2022 Canada Graduate Scholarship Timeline

**September 22, 2021 11:59 pm (MST):**
- **NSERC:** Deadline for students to submit copies of official transcripts to FGSR.
- **SSHRC:** FGSR Deadline to request official letter to confirm part-time study and/or leave of absence, if applicable.

**October 4, 2021**
- Institutional deadline for students to submit their application through the appropriate agency’s portal

**October 2021**
- Applications are reviewed for completeness and eligibility by the FGSR Awards Advisors
- Each application is reviewed by a minimum of two members of the Graduate Scholarship Committee (GSC)

**November 2021**
- The GSC convenes and ranks applications
2022 Canada Graduate Scholarship Timeline Cont…

November 21, 2021
• Program Deadline: FGSR submits nomination packages to the Canada Graduate Scholarship national competition

April 2022
• Anticipated notification of results. Nominees will be notified by the agencies when the results are available.
Application Resources/Information

CGS-Doctoral Competition Website:
• Competition Overview Selecting the appropriate agency
• Detailed Instructions to Applicants (read in detail)
  ➢ Selection Committee Guide (explains how your application will be evaluated at the national competition)
  ➢ Presentation Standards (explains how to format your attached documents)
• Agencies specific websites:
  ➢ CIHR
  ➢ NSERC
  ➢ SSHRC

FGSR Website:
• U of A specific competition information
• Internal U of A deadlines
• Application Resources
Who do I ask for help?

Canada Graduate Scholarship:
• Contact the appropriate agency (CIHR, SSHRC, NSERC) with your questions.

FGSR (U of A) can:
• Help you fill out the administrative details of your application, if you are unsure of what to write (e.g. filling out your “months in program”, or the tenure of an award you list on your CV
• Transcript questions

For advice on how to best present the information in your application (e.g., how to write your research proposal):

1.) Review the detailed Canada Graduate Scholarship application instructions
2.) Seek advice from members of your faculty/department (supervisor, grad chair, etc)

For writing support:
Academic Success Centre
www.ualberta.ca/current-students/academic-success-centre

Centre for Writers
http://c4w.ualberta.ca/
Contact Information

CIHR Contact Centre
support-soutien@cihr-irsc.gc.ca

NSERC Contact Centre
schol@nserc-crsng.gc.ca

SSHRC Contact Centre
fellowships@sshrc-crsh.gc.ca

FGSR Awards Services:
Virtual Counter: Daily from 1:30pm - 3:30pm
Email: grad.awards@ualberta.ca
https://www.ualberta.ca/graduate-studies/awards-and-funding
Research Proposals
Tri-Council – Doctoral Applications

Dr. Bonnie Stelmach
Professor
Department of Educational Policy Studies

September 21, 2021
Research Proposal—50%

- Quality of proposal
  - Focused and feasible
  - Clear description of methodology
  - Significance & contribution to research

- Ability to communicate theoretical, technical, and/or scientific concepts clearly and logically
If you are currently enrolled in a doctoral degree program:
• clearly state your current level of graduate study;
• indicate at what stage you are in your thesis/research project;
• provide the name of your supervisor of doctoral studies, if known;
• provide an outline of your thesis or research project, including, for example, the research question(s), context, objectives, methodology, and significance and expected contributions to advancing knowledge; and
• describe what you hope to accomplish during the award tenure and what will remain for you to do before you obtain your degree.

Reviewers are REAL people

OR

“Throwing a Sheep at Marshall McLuhan”

(Sword, 2012, p. 63)
How Canadian Principals in International Schools Address Work-Life Balance

OR

Not Waving But Drowning: Work Intensification Among School Principals
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).
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 ....
Objectives Section (Purpose/Hypothesis/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

- 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?)
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 Canada?
• 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 😞
Research Questions/Objectives

Context (or Literature Review)

Methodology (methods, theoretical framework, phases)

Significance/Contribution to Advancing Knowledge

Program of Study
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)

Common Mistakes

• Not reading the Tri-Council instructions carefully!
• 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.
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

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<thead>
<tr>
<th>Masters</th>
<th>PhD</th>
<th>Postdoc</th>
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</thead>
<tbody>
<tr>
<td>Personal Characteristics and Interpersonal Skills</td>
<td>Relevant Experience and Achievement</td>
<td>Relevant Experience</td>
</tr>
<tr>
<td>20%</td>
<td>50%</td>
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<tr>
<td>Academic Excellence</td>
<td>Research Ability and Potential</td>
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<tr>
<td>50%</td>
<td>30%</td>
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<tr>
<td>Research Potential</td>
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<tr>
<td>30%</td>
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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*

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!