How to Persuade Your Reviewers: Writing an Effective Research Proposal

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What NOT to Do! Common Mistakes

• Not reading and following application instructions carefully
• Not starting to write proposal early
• Dense academic prose (highly technical, esoteric...manage the curse of knowledge)
• Writing that is vague, unfocussed (takes too long for reviewer to figure out what it’s about)
• No white space (LESS is MORE from reviewers’ perspective!)
• Jargon and/or acronyms (excludes reader)
• Research plan/methodology has a “trust me I know what I’m doing” feel – not enough description of how study will be conducted
• Sloppiness—typos, grammatical errors, etc.
Reviewers are REAL people
Inspire

Persuade

Teach

OR

“Throwing a Sheep at Marshall McLuhan”

(Sword, 2012, p. 63)
Canadian Principals and Work-Life Balance

Work intensification refers to the increasing amount of effort an employee must invest during the working day that oftentimes results from increased economic pressure and other societal changes (Green & McIntosh, 2001; Green, 2004). This has been identified as an increasing trend among school principals in Canada (James, 2020).
Not Waving But Drowning: Work Intensification Among School Principals

How many times have you asked a colleague how they were doing, to have them reply, “I’m crazy busy!”? According to a recent national survey, 87% of school principals experience overwork, or work intensification, on a daily basis (Barton, 2019). Most surprising is how many (89%) keep these feelings secret and work extra hard to compensate. Principals are not waving but drowning (Smith, 1972).
ENGAGE Your Reader

• Is your title memorable?

• 1st and last sentence
  • Ask a question: Have you ever known what was the right thing to do, but were unable to do it because of factors outside your control?
  • State a fact/statistic: Work intensification was among the top three trends school principals face in their job (ABC Psychology Study (2018)).
  • Introduce a counterintuitive finding: Sleeping with your dog may enhance chronic pain sufferers’ quality and quantity of sleep.
  • A literary or historical quotation
  • Personal or historical story/anecdote
  • Anecdote from your research
  • Dialogue or conversation
  • Start/end opening paragraph with a purpose statement: The purpose of my proposed research is to ....
Focus Your Proposal Early

• As a reviewer I want to know right away:
  • What this research is about
  • What question drives this research proposal
  • The context from which this study emerges
  • That this research addresses an important challenge, problem, persistent issue
  • Who will benefit from this research
  • Why this study is intellectually exciting
What the Reviewer is Looking for in the Literature Review Section

• Appropriateness of the literature review
• Is the literature review up to date?
• Is the literature cited relevant to the study?
• Does the literature review ARGUE for your proposed study?
• Does the literature review identify gaps in scholarship in a diplomatic, respectful way?
The Methodology Section Seals the Deal!

• Most important section
• How are you going to address your research question?
• Hypotheses?
• Theoretical and/or conceptual framework
  • Explain the framework
  • Justify the framework—why is it appropriate for addressing your research question?
  • HOW will the framework be used as a lens through which to understand your data (if you’re collecting data)
• What steps will you take to conduct your study (e.g. methods of data collection or path of argumentation?)
Contribution to Advancing Knowledge (Significance)

• What happens if this problem isn’t studied?
• Who benefits (besides you!) from this study?
• Why does this matter to the immediate context and beyond?
• How does your research change the conversation?
• What is the practical, theoretical, methodological potential of your work (don’t have to hit all three!)
• Don’t embellish 😊
Characteristics of a Good Proposal

• Document – neat, well organized, easy to read
• Fresh insight into an important problem
• Writing that shows excitement, commitment (use “I”)
• Evidence that the applicant knows the field (strong lit review)
• Feasible work plan (methodology)
• “The best proposals teach” (Porter, 2005, p. 343)

Submitting an application is success in itself.

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Reference Letters – Dr. Renee Polziehn

SO, YEAH, DR. G., I WAS HOPING TO GET A RECOMMENDATION FROM YOU FOR MY GRAD APPS...

AND YOU ARE..?

UH, I'M DEE... I WAS IN YOUR INTRO CLASS LAST SEMESTER?

I HAD A HUNDRED STUDENTS IN THAT CLASS...

YOU SAID YOU REALLY LIKED MY FINAL PROJECT...? YOU GAVE ME AN A+?

UH, SORRY, I STILL DON'T REMEMBER YOU...

UM, DOES IT MATTER?

NOT REALLY. HERE'S A LETTER. JUST PUT YOUR NAME DOWN ON THE BLANK SPACES.

www.phdcomics.com
Who Should Write Your Letter?

Someone who:
- has familiarity with skills required
- has good writing skills
- has a high opinion of you*
- has position of value*
- knows you

You?
# Scholarship Relative Weightings

## Masters
- Personal Characteristics and Interpersonal Skills 20%
- Academic Excellence 50%
- Research Potential 30%

## PhD
- Relevant Experience and Achievement 50%
- Research Ability and Potential 50%

## Postdoc
- Relevant Experience 30%
Criteria - Relevant experience and achievements (obtained within and beyond academia)

- Transcripts, Scholarships
- Duration of Previous Studies
- Comments from University to describe an International transcript
- Impact of a publication
- 3MT Finalist/Knowledge Translation
- Teaching in your discipline
- Committee work

Criteria - Research Ability/ Potential

• Academic training and relevant work experience
• Research artifacts (publications, patents, posters)
• Research proposal (feasibility, merit, significance)
• Critical thinking, originality, enthusiasm for research, autonomy, initiative, application of knowledge
• Ability to complete projects
• Involvement with agencies as it relates to your discipline
• Quality of your proposal – put into greater context
What can you do?

• Provide scholarship criteria
• Relevant details – 5 W’s/meet each criteria
• Provide CV/relevant materials (application)
• Why are you qualified? Why do you want this? What does leadership mean to you?
• Highlight your non-academic activities – on and off campus
• Allow time
• Follow-up - Provide details of where, and when to send

http://www2.lse.ac.uk/internationalRelations/Frequently%20asked%20questions%20(FAQS)/FAQincomingstudents.aspx
Great Reference Letters

• Specifics or details
  “He is a dedicated student, and his grades have been consistently exemplary. He always shows great initiative and diligence; he is able to develop intelligent plans and implement them successfully.”

The applicant was given a challenging project. He quickly came up to speed on the relevant literature and, before the end of the summer, had mastered the different analysis techniques core to the research. He showed tremendous enthusiasm, often working extra hours so that the project could be completed before her summer was up. We will be submitting a paper to a top journal shortly with him as the first author. In my 20 years as a professor, he ranks as the top undergraduate student I have had in my group.

• Longer letter*

http://www.letter-samples.com/scholarship.html
http://www.australia.edu/Student-Life/helpful-student-tutoring-guide.html
Great Reference Letter Continued

• Development of person into peer
• Provides insights into all criteria
  • Competencies - Problem solving abilities, analytical skills, creativity, research skills, etc.
  • Communication, responsibilities, attributes
• Show candidate as “role model”
• Show enthusiasm for candidate
• Gender neutral/Cultural –emphasize accomplishments

https://career.berkeley.edu/Info/LetterGuidelines
The Magic Behind Reference Letters is You!