**PhD Guidelines**

**Department of English**

Last updated: January 2020

**Table of Contents**

**Preamble**

I. Program Requirements 4

A. Coursework

B. Second language

C. Thesis proposal

D. Comprehensive examinations

E. Preparation of dissertation

F. Examination of thesis

II. Professional Preparation 14

1. Teaching Fellowships
2. School of Graduate Studies support

III. Funding 16

1. Doctoral Fellowship
2. Graduate Assistantships
3. Teaching Fellowships
4. Conference funding
5. Other sources

IV. Further Information (leaves, concerns, etc.) 17

**Preamble**

This document is offered as a guide to the PhD program in English. As always, the successful completion of a PhD requires students, supervisors, and committee members to work in concert. All questions and concerns should be directed to the Graduate Coordinator:

Dr. Robert Ormsby

[rormsby@mun.ca](mailto:rormsby@mun.ca)

**Registration**

Once students register, their program registration is continued until they graduate or make a formal written request to the University to have their automatic registration discontinued. Students will be charged fees as long as their program registration continues.

In addition to the automatic registration in the program, students must register (usually via online registration) for each course taken. Students can ask the Cashier’s Office each September to have their tuition fees deducted from their fellowships. For this purpose, students should use a “[Graduate Student Deduction Authorization Form](http://www.mun.ca/regoff/comtroller/GradStudDedAuth.html).”

**Paying Tuition**

Graduate students who wish to have their tuition paid from their bi-weekly financial support can now request the service online through [Memorial University Self-Service](https://www5.mun.ca/admit/twbkwbis.P_WWWLogin).

In such cases, semester and ancillary fees will be allocated over the number of pay periods available within a given semester and will be deducted from bi-weekly support.

To sign up for payroll deductions through Self-Service, students may click on the “Employee Services” tab and then the “Graduate Student Payroll Deduction Request.”

Graduate students signing up for payroll deductions must do so every semester. Current students already on funding will be able to sign up for online payroll deductions 24 hours after they register. New students will be able to sign up for online payroll deductions on the first day of classes.

All graduate students must complete their online submissions before the last day to register (two weeks after the start of classes). After the last day to register, you will not be able to sign up for payroll deductions until the following semester.

If eligible, opt out of health or dental insurance plans using opt-out forms available through the [Graduate Students’ Union](http://www.gsumun.ca/) (GSU) by the appropriate deadline (refer to the GSU website for more information). All registered international graduate students are automatically enrolled in an emergency health insurance plan. However, you may meet eligibility requirements to opt out of the mandatory plan. Please see the [International Student Advising](http://www.mun.ca/isa/health/) website for details.

**Supervisors**

All new students in the PhD program are assigned the Head of the Department as supervisor. As soon as an area for the thesis has been identified, the Head is replaced as supervisor by another faculty member who has knowledge of the student’s proposed area of research and with whom the student has expressed a desire to work.

The appointment of the supervisor is made by the Head in consultation with the student, the supervisor, and the Graduate Coordinator. In appointing a supervisor, the Head is likely to consider the student’s preference, the appropriateness of the supervisor for the proposed area of research, and the equitable distribution of supervisory duties among faculty members.

With the mutual agreement of the student and the Department, co-supervision of the thesis by two faculty members is acceptable. Co-supervision with faculty from another unit is also acceptable.

**I. Program Requirements**

All students must complete the following **program requirements**:

A. Coursework

B. Second language requirement

C. Thesis proposal

D. Comprehensive examinations

E. Dissertation

F. Examination of thesis

An ideal timeline for progress through the PhD is:

Semesters 1 and 2 complete course work and second language;

establish Supervisory Committee

Semester 3 complete and submit thesis proposal

Semesters 4, 5, and 6 study for and complete comprehensive exams

Semesters 7 to 16 write, edit, submit dissertation

**A. Coursework**

PhD students must normally complete 5 graduate courses, often including English 7003. Course details are available on the departmental website and updated frequently. All PhD students are allowed to take up to one graduate course in another department in a cognate discipline. Please contact the Graduate Coordinator about the proper procedures for this option.

**B. Second language requirement**

Reading knowledge of a second language is required of all PhD candidates. Reading knowledge is defined as a minimum B grade in a second-year language course taken within the previous five years, a passing grade in an approved second-language course for graduate students, or performance satisfactory to the Department in an arranged reading proficiency test (in which a dictionary may be used). The language requirement should be completed before the comprehensive examination is taken.

The second language is normally French. In exceptional circumstances, and on the recommendation of the Supervisory Committee and the departmental Graduate Studies Committee, a language other than French may be substituted.

**C. Thesis proposal**

All doctoral candidates must submit a thesis proposal, normally by the end of their third semester.

Thesis proposals are commonly required in academic graduate programs across North America. Learning to articulate your ideas about your work is a crucial exercise in self-reflection that is intended first and foremost to help you to think carefully about and thereby strengthen your project as you begin it. In addition, the skills you develop in writing the proposal and incorporating feedback on it are fundamental to the careers of academics and those of other professionals. Those pursuing such careers will be required to answer questions about and respond to critiques of their work from funding bodies, publishers, peers, students, and laypeople.

Before the student begins the thesis, the student and the supervisor should review the School of Graduate Studies [Guidelines for Theses and Reports](http://www.mun.ca/sgs/go/guid_policies/theses.php). These Guidelines should be followed at every stage of the preparation of the thesis. The thesis bibliography will normally follow the most recent Modern Language Association format.

The proposal must be submitted to the Graduate Coordinator by the supervisor and must be accompanied by a statement from the supervisor that they are in full support of the project as described. The statement from the supervisor must include the following:

1. The student's name
2. A working title
3. The two proposed comprehensive examination areas

The Graduate Coordinator ensures that the proposal conforms to these guidelines, and then forwards the proposal to the departmental Graduate Studies Committee for consideration.

The departmental Graduate Studies Committee is required to return the thesis proposal to the supervisor and the candidate no later than one month after receipt.

The departmental Graduate Studies Committee must respond to the proposal with either an approval or a request for revisions. Such a request must include specific reasons why the Graduate Studies Committee is not willing to approve the proposal.

The proposal must be approved by the Graduate Studies Committee before the Comprehensive Examination Committee is formed.

The thesis proposal should be in the range of 5000-7000 words, not including the bibliography (all double-spaced).

The bibliography must include all works mentioned in the proposal and other works that will be used in the thesis.

All citations and the bibliography must conform scrupulously to the most recent MLA guidelines.

The proposal must include these sections:

1. Topic and Thesis – this section must provide an introduction to the topic, a justification of the choice of texts/authors, an explanation and contextualization of key terminology, and – most importantly – a clear thesis statement that outlines the argument.
2. Theory/Methodology – this section indicates and justifies the theoretical and methodological frameworks that will be used in the dissertation.
3. Scholarship review/Scholarly significance – this section must survey the existing scholarship on the dissertation topic and position the dissertation topic within that critical history. This section must also offer a clear indication of how the dissertation adds to that scholarship.
4. Chapter outline – this section indicates a proposed breakdown of chapter content.
5. Working bibliography – this section should be divided into primary and secondary texts and must conform scrupulously to the most recent MLA guidelines.

**D. Comprehensive Examination Components**

**I. Scheduling**

Normally, students complete their comprehensive examinations by the end of their seventh semester in the doctoral program. Please read Calendar Regulation 37.11.1.7

As noted above, a student’s Comprehensive Examination Committee (CEC) cannot be formed before that student’s doctoral thesis proposal has been passed by the Graduate Studies Committee.

Students must be informed about the area(s) upon which they will be examined no later than three months prior to the examination. Consequently, a CEC should be struck before that three-month deadline to ensure an orderly examination process.

The CEC is formed in consultation with the Graduate Coordinator (who normally serves as Chair), the Head of the Department, and the supervisor(s). This is best done immediately following the approval of the student’s proposal and areas of examination. The CEC should normally be in place no later than two months following proposal approval.

The CEC is appointed by the Dean of Graduate Studies on the recommendation of the academic unit. It shall consist of the Graduate Coordinator (or delegate) who shall be the Chair, the student's Supervisor [or, where a Supervisor has not yet been appointed, the Graduate Officer or Chair of the Graduate Studies (or equivalent) Committee], and at least three other members, the total voting members to be an odd number. For students in the PhD program, all members of the Committee including the Chair, but excluding the Dean of Graduate Studies or delegate, shall be voting members.

**II. Structure of the Comprehensive Examinations**

**The Comprehensive Examinations are comprised of two parts, a Complementary Exam and a Thesis Area Exam. The student and CEC will schedule the Comprehensive Examination process (see below), determined by the scheduling of the oral component of the Thesis Area Exam, which is set for a day and time agreed upon at least three (3) months before the exam process begins.**

**1. Complementary Area Comprehensive Exam**

**Regulation:** the complementary area exam must be written before the thesis area exam

**Assessment:** The CEC assesses student work with either “Pass: proceed to next exam”; “Unsatisfactory: rewrite”; or, “Fail: do not proceed.” An assessment of “Pass” or “Unsatisfactory” requires a majority vote, while a failing grade requires unanimous support of the Committee and in that case, re-examination is not permitted. Only one “rewrite” of the complementary area exam is permitted.

**Purpose**

The complementary area comprehensive exam aims to encourage the development and test the breadth of an area that is both distinct from and complementary to the student’s doctoral research project. Principal objectives are to:

* Demonstrate the ability to synthesize and comment upon the current state of scholarship in the chosen topic;
* Broaden the knowledge base informing the thesis area in such a way as to contribute to it; and,
* Provide students with professional training.

**Overview of Options**

Students, in consultation with their supervisors, will choose to complete one of two options (Essay or Course Syllabus Package [NB: second option is not available until further notice]) for the complementary area exam. Both options are designed to avoid overlap with the student’s thesis area exam and to serve to test a topic that is complementary to the primary one. Topics for both options are to be chosen from the following list:

* A literary theme that complements the thematic framework of the thesis work.
* A literary movement that complements the thesis work.
* A genre that complements the thesis work.
* A time period that complements that informing the thesis topic.
* A theoretical or conceptual frame that complements the methodology adopted in the thesis work.

Once a complementary area topic is chosen, students and their supervisor(s) will provide the CEC with a reading list comprised of 30-45 sources. The balance of primary and secondary sources will be determined by the CEC.

**Reading lists are initiated by the supervisor(s) and the student and then brought to the entire CEC for discussion, revisions, and approval. No list is final until the CEC approves it.**

**The purpose of the list is to have clear limits on what the student must be familiar with and what the CEC can base their decision upon. The CEC cannot make a decision of revise/resubmit or failure based on any texts not on this list. However, if a student discusses any texts not on the list (which they are free to do), those texts then become part of the CEC’s reference for their decision.**

**Option A: Essay**

Objectives of Option A

* Test the breadth of knowledge of a secondary area,
* Verify research and writing skills, and
* Provide an opportunity for students to hone those skills.

Students are given fifteen (15) calendar days to prepare a critical overview of the complementary area that demonstrates a firm grasp of the field’s current scholarship and practices, including artistic practices (if relevant to the area). The CEC will offer a choice of no fewer than two (2) and no more than four (4) question options, and the student’s complementary exam essay will be written in response to one of these questions. The essay, of 4,000-6,000 words, is to be accompanied by a 250-word abstract and a list of five (5) keywords. The essay, formatted according to MLA citation style, must have a complete Works Cited list of at least fifteen (15) entries.

The CEC assesses this written work in a manner that mirrors, but does not replicate, peer-review of academic work. The CEC must provide feedback aimed at improving the essay for potential publication.

To be clear, it is not the purpose or intent of this paper to be of publishable quality upon submission to the CEC; rather, a paper that is a “pass” is one that *could* be the basis of a future scholarly research publication.

**Option B: Course Syllabus Packages [NB: NOT AVAILABLE UNTIL FURTHER NOTICE]**

~~Objectives of Option B~~

* ~~Test the breadth of knowledge of a secondary area,~~
* ~~Verify communication and other skills related to teaching, and~~
* ~~Provide an opportunity for students to hone those skills.~~

~~Students are given fifteen (15) calendar days to prepare two (2) different course syllabus packages for the same advanced university course, the title of which will be provided by the CEC. The syllabi must be distinct from each other in their aims, objectives, and approaches. Each syllabus package must include:~~

* ~~A 1,000-1,500 word synopsis of the course, which includes a narrative of the anticipated learning and a rationale for the course design~~
* ~~A statement of course objectives~~
* ~~A required reading list~~
* ~~A recommended further reading list~~
* ~~A 13-week class schedule~~
* ~~Samples of assignments, tests, and other evaluation exercises~~
* ~~The required and recommended further reading lists must total 15-20 sources. Students will then be asked to teach the introductory lesson of one of the two courses. Overviews of primary and secondary texts must be included along with the context or positioning of the course content. The lesson, which is attended by the CEC, is to be 50 minutes long. Examiners then engage in a 30-minute question period intended to test and provoke discussion of other aspects of the syllabi.~~

**2. Thesis Area Comprehensive Examinations**

**Regulation:** oral component of the thesis area exam must happen no more than three (3) weeks following the submission of the written component.

**Assessment:** Based on the quality of both parts of the examinations and both the written and oral thesis area component, the committee may recommend one of the following outcomes:

* Pass (A simple majority vote is required)
* Re-examination required (Re-examination means the student will sit a second oral component, no more than two (2) weeks from the date of the first)
* Fail (Failing grades require unanimous support of the Committee. Re-examination is not permitted)

No candidate shall be permitted more than two (2) thesis area oral examinations in total.

**Purpose**

The examination in the thesis area is meant both to prepare students to write their dissertations and to elicit departmental approval of their readiness for the final stage of their doctoral program. The principal objectives are for the student to:

* Test mastery and depth of knowledge of specific area;
* Show exceptional written and oral communication skills;
* Show ability to communicate research to a general (but informed) audience; and,
* Show excellent bibliographic and citation skills.

List of Required Readings: 60-75 texts, the balance of primary and secondary sources to be determined by the CEC.

**Reading lists are initiated by the supervisor(s) and the student and then brought to the entire CEC for discussion, revisions, and approval. No list is final until the CEC approves it.**

**The purpose of the list is to have clear limits on what the student must be familiar with and what the CEC can base their decision upon. The CEC cannot make a decision of revise/resubmit or failure based on any texts not on this list. However, if a student discusses any texts not on the list (which they are free to do), those texts can then become part of the CEC’s reference for their decision. While the CEC can ask questions that are related to the texts on the list, but bring in other texts not on the list, the answers students provide to any/all questions about texts not on the list cannot be part of the CEC’s decision.**

**Written Component**

Students are required to write a 6,000-8,000 word response, including a 200-250 word abstract, five (5) keywords, and a Works Cited of at least twenty (20) sources from the thesis area reading list.

The student is given the topic at 9:00am on a Friday and must submit written response(s) by 4:30pm fifteen (15) days later.

The topic will be presented in the form of an open question and must present the student with the opportunity to address fundamental aspects of their thesis area reading lists and must present the student with the challenge of integrating primary sources with historical, cultural, and/or theoretical secondary sources.

The CEC must inform candidates within five (5) days of submission if they may proceed to the oral examination.

**Oral Component**

Candidates will prepare (in consultation with their supervisor) a 20-minute public presentation.

Following the presentation, the Chair of the CEC will direct two rounds of questions from the members of the CEC. Students should be prepared to defend the contents of the written component and the content of their oral presentation. Questions are permitted to relate the content of the written component to the general body of knowledge of the discipline.

At the conclusion of the public portion of the examination, the members of the Examination Committee hold an *in camera* meeting to evaluate the performance of the student as per “Assessment” above.

**III. The Comprehensive Examinations Process**

At 9am on the first day of the exam process, the CEC gives the student the complementary exam, comprised of no fewer than two (2) and no more than four (4) question options. The student has fifteen (15) calendar days, ending at 4:30pm on the fifteenth day, to answer one (1) of the questions.

Upon receipt of the exam, the CEC has four (4) calendar days, ending at 4:30pm on the fourth day, to inform the student if they have passed the complementary area exam.

If the CEC decides that the complementary exam paper is not of a quality to merit a pass, then the Chair of the CEC shall inform the student and their supervisor that the paper must be revised and resubmitted.

The CEC must also send the student and supervisor detailed notes on how it needs to be improved and a new schedule for the remainder of the examination process. These notes and schedule must be sent in writing and must be composed in consultation with the Head of the Department.

The feedback returned to the student and supervisor must be explicit about what areas of the paper require revision and improvement.

Further, the CEC should note what is satisfactory in the paper so both the student and the supervisor are aware of those aspects and the student does not make misguided changes.

If the CEC has such serious concerns about the paper that they are unsure about the student’s ability to successfully complete the comprehensive exam and/or a dissertation, then the examination process should be suspended. The Chair of the CEC shall then meet as expeditiously as possible with the student, the supervisor, and the Head of the Department to discuss the situation and possible options for the student.

A complementary exam can be revised/resubmitted only once.

Notwithstanding University Calendar Regulations about academic misconduct, failure of the complementary exam occurs only if the revised paper fails to address the concerns noted in the written documentation provided to the student and their supervisor following the first exam submission.

When the student passes the complementary exam, on the following day at 9am, the CEC gives the student the thesis area exam question. The student has fifteen (15) calendar days, ending at 4:30pm on the fifteenth day, to answer the exam question.

The CEC has five (5) calendar days, ending at 4:30pm on the fifth day to inform the student if they have passed the thesis area exam.

If the CEC has questions about the written response that are related to clarification, elaboration, or general discussion of the content presented, then the CEC should permit the student to proceed to the oral examination, for that is the time and place for such discussion.

If the CEC finds serious and significant problems (i.e., what the CEC feels are fatal flaws) in the written response, then the CEC can send the written response back to the student with a request to revise and resubmit.

The CEC must also send the student and supervisor detailed notes on how it needs to be improved and a new schedule for the remainder of the examination process. These notes and schedule must be sent in writing and must be composed in consultation with the Head of the Department.

The feedback returned to the student and supervisor must be explicit about what areas of the paper require revision and improvement.

Further, the CEC should note what is satisfactory in the paper so both the student and the supervisor are aware of those aspects and the student does not make misguided changes.

If the student has passed, the student will submit to an oral exam by the CEC six (6) days later, at a time of day agreed upon at least three (3) months before the exam process begins.

Within six (6) weeks after the student has written the complementary area examination, the CEC must provide feedback on that examination.

**IV. Sample Schedule for Comprehensive Examination**

(dates are for the Fall term of 2019)

**1. Complementary area examination**

Tuesday, September 3, 9am: CEC gives Student the essay options (2-4 questions)

Thursday, September 12, 4:30pm: If option A, Student submits paper to CEC. ~~If option B, student submits syllabi to CEC, teaches class, and CEC questions student.~~

Monday, September 16, 4:30pm: CEC informs Student if they can write the Thesis Area comprehensive examination

Thursday, November 21, 4:30pm: If Student has passed the thesis area examination, the CEC offers formal report on Student’s complementary area essay “aimed at improving the article for potential publication.”

**2. Thesis area examination**

Tuesday, September 17, 9am: CEC gives Student essay topic (1 question)

Thursday, September 26, 4:30pm: Student submits paper to CEC

Tuesday, October 1, 4:30pm: CEC informs Student if they can proceed to oral examination

Monday, October 7, 12 noon: Oral Examination

Monday, October 7, 2:30pm: CEC notifies Student if they have passed the comprehensive examination.

**E. Preparation of thesis**

**Thesis Format:** Before the student begins the thesis, the student and the supervisor should review the [School of Graduate Studies Guidelines for Theses and Reports](http://www.mun.ca/sgs/go/guid_policies/theses.php).

These Guidelines should be followed at every stage of the preparation of the thesis. The thesis bibliography will normally follow the most recent Modern Language Association format.

**F. Examination of thesis**

The university regulations concerning the examination of the doctoral thesis and the thesis defence are in the University Calendar under the “School of Graduate Studies–General Regulations” in the section entitled “Evaluation of Ph.D. Theses.”

The thesis examining board has four members. In most cases, this board consists of:

* the candidate’s supervisor (a non-voting member);
* one external examiner (a specialist in our discipline from outside Memorial University); and,
* two internal examiners (two members of Memorial’s Department of English)

With the exception of the supervisor, no one who has been involved in the preparation of the thesis is allowed to serve on the Thesis Examining Board. (Members of the Comprehensive Examination Committee who have not been directly involved in the preparation of the thesis are eligible to serve on the Thesis Examining Board.)

As the thesis nears completion, the supervisor or the Supervisory Committee discuss with the candidate the names of possible examiners. The supervisor or Supervisory Committee then makes recommendations to the Head and to the Graduate Coordinator.

The Head and the Graduate Coordinator consider the recommendations made by the Supervisory Committee, prepare a proposed list of examiners, and make preliminary inquiries concerning the potential examiners’ willingness and ability to serve.

The proposed list is then forwarded by the Head to the Dean of Graduate Studies, who approves the composition of the Thesis Examining Board and issues the official invitations to serve.

When the supervisor approves the thesis for submission, it goes to the examiners for reading.

If the examiners approve the thesis for oral examination, a date for the public oral defence is set by the Dean of Graduate Studies. It is generally understood that no contact among the various parties is permitted during the reading of the thesis in the time leading up to the oral defence.

The program is completed only when three copies of the finished, corrected thesis have been received and approved by the supervisor, the Department of English, and the School of Graduate Studies.

The student should be available for the crucial last stages of thesis completion. It is important to observe all the deadlines, because fees can be charged if the registration has to be carried forward for an extra semester term because of late work.

**II. Professional Preparation**

The Department encourages all graduate students to involve themselves in preparation for university teaching and other professional careers.

All students are encouraged to consider taking the

[Teaching](http://www.mun.ca/sgs/current/gpt/) Skills Enhancement Program (TSEP), a two-semester program offered through the Centre for Innovation in Teaching and Learning.

Since space in that program is limited, interested students are urged to apply early.

Any student who plans to apply for teaching work in a university should prepare a teaching dossier. This record of teaching should include letters from faculty who have observed classes, comments from teaching mentors, course outlines, samples of assignments, teaching evaluations, and a general statement on teaching.

Further information is available from the Graduate Coordinator.

Students are also encouraged to present papers at conferences, either at Memorial or elsewhere.

The School of Graduate Studies, the Graduate Students’ Union, the Faculty of HSS, and the Department of English offer limited support for conference travel.

Many associations, including ACCUTE (the Association of Canadian College and University Teachers of English) and MLA (the Modern Language Association), offer financial assistance to student members.

The Graduate Coordinator, as well as the supervisor and other members of faculty, can help students nearing completion of the degree in preparing for the job search.

**A. Teaching Fellowships**

Normally, PhD students who wish to be appointed as teaching fellows (or as per course instructors) must first complete their comprehensive exams to ensure that they progress through their doctoral studies in a timely fashion. All PhD students who wish to serve as teaching fellows must first complete some form of teaching training. One option is the [Teaching](http://www.mun.ca/sgs/current/gpt/) Skills Enhancement Program (TSEP), a two-semester program offered through the Centre for Innovation in Teaching and Learning.

Since space in that program is limited, interested students are urged to apply early.

Students who have extensive relevant teaching experience or formal training in the field of education may apply for exemption from doing the TSEP. (These students should forward to the Graduate Coordinator a brief written request, stating reasons for the exemption, along with supporting documentation. This request will be considered by the Head and by the departmental Graduate Studies Committee.) Another option is for students to shadow a faculty member teaching a first-year course. Students wishing to do so should consult with the Graduate Coordinator and the Head of Department.

Teaching fellows teach their own sections of designated undergraduate courses, to a maximum of one course per semester and two courses per year. (The usual pattern is one course in the Fall semester and one course in the Winter semester.)

Teaching fellows are paid by the university as per-course instructors at the current rate.

Students continue to be eligible to act as teaching fellows for four years, as long as they make satisfactory progress in their doctoral studies and as long as they perform their teaching duties acceptably.

Beyond the period of the teaching fellowships, teaching is not guaranteed, but students who continue to make satisfactory progress in their doctoral studies and to perform their teaching duties acceptably remain eligible to teach, to a maximum of one course per semester and two courses per year.

Teaching fellows are expected to take part in departmental orientation sessions for per-course instructors and to cooperate with departmental initiatives to ensure appropriate and consistent practices in the classroom.

Teaching fellows, like other per-course instructors, can receive classroom visitations from regular members of the Department, who provide written reports on the quality of instruction.

While teaching fellows are expected to perform their teaching duties conscientiously, they should not allow those duties to impede or delay their doctoral work.

**B. School of Graduate Studies Support**

**EDGE**

The Enhanced Development of the Graduate Experience (EDGE) is a comprehensive collection of professional development programs and services that help provide students with the complementary skills required to be successful in their lives after graduate school.

EDGE was initially launched in 2007 and retooled in 2013 after consulting various stakeholder groups and the Canadian Association for Graduate Studies (CAGS) discussion paper, “[Professional Skills Development for Graduate Students](http://cags.ca/documents/publications/working/Prof%20Skills%20Dev%20for%20Grad%20Stud%20%20Final%2008%2011%2005.pdf).”

**For details, go to:** [**http://www.mun.ca/sgs/edge.php**](http://www.mun.ca/sgs/edge.php)

**III. Funding**

**Basic fellowship funding**

All eligible full-time students who are admitted to our PhD program normally receive basic fellowship funding, for which no duties other than the successful completion of program requirements is expected, plus a teaching fellowship (see above).

Funding is contingent upon satisfactory progress and is available to a maximum of four years.

In addition, the Department offers a number of graduate assistantships, for which students can apply after they have arrived on campus. (The departmental office will inform all eligible students when graduate assistantships are available.)

All eligible PhD students are required to apply in the Fall of every year for national (SSHRC) scholarship funding, which is much more generous than the support Memorial is able to offer. Students should ask the Graduate Coordinator for details as soon as they arrive in September of their first year.

**Conference funding**

Limited funding for conference travel is available to our graduate students. Students should use a “Graduate Student Request for Travel Assistance” form (which can be obtained from the English Department office) to request funding from the School of Graduate Studies, the Graduate Students’ Union, the Faculty of HSS, and the Department of English, and TAUMUN. This form must be filled out and approved **prior to** making any travel arrangements. After their conference travel, students must submit their original receipts for expenses incurred with a “Travel Claim A” form (which can be obtained from the English Department office). We strongly advise students to discuss this whole process with the Graduate Coordinator before making travel arrangements.

**Scholarship database**

The School of Graduate Studies maintains a searchable database for other scholarships and awards. Students should consult this frequently:

<http://www.mun.ca/sgs/current/scholarships/>

**IV. Further Information, Leaves, Ethics, Concerns, Conflict Resolution**

**Supervisory Committees**

University regulations require that each doctoral student have a Supervisory Committee. Usually, this committee has three members (the supervisor and two others).

The general regulations of the School of Graduate Studies stipulate that the functions of the Supervisory Committee shall be, *inter alia*:

* to decide, in consultation with candidates, the program of study, the subject of research, and the title of the thesis, and to recommend these for approval to the Dean;
* to monitor the candidates’ progress in their course programs and research;
* to report at least annually to the Dean on the candidates’ progress and, at the same time, to advise on their continuation in the program; and to make such other reports and recommendations about the candidates to the Dean as it may deem necessary;
* to recommend to the Dean, after consultation with the candidates, necessary changes in the program of study, the subject of research, or the title of the thesis;
* to recommend to the Head of the academic unit or Dean of the Faculty the timing of the comprehensive examination;
* to report to the Dean that the thesis is ready for examination by completing a Supervisor Approval Form, which is to accompany the thesis upon its submission to the School of Graduate Studies; and,
* to recommend to the Dean suitable persons to act as members of the Thesis Examining Board.

In the third semester of year one, all students should discuss the composition of the Supervisory Committee with the supervisor, the Head, and the Graduate Coordinator. (The members of the Supervisory Committee must be chosen with care, since any faculty member who serves on the Supervisory Committee becomes ineligible to serve later as an internal examiner of the thesis.)

The student and the supervisor should then forward a recommended list of Supervisory Committee members to the Head, who will consider the recommended list in the light of available faculty resources and arrange to finalize the composition of the Supervisory Committee.

All students should attempt to have the Supervisory Committee in place at the beginning of year two, so that it can offer advice on the thesis proposal and the planning of the thesis.

Students and their supervisors should request the Supervisory Committee that best serves individual student needs and best uses available departmental resources. Some students and supervisors will choose to save the available area specialists as potential internal examiners for the thesis. Others will decide to use the available area specialists as members of the Supervisory Committee, in order to make the thesis as strong as possible. Some students and supervisors will choose to have one additional area specialist on the Supervisory Committee and retain the Graduate Coordinator as a third member of the committee who may not be in the area but who can offer useful comments on format and argument.

As the University regulations state, all members of the Supervisory Committee should be involved throughout the preparation of the dissertation. But different students, supervisors, and Supervisory Committees are likely to adopt different approaches to the issue of who reads what when. In some cases, students and their supervisors will benefit from having the drafts of individual chapters read by all members of the Supervisory Committee as they are submitted to the supervisor. In other cases, students and their supervisors will find it more productive to submit the dissertation to the second and third members of the Supervisory Committee only after an entire draft of the dissertation has been completed. The practice that each Supervisory Committee will follow in reading the thesis should be discussed and established at the outset.

All members of the Supervisory Committee must read the thesis carefully once a completed draft has been prepared. All members of the Supervisory Committee must sign off on the thesis before it is submitted for examination.

**Leaves of Absence and Program Extensions**

University policies on leaves of absence and program extensions are outlined in the University Calendar. Any students who are considering taking a leave of absence should consult the Graduate Coordinator or the Head of department.

**Ethics Review**

Any research which uses materials from living subjects (including interviews and questionnaires) must be given an ethics review. This review must be undertaken before the start of the research and before application for any relevant funding. Students should ask the departmental Graduate Coordinator for details.

**Conflict Resolution**

The Graduate Students’ Union offers helpful guidelines on sexual harassment, discrimination, student complaints, and academic appeals. Students who have concerns in any of these areas are encouraged to consult the [GSU guidelines on conflict resolution](http://www.mun.ca/gsu/home.php?).

The Department of English supports the GSU’s position that potential conflicts between students and their teachers or supervisors should be handled as early and as informally as possible. Students who feel that they have been treated unfairly are encouraged to address their concerns in the first instance to the teacher or supervisor or committee involved. If, however, students feel that their concerns cannot be handled at this level, they should refer their concerns to the Head of department. If the Department cannot address the concerns to the students’ satisfaction, they may go outside of the Department to the School of Graduate Studies.