Canada Graduate Scholarships
(Masters Program)

Samer Adeeb
Associate Dean
Faculty of Graduate Studies and Research

Awards and Scholarship Team:
Supervisor: Amanda Brown

Awards Advisors: Christine Camba, Dana Dragon-Smith, Trish Smith, Shannon Evans, Jennifer Parkatti
### Presenters

**• Opening Remarks:**
- Samer Adeeb (Associate Dean FGSR)
- Dr. Kim Noels (Associate Dean, Graduate Studies, Faculty of Arts)

<table>
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<tr>
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<td>1:10 - 1:30</td>
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<td>Dr. Renee Polziehn, Professional Development &amp; Community Volunteer Program Director</td>
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Workshop Opportunity for Arts Grad Students

- Tuesday, November 9, 2021 @ 1:00 to 2:30pm
  Writing the outline of the proposed research

- Tuesday, November 16, 2021 @ 1:00 to 2:30pm
  Writing the summary

- Tuesday, November 23, 2021 @ 1:00 to 2:30pm
  Preparing the CCV and other details

- Please sign up for these workshops here:
  https://us02web.zoom.us/meeting/register/tZEkc-GhqTMqHNGtaMJGXpuop1xUz4-iPfuF or contact artsgrad@ualberta.ca
Canada Graduate Scholarships (Master’s)

• $17,500 for 12 months. Nonrenewable
• Check your eligibility
• Deadline: 6:00 pm (MST) December 1st 2021

https://www.ualberta.ca/graduate-studies.awards-and-funding/scholarships/tri-council-graduate-scholarships/cgsm-canada-graduate-scholarships-masters.html
Objective

• *Develop* research skills
• *Support* students who demonstrated high standard of achievement in undergraduate and early graduate studies
<table>
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- academic record
- scholarships and awards held
- duration of previous studies
- type of program and courses pursued
- course load
- relative standing (if available)

## Criteria

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- quality and originality of contributions to research and development
- relevance of work experience and academic training to field of proposed research
- significance, feasibility and merit of proposed research
- judgment and ability to think critically
- ability to apply skills and knowledge
- initiative and autonomy
- research experience and achievements relative to expectations of someone with your academic experience

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- work experience
- leadership experience
- project management including organizing conferences and meetings
- ability or potential to communicate theoretical, technical or scientific concepts clearly and logically in written and oral formats
- involvement in academic life
- volunteerism/community outreach

Quotas (CGS M)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>2021-2022 Quota</th>
</tr>
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<tbody>
<tr>
<td>CIHR</td>
<td>35/795 = 4.4%</td>
</tr>
<tr>
<td>NSERC</td>
<td>55/840 = 6.5%</td>
</tr>
<tr>
<td>SSHRC</td>
<td>47/1365 = 3.4%</td>
</tr>
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Components:

- Application Form
- Two reference assessments
- Transcripts
- Research Proposal and bibliography
- CCV
# AGENDA

## Opening Remarks:
- Dr. Kim Noels (Associate Dean, Graduate Studies, Faculty of Arts)

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Reference Letters – Dr. Renee Polziehn

SO, YEAH, DR. G., I WAS Hoping to get a re-
COMmENDATION 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 PRO-
JECT..? YOU GAVE ME 
AN A+?

Uh, sorry, I 
STILL DON'T RE-
MEMBER 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

<table>
<thead>
<tr>
<th>Degree</th>
<th>Relevant Criteria</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Masters</td>
<td>Personal Characteristics and Interpersonal Skills</td>
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<tr>
<td>PhD</td>
<td>Relevant Experience and Achievement</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Research Ability and Potential</td>
<td>50%</td>
</tr>
<tr>
<td>Postdoc</td>
<td>Relevant Experience</td>
<td>30%</td>
</tr>
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</table>
Criteria - Personal Characteristics and Interpersonal Skills

- work experience
- leadership experience
- project management including organizing events, etc
- ability to communicate concepts clearly and logically
- campus/department activities - committees, student group, GSA, student representative
- volunteerism/community outreach

Criteria - Research Potential

- contributions to research - talks, posters, conference
- work experience and training in research area
- quality of your research proposal
- ability to think critically
- ability to apply skills and knowledge/how will you gain
- initiative and can work independently

Experience and achievements expectations are set to that of a Master’s student
Criteria - Academic Excellence

• academic record - International students to offer translation of transcript (merit)

• scholarships and awards held ($/number/significance)

• duration of previous studies (short or long)

• type of program and courses pursued (relevance to proposal)

• course load

• relative standing (if available)
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!

Canada Graduate Scholarship
Master’s Program

The Proposal
November 2, 2021
Dr. Bonnie Stelmach, Faculty of Education

bonnies@ualberta.ca
Characteristics of a Good Proposal

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

Application Elements

• **Summary (abstract)**
  – 1800 characters

• **Outline of Proposed Research**
  – 1 page, single-spaced, Times 12 pt font (PDF)
    • **Objectives** (Purpose/Research Question(s)/Hypothesis)
    • **Context** (Literature review, policy context, social context, etc.)
    • **Significance** (Contribution to your field/discipline)

• **Bibliography/Citations**
  – 1 page
Who are the reviewers?
Let me read to you...
How will you get your reader interested?

How will you SUSTAIN your reader’s interest?
ENGAGE Your Reader

• Is your title memorable?

• 1<sup>st</sup> and last sentence
  – Ask a question: Have you ever been lost?
  – State a fact/statistic: Being lost is among the top five stress-inducing experiences for children, according to the ABC Psychology Study (2018).
  – Introduce a counterintuitive finding: Sleeping with your dog may enhance chronic pain sufferers’ quality and quantity of sleep.
  – End with a question or statement that will link back to the beginning “So the next time you get lost....”
Pockets, Petticoats and Privacy

Strategies for Finding Privacy in the Social Media Age: A Case Study

Watch more 3 Minute Thesis Presentations:
https://www.ualberta.ca/graduate-studies/professional-development/events/3minute-thesis/index.html?fbclid=iar1ai7it4sgw0zfbmcmvaa-tthfnhynwtt6cwbyfbhf4xiglutakrzt7d_4e

1Kristina Molin Cherneski, History & Classics 3MT competition:
https://youtu.be/EwVPZer0mCk
Objectives Section
(Purpose/Research Question(s))

• As a reviewer I want to read this section and know:
  – 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
Context Section

• Approximately 2 paragraphs
• 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?
Methodology

• 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?)
Common Mistakes

• Writing that is vague, unfocussed (takes too long for reviewer to figure out what it’s about)
• Dense academic prose (highly technical, esoteric...manage the curse of knowledge)
• 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.
• Laziness—cut ‘n paste (e.g. Summary and Proposal of Research Plan should be entirely different)