisory and examining committees; assessing and approving MA essay, MA thesis, and PhD dissertation materials; reviewing annual student progress reports; reviewing student grades each term; consulting with students; assisting with the vetting of SSHRC and other grant, funding, or award proposals; nominating students for awards; mediating between faculty members and students; coordinating professional development training; providing career and job placement assistance; and liaising with the Office of the Dean of Graduate Studies. Much of the Graduate Advisor's work is carried out in consultation with the Graduate Committee, which the Graduate Advisor chairs. The Graduate Advisor holds regular office hours for graduate students during the fall and spring terms (September-April), and students should feel free to approach the Graduate Advisor with any concerns about the program. New students are encouraged to contact the Graduate Advisor for an appointment.

2.2 THE GRADUATE COMMITTEE

The Graduate Committee consists of the Graduate Advisor, four faculty members, the Department Chair (ex officio), and two student representatives (one PhD and one MA) who are consulted when the Committee or Graduate Advisor need student input or perspectives. The Graduate Committee's tasks include assessing admission applications and making admission decisions, recommending graduate course offerings, assessing award proposals and nominations, advising the Graduate Advisor on issues pertaining to curriculum and budget, reviewing and approving candidacy reading lists, and assessing and approving thesis and dissertation materials.

2.3 THE GRADUATE SECRETARY

The Graduate Secretary assists the Graduate Advisor with management of the graduate program. All forms requiring the Graduate Advisor's signature go directly to the Graduate Secretary, who also processes them accordingly. The Graduate Secretary can answer program policy questions and guides students and faculty on these matters. However, all program advising and program-related decisions defer to the Graduate Advisor.

2.4 MEMBERS OF THE FACULTY OF GRADUATE STUDIES

All members of the Graduate Committee and Supervisory Committees, as well as instructors of graduate courses, must be members of the Faculty of Graduate Studies (FGS). The Graduate Advisor, in consultation with the Graduate Committee, recommends all new tenure-track (research) faculty who hold a PhD for FGS membership. The conditions for FGS membership are

- an academic appointment at the University of Victoria;
- a demonstrated commitment to scholarship, professional achievement, or (where appropriate) artistic achievement; and
- an expressed interest in, commitment to, and capability for the teaching and supervision of graduate students and graduate research.

2.5 SUPERVISOR-STUDENT DUTIES AND RESPONSIBILITIES

Graduate students rely on faculty advisors, supervisors, and Supervisory Committees to assist them with degree progress, degree completion, and a range of academic and career advice. UVic's Faculty of Graduate Studies has policies and guidelines that govern the relationship between supervisors and students. The [FGS Graduate Supervision Policy](#)—which governs all UVic Graduate Advisors, supervisors, Supervisory Committee members, and the Dean and Associate Deans of FGS—was last revised and approved in February 2017, and students are responsible for ensuring they are familiar with this document.

UVic also has a range of policies that govern the conduct of students and faculty as well as guidelines for reporting misconduct. Policies related to sexualized violence, discrimination, harassment, human rights, and equity are available online:

[Sexualized Violence Prevention and Response Policy](#)

[Discrimination and Harassment Policy](#)

[Policy on Human Rights, Equity and Fairness](#)

2.6 ENGLISH GRADUATE STUDENT REPRESENTATIVES

Graduate Student Representatives—one MA student and one PhD student—are elected annually by the English graduate student body. Elected Representatives are voting members of the Graduate Committee, though they do not attend the Graduate Committee's deliberations on graduate courses, admissions to the program, or program issues pertaining to any individual student. They may also participate and vote in Department of English meetings and meetings of the UVic Graduate Students' Society (GSS, see section 2.8). The role of the Representatives is to foster and support the objectives of the English Graduate Students' Society (EGSS, see section 2.7), encourage and facilitate communication between graduate students, the Department of English, and Graduate Advisor, and work to promote the interests of English graduate students. The PhD Representative serves as President of the EGSS, and the MA Representative serves as Vice-President of the EGSS.

A separate Graduate Representative Council (GRC) member may be nominated. The GRC member attends and votes in meetings of the GSS (see section 2.8) and confers with the PhD and MA Representatives about the interests of English graduate students. The GSS holds semi-annual meetings where all graduate students are allowed to vote, while the GRC meets monthly and allows one voting member from each department.

2.7 THE ENGLISH GRADUATE STUDENTS' SOCIETY (EGSS)

The English Graduate Students' Society (EGSS) is an association dedicated to promoting the academic and professional interests of English graduate students at UVic. In addition to helping fellow students negotiate academic concerns, the EGSS provides opportunities for students to connect on an informal and social basis, allowing the English graduate community to share information and exchange ideas freely. In order to create a sense of community amongst English graduate students, the EGSS hosts a number of events each year that allow students to get to know one another outside of the classroom. The participation of both returning and new graduate students is essential to the success of the EGSS, and all students are encouraged to become involved.

2.8 THE GRADUATE STUDENTS' SOCIETY (GSS)

UVic's Graduate Students' Society (GSS) is the elected body of Graduate Student Representatives and concerns itself with all matters pertaining to the welfare of its members across campus. In addition to its primary mandate to lobby the University on issues of concern to graduate students, the GSS provides

grants for travel to academic conferences as well as financial assistance for graduate students' departmental activities. At the start of each academic year, the GSS holds an orientation session to welcome new graduate students and introduce them to UVic facilities. The English Graduate Student Representatives attend GSS and Graduate Representative Council (GRC) meetings, unless the EGSS has elected a separate "grad rep" to attend GRC meetings.

The Halpern Graduate Student Centre (GSC) is the home of the GSS. The building houses numerous multi-purpose meeting and study rooms and is home to the Grad House Restaurant, a fully-licensed casual café. The GSC hosts social events throughout the year. Students can find out about the GSS academic, political, and social activities by attending the GSS General Meetings, contacting the English Department Graduate Representatives, or visiting the GSS [website](#).

3 ADMISSION TO GRADUATE STUDIES IN ENGLISH

3.1 ADMISSION REQUIREMENTS

All applicants must comply with the admission regulations specified in the [Faculty of Graduate Studies \(FGS\) Calendar](#) and by the [Graduate Admissions and Records Office \(GARO\)](#).

Applicants for the [MA program](#) normally hold a bachelor's degree in English or a related discipline. Preference is given to those with an Honours BA in English or a major that included a range of courses in English literature and literary theory. An A- average or higher in the last two years of study and at least a B average overall is standard, i.e., a grade point average of 7.0 on a nine-point scale, 3.7 on a four-point scale, or a high second-class standing.

Applicants to the [PhD program](#) normally hold an MA (or equivalent) in English or a related discipline with a minimum average of A- in previous graduate courses. Preference is given to those who demonstrate strong preparation across a range of English literature, literary theory, and/or research methods. Previous academic experience with a language other than English is desirable.

Applications to the Department of English graduate program must be complete by 15 January. All applications to the Department of English are managed through the [GARO website](#), where you will find further information and links to assist you with the application process.

3.2 HOW TO APPLY

By 15 January, you must complete an [online application through Graduate Admissions and Records \(GARO\)](#), upload all required supporting documents, and pay the application fee by credit card. All graduate-program applications are managed through GARO, and applicants are expected to check with GARO to ensure that they have up-to-date information. Incomplete applications cannot be evaluated by the Department of English.

Applicants to the [CSPT Concentration](#) submit only one application (to the Department of English) but must note the concentration on their application. Applicants must be admitted to English before CSPT will consider their application. Admission to the CSPT concentration is subject to the approval of the [CSPT Director](#), who acts on advice of the interdisciplinary CSPT Admissions Committee. Acceptance to the English MA or PhD program does not guarantee admission to the CSPT concentration.

The following constitutes a complete application:

1. An online application form, specifying the program (MA or PhD) and, if applicable, concentration (e.g., CSPT).
2. Non-refundable application fee: the 2019/2020 application fee was of \$126.50 (or \$162.25 if any post-secondary transcripts come from institutions outside of Canada).
3. Unofficial transcripts from every post-secondary institution attended (if you are offered admission, you will be required to submit official transcripts).
4. Two letters of academic reference (when GARO receives your completed application, they will send assessment forms directly to your referees for electronic submission).
5. A statement of intent: one single-spaced typed page for MA applicants, two single-spaced typed pages for PhD applicants. MA applicants should indicate their area(s) of academic interest, describe their preparation for the program and what research or path they plan to undertake, and explain why UVic is suited to these plans. PhD applicants should indicate their field of study and specific area(s) of research interest, note the most important aspects of their preparation/training, describe a current research plan that will lead to and include a doctoral dissertation, and explain why UVic is suited to the plan. (CSPT applicants should take care to highlight preparation and research suitable to the CSPT Program.)
6. A 10–15-page double-spaced typed essay demonstrating strong academic writing and advanced literary and/or critical abilities. MA applicants who do not hold an Honours degree may submit two shorter essays if necessary.
7. A *Curriculum vitae*: this should include details of your educational background, any relevant training, employment experience (academic or otherwise), awards and honours (academic or otherwise), publications (academic or otherwise), and any experience with leadership, teaching, and/or conference presentation.
8. Proof of appropriate English language proficiency, if applicable: applicants whose first language is not English and who have not resided in Canada or any exempted country for three consecutive years prior to starting the program must demonstrate competency in English. For full information and a list of exempted countries, go to [GARO's "Language proficiency" page](#).

GRE scores are not required.

3.3 MATURE STUDENT ADMISSION (MA ONLY)

Four years after completion of a BA degree, applicants whose grade point average is below 5.0 (B) but have four years relevant professional experience since completion of their degree may be admitted to the MA program as mature students. Such recommendations must be approved by the Dean of Graduate Studies. A regular application and submission of a complete résumé is required to determine eligibility. FGS has no mature student category for PhD applicants.

3.4 FUNDING OFFERS AT ADMISSION

Admitted students are automatically considered for a range of FGS and departmental funding, including fellowships, awards, teaching, and research assistantships. For the 2019/20 academic year, we funded 100% of our incoming MA and PhD students. Students are also encouraged to apply for a range of additional internal and external funding opportunities. Students admitted to the CSPT Concentration may be eligible for extra funding through the CSPT Program.

- Funded PhD students can expect to receive at least \$125,000 over five years (an average of \$25,000 per year, including a mix of fellowships, awards, TAships, and teaching).
- Funded MA students can expect to receive a one-year funding package of \$15,000-\$17,500 (including a mix of fellowships, awards, and TAships).
- International students will receive a top-up to account for the difference between domestic and international tuition fees.

- Research Assistantships, which allow students to assist professors with major research projects, may be offered as part of an admission package or become available depending on individual professors' needs. The amount of Research Assistantships and RA funds varies from year to year.

Note that, contingent on budget availability, exact dollar amounts will fluctuate from year to year; the amounts listed here are based on the most recent year. Further information on available scholarships, awards, bursaries, and teaching opportunities can be found in section 9.

3.5 PROGRAM ENTRY TIMES

September is the entry point for both the MA and PhD programs. MA applications received later than 15 January may be considered, depending on available funds and other resources. PhD applications received after 15 January will not normally be considered.

In extraordinary circumstances, students admitted to the MA program may be allowed to postpone the start of their studies until January or May. Students who wish to defer the beginning of their program until the following year must usually re-apply to the program.

3.6 TRANSFER FROM THE MA TO THE PhD PROGRAM

In exceptional cases, it may be possible for students in the MA program to enter the PhD program before completing their MA degree. Transfer from the MA to the PhD program is possible only after a student

- has completed at least one Winter Session (i.e., one academic year);
- has demonstrated superior (A+) performance in five graduate courses;
- submits two letters of support providing evidence of research abilities; and
- submits an updated *Curriculum vitae*.

If the above conditions are met, the Graduate Advisor will determine the additional number of credits to be completed before allowing the transfer. Since transfer from the MA to the PhD program may have implications for a student's funding, students are advised to consult with FGS and GARO prior to their application for transfer.

3.7 ADMISSION TO NON-DEGREE COURSE WORK

Applicants wanting to take graduate courses that are not for credit toward a UVic degree may be admitted as non-degree students under the following categories.

3.7.1 Visiting Students

Visiting students are admitted on the basis of a Letter of Permission that specifies courses allowed for credit toward a graduate degree at another recognized institution. Applicants must complete an application for admission and provide a Letter of Permission or equivalent from their home institution. Visiting international students are required to provide transcripts and evidence of English language proficiency. All visiting students must seek prior approval from the Graduate Advisor before registering in departmental graduate courses.

3.7.2 Exchange Students

Exchange students may be admitted under the provisions of the [Western Deans' Agreement](#) or other [formal exchange agreements](#) with UVic. If a student is admitted as an exchange student, all UVic tuition fees will be waived. Applicants must submit documentation from their home institution certifying their status as an exchange student under the provisions of an approved exchange agreement, and courses to be taken toward their degree must be specified in the documentation. International exchange students are required to provide transcripts and evidence

of English language proficiency. Exchange students must seek prior approval from the Graduate Advisor before registering in departmental graduate courses.

3.7.3 Non-Degree Students

Students who wish to improve their academic background before seeking a degree may be admitted as non-degree students. Applicants must meet the same entrance requirements and follow the same application procedures as degree-seeking applicants (see sections 3.1 and 3.2) and specify the course(s) they wish to take on the application form. Non-degree students must seek prior approval from the Graduate Advisor before registering in graduate courses.

4 THE ENGLISH MA PROGRAM

Students in the MA program take advanced courses in a range of literary periods and critical approaches, and their degree usually culminates in a research-based Master’s Essay or Project (10,000 words or equivalent). The MA prepares students for PhD programs, for secondary advanced credentials (e.g., Education, Library and Information Sciences, or Archival Studies), and for a variety of humanities careers. The degree is normally completed in 12 months, though students in a concentration or thesis path may require 18-24 months. In designing their individual programs, all students are encouraged to consult the [Graduate Advisor](#).

The Department offers an Essay- or Project-based MA in English, as well as a Thesis-based MA. Essay- or Project-based MAs may be completed with concentrations in Medieval and Early Modern Studies (MEMS) or Nineteenth Century Studies (NCS). The Thesis-based MA is normally reserved for those completing an MA with a CSPT Concentration (see section 6.1). Students other than those in the CSPT concentration who wish to pursue a Thesis-based MA must find a supervisor willing to direct their thesis and submit a thesis proposal *no later than 30 April* (i.e., at the end of two terms in the program) for the approval of the Graduate Committee (see section 4.5).

In some circumstances, a Course-only MA is possible. Students may receive a Course-only MA if they complete 15 units of coursework (ten courses, including ENGL 500). Students who would like to pursue this option should first discuss their program with the Graduate Advisor and must submit a brief rationale (300 words maximum) for approval by the Graduate Committee. *Course-only degrees are not eligible for FGS funding*. The Department of English is also open to the possibility of part-time study toward the MA degree, though *part-time students are not eligible for FGS funding*.

For every term (including the Summer Session), all MA students must register for unit credits; register for a personal leave; formally request a parental, compassionate, or medical leave of absence; or officially withdraw. Students who fail to do so may be “Withdrawn Without Permission.” For more information on leaves and withdrawals, see Appendix 2.

4.1 PROGRAM REQUIREMENTS

4.1.1 The Essay- or Project-based MA

ENGL 500 (Textual Studies and Methods of Research).....	1.5 units (one course)
Other English graduate courses	9.0 units (six courses)
ENGL 598 (Essay or Project)	<u>4.5 units (three-course equivalent)</u>
	15.0 units

Students must fulfill their language requirement, complete an MA Essay or Project (10,000 words maximum or equivalent, plus notes and bibliography), and pass a final oral examination.

4.1.2 The Thesis-based MA (by approval only)

ENGL 500 (Textual Studies and Methods of Research)	1.5 units (one course)
Other English graduate courses	6.0 units (four courses)
ENGL 599 (Thesis)	<u>7.5 units (five-course equivalent)</u>
	15.0 units

Students must fulfill their language requirement, complete an MA thesis (18,000-27,000 words, plus notes and bibliography), and pass a final oral examination.

4.1.3 Essay- or Project-based MA with MEMS Concentration

The Concentration in Medieval and Early Modern Studies (MEMS) is designed for MA students who want more intensive study of medieval and early modern literature and culture. Students may declare this concentration at any time. The substance of the concentration and its feasibility within a 12-month period will vary according to annual course offerings. Students in the MEMS concentration (particularly if they want to pursue a PhD) are encouraged to study a relevant language throughout their MA studies. Latin is recommended.

ENGL 500 (Textual Studies and Methods of Research)	1.5 units (one course)
English graduate courses with a MEMS designation*	4.5 units (three courses)
Other English graduate courses.....	4.5 units (three courses)
ENGL 598 (Essay or Project on MEMS topic)	<u>4.5 units (three-course equivalent)</u>
	15.0 units

*Courses in medieval and early modern areas include ENGL 510, 515, 516, 520, 521, 530, and 531. If necessary, and if the usual conditions for approval are met, students can also obtain MEMS units through Directed Studies or by taking inter-disciplinary courses in the Medieval Studies Program.

Students must fulfill their language requirement, complete an MA Essay or Project on a MEMS topic (10,000 words maximum or equivalent, plus notes and bibliography), and pass a final oral examination.

4.1.4 Essay- or Project-based MA with NCS Concentration

The Concentration in Nineteenth Century Studies (NCS) is designed for MA students who want more intensive study of Victorian, Romantic, and nineteenth-century American and Canadian literatures and cultures. Students may declare the concentration at any time. The substance of the concentration and its feasibility within a 12-month period will vary according to annual course offerings.

ENGL 500 (Textual Studies and Methods of Research)	1.5 units (one course)
English graduate courses with an NCS designation*	4.5 units (three courses)
Other English graduate courses.....	4.5 units (three courses)
ENGL 598 (Essay or Project on NCS topic)	<u>4.5 units (three-course equivalent)</u>
	15.0 units

*Courses in nineteenth-century areas include ENGL 550 and 551 and those approved annually by the Graduate Committee. If necessary, and if the usual conditions for approval are met, students can also obtain NCS units through Directed Studies or by taking inter-disciplinary courses in other departments.

Students must fulfill their language requirement, complete an MA Essay or Project on an NCS topic (10,000 words maximum or equivalent, plus notes and bibliography), and pass a final oral examination.

4.1.5 Thesis-based MA with CSPT Concentration

CSPT is an interdisciplinary concentration program for students in English, History, Environmental Studies, Political Science, and Sociology. An MA in English with a CSPT Concentration normally takes two years (24 months) to complete and offers a challenging curriculum for those who wish to explore ideas at the intersection of literary theory, social theory, and political theory. This concentration requires admission by the CSPT Program, coursework within the CSPT Program, and a thesis on an approved topic within the fields of both English and CSPT. The Supervisory Committee must have at least two members who participate in the concentration. For more information, see section 6.1.

ENGL 500 (Textual Studies and Methods of Research)	1.5 units (one course)
Other English graduate courses*	3.0 units (two courses)
CSPT 501 (Contemporary Cultural, Social and Political Thought I)	1.5 units (one course)
CSPT course at the 500 level+	1.5 units (one course)
ENGL 599 (Thesis).....	<u>7.5 units (five-course equivalent)</u>
	15.0 units

*With permission of the CSPT Director, a graduate-level theory seminar taught by a CSPT faculty member in another department may be substituted for an English course.

Students must fulfill their language requirement, complete a traditional or alternative MA thesis (18,000-27,000 words, plus notes and bibliography), and pass a final oral examination.

4.2 LANGUAGE REQUIREMENT

MA students must demonstrate reading knowledge of one language other than English. The language requirement is usually fulfilled by French, German, Spanish, Italian, or Latin, but any other language may be substituted (including a student's mother tongue if other than English). Students are encouraged to consult with the Graduate Advisor to seek guidance on fulfilling this requirement.

MA students can satisfy the language requirement in a variety of ways: by showing sufficient language courses completed during their undergraduate degree or at another institution (usually at least two courses within the past 4-5 calendar years), by taking undergraduate language courses at UVic, by passing a written language examination, or by meeting with the Graduate Advisor to claim a mother tongue and/or indigenous language knowledge. To fulfill the requirement through coursework (past or current), students must have a minimum grade of "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis) in the relevant course(s). Students wishing to satisfy the language requirement by taking online courses offered at other institutions must receive the prior approval of the Graduate Advisor. *In consultation with their supervisor, all students are strongly encouraged to satisfy their language requirement with a language relevant to their research interests.*

Those who plan to fulfill their requirement with undergraduate language courses at UVic should check the [UVic Calendar](#) to ensure they have the necessary prerequisites for the courses in which they wish to enroll. Graduate students must register for undergraduate courses with a Graduate Course Change form, available from the Graduate Secretary.

For those who plan to fulfill their requirement through examination, language tests are coordinated by the department in mid-December, mid-March, and mid-July. Sample copies of past tests are available from the Graduate Secretary. Students who have completed two second-year courses (or equivalent) in a given language are usually able to pass the test: to pass, students must demonstrate a reading knowledge of the language, with a focus on comprehension, and demonstrate enough knowledge of the grammar of the

source language to translate the source text at a satisfactory level of accuracy in grammatical English. Students who choose to write the exam instead of satisfying the language requirement through coursework will be given a maximum of two chances to pass. Students who fail the test twice will be required to satisfy the requirement through courses.

4.3 SCHEDULING OF COURSES

To maintain full-time status, the Faculty of Graduate Studies (FGS) requires all students to be enrolled in a minimum of 3.0 graduate-level units (two courses or equivalent) in each of the academic year's three terms (i.e., Fall, Spring, Summer). English graduate students are expected to be enrolled in 4.5 graduate-level units (three courses or equivalent) each term and are encouraged to select a balanced range of courses insofar as the resources of the department permit.

4.4 THE MA ESSAY OR PROJECT AND ORAL EXAMINATION

4.4.1 The MA Essay or Project

Non-thesis MA students must complete an MA Essay or Project, and pass an Oral Examination based on that essay or project. The MA Essay or Project will not exceed 10,000 words (or the equivalent in digital, editorial, or bibliographical components), plus notes and bibliography. It should normally be a revised and extended version of a paper or research project prepared for one of the student's graduate courses. Design, research, writing, and revisions should take place in consultation with the student's supervisor. Any MA Essay or Project must comprise an original and cogent argument and demonstrate the student's research and writing abilities. It must meet the standards set by the department (see section 7.5).

The MA Essay or Project typically follows one of these models:

- a scholarly essay that offers critical arguments, emulating an article published in a refereed journal;
- a scholarly edition (print or digital) of a significant text or texts, especially those not otherwise available or accessible;
- a digital humanities project (e.g., tools, models, prototypes, or databases), accompanied by appropriate technical documentation and theoretical discussion;
- a finding aid and/or extensive annotated bibliography of archival materials; or
- a scholarly paper that offers arguments about the teaching and learning of literature and/or writing.

By the end of their second term in the program, students must propose a topic for their MA Essay or Project, and establish a Supervisory Committee, by completing the [MA Essay/Project Approval Form](#) (available from the Graduate Secretary) and submitting a one-page abstract and select bibliography of their essay or project for the Graduate Advisor's approval. Students who wish to pursue an alternative project (i.e., one different from the options listed above) must also include a clear rationale for their alternative approach. With a supervisor's support, alternative projects may be approved by the Graduate Committee. For students completing a MEMS or NCS concentration, the MA Essay or Project topic must be in the relevant concentration area.

4.4.2 The Supervisory and Examining Committees

The Supervisory Committee consists of a minimum of a supervisor from the Department of English and one other member (normally from English). The Examining Committee consists of the Supervisory Committee plus an external examiner from a department other than English. All committee members must be members of the Faculty of Graduate Studies (see section 2.4).

The supervisor will provide comments on the MA Essay or Project in draft form and will assist the student in preparing for the Oral Examination. The other member of the Supervisory Committee (sometimes called the department member or second reader) must be given the opportunity to read and comment on the essay or project in draft form before submission of the final version. Students are encouraged to consult with both members of their Supervisory Committee during drafting and revision stages.

Students are expected to benefit from their supervisor's expertise, but they are responsible for conducting their own research and producing their own work within a timeline that they discuss with their supervisor. In turn, supervisors are responsible for ensuring the successful and timely completion of their students' programs. This includes reading drafts of the MA Essay or Project, returning feedback in a timely manner, and coaching their students on how to prepare for the Oral Examination. Supervisors will not allow MA Essays or Projects to be submitted for approval unless they are completed to their satisfaction and in accordance with the department's scholarly standards. If supervisors plan to be absent from the University for any extended period of time, they must give their students advance notice and make suitable arrangements with their students and the Graduate Advisor for continued supervision.

The external examiner will receive the final copy of the MA Essay or Project only after the Oral Examination has been scheduled. As students approach the completion of the final version of their essay or project, they should confirm that the external examiner will be available for the expected date of the Oral Examination.

4.4.3 The Oral Examination

The Oral Examination will be chaired by the Graduate Advisor or the Graduate Advisor's designate and will be conducted by the student's Examining Committee. *To meet convocation deadlines, the Faculty Graduate Studies recommends that MA orals be held no later than 29 July (for Fall convocation) or 22 March (for Spring convocation).*

Oral Examinations are conducted in the following manner, in accordance with procedures set by the Faculty of Graduate Studies:

- the student will first give a 15-minute presentation on the essay or project;
- the student will then be asked questions, first by the external examiner and then by the two members of the Supervisory Committee (with the supervisor last); and
- after no more than two rounds of questions, any members of the Faculty of Graduate Studies in attendance, or other members of the audience, may be invited to ask questions.

Oral Examinations are open to the University community, and a notice announcing the event is circulated in the department. Students may invite whomever they wish to attend the exam. Normally, the Oral Examination takes no longer than an hour and a half.

Students are strongly advised to plan ahead and consult with the Graduate Secretary or Graduate Advisor as necessary to ensure that they meet the necessary deadlines for the completion of their MA Essay or Project and Oral Examination. To ensure that their Supervisory Committee members will be on campus for the anticipated date of the Oral Examination, they should set a firm deadline for the completion of their MA Essay or Project as early as possible. The following conditions must be met in order for the Oral Examination to take place:

- *the final draft of the MA Essay or Project is submitted to the Supervisor at least 35 working days (and to the second member of the Supervisory Committee at least 25 working days) in advance of the anticipated date of the Oral Examination.* In exceptional circumstances, the Supervisory Committee as a whole may waive these mandated timelines, or individual members may waive the timelines directly relevant to their own participation, provided that the arrangement does not impinge on timelines stipulated for other Supervisory or Examining Committee members;
- the MA Essay or Project is approved by the Supervisory Committee;
- all other requirements for the degree (including the language requirement) have been satisfied;
- the student has completed the first page of the [Non-Thesis Oral Examination Checklist](#) form, the Supervisory Committee has signed it, and the student has submitted it to the Graduate Secretary at least *15 working days* before the anticipated Oral Examination date; and
- the student submits to the Graduate Secretary a digital copy (e.g., a PDF) of the finished essay or project, with a title page, at least *15 working days* before the anticipated Oral Examination date and distributes copies to the Supervisory Committee.

If all of these conditions are met, the Graduate Secretary will set the Oral Examination date and time, and distribute a copy of the finished MA Essay or Project to the External Examiner. Within five working days after the Oral Examination, the Graduate Secretary will also forward the Non-Thesis Oral Examination form to the Faculty Graduate Studies.

Examining Committees may recommend one of the following results, taking into account the quality of both the MA Essay or Project and the Oral Examination:

- the MA Essay or Project and the Oral Examination are acceptable;
- the MA Essay or Project is acceptable subject to minor revision, and the Oral Examination is acceptable;
- the Oral Examination is adjourned;
- the MA Essay or Project and the Oral Examination fail.

Adjournment requires that the student have a new Oral Examination no later than 6 months from the date of the first Examination. A fail results when two members of the Examining Committee are opposed to passing the student. Students may appeal a fail grade (see Appendix 3).

4.5 THE MA THESIS AND ORAL EXAMINATION

An MA thesis is an extended written document (18,000-27,000 words, plus notes and bibliography) that is carefully structured (usually in chapters), researched, and documented accurately according to the department's scholarly standards. It is usually revised over time in light of feedback and criticism from the supervisor and Supervisory Committee. The research, writing, and re-writing required for an MA thesis is usually more, not less, demanding of a student's time than coursework. Though MA students in the CSPT concentration *must* complete an MA thesis, others should consider their work habits and goals very carefully before seeking approval for this intensive long-term project. Non-CSPT students who receive approval for a thesis-based MA may not, consequently, complete coursework sufficiently diverse to prepare them for PhD programs, and their program will likely take more than 12 months to complete.

4.5.1 Finding a Supervisor and Choosing a Topic

CSPT students—and students who intend to request permission to pursue an MA thesis—should consider possible thesis topics as soon as they enter the program. They should feel free to discuss

their topic ideas with the Graduate Advisor or to approach any faculty member who might be interested in supervising their thesis. Students in the CSPT concentration must find a supervisor who is a participant in the CSPT Program. Any potential supervisor will want to consider the student's strengths, academic interests, and work habits before agreeing to supervise a thesis.

Students are advised to arrange exploratory meetings with potential supervisors and should feel free to meet with more than one faculty member before choosing a supervisor. To prepare for such meetings, students may wish to read scholarly publications by potential supervisors, consult with the Graduate Advisor, or seek advice from other students in the program. Students should keep in mind that some faculty members may not be available for supervision because of prior commitments. To avoid future complications, students are advised to discuss their tentative work and completion schedules with potential supervisors. Similarly, prospective supervisors should indicate when they will and will not be available for consultations and Oral Examination dates.

4.5.2 The Thesis Proposal

After securing a supervisor, students may begin to craft their thesis proposal. *All CSPT students and others proposing a thesis-based MA must submit a thesis proposal to the Graduate Secretary by 30 April (i.e., by the end of their second term in the program).* A thesis proposal consists of

- a Thesis Proposal form (available from the Graduate Secretary);
- 2-5 double-spaced pages describing the argument and form of the proposed thesis, plus a bibliography on the proposed topic (non-CSPT student must include a clear rationale for pursuing a thesis-based MA);
- approval of the student's supervisor (non-CSPT students must include a letter of support from the prospective supervisor); for CSPT students, the supervisor (or a co-supervisor) must participate in the CSPT Program; and
- recommendations for Supervisory Committee members: a department member and a member outside of English are required: for CSPT students, at least two members of the Supervisory Committee (including at least one member from outside English) must participate in the CSPT Program.

Writing a thesis proposal often takes more time and effort than expected, so students are advised to begin drafting their proposal before the end of their first term in the program. Previous successful thesis proposals are available from the Graduate Secretary.

The thesis description (2-5 double-spaced pages) should present the central argument of the thesis and how the student proposes to develop it: explain what the central argument entails, how it relates to current scholarship, and why particular authors and texts have been selected for study. Students should offer a clear sense of their critical methodology and outline the expected structure of the thesis. Those planning a critical edition of a text should take care to explain why a new edition is necessary or desirable and outline the contents of the editorial introduction, the presentation of the text itself (e.g., whether variants will be incorporated in footnotes), and the nature of textual notes or glossary. Students are expected to benefit from their supervisor's expertise and guidance while developing their thesis proposal, but they are responsible for conducting their own research, building their own working bibliography, and developing their own coherent and original topic. *The Graduate Committee understands that the arguments and forms of a proposed project will likely shift in the process of researching and writing the thesis.*

Complete thesis proposals are reviewed by the Graduate Committee. A thesis proposal may be approved exactly as submitted, approved subject to revisions, or (for non-CSPT students) not

approved. Any revisions recommended by the Graduate Committee will be specific: e.g., the Committee may ask for greater clarity on a particular aspect of the argument; require that the scope of the topic to be limited or expanded; request elaboration of the proposed methodology; or ask for the addition of titles to the bibliography. Depending on the nature of recommended revisions, the student may have to resubmit the proposal by a deadline specified by the Graduate Committee or complete revisions to the supervisor's satisfaction. When a non-CSPT student's proposal is not approved, the student will have one opportunity to revise and resubmit; if the proposal is not approved a second time, the student will be required to follow an Essay- or Project-based MA program.

4.5.3 The Supervisory Committee

Once the thesis proposal is approved, students must establish a Supervisory Committee—a department member and an outside member (a faculty member from another department) in addition to the supervisor—and confirm their names with the Graduate Secretary. Students should maintain regular contact with their supervisor, and Supervisory Committee members should be kept up to date on the progress of the thesis.

If substantial changes are made to the thesis topic during the research and writing process, the supervisor must seek approval of the Graduate Advisor. In this case, the Graduate Advisor may ask the student to resubmit a proposal to the Graduate Committee and may also recommend changes to the Supervisory Committee. When the changes or new proposal are approved, the supervisor will then inform the other members of the Supervisory Committee or, if necessary, establish a new Supervisory Committee.

4.5.4 The Thesis

The thesis is an extended piece of thoroughly-researched, scholarly writing, usually divided into chapters. Critical editions of texts are also acceptable for MA theses, and editions may be structured according to acceptable standards for the area and date of the source text. Supervisors and students should communicate early and often about the development of thesis and establish timetables for the submission of draft chapters or sections. Feedback on draft work should be returned by agreed upon dates. Once the supervisor determines that a chapter or section is substantially complete, the student will submit the draft work to other Supervisory Committee members for further feedback. An External Examiner is necessary for the Oral Examination but does not see the thesis until after a Request for Oral Examination form has been submitted.

The length of a thesis is 18,000-27,000 words, plus notes and bibliography. Students are advised in the strongest possible terms not to exceed the upper limit. In cases where it seems likely that the upper limit may be exceeded, the Graduate Advisor should be notified as early as possible and must give approval. Students are responsible for ensuring that their thesis conforms to the Faculty of Graduate Studies [formatting standards](#) for MA theses.

4.5.5 The Oral Examination

In order to meet convocation deadlines, the Faculty of Graduate Studies (FGS) recommends that MA orals be held no later than 22 July (for Fall convocation) or 15 March (for Spring convocation). To ensure that a completed MA thesis meets FGS requirements, students should familiarize themselves with information available on the FGS "Support for Students Preparing to Graduate" [site](#) well in advance of preparing the final thesis for submission and requesting an Oral Examination date.

The following conditions must be met in order for the Oral Examination to take place:

- the final draft of the thesis is approved by the Supervisory Committee;
- all other requirements for the degree (including the language requirement) are satisfied;
- the supervisor has confirmed an External Examiner (an External Examiner *in addition to the Supervisory Committee members* from outside the English Department is required for the Oral Examination);
- a [Request for Oral Examination](#) form has been signed by the Supervisory Committee and submitted to the Graduate Secretary *at least 25 working days before the anticipated Oral Examination date*;
- a [Withholding Form Thesis/Dissertation](#) (if applicable), signed by the supervisor and Department of English Chair, is submitted with the Request for Oral Examination form;
- the student has emailed the Graduate Secretary a digital copy (e.g., a PDF) of the finished thesis, with at title page, *at least 25 working days before the anticipated Oral Examination date* and had distributed copies to each Supervisory Committee member and to the External Examiner; and

If all of these conditions are met, the Graduate Secretary will set the oral date and time, and the student will take the Request for Oral Examination form and (if applicable) the Withholding Form to the Faculty of Graduate Studies at least *20 working days* before the anticipated Oral Examination date. Students are strongly advised to plan ahead and consult with the Graduate Secretary or Graduate Advisor as necessary to ensure that they meet the necessary deadlines for the completion of their MA Thesis and Oral Examination. To ensure that their Supervisory Committee members will be on campus for the anticipated date of the Oral Examination, they should set a firm deadline for the completion of their MA Essay or Project as early as possible.

The Oral Examination will be chaired by a member of the Faculty of Graduate Studies from another department (chosen by the Faculty of Graduate Studies office) and will be conducted by the student's Supervisory Committee and External Examiner. Oral Examinations for thesis-based MA students are conducted in the following matter, in accordance with procedures set by the Faculty of Graduate Studies:

- the student will first give a 20-minute presentation on the thesis;
- the student will then be asked questions, first by the external examiner, then by the outside member, then by the department member and supervisor; and
- after two rounds of questions, any members of the Faculty of Graduate Studies in attendance, or other members of the audience, may be invited to ask questions.

Oral Examinations are open to the University community, and a notice announcing the event is circulated in the department and on the [FGS website](#). Students may invite whomever they wish to attend the exam. Normally, the Oral Examination takes no longer than two hours.

Examining Committees (i.e., the Supervisory Committee and External Examiner) may recommend one of the following results, taking into account the quality of both the MA Thesis and the Oral Examination:

- the MA Thesis and Oral Examination are acceptable;
- the MA Thesis is acceptable subject to minor revision, and the Oral Examination is acceptable;
- the MA Thesis is acceptable subject to major revision, and the Oral Examination is acceptable;
- the Oral Examination is adjourned; or

- the MA Thesis and the Oral Examination fail.

Minor revisions refer to typographical errors or short passages to be added, reorganized, or rewritten (with revision overseen and approved by the supervisor); major revisions usually include the recasting of entire sections of the thesis (with revision overseen by the supervisor and requiring the approval of all members of the Examining Committee). Adjournment may require the student to do new work and requires that the student have a new Oral Examination no later than six months from the date of the first Examination. A fail results when two or more members of the Examining Committee are opposed to passing the student. Students may appeal a fail grade (see Appendix 3).

Upon conclusion of the Oral Examination, the student returns the signed [Thesis/Dissertation Approval Form](#) to the Graduate Secretary, makes revisions (if required), and uploads a PDF of the final thesis to [UVicSpace](#). Once Graduate Records and the Library have approved the uploaded thesis, the student submits a PDF of the final thesis to the Graduate Secretary for the department.

4.6 ANNUAL PROGRESS REVIEW FOR THESIS-BASED MA STUDENTS

All thesis-based MA students must meet with their Supervisory Committee and complete an [Annual Progress Review form](#) by 1 June of each year (see [FGS “Graduate Supervision Policy”](#) 5.11). The information required in the departmental progress review is in addition to, but designed to correspond with, other annual reviews students may be required to submit (e.g., to SSHRC or FGS). Signed and completed Annual Progress Review forms should be submitted, in person or via email, to the Graduate Secretary. The Annual Progress Review includes

- the extent of coursework, research, and written work already accomplished;
- objectives for academic progress in the next 12 months;
- if applicable, an account of any factors that have hindered (or are likely to hinder) timely progress toward completion and steps taken to address these factors; and
- supervisory assessment of the student’s progress through the program.

Students should complete their sections of the form and meet with their Supervisory Committee in advance of the form’s submission. Any concerns that the Supervisory Committee has about the student’s progress must be addressed directly with the student, and the student must be given a chance to respond, though the Supervisory Committee may review and discuss the student’s progress without the student present. The student and supervisor must sign the form before it is submitted to the Graduate Secretary, and the student may include a response to the supervisory assessment if necessary.

All Annual Progress Review forms are reviewed and signed by the Graduate Advisor. In the case of unsatisfactory progress, the Graduate Advisor will request a meeting to discuss the student’s continuing in the program. Following that meeting, the Graduate Advisor and the student’s supervisor will provide the student with written goals and requirements to remedy unsatisfactory performance. Students who receive two consecutive unsatisfactory reports will be withdrawn from the program.

4.7 PROGRAM FEES

As of May 2019, tuition fees are \$2733 CAD per term for domestic students and \$3497 per term for international students. Current detailed tuition information can be on the [Faculty of Graduate Studies website](#) and in the Academic Calendar. A [tuition fee estimator](#) is available from UVic Accounting Services.

For MA programs that can be completed in 12 months—like the English MA—the minimum number of fee installments is 3 (i.e., you must pay three terms, or one full calendar year, of tuition fees). Up to 3 additional fee installments will be assessed if a student remains registered after their three required fee installments (for a total of 6, or two full calendar years). With approval of the Graduate Advisor and Dean of Graduate Studies, leaves of absence that stop fees are possible. For more information on leaves of absence, see Appendix 2.

4.8 TIME TO DEGREE, TIME LIMITS, AND ACADEMIC STANDING

A full-time student in the Essay or Project-based MA path should complete the program in 12 months, though students doing a concentration, Co-op (see section 6.3), or Thesis-based MA may take 16-24 months to complete their program.

The University requires all MA students (full-time and part-time) to complete the requirements for their degree within five years (60 months) from the date of their first registration in the Faculty of Graduate Studies. In extraordinary circumstances, when this is not possible and when there is a clear indication that a student is very close to completion and requires short additional time to finish, an extension may be granted. To request an extension, students must submit a [Request for Program Extension](#) form to the Graduate Secretary. *Students must obtain approval for a program extension prior to the time limit expiry date. If a program extension is not approved prior to the program expiry date, the student will normally not be permitted to continue in or return to their program.* Students will be charged a larger registration fee for each term beyond five years.

MA students must maintain a minimum B+ average (6.0 GPA) for each term in all graded graduate courses. Students who fail to maintain this average may continue their MA program only with the permission of the Graduate Advisor and the Graduate Committee.

5 THE ENGLISH PH.D. PROGRAM

PhD students undertake the most advanced, research-intensive degree offered by the Department of English, and they work closely with faculty supervisors and mentors during their years in the department. The PhD program consists of courses, candidacy exams, and a doctoral dissertation, and prepares students for a variety of humanities careers. Students may pursue a PhD in English, specializing in any of the literary and theoretical fields of our faculty members. In conjunction with [the CSPT Program](#), students may also pursue a PhD in English with a Concentration in Cultural, Social, and Political Thought (CSPT). In planning their program, students will benefit from consulting the Graduate Advisor as well as faculty members who share an interest in their particular field. All eligible PhD students must submit [SSHRC doctoral scholarship and fellowship](#) applications (usually due early October) and are thus strongly advised to seek a supervisor and develop a prospective dissertation project early in their first term. *Students are expected to familiarize themselves with the [Faculty of Graduate Studies Graduate Supervision Policy](#).*

For every term (including the Summer Session), all PhD students must register for full-time units; register for a personal leave; formally request a parental, compassionate, or medical leave of absence; or officially withdraw. Students who fail to do so may be “Withdrawn Without Permission.” For more information on leaves and withdrawals, see Appendix 2.

5.1 PROGRAM REQUIREMENTS

PhD

English graduate courses (including ENGL 500)...	6.0 units (four courses)
ENGL 693 (Candidacy Exams)	3.0 units (two-course equivalent)
ENGL 699 (Dissertation)	<u>21.0 units minimum (fourteen-course equivalent)</u> 30.0 units minimum

Students must fulfill their language requirement, pass their candidacy exams, complete their dissertation (60,000-120,000 words, plus notes and bibliography), and pass a final oral examination.

PhD with CSPT Concentration

CSPT is an interdisciplinary concentration program for students in Anthropology, English, History, Environmental Studies, Political Science, and Sociology. This concentration requires admission by the CSPT Program, coursework within the CSPT Program, a CSPT candidacy examination, and a dissertation on a topic within the fields of both English and CSPT. The Supervisory Committee must have at least two members who participate in the CSPT Program. For more information, see section 6.1.

English graduate courses (including ENGL 500)...	3.0 units (two courses)
CSPT courses (including CSPT 601).....	3.0 units (two courses)
ENGL 693 (Candidacy Exams)*	3.0 units (two-course equivalent)
ENGL 699 (Dissertation)	<u>21.0 units minimum (fourteen-course equivalent)</u> 30.0 units minimum

*One of the candidacy exams (either the Major or Focused Field exam) must be in the CSPT area, based on [reading lists set by CSPT Program](#).

Students must fulfill their language requirement, pass their candidacy exams, complete their dissertation on a CSPT topic (60,000-120,000 words, plus notes and bibliography), and pass a final oral examination.

None of the 30.0 units required for the PhD program can include units taken as part of an MA program, and all students must complete ENGL 500 (Textual Studies and Methods of Research) unless they can show that they have completed it or its equivalent previously. Students may register in ENGL 693 and 699 as many times as necessary (within the two years allowed for completion of Candidacy Examinations and the seven allowed for completion of the degree); they must complete ENGL 693 (Candidacy Exams) before registering in ENGL 699 (Dissertation).

5.2 FULL-TIME STATUS REQUIREMENT

PhD students must be registered as full-time students. To maintain full-time status, the Faculty of Graduate Studies requires all PhD students to be enrolled in a minimum of 3.0 graduate-level units (two courses or equivalent) in each of the academic year's three terms (i.e., Fall, Spring, Summer). Candidacy exam units (ENGL 693), dissertation units (ENGL 699), and Co-op work terms count for full-time status.

Students may take no more than 4.5 graduate-level units in any term, though they may enroll in additional undergraduate units to fulfill the language requirement.

5.3 LANGUAGE REQUIREMENT

PhD students must demonstrate reading knowledge of two languages other than English that are appropriate to their research program and dissertation topic (a student's mother tongue may be used for

this purpose if it is appropriate to the dissertation topic). These may be languages for which credit has previously been granted as part of their MA degree or through completion of third-year undergraduate level (or equivalent) courses with a minimum grade of “B” (or a “Pass,” if the course was evaluated on a “Pass” or “Fail” basis). Students may also take examinations to fulfill this requirement. Requests for language credit or examinations should be made in writing to the Graduate Advisor.

Students who seek to satisfy the requirement through undergraduate coursework typically do so with courses in French, German, Spanish, Italian, or Latin. Students can automatically satisfy the language requirement with the following courses (if they are offered): [FRAN 180](#) (French), [GMST 405](#) (German), [ITAL 149](#) or [ITAL 300](#) (Italian), [SPAN 250A](#) (Spanish), or [LATI 201](#) (Latin). Students who wish to satisfy the language requirement by taking online courses or summer courses offered at other institutions, or with another language relevant to their research, must receive approval of the Graduate Advisor. All coursework that fulfills the language requirement must be completed with a grade B or above (or a “Pass,” if the course is evaluated on a “Pass” or “Fail” basis). Before enrolling in language courses, students should check the [Undergraduate Calendar](#) to ensure they have the necessary prerequisites. Graduate students registering for undergraduate courses to fulfill a degree requirement must use a [Graduate Registration Form](#).

Written language examinations for the purpose of fulfilling the language requirement are held each year in December, March, and July. Sample copies of past tests are available from the Graduate Secretary. Students who have completed two second-year courses (or equivalent) in a given language are usually able to pass the test: to pass, students must demonstrate a reading knowledge of the language, with a focus on comprehension, and demonstrate enough knowledge of the grammar of the source language to translate the source text at a satisfactory level of accuracy in grammatical English. Students who choose to write the exam instead of satisfying the language requirement through coursework will be given a maximum of two chances to pass. Students who fail the test twice will be required to satisfy the requirement through courses.

Doctoral students may also fulfill their language requirement by passing an advanced competence examination in one language relevant to their research and thus waive the requirement of a second language. Students who wish to take an advanced competence examination—to be scheduled in December, March, or July—must notify the Graduate Secretary in writing. The advanced competence examination will consist of oral discussion with the examiner (in the examination language) and sight translation of either:

- 1,000 words of standard, scholarly critical prose in the source language, and 1,000 words of a canonical novel in the source language; or
- two passages of 1,000 words each from two different works of standard, scholarly critical prose in the source language.

The novel should be selected in consultation with the examiner. Though critical prose will be selected by the examiner, students are welcome to recommend articles and books in their field from which passages may be selected. To pass the advanced competence examination, the student must demonstrate a highly reliable knowledge of the foreign language. The sight translation, however, will not be evaluated in terms of the stylistic or literary qualities of the translation.

5.4 CANDIDACY EXAMINATION

PhD students begin their candidacy examinations (ENGL 693) after completing their coursework and must complete their exams within 24 months (6 terms) of their registration in the doctoral program and within 12 months (3 terms) of completing their coursework requirements. Students must pass their Candidacy Examinations before advancing to the Dissertation Prospectus and Dissertation (ENGL 699).

Examinations are administered by Examining Committees comprised of faculty members with knowledge of the relevant area(s) of expertise.

The Department of English Candidacy Examination process includes two exams—a Major Field, typically a comprehensive historical field, and a Focused Field, a secondary field related to the intended dissertation topic—and both exams have a written and oral component. The exams represent the culmination of the student’s coursework and a test of readiness for the Dissertation, and students must pass both the written and oral components of each exam to pass their Candidacy Examination. Studying for and completing the exams should allow students to develop expertise in their chosen areas of study and to acquire essential background knowledge for dissertation writing and university-level teaching. *CSPT students must write one of their exams (either the Major or Focused Field) as a CSPT exam, and at least two of the Examining Committee members for the CSPT exam must participate in the CSPT Program. The CSPT Program website maintains a list of [participating faculty](#) and [information about the CSPT exam format and reading lists](#).*

Once a year (usually late in the Spring term), the Graduate Advisor offers an informal seminar, in collaboration with at least one other faculty member and at least one student who has passed their Candidacy Examinations, to instruct students on how to prepare for exams. During the preparation stages, however, students are expected to be in regular contact with members of their Examining Committees. While individual students and faculty members may approach exam preparation differently, faculty members are expected to make reasonable efforts to facilitate regular contact and aid student preparation at all stages of the Candidacy Examination process.

Students must declare their Candidacy Examination fields, constitute their Examining Committee(s), and submit personalized reading lists for their exam fields (see sections 5.4.2 and 5.4.3 just below) to the Graduate Secretary at least *40 working days* in advance of their projected exam date(s).

5.4.1 Constitution of Candidacy Examining Committees

Examining Committees consult with students about their Candidacy Examination reading lists, administer exams, and assess exams. An Examining Committee is different from the Supervisory Committee (which does not need to be formally constituted until after the Candidacy Examination process is complete), though some or all of a student’s Examining Committee members are usually the same as the Supervisory Committee (see section 5.5). Normally, the Examining Committee Chair for both exams is the student’s supervisor.

The Examining Committee for the Major Field Examination must consist of

- A Chair, and
- Two members of the Department of English.

The Examining Committee for the Focused Field Examination must consist of

- A Chair, and
- Two members of the Department of English.

Both Examining Committees may be the same (and this often happens). In cases where it is deemed by the Examining Committee Chair or the Graduate Advisor that a Focused Field cannot be adequately assessed without a member from outside the Department of English, a student may add an outside member to the Focused Field Examining Committee. Students are encouraged to consult with the Graduate Advisor to discuss possibilities and options before constituting Examining Committees.

5.4.2 The Major Field Exam

The Major Field is intended to provide students with the broad knowledge and critical background necessary to become specialists in a given field. The chosen field should provide the foundation for the dissertation's expected historical period, interdisciplinary scope, and/or methodological concerns. In preparation for this exam students should familiarize themselves with the literary, critical, and historical contexts of their Major Field; provide themselves with the background necessary to write a dissertation that will make a significant contribution to the field; acquire the knowledge necessary to prepare to teach courses in the field; and set the foundation of canonical knowledge necessary for future research in their primary area of interest. Sample exam papers are available from the Graduate Secretary.

To pass the exam, students must demonstrate familiarity and facility with the field's literary history, a wide range of the field's primary texts and basic critical paradigms, and basic literary and critical problems identified by recent criticism. Ability to articulate a position that goes beyond received critical paradigms, while engaging with them, and to demonstrate originality of ideas or critical approach may earn a "Pass with Distinction." *All written exams will be assessed for logic, presentation of argument, quality of analysis, and proficiency of writing. Exams that do not meet minimal standards in these areas will not pass.*

5.4.2.i Major Field Reading Lists

The Department of English maintains reading lists for Major Fields represented by our faculty expertise. These lists are available from the Graduate Secretary. As soon as they begin to consider their exam fields, students should obtain copies of these lists and review them carefully. Established reading lists are available in twelve areas:

- Medieval
- Renaissance
- Restoration and 18th Century
- Romantic
- Victorian British
- 19th- and 20th-Century Canadian
- 20th- and 21st-Century British and Irish
- American (pre-1914)
- American (post-1914)
- Postcolonial Literature and Theory
- Modern Critical Theory
- Media Studies and Digital Humanities

Each Major Field reading list includes major works of canonical authors, select traditionally-marginalized texts, major critical works, works reflecting the period's intellectual milieu, and select secondary literature on individual authors or themes in the given area.

In consultation with the Chair of their Examining Committee, students must create a personalized Major Field reading list of 35 book-length works (or equivalent) chosen from the relevant established list. These works should be a mix of primary and secondary sources, though the exact breakdown of primary and secondary texts will vary by field. The other Examining Committee members may be consulted in this process. For the purpose of candidacy reading lists, 3-4 chapters or articles may be understood as "equivalent" to a book. Book equivalence for primary sources such as poems or short

stories is left to the discretion of the Examining Committee. The final personalized list should be submitted to Graduate Secretary, with the Chair of the Examining Committee's approval of the list (via email), at least *40 working days* in advance of the projected exam date.

The Graduate Advisor will review and provide feedback on (and/or approval of) all lists within 7 working days of submission. The Graduate Advisor ensures that all approved reading lists are equitable with regard both to length and complexity, as well as manageable for examination purposes. Students may be asked to add, drop, or adjust some selections. If major changes are deemed necessary, a student will be asked to resubmit the list. In these cases, changes are to be made in consultation with the Chair of the Examining Committee.

5.4.3 The Focused Field Exam

The Focused Field exam is intended to prepare the student to develop a successful and focused dissertation project through reading in an area of specialization related to the Major Field and the expected dissertation topic. Its goal is to allow the development of expert knowledge in an area directly relevant to upcoming research and to allow focused advancement of critical views on the topic selected. The Focused Field may be a standard field (i.e., a student may designate a secondary field for which an established Major Field reading list exists), or a student may design their own Focused Field reading list.

To pass the Focused Field exam, students must demonstrate familiarity and facility with a wide range of their topic's primary and secondary texts and show knowledge of the topic's critical paradigms and relevance to adjacent fields. Because reading on the topic is expected to be more focused and more directly related to upcoming dissertation research, students will also be expected to communicate a sophisticated perspective. Ability to articulate a position that demonstrates originality of ideas and critical approach may earn a "Pass with Distinction." *All written exams will be assessed for logic, presentation of argument, quality of analysis, and proficiency of writing. Exams that do not meet minimal standards in these areas will not pass.*

5.4.3.i The Focused Field Reading List

No Focused Field reading list may contain more than 15% of titles that appear on the student's Major Field reading list.

Students who choose a standard field (as represented by the established Major Field exam lists) must, in consultation with the Chair of their Examining Committee, create a personalized Focused Field list of 25 book-length works (or equivalent), chosen from the relevant established Major Field reading list. These works should be a mix of primary and secondary sources, though the exact breakdown of primary and secondary texts will vary by field. The other Examining Committee members may be consulted in this process. For the purpose of candidacy reading lists, 3-4 chapters or articles may be understood as "equivalent" to a book. Book equivalence for primary sources such as poems or short stories is left to the discretion of the Examining Committee.

Students who choose to design their own Focused Field reading list must also limit their reading list to 25 book-length works (or equivalent), with a mix of primary and secondary sources as appropriate to the designed field. Designed reading lists are normally focused on a theoretical or methodological paradigm not sufficiently represented by the department's established Major Fields, particular genre(s) or author(s), or an interdisciplinary topic. Students who design their own list must also provide a 300- to

500-word statement that briefly describes their field, its relationship to their Major Field, and its expected relationship to their dissertation. The designed reading list must be compiled according to standard bibliographical practices; students should take care to specify the particular edition of a text they will use and, where appropriate, to specify selections taken from collections (e.g., of poetry or articles). Designed lists should be created in close consultation with the Chair of the Examining Committee, and they must also be submitted to and approved by the Graduate Committee.

Focused Field lists (and, if necessary, the accompanying 300- to 500-word statement) should be submitted to the Graduate Secretary, with the Chair of the Examining Committee's approval of the list (via email), at least *40 working days* in advance of the projected exam date. The Graduate Advisor (or Graduate Committee) will review and provide feedback (or approval) of all lists within 7 working days of submission. The Graduate Advisor and the Graduate Committee ensure that all approved reading lists are equitable with regard both to length and complexity, as well as manageable for examination purposes. Students may be asked to add, drop, or adjust some selections. If major changes are deemed necessary, a student will be asked to resubmit the list (and, where appropriate, field statement). In these cases, changes are to be made in consultation with the Chair of the Examining Committee.

5.4.4 Scheduling Candidacy Examinations

Students are eligible for Candidacy Examination only after the successful completion of their coursework. They are expected to begin creating reading lists and studying for exams during the Summer Session (May-August) of their first year in the program and to complete their exams during their second year in the program. Normally, students complete their Major Field exam (written and oral) first and their Focused Field exam (written and oral) second, though students who write both exams in the same term may arrange a single oral. All Candidacy Examinations must be completed by 30 April of the second year of doctoral studies.

By 15 May of their first year in the program, PhD students must notify the Graduate Secretary in writing of

- Their Major Field exam area;
- Their Focused Field exam area (if a standard area) or their intention to design their own Focused Field;
- The faculty members who have agreed to be on their Examining Committee(s); and
- Whether they intend to complete both exams over one or two terms.

At least 40 working days prior to a written exam, and after consulting with Examining Committee members, students must notify the Graduate Secretary in writing of

- the date on which they wish to write the exam; and
- their choice of format for the written exam (see below).

At this time, the student must also provide their reading lists (as described above in sections 5.4.2.i and 5.4.3.i). The Graduate Secretary will forward lists for approvals as appropriate, schedule written exams, and schedule oral exam(s) for within ten working days after the sitting of written exam(s).

Should a student wish to take their Major and Focused Field exams over two terms, the

recommended schedule is as follows:

- The Major Field Exam (written and oral) completed by 15 November; and
- The Focused Field Exam (written and oral) completed by 30 April.

Should a student wish to take their Major and Focused Field exams in one term, with a single oral following, the recommended schedule is as follows:

- The Major Field (written) completed by 1 November;
- The Focused Field (written) completed by 1 December; and
- The two-part oral (half devoted to the Major Field, half to the Focused Field) completed by 15 December.

5.4.5 Format of Candidacy Examination Papers

Examination papers for written exams typically consist of 9 to 15 questions, organized into sections. The sections are usually arranged by genre, methodology, or critical focus, as predetermined by the Examining Committee in consultation with the student. Students are required to answer 3 questions, each from a different section. Students must demonstrate both breadth and depth across the three answers and avoid undue repetition across answers.

For each written exam, students may choose either a 5-hour on-campus exam (written with the use of the candidate's own or the department's laptop) or a 3-day take-home exam. Although students writing in the 5-hour on-campus and 3-day take-home format face different constraints, and a cleaner and more stylistically polished exam is expected from those completing a take-home exam, Examining Committees will look for the same levels of competence as regards knowledge of the reading list and analysis of texts in their assessment of any exam answers. Take-home exams have a word limit of 1,500-2,000 words per question.

Students with disabilities who require special assistance with exam writing, or the availability of different exam formats or timeframes, should notify the Graduate Advisor as soon as possible and register with the [Centre for Accessible Learning \(CAL\)](#).

Based on the student's reading lists, the Examining Committee prepares examination papers and marks exam answers. Each member of the Committee will submit three to five questions to the Chair of the Examining Committee. The Chair then uses these questions to design and draft a complete examination paper, and the Examining Committee as a whole will communicate to finalize the examination paper. In this process, members of the Committee normally meet with one another and with the student to achieve consensus on the question categories and to communicate with the student about shared expectations for the student to pass the examination. The Chair of the Examining Committee will discuss with the student the finalized structure of the examination questions, and the instructions that will accompany them, at least *15 working days* prior to the sitting of an exam.

5.4.6 Vetting of Candidacy Examination Papers

The Graduate Advisor and two other members of the Graduate Committee will review all Major Field and Focused Field examination papers to ensure that they are equitable and reasonable for examination purposes.

5.4.7 Marking of Candidacy Examination Papers and Oral Examinations

Each of the written exams will be assessed on a Pass/Fail basis, though in exceptional cases

students may “Pass with Distinction.” Students who receive a “Pass with Distinction” will be notified, and a copy of the distinction letter will be entered in their academic file.

Within 3 working days after the sitting of the exam, all Examining Committee members will assess the exam independently and email their preliminary comments to the Examining Committee Chair. The Chair will compile and distribute the preliminary comments by email to the other Examining Committee members and the Graduate Advisor *no later than 7 working days after the sitting of the exam*. The candidate will not see the comments at this time.

In the event that a written exam is a clear failure, the related Oral Examination will be cancelled, unless the Examining Committee (in consultation with the student) wishes to proceed for pedagogical rather than evaluative reasons. Normally the Oral Examination will be cancelled, and the student will instead be debriefed by the Examining Committee.

If performance on the written exam(s) is sufficient to move on to an Oral Examination, the Oral Examination will happen *within 10 working days after the sitting of the exam*. The Oral Examination is chaired by the Graduate Advisor, unless the Graduate Advisor is unavailable or is a member of the Examining Committee. When the Graduate Advisor cannot Chair the Oral Examination, the Department Chair will appoint a member of the Graduate Committee as Chair. (The Department Chair and the Graduate Advisor should not be members of the same Examining Committee.) An Oral Examination is approximately 90 minutes in length. At the Examining Committee and student’s discretion, a short break may be permitted in addition to this time. The Examining Committee will meet with the Chair of the Oral Examination (usually the Graduate Advisor) for 15-30 minutes before the start of the Oral Examination to discuss the written examination paper(s) and broadly outline the planned areas for questioning. The Oral Examination is intended to allow for discussion of the written examination paper(s), as well as further examination of the texts included on the student’s reading list(s). It should especially allow for clarification and augmentation of written answers.

Normally an Oral Examination will proceed in two rounds of questions, beginning with one of the two Examining Committee members and ending with the Chair of the Examining Committee. When a student has written both the Major and Focused Field exams in one term and has thus been permitted a single Oral Examination, however, the gathered Examining Committee members should decide which written exam will be discussed first and then proceed with one 45-minute round of questions for each exam. In this case, if the two written exams have distinct Examining Committee members, no Examining Committee member should ask questions about, or assess answers to questions about, the exam for which they were not a member.

After the conclusion of an Oral Examination, the candidate will be asked to leave the room and the Examining Committee(s) must come to a unanimous decision on the result(s) of the Candidacy Examinations. After these deliberations, the result(s) will be shared with the student by the Examining Committee Chair and communicated to the Graduate Secretary in writing by the Chair of the Oral Examination. The Chair of the Oral Examination does not vote on results. If the Examining Committee is unable to reach a unanimous decision, the matter will be referred to the Graduate Advisor for adjudication.

Within 3 working days of the Oral Examination, the Examining Committee Chair will anonymize and collate the Examining Committee members’ comments on the written exam(s) and forward them to the candidate and the Graduate Secretary.

Students who fail either of their written exams, or whose Oral Examination results in the failure

of either the Major or Focused Field exam, must rewrite the exam (with a new examination paper) within 3 months of the first attempt. Students must notify the Graduate Secretary of the date on which they wish to rewrite an exam *at least 25 working days* before the expected date. If an Oral Examination results in cumulative failure of either of the exams, a new or additional Oral Examination will be scheduled after the second attempt. Requests to postpone any component of Candidacy Examinations must be submitted in writing to the Graduate Advisor and accompanied by a supporting memorandum from the Chair of the Examining Committee.

Students who fail either of their exams after a second sitting will be withdrawn from the program. However, students may appeal this decision (see Appendix 3).

5.5 THE SUPERVISORY COMMITTEE

After PhD students have passed their Candidacy Examinations, they must formally constitute their Supervisory Committee. The Dissertation Supervisor and Supervisory Committee will guide the student through completion of the degree. While the Chair of the Candidacy Examining Committee(s) will usually become the Dissertation Supervisor, and the Supervisory Committee will normally include members of the Candidacy Examining Committees, this is not required. Students should consider their Supervisory Committee members (including the Supervisor) very carefully: this Committee will assess the Dissertation Prospectus, conduct the Prospectus Conference, direct the writing of the Dissertation, and conduct the Final Oral Examination (also called the Dissertation Defence). At this point, students may choose to work with different faculty members (i.e., faculty who were not members of their Candidacy Examining Committees) without difficulty. Once the Supervisory Committee has been formally constituted, however, student-initiated reconstitution of the Committee will require negotiation and open consultation with Supervisory Committee members and the Graduate Advisor. *In cases of reconstitution after the Dissertation Prospectus, a new Supervisory Committee member should review the Prospectus and may outline new concerns to be addressed in the Dissertation, but a new Prospectus or Prospectus Conference will not be required.*

Because every student's project and progress are different, the Supervisory Committee procedures outlined in this section may require slight adjustments for individual students. Supervisors may use their discretion to make adjustments and, when necessary, consult the Graduate Advisor (so long as they are not contravening any FGS policy). All Supervisory Committee members and students should read and consult the FGS [Graduate Supervision Policy](#), which supersedes departmental guidelines. On the role of the Supervisory Committee more generally, see also the UVic Graduate Calendar's section on [Graduate Studies Committees, Advisers, and Supervisors](#).

5.5.1 Constitution and Responsibilities of the Supervisory Committee

Each PhD student's Supervisory Committee must include at least

- The Supervisor (from the Department of English);
- One member from the Department of English; and
- One member from outside the Department of English (but within the University).

The Supervisory Committee of a PhD student with a Concentration in CSPT must include at least two members who participate in the CSPT Program.

When a student reaches the Final Oral Examination, an External Examiner (from outside the University) will be added to the Supervisory Committee, which is henceforth known as the Dissertation Examining Committee.

Students are encouraged to consult with the Graduate Advisor to discuss the constitution of their Supervisory Committee before approaching faculty members, and they are likewise encouraged to discuss their dissertation project and methodology with each potential member of their Supervisory Committee before finalizing its constitution. *If the Graduate Advisor is one of the potential members of the Supervisory Committee, the Graduate Secretary may suggest an alternate faculty advisor or mentor for consultations.*

5.5.1.i The Supervisor

The supervisor carries the chief responsibility for guiding the academic progress of the student throughout the period of dissertation planning, research, and writing. The supervisor counsels the student in academic matters and provides guidance on the nature of research and graduate study, the standards expected, the adequacy of progress towards the degree, and the quality of work drafted and completed. Supervisors will assist the student with crafting the Dissertation Prospectus, read drafts of the student's developing Dissertation, and will offer feedback on all matters pertaining to the completion of a Dissertation: content, cohesiveness and originality of argument, research standards, structure, documentation, and writing style. The Supervisor does not act as a copyeditor, but, when necessary, may also help the student overcome stylistic difficulties. The supervisor will not allow the Dissertation to be submitted for approval unless it is completed to the supervisor's satisfaction and likely to pass a Final Oral Examination. The supervisor will coach the student on how to prepare for the Final Oral Examination.

As the faculty member most familiar with the student's work, the supervisor is also responsible for providing advice on such issues as funding applications, conference papers, postdoctoral applications, and job applications. The Graduate Advisor will complement the supervisor's guidance on these matters.

To ensure successful and timely completion of the program, it is essential that supervisors and their students maintain regular contact. Students and supervisors should establish a work schedule to ensure that deadlines and goals are met, and supervisors must give their students advance notice if they plan to be absent from the University for an extended period of time and make suitable arrangements with the student and the Graduate Advisor for continued supervision of the student in such cases. If it is not feasible for supervisor and student to maintain regular contact during a supervisor's extended absence, the Department Member(s) of the Supervisory Committee, another faculty member, or the Graduate Advisor may take on the Supervisor's responsibilities during the absence.

Students are expected to communicate with their supervisors clearly and regularly, and they are responsible for meeting deadlines, discussing any difficulties they encounter, and submitting work (including drafts) following any agreed-upon work schedule arranged with their supervisor.

Students have the right to address and resolve supervisory situations that are not working. Students are encouraged to speak directly with the supervisor and Supervisory Committee in such cases. However, if for any reason a difficult situation cannot be resolved, the student may and should consult with the Graduate Advisor or the Department Chair, or take counsel from the FGS Office on how to proceed.

5.5.1.ii The Department Member and Outside Member

The department member and outside member do not play as significant a role on the Supervisory Committee as the Supervisor, but they are nonetheless significant

contributors and potential mentors.

The department member of a Supervisory Committee provides advice when approached by the student but is not expected to read and comment on early drafts of any written work. The department member will read drafts of the Dissertation Prospectus and drafts of all chapters or sections of the Dissertation after they have been approved by the supervisor. Students should maintain contact with the department member and consult the member on the dissertation project occasionally or when advised by the supervisor. In cases of significant difficulties with dissertation progress, the department member may be asked to provide feedback. The department member must read and approve what the supervisor considers to be the finished draft of the Dissertation Prospectus and the Dissertation and will be present to ask questions and assess the student's work at the Prospectus Conference and the Final Oral Examination.

The outside member of the Supervisory Committee should be a University faculty member with expertise related to the dissertation topic. This member should be selected in consultation with the supervisor. The outside member may be consulted at various stages during the writing of the Dissertation Prospectus and Dissertation but is generally expected to have a less active role than the Department Member. Normally, the outside member will be asked to read and approve only complete drafts of the Dissertation Prospectus and the Dissertation, though some students and supervisors may seek more regular feedback from the outside member (provided the member is able to participate in this way). The outside member will be present to ask questions and assess the student's work at the Prospectus Conference and the Final Oral Examination.

In consultation with their Supervisors, students are expected to take into account the feedback or comments they receive from both the department member and outside member of their Supervisory Committee. Students are responsible for keeping all members of their Supervisory Committee informed of the various stages of their Dissertation progress.

5.6 THE DISSERTATION PROSPECTUS AND CONFERENCE

The Dissertation Prospectus is the first step in writing the Dissertation (ENGL 699). It is normally submitted within 4 months (one term) after passing Candidacy Examinations but *no later than September 15 of the student's third year*. The Prospectus Conference, which provides an opportunity for the student and full Supervisory Committee to discuss the Prospectus and Dissertation, should be schedule *within 20 working days of submission*. The Graduate Secretary will assist in scheduling the Prospectus Conference.

The Prospectus consists of an essay and bibliography setting forth the nature of the dissertation project, its methodology, its relationship to existing scholarship and current criticism, and its anticipated arguments and value. It should normally be about 4,000-5,000 words long (12-15 double-spaced pages), with another 5 single-spaced pages of bibliography, and often contains a chapter outline. In this way, the Prospectus is similar to the introduction of a scholarly monograph and may be used as, or provide the basis for, introductory materials in the Dissertation. The Prospectus should be prepared in consultation with the supervisor and other members of the Supervisory Committee. Sample prospectus are available from the Graduate Advisor and the Graduate Secretary. *Once a year, the Graduate Advisor, in collaboration with at least one other faculty member, will offer an informal seminar to discuss how to write a successful and useful Dissertation Prospectus and how to prepare for the Prospectus Conference.*

During the process of writing the Dissertation Prospectus, the student is expected to meet with members of the Supervisory Committee to discuss progress and/or review drafts. The Supervisory Committee

should also meet (or communicate via email) to discuss the student's developing project. It is expected that by the time the Prospectus is submitted, the Supervisory Committee has reviewed it, communicated about it, and is in general agreement with the overall shape and goals of the dissertation project. The Prospectus must be submitted to the Graduate Secretary with the Dissertation Prospectus form, which must be signed by the student and supervisor. The Dissertation Prospectus form is available from the Graduate Secretary.

Within 20 working days after the submission of the Dissertation Prospectus, the student will have a Prospectus Conference with the Supervisory Committee, to gain final approval to continue with the outlined project. The goal of the Prospectus Conference is to provide a setting for the full Supervisory Committee to meet with the student and provide feedback for the initial phases of the Dissertation. The Supervisory Committee may discuss potential methodological or theoretical problems, important critical concerns, text choices, the scope of the project, and other issues likely to arise as the candidate writes the Dissertation. At the Prospectus Conference, the Supervisory Committee should also articulate expectations for delivery of a first chapter of the dissertation (see section 5.7.1). Normally, the Supervisory Committee does not reject the Dissertation Prospectus at this stage. In the rare event that the Dissertation Prospectus is rejected at the Prospectus Conference, the candidate must rewrite the Prospectus according to the Supervisory Committee's feedback and resubmit it to the Graduate Secretary within 6 calendar weeks. The Supervisory Committee will review the resubmitted Prospectus and determine whether another in-person Conference is necessary before the student proceeds to the memorandum or feedback.

Within 10 working days after the Prospectus Conference, the student must submit to the Graduate Secretary a memorandum outlining the feedback and concerns of the Supervisory Committee, as expressed at the Conference. Since it becomes a formal record of the Conference, the memorandum must be unanimously approved by the Supervisory Committee, who may require clarifications or corrections before submission. All Supervisory Committee members must sign the memorandum or indicate their approval through an email to the Graduate Secretary. The memorandum is understood thereafter as part of the approved Dissertation Prospectus.

In the event that a student so substantially changes the dissertation topic that the project cannot be called an evolution of the original Dissertation Prospectus and/or requires reconstitution of the Supervisory Committee, the student may be required to write a new Prospectus and sit another Prospectus Conference. In cases of a radical change of historical or disciplinary focus at this point, the student may also be required to re-sit one or both Candidacy Examinations.

Students who for any reason cannot meet the September 15 deadline for submission of the Dissertation Prospectus may seek the Graduate Advisor's permission for an extension of up to 6 calendar weeks. The extension request will be approved by the Graduate Advisor if there is evidence of significant academic progress and/or at the recommendation of the Supervisory Committee.

The Graduate Advisor will review all Dissertation Prospectus and Prospectus Conference Memoranda. Faculty and students may consult the Graduate Advisor about any aspect of the Prospectus and Conference process.

5.7 THE DISSERTATION

The dissertation is the culmination of a student's doctoral program. It is expected to be a sophisticated, research-based work of the highest possible caliber and potentially publishable. The length of a dissertation is between 60,000 and 120,000 words, plus notes and bibliography. Normally the Dissertation undergoes an extensive revision process, chapter by chapter and as a whole, before it is ready to be submitted for the Final Oral Examination (see section 5.8).

Students are responsible for ensuring that the Dissertation conforms to the Faculty of Graduate Studies [formatting standards](#) and to a citation style followed by the Department of English (normally MLA Style). *To ensure that the completed Dissertation meets all necessary requirements, students should familiarize themselves with all dissertation-submission information on the [Graduate Studies](#) website well in advance of preparing the final copy of the Dissertation and submitting a Request for Oral Examination.*

5.7.1 Chapter Submission in Year 3

PhD students, to maintain satisfactory progress through the program, must complete a first chapter of the Dissertation, and have their Supervisory Committee members approve it, *on or before 15 June of their third year in the program*. Expectations about this chapter should be articulated in the Dissertation Prospectus Conference (and in the memorandum of the Dissertation Prospectus Conference). The Supervisory Committee must review the chapter, provide feedback to the student, and approve it as meeting standards appropriate to this stage of dissertation writing, *within 20 working days* of submission. Students whose chapter fails to meet the Supervisory Committee's approval may revise and resubmit the chapter, taking into account the Committee's feedback, no later than September 15 of their fourth year in the program.

5.8 THE FINAL ORAL EXAMINATION

Students proceed to the Final Oral Examination (also known as a Dissertation Defence) after satisfying all other requirements for the PhD degree. *In order to meet convocation deadlines, the Faculty of Graduate Studies recommends that PhD orals be held no later than 8 July (for Fall convocation) or 1 March (for Spring convocation).*

A suitable External Examiner (from outside the University) must be arranged for the Final Oral Examination, normally by the supervisor. The External Examiner must have expertise in the dissertation area and only an "arms-length" relationship with the student, the student's supervisor, and the Department of English. *As soon as possible dates for the Oral Examination are being discussed, the supervisor should submit to the Graduate Secretary the name of the External Examiner.*

At least 35 working days in advance of the Oral Examination, the student must submit to the Graduate Secretary the following:

- a [Request for Oral Examination](#) form, signed by all Supervisory Committee members;
- a [Withholding Form Thesis/Dissertation](#) (if applicable), signed by the supervisor and Department Chair; and
- one digital (PDF) copy of the finished Dissertation.

If a suitable External Examiner has not yet been confirmed by the supervisor, additional time may be necessary. Final Oral Examinations may be held at any time of the year. However, to facilitate scheduling, students should consult with their Supervisory Committee to decide on a date (and alternative dates) as soon as they have a clear sense of when the finished copy of the Dissertation will be submitted. No Oral Examination can be scheduled until the student has submitted a Request for Oral Examination form and one hard copy of the finished Dissertation.

5.8.1 Scheduling of the Final Oral Examination

At least 30 working days before the Oral Examination, the English Graduate Secretary will confirm the date and time of the Examination, and the student must then take the Request for Oral Examination and Withholding forms to the Faculty of Graduate Studies (FGS) office. At this time, the student will also distribute hard copies of the Dissertation to each Supervisory Committee member. Prior to submitting the forms to FGS, the student must upload a PDF copy

of the Dissertation to the GS 699 course shell on [CourseSpaces](#). Dissertations larger than the CourseSpaces site limit of 128MB, or those with substantial appendices or ancillary information, may be submitted as an appropriately formatted PDF file on CD directly to FGS.

After the Final Oral Examination, the student must make any revisions to the Dissertation required by the Examining Committee and upload one PDF copy of the final (revised) Dissertation to [UVicSpace](#). Once Graduate Records and the Library approve the Dissertation, the student submits the Thesis/Dissertation Approval form to the Graduate Records office (preferably by email to the Graduate Records Clerk for English). The student must also provide an email copy of the final Dissertation to the Graduate Secretary for the Department files.

5.8.2 Final Oral Examination Procedures

Once the External Examiner is added to the Supervisory Committee, the Supervisory Committee is known as the Dissertation Examining Committee. External Examiners do not usually attend the Oral Examination in person; they normally participate by audio or audio/video conferencing. For audio conferencing, the External Examiner needs only a regular phone; for video conferencing, the External Examiner must have access to the appropriate technology (a laptop and good internet connection is usually sufficient). The Oral Examination will take place with the full Examining Committee present (in person or by audio/video conferencing) and will be administered by a Chair appointed by the Faculty of Graduate Studies.

At the Oral Examination, the appointed Chair will explain and moderate the procedures. The student is required to make a 20-minute presentation about the Dissertation. Students may read a prepared statement, speak from notes, or use devices and software that enhance their presentation. In their presentation, students are expected to explain how they embarked on their project, what issues they set out to investigate, what they have achieved and through what methodology, and how they have contributed to existing scholarship in the field. Students should seek their supervisor's advice as they prepare their presentation.

After the student's presentation, the Examining Committee will ask the student questions about the Dissertation. The External Examiner begins the questioning, followed by the outside member, then the department member, and finally the supervisor. It is customary for the Examining Committee members to go through two rounds of questioning. Finally, the Chair may also question the student and invite questions from auditors (if any). On average, Final Oral Examinations last two hours.

5.8.3 Evaluation of the Final Oral Examination

Taking into account both the quality of the Dissertation and the quality of the Oral Examination, the Examining Committee can recommend one of the following results:

- the Dissertation and the Oral Examination are acceptable;
- the Dissertation is acceptable subject to minor revision, and the Oral Examination is acceptable;
- the Dissertation is acceptable subject to major revision, and the Oral Examination is acceptable;
- that the Oral Examination be adjourned; or
- fail.

Minor revisions refer to typographical errors or short passages to be added, reorganized, or rewritten (with revision overseen and approved by the supervisor); major revisions may include

the recasting of entire sections of the Dissertation (with revision overseen by the supervisor and requiring the approval of all members of the Examining Committee). Adjournment may require the student to do substantial further work and requires a new Oral Examination no later than six months from the date of the first. A fail results when two or more members of the Examining Committee are opposed to passing the student. Students may appeal a fail (see Appendix 3).

5.9 POST-CANDIDACY TEACHING EXPERIENCE

As part of their professional training, advanced PhD students may teach their own courses in academic writing and literature, as Sessional Lecturers. Under the conditions outlined below, the department can normally provide each PhD student with the opportunity to teach three courses (at least two of which will be at the first-year level). After they have taught three courses, PhD students may apply to teach additional upper-year courses if they become available.

All teaching assignments are dependent on satisfactory progress towards the degree. Students eligible to teach may not normally defer teaching that was offered when they were admitted to the program. *Holders of SSHRC awards are expected to concentrate on their studies; SSHRC holders normally do not teach, or teach only a minimal amount, during the tenure of their award.*

International students should be aware that Citizenship and Immigration Canada does *not* require a work permit if 1) the student has a valid study permit, 2) the student is registered on a full-time basis, and 3) the student is working only on the campus where she or he is registered as a full-time student. International students hired as Sessional Lecturers, however, must ensure that they provide the Graduate Secretary with a copy of their study permit and must have a valid Social Insurance Number (SIN) for their appointments to be processed. To apply for a SIN, they must have a valid study permit that indicates they “may accept employment” or “may work” in Canada. Further information is available from [Service Canada](#).

5.9.1 Sessional Teaching in First-Year Undergraduate Courses

Advanced PhD students may teach a maximum of one section per term of [ENGL 135](#) (Academic Reading and Writing) or [ENGL 146](#) (The Literature of Our Era) as Sessional Lecturers, up to a total of three courses. Course allocations (for Fall and Spring terms only) will be determined by the Department Chair in consultation with the Graduate Advisor. No application forms are required of those seeking PhD Sessional Lecturer appointments for up to three courses. To be eligible for this teaching, students must

- be registered full-time;
- be in their third or subsequent year in the program;
- have passed Candidacy Examinations (by August 1 for Fall teaching, by December 1 for Spring teaching);
- have maintained a minimum 7.0 GPA;
- have completed two terms as a Teaching Assistant in the Department of English;
- show scholarly and teaching potential; and
- have taught fewer than three courses in the Department of English as the instructor of record.

In some exceptional circumstances, the third course may be in a second-year or upper-year undergraduate course, should such a course become available. When such a course becomes available, the student will be invited to follow the application process outlined in section 5.9.2.

5.9.2 Additional Sessional Teaching

Advanced, full-time registered PhD students who wish to apply for second-year or upper-year

undergraduate teaching in addition to the first-year courses normally provided to post-candidacy students must submit a letter outlining their eligibility and qualifications for such courses. They must also arrange for their supervisor to send a letter of support to Graduate Advisor. When there are multiple applicants for similar courses, the Graduate Committee may be asked to assess applicants' eligibility and produce a ranked and annotated list of applicants for the Department Chair. The Department Chair will consult with the Graduate Advisor to match recommended applicants with departmental need.

Successful candidates will normally

- have the support of the supervisor, in the form of a confidential letter that provides a frank assessment of the student's closeness to completion of the degree, grounding in the area of requested courses, and ability to communicate orally in front of a classroom;
- be in their fourth or subsequent year in the program, with a significant portion of their dissertation completed;
- have passed Major or Focused Field examinations, and/or be undertaking current dissertation work, in the subject area of the requested courses;
- have taught at least two first-year courses at UVic, with evaluations not below the department average for the relevant course; and
- have achieved excellence in coursework at UVic.

A designated member of the Department of English (normally the student's supervisor) must be identified to act as a mentor, to assist the student with course preparation and grading practices in accordance with departmental standards.

5.9.3 Training and Supervision of PhD Student Sessional Lecturers

Throughout their program, PhD student instructors receive pedagogical training, counsel, and supervision in a variety of ways. The Teaching Assistantships that students normally complete before passing their Candidacy Examinations (usually as part of funding offered at admission) include the mentorship of supervising professor(s) and an experienced graduate student TA, both of whom will provide instruction in a wide range of teaching techniques and practices, including lecturing, class discussion, marking and grading, techniques for teaching grammar and composition, and professional skills and expectations, as well as classroom observations and feedback. A series of workshops organized by the supervising professor(s) and senior TA normally also include information and training on other aspects of university teaching, such strategies for teaching EAL students, [Indigenous Cultural Acumen Training \(ICAT\)](#), and how to support undergraduate students who disclose difficult personal situations.

PhD TAs and instructors should also familiarize themselves with the teacher training and support resources provided by the University's Centre for [Learning and Teaching Support and Innovation \(LTSI\)](#), which hosts TA Conferences at the beginning of each term, as well as a variety of training workshops and opportunities for counsel throughout the academic year. Students who wish to augment their formal pedagogical training for career purposes may acquire additional credentials through the [Learning and Teaching in Higher Education \(LATHE\)](#) Graduate Certificate Program (see section 6.4).

After Candidacy Examinations, when PhD students are Sessional Lecturers, they are supervised by the Director of the Academic Writing Program (for first-year courses), or by a faculty mentor (for second- or upper-year courses). The faculty mentor is usually the student's supervisor, though alternate arrangements for mentorship may be arranged.

The following guidelines for the training and supervision of PhD student Sessional Lecturers apply:

- PhD student instructors teaching first-year courses must attend any orientation and training sessions organized by the Director of the Academic Writing Program. (The Director normally schedules a meeting for PhD student instructors at least two weeks before the start of a term to address topics such as course requirements, syllabus design, marking, and expectations for good teaching, and will also lead group meetings through the term to offer practical help and provide a forum for an exchange of ideas about classroom experiences.)
- PhD student instructors teaching in the Department of English must have their teaching formally observed and evaluated. The Director of the Academic Writing Program (for first year courses) or faculty mentor (for second- and upper-year courses) will write a letter of evaluation for each student at the end of, or shortly after, the teaching term.
- The Director of the Academic Writing Program or the faculty mentor (as appropriate) should visit and observe the classroom of any PhD student instructor teaching in the Department of English early the term (October or February). This visit should be preceded by a meeting or email conversation to go over the aims of the particular class, and it must be followed by a meeting to review the strengths, weaknesses, and development of the student's teaching skills. The meeting is not evaluative: its sole purpose is to give the student information, support, and suggestions for improvement.
- The Director of the Academic Writing Program or the faculty mentor (as appropriate) will undertake a more formal classroom observation of each PhD student instructor teaching in the Department of English later in each term (November or March). This observation should again be preceded by a meeting or email conversation about the aims of the particular class and must be followed by a meeting to discuss *and assess* the PhD student's teaching. On the basis of this discussion and review of the student's teaching materials, the Director or mentor must write the student's teaching evaluation letter and forward a copy to the student before the end of the term. The student or letter writer may then request a meeting to discuss the written evaluation. The student must sign the evaluation (or its revision) to acknowledge its content and may attach a written reply to the evaluation if necessary. *Signed evaluation letters must be sent to the Graduate Secretary no later than the first week of the next term.* The Graduate Secretary will place the letter in the PhD student's academic file.
- PhD student instructors, the Director of the Academic Writing Program, or the faculty mentor (as appropriate) may request individual meetings to discuss the student's teaching at any time, and PhD student instructors may request additional observation of their teaching. If a letter of evaluation indicates a serious need for improvement, the Graduate Advisor and the student may meet to discuss the evaluation, and *after meeting with the Graduate Advisor* the student may request evaluation by another faculty member, to be chosen by mutual agreement.

5.10 ANNUAL PROGRESS REVIEW FOR PhD STUDENTS

All PhD students must meet with their Supervisory Committee (or, if the Supervisory Committee has not yet been constituted, their acting supervisor) and complete an [Annual Progress Review form](#) by 1 June of each year (see [FGS "Graduate Supervision Policy"](#) 5.11). The information required in the departmental progress review is in addition to, but designed to correspond with, other annual reviews students may be required to submit (e.g., to SSHRC or FGS). Signed and completed Annual Progress Review forms should be submitted, in person or via email, to the Graduate Secretary. The Annual Progress Review includes

- the extent of coursework, research, and written work already accomplished;
- objectives for academic progress in the next 12 months;
- if applicable, an account of any factors that have hindered (or are likely to hinder) timely progress toward completion and steps taken to address these factors; and
- supervisory assessment of the student's progress through the program.

Students should complete their sections of the form and meet with their Supervisory Committee (or, if the Supervisory Committee has not yet been constituted, their acting supervisor) in advance of the form's submission. Any concerns that the supervisor or Supervisory Committee has about the student's progress must be addressed directly with the student, and the student must be given a chance to respond, though the Supervisory Committee may review and discuss the student's progress without the student present. The student and supervisor must sign the form before it is submitted to the Graduate Secretary, and the student may include a response to the supervisory assessment if necessary.

All Annual Progress Review forms are reviewed and signed by the Graduate Advisor. In the case of unsatisfactory progress, the Graduate Advisor will request a meeting to discuss the student's continuing in the program. Following that meeting, the Graduate Advisor and the student's supervisor will provide the student with written goals and requirements to remedy unsatisfactory performance. Students who receive two consecutive unsatisfactory reports will be withdrawn from the program.

5.11 TIME TO DEGREE, TIME LIMITS, AND ACADEMIC STANDING

Full-time PhD students in the Department of English are expected to complete their doctoral degree within five years. Most funding available for PhD students is available only within this five-year period. However, should a student require a leave of absence to stop this clock (and the associated registration fees), a variety of leaves are possible (see Appendix 2).

The University requires all PhD students to complete the requirements for their degree within seven years from the date of their first registration in the Faculty of Graduate Studies. In extraordinary circumstances, when this is not possible and when there is a clear indication that a student is very close to completion and requires short additional time to finish, an extension may be granted. To request an extension, students must submit a [Request for Program Extension](#) form to the Graduate Secretary. *Students must obtain approval for a program extension prior to the time limit expiry date. If a program extension is not approved prior to the program expiry date, the student will normally not be permitted to continue in or return to their program.* Students will be charged a larger registration fee for each term beyond seven years.

PhD students are expected to maintain an A- average (7.0 GPA) on all graded graduate courses taken for credit towards the PhD program. Students who fail to maintain this average may continue the program only with the permission of the Graduate Advisor and the Graduate Committee.

6 ENGLISH GRADUATE DEGREES IN CONJUNCTION WITH OTHER PROGRAMS

6.1 CONCENTRATION IN CULTURAL, SOCIAL, AND POLITICAL THOUGHT (CSPT)

UVic's interdisciplinary [CSPT Program](#) offers a concentration in CSPT for students pursuing thesis-based MAs or PhDs in Anthropology, English, History, Environmental Studies, Political Science, and Sociology. It offers an exceptional challenge to people who wish to explore ideas at the intersection of

literary theory, social theory, and political theory and hosts a small cohort of committed graduate students from across the humanities and social sciences who wish to focus on critical theory broadly. Those who wish to complete a CSPT concentration must be admitted to the CSPT Program *after they have been admitted to their home department*, complete select coursework within the CSPT Program, constitute Supervisory Committees with [CSPT participating faculty members](#), and complete a thesis or dissertation on a topic appropriate to both English and CSPT. PhD students must complete a CSPT Candidacy Examination (see section 5.1). *Prior to entering the CSPT Program, students are expected to have competence in theory.*

Graduates with a concentration in CSPT will receive an MA or PhD in English with a Concentration in Cultural, Social, and Political Thought. [Participating faculty](#) are drawn from several departments. In rotation, they offer of [CSPT courses](#) to support CSPT students' degree progress.

Additional program funding, offered by the CSPT Program, may be available for CSPT applicants upon admission to the concentration (see section 9.2). For further information, students are advised to consult the [CSPT Director](#) of the [CSPT Program Secretary](#).

6.2 OTHER INTERDISCIPLINARY PROGRAMS

Exceptional applicants who wish to undertake an MA or PhD degree with a research focus between or outside of existing programs and departments may propose an Interdisciplinary Program (INTD) degree by combining interests in different fields of study. Working with co-supervisors in at least two different academic units, INTD students may follow an individual program tailored to their own interests and designed in consultation with an appropriate Supervisory Committee. It is the applicant's responsibility (normally with the support of a supervisor and/or the Graduate Advisor) to pursue and arrange the details of such a program. The Department of English and the Faculty of Graduate Studies is under no obligation to approve proposed interdisciplinary programs. Applications to pursue an INTD degree must be submitted to the Graduate Admissions and Records Office (GARO) by 31 March (for May or September entry) or 30 September (for January entry). The Faculty of Graduate Studies maintains full details about the graduate [interdisciplinary program](#) and its application requirements and procedures on its website. Interested students may also contact the INTD Graduate Advisor at intdadv@uvic.ca.

6.3 THE CO-OPERATIVE EDUCATION PROGRAM

6.3.1 General Information

UVic's [Co-operative Education Program \(Co-op\)](#) organizes co-operative education and career planning opportunities for students pursuing both undergraduate and graduate degrees in the Humanities and Fine Arts. Co-operative education allows students to alternate academic study terms with paid work experience related to their field of study and enrich their academic studies by drawing on practical, real-world experience from their work terms. Co-op students develop competencies that will allow them to excel in the work place and may pursue work terms related to their graduate training, research, or academic skills. Co-op employers include federal and provincial governments, theatres, museums, galleries, archives, libraries, cultural industries, newspapers, book publishers, and communications and media firms. While every effort is made to ensure that Co-op work term positions are situated in or near Victoria, prospective Co-op students should be aware that some employment opportunities are out of town.

Co-op students normally complete study and work terms in alternating sessions. It is not possible for MA students enrolled in the Co-op Program to complete their degree in one year (12 months), though the paid Co-op work terms do provide funds for the extended degree timeline. Anyone who does not intend to pursue a PhD degree, or an academic career, is strongly encouraged to explore the experiential learning and work training that the Co-op Program offers.

Interested students should consult the Graduate Advisor and/or the Humanities and Fine Arts Co-operative Education Program and Career Services offices (hufacoop@uvic.ca or 250-721-8841).

6.3.2 Co-op Program Requirements

MA students enrolled in the Co-op Program must complete two work terms. Enrolled PhD students must complete three work terms. A work term consists of four months of full-time paid employment, during which period students pay a work-term fee. All applicants must be full-time students; MA students have a minimum B+ (6.0) GPA, PhD students a minimum A- (7.0) GPA.

Students pursuing the Co-op Program complete a Co-op application and submit it in the first week of September or January, depending on when they wish to begin work terms. Further application information is available on the [Humanities and Fine Arts Co-operative Education and Career Services](#) website. All interested students must satisfactorily complete a short series of career-planning orientation seminars before applying. (Note: there is no obligation to continue with the Co-op Program after finishing these seminars).

While the Co-op office assists students in finding employment, individuals are encouraged to seek opportunities that align with their interests, skills, and goals. Students in the Co-op Program pay tuition (as usual) plus an additional fee for each work term (about \$800). They do not, however, have to pay the work-term fee until they begin working. Co-op work term positions are paid positions. Schedules outlined in Appendix 1 (A1.3 and A1.4) would also allow a student to be a TA in their first year of the program. There is no prohibition that prevents TAs or students with other kinds of funding from pursuing the Co-op Program. The Co-op office helps non-Canadian students arrange any off-campus work visas they may need to undertake a Co-op work term.

6.4 THE LEARNING AND TEACHING IN HIGHER EDUCATION (LATHE) CERTIFICATE

Through the Educational Psychology and Leadership Studies Program (within the Faculty of Graduate Studies) and the Centre for Learning and Teaching Support and Innovation (LTSI), UVic offers a [Learning and Teaching in Higher Education \(LATHE\)](#) Graduate Certificate Program for PhD students. The LATHE program provides in-depth credentialed training in the pedagogical knowledge and practical skills to teach effectively in higher education and successfully compete on the job market.

PhD students in the LATHE Graduate Certificate Program complete three courses:

- [ED-D 600](#): Learning and Teaching in Higher Education (1.5 units)
- [ED-D 610](#): Contemporary Issues in Higher Education (1.5 units)
- [ED-D 605](#): Educational Psychology: Doctoral Apprenticeship in Teaching in Higher Education (3.0 units)

Interested students must apply to the LATHE Graduate Certificate Program and pay additional fees (discounted for current UVic students). Admission to the LATHE program requires that you 1) are currently enrolled in a PhD or Post-doctoral degree program (preference is given to UVic students currently enrolled in a PhD program); 2) have a minimum GPA of 6.0 (B+ average); 3) are able to enter the LATHE Graduate Certificate Program in September; and 4) that you meet all minimum requirements set by the Faculty of Graduate Studies, including English Language Proficiency.

The credential will appear on students' transcripts once complete, and the program will include guided construction of a professional teaching dossier. Additional information and application instructions can be found at the [LTSI's LATHE web page](#). Interested students should consult the Graduate Advisor before

applying and may also contact the [LTSI Manager of Professional Programs](#).

6.5 INTERNATIONAL EXCHANGE OPPORTUNITIES

UVic's International Student Services (ISS) coordinates a variety of International Exchange Programs and opportunities that are open to undergraduate and graduate students. Exchange possibilities must be coordinated with the cooperation of the Graduate Advisor, the Graduate Admissions and Records Office (GARO), and ISS, which facilitates UVic Exchange Programs and maintains partner agreements with universities around the world. Students must normally investigate and provide information about the courses they wish to pursue at the other institution, secure their supervisor's and Graduate Advisor's approval, and apply in writing to GARO and [UVic Exchange Programs](#).

The application will

- specify the host institution, and the exact course(s), and the unit value of courses;
- include a calendared description of the course(s) or course syllabus;
- explain why the exchange is necessary to the student's research; and
- include written support from the supervisor and Graduate Advisor.

Students may be eligible for exchange status under the provisions of the [Western Deans' Agreement](#) or through other [formal exchange agreements](#) maintained by the University, though they should be aware that not all institutions with which UVic maintains agreements are able to host graduate students.

Institutions that currently host graduate students as part of their exchange agreement with UVic include the [Université Paul-Valéry Montpellier III](#), the [Université de la Sorbonne Nouvelle Paris 3](#), and, as of the 2019/20 academic year, the [University of Washington](#) through the [Corbett Exchange Scholars Program](#). The Corbett Exchange Scholars Program requires that student study at the University of Washington for two terms (Fall and Spring) and provides a \$10,000 scholarship to support the exchange. The Corbett Program is an excellent opportunity, in particular, for PhD students pursuing research in West Coast literatures, Indigenous literatures, and any areas of specialization that may be augmented by the expertise of the [University of Washington Department of English](#). Other institutions may be good options for graduate students working to fulfill their language requirement.

If permission is granted for an international exchange, students must usually take a leave of absence or register concurrently in essay, thesis, or dissertation units. *In advance of applying for an exchange, students are strongly advised to discuss related funding implications with the Graduate Advisor and/or GARO.* After an exchange, students must make arrangements for an official transcript to be sent directly to GARO upon completion of their outside coursework.

7 GRADUATE COURSES

7.1 GRADUATE COURSES AND THEIR SELECTION

The Department of English offers a range of area courses and special topics courses throughout the Winter Session (i.e., Fall and Spring terms). Normally, two courses are also offered during the Summer Session (one in the May-June term and another in the July-August term). All graduate courses are proposed by faculty members and vetted by the Graduate Advisor in consultation with the Graduate Committee. When selecting courses that will run in a given academic year, the Graduate Committee takes student feedback and rotation principles (of faculty and course topics) into account.

ENGL 500 (Textual Studies and Methods of Research), a mandatory foundational course that focuses on graduate-level research skills and methodologies as well as professional development, is offered in the first term (September-December).

Area courses correspond to areas in which PhD students might have Major Field exams, and they are designed by individual faculty members in consultation with Area Committees comprised of faculty members with expertise in the relevant area. Areas covered may vary from year to year, though at least one critical theory is consistently offered in each term. Area courses not only provide doctoral students with excellent preparation in areas in which they will take Candidacy Examinations but also serve all students in providing foundations for university, college, and high school teaching. MA students interested in pursuing doctoral studies will benefit from taking a broad range of area courses for the historical period coverage they are expected to have as PhD applicants. *With the permission of the Graduate Advisor, and provided that the instructor and texts are different, students may take an area course with the same course number more than once.*

Special topics courses are designed around the current research interests of faculty members and provide students with the opportunity to delve deeply into highly advanced and/or original research topics. *Students may take special topics courses with the same course number more than once.*

7.2 COURSE ATTENDANCE

Graduate courses meet once per week for three hours. Weekly attendance is expected. Students who must be absent from a course for a serious reason are expected to contact the instructor before the missed class and explain why they will not be in attendance. Instructors will include their policy on unwarranted absences on their course syllabus and must notify the Graduate Advisor if a student has 3 absences.

7.3 COURSE ASSIGNMENTS

Graduate course assignments differ from course to course and from instructor to instructor. Typically, they include one or more oral presentations, at least one short essay or research assignment, some form of participation requirement, and a longer research essay or term paper that accounts the most substantial part of the course grade. Depending on the nature of the subject matter, some instructors may require a final examination or assignments that differ from those listed here. The nature and value of graduate course assignments are regularly reviewed by the Graduate Advisor in consultation with the Graduate Committee.

7.4 GRADING PROCEDURES

Instructors are required to state in their syllabus the number, length, and relative weights of all assignments. The aims and expectations of individual assignments—such as seminar presentations, annotated bibliographies, or research essays—are also typically outlined in writing, either in the syllabus or in handouts distributed in the first three weeks of the term. A statement regarding the instructor's policy on late papers and deadline extensions must also be included in each course syllabus.

7.5 MARKING OF GRADUATE PAPERS

Graduate papers are expected to be well researched (making use of sources that are additional to any research bibliography that the instructor may have provided), appropriately documented following the required style and format (usually MLA Style), carefully proofread, and professionally presented.

The following grading rubric shows the guidelines followed by graduate instructors:

A+ (90-100%): Papers in this range are especially sophisticated and perceptive pieces of work that make an original contribution to scholarship. They are of publishable, or near publishable, quality.

A (85-89%): Papers in this range are perceptive and original, but may require substantial revision for publication. They would normally be accepted as conference presentations.

A- (80-84%): Papers in this range are adequate on the graduate level both with regard to the quality of content and writing and to research and presentation.

B+ (77-79%): Papers in this range have significant weaknesses in some areas, though still meet graduate standards.

B (73-76%): Papers in this range are marginally acceptable at the graduate level.

Apart from grades, instructors typically provide detailed commentary and feedback on each assignment submitted. Written comments should indicate areas of both strength and weakness in the submitted work, and provide the student with an explanation of the grade received.

7.6 COURSE EXPERIENCE SURVEYS (CES)

Near the end of each term, students will receive an email inviting them to complete a Course Evaluation Survey (CES) for each course in which they are registered. They must click on the link within the email and log in to the CES system with their UVic Netlink ID. The CES asks students to assess the structure and effectiveness of the course, as well as the knowledge and pedagogical abilities of the instructor. CES responses are anonymous: instructors receive only summary reports of CES results that include no identifying student information, only after grades have been submitted. The Department Chair will also review CES summary reports and, when appropriate, will discuss the results with the instructor.

7.7 ENGL 590: DIRECTED READING

7.7.1 General Information

Students may request a Directed Reading course (1.5 units) in an area of study not covered by the departmental courses offered. However, Directed Readings constitute a significant extra workload for faculty members, and they are considered an exception rather than the norm. Normally, a student may take no more than one Directed Reading.

In any case where the department is able to offer only one Summer Session graduate course, or when a student needs an additional course to complete a concentration *because no other eligible course has been offered*, MA students who plan to complete their degree in one calendar year may take a Directed Reading with a regular faculty member, provided that an appropriate faculty member is willing. In these cases, the student's supervisor must provide evidence that the student will complete all requirements of the program by the end of the first academic year (August).

A Directed Reading may be in the general area of a student's research, but in no circumstances can the material covered in a Directed Reading duplicate the writing of a thesis or dissertation. Occasionally, if schedules permit, a student may arrange to take an upper-level undergraduate course as a Directed Reading, so long as the instructor is willing to adjust the course expectations and assignments (as appropriate to a graduate level) for the student.

7.7.2 Applications for ENGL 590

Students wishing to apply for a Directed Reading (ENGL 590) must first ensure that an instructor is available and willing to direct the ENGL 590. In consultation with the instructor, the student must then submit a [Pro Forma](#) proposal to the Graduate Secretary, for approval by the Graduate Advisor and Graduate Committee. The student's supervisor must also approve the application.

An application for Directed Reading must include the following:

- a rationale (written by the student) explaining why the Directed Reading is central to their research interests, necessary to their degree program, and not otherwise available;
- a title for the proposed course;
- a succinct description of the proposed course;
- a bibliography of primary and secondary texts to be studied;
- planned course assignments and grade values assigned to them (this must include dates of any tests and examinations, and when assignments are due);
- a schedule of meetings between the student and the instructor (at least 1 hour per week, or 2 hours per week if a 2-month summer course is proposed); and
- the instructor's signature.

If the student and instructor are requesting a Directed Reading attached to a scheduled upper-level undergraduate course, the application may include the undergraduate course syllabus with a brief account of how assignments, readings, and grading will be adjusted for the graduate student.

Applications for Directed Readings will not be considered if submitted after the end of the first week of the term in which they are to begin, or (for the Summer Session) after the first day of classes.

7.8 REGISTRATION IN COURSES OUTSIDE THE ENGLISH GRADUATE PROGRAM

Students may register in courses that are not part of the formal requirements of their English graduate program if a) the courses will contribute to their research or provide background for their program, or b) the courses have been approved by the Graduate Advisor. This provision should not be used to take courses for eventual transfer to a subsequent program or degree. To register in undergraduate courses, students need the permission of the Dean of the Faculty of Graduate Studies.

7.9 AUDITING COURSES

Students may, with the permission of the course instructor, audit a course by submitting a [Graduate Registration](#) form to the Graduate Secretary. Students auditing courses must be registered concurrently in for-credit courses or units.

7.10 TRANSFER CREDIT FROM OTHER UNIVERSITIES

Applications for transfer of course credits granted by other accredited and recognized post-secondary institutions (or by another program at UVic) must be approved by the Graduate Advisor and the Faculty of Graduate Studies (FGS). FGS stipulates that at least half of students' graduate program units must be completed as part of the student's degree program at UVic.

In order to qualify for transfer, courses must

- be a graduate or senior-level undergraduate course;
- be completed with a grade of at least 5.0 (B) or equivalent (Pass/Fail courses are not acceptable);
- not be used to meet the FGS minimum admission standards;
- not have been used to obtain any other degree; and
- have been completed within the previous ten years.

For further information on transfer credits, consult the [Graduate Studies Calendar](#).

8 MAINTAINING DEGREE PROGRESS AND SHARING KNOWLEDGE

8.1 THE CURRICULUM VITAE (CV)

All graduate students in the Department of English must create and regularly update a professional academic *Curriculum vitae* (CV). Along with the students' academic record, the CV assists the Graduate Advisor and Graduate Committee in funding and award decisions.

Students normally submit a CV with their application for admission and should email a revised, current CV to the English Graduate Secretary upon starting the program. The Graduate Secretary will put a current CV in the student's academic file. Every year following, no later than 30 April, students must submit an updated CV to the Graduate Secretary (via email).

All CVs should include, at least, the students' educational and professional credentials, teaching experience, completed and forthcoming conference papers or presentations, and completed and forthcoming publications. The Graduate Advisor will run a workshop on writing and updating academic CVs annually, shortly before the updated CVs are due. Sample CVs are available from the Graduate Secretary or Graduate Advisor, and a student may submit and updated CV at any time.

8.2 THE ANNUAL PROGRESS REVIEW REQUIREMENT

In accordance with Faculty of Graduate Studies policy, all thesis-based MA students and PhD students must meet with their supervisor or Supervisory Committee and complete an Annual Progress Review *by 1 June of each year* (see FGS "[Graduate Supervision Policy](#)" 5.11). For details on the departmental [Annual Progress Review form](#) and process, see sections 4.6 and 5.10 of this Handbook.

8.3 SHARING STUDENT ACCOMPLISHMENTS

Graduate students are expected to update the Graduate Advisor and/or Graduate Secretary with news of their accomplishments, such as conference papers, publications, speaker invitations, the completion of extra credentials or intensive programs, awards, new job experience, and prizes. The Graduate Advisor will work with the Graduate Secretary to maintain records of student accomplishments and may (with student permission) share them with other interested academic units, on professional social media venues, or on the [English Graduate Program website](#).

8.4 RESEARCH PRESENTATION AND WRITING GROUPS

Many MA and PhD students are professionally active in a number of ways, including regularly presenting refereed papers at academic conferences in Canada, the United States, and Europe. Students who have papers accepted at conferences are encouraged to present these papers to members of the Department of English to rehearse them in a familiar, supportive environment. In this way, students can receive feedback on issues ranging from the content of the paper to its manner of delivery. The audience may consist of both faculty and students. Interested students should contact their [EGSS Representative](#) or consult with the Graduate Advisor, who can also assist in organizing a venue for the purpose.

The department also hosts informal group meetings to help students make consistent, routine progress on conference papers, term papers, or major research and writing projects such as the thesis or dissertation:

- Write Club: Organized by Dr. Stephen Ross, Write Club meets regularly during the week in the Departmental Meeting Room (CLE C344) and welcomes graduate students as well as faculty for silent, distraction-free writing time. Students may contact Dr. Ross (saross@uvic.ca) for scheduling information.

- The English Graduate Students' Society periodically organizes "Pomodoro" writing sessions as well as combined writing and socializing events;
- The Graduate Advisor, depending on student demand and availability, may coordinate other academic writing supports throughout the year, such as matching writing partners and/or providing dissertation-writing support events.

8.5 THE UVIC SPEAKERS BUREAU

The UVic Speakers Bureau is a well-established community program that coordinates lectures by faculty, staff, and graduate students on topics in their areas of expertise. The lectures, designed to be presented in non-technical language, are delivered free of charge to community groups such as schools, clubs, and various other organizations (upon their invitation), and they represent one way in which the University can reach out to the community to share knowledge and scholarly activities conducted on campus. The Speakers Bureau's lecture series also provides one opportunity for graduate students to develop their speaking and presentation skills, as well as build their CVs.

Every year students will receive a memo inviting them to become members of the [UVic Speakers Bureau](#). Those interested in participating should complete the form attached to the memo and return it to the office of the Dean of Graduate Studies. UVic Communications will compile the information received on the forms for release to the community. Lectures, if invited, take place between September and April, and the Office of Graduate Studies will offer an honorarium of \$50 per speaking engagement, to a maximum of \$200 per student per year.

9 FUNDING, AWARDS, AND FINANCIAL ASSISTANCE

9.1 FULL-TIME REGISTRATION FOR FUNDING

As a condition of their funding, students who hold fellowships, awards, and teaching positions must be registered full-time (i.e., a minimum of 3.0 units per term) for the duration of the fellowship, award, or teaching appointment. *International students who will hold teaching positions should refer to **section 5.9** for information on work and study permit matters.*

Students who fail to maintain their full-time status or who take a leave of absence during the term of an accepted fellowship, award, or teaching appointment will normally lose their funding.

9.2 UNIVERSITY FELLOWSHIPS AND GRADUATE AWARDS

Faculty of Graduate Studies (FGS) Fellowships and Awards are available to new MA and PhD students who have outstanding academic records. The values may vary from year to year, but currently are \$10,000-\$20,000 per year (PhD FGS Fellowships), \$10,000-\$17,500 per year (MA FGS Fellowships), \$1,000-\$15,000 per year (PhD FGS Graduate Awards), and \$1,000-\$10,000 (MA FGS Graduate Awards). For PhD students, a condition of this funding is that they must apply for all awards for which they are eligible throughout their degree, including Social Sciences and Humanities Research Council of Canada (SSHRC) fellowships and scholarships.

Graduate students are not normally allowed to hold another major award (e.g., a SSHRC fellowship or scholarship) in conjunction with a University Fellowship. Should students be offered such an award after acceptance of the University Fellowship, the Fellowship may be forfeited. MA Fellowships are usually for one year (not renewable). PhD Fellowships are usually for four years, may be renewed dependent on

the maintenance of academic standing (see sections 4.8 and 5.11) and the recommendation of the Graduate Advisor.

Students interested in a CSPT concentration should inquire with the [CSPT Director](#) for information on fellowships awarded to CSPT applicants.

9.3 DEPARTMENT FELLOWSHIPS AND AWARDS

The Department offers fellowships and awards to outstanding new PhD and MA students. Values vary from year to year, depending on budget availability and need, but may be up to \$10,000 for MA students and up to \$15,000 for PhD students. For PhD students, a condition of this funding is that they must apply for all awards for which they are eligible throughout their degree, including Social Sciences and Humanities Research Council of Canada (SSHRC) fellowships and scholarships.

Graduate students are not normally allowed to hold another major award (e.g., a SSHRC fellowship or scholarship) in conjunction with a Department Fellowship. Should students be offered such an award after acceptance of the Department Fellowship, the Fellowship may be forfeited. MA Fellowships are usually for one year (not renewable). PhD Fellowships are usually for four years, may be renewed dependent on the maintenance of academic standing (see sections 4.8 and 5.11) and the recommendation of the Graduate Advisor.

9.4 TEACHING ASSISTANTSHIPS

Most incoming PhD students and some incoming MA students will be offered the opportunity to work as Teaching Assistants (TAs). The Department of English offers a one-year Teaching Assistantship and three terms of sessional teaching (for which a one-year Teaching Assistantship is prerequisite) to all incoming PhD students (see section 5.9). Incoming MA students will be considered for Teaching Assistantships depending on availability and student interest. The Graduate Secretary will solicit expressions of interest from MA students accepted to the program in April, and final decisions are normally made around the beginning of May. A Teaching Assistantship is normally for two consecutive terms, though one-term appointments are sometimes available. In general, the availability of Teaching Assistantships depends on undergraduate enrolments and course offerings, which vary from year to year.

TAs are normally assigned to ENGL 147 or another Academic Writing Requirement (AWR) course. In all cases, TAs work for a supervising instructor who designs the course and mentors their teaching development. In ENGL 147, TAs attend lectures with undergraduate students, lead a smaller class (tutorial) once a week, and mark student work. Other TAships vary depending on the supervising instructor but usually entail marking and some opportunities for classroom teaching.

ENGL 147 TAs must attend mandatory orientation and training workshops run by the supervising instructors and a senior TA (the TAPM, or Teaching Assistant Peer Mentor). Supervising instructors have sole responsibility for the supervision and training of TAs.

9.5 RESEARCH ASSISTANTSHIPS

Both MA and PhD students may work as Research Assistants (RAs) or on Work Study programs within the University. RA salaries are estimated on an hourly basis and must comply with [the salary guidelines of the University](#).

Research Assistantships, which allow students to assist faculty members with their major research projects, may be offered as part of a funding package upon admission or become available dependent on individual professors' needs. The value of Research Assistantships and RA funds vary from year to year. Students interested in such positions are encouraged to inquire with faculty members.

9.6 SSHRC AWARDS

The Social Sciences and Humanities Research Council of Canada (SSHRC) awards funding to both MA and PhD students. SSHRC awards are highly competitive and only Canadian citizens or permanent residents are eligible to apply. Sample successful SSHRC applications are available from the Graduate Advisor.

PhD students (and MA students planning to pursue full-time doctoral studies within the next year) may apply for SSHRC Doctoral Fellowships (\$20,000/year, one to four years) and Joseph-Armand Bombardier Canada Graduate Scholarships-Doctoral (CGS-D) (\$35,000/year, three years). PhD students who hold a University or Department Fellowship must normally forfeit the fellowship if they receive a SSHRC award. In addition, SSHRC award holders may have their teaching load reduced to allow them to focus on their research and make more significant degree progress during the tenure of the award.

MA students (and undergraduate students planning to pursue a full-time MA program within the next year) may apply for a non-renewable SSHRC Canada Graduate Scholarships-Masters (CGS-M), valued at \$17,500. MA students may not hold a SSHRC CGS-M in conjunction with a University or Department Fellowship.

9.6.1 Applications and Scheduling

Applications and general information about [SSHRC](#) can be accessed on their website. Eligible students must complete an application and a SSHRC Common CV (CCV) electronically via the [SSHRC On-line system](#) by the relevant internal application deadline. The Graduate Advisor will distribute deadline and application information (via email) each year.

SSHRC applications require official transcripts and two referee assessments, in addition to a detailed description of the planned program of study and bibliography.

PhD applications, including all supporting documents, are due to the Graduate Secretary in early October. PhD students are strongly encouraged to begin drafting their application and program of study well in advance of the deadline, and to solicit feedback from their supervisor, the Graduate Advisor, and/or a University SSHRC Coach. Results are normally sent to applicants by the end of April.

MA applications, including all supporting documents, must be uploaded and submitted online no later than 1 December. MA students are strongly encouraged to begin drafting their application and program of study well in advance of the deadline, and to solicit feedback from their supervisor, the Graduate Advisor, and/or a University SSHRC Coach, before submitting their application on the SSHRC website. Results will be available on SSHRC's online Research Portal and students will be notified by email by 1 April. Students must accept or decline an award within three weeks.

9.6.2 Vetting of SSHRC Applications

Both MA and PhD SSHRC applications are vetted by the Graduate Committee, which must remove non-competitive applications and rank all competitive departmental applications before forwarding them to the Faculty of Graduate Studies for interdisciplinary University and (for PhD students) federal assessment.

Graduate Committee members will

- Review each application to assess whether or not an applicant is a competitive candidate and withdraw the application of any student not considered competitive;

- Notify any students whose applications they are not putting forward that they have been removed from the competition;
- Prepare a ranked list of the remaining applicants and send those rankings to FGS for University consideration; and
- Designate a faculty representative (normally the Graduate Advisor) who will participate in the interdisciplinary University SSHRC Selection Committees.

For MA applicants, the Faculty of Graduate Studies will send the decisions of the University SSHRC Selection Committee to SSHRC, who will post results by 1 April.

For PhD applicants, after the final University SSHRC Selection Committee meeting, FGS will notify students of the outcome of the University-level competition, letting them know if their application will be forwarded to SSHRC. Forwarded applications will be sent to SSHRC for consideration at the federal level. SSHRC will notify candidates of the outcome of the federal competition sometime in April.

9.7 AWARDS AND PRIZES

Full information on other awards and prizes for which Department of English graduate students are eligible for can be found on the [department's Graduate Program website](#), the [Graduate Studies website](#), and under [Awards for Graduate Study](#) in the [Graduate Studies Calendar](#).

9.7.1 Awards by Department Nomination

Each September, the Graduate Advisor submits nominations to the Dean of Graduate Studies for the following awards. Only the Cassels Shaw Fellowship, the Pat Köster Scholarship, and Margot K. Louis Award require application. The Graduate Advisor nominates students based on their records and the criteria outlined below. Award values may vary year to year.

Cassels Shaw Graduate Fellowship (requires application): One or more fellowships are awarded to outstanding entering or continuing graduate students. Interested students will be asked in August to submit an application. The recipient will be selected on the basis of high academic achievement and demonstrated financial need. Each department must nominate one applicant, and selection of the recipients will be made by the Faculty of Graduate Studies Awards Committee based on the nominations from departments. Students with GPAs below 7.0 will not be considered.

Kelly Curtis Award: An award of \$650 to a graduate student Teaching Assistant who showed the most promise as a future instructor in the previous year. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the Graduate Committee and the TA's supervising instructor(s).

General Graduate Scholarships: One or more scholarships are awarded to outstanding entering or continuing graduate students each year. The number of scholarships and the value of each varies from year to year. Selection of the recipients will be made by the Faculty of Graduate Studies Awards Committee.

Charles and Ruth Hayward Memorial Scholarships: One or more scholarships are awarded to outstanding graduate students in the English Department. The number of scholarships and the value of each varies year to year. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Albert Hung Chao Hong Scholarship: One or more scholarships based on academic excellence are awarded to undergraduate and graduate students attending the University of Victoria who are citizens of Hong Kong or Mainland China. The value and number of awards are determined by the Faculty of Graduate Studies Awards Committee.

William and Doreen Kerby Scholarship in Medieval British Literature: A scholarship of \$1,000 awarded to an outstanding graduate student in the Department of English pursuing a PhD in any area of medieval British literature. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Pat Köster Scholarship in Women's Writing (requires application): One or more scholarships are awarded to outstanding graduate students in the English Department doing research in women's writing from 1660-1914, with preference given to students researching in the area of the Restoration period and eighteenth century. Interested students will be asked in August to submit an application. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Margot K. Louis Award (requires application): An award of \$2,000-\$2,500 to an outstanding graduate student doing research in the Department of English. Interested students will be asked in August to submit an application, including a research plan showing clearly how the money will be spent. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Sam and June Macey Graduate Scholarship in English or History: A scholarship of \$1,500 awarded annually to the best entering MA student in English or History. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Dr. Shelley Anne Martin Memorial Scholarship: One or more scholarships are awarded to outstanding full- or part-time graduate students in the Department of English. The value varies year to year. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Martlet Chapter IODE Graduate Scholarship for Women: A scholarship awarded to an outstanding woman student entering the second year of an MA program. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Howard E. Petch and David F. Strong Research Scholarships: Seven one-year Petch scholarships and one one-year Strong scholarship of \$7,500 are available to students holding either a major Canadian national award valued between \$15,000 and \$25,000 (e.g., SSHRC), or University Fellowships valued between \$15,000 and \$20,000. Criteria for selection of these recipients include GPA, research potential/success, and publications/ presentations. Each department is limited to one nomination each year, and selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

President's Research Scholarships: Scholarships of \$4,000 are available to holders of SSHRC awards. The number of scholarships varies year to year.

Mairi Riddell Memorial Book Prize: A prize of \$200 awarded to a graduate student in the Department of English for the best seminar essay written during the previous year. Faculty members are asked for nominations at the end of each term. Selection of the recipient is made by the Graduate Committee.

University of Victoria Alumni Association Graduate Award: A grant of \$2,000 awarded annually to a graduate student who holds a University Fellowship, preferably in the Humanities. This award is made possible through annual fundraising by the Alumni Association. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of departments.

Ann and Peter Lowens Scholarship in Victorian Literature: A scholarship of at least \$1000 awarded annually to an academically outstanding graduate student conducting research in nineteenth century studies, with preference given to students whose research focuses on the Victorian era and includes use of materials in UVic Libraries' Special Collections. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

9.7.2 Awards by Student Application

The following awards are available to students who apply to the relevant academic or campus unit, according to guidelines available from those units and below:

Ian H. Stewart Graduate Fellowships (2) and Vandekerkhove Family Trust Graduate Student Fellowships (2): The Centre for Studies in Religion and Society (CSRS) awards four fellowships of \$5,000 each to graduate students in the process of writing an MA thesis or PhD dissertation on issues that meet its mandate of promoting the interdisciplinary study of religion in relation to any and all aspects of society and culture, both contemporary and historical. Applications are due in November (via email) and must include a 500-word summary of the project written for an interdisciplinary audience, a current CV, transcripts, supporting letters from the student's supervisor and another current or former professor, and a completed application form. Further information is available on the CSRS [website](#).

Hugh Campbell and Marion Alice Small Fund for Scottish Studies Graduate Student Scholarship: One scholarship is awarded annually to a graduate student in the Humanities involved in any aspect of Scottish Studies at the MA or PhD level. Applications must be submitted to the Faculty of Humanities office in March and must include a 500-750 word essay outlining the student's project in the field of Scottish Studies, an additional 500-750 word statement explaining the student's background and interest in the field of Scottish Studies, a current CV, transcripts, and two letters of reference from instructors familiar with the student's work. Selection of the recipient will be made by the Faculty Graduate Studies Admissions and Awards Committee. Further information is available on the Faculty of Humanities [website](#).

9.7.3 Teaching Assistant Award

Each May, the department acknowledges the most outstanding TA in the preceding academic year (in either or both semesters) with its Teaching Assistant Award: a prize of \$100 in cash, paid from the departmental graduate budget. The criterion for the award is excellence in teaching, broadly defined (including performance beyond regularly expected TA duties). In line with the Centre for Learning and Teaching Support and Innovation's guide to "Teaching Assistant Awards at UVic," this award recognizes not only excellent TA performance but also the skills expected of winners of the Andy Farquharson Award and the [3M National Student Fellowship Award](#).

Criteria for the award:

- Nomination by the TA's supervising instructor(s);
- Teaching effectiveness: evidence of sustained and high-level student engagement, and significant impact on students' undergraduate learning;
- Reflectiveness: evidence of pedagogical development and growth;
- Mentorship: evidence of undergraduate guidance and/or the mentoring of fellow graduate TAs; and
- Course materials: evidence of superlative use of course materials, designed by the TA or by the supervising instructor(s).

Supervising instructors may nominate a TA by submitting a letter of nomination outlining how the nominated student fits the above criteria by 30 April. Nominated students will be asked to provide a current CV. Selection of the recipient will be made by the Graduate Committee.

9.7.4 Graduate Sessional Instructor Teaching Award

Each May, the department acknowledges the most outstanding graduate sessional instructor in the preceding academic year (in either or both semesters) with its Sessional Instructor Award: a prize of \$100 in cash, paid from the departmental graduate budget. The criterion for the award is excellence in teaching, broadly defined (including performance beyond regularly expected Sessional Lecturer duties). In line with the Centre for Learning and Teaching Support and Innovation's guide to "Teaching Assistant Awards at UVic," this award recognizes not only excellent TA performance but also the skills expected of winners of the Andy Farquharson Award and the [3M National Student Fellowship Award](#). The teaching dossier required for the application (see below) will be appropriate for use with these extra-departmental awards.

Criteria for the award:

- Teaching effectiveness: evidence of sustained and high-level student engagement, exceptional student work, significant impact on students' undergraduate education;
- Reflectiveness: evidence of outstanding professional development activities in teaching and student learning, with pedagogical development and growth that includes sustained reflective practice;
- Course materials: superlative teaching materials (such as assignments, in-class activities, and other instructional matter);
- Innovation: evidence of creative or innovative teaching approaches; and
- Mentorship: evidence of undergraduate guidance and/or the mentoring of fellow graduate sessional instructors.

Application for the Sessional Instructor Award must include the following materials:

- A statement of teaching philosophy that outlines reflective practices, efforts to improve teaching, and strategies for fostering high student engagement;
- A current academic CV;
- Examples of teaching materials designed by the applicant;
- Evidence of least two classroom observations; and
- A supporting letter from the Director of the Academic Writing program or faculty mentor (as appropriate).

Applications must be submitted to the Graduate Secretary by 30 April. The Director of the

Academic Writing Program and/or faculty mentors should encourage instructors to apply. The Graduate Committee will decide on the award recipient, after reviewing the teaching dossiers, by reviewing as appropriate the award rubric in Appendices 1 and 2 of the LTSI's "Teaching Assistant Awards at UVic" guide. Selection of the recipient will be made by the Graduate Committee.

9.8 BURSARIES

Bursaries are non-repayable awards offered based on financial need and academic standing. They are administered by the Office of Student Awards and Financial Aid (SAFA) and are open to graduate students who (1) are Canadian citizens or permanent residents of Canada, (2) receive the maximum student loans for their period of study, and (3) are registered full-time (i.e., a minimum of 3.0 units per term). Bursaries are open to international graduate students who (1) are registered full-time and (2) submit a completed budget sheet to the SAFA office (the budget page is available in the online application). There are two application deadlines per year: October 15 for Winter Session (September to April) and 1 June for Summer Session (May to August). Only one application per session is necessary to be considered for all bursaries administered by SAFA. Full eligibility and application information is available [from the Office of Student Awards and Financial Aid website](#).

9.9 FACULTY OF GRADUATE STUDIES TRAVEL GRANTS

Students may apply for a Conference Travel Grant from the Faculty of Graduate Studies (in collaboration with the UVic [Graduate Student Society](#)) to assist with travel costs to academic conferences, meetings, workshops, or research activities. There is a limited amount of funding available each month, and it is distributed on a first-come, first-served basis. [Applications](#) to the Faculty of Graduate Studies should be made soon as possible—*before* travel, but no sooner than four months before the date of travel—to reserve funding for the month in which the student plans to travel.

To be eligible to receive an FGS Travel Grant, students must 1) be registered full-time in the term of travel; 2) not owe outstanding fees to the University; 3) not have received a travel grant during the same fiscal period (1 April -31 March), based on departure date; and 4) include travel confirmation with their application, e.g., a letter of acceptance or confirmed registration. There are four possible award amounts that FGS may give:

- A maximum of \$600 **to present a paper/poster** at a conference outside of BC, Alberta, or Washington State.
- A maximum of \$400 **to present a paper/poster** at a conference outside of Vancouver, Vancouver Island, or Seattle, but within BC, Alberta, or Washington State.
- A maximum of \$300 **to attend** conferences/workshops, or to conduct research outside of Vancouver, Vancouver Island, or Seattle.
- A maximum of \$150 **to present at or attend** conferences/workshops or do research in Vancouver, Seattle, or on Vancouver Island.

Students who receive an award must submit a [Travel Expense Reimbursement Claim](#) with original receipts (including boarding passes) *within 30 calendar days of the last day of travel*.

9.10 THE ENGLISH GRADUATE STUDENT TRAVEL SUPPORT FUND

Based on donations and the interest accruing from an endowment, the English Graduate Student Travel Support Fund may aid students with expenses related to their academic and professional travel. Any student who has an exceptional travel opportunity related to their program of study may apply for support from the Graduate Advisor. Awarded funds may be used (by reimbursement only) for travel expenses up to the value of \$600, if travelling for the purposes of delivering a conference paper and/or conducting

archival research essential to an MA thesis or PhD dissertation.

9.10.1 Eligibility

- Only one award may be given to a student within a fiscal year (1 April to 31 March).
- Students must be registered full time on the date of any travel.
- Receipts (including boarding passes) must be kept and submitted to the Graduate Secretary before reimbursement.
- Priority will be given to PhD students, high-impact or especially prestigious conferences and/or research opportunities, and/or students who have not had other significant funding opportunities or awards.

9.10.2 Application Process

Applications are due to the Graduate Secretary on the following quarterly deadlines: 15 July, 15 October, 15 January, and 15 April. An application form is available from the Graduate Secretary or on the [Graduate Program website](#). Students may not apply to use funds for a conference that has already taken place. Students complete an application by submitting the English Travel Grant Application form, along with proof of acceptance of a conference paper or (for archival research) a brief rationale explaining why the research travel is essential to the student's thesis or dissertation project. Selection of recipients will be made by the Graduate Advisor (in consultation with the Graduate Committee when necessary).

The Graduate Secretary will notify students of the Graduate Advisor's decision. Students who receive an award must submit a [Travel Expense Reimbursement Claim](#) with original receipts (including boarding passes) *within 30 calendar days of the last day of travel*.

9.11 CONFERENCE AWARD FUND (CUPE 4163)

Through collective bargaining, CUPE 4163 and the University of Victoria have created a conference fund to support CUPE 4163 Component 1 members in their professional and/or academic pursuits. Graduate students who have worked in a CUPE 4163 Component 1 position within the last 12 months (e.g., as Teaching Assistants, Lab Instructors, Computer Lab Assistants, and Academic Assistants) are eligible to apply. Grants to a maximum of \$250 are allotted on a first come, first served basis, to the maximum amount available in a given month. Further information is available from [CUPE 4163](#).

10 PROFESSIONAL DEVELOPMENT AND CAREER SERVICES

Many of our graduates find excellent jobs in academia and beyond (recent placements are posted on the Department of English Graduate Program website). While some PhD students find permanent academic positions (including “tenure-track” research positions) and many MA students move on to prestigious doctoral programs, students are strongly advised to consider a range of humanities careers and educate themselves about current job market conditions. Students are encouraged to consult the resources of [MLA](#) (Modern Language Association) and [ACCUTE](#) (Association of Canadian College and University Teachers of English). Membership in both of these professional organizations (discounted for graduate students) allows access to a wide range of career services and resources. Students are also encouraged to explore and use [ImaginePhD](#): a career exploration and planning tool for jobs in the humanities and social sciences, developed by a collaborative team of academics and career-service staff at North American universities over the last decade.

Other resources at UVic that can help graduate students build a diverse and flexible skills portfolio for

future employment include

- the [Co-operative Education Program in Humanities and Fine Arts](#) (see section 6.3);
- the [Career Services Office](#) (which provides a range of career-planning and practical workshops and counsel, including one-on-one career guidance, career development workshops, on-campus networking opportunities with employers, online work search resources, and competency development and assessment);
- the [Learning and Teaching in Higher Education \(LATHE\)](#) Graduate Certificate Program (see section 6.5); and
- and the annual [Digital Humanities Summer Institute](#) (DHSI).

The Graduate Advisor holds an annual professional development seminar on academic job markets (usually in the Fall term), and students intending to pursue a PhD or an academic job after completing a PhD are strongly encouraged to attend. Any doctoral student entering the academic job market or pursuing post-doctoral positions should consult the Graduate Advisor, in addition to their supervisor, as soon as they begin to plan their application materials. While supervisors bear primary responsibility for guiding students through job-related planning and applications, the Graduate Advisor can provide professional counsel, additional informational resources, review application materials, and arrange for mock interviews or job talks should a student be invited to interview for any position.

10.1 PROFESSIONAL DEVELOPMENT SEMINARS

In order to support graduate student academic and post-academic needs, the Graduate Advisor organizes regular professional development (Pro-D) seminars throughout the year (September-April), often including other faculty members, campus colleagues, and graduate students. Pro-D seminars aim to provide information and support for students undertaking a range of academic work, both within and beyond their degree program (e.g., research, Candidacy Examination, dissertation planning, participation in academic conferences, job markets). The Graduate Secretary will circulate a seminar schedule early in each term (via email) and post the schedule and any related resources on the [graduate program website](#). Students are expected to attend all Pro-D seminars that pertain to their degree program and/or career goals.

Other Pro-D opportunities are available on campus, including:

- [workshops and events organized by the Faculty of Graduate Studies](#);
- Special Collections and University Archives [workshops](#), and
- Digital Scholarly Commons [workshops](#).

While the range of Pro-D seminars and opportunities offered by the department and other campus offices will vary from year to year, broad participation in available professional development opportunities is understood to be vital to post-degree employability.

Students should feel free to suggest needed departmental professional-development seminars to the Graduate Advisor, who may organize new seminars (sometimes with students) when demand arises.

A1.1 Sample Timeline for Completing the Essay- or Project-based MA (12 months)

September-December (Term 1)	Register for Winter Session courses (4.5 units in Fall and 4.5 units in Spring). Complete 4.5 course units (including ENGL 500). Take undergraduate language course if necessary.
January-April (Term 2)	Complete 4.5 course units. Take undergraduate language course if necessary. Write language exam (if necessary).
By 30 April	Establish Supervisory Committee (plus External Examiner), and submit an MA Essay/Project Proposal form for approval. Establish tentative dates for completion of the MA Essay/Project and Oral Examination.
May	Register for 1.5 units in the Summer Session and ENGL 598.
May-June	Begin delivering drafts of MA Essay or Project to supervisor and set work schedule to ensure that full drafts are delivered to Supervisory Committee members on time.
May-June or July-August	Complete 1.5 course units.
Early August	Submit a Non-Thesis Oral Examination Checklist and submit final MA Essay or Project the Graduate Secretary with a Request for Oral Examination form. <i>This must happen at least 15 working days before the date of the Oral Examination.</i>
Late August	Final Oral Examination.

A1.2 Sample Timeline for Completing the Thesis-based MA (16-24 months)

Year 1: Complete coursework, language requirement (if necessary), and thesis proposal.

September-December (Term 1)	Register for Winter Session courses (4.5 units in Fall and 3.0 units in Spring). Complete 4.5 course units (including ENGL 500). Take undergraduate language course if necessary.
January-April (Term 2)	Complete 3.0 course units. Take undergraduate language course or write language exam if necessary. Confirm supervisor and draft Thesis Proposal.

By 30 April	Establish Supervisory Committee and submit Thesis Proposal.
May-August (Summer Session)	Register for ENGL 599 Session, draw up timetable for submission of draft chapters to Supervisory Committee; begin writing the thesis.
By 1 June	Complete Annual Progress Review .
<i>Year 2: Meet regularly with Supervisory Committee, finish thesis, and pass Oral Examination.</i>	
September-April (2 terms)	Register for ENGL 599 (3.0 units each term), turn in draft chapters of thesis according to agreed-upon timetable, revise with Supervisory Committee feedback. Ensure that language requirement is fulfilled (if necessary).
May-August (Summer Session)	Register for ENGL 599 (3.0 units) and finish final work on thesis.
By 1 July	Have final draft of thesis approved by Supervisory Committee; submit Request for Oral Examination for, Thesis/Dissertation Withholding form (if applicable), and PDF of finished thesis to Graduate Secretary (25 working days before the oral date). Upload a PDF copy of the thesis to the GS 599 course shell on CourseSpaces .
Late July or early August	Final Oral Examination.

A1.3 Sample Timeline for Completing the Essay- or Project-based MA with Co-op (24 months)

Year 1: Complete coursework, language requirement (if necessary), and Co-op orientation.

September-December (Term 1)	Register for Winter Session courses (4.5 units in Fall and 3.0 units in Spring, or vice versa). Complete registered course units (including ENGL 500). Take undergraduate language course if necessary. Possibly complete 6 required Co-op orientation sessions.
January-April (Term 2)	Complete registered course units. Take undergraduate language course if necessary. Write language exam (if necessary). Possibly complete 6 required Co-op orientation sessions.
By 30 April	Establish Supervisory Committee and submit an MA Essay/Project Proposal form for approval. Discuss Co-op plans with supervisor and establish tentative schedule for completion of the MA Essay/Project and Oral Examination with Co-op work terms.
May-August (Summer Session)	Register for and complete two graduate courses (3.0 units).

Year 2: Complete two Co-Op work terms and MA Essay or Project.

- September-December (Term 1) Complete first Co-op work term.
- January-April (Term 2) Complete MA Essay or Project and Oral Examination.
- May-August (Summer Session) Complete second Co-op work term.
Make any necessary revisions to and submit final MA Essay or Project.

A1.4 Sample Timeline for Completing the Thesis-based MA with Co-op (24 months)

Year 1: Complete coursework, language requirement (if necessary), and Co-op orientation.

- September-December (Term 1) Register for Winter Session courses (4.5 units in Fall and 3.0 units in Spring, or vice versa).
Complete registered course units (including ENGL 500).
Take undergraduate language course if necessary.
Possibly complete 6 required Co-op orientation sessions.
- January-April (Term 2) Complete registered course units.
Take undergraduate language course if necessary.
Write language exam (if necessary).
Possibly complete 6 required Co-op orientation sessions.
- By 30 April Establish Supervisory Committee and submit an MA Thesis proposal for approval.
- May-August (Summer Session) Register for ENGL599 (Thesis).
- By 1 June Submit [Annual Progress Review](#).

Year 2: Complete two Co-Op work terms and MA Essay or Project.

- September-December (Term 1) Register for ENGL 599 (Thesis).
Complete first Co-op work term.
Work on thesis.
- January-April (Term 2) Register for ENGL 599 (Thesis).
Complete MA Thesis and Oral Examination.
- May-August (Summer Session) Complete second Co-op work term.
Make any necessary revisions to and submit MA Thesis.
- By 1 June Submit [Annual Progress Review](#).

A1.5 Basic Timeline for Completing the PhD (5 years)

Year 1

- September-April Complete coursework (6.0 units including ENGL 500).
- May-August Begin preparing and studying for Candidacy Examinations.
- By 15 May Notify Graduate Secretary of Candidacy Examination plans.
- By 1 June Submit [Annual Progress Review](#).

Year 2

- September Submit notification of the Candidacy Examination date(s) and format to Graduate Secretary, along with reading list(s) (*at least 40 working days prior to any exam*).
- October-November Study and prepare for Candidacy Examinations.
- By 1 December Write at least one Candidacy Examination (Major Field first).*
*Oral examination to be held within *10 working days* of written exam.
- Mid December Notify Graduate Secretary of Focused Field Examination plans and Examining Committee members (if not already done).
- January-February Submit Focused Field Reading List and statement (if necessary) along with notification of Focused Field Examination date and format, to Graduate Secretary (*at least 40 working days prior to exam*).
**Only if Focused Field exam not completed in the Fall term; as soon as both exams are completed, students may proceed to the Dissertation Prospectus/ENGL 699.*
- No later than 15 April Write second Candidacy Examination (Focused Field).
*Oral examination to be held within *10 working days* of written exam.
- May-August Formal Constitution of Dissertation Supervisory Committee.
Work on and submit Dissertation Prospectus.
- By 1 June Submit [Annual Progress Review](#).

Year 3

- 15 September Final deadline to submit Dissertation Prospectus (if not done earlier).
*Prospectus Conference must occur within *20 working days* after submitting the Prospectus), and the Memorandum of the Prospectus Conference must be submitted within *10 working days* after the Conference.
- September-August Begin writing Dissertation.
- By 1 June Submit [Annual Progress Review](#).
- By 15 June Submit first completed Dissertation chapter to supervisor (mandatory).

Year 4

September-August Continue to write Dissertation.

Year 5

September-December Continue to write Dissertation, revise Dissertation chapters in accordance with Supervisory Committee feedback.

January-April Discuss External Examiner arrangements with Supervisor.
Finalize and polish Dissertation in accordance with FGS guidelines.
Consult Handbook, FGS, and Graduate Secretary on all deadlines for completion early and often.

May-August Submission of Dissertation, Final Oral Examination, and Final Revisions.

APPENDIX 2 LEAVES AND WITHDRAWALS

Students who require a leave of absence or who wish to withdraw from their program must do so formally. For up-to-date information on leaves and withdrawals, students should consult the [Graduate Calendar](#). The Graduate Advisor and the Graduate Secretary are often able to assist students with leave and withdrawal processes.

A2.1 Leaves of Absence

Tuition fees are not assessed during leaves of absence. While students are on a leave, all supervisory processes and degree progress are suspended. Students may neither do academic work nor use University facilities during the leave period. Leaves of absence are normally granted in 4-month blocks, to coincide with registration terms. *Both the Graduate Advisor and the Department Chair will be notified of all graduate students' leaves.* There are four main types of leave:

Personal Leave: PhD students may take up to 6 terms of personal leave in the 7-year period allowed by FGS for doctoral degrees. MA students who are not intending to complete a one-year program (e.g., MA students in Co-op or thesis-based programs) may take up to 3 terms of personal leave within the 5-year period allowed by FGS for MA degrees. Students completing an approved one-year MA program may take no more than one term of personal leave without permission of the Dean of Graduate Studies. Students planning to take personal leave should notify their supervisor in writing in advance of the planned absence and make appropriate arrangements for care of any ongoing research projects. *The time taken for personal leave will be counted toward the maximum time allotted for degree completion. Students who take personal leave during a term in which they were scheduled to receive an award or fellowship will lose that funding.* All other program requirements and department expectations will remain the same.

Parental Leave: A student who is bearing a child, and/or who has primary responsibility for the care of a child immediately prior to or following birth or an adoption is entitled to request parental leave. Parental leaves may be granted for a minimum of one term (4 months) but are renewable to a maximum period of three terms (12 months). This type of leave is not included in the time period allowed for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and department expectations will remain the same.

Medical Leave: All students are entitled to request medical leave. This type of leave period is not

included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and department expectations will remain the same.

Compassionate Leave: Leaves of absence for compassionate reasons normally have a 3-term (12-month) limit. Such leaves may be consecutive or cumulative (not to exceed 3 terms in total). Students requiring additional time after 3 terms will need to officially withdraw from the Faculty of Graduate Studies. This type of leave period is not included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and department expectations will remain the same.

Personal leaves can be processed directly by the student using the “My Page” portal. Parental, compassionate, and medical leaves are processed by submitting the following documentation to the Graduate Admissions and Records Office:

- a graduate [Academic Concession form](#);
- a letter from the student explaining the circumstances;
- a letter from a physician or other qualified professional (if applicable);
- written acknowledgement from the student’s supervisor; and
- written acknowledgement from the Graduate Advisor.

In extraordinary circumstances, when a student is required to suspend their studies but is not able to apply personally for a leave due to serious illness, affliction, or some other circumstance, a leave may be granted by permission of the Dean of Graduate Studies. In this case, the Dean of Graduate Studies must be notified of the circumstances by the student’s supervisor, Graduate Advisor, Department Chair, or another appropriate authority, and leave arrangements are solely at the discretion of the Dean.

A2.2 Withdrawals

A student withdraws from a graduate program in one of three ways:

Official Withdrawal: After completion of a minimum of one term, students who wish to withdraw indefinitely from their graduate program must apply in writing to the Dean of Graduate Studies. A brief supporting memo from the student’s supervisor (or the Graduate Advisor if there is no supervisor) should accompany the application. The notation “Officially Withdrawn” will be placed on the permanent record. Should a student return to their program, time spent “Officially Withdrawn” is not counted as part of the normal time allowed for completion of their degree. *Students who have outstanding fees cannot be officially withdrawn.* Officially withdrawn students who wish to return to their program must submit an [online application for re-registration](#). Readmission after official withdrawal is not guaranteed and requires the approval of both the academic unit and the Faculty of Graduate Studies, nor does readmission guarantee that any courses or fee installments from the terminated program will be transferred to the reactivated program. Upon readmission, however, any courses from the abandoned program will be reviewed and may be transferred to the reactivated program on the recommendation of the academic unit and with approval from the Dean of Graduate Studies. Completed courses more than 10 years old will be considered out of date.

Withdrawal Without Permission: Students who withdraw without permission prior to reaching the maximum time limit for their graduate degree program are considered to have abandoned their program. Students who wish to apply for [reinstatement](#) after a withdraw without permission must submit an [on-line application](#), upload a letter of appeal addressed to the Dean of Graduate Studies, and submit unofficial transcripts and other application documentation. Reinstatement also requires

the approval of the Department of English. A non-refundable \$250 reinstatement fee will be assessed as part of the application, and time spent “Withdrawn Without Permission” will be counted as part of the total allowable time to degree completion.

Withdrawal for Failing to Meet Academic Standards: A student whose dissertation, thesis, or MA essay or project is not progressing satisfactorily, or who otherwise fails to meet FGS or departmental academic standards, will be withdrawn from the Faculty of Graduate Studies. Normally, such students will not be eligible for readmission to any graduate program in the Faculty of Graduate Studies. Such withdrawals require the approval of the Dean of Graduate Studies and may not be initiated while a student is on an approved leave of absence.

APPENDIX 3 APPEAL PROCEDURES

Students who have grounds for believing themselves unjustly treated within the University are encouraged to seek all appropriate avenues of redress or appeal open to them. There are two categories of appeals—Academic and Procedural—and the process to be followed depends upon which type of appeal a student is pursuing (see A3.1 and A3.2 below). In any case of uncertainty, authority for determining whether a matter should be considered Academic or Procedural rests with the Dean of Graduate Studies.

All academic matters are the responsibility of course instructors, academic units, faculties, and the Senate. Depending on the nature of the matter of concern to the student, the order in which the student should normally seek resolution is as follows: first, the course instructor; second, the Graduate Advisor or Department Chair (if the Graduate Advisor is unavailable, has a conflict of interest, or is the subject of the appeal); third, the Dean of Graduate Studies; and finally, the Senate. In addition, the student may wish to consult the Ombudsperson. A student seeking a formal review of an assigned grade should first consult the Faculty of Graduate regulations for Review of an Assigned Grade.

If a student is dissatisfied with a course grade, the student should first discuss the matter with the instructor, who will review the work in question. This discussion must take place within *10 working days* of the posted grade and the review be completed within *21 working days* of the start of the discussion. If the instructor agrees to change a grade after the final course grades have been submitted, a change of grade request should be made through the Department Chair to the Graduate Admissions and Records Office. If the instructor confirms the original grade, then the student may appeal to the Graduate Advisor. The Graduate Advisor will initiate a review of the grade according to departmental procedure (see section A3.1). If for any reason the Graduate Advisor does not agree to review the grade, the student has the right to formally request a review of the grade through the Office of the Dean of Graduate Studies. A grade determined by means of a review shall be recorded as the final official grade, irrespective of whether it is identical to, or higher or lower than, the original grade.

All appeals to the Graduate Advisor must be received within *45 working days* after the instructor grade review (for assignment or course grades) or after the communication of results (for language examinations, Candidacy Examinations, or Oral Examinations). The final decision on an appeal will be announced by the Graduate Advisor within *30 working days* of the appeal being filed.

For further information on Faculty of Graduate Studies appeal procedures, see “[Appeals](#)” in the Graduate Studies Calendar.

A3.1 ACADEMIC APPEALS

Academic appeals are those that deal with the evaluation of the academic merit of a student's work. Examples include, but are not limited to,

- the grade assigned in courses graded on the University's "A+ to F" scale;
- the outcome of a doctoral Candidacy Examination;
- the outcome of a language examination;
- the outcome of a public Oral Examination for an MA or PhD degree; and
- the outcome of an assessment to determine if a student's academic performance warrants continued enrollment in the Faculty of Graduate Studies.

If a student wishes to make an academic appeal, the student should appeal to the Graduate Advisor in writing, stating clearly and in detail the basis on which the academic result appears unjust.

In appeals on work marked by one faculty member, the Graduate Advisor will have an unmarked and anonymized copy of the student's work reassessed by another faculty member, whose identity shall also remain confidential (i.e., a "double-blind" review). In appeals concerning work assessed by more than one faculty member (as in the case of a Candidacy Examination), the Graduate Advisor will have an unmarked copy of the written work reassessed by the Graduate Committee.

Qualitative decisions about students' work in the Department of English fall within the responsibilities of the Graduate Advisor and the Graduate Committee. The office of the Dean of Graduate Studies, however, ensures that proper procedures are followed, academic decisions are arrived at fairly, and the processes used are consistent and fair. At the Graduate Advisor's discretion, FGS may be invited to assist in making academic decisions. FGS does not hear Academic Appeals unless accompanied by a Procedural Appeal.

A3.2 PROCEDURAL APPEALS

Procedural Appeals are those that deal with whether the procedures of the Department of English and/or the Faculty of Graduate Studies were properly followed in the academic assessment of, or in relation to the progress of, a student.

If a student wishes to make a Procedural Appeal, the student should first appeal to the Graduate Advisor in writing, stating clearly and in detail which procedures that may have been incorrectly followed, how, and by whom. If possible, the student should provide evidence of omissions or violations. The Graduate Advisor will forward the student's rationale for appeal to the Graduate Committee, together with a response in writing by the concerned faculty members, should they choose to submit one. If the Graduate Committee decides that procedures have been violated, the Committee will seek a reasonable remedy to present to the student. Should the student remain dissatisfied with the departmental process, the student may further pursue an appeal through the Faculty of Graduate Studies.

APPENDIX 4 RESEARCH INVOLVING HUMAN SUBJECTS

In order to protect the rights and safety of research participants and researchers, the University requires that all students whose research involves human participants must receive approval from the Human Research Ethics Board (HREB) prior to conducting such research. Violations of this policy will be investigated by the Office of Research Services and may result in the cancellation of a student's registration and/or withdrawal from the University. Ethical research guidelines, and application procedures and materials are available from the [Office of Research Services](#).