

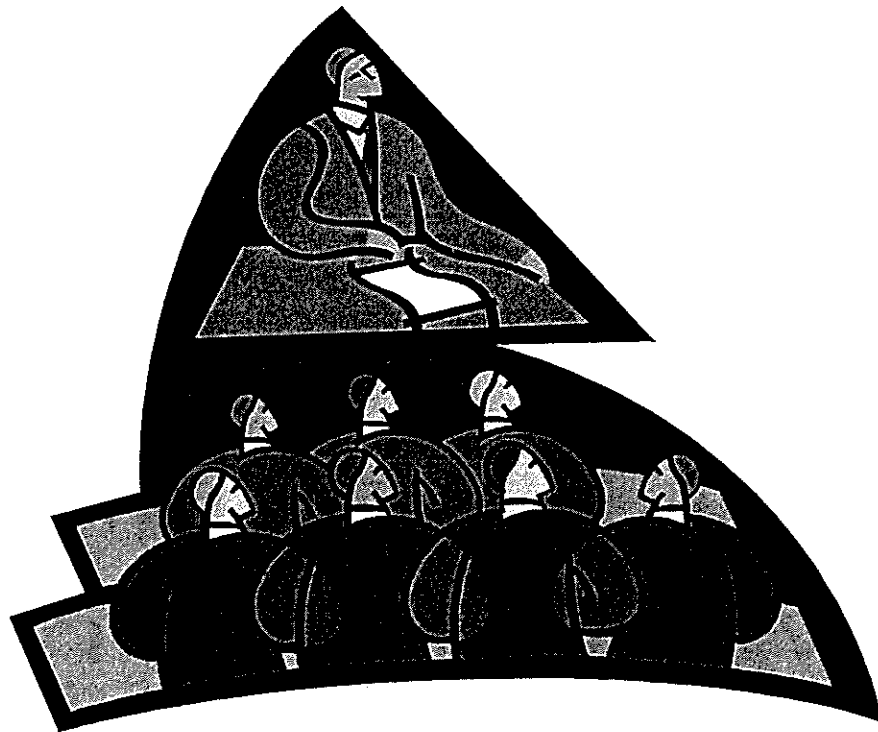
THE UNIVERSITY OF BRITISH COLUMBIA



# Faculty of Education

Office of Graduate Programs and Research

## 2007 UGF / SSHRC Information Panel



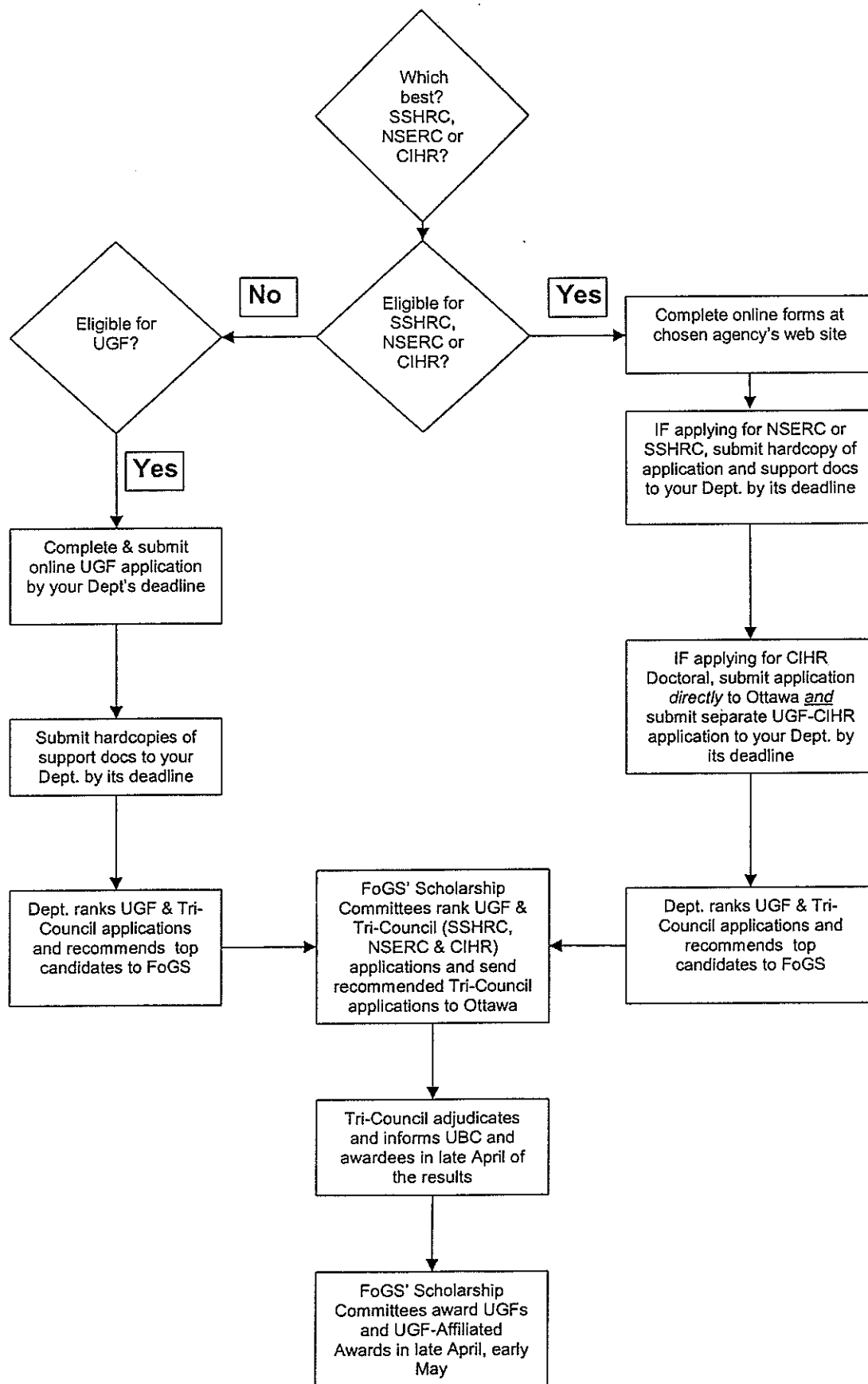
Wednesday, August 29<sup>th</sup>, 2007, 12:30–3:00pm in Scarfe 100

Wednesday, September 12<sup>th</sup>, 2007, 12:30–3:00pm in Scarfe 310



Application Deadline:  
Monday, September 24<sup>th</sup>, 2007  
@ 4:00pm  
to Home Department

# UGF + SSHRC /NSERC/CIHR (Tri-Council) Application “Big Picture” Overview





# UBC 2008-2009 UGF/SSHRC Competition

## Application “Big Picture” Overview

*UGF = University Graduate Fellowship*  
*SSHRC = Social Sciences and Humanities Research Council*

You must first determine which one of the three federal funding agencies best supports your area of research: SSHRC (Social Sciences and Humanities Research Council), NSERC (Natural Sciences and Engineering Research Council), or CIHR (Canadian Institutes of Health Research). Collectively, these three agencies are known as the Tri-Council, and SSHRC supports most, but not all, research in the social sciences and humanities disciplines.

To determine which agency supports your area of research, please review each funding agency's website and then consult with your research supervisor or with your Department Grad Advisor.

Once you have confirmed which agency best supports your field of study, please review that funding agency's website to determine if you meet the student-specific eligibility criteria for the specific program to which you are applying. Eligibility is based on a number of factors: your area of research, citizenship, years of study...etc. For example, to be eligible for SSHRC funding, applicants must be Canadian citizens or permanent residents (international students may not apply), and applicants must have a first-class average in each of the last two years of full-time study (80% at UBC). If you are thinking of applying to the UGF competition, and you are eligible to apply to one of the three Tri-Council agencies, you must apply to Tri-Council as well.

By submitting a SSHRC application to your department, you will be automatically considered for the UGF competition. For further information, please see “SSHRC Applicants” below.

If you are not eligible to apply to SSHRC, you need to review the Faculty of Graduate Studies (FoGS) website to determine if you are eligible for the UGF competition. If you are eligible, you are required to submit a UGF application. For further information, please see “UGF Applicants” below. If you are not eligible for the UGF competition, please discuss other funding options with your research supervisor or your Department Grad Advisor.

### SSHRC Applicants

If you are eligible for SSHRC, you must go to the SSHRC web site and complete the online application. See: [http://www.sshrc.ca/web/apply/students\\_e.asp](http://www.sshrc.ca/web/apply/students_e.asp)

You must then print out the SSHRC application and submit it, along with hardcopies of your application support materials (letters of reference, etc.), to your Department by its internal deadline: **Monday, September 24<sup>th</sup>, 2007 @ 4:00pm.**

Make sure you include in your application a page listing UGF Affiliated Award numbers for those UGF Affiliated Awards for which you think you are eligible (otherwise you will not be considered for these). A list of UGF Affiliated Awards is available at: <http://www.grad.ubc.ca/awards/index.asp?menu=004,002,000,000>

You will automatically be considered for UGF and SSHRC with your **one** SSHRC application.

## UGF Applicants

If you are ineligible for SSHRC, you must determine if you are eligible to apply for the UGF competition. Please see the FoGS web site on UGF <http://www.grad.ubc.ca/awards/index.asp?menu=004,000,000,000> for eligibility guidelines.

If you eligible to apply to UGF but *not* to SSHRC, proceed to FoGS' UGF application web site to complete and submit the online application. See <http://www.grad.ubc.ca/awards/index.asp?menu=004,000,000,000>

There is no need for students to print out copies of their UGF application for submission to their Departments, as Departments have access to UGF online applications and will print them out for the Department review. However, you must submit hardcopies of other application support materials (letters of reference, etc.), to your Department by its internal deadline: **Monday, September 24<sup>th</sup>, 2007 @ 4:00pm.**

## All Applicants

Departments review and rank UGF/SSHRC applications. Applicants who will be in Doctoral programs in Sept 2008 are ranked separately from applicants who will be in Master's programs in Sept 2008. Departments forward their top-ranked applicants to the Faculty of Graduate Studies (FoGS) by **Friday, October 12<sup>th</sup>, 2007.**

The Faculty of Graduate Studies confirms student eligibility for both UGF & SSHRC and then distributes the UGF and SSHRC applications to a University scholarship committee for adjudication. The University-level committees rank applicants who will be in Doctoral programs in Sept 2008 separately from applicants who will be in Master's programs in Sept 2008.

FoGS forwards the SSHRC applications, which are recommended by the University scholarship committee, to SSHRC in Ottawa.

SSHRC takes several months to review the applications and makes its award announcements in late April 2008.

SSHRC contacts successful student awardees directly.

FoGS makes UGF and UGF-Affiliated Award announcements *after* SSHRC makes its decision on fellowship/scholarship awardees.

FoGS sends UGF and UGF-Affiliated Award notices to Departments for distribution to students in late April/early May 2008.

## UBC 2008-2009 UGF/SSHRC Eligibility "Big Picture" Overview

Program	Value	Duration	Eligibility
UBC University Graduate Fellowship (UGF)	Killam Predoctoral: \$26,000/yr + \$1,800 research allowance	2 years	<ul style="list-style-type: none"> <li>• Full-Time Students (Tuition Schedule A)</li> <li>• First Class (80%) standing in last 2 yrs of F/T studies</li> <li>• All students regardless of citizenship</li> <li>• Registered full-time* UBC graduate students as of September 2007</li> <li>• Full-time* UBC graduate students starting studies in January 2008</li> <li>• UBC graduate students on leave from studies in academic year 2007–2008, but who will be registered full-time* UBC graduate students in academic year 2008-2009</li> </ul> <p>➤ <b>Master's:</b> UBC master's students are eligible to receive UGF funding during the first 24 months of full-time enrolment at the graduate level. All previous studies at the graduate level, regardless of institution and discipline, will be included in determining eligibility.</p> <p>➤ <b>Doctoral:</b> UBC doctoral students are eligible to receive UGF funding during the first 48 months of full-time enrolment at the doctoral level. All previous studies at the doctoral level, regardless of institution and discipline, will be included in determining eligibility. <i>In cases where a student has transferred directly from a master's program into a doctoral program without receiving a master's degree, eligibility for doctoral funding will be counted from the effective date of transfer to the doctoral program. In cases where a student has proceeded directly from a Bachelor's or equivalent program to a doctoral program, UBC doctoral students are eligible to receive UBC graduate scholarship funding during the first 60 months of full-time enrolment at the doctoral level.</i></p>
	Renewable UGF: \$16,000/yr	2 years	
	One-year UGF: \$16,000/yr	1 year	
	Partial UGF: \$8,000/yr	1 year	
	Affiliated UGF: \$300-\$25,000	1 year ( <i>except when noted otherwise</i> )	
SSHRC CGS-M Canadian Graduate Scholarship-Master's	\$17,500/yr	1 year	<ul style="list-style-type: none"> <li>• Canadian citizen / Permanent resident</li> <li>• Be in first Master's-level degree</li> <li>• Not be in program longer than 12 months by start date of SSHRC award (May or September 2008)</li> <li>• First Class (80%) standing in last 2 yrs of F/T studies</li> <li>• Not have already received SSHRC, NSERC or CIHR funding for master's-level study.</li> <li>• Not applying for NSERC or CIHR in 07-08 academic year.</li> <li>• In a program with advanced research training</li> </ul>
SSHRC CGS-D Canadian Graduate Scholarship-Doctoral	\$35,000/yr  <i>(Only one application required if applying for both SSHRC CGS-D and SSHRC DF)</i>	3 years	<ul style="list-style-type: none"> <li>• Canadian citizen / Permanent resident</li> <li>• Be in your first PhD</li> <li>• You may apply if, at the time you take up your award, you will have completed no more than 16 months of your Doctoral program. This means that Master's students in the last year of their program, who are starting a UBC Doctoral program next May or September (2008) may also apply.</li> <li>• First Class (80%) standing in last 2 yrs of F/T studies</li> <li>• Not have already received SSHRC, NSERC or CIHR funding to undertake and/or complete any doctoral degree.</li> <li>• Not applying for NSERC or CIHR in 07-08 academic year.</li> </ul>
SSHRC DF Doctoral Fellowship	\$20,000/yr  <i>(Only one application required if applying for both SSHRC CGS-D and SSHRC DF)</i>	Up to 4 years	<ul style="list-style-type: none"> <li>• Canadian citizen / Permanent resident</li> <li>• Be in your first PhD</li> <li>• You may apply if, at the time you take up your award, you will have completed no more than 40 months of your first Doctoral program. This means that Master's students in the last year of their program, who are starting a UBC Doctoral program next May or September (2008) may also apply.</li> <li>• First Class (80%) standing in last 2 yrs of F/T studies</li> <li>• Not have already received SSHRC, NSERC or CIHR funding to undertake and/or complete any doctoral degree.</li> <li>• Not applying for NSERC or CIHR in 07-08 academic year.</li> </ul>

\* Students are considered full-time if they pay full-time tuition fees. Students are automatically assessed full-time tuition fees (Schedule A) unless they have indicated in writing that they would like to be switched to a part-time tuition fee schedule (Schedule B). All doctoral students are assessed full-time fees.





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## University Graduate Fellowships

The Faculty of Graduate Studies offers approximately 300 University Graduate Fellowships each year to meritorious students for full-time study and/or research leading to a graduate degree. Awards are made on the basis of academic excellence, and are open to currently registered, full-time UBC graduate students regardless of citizenship or visa status.

Students must submit their applications to their departments. Departments recommend only their highest-ranked candidates to the Faculty of Graduate Studies. Only the top graduate students with a minimum first class standing (80% or higher at UBC) in each of the last two years of full-time study are nominated. Competition for UGF awards is strong each year, and there are always many more nominations than available awards.

Students should contact their departments for more information on departmental review processes and deadlines.

## UGF Award Categories

Renewable UGFs and Killam Predoctoral Awards are awarded for a two-year period. Renewable UGF winners and Killam Predoctoral Fellows, however, must apply for NSERC, SSHRC, or CIHR, if they are eligible, to qualify for their second year of funding. (See Other Funding.) Departments must also submit a Departmental Renewal Recommendation Form in order for students to qualify for their second year of funding.

Killam Predoctoral Scholarship	\$26,000/year plus \$1,800 research allowance	2 years	highest ranked doctoral candidates with two or more remaining years of funding eligibility.
Renewable UGF	\$16,000/year	2 years	highest ranked candidates below the Killam candidates.
One-Year UGF	\$16,000	1 year	candidates ranked slightly lower in the competition. Students are encouraged to re-apply for the next year if they have remaining years of eligibility.
Partial UGF	\$8,000	1 year	candidates ranked lower in the competitions. Students are encouraged to re-apply for the next year if they have remaining years of eligibility.
Affiliated UGF Awards	\$300 - \$25,000	1 year (except when otherwise noted)	highest ranked UGF award holders who meet specific requirements of the affiliated awards. The affiliated award is normally awarded for one year and replaces the UGF award. The award holder receives the original UGF value if the affiliated award amount is lower than the UGF award amount. The award holder receives the UGF award value in the second year if original award is a Renewable UGF.



\* All previous months of master's will be counted in assessing eligibility, except in cases where the previous master's study was required by the Faculty of Graduate Studies as a basis of admission to the applicant's UBC graduate program. This exception may affect a small number of students from India, Bangladesh, Pakistan, and the Philippines. This exception does not apply in cases where the previous master's study was required by the applicant's graduate program, but not by the Faculty of Graduate Studies.

Months of UBC graduate studies	Months of UBC graduate funding
8	16 (Sep 2008 to Dec 2009)
12	12 (Sep 2008 to Aug 2009)
16	8 (Sep 2008 to Apr 2009)
20	4 (Sep 2008 to Dec 2008)
24	Not eligible for master's-level funding

**Doctoral-level funding:** In cases where a student has undertaken Master's-level studies (whether completed or not), UBC doctoral students are eligible to receive UBC graduate scholarship funding during the first 48 months of full-time enrolment at the doctoral level. All previous studies at the doctoral level, regardless of institution and discipline, will be included in determining eligibility. In cases where a student has transferred directly from a master's program into a doctoral program without receiving a master's degree, eligibility for doctoral funding will be counted from the effective date of transfer to the doctoral program.

Months of UBC graduate studies	Months of UBC graduate funding
24 or less	24 (Sep 2008 to Aug 2010)
28	20 (Sep 2008 to Apr 2010)
32	16 (Sep 2008 to Dec 2009)
36	12 (Sep 2008 to Aug 2009)
40	8 (Sep 2008 to Apr 2009)
44	4 (Sep 2008 to Dec 2008)
48	Not eligible for doctoral-level funding

**Doctoral-level funding:** In cases where a student has proceeded directly from a Bachelor's or equivalent program to a doctoral program UBC doctoral students are eligible to receive UBC graduate scholarship funding during the first 60 months of full-time enrolment at the doctoral level. All previous studies at the doctoral level, regardless of institution and discipline, will be included in determining eligibility.

Months of UBC graduate studies	Months of UBC graduate funding
36 or less	24 (Sep 2008 to Aug 2010)
40	20 (Sep 2008 to Apr 2010)
44	16 (Sep 2008 to Dec 2009)
48	12 (Sep 2008 to Aug 2009)
52	8 (Sep 2008 to Apr 2009)
56	4 (Sep 2008 to Dec 2008)
60	Not eligible for doctoral-level funding

## Paid Internships

Students may not hold UGF funding while on a paid internship that is at least 12 months in duration. Students who plan to be on a paid internship of at least 12 months during the 2008-2009 academic year may apply for UGF funding in the fall 2007 competition, but if they are successful in winning UGF funding they will be required to defer their UGF until they have completed their internship, subject to the following conditions:

- the student must be a full-time registered doctoral student once they return from the internship in order to take up the deferred UGF;
- the UGF funding may not be paid beyond 48 months of doctoral study;
- the UGF may only be deferred and not extended; and
- the internship must be a required component for completion of the degree.

## Selection Criteria

### NSERC and UGF (Science/Engineering and Health Sciences) applications

NSERC and UGF (Science/Engineering and Health Sciences) applications will be evaluated according to the following criteria and weightings:

#### Academic Excellence



## Applying for External Award Funding

UGF awards are funded from University sources. When more students apply for and are awarded external funding, more University funds are available to students who are not eligible for, or are not funded by, external funding agencies. Therefore, to be considered eligible for UGF funding, students are required to apply – if they are eligible – for external funding from one of the federal research councils (CIHR, NSERC, or SSHRC) for the same period.

**New UGF Awards:** Applications for CIHR, NSERC, SSHRC, and UGF awards are submitted each fall. UBC graduate students who submit an NSERC, SSHRC, or CIHR-master's scholarship application are automatically considered for the UGF competition. UBC graduate students who complete a CIHR Doctoral award application also need to submit a UGF application if they would like to be considered for the UGF competition. UGF applicants who are eligible to apply for funding from one of the federal research councils but do not do so will be considered ineligible for UGF funding and will be withdrawn from the UGF competition.

Students who submit applications to any other external funding agency (i.e., MSFHR, Heart and Stroke Foundation) also need to submit a UGF application if they would like to be considered for the UGF competition.

**Renewable UGF Awards:** Students who are awarded Renewable UGF or UGF Affiliated funding are required to apply for external funding from CIHR, NSERC, or SSHRC – if they are eligible – to be considered eligible for their second year of UGF funding. Applications to the federal research councils would be made in the fall of the first year of UGF funding. Eligible students who do not apply for funding from one of the federal research councils will be considered ineligible for renewal of their UGF or UGF Affiliated funding.

## Accepting External Award Funding

Students offered both UGF funding and national, provincial or international funding for full-time study and/or research at UBC will be required to accept the external funding. If the value of the external award funding is greater than the value of the UGF funding, the student must decline the UGF funding. If the value of the external award funding is less than the value of the UGF funding, the student will receive the difference between the UGF and external award funding.

If a current UGF award holder chooses to take up an external award before the end of the current UGF funding period, the UGF funding will be pro-rated to the start date of the external award.

## UBC Award Funding

Graduate students can hold both UGF funding and other UBC awards.

## Employment

Students who hold UGF funding may also accept and retain teaching and research assistantships. However, UGF holders are expected to spend no more than 12 hours per week in employment that does not relate to their thesis research.

# Application Process

## 2008-2009 Competition (deadline Fall 2007)

For [CIHR](#), [NSERC](#), or [SSHRC](#) application procedures, please review the appropriate section of the Graduate Awards website.

## Review Website

It is the responsibility of each applicant to review all UGF policies and procedures as outlined on this website.

## Choose Correct Application

Students who submit a CIHR CGS-Master's, NSERC, or SSHRC application to their UBC graduate program are automatically also considered for the UGF competition. Such students do not submit a separate UGF application.

Students who:

- are required to submit their CIHR, NSERC, or SSHRC application directly to the external funding agency or through their previous university (ie. not through UBC), or
- are not eligible to apply to NSERC, SSHRC, or CIHR

must complete and submit the UGF on-line application form. The UGF on-line application form will be available on the [Awards Forms for Students](#) page in mid-August. To determine the appropriate discipline (Health Sciences, Natural Sciences/Engineering, or Social Sciences/Humanities) under which to apply, students should consult with their faculty supervisor or graduate program advisor.

**Important Note:** In order to be considered eligible for UGF funding, students who are eligible to apply for funding from CIHR, NSERC, or SSHRC are required to do so. Eligibility requirements, application procedures, and application forms for each agency are available on their respective websites.

## Determine Where to Submit Application

UGF application forms are submitted electronically to the applicant's UBC graduate program. Attachments (supporting application materials such as the outline of proposed research, transcripts, letters of reference) must be submitted as hard copy documents to the applicant's UBC graduate program. Please refer to the [UGF application Instructions](#) for further information about supporting application materials.

Applications may not be submitted directly to the Faculty of Graduate Studies.

## Deadlines

The applicant must contact his or her graduate program for their deadline. Graduate programs must review students' applications well in advance of Faculty of Graduate Studies deadline. Graduate program deadlines vary from mid-September to early October.

## UGF Application Instructions

### 2008-2009 Competition (deadline Fall 2007)

For detailed instructions for UGF applications, please choose the appropriate link below:

- [Social Sciences / Humanities](#)
- [Natural Sciences / Engineering](#)
- [Health Sciences](#)

For detailed instructions for CIHR applications, please visit the [CIHR website](#).

For detailed instructions for NSERC applications, please visit the [NSERC website](#).

For detailed instructions for SSHRC applications, please visit the [SSHRC website](#).

## Ineligible Applications

In cases when an applicant does not meet the eligibility requirements for the combined UGF/NSERC/SSHRC competition, the Faculty of Graduate Studies will notify the applicant's department and remove the application from the competition.

Applications submitted to the combined UGF/NSERC/SSHRC competition shall also be removed from the competition for any of the following reasons:

- if the application form or free-form pages are hand-written,
- if a minimum of two reference forms or letters are not submitted with the application,
- if transcripts from any institutions listed in the academic history section of the application are not submitted with the application,
- if the free-form pages are not submitted with the application,
- if the free-form pages are not formatted correctly (according to the formats for font size and margins listed in the application instructions).

A final note regarding free-form pages: Should the applicant exceed the page limits listed in the application instructions, any additional pages will be removed.

## Adjudication Process

UGFs are adjudicated at both departmental and university levels. Rankings reached at each of these levels are independent, thus applicants' rankings at the departmental level may be different from their rankings at the university level.

### Department Ranking

Departments conduct their own internal UGF review process, after which they recommend only their highest ranked candidates to the Faculty of Graduate Studies.

### University-Wide Ranking

The Faculty of Graduate Studies co-ordinates the university-wide ranking which is carried out by a four sub-committees comprised of faculty members representing various disciplines. Each application is reviewed and scored by three sub-committee members.

### UGF Sub-Committees

- Humanities
- Social Sciences
- Medical-Biological
- Science and Engineering

For more information on university-wide scholarship committees, please visit the Faculty of Graduate Studies, Policies and Procedures website on Graduate Award Committees.

### Notification of Winners

- The Faculty of Graduate Studies provides a final ranking of all NSERC, SSHRC and UGF applicants and preliminary cut-off scores for UGF awards to all departments in early February.
- UGF award offers are made after NSERC, SSHRC and CIHR announce their award winners in the spring.
- The Faculty of Graduate Studies provides departments with departmental lists of UGF award offers. Departments will be responsible for notifying their students.
- Official UGF award notices are sent out by the Faculty of Graduate Studies to students via their departments. These notices outline details such as the length of the award, whether it is renewable or non-renewable, and the amount. Students are strongly advised to review this notice of award as well as the Senate Regulations on Graduate Awards before accepting their award.

## For Awards Winners

### Notification of Winners

UGF offers are made soon after NSERC, SSHRC and CIHR make their awards announcements in the spring.

- The Faculty of Graduate Studies provides departments with departmental lists of UGF award offers. Departments will be responsible for notifying their students.

- Official UGF award notices are sent out by the Faculty of Graduate Studies to students via their departments. These notices outline details such as the length of the award, whether it is renewable or non-renewable, and the amount. Students are strongly advised to review this notice of award as well as the Senate Regulations on Graduate Awards before accepting their award.

## Fellowship Start and End Dates

UGFs are awarded for the academic year, from September to August.

### Start Dates

Students will have their award pro-rated to the date when they start their program, in cases when they start after September 1. Students starting their academic programs in Term 2 of the Winter Session (January) will have their awards pro-rated and will receive two instalments of their UGF award.

### End Dates

All awards are terminated as follows, in keeping with Senate Regulation on Graduate Awards, which state:

“The fellowships and scholarships offered are available only for full-time study and/or research leading to a higher degree in the Faculty of Graduate Studies at the University of British Columbia and will normally be paid if the recipient is in full-time study and/or research at the University during the payment periods.” Senate Regulations governing Graduate Awards

- **Completion of Degree.** Students will have their UGF award pro-rated to the end of the month in which they complete their degree requirements. Students will be required to return any amounts issued to them for the time period after this date.
- **Withdrawal from Program.** Students will have their UGF award pro-rated to the date when their withdrawal from their degree program is effective. Students will be required to return any amounts issued to them for the time period after their effective withdrawal date.
- **Leaves of Absence.** UGF or Killam awardees will not be able to receive award payments for any term/s that they are on leave. Awardees will resume receiving the balance of their awards when they return as full-time registered students. See Graduate Studies Policy and Procedures Manual for more information on Leaves.

## Award Payment

Please review the “Activation and Payment of Awards” section of this website for information regarding the payment of your UGF.

## Transfers

Students awarded UGFs may transfer from one UBC department or degree program to another and keep their UGF award, with the approval of the Dean of the Faculty of Graduate Studies.

A recommendation to transfer supported by a review of the student's academic qualifications should come from the new department. The recommendation should include the effective date of transfer to the new program, which must correspond with the beginning of a Term or Session.

## Renewal Awards

Departments are required to complete a Renewal Form for all Renewable UGF or Killam award holders. The deadline for submission of the Renewal Form to the Faculty of Graduate Studies is mid-January. Please see UGF Info for Departments section for more information.

Students are required to apply for external funding from NSERC, SSHRC or CIHR, if they are eligible, to qualify for their second year of funding. See Other Funding section.

**Please Note:** If current UGF award holders choose to take up an external award starting in May, the May instalment of their UGF award will be cancelled.

## UGF Info For Grad Programs

### UGF Deadline for Graduate Programs

The deadline by which graduate programs must submit all application materials to the Faculty of Graduate Studies for 2008-2009 UGF competition is 4:00pm Friday 12 October 2007. Graduate programs must set an earlier deadline by which students must submit their application materials to the graduate program.

Please see the sections regarding New Applications and Renewal Awards for further detailed instructions/information.





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## Criteria-Based

### 00145 T. K. Lee Scholarship

A \$1,700 scholarship endowed by T. (Ting) K. Lee is awarded on the recommendation of the Faculty of Graduate Studies to a student from the People's Republic of China. Financial circumstances will be considered.

### 00146 Basant Singh and Harnam Kaur Singh Fellowship

A \$10,500 fellowship is awarded to a full-time student in a Master's or Doctoral program in any discipline, whose work will contribute directly or indirectly to a better understanding and the ultimate advancement of immigrant visible minorities in Canada.

### 00151 Hong Kong - Canada Business Association Scholarship

A \$2,600 scholarship offered by the Hong Kong-Canada Business Association, Vancouver Section to assist graduate students who have an academic focus on Asia to undertake formal studies or project research in Hong Kong for a period of not less than eight weeks.

### 00165 Simons Foundation Doctoral Scholarships

Two \$9,000 scholarships have been endowed by The Simons Foundation to encourage women entering doctoral programs. One award is available in the humanities or social sciences and the second in science or applied science. The recipients will be outstanding women with potential for significant contribution to society through achievement in their chosen field.

### 00350 Tina and Morris Wagner Foundation Fellowship

This fund, established through a bequest from Mr. and Mrs. Morris Wagner, provides annual income of \$80,000. The income may be used to provide loans and fellowships for students in the Humanities.

### 00357 Walter W. Jeffrey Memorial Scholarship

A scholarship of \$400 has been endowed by Mrs. Jeffrey and friends in memory of Dr. Jeffrey, an Associate Professor in the Faculty of Forestry, who lost his life in an aircraft accident in August, 1969 while taking part in a water resources study for the Department of Indian Affairs and Northern Development. In recognition of his special interest in forest hydrology, and his devoted efforts in establishing interdisciplinary studies at the University of British Columbia, this scholarship is awarded to a graduate student engaged in interdisciplinary studies related to water resources. In making the award, consideration will be given not only to academic standing, but also to personal qualities, character, interest and promise in interdisciplinary land use research.

### 00430 James Robert Thompson Fellowship

One or more fellowships totaling \$9,500 have been made available by the late James Robert Thompson, B. Comm., 1967. The awards are made on the recommendation of the Faculty of Graduate Studies to a student or students planning a career related to preservation of the natural environment. It was the wish of the donor that recipients of the fellowship would demonstrate a desire to use their talents and abilities to establish a significant career role in preserving the natural and wilderness areas in BC and the Yukon.

### 00484 Dr. Chi-Kit Wat Scholarship

Two scholarships of \$2,350 each have been established by family and friends in memory of Dr. Chi-Kit Wat. Dr. Wat was associated with the University of British Columbia for many years both as a student and later in her career as a research scientist. The award is made to a visa student from the People's Republic of China who is pursuing post-baccalaureate studies and who demonstrates outstanding academic achievement and promise. A second award is made to a Canadian citizen or permanent resident of similar academic calibre.

### 00486 C.L. Wang Memorial Fellowship

A \$1,300 scholarship has been endowed in memory of C.L. Wang by family and friends. C. L. Wang, born Wang Chang-Lin in 1902, was the son of a mandarin official in the last Chinese dynasty before the revolution in 1911. He graduated from Tsing Hua University in Beijing in 1921. With a Tsing Hua scholarship, he studied at the University of Chicago completing his B.Com. in Economics. Following graduation, he worked at the Harris Trust Co. in Chicago, and returned to China in 1926. His career in banking spanned nearly four decades. He was the manager and a Director of the Shanghai Commercial Bank until he retired in 1964. He firmly believed in education and encouraged the young not only in the field of economics and banking to which he devoted his life, but also in engineering and medicine. He died a peaceful death in 1987, at the age of 85. The award is made on the recommendation of the Faculty of Graduate Studies to a graduate student from the People's Republic of China, with preference given to a student in Commerce and Business Administration, Engineering or Medicine.

### 00493 Effie I. Lefeaux Scholarship in Mental Retardation

One or more scholarships to a total of \$2,500 are offered to graduate students working in the area of mental retardation. The funds are provided through a bequest from the estate of Effie I. Lefeaux.

### 00527 Hugo E. Meilicke Memorial Fellowship

This fund was established by the late Hugo E. Meilicke who gave distinguished service to the community through his business associations and through active participation in organizations such as the Kiwanis Club, the Salvation Army, the Vancouver Foundation, the Crippled Children's Hospital, the Vancouver Art Gallery, and the Vancouver Symphony Society. The annual income of \$40,500 provides awards in various fields such as agriculture, political science, commerce, fine arts, and music.

**01617 Bank of Montreal Graduate Fellowship**

Two fellowships of \$16,000 each, endowed by the Bank of Montreal, are available to outstanding graduates in any field but preference is given to graduate students in the field of finance and economics.

**04811 Westcoast Energy Inc. Jack Davis Scholarship in Energy Studies**

A \$5,500 scholarship has been endowed by Westcoast Energy Inc. in memory of the Honourable Jack Davis. The award is made to a graduate student in energy studies.

**04812 Emergency Preparedness Conference Scholarship Award**

A \$3,800 award endowed by the Emergency Preparedness Conference is offered to graduate students concentrating on Emergency Planning. Recipients will be invited to the annual Emergency Preparedness Conference and may be encouraged to present their work at a subsequent meeting.

**04820 Du Pont Canada Fellowship in Pulp and Paper**

A \$7,000 fellowship has been endowed by Du Pont Canada Inc. and the Province of British Columbia. The award is offered to a graduate student undertaking research related to the pulp and paper industry.

**04821 R. Howard Webster Foundation Fellowship**

Fellowships to a total of \$64,000 have been endowed by the R. Howard Webster Foundation and the Province of British Columbia. The awards are offered to students in the Faculty of Graduate Studies for members of Green College.

**04833 Shaughnessy Hospital Volunteer Society Fellowship in Health Care**

Two \$9,500 fellowships have been endowed by the Shaughnessy Hospital Volunteer Society for graduate students in the field of health care. Preference may be given to students with volunteer experience.

**04842 Scott Paper Graduate Fellowship**

Fellowships totaling \$16,000 are endowed by Scott Paper Limited and the Province of British Columbia. The award is offered to a francophone Canadian graduate student.

**04850 Pacifica Family Addiction Foundation Geoffrey Lane Nanson Scholarship**

A \$1,000 scholarship is offered by the Women's Addiction Foundation in honour of Dr. Geoffrey Lane Nanson to a graduate student whose research focuses on issues concerning women with chemical dependency or alcoholism.

**04852 Catalyst Paper Corporation Fellowship**

Fellowships totalling \$30,000 have been endowed by Norske Canada Limited. The awards are offered to students from Norske Canada operating communities and surrounding areas. Preference will be given to students from communities outside the lower mainland: Armstrong, Ashcroft, Boston Bar, Campbell River, Cayuse, Courtenay, Crofton, Hagensborg, Honeymoon Bay, Kelowna, Ladysmith, Mackenzie, Madeira Park, New Westminster, Port McNeill, Richmond, Sandspit, Sechelt, Vancouver, Williams Lake, Youbou.

**04856 Gertrude Langridge Graduate Scholarship in Humanities**

A scholarship of \$5,600 has been endowed through the bequest of Gertrude Langridge. The award is offered to a graduate student in any field of Humanities and is made on the recommendation of the Faculty of Graduate Studies.

**04857 Gertrude Langridge Graduate Scholarship in Medical Sciences**

A scholarship of \$6,000 has been endowed through the bequest of Gertrude Langridge. The award is offered to a graduate student in any field of Medical Sciences and is made on the recommendation of the Faculty of Graduate Studies.

**04888 St. John's College Charles C.C. Wong Memorial Fellowship**

Two fellowships totaling \$27,000 have been endowed by family and friends in memory of Charles C.C. Wong for students in the Faculty of Graduate Studies. The award is offered to students who are members of St. John's College. Recipient is known as St. John's Scholar.

**04889 St. John's College Sir Quo-Wei Lee Fellowship**

Two fellowships totaling \$30,000 have been endowed by Sir Quo-Wei for students in the Faculty of Graduate Studies who are residents of St. John's College. Recipients are known as St. John's Scholars.

**04891 J.K. Zee Memorial Fellowship**

A \$9,500 fellowship has been endowed in memory of J.K. Zee by family and friends. The award is offered to a graduate student in Computer Engineering or Civil Engineering (Construction Management) and is renewable for a second year. The award is made on the recommendation of the Faculty of Applied Science, in consultation with the Faculty of Graduate Studies.

**06307 St. John's College Reginald and Annie Van Fellowship**

Fellowships totaling \$26,000 has been endowed Reginald and Annie Van. The award is offered to a student in the Faculty of Graduate Studies who is a resident of St. John's College. Recipient is known as St. John's Scholar.

**06326 C.D. Howe Graduate Fellowship in Public Policy**

A \$15,000 fellowship has been endowed by The C.D. Howe Memorial Foundation and The University of British Columbia. The award is offered to a graduate student in public policy.

**06333 St. John's College Itoko Muraoka Fellowship**

Fellowships totaling of \$14,000 have been endowed through a bequest by Itoko Muraoka. The awards are offered to students in the Faculty of Graduate Studies who are residents of St. John's College. Recipients are known as St. John's Scholars.

**06334 St. John's College George Shen Fellowship**

A fellowship of \$12,000 has been endowed in honour of George Shen. The award is offered to a student in the Faculty of Graduate Studies who is a resident of St. John's College. Recipient is known as St. John's Scholar.

**06336 Anne and John Brown Fellowship in Diabetes and Obesity Related Research**

Fellowships totaling \$20,000 have been endowed by Anne and John Brown. The award is offered to a graduate student involved in diabetes and obesity related research.

**Cordula and Gunter Paetzold Fellowship**

Fellowships of \$18,000 each have been endowed by Cordula Paetzold and the University of British Columbia for full-time masters or doctoral students, with preference given to graduate students with disabilities, First Nations graduate students, and women students pursuing graduate study in medicine, neuroscience, genetics, health care and epidemiology, pharmaceutical sciences, music, theatre and film, forestry and architecture. Depending on which of the criteria you meet, please list the following award number(s) on your UGF application form:

- 06350-disability: student with disability
- 06350-First Nations: First Nations student
- 06350-female: female student in a program listed above

**06362 James and Setsuko Thurlow Scholarship in Peace and Disarmament Studies**

Scholarships totaling \$5,000 have been endowed by James and Setsuko Thurlow and UBC for graduate students pursuing studies in peace and disarmament or nuclear and other weapons of mass destruction. The award is made on the recommendation of the Faculty of Graduate Studies.

**06364 Gerhard Henrik Armauer-Hansen Memorial Scholarship**

Scholarships totaling \$5,000 have been endowed in memory of Dr. Gerhard Henrik Armauer-Hansen, through a bequest by Mary Armauer-Hansen, for graduate students in the Faculty of Medicine or the Department of Microbiology and Immunology who are pursuing research into Hansen's Disease (leprosy) or other bacterial diseases. The award is made on the recommendation of the Faculty of Graduate Studies.

**06367 Amanda Araba Ocran Memorial Award**

A \$400 award has been endowed by family, friends and colleagues in memory of Amanda Araba Ocran for a graduate student whose research focuses on issues of social justice and racial or economic inequality, or a critical analysis of our society and its socio-economic structures. At the time of her death in 1998, Amanda Ocran was a UBC Ph.D. candidate who was active in the Graduate Student Society, the Student Women's Action Caucus and the Women of Colour Mentoring Network. Her research focused on the exploitation of immigrant home workers as cheap labour. The award is made on the recommendation of the Faculty of Graduate Studies.

**06391 Michael W. Stahl Memorial Graduate Scholarship**

A \$5,000 scholarship is offered by Guenter and Diane Stahl in memory of their son, Michael W. Stahl (March 16, 1969 to November 9, 2005), to a graduate student conducting research in the areas of addiction, depression, or mental illness. In spite of some progress from recently initiated treatment for depression, Michael died after many years of struggling with alcohol and drug addiction.

**Pacific Century Graduate Scholarship**

The Pacific Century Graduate Scholarships are \$10,000 Scholarships funded by the Province of British Columbia. These merit based graduate scholarships are to reward scholarship excellence and are available to students in research intensive graduate programs at both the Masters and PhD levels. Particular consideration will be given to students who address the Government of British Columbia's priorities in the following sectors of the province's economy: Life Sciences, Technology, Clean Technology, Natural Resources, Asia-Pacific Gateway Strategy, as well as to provide opportunities for aboriginal students to pursue advanced study. Up to 20% of the annual allocation of these scholarships is open to international students with Canadian student authorization/study permits. Scholarships may be renewed for a second year if the student retains good academic standing. All written materials arising from this grant are to acknowledge the financial support of the Province of British Columbia through the Ministry of Advanced Education. Winners of these scholarships will receive additional funding from other University scholarship sources for a combined total scholarship value of \$17,000.

- 06413-life sciences
- 06413-technology
- 06413-clean technology
- 06413-natural resources
- 06413-asia-pacific
- 06413-business skills



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<b>Date</b>	8/15/2007 -- 1:53:56 PM

## Unrestricted

### 00670 Northern Telecom Graduate Fellowship

A fellowship of \$16,000 has been endowed by Northern Telecom Ltd. with the support of the Province of BC. It is available to a graduate student in any field.

### 04858 Jean MacDonald Graduate Fellowships

Fellowships totaling \$26,000 have been endowed through a bequest from Flora A. Musgrave (B.A. '26). The awards are offered to graduate students in any field of study.

### 04861 Patrick David Campbell Graduate Fellowship

Fellowships totaling \$48,000 have been endowed by Patrick David Campbell, B.A. Sc. 1947 and the University of British Columbia. The awards are offered to graduate students in a masters or doctoral program.

### 04868 John R. Grace Fellowship

Fellowships totaling \$10,000 have been endowed by friends, colleagues, and the University of British Columbia in honour of Dr. John R. Grace. The awards are offered to graduate students in a masters or doctoral program.

### 04869 Walter C. Koerner Fellowship

Fellowships totaling \$70,000 have been endowed in memory of Walter C. Koerner. The awards are offered to graduate students in a masters or doctoral program.

### 04871 Theodore E. Arnold Fellowship

Fellowships totaling \$28,000 have been endowed through the estate of Theodore E. Arnold and the University of British Columbia.

### 04885 Ann and William Messenger Fellowship

A fellowship of \$12,000 has been endowed by William E. Messenger and the University of British Columbia.

### 04895 Li Tze Fong Memorial Fellowship

These awards have been endowed to the glory of God and in memory of Mr. Li Tze Fong by his son Li Fook Tai. The fellowships carry a stipend of \$18,000 (subject to change), are open to outstanding graduates from any institution and country, and are for full time study and research leading to a master or doctorate degree in any field of study which is offered at the University. Recipients will be known as Li Tze Fong Scholars.

### 06325 C.D. Howe Fellowship

An \$12,000 fellowship has been endowed by The C.D. Howe Memorial Foundation and the University of British Columbia. The award is offered to a student in a masters or doctoral program.

### 06338 Josephine T. Berthier Fellowship

Fellowships totaling \$44,000 have been endowed through a bequest by Josephine T. Berthier for students in a masters or doctoral program in any field of study.

### 06340 Hui Memorial Fellowship

Two fellowships of \$10,000 each are offered by the Hui Yeung Shing Memorial Foundation to students in a full-time masters or doctoral program. Recipients may be eligible to receive the award in subsequent years if they meet criteria for renewal of the University Graduate Fellowships.

### 06343 Michael Smith Memorial Fellowship

A \$25,000 fellowship is offered as a tribute to Dr. Michael Smith by his friends Dr. Donald B. and Mrs. Eleanor Y. Rix, for a masters or doctoral student in any field of study.

### 06346 Killam-Donald Byers Prize

A \$2,000 prize has been endowed in memory of former Killam Trustee, Donald N. Byers. It is awarded to the highest-ranking Killam Predoctoral Fellow in the annual University Graduate Fellowship competition.

### 6376 David W. Strangway Fellowship

Graduate fellowships totaling \$48,000 have been endowed in honour of Dr. David W. Strangway OC, who served as President of The University of British Columbia from 1985 to 1997. The awards are made on the recommendation of the Faculty of Graduate Studies.





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## Canada Graduate Scholarships Program: Master's Scholarships

### Regulations Governing Fellowship and Scholarship Applications

<u>Next application deadline</u>	<u>Value</u>	<u>Duration</u>	<u>Results announced</u>	<u>Apply</u>
Check your <a href="#">applicant status</a> . If you must apply through your university: the university sets the deadline.  If you must apply directly to SSHRC: November 29, 2007.	\$17,500	12 months (non-renewable)	Spring 2008	<a href="#">Application form and instructions</a>  <a href="#">Letter of Appraisal</a> (pdf document 59 KB)  <a href="#">Departmental Appraisal</a> (pdf document 30 KB)

- [Context Objectives](#)
- [Description, Value and Duration](#)
- [Eligibility](#)
- [Evaluation Criteria](#)
- [Application Process](#)
- [Competition Process](#)
- [Administrative Regulations](#)
- [More Information](#)

### Context

In the February 2003 budget, the Government of Canada announced substantial funding for the three federal granting agencies to introduce a new program: the Canada Graduate Scholarships (CGS). The program supports 2,000 doctoral students and 2,000 master's students each year, with 60 per cent of the awards administered by SSHRC and going to students in the social sciences and humanities.

Most Canadian universities receive a [Canada Graduate Scholarship allocation](#) indicating the number of students

they can nominate for scholarships. Students whose university did not receive an allocation apply directly to SSHRC.

## Objectives

The CGS Master's program seeks to develop research skills and assist in the training of highly-qualified personnel by supporting students in the social sciences and humanities who demonstrate a high standard of achievement in undergraduate and early graduate studies. This program, together with the SSHRC [Doctoral Awards](#) and [Postdoctoral Fellowships](#) programs, helps train Canada's researchers and leaders of tomorrow.

## Description, Value and Duration

The CGS Master's program offers one-time **non-renewable** twelve-month awards, valued at \$17,500, and tenable **only** at recognized Canadian universities, to applicants who will be registered as full-time students at the master's level in a discipline supported by SSHRC.

Successful applicants must take up their awards in May 2008, September 2008, or January 2009. The January start date is available only to award holders who cannot begin their program of study earlier, either because of an incomplete previous degree or because their chosen program of study is not available until the later date.

## Eligibility

### Eligibility to Apply in the 2008 Competition (Deadline Fall 2007)

To qualify to apply to this program, you must:

- be a citizen or permanent resident of Canada;
- be applying for support to pursue your **first** graduate degree (i.e., master's or equivalent) and not have completed more than 12 months of full-time graduate study at the proposed start date of the award: all previous studies at the graduate level, regardless of discipline, will be included in determining eligibility;
- have achieved a first-class average, as determined by your university, in **each** of the last two years of full-time study or equivalent;
- not have already received an award for master's-level study from SSHRC, [NSERC](#) or [CIHR](#);
- not be applying for graduate funding in the 2007-08 academic year to [NSERC](#) or [CIHR](#);
- not be pursuing a degree program that combines undergraduate and graduate degrees.

**Notes:**



If you are or will be registered in a combined MA/PhD program, you must apply to the Doctoral Awards program for funding.

If you completed your bachelor's degree before January 1, 2003 (date all degree requirements were completed, not date of graduation) and have not been registered at a university since that date, you are not eligible to apply to this program.

### **Eligibility to Hold an Award**

At the time of taking up the award, you must:

- be registered full-time, at a recognized Canadian university, in the first year of a master's program in the social sciences or humanities that includes advanced research training (as defined in Program Eligibility below);

**or**

- be registered full-time, at a recognized Canadian university, in a master's program in the social sciences or humanities that includes advanced research training (as defined in Program Eligibility below), and have completed no more than 12 months of full-time study or equivalent at the graduate level.

**and**

- have completed all requirements for the bachelor's degree.

### **Notes:**

A qualifying or "make-up" year of study is not eligible for support.

CGS Master's Scholarships are available to those who are registered part-time because of a disability. For this purpose, disability is defined as "a functional limitation resulting from a physical, sensory, or mental impairment, which, for an indefinite period, affects the ability of the student to perform the activities necessary to participate fully in his or her learning."

Federal government employees are eligible to hold an award only if on an unpaid leave of absence (no salary or special allowances permitted).

### **Program Eligibility**

The scholarship is tenable only in programs of study that include significant research training. Research training normally involves:

- demonstrating the ability to conduct original research by the completion of a thesis, major research paper or project; and/or

- completing course work in research methods and/or statistics appropriate for the discipline or field of study; and/or
- acquiring knowledge and experience sufficient to assess and interpret research and scholarship in the field.

## Evaluation Criteria

Multidisciplinary committees evaluate applicants based on:

<b>Academic Excellence</b> Weighting: 60%	Academic excellence—as demonstrated by academic transcripts, awards and distinctions.
<b>Research Potential</b> Weighting: 30%	Quality of analytical skills, ability to think critically, ability to apply skills and knowledge, judgement, originality, initiative and autonomy, determination and ability to complete projects within an appropriate period of time—as demonstrated in the description of program of study and by work experience, research contributions, letters of appraisal and, if applicable, the departmental appraisal.
<b>Communication Skills</b> Weighting: 10%	As demonstrated in the description of the program of study and, if relevant, by work experience, community involvement and other extracurricular activities, as well as by letters of appraisal, the quality of presentation of the application and, if applicable, the departmental appraisal.

## Application Process

1. Ensure both you and the master's program for which you request support meet the requirements specified in the [Eligibility](#) section.
2. Complete the application form and the required attachments. You will find the application instructions inside your application when you begin to create it online.
3. Determine your current applicant status from the table below and submit your complete application to the appropriate institution.

Applicant Status	Where to Submit Application
You are currently registered* at, or are on an approved leave of absence from . . .	
a university with a <a href="#">Canada Graduate Scholarship allocation</a>	The university at which you are currently registered or from which you have taken an approved leave of absence.
a university without a <a href="#">Canada Graduate Scholarship allocation</a>	SSHRC (at <a href="#">address</a> below)

a foreign university\*\* SSHRC (at [address](#) below)

You are not currently registered at a university, but you were registered\* . . .

at a university with a [Canada Graduate Scholarship allocation](#) at any time between January 1, 2007, and the present\*\* The university at which you were most recently registered.

at a university with or without a [Canada Graduate Scholarship allocation](#) at any time between January 1, 2003, and December 31, 2006 SSHRC (at [address](#) below)

\*That is, registered in any level course, or in any other capacity; for example, part-time, full-time, one course only, course not related to the master's program, or special student.

\*\*Students registered concurrently at a Canadian and a foreign university must apply through the Canadian university if that university has a Canada Graduate Scholarship allocation.

## Competition Process

### Those Applying through a Canadian university

The student contacts his or her university immediately to determine the university's internal application deadline, then submits the completed application to the university by that deadline.

The university evaluates all applications in accordance with SSHRC's selection criteria and establishes two categories: A-list applications, which are recommended for awards, and B-list applications, which are not. The university informs all applicants whether they are on the A- or B-list.

The university submits all A-list applications to SSHRC for review and final decision. SSHRC announces competition results by spring 2008. SSHRC informs all applicants in writing of the outcome of their applications. Competition results are not given over the telephone or by e-mail.

### Those Applying Directly to SSHRC

The candidate applies directly to SSHRC. Applications must be postmarked no later than November 29, 2007.

SSHRC evaluates and makes final decisions on all applications and announces competition results by spring 2008. SSHRC informs all applicants in writing of the outcome of their applications. Competition results are not given over the telephone or by e-mail.

## Administrative Regulations

All applicants and scholarship holders must comply with the [Regulations Governing Fellowship and Scholarship Applications](#) and with the regulations set out in the appropriate [award holder's guide](#).

SSHRC reserves the right to determine the eligibility of applications based on the information provided in those applications. The Council also reserves the right to interpret the program regulations set out in its published

materials.

## More Information

Please address questions about the CGS Master's Program to:

### Canada Graduate Scholarships

SSHRC

350 Albert Street

P.O. Box 1610

Ottawa, ON K1P 6G4

Tel.: 613-943-7777

Fax: 613-943-1329

E-mail: [cgs@sshrc.ca](mailto:cgs@sshrc.ca)

Updated: 8/9/2007 12:57:25 PM



**Important Notices**

## SSHRC/UGF Letter of Appraisal

Many of you have been asked to write letters of reference for graduate students applying for UGF/SSHRC. These letters are critical to the ranking, advancement and success of our students' applications. In our efforts to improve the success of the Faculty of Education in this competition, we provide some suggestions for writing stronger, more effective Letters of Appraisal.

**PURPOSE:** the Letter of Appraisal is to convince the selection committee that the candidate (1) possesses the skills necessary to pursue the proposed research successfully and (2) merits a prestigious national fellowship.

1. **BE SPECIFIC** Instead of "He developed a promising project that could well advance the field." (applicable to all students) or "John is an earnest and hard working young man" (the irrelevant character sketch) --- Try something like: "John's project 'The impact of school chair comfort on the attention span of grade 3 students' is a needed follow-up on Smith's recently completed studies of the ergonomic design of educational environments."
2. **BE SUPPORTIVE** Instead of "... she is clear in her academic goals, focused, and well on her way to develop her research plans: (The rubber stamp) --- Try something like "Jane's profound understanding of this topic has been bolstered by two recent courses on this topic, interviewing a number of other authorities in this area on campus, and completing a directed study with me." Will you serve as mentor to this candidate? Do you look forward to supervising him or her as a member of your research team?"
3. **IDENTIFY SIGNIFICANCE** Position the contribution of, and need for, the work being undertaken. Instead of "her work has the potential of contributing significantly to curriculum planning and evaluation" (So what?!) OR "since more and more courses are taught through distance education, her research is very important and worthwhile" --- Try something like "Distance education courses are increasing at a rate of 34% per year. The impact of ignoring the costs involved with under-management of distance education could climb to the millions of dollars. Jane will devote her research to resolving this delicate issue before it is too late."
4. **LAUD PREPAREDNESS** Comment on the student's preparedness to undertake and successfully complete the work to a high level. Instead of "she seems to like working with data" (But did she pass the course?!) --- Try something like "I have been most impressed by her solid grasp of the analytical techniques required by her research design."
5. **CONSIDER RANKING** Although some faculty are reluctant to rank students, the UGF/SSHRC competition is all about making close comparisons, with the departmental rankings certainly playing a significant role. For that reason, you may want to draw on your experience to position the student you are writing about among those who whom you have worked, perhaps on a particular strength, over x number of years or among x number of students. The research plan/publications/presentations are the most important aspect of the students files. The ability to plan and complete their work is given considerable weight by the national SSHRC, CIHR and NSERC scholarship committees, and the letters of appraisal play more important role than grades.

If you are asked to write a letter and cannot support both the candidate and the project **HONESTLY AND ENTHUSIASTICALLY**, then you are most likely not the appropriate referee. Tell the student you do not feel it is appropriate or realistic for you to write a strong supportive letter. Please give him or her direction and suggestions for alternatives





## Guidelines for Completing the Letter of Appraisal

for CGS-M

When writing your appraisal, bear in mind that some members of the multidisciplinary selection committee that reviews applications may not have an intimate knowledge of the field or sub-field in which the candidate proposes to study.

In your Letter of Appraisal you should comment on the following:

- **Academic Excellence** - As demonstrated by academic transcripts, awards and distinctions.
- **Research Potential** - Quality of analytical skills, ability to think critically, ability to apply skills and knowledge, judgement, originality, initiative and autonomy, determination and ability to complete projects within an appropriate period of time—as demonstrated in the description of program of study and by work experience, research contributions.
- **Communication Skills** - As demonstrated in the description of the program of study and by work experience, community involvement and other extracurricular activities (if relevant), and the quality of presentation of the application.

Type your Letter of Appraisal using a **12-point font** and do not exceed the space provided. **Additional pages will not be submitted to the selection committee.**

Once you have completed the Letter of Appraisal, seal the envelope, sign over the seal and return the envelope to the applicant.

**Note: If you are the Head of a department and are also completing a Letter of Appraisal on behalf of a candidate, please ensure that another faculty member completes the Departmental Appraisal.**

### Important

**You cannot save a form-fillable PDF file using Adobe Reader (a software available free from the Internet). If you are using Adobe Reader, you can type your information directly into the form; however, once you close your document, your data is lost.**

We recommend that you compile your information in a word processor document. Once completed, you can then copy and paste this information into the PDF appraisal form. Your data will print only when you exit the field you have just completed. Print and sign the form.

**Note:** You may purchase Adobe Writer which will let you save your data to a directory.

### Help

If you are having problems with your appraisal form, please consult the Frequently Asked Questions or contact the SSHRC Helpdesk by telephone at (613) 995-4273 or by E-mail at [webgrant@sshrc.ca](mailto:webgrant@sshrc.ca).

# Letter of Appraisal

## Canada Graduate Scholarships - Master's

URGENT - DEADLINE MATERIAL  
MUST BE RETURNED TO THE  
APPLICANT IN A SEALED ENVELOPE BY:

Note: Also available as a form-fillable PDF file at [www.sshrc.ca](http://www.sshrc.ca).

Name of applicant		Telephone
Address Line 1:		Line 2:
Line 3:		Line 4:
City/Municipality:	Prov/State:	Postal/Zip: Country:
The information you provide is for adjudication purposes only. It is retained in the applicant's file and is protected by the federal <i>Privacy Act</i> or by corresponding provincial legislation. Federal legislation permits reviewer comments to be disclosed to the candidates, except for references to other persons and their identities, and except for the name and personal information of the reviewer. Provincial legislation may vary.		
I have <input type="radio"/> read		<input type="radio"/> not read the applicant's program of study.
Comments		
I have known the applicant in my capacity as _____ for _____ years.		
Name of referee (print)		
Subject field	Department/Division	
Academic rank	Organization	
E-mail		
Telephone number	Date	Signature

Personal information will be stored in the Personal Information Bank for the appropriate program.

Master's Scholarship (PDF 2006)



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

Canada





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## Doctoral Awards

### Canada Graduate Scholarships (CGS) Program: Doctoral Scholarships and SSHRC Doctoral Fellowships Program

#### [Regulations Governing Fellowship and Scholarship Applications](#)

Next application deadline	Value	Duration	Results announced	Apply
For applicants registered at a Canadian university, the university sets the deadline; for all others, November 15, 2007	CGS Doctoral Scholarships: \$35,000 per annum	CGS Doctoral Scholarships: 36 months	April, 2008	<a href="#">Application form and instructions</a>
	SSHRC Doctoral Program: \$20,000 per annum	SSHRC Doctoral Fellowships : 12, 24, 36 or 48 months		<a href="#">Letter of Appraisal</a> (pdf document 55 KB)
				<a href="#">Departmental Appraisal</a> (pdf document 44 KB)

- [Context](#)
- [Objectives](#)
- [Value and Duration](#)
- [Eligibility](#)
- [Evaluation Criteria](#)
- [Application Process](#)
- [Competition Process](#)
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- [More Information](#)

## Context

SSHRC offers two types of awards for doctoral-level study.

- SSHRC Doctoral Fellowships;
- Canada Graduate Scholarships (CGS) Program: Doctoral Scholarships.

You apply for both awards by completing **one application form**. If you are eligible for both awards, SSHRC will automatically consider you for both.

## Objectives



Applicants who will have completed between 0 and 4 months	36 months of funding	48 months of funding
Applicants who will have completed between 5 and 16 months	36 months of funding	36 months of funding
Applicants who will have completed between 17 and 28 months	Not eligible	24 months of funding
Applicants who will have completed between 29 and 40 months	Not eligible	12 months of funding
Applicants who will have completed 41 months or more	Not eligible	Not eligible

## Eligibility

### Eligibility to Apply in the 2008 Competition (Deadline Fall 2007)

To qualify to apply to both the SSHRC Doctoral Fellowships and the CGS Doctoral Awards programs, you must:

- be a citizen or permanent resident of Canada;
- be applying for support to pursue your first PhD (or equivalent);
- be pursuing doctoral studies (or a combined MA/PhD) in the social sciences and humanities;
- not have already received a scholarship or fellowship from SSHRC, NSERC or CIHR to undertake or complete a doctoral degree or combined MA/PhD;
- not be applying in the 2007-08 academic year to NSERC or CIHR;
- not be pursuing a degree program that combines undergraduate and graduate degrees.

You need not be assured of admission to a program at the time of application.

### Eligibility to Hold an Award

**CGS Doctoral Scholarships** are tenable **only** at recognized universities in Canada. There are **no** exceptions.

**SSHRC Doctoral Fellowships** are tenable at any recognized university in Canada or abroad provided that the award holder has completed at least one previous degree at a Canadian university. For award holders who do not meet this requirement, the fellowships are tenable **only** at recognized Canadian postsecondary institutions.

On the proposed start date of the award, you must:

- be registered as a full-time student, undertaking or continuing a doctoral program (or a combined MA/PhD program) in the social sciences or humanities; and
- not have exceeded the allowable number of months already spent in doctoral study, as set out in the Value

and Duration section above.

**Notes:**

Doctoral awards may be held by students who are registered part-time because of a disability. For this purpose, disability is defined as "a functional limitation resulting from a physical, sensory, or mental impairment, which, for an indefinite period, affects the ability of the student to perform the activities necessary to participate fully in his or her learning."

Federal government employees are eligible to hold an award only if on an unpaid leave of absence (no salary or special allowances permitted).

A qualifying or "make-up" year of study is not eligible for support.

**Evaluation Criteria**

Multidisciplinary selection committees evaluate applicants solely on academic merit, measured by:

- past academic results, demonstrated by transcripts, awards and distinctions;
- the program of study and research and its potential contribution to the advancement of knowledge;
- relevant professional and academic experience, including research training, as demonstrated by conference presentations and scholarly publications;
- two written evaluations from referees; and
- the departmental appraisal (for those registered at Canadian universities).

**Application Process**

Candidates eligible for both the CGS Doctoral Scholarship and the SSHRC Doctoral Fellowship will be considered for both awards. All candidates will be assigned a rank order on the basis of the selection committees' recommendations. Top-ranked candidates will receive an offer of award. Whether the offer is for a CGS scholarship, a SSHRC fellowship or a choice of either will depend upon the candidate's overall ranking and the relevant eligibility criteria.

1. Ensure that you meet the requirements specified in the Eligibility and Value and Duration sections.
2. Complete and submit **only one application form**, together with the required attachments. You will find the application instructions inside your application when you begin to create it online.
3. Determine your current registration status from the table below and submit your complete application to the appropriate institution.

Registration Status	Where to Submit Application
---------------------	-----------------------------

In fall 2007, you are registered at, or on an approved leave of absence from, a Canadian university in any level course, or in any other capacity; for example, part-time, full-time, one course only, course not related to the doctoral program, or special student.

The university at which you are currently registered or from which you have taken an approved leave of absence.

In fall 2007, you are registered at a foreign university.\*

SSHRC (at [address](#) below)

In fall 2007, you are not registered at a university, but intend to undertake doctoral studies.

SSHRC (at [address](#) below)

\*Students registered concurrently at a Canadian and a foreign university must apply through the Canadian university.

## Competition Process

For all applicants registered at a Canadian university	For applicants not registered at a Canadian university
Step 1: The student submits his or her completed application to the relevant department head on or before the deadline set by the department.	Step 1: On or before November 15, 2007, the applicant submits to SSHRC his or her completed application.
Step 2: Members of the department appraise and rank all applications, then forward them, in their entirety, to the university's faculty of graduate studies.	Step 2: In early January 2008, SSHRC Fellowships program staff forward all eligible applications to one of five <u>multidisciplinary selection committees</u> .
Step 3: The faculty of graduate studies pre-selection committee evaluates all applications by dividing them into two categories: A-list applications which are recommended and B-list applications, which are not. The faculty of graduate studies informs all applicants of the outcome of their applications.	Step 3: In early February 2008, the <u>multidisciplinary selection committees</u> evaluate all eligible applications, by dividing them into two categories: A-list applications which are recommended and B-List applications which are not. SSHRC informs all applicants of the outcome of their applications.
Step 4: All A-list applications are entered into the national competition, where they are evaluated by one of five <u>multidisciplinary selection committees</u> . Results will be announced by the end of April 2008. Results are not provided by telephone or e-mail.	

## Administrative Regulations

All applicants and fellowship holders must comply with the Regulations Governing Fellowship and Scholarship Applications and with the regulations set out in the appropriate award holder's guide.

SSHRC reserves the right to determine the eligibility of applications based on the information provided in those applications. The Council also reserves the right to interpret the program regulations set out in its published materials.

## More Information

Please address questions about these programs to:

Doctoral Awards Program  
**Fellowships and Institutional Grants Division**  
SSHRC  
350 Albert Street  
P.O. Box 1610  
Ottawa, ON K1P 6G4

Tel.: 613-943-7777  
Fax: 613-943-1329  
E-mail: [fellowships@sshrc.ca](mailto:fellowships@sshrc.ca)

Updated: 7/31/2007 10:51:08 AM



**Important Notices**



## Guidelines for Completing the Letter of Appraisal

for CGS - D  
& DF

When writing your comments, bear in mind that applications are reviewed by a multidisciplinary selection committee, some members of which may not be familiar with the field or sub-field in which the candidate proposes to study.

Your Letter of Appraisal should inform the selection committee about the following:

- the candidate's background preparation, originality, judgement, written and oral skills, and skill at research;
- the proposal's theoretical framework, its relation to the field, and its methodology;
- the merits and shortcomings of both the candidate and the program of study;
- the importance to the discipline of the journals in which the candidate has published and/or the candidate's prospects for publication;
- the appropriateness of the institution that will award the degree; and,
- if applicable, the candidate's proficiency in the foreign language(s) necessary to pursue the program of study.

Type your Letter of Appraisal using a **12-point font** and do not exceed the space provided. **Additional pages will not be submitted to the selection committee.**

Once you have completed the Letter of Appraisal, seal the envelope, sign over the seal and return the envelope to the applicant.

**Note: If you are the Head of a department and are also completing a Letter of Appraisal on behalf of a candidate, please ensure that another faculty member completes the Departmental Appraisal.**

### Important

**You cannot save a form-fillable PDF file using Adobe Reader (a software available free from the Internet). If you are using Adobe Reader, you can type your information directly into the form; however, once you close your document, your data is lost.**

We recommend that you compile your information in a word processor document. Once completed, you can then copy and paste this information into the PDF appraisal form. Your data will print only when you exit the field you have just completed. Print and sign the form.

**Note:** You may purchase Adobe Writer which will let you save your data to a directory.

### Help

If you are having problems with your appraisal form, please consult the Frequently Asked Questions or contact the SSHRC Helpdesk by telephone at (613) 995-4273 or by E-mail at [webgrant@sshrc.ca](mailto:webgrant@sshrc.ca).

# Letter of Appraisal For Doctoral Awards

**URGENT - DEADLINE MATERIAL  
MUST BE RETURNED TO THE  
APPLICANT IN A SEALED ENVELOPE BY:**

Note: Also available as a form-fillable PDF file at [www.sshrc.ca](http://www.sshrc.ca).

Name of applicant		Telephone
Address Line 1:		Line 2:
Line 3:		Line 4:
City/Municipality:	Prov/State:	Postal/Zip:      Country:
<p>The information you provide is for adjudication purposes only. It is retained in the applicant's file and is protected by the federal <i>Privacy Act</i> or by corresponding provincial legislation. Federal legislation permits reviewer comments to be disclosed to the candidates, except for references to other persons and their identities, and except for the name and personal information of the reviewer. Provincial legislation may vary.</p>		
<p>I have      <input type="radio"/> read      <input type="radio"/> not read      the applicant's program of study.</p>		
<p>Comments</p>		
<p>I have known the applicant in my capacity as _____ for _____ years.</p>		
Name of referee (print)		
Subject field	Department/Division	
Academic rank	Organization	
E-mail		
Telephone number	Date	Signature

Personal information will be stored in the Personal Information Bank for the appropriate program.

Doctoral Award (PDF 2007)



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

**Canada**





## Program Guide for Students and Fellows 2006

For Students and Fellows— Overview— Postgraduate

### Canada Graduate Scholarships (CGS) and NSERC Postgraduate Scholarships (PGS)

Program	Value	How to Apply	Application Deadline for Applicants Applying Through a Canadian University	Application Deadline for Applicants Applying Directly to NSERC
CGS M	\$17,500 (for one year)	Form 200	Set by university	October 15
PGS M	\$17,300 (for one year)	Form 200	Set by university	October 15
CGS D	\$35,000 a year (for up to three years)	Form 200	Set by university	October 15
PGS D	\$21,000 a year (for up to three years)	Form 200	Set by university	October 15

Note: There is a single application and selection process for the Canada Graduate Scholarships and the NSERC Postgraduate Scholarships programs.

#### Program Contacts

#### What kind of support do these scholarships provide?

Canada Graduate Scholarships and NSERC Postgraduate Scholarships provide financial support to high-calibre scholars who are engaged in master's or doctoral programs in the natural sciences or engineering. The Canada Graduate Scholarships will be offered to the top-ranked applicants at each level (master's and doctoral) and the next tier of meritorious applicants will be offered an NSERC Postgraduate Scholarship. This support allows these scholars to fully concentrate on their studies and to seek out the best research mentors in their chosen fields. NSERC encourages interested and qualified Aboriginal students apply.

Since total NSERC scholarship support is limited to a maximum of four years full-time equivalent scholars are encouraged to complete their studies in an expeditious manner.

#### Are you eligible for scholarship support?

To be considered eligible for support, as of the application deadline date, you must:

- be a Canadian citizen or a permanent resident of Canada;
- hold, or expect to hold (at the time you take up the award), a degree in science or engineering from a university whose standing is acceptable to NSERC (if you have a degree in a field other than science or engineering, NSERC may accept your application at its discretion);
- intend to pursue in the following year full-time graduate studies and research at the master's or doctoral level in an eligible program (see Eligibility) in one of the areas of the natural sciences and engineering supported by NSERC; and
- have obtained a first-class average (a grade of "A-") in each of the last two completed years of study, regardless of the number of credits completed. Any exceptions to this requirement must be accompanied by supporting documentation (Appendix 2) that justifies the submission.

You may submit only one application per year to either NSERC or CIHR or SSHRC

- Please note that you are not eligible to receive scholarship support while you are in a qualifying year of study. NSERC uses the date of degree completion to determine the eligibility of applicants. This is the date on which all the requirements of your degree have been met, including successful defence and submission of the corrected copy of your thesis (in accordance with your university's regulations).

#### What categories of scholarships are available?

There are four types of scholarships available through the Canada Graduate Scholarships and NSERC Postgraduate Scholarships programs: CGS M, PGS M, CGS D and PGS D

#### CGS M and PGS M

CGS M Value: \$17,500 per year

PGS M Value: \$17,300 per year

These scholarships are for a maximum duration of 12 months.

#### To be eligible to apply:

- you must have completed, as of December 31 of the year of application, between zero and 12 months of studies (full-time equivalent) in the master's program for which you are requesting funding; or
- if you were admitted into a doctoral program directly from your bachelor program, you must have completed, as of December 31 of the year of application, between zero and 24 months of studies (full-time equivalent) in the doctoral program for which you are requesting funding; and
- you must not hold or have held a CGS M from either CIHR or SSHRC.

In evaluating your eligibility, NSERC will consider all studies counted towards a graduate degree, whether completed at the degree-granting institution or not. NSERC will count two sessions of part-time study as one session of full-time study.

#### To hold these awards you must:

- be registered full-time in the first or second year of your master's or doctoral program at an eligible university; and
- take up the award in May following the announcement of the results if you have completed 12 months of studies as of December 31 of the year of application.



The table below presents various possibilities, then shows you where to submit your application; this table does not, however, display all the possibilities. If you are unsure about how you should apply, contact NSERC ([schol@nserc.ca](mailto:schol@nserc.ca)).

If you applied directly to NSERC when you were required to apply through a Canadian university, your application will be deemed ineligible and rejected.

#### Registration Status at Time of Application Where to Submit Application

You are currently registered at, or on an approved leave of absence from, a university in a degree program. The university at which you are currently registered or from a Canadian which you have taken an approved leave of absence

You are currently registered at a foreign university. Directly to NSERC

You are not currently registered at a university, or are registered but not in a degree program, and you graduated from a degree program in an NSERC-supported field from a Canadian university during the year of application (Jan.-Dec. 2006) The Canadian university from which you graduated in the last 12 months

You are not currently registered at a university, or are registered, but not in a degree program, and you graduated from a degree program in an NSERC-supported field from a Canadian university prior to January 2006. Directly to NSERC

### Application deadlines

There are three different application deadlines to keep in mind.

#### Department deadline

If you are applying through your university, there is an internal deadline that your department sets for receiving applications. It is the earliest of the deadlines since the department must review applications before passing them along.

If you are applying directly to NSERC, remember that the department of your current or former university must still complete part of the application (Appendix 2), so you must meet the departmental deadline.

#### University deadline

The next deadline is the date when the university Faculty (School) of Graduate Studies must receive your application. The university will review all applications received from the departments, rank them, and then send recommended applications to NSERC. For more information about departmental and university application deadlines, contact your current or former department or the Faculty (School) of Graduate Studies.

#### NSERC deadline

- NSERC must receive all applications from Canadian universities by November 25 of each year.
- If you are applying directly to NSERC, your application must be received at NSERC by October 15

Late applications will be rejected. Incomplete applications may be rejected or at a disadvantage in the selection process.

### Review procedures

#### University review

The NSERC scholarship liaison officer at each Canadian university is responsible for coordinating the university review of Canada Graduate Scholarship and NSERC scholarship applications. The university review committee ranks each master's and doctoral scholarship application within one of the following eight broad discipline categories:

- Engineering
- Electrical engineering and computing sciences
- Mathematical sciences
- Physics and astronomy
- Chemistry
- Earth sciences and ecology
- Cellular and molecular biology
- Life sciences and psychology

The university then submits to NSERC lists of the ranked applicants it recommends for a scholarship. Each university is assigned an overall quota of scholarship applications that it may forward to NSERC. It is up to each university to decide how it will distribute the quota (i) between master's and doctoral scholarship applicants; and (ii) among the eight categories listed above.

#### NSERC review

NSERC scholarships and fellowships selection committees review all applications they receive (whether sent directly to NSERC or through the university review process). The committees recommend scholarships for the applicants they consider to have the best qualifications, according to the selection criteria described in the following section and within the limit of available awards.

#### Selection criteria

CGS/PGS applicants are evaluated and selected according to the criteria in the following categories:

- Academic excellence
  - Academic record
  - Scholarships and awards held
  - Duration of previous studies
- Research ability or potential
  - Quality 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, and justification for location of tenure
  - Ability to think critically

- Ability to apply skills and knowledge
- Judgement
- Originality
- Initiative and autonomy
- Enthusiasm for research
- Determination and ability to complete projects within an appropriate period of time
- Communication, interpersonal and leadership abilities
  - The ability or potential to communicate scientific concepts clearly and logically in written and oral formats. For example, this could include:
    - quality of the application's presentation;
    - participation in preparing publications; and
    - awards for oral presentations or papers.
  - Professional and relevant extracurricular interactions and collaborations. For example, this could include:
    - mentoring;
    - teaching;
    - supervisory experience;
    - project management;
    - chairing committees;
    - organizing conferences and meetings; and
    - elected positions held.

#### Selection Criteria Weightings

	CGS/PGS M %	CGS/PGS D %
Academic excellence	50	30
Research ability or potential	30	50
Communication, interpersonal and leadership abilities	20	20

### Julie Payette-NSERC Research Scholarships

Julie Payette-NSERC Research Scholarships are the most prestigious Postgraduate Scholarships offered to 24 of the top-ranked PGS/CGS M candidates. Winners must not only display a first-class academic average, but should also demonstrate outstanding research ability and potential, excellent leadership skills, and a broad range of outside interests. These awards are selected during the course of the regular Scholarships and Fellowships competition and are distributed proportionally to the number of applicants reviewed by the eight discipline-based committees.

### NSERC André Hamer Postgraduate Prizes

NSERC André Hamer Postgraduate Prizes are offered to two outstanding CGS recipients, one at the master's and one at the doctoral level. These prizes are presented to these two awardees in addition to their existing CGS and recipients are selected from the pool of the top CGS applicants who intend on conducting their research at a Canadian university.

### Notification of decision

NSERC announces all scholarships in late March and notifies applicants whose applications were submitted to NSERC of the results by mail. NSERC will not provide results by telephone or e-mail. You can also get the results from the Faculty (School) of Graduate Studies at your university.

NSERC will publish the names (and other basic award information) of scholarship recipients on its Web site. For more information, refer to the *Access to Information Act* and the *Privacy Act*.

### Conditions of the award

Please refer to the appropriate *Award Holder's Guide* for regulations about holding the award, such as the acceptance, start date, deferral, paid parental leave, holding the award on a part-time basis, etc.

### Where can you hold your scholarship?

#### Canada Graduate Scholarships

Without exception, these awards are tenable only at eligible Canadian universities.

### NSERC Postgraduate Scholarships

#### 1. In Canada

NSERC usually awards postgraduate scholarships to students for tenure at Canadian universities.

#### 2. Outside Canada

Each year, NSERC approves a limited number of PGS awards on a competitive basis for tenure at universities outside Canada. The selection committees will rate the relative merit of each justification based on:

- i. the need to pursue graduate studies abroad due to the unavailability of a suitable program of research or the required facilities at a Canadian university (the availability of the program will be considered, not simply whether the specific thesis project can be carried out in Canada); and
- ii. the benefits to the applicant of studying abroad (e.g., unique opportunity to train in a world-class laboratory) and the relative excellence of the applicant in relation to competing applicants.

Justifications based on program unavailability, as described in (i) above, will be given priority. Preference is given to doctoral-level applicants.

NSERC will consider a request for tenure abroad only if you submit certain supporting documents (see the instructions on Form 200) at the time of application.

If you have permanent resident status in Canada, you may request to hold your award abroad only if you have received a degree in science or engineering from a Canadian university.

Applicants already studying at a foreign university at the time of application will not be considered more favourably for foreign tenure on this basis alone.

If NSERC does not approve your request for tenure abroad, but considers you deserving of a scholarship, it will offer you either a CGS or PGS, depending on your ranking, tenable in Canada.

If NSERC has awarded you a scholarship for tenure in Canada, the scholarship cannot subsequently be

approved for tenure abroad.

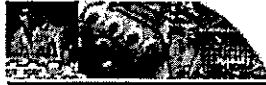
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Updated: 2006-10-17





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**For Professors**

**For Students and Fellows**

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## Tips for Preparing a Successful CGS, PGS or PDF Application

*A well-written application will improve your chances of obtaining an NSERC scholarship or fellowship. The competition for these awards is fierce because of the limited funds available, and all applications submitted to this national competition are from excellent applicants. The application is your tool for describing your research ability or potential and for telling the committee what a dynamic researcher you are: it is your chance to sell yourself to the committee members.*

### Now for the tips...

Before starting to fill out your application, **read the application instructions**. If anything is unclear, contact the Faculty of Graduate Studies at your university or the [Scholarships and Fellowships Division](#) at NSERC.

Keep in mind that your application will be reviewed by one of eight selection committees composed of researchers from the Canadian university, industry and government sectors. Your application will be assigned to a committee based on the expertise required to evaluate your **proposed research**. Two selection committee members read each application and present it to their colleagues for discussion and evaluation during the competition. Given the large number of applications and the limited time available, it is essential that you provide the information in your application in a clear, concise manner.

Each application is evaluated on the following criteria:

Selection criteria	Relative weightings (%)		
	CGS M/ PGS M	CGS D/ PGS D	PDF
Academic excellence	50	30	N/A
Research ability/potential	30	50	70

Communication, interpersonal and leadership abilities	20	20	30
Total	100	100	100

## Check that the field of research is eligible

Some research areas overlap the funding mandates of the three federal granting agencies (NSERC, SSHRC, CIHR). If you are not sure whether your proposed research is eligible, consult the Faculty of Graduate Studies at your university or staff at one of the granting agencies well before any application deadlines. It is important that you submit your application to the appropriate agency as you may only apply to one agency each year.

## Follow the requirements

Before you start to complete the application form, read all the relevant instructions in the 2005 versions of both Form 200 and the NSERC *Program Guide for Students and Fellows*, available on the Web in August 2005. Be sure you respect the print size, margin guidelines and page limitations as outlined in the application; the application forms are photocopied and have to be legible. Proofread your application carefully – typographical, spelling and grammatical errors can have a negative impact. Take the time to make a good impression – this could be your only chance to compete for these funds!

## Give a clear, detailed description of your research proposal

Clearly describe your proposed research. **Write in plain language**; remember that the selection committee members may not have specialized knowledge of your particular area of research. Provide a detailed description of your proposed research activities. State the objectives and outline the experimental or theoretical approach you intend to take and the methods and procedures you will use. Explain the significance of the proposed research to the natural sciences and engineering field. Ask someone whose opinion you respect, but who is not overly familiar with your work, to review your proposal. **Do not repeat the information you provided in the "Theses completed or in progress" section.**

If you are applying for a CGS M/PGS M, but have not yet decided on a specific research project, you must provide a detailed description of a project that interests you. Show the selection committee that you have thought about and



investigated both the field of research that you would like to pursue and the projects being carried out by the supervisors with whom you would like to work. If you are successful in getting an award, you may change your research project, provided it still remains within the mandate of NSERC.

### **Provide the information requested if you want to hold the award outside Canada**

Each year a limited number of NSERC postgraduate scholarships are awarded to students wishing to study abroad. There is a separate competition for awards tenable outside Canada that is even tougher than the PGS selection process. To apply for tenure abroad, you must explain why you have chosen the particular research topic and university. In addition, you must provide a letter from a Canadian authority in the proposed field of research explaining whether the proposed research program could be carried out in a Canadian university and discussing any benefits you would derive from holding the scholarship abroad. **If you do not provide this documentation, your application will not be considered for tenure abroad.**

**Note:** Whether you have already started your studies abroad or not has no bearing on the outcome of your application for tenure abroad. Requests to hold the award abroad are evaluated on the following criteria: program availability in Canada, excellence of student relative to other applicants, and the unique opportunity to perform research in a world-class institution. Preference is given to doctoral students. You may be successful in the competition for a scholarship but **not** in the competition to hold your scholarship abroad.

### **Choose your respondents with care**

A good respondent will be able to explain clearly to the committee why you are worthy of an award and why it is important to fund you. A good reference (Appendix 1) is invaluable to the committee and to you. Respondents will provide evidence, reflection and sound judgment, information and advice, in straightforward language that leaves a committee in no doubt about the nature of that advice. It is, therefore, very important that you **choose your respondents carefully**. Choose individuals who know you and your academic/research ability or potential well enough to be able to write a credible letter of reference, giving concrete examples to support their comments. Inform them that if they do not feel they know you well enough, you would prefer that they decline the request rather than write a poor reference. If you have begun or completed a thesis, one of the respondents will normally be from

the thesis supervisor. If your thesis supervisor is not one of the respondents, you should explain why in your application (Contributions and Statement, Special circumstances).

It would be wise to suggest to your respondents that they consult the Instructions on how to complete Appendix 1 found on NSERC's Web site at [http://www.nserc.gc.ca/forms/instructions/200/a1\\_e.asp](http://www.nserc.gc.ca/forms/instructions/200/a1_e.asp). Finally, it would be a good idea to check in with your respondents about a week before the letters are due (either at NSERC or at the university) just to ensure that your reference has not been forgotten.

### **Make sure your application is complete**

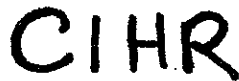
Remember, **it's up to you to ensure that your application is complete** when submitted. Make sure you know the department, university and NSERC deadlines. Follow up with those you asked to complete Appendices 1 and 2 to ensure that they have done their part and that your application is received at the Faculty of Graduate Studies or at NSERC by the deadline.

*Remember, the decision to award you a scholarship or fellowship will be made by a committee that will rank you relative to all other applicants, evaluating your academic excellence, research ability or potential, communication, interpersonal and leadership abilities **based solely on your application**. If you submit a well written, complete application, you will increase your chances of being offered an award.*

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Created: 2003-05-02  
Updated: 2005-06-30

Important Notices



## Funding Opportunity Details

**Program Name** Master's Award : 2007-2008  
(Canada Graduate Scholarships Master's Awards)

**Program Launch Date** 2007-07-18

### Important Dates

<b>Competition(s)</b>	<b>2008-02</b>
<b>Registration Deadline</b>	2007-09-03
<b>Application Deadline</b>	2008-02-01
<b>Application Notice of Decision</b>	2008-07-15
<b>Funding Start Date</b>	2008-09-01

### Notices

The **2007-09-03 Registration Deadline Date** only applies to Industry-Partnered Master's Awards. See the How to Apply section for more details.

Full applications for BOTH direct applicants and those applying through a Canadian institution must be courier stamped by this date. **Late or incomplete applications will not be considered.** Candidates MUST consult the "How to Apply" section below to determine the appropriate method to submit an application. **Canadian institutions accepting applications will set their own application deadline.**

### Table of Contents

- [Description](#)
- [Objectives](#)
- [Eligibility](#)
- [Guidelines](#)
- [Performance Measurement](#)
- [Review Process and Evaluation](#)
- [How to Apply](#)
- [Contact Information](#)

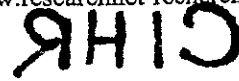
### Description

The Canada Graduate Scholarships Master's Awards administered by [CIHR](#) are intended to provide special recognition and support to students who are pursuing a Master's degree in a health related field in Canada. These candidates are expected to have an exceptionally high potential for future research achievement and productivity.

For **Industry-Partnered Master's Awards**, candidates must secure the sponsorship of an eligible company before a registration can be submitted. To learn more about Industry-Partnered programs you can visit the [CIHR Innovation and Industry Programs Web site](#).

### Funds Available

CIHR's contribution to the amount available for this initiative is subject to availability of funds voted annually to CIHR by parliamentary appropriations, and the conditions that may be attached



to them.

### **Applications are invited in all areas of health research.**

For this competition, applications will be accepted in all areas of health research.

The maximum amount awarded for a single award is \$ 17,500 for up to one year:

- Trainee stipend: \$ 17,500 per annum.
- This award is non-renewable.

### **Funding Opportunities in Specific Research Areas**

Funds are available for this competition to support Master's Award applications in specific research areas:

- Master's Priority Announcement (Specific Research Areas);
- Master's Award - Industry Partnered

Top

### **Objectives**

The objective of the Government of Canada's Canada Graduate Scholarships program is to help ensure a reliable supply of highly qualified personnel to meet the needs of Canada's knowledge economy.

Top

### **Eligibility**

Eligibility criteria for all CIHR research funding programs apply. The business office of the institution of an eligible Nominated Principal Applicant generally administers CIHR funds. Please refer to the Eligibility Requirements for CIHR Grants and Awards regarding the eligibility requirements for individuals and institutions.

Specific to CIHR training awards, please refer to the General Guidelines for Training Programs.

**Industry-Partnered Master's Award:** The applicant must secure the sponsorship of an eligible company. A company is eligible provided that it:

- is federally or provincially incorporated in Canada (exceptions will be considered upon receipt of documentation that a researcher has been unable to develop a collaboration with a suitable federally or provincially incorporated company in Canada);
- demonstrates adequate resources to meet its commitment to a program; and
- has a demonstrable ability to apply the results of research and development itself or through agreements with other companies having the capacity to produce and market products and processes.

In addition, specific to CIHR Industry-Partnered Programs, please refer to the General Guidelines for Industry-Partnered Programs.

### **Specific Eligibility Requirements**

The award for which support is being sought should be under the supervision of a researcher who holds research funds obtained through a recognized competitive peer review process. These

awards must be held at a Canadian institution.

### **Eligibility to Apply for an Award**

To be considered eligible to apply for support, a candidate must:

- be a Canadian citizen or a permanent resident;
- at the time of the CIHR deadline for application (February 1st):
  - have completed or be in the last year of a Bachelor's degree; or,
  - have been registered for no more than ten months as a full-time student in a Master's program; or,
  - have been registered for no more than ten months as a full-time PhD student and were admitted to the PhD program directly from the Bachelor's degree.
- be applying for support to pursue their **first** graduate degree (i.e., Master's or PhD). All previous studies at the graduate level, regardless of discipline, either course-based or research-based, will be included in determining eligibility; and
- not have already held an award from SSHRC, NSERC, CIHR or any other federal source to undertake and/or complete a Master's or PhD degree.

Persons with a health professional degree who seek support for Master's or PhD research training may be eligible to apply to this program, but should also consult the guidelines for the CIHR Fellowship award program. Those eligible for both have the option of applying to either program but not to both in the same year (i.e., September through August). Please note that a person holding a health professional degree would receive a higher stipend only through the CIHR Fellowship award program.

### **Eligibility to Hold an Award**

To be considered eligible to hold support, a candidate must:

- be registered full-time in the first or second year of a Master's or PhD program in which research is a major component (awards will not take effect until after proof of registration is received); and
- not have already held, or hold, an award from SSHRC, NSERC, CIHR or any other federal source to undertake and/or complete a Master's or PhD degree.

Awards must be taken up within six months of the date of offer and must start September 1 or January 1 following the offer of award.

Only candidates who are on a leave of absence for reasons of illness, parental leave, or health-related family responsibilities may be permitted to delay taking up the award until the June 1 following the offer of award. CIHR requires a letter from the candidate requesting the delayed start date with a supporting letter from the primary supervisor confirming the dates of the leave.

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### **Guidelines**

This funding opportunity will follow the [General Guidelines for Training Programs](#). Applicants are encouraged to demonstrate the use of [Gender and Sex-Based Analysis](#) in applications.

### **Allowable Costs**

The awards consist of a stipend and a research allowance.

For the research allowance, awardees should review the [Use of Grant Funds](#) section of the Tri-Agency ([CIHR](#), [NSERC](#) and [SSHRC](#)) [Financial Administration Guide](#) for a complete listing and description of allowable costs and activities.

## Conditions of Funding

All conditions specified in [CIHR General Grants and Awards Policies](#) shall apply to applications funded through this funding opportunity. Conditions cover areas such as Applicant and Institutional Responsibilities, Ethics, Official languages policy, Access to Information and Privacy Acts, and Acknowledgement of CIHR's Support. Successful applicants will be informed of any special financial conditions prior to the release of funds or when they receive CIHR's Authorization for Funding (AFF) document.

For **Industry-Partnered Master's Awards**, the following special conditions shall apply in addition to CIHR standard guidelines and requirements:

- Candidates must secure the sponsorship of an eligible company before a registration can be submitted. Funding is conditional to continuing financial support by the industry partner(s).

### ***Access to Information Act and Privacy Act, and the Personal Information Protection and Electronic Documents Act (PIPEDA)***

All personal information collected by CIHR about applicants is used to review applications, to recruit reviewers, to administer and monitor grants and awards, to compile statistics, and to promote and support health research in Canada. Consistent with these purposes, applicants should also expect that information collected by CIHR may be shared as described in [Use and Disclosure of Personal Information Provided to CIHR for Peer Review](#).

CIHR as a federal entity is subject to the *Access to Information Act* and the *Privacy Act*, therefore the requirements of these two statutes will apply to all information located in CIHR's premises including, without limitation, cost-sharing agreements related to this funding opportunity and all matters pertaining thereto.

While respecting the application of the *Privacy Act* to federal entities, all signing parties involved in a collaborative agreement will also be bound by the *Personal Information Protection and Electronic Documents Act* (PIPEDA). All personal information (as identified by the PIPEDA) collected, used or disclosed in the course of any commercial activity under collaborative agreements related to the Funding opportunity will be collected, used and disclosed in compliance with the PIPEDA.

## Communication Requirements

Grant recipients are required to acknowledge CIHR, its institutes and partners in any communication or publication related to the project. See [CIHR General Grants and Awards Policies, Public Communication and Acknowledgement of CIHR's Support](#) for details on CIHR's communication requirements. The contributing institutes / partners will be identified on the Authorization for Funding and decision letter.

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## Performance Measurement

CIHR is committed to demonstrating results to Canadians for the money invested in health research. Therefore, processes for monitoring progress and appropriate use of funds, as well as for performance measurement and program evaluation are in place. As a result, funding recipients must:

- contribute to the monitoring, review and evaluation of CIHR's programs, policies and processes by participating in evaluation studies, surveys, workshops, audits and providing data or reports as required for the purpose of collecting information to assess progress and results;
- encourage their associates, trainees and administration to participate in the monitoring, review

and evaluation of CIHR's programs, policies and processes as required.

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## Review Process and Evaluation

### Peer Review

A CIHR peer review committee will evaluate the full applications. The committee may be drawn from one of CIHR's pre-existing committees or may be created specifically for this funding opportunity. Committee members are selected based on suggestions from many sources including the institute(s) / portfolio(s) and partner(s), following CIHR's Policy on Confidentiality, Conflict of Interest and Privacy Issues in Peer and Relevance Review (CCIP).

### Evaluation Criteria

Master's Awards are reviewed in accordance with the Guide for Reviewers - CIHR Master's Award.

The following general criteria for evaluating training award applications will be used:

- Achievements and Activities of the Candidate;
- Characteristics and Abilities of the Candidate;
- Research Training Environment.

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## How to Apply

How is the candidate applying?

**1. Through the Canadian institution at which the candidate will be registered during the Fall semester prior to the CIHR deadline.**

**Deadlines are set by the university; please contact them for deadlines, as a pre-selection process may be held at the university level.** CIHR will provide each eligible Canadian institution an allocated number of submissions allowed by that institution.

Institutions must forward their applications to CIHR no later than **February 1st** for them to be considered in the competition.

**2. Directly to CIHR, as the candidate will not be registered at a Canadian institution during the Fall semester prior to the CIHR deadline.**

Applications must be sent to CIHR no later than **February 1st**.

The application process is comprised of one step: Submission of a Full Application.

For **Industry-Partnered Master's Award**, a registration is required prior to the full application. To submit your registration, please consult the detailed instructions for the Registration Package for all Industry-Partnered Research Training Awards.

**Send two copies (1 original and 1 copy) of the registration package by courier to:**

RE: "**Industry-Partnered Master's Award**"  
Innovation and Industry Programs  
Canadian Institutes of Health Research

Room 97, 160 Elgin Street  
Address locator: 4809A  
Ottawa, Ontario K1A 0W9

Review the application instructions provided in [How to Apply for Funding](#).

Select "Canada Graduate Scholarships (CGS) Master's Awards" (Application) from the [Training Programs Application Packages](#).

A complete application consists of:

- CIHR Training Module (pages 1, 3, 4, 5, 7, 8, 10, Acknowledgement Page and Consent Form);
- Common CV module (validated for CIHR) for the candidate only (**Draft copies will not be accepted**);
- Original official transcripts (must be an unopened original from the issuing institution; it is recognized that for applications submitted through a university, university officials will have opened the transcript envelopes before they reach CIHR) Certified true copies will only be accepted from institutions outside North America.;
- CIHR Sponsors' Report on a Candidate for a Canada Graduate Scholarships (CGS) Master's Award (see [List of Forms and Guidelines for Completion](#)) to be completed by two sponsors who have had an opportunity to assess the candidate's potential - one of these should be the candidate's most recent research supervisor, if applicable; and
- Confirmation of Canadian citizenship or residency (permanent residents only).

Candidates must follow the [Guidelines for Completion of the CIHR Training Module for a Canada Graduate Scholarships Master's Awards \(CGSMA\) Program Application](#) available on the CIHR website.

Only the original application and attachments are required.

**For candidates applying directly to CIHR and for Canadian institutions forwarding applications, send the application package by courier to:**

RE: "**Canada Graduate Scholarships Master's Awards**"  
Research Capacity Development  
Canadian Institutes of Health Research  
Room 97, 160 Elgin Street  
Address locator: 4809A  
Ottawa, Ontario K1A 0W9

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## Contact Information

For questions on [CIHR](#) funding guidelines, how to apply, and the peer review process contact:

Canada Graduate Scholarships Master's Awards Program Delivery Coordinator  
Research Capacity Development  
Canadian Institutes of Health Research  
Telephone: 613-946-0093  
Fax: 613-954-800  
Email: [cgsma@cihr-irsc.gc.ca](mailto:cgsma@cihr-irsc.gc.ca)

For questions about the Industry-Partnered Programs, please contact:

Jacqueline Jorge  
Program Delivery Officer



Innovation and Industry Programs  
Canadian Institutes of Health Research  
Telephone: 613-952-5728  
Fax: 613-954-1800  
Email: [jjorge@cihr-irsc.gc.ca](mailto:jjorge@cihr-irsc.gc.ca)

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## Funding Opportunity Details

**Program Name** Doctoral Research Award : Canada Graduate Scholarships (2007-2008)  
(Canada Graduate Scholarships Doctoral Awards)

**Program Launch Date** 2006-12-15

## Important Dates

<b>Competition(s)</b>	<b>2007-10</b>
<b>Application Deadline</b>	2007-10-15
<b>Application Notice of Decision</b>	2008-04-15
<b>Funding Start Date</b>	2008-05-01

## Notices

Applicants to this opportunity must apply through the Doctoral Research Awards: 2007-2008 program which will require the use of ResearchNet to electronically submit their applications.

## Table of Contents

- [Description](#)
- [Objectives](#)
- [Eligibility](#)
- [Guidelines](#)
- [Performance Measurement](#)
- [Review Process and Evaluation](#)
- [How to Apply](#)
- [Contact Information](#)

## Description

The Canada Graduate Scholarships (CGS) Doctoral Awards administered by CIHR are intended to provide special recognition and support to students who are pursuing a doctoral degree in a health related field in Canada. These candidates are expected to have an exceptionally high potential for future research achievement and productivity. This funding program will be administered through the CIHR Doctoral Research Award competition, with the top candidates meeting the eligibility criteria below receiving a CGS award.

## Funds Available

CIHR's contribution to the amount available for this initiative is subject to availability of funds voted annually to CIHR by parliamentary appropriations, and the conditions that may be attached to them.

The maximum amount awarded for a single award is \$ 35,000 for up to 3 years:

- Trainee stipend: \$ 30,000 per annum.
- Research allowance: \$ 5,000 per annum.
- This award is non-renewable.

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language policy, Access to Information and Privacy Acts, and Acknowledgement of CIHR Support. Successful applicants will be informed of any special financial conditions prior to the release of funds or when they receive CIHR's Authorization for Funding (AFF) document.

### ***Access to Information Act and Privacy Act, and the Personal Information Protection and Electronic Documents Act (PIPEDA)***

All personal information collected by CIHR about applicants is used to review applications, to recruit reviewers, to administer and monitor grants and awards, to compile statistics, and to promote and support health research in Canada. Consistent with these purposes, applicants should also expect that information collected by CIHR may be shared as described in Use and Disclosure of Personal Information Provided to CIHR for Peer Review.

CIHR as a federal entity is subject to the Access to Information Act and the Privacy Act, therefore the requirements of these two statutes will apply to all information located in CIHR's premises including, without limitation, cost-sharing agreements related to this Request for Applications and all matters pertaining thereto.

While respecting the application of the Privacy Act to federal entities, all signing parties involved in a collaborative agreement will also be bound by the Personal Information Protection and Electronic Documents Act (PIPEDA). All personal information (as identified by the PIPEDA) collected, used or disclosed in the course of any commercial activity under collaborative agreements related to the Request for Applications will be collected, used and disclosed in compliance with the PIPEDA.

### **Communication Requirements**

Award recipients are required to acknowledge CIHR, its institutes and partners in any communication or publication related to the project. See CIHR General Grants and Awards Policies, Public Communication and Acknowledgement of CIHR's Support for details on CIHR's communication requirements. The contributing institutes / partners will be identified on the Authorization for Funding and decision letter.

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### **Performance Measurement**

CIHR is committed to demonstrating results to Canadians for the money invested in health research. Therefore, processes for monitoring progress and appropriate use of funds, as well as for performance measurement and program evaluation are in place. As a result, funding recipients must:

- contribute to the monitoring, review and evaluation of CIHR's programs, policies and processes by participating in evaluation studies, surveys, workshops, audits and providing data or reports as required for the purpose of collecting information to assess progress and results;
- encourage their associates, trainees and administration to participate in the monitoring, review and evaluation of CIHR's programs, policies and processes as required.

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### **Review Process and Evaluation**

CIHR peer review committees will evaluate the full applications. Committees may be drawn from CIHR's existing committees or may be created specifically for this Request for Applications. Committee members are selected based on suggestions from many sources including the institute(s) / portfolio(s) and partner(s), following CIHR's Policy on Confidentiality, Conflict of

Interest and Privacy Issues in Peer and Relevance Review (CCIP). Doctoral Research Awards are reviewed in accordance with the Peer Review Guide for Master's and Doctoral Research Awards Applications.

The following general criteria for evaluating Doctoral Research Award applications will be used:

- Achievements and Activities of the Candidate
- Characteristics and Abilities of the Candidate
- Research Training Environment

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## **How to Apply**

This funding program will be administered through the Doctoral Research Award competition, with the top candidates meeting the eligibility criteria mentioned above receiving a CGS award. For more details instruction on how to apply, candidates must consult the [Doctoral Research Award: 2007-2008](#) funding opportunity.

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## **Contact Information**

For questions on CIHR funding guidelines, how to apply, and the peer review process contact:

CIHR Doctoral Research Awards Program Delivery Coordinator  
Research Capacity Development Branch  
Telephone: (613) 954-1963  
Fax: (613) 954-1800  
Email: [DRA@cihr-irsc.gc.ca](mailto:DRA@cihr-irsc.gc.ca)

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# UGF + SSHRC/NSERC/CIHR Help Contacts for 2008-2009 Competition

## SSHRC

### Canada Graduate Scholarships – Master's (CGS-M)

[http://www.sshrc.ca/web/apply/program\\_descriptions/fellowships/cgs\\_masters\\_e.asp](http://www.sshrc.ca/web/apply/program_descriptions/fellowships/cgs_masters_e.asp)

### Canada Graduate Scholarships – Doctoral (CGS-D) & Doctoral Fellowships (DF)

[http://www.sshrc.ca/web/apply/program\\_descriptions/fellowships/doctoral\\_e.asp](http://www.sshrc.ca/web/apply/program_descriptions/fellowships/doctoral_e.asp)

### Canada Graduate Scholarships or Fellowships and Institutional Grants Division

SSHRC

Tel.: 613-943-7777

350 Albert Street

Fax: 613-943-1329

P.O. Box 1610

email for CGS: [cgs@sshrc.ca](mailto:cgs@sshrc.ca)

Ottawa, ON K1P 6G4

email for doctoral fellowships: [fellowships@sshrc.ca](mailto:fellowships@sshrc.ca)

## NSERC

### Canada Graduate Scholarships (CGS)

[http://www.nserc.gc.ca/sf\\_e.asp?nav=sfnv&lbi=2a](http://www.nserc.gc.ca/sf_e.asp?nav=sfnv&lbi=2a)

General Inquiries: 613-995-5521

Email: [schol@nserc.ca](mailto:schol@nserc.ca)

Fax: 613-996-2589

## CIHR

### Canada Graduate Scholarships Master's Awards (CGS-M)

<http://www.researchnet->

[recherchenet.ca/rnr16/viewOpportunityDetails.do?prog=221&&view=currentOpps&org=CIHR&type=AND&resuItCount=25&sort=program&all=1&masterList=true](http://www.researchnet-recherchenet.ca/rnr16/viewOpportunityDetails.do?prog=221&&view=currentOpps&org=CIHR&type=AND&resuItCount=25&sort=program&all=1&masterList=true)

### Canada Graduate Scholarships Doctoral Awards (CGS-D)

<http://www.researchnet->

[recherchenet.ca/rnr16/viewOpportunityDetails.do?prog=149&&view=currentOpps&org=CIHR&type=AND&resuItCount=25&sort=program&all=1&masterList=true](http://www.researchnet-recherchenet.ca/rnr16/viewOpportunityDetails.do?prog=149&&view=currentOpps&org=CIHR&type=AND&resuItCount=25&sort=program&all=1&masterList=true)

CIHR

160 Elgin Street, 9th Floor

Address Locator 4809A

Ottawa, ON, K1A 0W9

General Inquiries: 613-941-2672

Toll Free: 1-888-603-4178

Fax: 613-954-1800

Email: [info@cihr-irsc.gc.ca](mailto:info@cihr-irsc.gc.ca)

Grants & Awards Information: 613-954-1968 or Toll Free 1-888-603-4178 (press "1")

# UBC University Graduate Fellowships (UGF)

## Overview

<http://www.grad.ubc.ca/awards/index.asp?menu=004,000,000,000>

Online Application: <http://www.grad.ubc.ca/forms/?=SAW>

Contact the Graduate Secretary (a.k.a. Graduate Program Assistant) in your department:

CCFI: Jason Wu	604-822-8638	<a href="mailto:ccfi.grad.secretary@ubc.ca">ccfi.grad.secretary@ubc.ca</a>
CUST: Basia Zurek	604-822-5367	<a href="mailto:cust.grad@ubc.ca">cust.grad@ubc.ca</a>
ECPS: Karen Yan	604-822-6371	<a href="mailto:karen.yan@ubc.ca">karen.yan@ubc.ca</a>
EDST: Christine Adams	604-822-6647	<a href="mailto:grad.edst@ubc.ca">grad.edst@ubc.ca</a>
HKIN: Rochelle de la Giroday	604-822-2767	<a href="mailto:hkin-gradsec@interchange.ubc.ca">hkin-gradsec@interchange.ubc.ca</a>
LLED: Anne Eastham	604-822-8259	<a href="mailto:anne.eastham@ubc.ca">anne.eastham@ubc.ca</a>

The **Office of Graduate Programs & Research (OGPR)** will also have a technical assistant available who can help you with the technical aspects of the online forms for both UGF and SSHRC, starting September 4<sup>th</sup>. Keep your eyes out for an announcement on your department's graduate student email listserv.

Application deadline:  
**Monday, September 24<sup>th</sup>,**  
**2007 @ 4:00pm**



# The Graduate Student Society

&

## The Faculty of Graduate Studies

# Core Orientation Day for New Graduate Students: Thursday, August 30, 2007

This annual event is co-sponsored by the Graduate Student Society (GSS), the Faculty of Graduate Studies (FGS), and the Office of the Vice President, Students, and is highly recommended for all new graduate students. The day is an opportunity to meet your fellow new graduate students and be oriented to important campus and academic information.

**What:** Core Orientation Day for all Graduate Students beginning September 2007

**Date:** Thursday, August 30, 2007

**Register Online: Let us know you're coming!**

**<http://www.grad.ubc.ca/new/orientation/registerNEW/Default.aspx>**

<b>Schedule of Events</b>		
<b>Thursday, August 30, 2007</b>		
<b>Time</b>	<b>Details</b>	<b>Location</b>
8:00am-9:00am	Check-in & Registration	Chan Centre for the Performing Arts
9:00am-11:30am	Morning Session	Chan Centre for the Performing Arts
11:30am-1:00pm	BBQ Lunch & Info Fair	Graduate Student Centre Plaza
1:00pm-4:00pm	Afternoon Workshops	Various
4:00pm-4:30pm	Wrap-up & Prize Drawing	Graduate Student Centre Ballroom

All new **international graduate students** are also encouraged to attend events on Friday, August 31, 2007:

Friday, August 31, 2007		
Time	Details	Location
9:00am-11:00am	Managing Your International Grad Student Life	Graduate Student Centre Ballroom
11:00am-12:00pm	International Grad Student Reception	Graduate Student Centre
12:00pm-1:00pm	Grad Nooner Talk: Applying for University Graduate Fellowships	Graduate Student Centre Ballroom

You can locate event venues through the campus Wayfinding website at: <http://www.maps.ubc.ca/PROD/index.php>.

We are in the process of finalizing events and workshops for the day. Please check back here for updates to the schedule as details are confirmed. We look forward to seeing you all at the end of August!

The Graduate Student Society (GSS) will be sponsoring social events the week of August 27 through September 1, 2007. Please visit the GSS website at: <http://www.gss.ubc.ca/> for more information.



## Applying Successfully for Awards and Scholarships

### Choose Correct Application

It is the responsibility of the applicant to determine which funding agency the applicant should apply to based on the applicant's research area, citizenship status, and other eligibility criteria. Applicants should consult their faculty supervisor or graduate program advisor to determine which application form(s) to complete. Please note that students may only submit one application per academic year to CIHR, NSERC, or SSHRC.

### Determine Where to Submit Application

Depending on the applicant's status and the award program, applications should be submitted:

- through applicant's UBC graduate program,
- through a university other than UBC, or
- directly to the award agency.

Applicants must consult the appropriate award agency website to determine where to submit their application.

### Deadlines

- Three possible deadlines – make sure you know which deadline applies to YOU
  - funding agency deadline
  - university deadline
  - graduate program deadline
- Start application well in advance
  - for major award applications, start two months ahead
  - allow lots of time for
    - polishing proposal
    - referees to write excellent letters
    - ordering transcripts
    - the unexpected
- DO NOT miss the deadline

### Application Components

#### Application Form

- In many cases, application forms are filled out on-line and then printed off
- Follow instruction very carefully
- Fill in everything that applies to you

#### Outline of Proposed Research

- Follow all rules concerning font size, line spacing, margins, page limits, etc. Failure to follow the guidelines can result in an ineligible (or at the very least a disadvantaged) application.
- Writing must be clear and concise. Remember that the selection committee members may not have a specialized knowledge of your particular area of research. Avoid jargon and technical language – write your proposal for a general audience. Be sure to define any acronyms or abbreviations the first time they are used.

Faculty of Graduate Studies, Awards	web: <a href="http://www.grad.ubc.ca/awards">www.grad.ubc.ca/awards</a>
180-6371 Crescent Road	e-mail: <a href="mailto:graduate.awards@ubc.ca">graduate.awards@ubc.ca</a>
Vancouver, BC V6T 1Z2	phone: 604-822-2848
Canada	fax: 604-822-5802



- You need to convey to the reviewers the answers to the following questions:
  - What issue will the research address?
  - Why is this issue important?
  - What is already known about the issue?
  - How is your approach innovative? How will it advance knowledge in the field?
  - Why are you qualified to carry out the research?
- For most fields of research, you should provide a testable hypothesis (i.e., one overriding great idea) and then outline the specific objectives that will be used to address it.

**Transcripts**

- Transcripts to be submitted to graduate program or funding agency in sealed envelopes
- Only official transcripts are acceptable (not those printed off web, etc.)
- Submit **all** postsecondary transcripts (whether or not you completed the program)

**Reference Letters**

- Choose wisely: will the referee give you a strong reference?
- Give your referees lots of time – you don't want them writing letters at the last minute
- Check in with your referees about a week before the deadline just to ensure that your reference has not been forgotten.
- Reference letters must be original, with referee's signature in ink. Scanned, faxed, photocopied, and e-mail reference letters are not acceptable.
- A strong letter of support provides concrete, behaviour-based examples of your strengths and personal attributes.
- Help your referee write you a strong letter: when you ask for a reference letter, provide your referee with a copy of your application, CV, transcripts, and samples of previous work.

**Evaluation Criteria** (some awards may have additional criteria specific to award)

1. **Academic excellence** – as demonstrated by academic transcripts, awards and distinctions. Reviewers tend to give credit for steadily improving or consistently good performance.
2. **Research Ability and Potential** – Quality of analytical skills, ability to think critically, ability to apply skills and knowledge, judgement, originality, initiative and autonomy, determination and ability to complete projects within an appropriate period of time—as demonstrated in the description of program of study and by work experience, research contributions, letters of appraisal, and the departmental appraisal.
3. **Interpersonal, leadership, and communication skills** – Reviewers will assess evidence of leadership both within university and outside; communication skills as evidenced by publications, presentations; and interpersonal skills as evidenced by reference letters and other work experience.

**Remember**

- Reviewers only know what they see on paper. If you want the reviewers to know something about you, it needs to show up somewhere in the application materials.
- Reviewers will evaluate your achievements relative to their expectations for someone at your stage of training.

<b>Faculty of Graduate Studies, Awards</b>	web: <a href="http://www.grad.ubc.ca/awards">www.grad.ubc.ca/awards</a>
180-6371 Crescent Road	e-mail: <a href="mailto:graduate.awards@ubc.ca">graduate.awards@ubc.ca</a>
Vancouver, BC V6T 1Z2	phone: 604-822-2848
Canada	fax: 604-822-5802



# Top Eleven Scholarship Application Mistakes

## Application

1. student signature missing (SSHRC)

## Free-Form Pages

2. too many pages
3. sections missing
4. font too small\*
5. margins too small\*

## Transcripts

6. incomplete\*
7. not original and official (SSHRC)

## Reference Letters

8. only one submitted\*
9. not on proper form
10. too many pages
11. not original (ie. faxed, photocopied, e-mailed)

\*Applications submitted to the combined UGF/CIHR/NSERC/SSHRC competition shall be removed from the competition for any of the following reasons:

- if the application form or free-form pages are hand-written,
- if two reference forms or letters are not submitted with the application,
- if transcripts from any institutions listed in the academic history section of the application are not submitted with the application,
- if the free-form pages are not submitted with the application,
- if the free-form pages are not formatted correctly (according the formats for font size and margins listed in the application instructions).

A final note regarding page limits: should the applicant exceed the page limits listed in the application instructions, any additional pages will be removed.

<b>Faculty of Graduate Studies, Awards</b>	web: <a href="http://www.grad.ubc.ca/awards">www.grad.ubc.ca/awards</a>
180-6371 Crescent Road	e-mail: <a href="mailto:graduate.awards@ubc.ca">graduate.awards@ubc.ca</a>
Vancouver, BC V6T 1Z2	phone: 604-822-2848
Canada	fax: 604-822-5802
<b>Applying Successfully for Awards and Scholarships – page 1 of 1</b>	





# Student Resources – Fees, Awards, and Financial Assistance

## *Fees*

### Student Service Centre

- One-stop online resource for registration, schedules, fees, and awards
- <https://ssc.adm.ubc.ca/sseportal/servlets/SRVSSCFramework>

Student Fees: <http://students.ubc.ca/calendar/index.cfm?tree=14.267.0.0>

### Graduate Tuition Fees:

- Domestic students: <http://students.ubc.ca/calendar/index.cfm?tree=14.270.0.0>
- International students: <http://students.ubc.ca/calendar/index.cfm?tree=14.271.0.0>

Refund schedule for graduate tuition: <http://students.ubc.ca/calendar/index.cfm?tree=14.266.777.849>

## *Financial Assistance*

### Student Financial Assistance and Awards

- information and contacts for loans, bursaries, work study programs, and other forms of need-based financial aid
- 1036 - 1874 East Mall (Brock Hall)  
Vancouver BC V6T 1Z1  
Phone: 604.822.5111  
Fax: 604.822.6929
- <http://students.ubc.ca/finance/>

Work Study program: <http://students.ubc.ca/careers/workstudy.cfm>

## *Awards and Scholarships*

### Faculty of Graduate Studies – Awards

- information and contacts for merit-based graduate scholarships and awards
- <http://www.grad.ubc.ca/awards/>

### Office of Research Services

- provides information and assistance in the research grant application process
- links to a wide variety of funding agencies
- <http://www.ors.ubc.ca/>

### Natural Sciences and Engineering Research Council (NSERC)

- federal funding agency for natural sciences and engineering
- <http://www.nserc.ca/>

### Social Sciences and Humanities Research Council (SSHRC)

- federal funding agency for social sciences and humanities
- <http://www.sshrc.ca/>

<b>Faculty of Graduate Studies, Awards</b>	
180-6371 Crescent Road	web: <a href="http://www.grad.ubc.ca/awards">www.grad.ubc.ca/awards</a>
Vancouver, BC V6T 1Z2	e-mail: <a href="mailto:graduate.awards@ubc.ca">graduate.awards@ubc.ca</a>
Canada	phone: 604-822-2848
	fax: 604-822-5802
<b>Award Resources for Graduate Students</b>	



Canadian Institutes of Health Research (CIHR)

- federal funding agency for health sciences
- <http://www.cihr.ca/>

Michael Smith Foundation for Health Research (MSFHR)

- provincial funding agency for health sciences
- <http://www.msfhr.org/>

Association of Universities and Colleges of Canada (AUCC)

- administers more than 150 scholarship, fellowship and internship programs on behalf of governments, foundations and private sector companies
- <http://www.aucc.ca/>

Foreign Affairs Canada -- Canadian and International Scholarship Programs

- offers information on awards and scholarships programs available to Canadian students wishing to study abroad and foreign students wishing to study in Canada
- <http://www.scholarships-bourses-ca.org/>

Community of Science (COS)

- the most comprehensive source of funding information available on the Web, with more than 23,000 records, representing over 400,000 funding opportunities
- <http://www.cos.com/>

ScholarshipsCanada.com

- Canada's most comprehensive scholarship portal. Search through extensive database to find scholarships, student awards, bursaries and grants. Also find information about student loans, applications and budget planning.
- <http://www.scholarshipscanada.com/>

StudentAwards.com

- Canada's free scholarship search service
- <http://www.studentawards.com/>

*Other Resources*

Graduate Student Society: <http://www.gss.ubc.ca/>

Joblink: <http://www.ams.ubc.ca/content.cfm?ID=19>

Debt Free Grad: <http://www.debtfreegrad.com/>

CanLearn Interactive: <http://canlearn.ca/>

Budgeting:

- <http://students.ubc.ca/welcome/finance.cfm?page=planning>
- [http://www.ucalgary.ca/awards/budgeting/budget\\_index.html](http://www.ucalgary.ca/awards/budgeting/budget_index.html)

<b>Faculty of Graduate Studies, Awards</b>	<b>web: <a href="http://www.grad.ubc.ca/awards">www.grad.ubc.ca/awards</a></b>
<b>180-6371 Crescent Road</b>	<b>e-mail: <a href="mailto:graduate.awards@ubc.ca">graduate.awards@ubc.ca</a></b>
<b>Vancouver, BC V6T 1Z2</b>	<b>phone: 604-822-2848</b>
<b>Canada</b>	<b>fax: 604-822-5802</b>



## SSHRC Doctoral Applications

### *Some helpful strategies*

1. Start early.
2. Follow meticulously what is outlined in the application.
3. Draw upon your strengths.
4. Make sure that your project is manageable over the period of time that you have specified. Don't make it too big or too small.
5. Ensure that your methodology is appropriate and manageable.
6. Write, re-write, and re-write again. Consider every word and sentence carefully.
7. Your proposal should demonstrate what you plan to do, why it is important, how you intend to do it, and why you are the right person to do it.
8. Make sure that your writing is clear, coherent, tightly organized, and as jargon-free as you can make it.
9. Signpost each major section in some way. You might want to use 3-4 headings (e.g., the proposed study, rationale for the study, methodology and data analysis, implications, background preparation).
10. Ask for feedback from a wide range of readers, including those within your field and knowledgeable outsiders, and academics and graduate students who have had recent SSHRC success.
11. Find someone who will check your grammar and sentence composition. Find someone else who can edit for superfluous words.
12. Check your feelings at the door! Encourage your readers to be frank, thorough, and constructive.
13. You are likely to get conflicting advice about your proposal. In the end, the final decision is yours.
14. Know your referees as writers and as reference writers in particular.
15. If at all possible, ask the most prominent person who is familiar with your work (when selecting referees).
16. Provide your referees with a packet of materials:
  - the latest draft of your proposal
  - your CV/resume
  - guidelines for referees
  - your transcripts
  - a sample paper – optional
17. Highlight your publishing and professional record.
18. Mention relevant experience explicitly. Demonstrate rather than tell why you are the best person to be doing this research.



## Workshop on Writing Research and Conference Proposals

Some general guidelines  
and helpful hints

## Overview

- Why care?
- Some (very) general guidelines
- Writing and submitting a research proposal
- Writing and submitting a conference proposal

## Why care? (or why should you bother)

- Money
- Status
- The rich get richer
- You get to follow your dreams/passions!
- Get the job you want
- Experience
- Networking (Conferences)

## Some (very) General Guidelines

- Know your audience
- Read the directions and follow them ALL
- Work from an outline
- Have a theoretical framework
- Read the previous literature in the area

## Guidelines con't

- Read proposals that have been successful
- Realize that you will need to rewrite/rework
- Do not procrastinate
- Put aside the proposal – review again later
- Obtain strong letters of reference

## Writing and submitting a research proposal

### Finding funding opportunities

- Faculty of Graduate Studies
- Your department
- OGPR
- Foundations
- Search the Web

## An Example of a Successful Proposal

- Choose an informative and brief title:
  - *School Activity Participation and Children's Social and Academic Adjustment*
- State your purpose upfront and cogently:
  - *The purpose of the proposed study is to examine the relation between elementary school children's involvement in school-related activities and their social, emotional, and academic adjustment. Approximately 400 children attending an inner-city school in the lower mainland will complete measures assessing their participation in and perceptions of school-related activities, self perception, social relationships with peers and non-related adults, and academic motivation.*

## Example (cont'd)

- Make a case for your study:
  - *Although researchers have spent the last two decades defining the factors associated with resiliency, one often neglected area of research has been the role of schools. Most relevant to the present study is the notion that "potential exists to foster resilience through well-designed prevention programs particularly in major social institutions such as public schools." (Doh & Lyon, 1998, p. 349). This work necessarily stands at the intersection of theory and practice. Research most relevant to the proposed study regards the role that involvement in school-related activities has on fostering positive development in children. Indeed, while research exists documenting the significance of activity participation in buffering school drop out and depressed mood among "at risk" adolescents (e.g., Mahoney, Schweder, & Statin, 2002), research examining the manner in which participation in school activities fosters resilience among elementary school children is lacking.*

## Example (cont'd)

- State objectives clearly
  - *The objectives of the proposed project are twofold. First, given the paucity of data regarding the effectiveness of elementary school children's involvement in school-related activities, this study will seek to empirically examine the effects of school activity participation on children's social-emotional, school, and behavioral functioning. A second related goal is to examine the children's perceptions of the psychological climate of the school programs in which they take part.*

## Example (cont'd)

- Present your methodology clearly and realistically:
  - *Approximately 400 children in grades 4 to 7 attending an inner-city elementary school in Vancouver will be recruited to participate. After both parental consent and student assent has been obtained, children will be given questionnaires designed to assess their behavioural and psychological well-being, social relationships with peers and school program leaders, school motivation and school belonging, and their perceptions of the after-school environment. Please note that all of the measures were selected based on support for their strong psychometric properties (e.g., reliability, validity) and their appropriateness for the children participating in the program.*

## Writing and submitting a research proposal

- Preparing your package
  - Your Proposal
  - Letters of reference
  - Your transcripts
  - Scholarships/research experience

## Writing and submitting a research proposal

### Preparing Your Proposal

- Focused program of study
- Link previous experience to your research plans
- Demonstrate your research experience/potential
- Demonstrate the promise of proposed research

## Writing and submitting a conference proposal

- Choosing the conference
  - Ask professors
  - Ask students
  - Look in journals
  - Search the web
  - Look on e-mail
  - Write to people in your area

## Writing and submitting a conference proposal

- Writing the proposal
  - Look at previous conference programs
  - Think about appropriateness
  - Look for examples

## Writing and submitting a conference proposal

- See an Example Proposal

## Writing and submitting a conference proposal

### Attending the conference and beyond

- Prepare an impressionable presentation
- Make connections and follow-up
- Send off copies of your paper with a letter

## Some Common Mistakes to Avoid

### A. Ending the Sentence in a Preposition

- Incorrect: Many teachers are not aware of the world that adolescents live in.
- Correct: Many teachers are not aware about the world in which adolescents live.

## Some Common Mistakes to Avoid

### B. Using Since instead of Because

Incorrect: Since adolescence is a time in development in which many changes take place, teachers must be aware of the effect these changes may have on academic achievement

Correct: Because adolescence is a time in development in which many changes take place, teachers must be aware of the effect these changes may have on academic achievement

## Come Common Mistakes to Avoid

### C. Using While instead of Although

Incorrect: While adolescents are faced with many peer group pressures, parent still remain important

Correct: Although adolescents are face with many peer group pressures, parents still remain important

## Some Common Mistakes to Avoid

### D. NOT USING YOUR SPELLCHECKER!!

## Resources

Cove, J. D., & Foster, S. L. (1995). *Dissertations and Theses from and to British*. Washington, D.C.: American Psychological Association.

Kutnywohl, D. R. (1988). *How to prepare a research proposal: Guidelines for writing and dissertations in the social and behavioral sciences*. Syracuse, NY: Syracuse University Press.

Strunk, W., Jr., & White, E. B. (1979). *The elements of style*. NY: MacMillan.

Zanna, M. P., & Darley, J. M. (1987). *The complete academic: A practical guide for the beginning social scientist*. New York: Random House.

## Steps for Adjudicating UGF/SSHRC Proposals

### Step One:

- September 25 – submit proposal to ECPS Office

### Step Two:

October – Adjudication by the ECPS Scholarship Committee

- Committee members independently review proposals
- Provide students with a ranking
- Select proposals which be sent to FOGS

### Step Three:

November – Adjudication by the Faculty of Graduate Studies

- Committee member independently review proposals
- Committee member independently give students a score from 1-10
- Each member uses the bell curve
- Subcommittee meeting to discuss discrepant ratings (>3)

### Step Four:

Proposals that fall within a certain score are sent to Ottawa for review by SSHRC committee

(note: awards for students not eligible for SSHRC, masters' students and international students are decided once SSHRC decisions come back from Ottawa)

### Characteristics of a Good Application

- Clear, concise and coherent
- Focused Program of Study
- Highlight qualities and achievements
- Demonstrate research potential
- Promising research program

## Letters of Appraisal

- A good referee:
  - Has known you for at least 2 years
  - Is your supervisor

## Letters of Appraisal

- A good letter of appraisal
  - Supports the information in the application
  - Is enthusiastic
  - Focuses on the applicant's strengths
  - Focuses on the applicant's potential
  - Demonstrates why applicant is of superior caliber and is worthy of award

## Do's

- Read all rule carefully
- Consult peers/researchers
- Use Spell-Check
- Make sure referees are aware of deadline

## Do's Con't

- Make sure historical facts are accurate
- Ensure citations are complete
- Make sure your application is complete
- Indicate your proficiency with a language required in your research (other than your mother tongue)

## Don'ts

- Exceed page limits
- Use jargon
- Use font under 12pt
- Include papers not yet accepted for publication
- Send more than required number of letters
- Complete the application on the eve of the deadline

## Evaluation Criteria

- Past academic results
- The Program of study
- Relevant experience (academic/professional)
- Two written referrals/evaluations
- Departmental/Institutional rankings
- Appropriateness of the choice of Institution



## ATTACHMENTS

## The cultural politics of educational change in a Canadian EAP program

**1. Program of Work***Description of study*

I plan to undertake a qualitative study analyzing an English for Academic Purposes (EAP) program run through the Continuing Studies department at a Canadian university. The program is aimed at post-secondary students who are interested in developing their English language ability for further academic studies at an English-medium university or college. Central to this study is the introduction of an innovation that is hoped to bring clarity and coherence to a program fraught with pedagogical and methodological inconsistencies amongst its staff. The development and implementation of a program textbook will be investigated. The way in which this reference may or may not consolidate the program's incongruencies is of primary focus; thus, I will be following the textbook's development process over the course of a year and will analyze how staff and students at the program engage with the textbook both academically and personally. I hypothesize that any differences in engagement are related to issues of identity and investment of both teachers and students and that an understanding of these diverse investments will enable the program to better meet the English language needs of the students. Therefore, my two central research questions are as follows: What are the possibilities and limitations of critical EAP courses? and What effect, if any, will the development of a program textbook have on the program and stakeholders?

*Theoretical framework*

The theoretical framework for this study is drawn from critical theory of language learning that serves to highlight the underlying social and political agendas of language instruction existing on both structural and individual levels. I will also draw on recent work in sociocultural theory and language learning which conceives of language use not only as a linguistic practice, but as a social practice that is implicated in the identity construction and negotiation of both program staff and students (Norton, 2000; Norton & Toohey, 2001, 2002). Of particular interest in this regard is research on the relationship between students' investments in the English language, on the one hand, and program planning and policy development, on the other. While traditional goals of EAP involve the teaching of discrete language skills with little reference to larger sociocultural practices, critical EAP supporters (e.g., Benesch, 1996, 2001; Pennycook, 1997) make the case that this pragmatist view of EAP is both limiting and limited. What is interesting about the program under investigation is that it serves as a unique model of critical EAP. I will address the effects the program textbook has on instructors' pedagogies and methodologies and the effect this innovation has on the program and its overall culture (Fullan, 1993, 1999, 2001; Markee, 1994, 1997, 2001).

*Significance of study*

This study contributes to an enhanced understanding of the field of EAP for this program serves as a unique model of what Benesch (2001) refers to as "critical EAP." It provides us with a concrete example of what such a pedagogy looks like in a classroom context and reveals both the possibilities and the limitations of this approach to ESL. In addition, it provides the opportunity to examine teacher identity in the context of a multicultural ESL program. It addresses how EAP programs can best meet the needs of all students and will consider how teacher identity is implicated in this process. From a curriculum development perspective, this study addresses possible ways to reconcile the disjunctions that may exist between the social, political, and, above all, educational agendas of administrators, instructors, and students.

Specifically, it will serve as a consolidation and articulation of the philosophy and pedagogy of a particular EAP program and provide a lens through which we can better understand curriculum development, implementation, and educational change in an ESL program.

#### *Methodology*

My research methodology is informed by critical discourse research (e.g., Norton, 1997; Sullivan & Porter, 1997) and grounded theory (Glaser & Strauss, 1967; Strauss & Corbin, 1998) and prescribes to a critical ethnographic approach (Canagarajah, 1996; Carspecken, 1996; Simon & Dippo, 1986; Thomas, 1993). It includes document analysis, questionnaires, interviews with both teachers and students, and observations of classrooms and staff professional development. Data collection began in March 2003 with document analysis and I have just completed my first semester (of three) of full-time data collection at the site. Phase two of my data collection (following the implementation of the curriculum innovation) begins in September 2003. Phase three of my data collection (documenting the longer-term effects of the innovation) will begin in January 2004. The participants in the study include the program director, assistant director, program coordinator, and six instructors and two of their classes (for a maximum of 12 classes total per semester). All participants complete a simple short-answer questionnaire addressing issues of program goals, student needs, and classroom approaches relating to students' identities and learning investments. One-on-one interviews are conducted with program staff both at the beginning and end of each course to provide greater insight into their questionnaire responses and my observations of their classrooms. Student focus group conversations are held regarding questionnaires and I use this opportunity to identify six students (3 females, 3 males) from each course for more in-depth analysis. Two one-on-one interviews are held with each of the 12 focal students over the course of her/his program.

#### *Progress to date*

I am currently in my second year of Ph.D. studies having transferred from an M.A. to Ph.D. program, effective September 2002. I have completed my comprehensive exams, my research proposal has been approved, and I have been advanced to candidacy. I have also had my ethical review approved and have completed the first third of my data collection at my research site. I presented a preliminary analysis of my research at the 2003 TESOL (Teaching English to Speakers of Other Languages) conference in Baltimore, Maryland, and have submitted a proposal to present further analysis at AERA and AAAL in 2004.

My interest in researching critical EAP arises from my teaching experience working in a Canadian university's EAP program for almost four years and from my own positioning as a visible minority in the field of ESL. My preliminary findings suggest that teacher identity plays a critical role in the interpretation of the program's philosophy and pedagogy. Issues of race, age, gender, and socio-economic background structure the teachers' responses to educational change in diverse and complex ways. For example, what was considered pedagogically significant for some was trivialized by others as a result of their differing identities and investments both in and outside the program. In addition, the study provides further evidence to the effect that teachers who are visible minorities in the field of ESL face particular challenges with regard to questions of legitimacy in the field. I anticipate that further data collection and analysis will provide greater insight into these findings.

The SSHRC award tenure, if awarded, will begin upon completion of my data collection in September 2004 and will carry through to the end of my doctoral process. I expect the write-up of my findings and the preparation of my thesis will extend from January 2005 to approximately June 2006, at which time I expect to submit my work for publication.

I am currently in my second year of the Master of Arts program in School Psychology, in the Department of Educational and Counseling Psychology and Special Education at the University of British Columbia.

### **Description of Master's Thesis**

My master's thesis is titled "The Role of Preschool Exposure on Early School Readiness", and examines the function of quality preschool programs in mediating children's subsequent experience of school readiness in Kindergarten. Specifically, this research focuses on a Kindergarten sample in Chilliwack, British Columbia. The children in this sample either attended one of two different provincially funded daycare programs prior to enrolling in Kindergarten. One program focuses more on traditional child focused pre-academic activities while the second takes a more ecological-family centered approach. The sample includes children from various economic and educational backgrounds, in order to further examine whether children's socioeconomic status (SES) differentially impacts the role of early daycare experiences in mediating Kindergarten school readiness. Research has shown that children from economically disadvantaged families (low SES) are at increased risk for early school difficulties, because it is likely that these children will not have been exposed to as many resources and educational experiences in the home necessary to prepare them for the demands of the education system when they enter at the age of five (Committee on Early Childhood Pedagogy, 2000).

The study being conducted this academic year involves gathering detailed information regarding the nature of the two preschool/daycare programs the children have attended, including the structure, educational focus, quality of the programs, and activities that took place. The children's cognitive development will be individually assessed using the Abbreviated IQ screener on the Stanford-Binet Intelligence Scales, Fifth Edition (Roid, 2003). In addition, participant's social and behavioral development will be assessed by asking both parents and teachers to complete the Preschool and Kindergarten Behavior Scales (Merrell, 1994), which measures a child's social skills and problem behavior. Parents will be given a structured interview using items from the National Longitudinal Study on Children and Youth in Canada (NLSCY). The information gathered from this research will be used to better understand which types of early education programs are most useful in preparing young children for the cognitive, social, and affective demands of the school environment, and how these programs may facilitate the learning process in at-risk populations.

### **Field of Concentration and Special Interests in this Area**

My primary interest for my doctoral research is to continue examining school readiness and adjustment in school-aged children, with a focus on the factors that are important for the promotion and implementation of school and community based programs designed to help young children achieve a higher level of preparedness upon entering the school system. Over the past few years, I have become increasingly interested in understanding school readiness, which includes both the concept of making children prepared to enter the school system, and the concept of helping schools become ready for children (Child Trends, 2001). In addition, I thoroughly enjoy working with children in the preschool and early elementary school years and their families, which is the target population of my proposed study, and have gained considerable research experience in the past year with this population, through several related research projects. These research activities, which are jointly supervised by [REDACTED] in Educational Psychology at UBC and [REDACTED] in the UBC School of Nursing are part of a larger SSHRC-MCRI funded investigation of family, child, and community variables that facilitate and/or impede child and family wellness in early childhood and school readiness. While participating in these research projects, I visited families in the Fraser Valley of British Columbia and other areas of the Lower Mainland, in order to assess toddlers' and preschoolers' development using cognitive and social-emotional-behavioral measures as well as structured questionnaires that were administered with parents. The breadth of research experiences including developmental assessment, family and community based interviews, and observation using both qualitative and quantitative methods have provided me with experiences not always available to masters level students.

### **Program of Doctoral Study**

**Choice of University.** I hope to be attending the School Psychology Doctoral program University of British Columbia in order to continue and expand on my current research with [REDACTED], who will act as my supervisor. The school psychology doctoral program at UBC integrates theory, research, and practice within their training, and emphasizes the importance of maintaining an up-to-date knowledge and understanding of current research, elements which I feel are important to any graduate program. In addition, UBC has a focus on diversity, which is exemplified in terms of the target population to be served, the students chosen to attend graduate studies at the university, and the skills that are taught in order to work with a wide range of clients in various settings. In addition, my work as a student affiliate with the Human Early Learning Partnership (HELP) at UBC will compliment my doctoral program through research experiences and seminars that emphasize the early needs of children and their families.

**Relevant Coursework.** The courses I plan to take during my doctoral program that are related to the subject of my proposed research area include: cognitive, social, and biological bases of behavior, (EPSE 501, 533 and 568), human development (EPSE 505), families and diversity, and an advanced seminar in research on exceptional children (EPSE 573). These courses will increase my knowledge of the factors that impact children's behavior and development -- including those who are at-risk and exceptional children - and the issues that affect their ability to adjust to the educational process. They will also allow me to attain the skills, strategies and theories that will enable me to effectively interview young children and promote positive growth and change in these children and their families. In addition to the courses mentioned above, I will also be taking several courses in qualitative and quantitative research methodology (EPSE 595 and 682) in order to acquire the expertise necessary to critically analyze the myriad of information collected from my proposed study of research. Elective coursework in the assessment and development of young children and families along with structured, supervised clinical and research experiences will complete my program of study.

**Outline of Thesis Subject.** A child's first experience and transition to school is one of the most powerful experiences and influences that they will have in their young life. How prepared and ready that child is to enter the school system will determine whether their overall experience is primarily positive and enjoyable, or whether it is fraught with failure and negativity (Ramey & Ramey, 1999; Pianta & Walsh, 1996). A child's level of school readiness is affected by a variety of factors including social, emotional, language, and cognitive development, family environment, and familiarity with the school situation. For my doctoral research, I wish to expand on my master's thesis research by examining community and family variables and other early childhood experiences, in addition to preschool exposure, that are important in mediating the subsequent experience of school readiness in kindergarten and first grade. Research has shown that many parental beliefs and practices influence children's early learning and development (Kagan & Neuman, 1997). In addition, it is essential to examine school readiness by considering community and family contexts because together they play a large role in young children's lives and can have a great impact on the experience of school transitions. I also wish to focus more narrowly on the social-emotional dimension of children's readiness for school, because historically, it has been somewhat more ignored in definitions and theories of readiness for school. However, according to a Technical Planning group appointed by the National Educational Goals Panel, social and emotional development is an essential component of school readiness, which also needs to be addressed at the both the family and child level. While early in its development and dependent on the findings of my thesis research being conducted this year, it is anticipated that my doctoral dissertation will utilize primarily qualitative procedures including in depth interviews and participant observations in the community where our research team is currently conducting longitudinal research. The opportunity to focus on family and community in addition to school and child centered variables traditionally cited in the literature, as well as the importance of examining all in the context of early schooling, families, and community in Canada make this research not only unique but important to our understanding of the multitude of factors involved in school readiness.

# Proposal Example 4

## Program of Work

### Goal Statement

There is growing evidence of the links between literacy and overall health status and quality of life (Rootman & Ronson, 2003). Within the broad area of literacy, relatively little is known about numeracy and even less is known about the early identification of children at-risk for numeracy illiteracy. My goal in completing doctoral research at the University of British Columbia is to contribute to the literature on numeracy dysfunctions. This research stems directly from my master's research, which focused on the cognitive characteristics of children with numeracy difficulties. My doctoral research will investigate numeracy development, as well as the early identification of children at-risk for numeracy illiteracy. Past research has not examined a model of early identification for children at-risk for numeracy illiteracy. The lack of such a model is a serious problem as illiteracy has been linked to negative life outcomes such as homelessness, adolescent suicide, and poor physical and mental health (e.g., Barwick & Siegel, 1996; McBride & Siegel, 1997; Rootman & Ronson, 2003). My doctoral research will build on existing knowledge of the development of numeracy skills in children and contribute significantly to understanding the early indicators of numeracy illiteracy.

### Outline of Proposed Doctoral Research

Research Problem and Question. An extension of my master's thesis, my doctoral research is a longitudinal study designed to predict and explain numeracy development. Specifically, I am interested in identifying those skills in kindergarten that are predictive of third grade numeracy illiteracy in order to facilitate a model of early identification and intervention. The research question I will address is: what are the reliable early indicators of numeracy illiteracy?

Theoretical Framework. Estimates of the prevalence of numeracy illiteracy range from 6-15% of the school aged population (Badian, 1999; Fleischner & Manheimer, 1997). Despite such occurrence, numeracy illiteracy continues to receive minimal research and public attention (Ginsburg, 1997; Rourke & Conway, 1997). Current research practice focuses on models of early identification because of the high social, political, economic and individual costs associated with illiteracy. Individuals with numeracy illiteracy experience considerable lifelong problems in the daily applications of numeracy such as using currency, time management, financial management, problem solving, planning and maintaining schedules (Ginsburg, 1997). This is a significant societal issue. As little is known regarding how to identify and intervene with numeracy illiteracy, my original research will contribute to the development of a model of early identification and prevention which will be of interest to those involved in health, education and intervention in relation to children with numeracy deficits, such as interventionists, teachers, researchers and policy makers.

Research Framework. My doctoral research will be a continued investigation of the approximately 200 children involved in my master's research. My master's thesis examined the cognitive characteristics of these children from kindergarten to first grade. In kindergarten these children were assessed on areas hypothesized as critical for successful numeracy development. These tasks included concept learning, visual-spatial ability, working memory, number identification, and understanding of basic arithmetic concepts. The children have been assessed annually with a 25-minute battery to monitor the development of numeracy skills. This battery consists of standardized and experimental measures of arithmetic, working memory, visual-spatial abilities, concept learning, mathematical reasoning, problem solving, mathematical concepts, and language. My doctoral research will examine the development and stability of numeracy skills from kindergarten to grade 3 and investigate the extent to which kindergarten

numeracy skills can predict third grade numeracy literacy.

### **Research and Related Experience**

Throughout my graduate career I have been dedicated to pursuing a variety of research and scholarly experiences. I have conducted research examining early identification and intervention models (Lesaux, Vukovic & Siegel, 2003), as well as research with adults with illiteracy (Vukovic, Wilson, & Nash, *in press*). In addition, I have recently revised and resubmitted a review paper that critically examines the evidence for an emerging theory of dyslexia (Vukovic, Lesaux & Siegel, 2003b). I have presented research findings at academic conferences (Vukovic, Lesaux & Siegel, 2003a; Vukovic, Smith, Lesaux & Siegel, 2003; Vukovic & Wilson, 2001) as well as professional development workshops facilitating the research-to-practice link for teachers, special educators, and school administrators interested in early identification literacy research. These experiences have developed my critical thinking and research skills in the area of at-risk learners and illiteracy.

Recently I became a member of the Student Network Executive of the Canadian Language and Literacy Research Network, a network established to promote and facilitate knowledge transmission from experts to practitioners to policy makers on evidence-based research in literacy issues across Canada. This year I am involved in the Partners in Community Health Research Strategic Training Program, funded by Canadian Institutes of Health Research and the Michael Smith Foundation for Health Research. My training is in the Vulnerable Populations Research Cluster. The goals of the program are to develop highly trained researchers capable of conducting transdisciplinary and collaborative community-based health research. My involvement with these organizations will expose me to cutting-edge research and researchers in literacy, health, and community-based prevention.

### **Current Level of Graduate Studies and Future Directions**

I am in the first year of doctoral studies in School Psychology. My short-term objective is to obtain a PhD in School Psychology with a specific focus on at-risk learners. My long-term objective is to further our understanding of the relationships between demographic, social, environmental and individual variables in at-risk populations and to apply this knowledge to community-focused prevention and health promotion. My master's coursework focused on learning disabilities, the development, assessment of and interventions for school failure, and research methodology in education. I am now focusing on completing coursework in advanced research methodology as well as a course in the ethics associated with conducting community-based research. My doctoral committee will include my supervisor, Dr. [redacted], an internationally respected researcher in literacy, developmental and cognitive psychology; Dr. [redacted], an expert and researcher in the development and assessment of cognitive processes; and Dr. [redacted], an expert in evaluation and measurement of growth and change. Their combined skills will contribute valuable insight and mentorship to my proposed doctoral research plan. I believe the program of my doctoral work, with the support of my mentors and combined with my previous research experience and my current affiliations with literacy and health research organizations, will serve as a platform for my future research endeavours and prepare me to expand the focus of my research on at-risk learners into the areas of developmental health and community-focused prevention.

### **Significance**

This original research will contribute significantly to the numeracy illiteracy literature by investigating a model of early identification. This work will add to the small body of research in this area and will provide critical information about the early indicators of numeracy illiteracy. This project will serve as a model for early prevention research in numeracy illiteracy in Canada and beyond.

# Proposal Example 5

## Culturally Relevant Materials and Comprehension Instruction with Aboriginal Adolescents

**Background to the Study.** A large proportion of Aboriginal youth in Canada are at risk for academic failure: e.g., 68.5% did not complete secondary school 1996 (RCAP, 1996). The Minister's National Working Group on Education (2002) noted that First Nations education continued to be in crisis. The reasons for this crisis are complex; however, one factor may be related to literacy difficulty. Statistics from British Columbia's Foundation Skills Assessment are illustrative of the problem: provincial reading comprehension scores at the Grade 7 level show only 58% of Aboriginal students met or exceeded expectations in 2004; this compared to 81% for non-Aboriginal students (BC Ministry of Education, 2004). Clearly the needs of this sector of Canada's society continue to be inadequately addressed in our educational system. The Royal Commission on Aboriginal Peoples found that "the priorities of youth are healing, education, employment, culture and identity, and recognition of and involvement in the institutions that affect their lives" (4.2.2, RCAP, 1996). This study seeks to address these expressed priorities through a literacy project undertaken with urban Aboriginal secondary school students. The study will provide opportunity for Aboriginal youth to explore issues of identity, and strengthen oral and symbolic literate practice, while gaining confidence in their ability to comprehend print-based text forms.

**Theoretical Framework.** This study is grounded in a sociocultural approach to understanding the school experiences of non-mainstream students. For several decades, educators have noted that students of diverse backgrounds often come to school having engaged in different forms of literate practice than children of mainstream families (Heath, 1983). Yet teachers base instruction predominantly upon print-based forms of literacy (reading and writing) and the conversations that surround them (Gee, 1999). Thus, from their earliest days, many non-mainstream children, particularly those whose families engage primarily in oral forms of literacy, are disadvantaged by the types of instruction schools offer. In the Canadian context, Aboriginal students in urban schools are frequently disadvantaged in this manner: many come to school with well-developed oral literacy, a form of literacy not recognized and supported in mainstream schools. As these non-mainstream students move through the educational system, the mismatch between early experiences and school literacy practices frequently results in student failure in subject areas grounded in print-based forms of literacy (i.e. most school subjects) (Gee, 2000). Furthermore, Sarris (1993) notes that the chasm created by this mismatch denies Aboriginal students the means to interact with reading materials in a way that enables them to contextualize them, and consequently the means to engage critically with the text. By the time they have reached secondary school, many are discouraged by this failure and convinced they cannot succeed academically, in addition to feeling that school attendance is futile. One solution to this mismatch has been the advocacy for culturally-based literacy instruction (Ladson-Billings, 1992). Ladson-Billings' work demonstrates the effectiveness of this with African-American students; however, the question remains: can the approach be applied to other cultural groups?

While orality is increasingly viewed as both a legitimate and important form of literate practice, one whose support is essential when working with Aboriginal students, they must also gain facility with print-based forms of text in order to access mainstream academic life (Hare, 2005). Ensuring that all students have the skills to decipher written text is integral to this success; but, more important, in order for students to comprehend and engage critically with texts, they must receive comprehension instruction (Pearson, 1984; Duke & Pearson, 2003). Research has demonstrated that struggling readers (Garner, 1994) and non-mainstream learners (Taylor, *et al*, 2003) benefit from instruction in comprehension strategies; however, though promising and conceptually appropriate, we are just beginning to investigate whether this form of instruction is helpful with Aboriginal students. This study proposes to investigate the effectiveness of comprehension strategy instruction with this group by using culturally relevant materials, starting with texts such as lyrics to songs written and performed by Aboriginal Hip Hop artists. The lyrics provide texts that are easily read, the reading and re-reading of which strengthens word recognition skills. Moreover, they provide an engaging context in which to teach Aboriginal students reading comprehension strategies. First highlighted by Dyson (1997) with



young non-mainstream children, the use of the popular culture genre for literacy instruction has benefited non-mainstream adolescents in locations such as the United States (Alvermann *et al.*, 2004) and South Africa (Maungedzo & Newfield, 2005); however, its utility with Aboriginal students in the Canadian context has not been investigated. Thus, the central questions of this study will be: To what extent is instruction in reading comprehension strategies an effective and appropriate tool for literacy instruction with Canadian Aboriginal students? How does the use of the popular culture texts of Canadian Aboriginal youth provide a meaningful and engaging bridge to standard forms of literacy, such as the reading and writing of short stories and novels?

**Method and Procedures.** A formative experiment will be used for this study (Reinking & Bradley, 2004). Formative experiments provide the means to investigate how an instructional intervention can be adapted in response to factors that enhance or inhibit its effectiveness in achieving an instructional goal. A grade eight class with a high proportion of Aboriginal students will be sought. Comprehension strategy instruction will be provided during the Language Arts block over the period of one year. Culturally relevant, high-interest materials of the popular culture genre will first be used followed by short stories and then novels written by Aboriginal authors. Instruction will begin with students using the oral and visual language strands and progress to the written. In addition to reading the texts, students will also participate in the writing of songs or poetry in order to strengthen this important language strand. In this way highly engaging materials will be used to bridge to the standard text forms all students are required read and comprehend.

The effects of the intervention will be measured through a pre-test / post-test design using the Informal Reading Inventory of Strategies (IRIS) (Rogers *et al.*, 2006 in press). Used in this manner, the IRIS measures changes in student use of reading strategies. Attitudes toward reading will be assessed through an informal interview, prior to and following the intervention, to determine its affective impact on the participants. Students' parents/guardians will be consulted throughout this process in order to keep them informed of the study's goals, methods and progress and to build researcher-community trust.

**Progress to Date.** I am currently beginning the second year of my doctoral program. My coursework and comprehensive exams will be completed this year and my data collection will commence September 2006. During the tenure of the SSHRC Doctoral Award I will complete my doctoral degree. My studies are being undertaken at the University of British Columbia, an institution highly regarded worldwide for its contributions to the field of language and literacy research, under the supervision of Drs. [REDACTED] whose collective expertise is in the area of non-mainstream, youth and Aboriginal literacy practices. Courses I am taking include: Facilitating Literacy for First Nations Learners; Aboriginal Perspectives on Orality, Language, and Literacy; and Family Literacy; in addition to qualitative and quantitative methodology coursework. This course of study, complemented by past graduate coursework in the diagnosis of reading difficulty, special education and reading for second language learners, will assist me in developing a deeper understanding of the literacy challenges faced by the diverse cohort labelled struggling readers, and in particular, struggling readers of Aboriginal descent. My involvement in a number of projects related to literacy has given me invaluable experience researching the literacy needs of diverse learners, in particular, the two Aboriginal literacy projects in which I am currently involved.

I have made several contributions in the areas of publication and conference presentations at international literacy conferences. One of my articles, [REDACTED], has been translated into both Spanish and Hebrew. The International Reading Association's Language and Cultural Diversity web resource page lists the article as recommended reading and a forthcoming edition of the text, *Instructing Students Who Have Literacy Problems*, 4<sup>th</sup> edition (McCormick, in press) will reference the article. These credentials position me as one capable of undertaking primary research and carrying it forward for wider contribution in the field of literacy acquisition and diverse learners.



# Proposal Example 6

## **Academic and Research Goals**

My goals in undertaking my doctoral education and research at the University of British Columbia are to expand the depth and breadth of my theoretical base in Counselling Psychology, to contribute to research in the fields of trauma counselling and counsellor training, and to best prepare myself for an ongoing career in research and teaching at the University level. My research interests focus on those factors that protect trauma therapists from the vicarious traumatic effects of working with youth at risk. While significant research addresses the devastating effects of trauma on both victims and their therapists (Arvay, 2001; Figley, 2002a; Sexton, 1999), not enough is known to date about the success and resiliency of those trauma counsellors who are thriving in the workplace. In addition, there is insufficient research literature addressing the specific needs and circumstances of trauma therapists who work with traumatized youth. In my doctoral research, I aim to address these research gaps.

## **Current Level of Graduate Studies**

This is my first year of doctoral studies in the Counselling Psychology program in the Department of Educational and Counselling Psychology and Special Education. This program is fully accredited by both the Canadian and American Psychological Associations and provides a strong curriculum in both applied and theoretical counsellor training. Over the next two years, I will complete rigorous coursework which will prepare me to effectively design and implement my research. I have initiated relationships with several faculty members who have scholarly expertise relevant to my research topic. My supervisor, [REDACTED], has designed, implemented and published qualitative and quantitative studies in the field of post-traumatic stress. She has expertise in secondary traumatic stress (STS) and narrative research methods, and has received international acclaim for her trauma work with NATO and the United Nations in South Africa and Europe. My research will expand on [REDACTED]'s work and narrative method by examining both the resiliency of trauma counsellors and the specific challenges they face in their trauma work with traumatized youth. Previously, I earned an M.S.W. at McGill University, where I was awarded the Margaret Griffiths Fellowship (1996) in recognition of my interest in services to children. I also hold an M.F.A. from the University of California, Los Angeles, where I received the Hollywood Radio & Television Society Award (1991) and the Hollywood Foreign Press Association Award (1983). I am a Phi Beta Kappa graduate of the University of California, Berkeley. I highlight these academic distinctions because they demonstrate scholarship potential at the doctoral level.

## **Previous Research and Related Activities**

My master's research was a qualitative study that investigated attitudes towards homosexuality as reflected in the vocabulary of mental health professionals and suggested avenues for redress of inequities in service to gay, lesbian, bisexual and transgender youth. This research has recently been revised and resubmitted for publication. In describing additional previous research and professional activities, I will highlight three related areas: a) work with traumatized youth, b) narrative therapy presentations, and c) work in media arts:

For the past six years, my professional life has been devoted to therapeutic work with traumatized youth. I have acquired extensive, specific training in this area, and I have presented at three international conferences on children traumatized by exposure to domestic violence. I represent Vancouver Community Mental Health Services (VCMHS) on a multi-agency committee addressing the needs of this population. I also serve on a VCMHS committee formed to evaluate alternative models of community mental health service delivery to children and youth. Furthermore, I have developed and facilitated local professional development workshops on narrative therapy with children. I was invited to submit a paper on narrative therapy and video to the 2000 Narrative Therapy and Community Work Conference in Adelaide, Australia.

In January, 2003, I served on a peer jury at the Canada Council for the Arts to adjudicate grants in the Media Arts Division. I currently sit on the board of directors of Boca Del Lupo, an innovative, critically acclaimed theatre company. I have independently produced, directed and edited award-winning documentary videotapes, based on qualitative research methods, which have screened in numerous

juried international festivals. My M.F.A. thesis documentary, "The Space of Pottery"(1991), won a National Educational Film and Video Festival Gold Apple Award and was broadcast on the CBC "Sunday Arts Entertainment" program. I won an Emmy Award for "Drawing on Life"(1992), a documentary about an artist living with AIDS, which was curated into two museum exhibitions and broadcast on City TV of Santa Monica. "Tim Miller: Loud & Queer" was broadcast on Boulder Free Speech T.V. and was selected for a special screening at the Kennedy Center of highlights from the 1992 American Film Institute National Video Festival. The data collection, editing and analysis required to complete these juried media publications have well prepared me to implement and complete my doctoral research project.

### **Research Problem and Relevancy**

The risks of working directly with trauma victims on a regular basis are well documented within the literature (Arvay, 2001; Figley, 1995; McCann & Pearlman, 1991). Trauma therapists may experience physical, emotional and cognitive symptoms similar to those of their traumatized clients. While research and theory has begun to emerge about treating STS (Figley, 2002b; Saakvitne and Pearlman, 1996; Salston and Figley, 2003) to date, there is little research on resiliency or protective factors which mitigate its effects. Who are the trauma workers who succeed in this work and remain healthy? Salston and Figley (2003) state that the most important and least studied variables predicting STS are "a sense of satisfaction for working with the traumatized and the ability (or competence) in creating distance between the worker and the work - both physically and mentally." (p. 172). Counsellors who work with traumatized youth on a regular basis may be especially vulnerable to STS (Figley, 1995; Meyers and Cornille, 2002); however there is a paucity of literature about the risks specific to those working with this population. Children typically have little or no power to change the circumstances to which they are subjected. This may contribute to feelings of helplessness on the part of therapists, who in turn, may overextend themselves in an attempt to compensate. This dynamic can be harmful to therapists and young clients alike, as it risks fostering dependence in clients and may replicate previous problematic relationships in which significant adults violated a youth's boundaries or otherwise neglected or abandoned them. We know from attachment theory (Bowlby, 1988) that emotional health and the capacity to relate to others is affected by the quality of early relationships with primary caregivers, and that when attachments are repeatedly disrupted, this can have devastating consequences to a child's development. Given that healing takes place within the context of a consistent, reparative relationship (Winnicott, 1958, 1965), when a counsellor becomes unable to work, due to STS, this constitutes further and cumulative attachment disruption for a youth. The social consequences are dire and the disrupted therapeutic relationship undermines the potential of further therapy.

We already know about the factors that create vulnerability in trauma therapists; however, it is equally important to understand what sustains them in their work with vulnerable youth. My training in White and Epston's (1990) narrative therapy, which is based in a constructivist theoretical framework, is commensurable with the narrative research design that I will employ. What stories will resilient trauma therapists narrate that will illuminate the protective factors that mitigate the damaging effects of STS? Can these lessons be taught or transferred to a broader population? It is of vital importance to address these issues on ethical grounds, as practitioners and researchers alike must strive to provide appropriate care for traumatized youth as well as those who work with them. There is a social cost to ignoring these issues.

### **Method/Design**

My work experiences prepare me well for my doctoral research, as they provide access to key informants such as senior therapists and supervisors with the Vancouver/Richmond Child Incest and Sexual Assault Centre (VISAC); the Child/Adolescent Response Team of VCMHS whose mandate is to conduct urgent assessments of youth at risk for harm to self and/or others; the Early Psychosis Initiative; as well as programs serving street-involved youth. My project will expand on current research by investigating, in depth, resilient trauma therapists' practices in the following realms of lived experience:

physical, spiritual, social, cognitive, and emotional, as well as any personal and temperamental attributes that enhance the ability to balance the needs of self with those of clients. Using [REDACTED]'s narrative method (Arvay 2003), I will interview 12-15 trauma counsellors who work with traumatized youth. To determine their level of resiliency, I will employ the Compassion Fatigue Self Test for Practitioners (Figley, 1995). Those who score low will be invited to participate in an in-depth interview. I will use [REDACTED]'s method of narrative analysis, a collaborative, interactive process, to determine elements that promote counsellor resiliency.

### **Research Implications**

Findings could have significant relevance in the fields of child sexual abuse, youth palliative care, youth exposed to domestic violence, child protection services, school counselling, youth forensics, and child/youth mental health. In addition to publishing my research in conventional print format, it is feasible that consent may be obtained to develop an audiovisual text based upon the findings, to be widely distributed to trauma therapists, including those who work and suffer in isolation, often with little supervision, and who are at risk of causing unintended harm to clients as well as to themselves.



# Proposal Example 7

## **Program of Study**

**Current level of studies:** I am scheduled to defend my masters thesis in December 2005, which will complete the requirements of the [REDACTED] MA degree program at the University of British Columbia. This application, then, is for doctoral work that will begin September 2006. During the intervening period I will (i) develop and deliver a masters course on Generative Dialogue as adjunct faculty for the [REDACTED] at [REDACTED]

[REDACTED], (ii) work as a research assistant at [REDACTED] and (iii) complete three articles presently under revision for three leading peer-reviewed journals within the fields of higher education and transformative learning.

**Masters thesis:** The title of my SSHRC funded masters thesis is *Exploring Generative Dialogue as a Pedagogical Practice for Transformative Learning within Adult Learning Settings*. Transformative learning is a theory of adult learning introduced by Jack Mezirow (1978) that involves examining our uncritically adopted beliefs, values, and frames of reference—a process that leads to developing more open, coherent, and comprehensive ways of thinking and action (Cranton, 1994; Kegan, 1994). The literature on transformative learning does not provide specific accounts of the practices of dialogue and discourse that facilitate transformative learning *in groups*. Generative dialogue theory (Scharmer, 2000) emerged from the MIT Dialogue Project (Boston) in the early nineties and provides a method for groups to learn and think together for the purposes of generating new knowledge. My masters thesis fills a significant gap in the literature on transformative learning by examining the theoretical and practical implications of generative dialogue as a methodology for facilitating transformative learning processes.

**Special interests within proposed doctoral studies:** I am applying to the doctoral program in [REDACTED] at UBC to continue theoretical and empirical research on the forms of dialogue that optimally support transformative learning within contexts of adult and higher education. My academic interest in dialogue began seven years ago when as an undergraduate student I explored leading theorists in the field including Bakhtin (Literary Criticism), Buber (Philosophy), Freire (Popular Education), Bohm (Communication) and Isaacs (Business). During the two years following graduation I gained professional experience as a dialogue educator by designing, researching and co-facilitating the [REDACTED] at an international college in Sweden. The purpose of the college-wide [REDACTED] was to address pressing global issues of our time through generative dialogue processes. Over the course of the project, most students experienced significant transformative shifts in their thinking and action. Inspired by the outcomes of the [REDACTED], I subsequently developed and facilitated several generative dialogue workshops at [REDACTED]. In addition to a refereed book chapter (in press), I have published two peer-reviewed articles (2004a, 2005a) and presented papers on the significance of generative dialogue in supporting transformative learning for adult learners at two provincial (2004b, 2005d) and three international refereed conferences (2003, 2005b, 2005c).

**Program of doctoral study:** I have chosen to pursue a PHD in [REDACTED] at UBC in preparation for a tenure track career in research and teaching at the university level. This specific doctoral program is ideal in that it offers advanced coursework and supervision from faculty with expertise well matched to my research objectives. I have developed a strong professional relationship with my master's thesis advisor Dr. [REDACTED], who has expertise in theory development and transformative learning; Dr. [REDACTED] whose research specialization includes collaborative-base inquiry; and Dr. [REDACTED] (UMASS) a leader in dialogue-based pedagogical methods. Collaborations with these and other faculty members will be invaluable in carrying out my proposed dissertation, as will my personal network of scholars within the fields of dialogue and transformative learning. Regarding coursework, I will take advanced courses on qualitative and quantitative research methods (EDST 508A, 508B), theory and research on adult learning (ADHE 518), theoretical perspectives on discourse analysis (EPSE 565F) and comparative international adult and higher education (ADHE 535). These and other courses will enable me to further develop the theoretical framework, background empirical knowledge, and methodological sophistication necessary to

implement my proposed research. Additionally, based upon my experiences at [REDACTED], I expect to greatly benefit from the speaker series and workshops with an interdisciplinary and international community of graduate students and visiting scholars.

**Proposed doctoral research:** The chief purpose of my doctoral research is to further investigate the strengths and limitations of generative dialogue as a method for facilitating transformative learning processes within higher education settings. To date, the theory of transformative learning has emphasized individual change (Taylor, 1998), with insufficient attention given to (i) transformative learning in collective learning contexts such as university classrooms and cohorts (Cranton, 1994) and (ii) the conditions and methods needed to *collectively* support this process (Mezirow, 2000). Although existing research addresses the methods of discourse that *collectively* generate new knowledge (Scharmer, 2000) and the processes of critical reflection that transform existing habits of mind (Mezirow, 2000), research that examines explicit connections between these two key dimensions of learning has not yet been identified. In response to this knowledge gap, my dissertation will build upon the expanded theoretical framework of transformative learning developed in my master's thesis [REDACTED] by further examining how collaborative ways of knowing (Kasl & Yorks, 2002) and multiple intelligences (Gardner, 1983), which are central to generative dialogue, shape transformative learning processes within groups. Addressed by my central research question, the aims of this proposed study are threefold: (i) to respond to the calls for further research into the ideal conditions and methods of discourse that bring about transformative learning (Mezirow, 2000), (ii) to investigate and assess the validity of generative dialogue in facilitating transformative learning within higher education contexts and (iii) to examine how generative dialogue catalyzes transformative learning in order to improve upon existing pedagogical methods of higher educators across disciplines.

**Research design and methodological approach:** My research design is based on Wilber's (2003) integral theory, a framework within which to synthesize the results of the qualitative and quantitative assessments of generative dialogue processes in this proposed study. Two sample groups of approximately twenty university students will be recruited from the [REDACTED]

[REDACTED]. As leading higher education programs of dialogue-based learning in North America, both programs are committed to innovative curriculum and instructional modes that encourage interdisciplinary thinking structured through dialogue pedagogy. There will be three stages to my research. The first stage will involve forming a community of inquiry among dialogue facilitators (in a study group), and field-testing the research tools needed for documenting group processes and outcomes (i.e. interview questions, dialogue facilitation procedures and observation protocols). Following successful completion, the second stage will involve working with a dialogue focus group of students at the [REDACTED] in January 2007, and a [REDACTED] focus group in September 2008. Research in these contexts will include bi-weekly reviews of the group learning processes, exploration of outcomes (i.e. questionnaires and interviews), and critical reflection on the significance of generative dialogue processes in supporting transformative learning (i.e. online research journals, recorded meetings). Across these three stages, emerging data will be referenced to patterns identified through an ongoing literature search.

**Contributions of research:** This study will have a direct and significant impact on both the [REDACTED] and [REDACTED] programs, that as leading centers of dialogue innovation, serve practitioners, researchers and students who are engaged with dialogue-based processes in their work at regional, national and international levels. Within the fields of higher education and adult learning, as well as dialogue and transformative learning studies, I anticipate the findings of this research study will (i) call into question the prevailing forms of communication discourse that shape cohorts and university classrooms (i.e. discussion and debate), and (ii) advance awareness of the significance of generative dialogue in facilitating group transformative learning processes within and outside institutions of higher education.

## Program of Study

I am currently a Masters student in the department of sociology at the University of British Columbia. My primary motivations for undertaking a Master's education were my passion for sociology, as well as its multiple applications for resolving important societal problems. Working with Dr. [REDACTED] at the University of Calgary, I witnessed the benefits of sociological analysis to better understand the experiences of individuals with illnesses ([REDACTED] 1995; 2004). I have also had the opportunity to work as a project director for a CIHR funded study with Dr. [REDACTED] whose work on prostate cancer support groups and men's health has yielded innovative perspectives and direction for men's health promotion ([REDACTED] 2006; [REDACTED] et al., in press). It is my desire to continue to participate in this research tradition that prompted me to undertake a master's degree. My subfield, medical sociology, provides particularly important perspectives on individual's experiences with illness, both personally and for those they care for. Social institutions and conceptualizations construct and represent what is medical, therefore making a refined knowledge of the actions and concepts of this aspect of society important to everyone. Second, within the Canadian context, the health care system is in a state of flux due in part to recent talks of regional privatization, concentration of services in urban areas and the continuing presence of new developments in treatment and diagnosis. Therefore, medical sociological perspectives have significant poignancy at this moment in Canadian history.

My degree involves rigorous training in research methodology and practice with experimentation. I am currently enrolled in a sociology qualitative methods course led by Dr. [REDACTED] who is published in both journal articles and a book addressing qualitative research methods and procedures ([REDACTED] 2004). I am also completing a course on ethnography, the method of my proposed research. In addition to these courses I will complete a quantitative methodology course taught by Dr. [REDACTED] and a medical sociology course taught by Dr. [REDACTED] both of whom are medical sociologists and recent recipients of Michael Smith Foundation for Health Research scholar awards. Finally, I will be receiving direct supervision from Dr. [REDACTED] who has extensive qualitative research experience. In addition to being a SSHRC funded researcher, Dr. [REDACTED] is a recent recipient of the Michael Harrington book award ([REDACTED] 2006).

My proposed ethnographic project will build on my undergraduate and post-graduate research, to describe the constructions of meaning in the context of illness. By "meaning", I am referring to how people identify and live their lives with a sense of worth or significance. I became interested in this topic during my undergraduate work when noting Nietzsche's accusation that contemporary culture is largely lacking in meaningful features and interactions (Nietzsche, 1886/1968). With this as my initial focus, I will utilize my practical research experience in the areas of medical sociology and qualitative research methods to undertake the proposed project.

My fieldwork will include interviews with individuals who have experienced a serious life disruption in terms of health. I am particularly interested in individuals with serious illnesses that are diagnosed early but have a late onset, specifically Amyotrophic Lateral Sclerosis (ALS) and Huntington's Disease. Recruitment will primarily take place at the University of British Columbia hospital and 10 individual interviews will be conducted with representatives from each sub-sample. I believe that these populations are particularly relevant, as they must reorient to their lives in the wake of dramatic changes. First, they must negotiate the movement from "healthy" to "ill". Second, they are in a rare situation where the severe aspects of their illness are largely dormant for many years and, as such, live physically "normal" lives while being cognitively aware of impending future debilitation. Third,

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UGF Application  
PROGRAM OF STUDY

Doctor of Musical Arts Program, 3<sup>rd</sup> Year  
University of British Columbia  
Project Supervisor: Dr. [REDACTED]

September 24, 2007

Abstract:

This project will consist of both research and performance components.

The research for this project will explore issues of gender and sexuality in the flute music of Karlheinz Stockhausen. Stockhausen began collaborating with the Dutch flutist Kathinka Pasveer in the 1980s, resulting in dozens of solo pieces for flute, as well as a myriad of chamber works. The demands of Stockhausen's flute music generally extend far beyond traditional "virtuosity." In addition to the technical difficulties present in a Stockhausen score, there are various extra-musical requirements: special costumes, fighting and ritualistic choreography. Memorization of the music is essential in order for the musician to move freely about the performance area, as well as to give the sense of "channeling" the music from a celestial source. To date, much of Stockhausen's music remains unperformed in North America, due to these challenges, along with Stockhausen's own hermitic withdrawal from the international music scene.

For the performer, specific challenges can arise from Stockhausen's solo flute music with regard to gender. The theatrical nature of these works transforms the flutist from a mere instrumentalist into a one-person musical theatre. Therefore Pasveer — who is female — is not only a flutist when she performs Stockhausen's music; she is also a cat, a witch, a priestess, or a goddess. And, like most opera roles, the personae she embodies are often gender-specific, which begs the question of whether a male flutist can perform these works as effectively. A simple gender role-reversal would thwart those essential connotations that make these pieces as effective as they are: for example, a "priestess" is regarded differently than a "priest," she evokes a world of magic, arcane power, perhaps even ritual sex and/or fertility rites, while he is associated with chastity and servitude.

To date, I am the only male flutist to Pasveer's knowledge to study and perform these works. During the 2004/05 academic year, I gave the North American premiere (and the world premiere by a male flutist) of Stockhausen's flute piece, *Ypsilon*. The success of this performance was the product of a paper I wrote that same year, "*Ypsilon*: A Masculine Revision," which explored issues of gender and sexuality in this work. In *Ypsilon*, the score specifies choreography that ultimately culminates with the flutist "resembling" in what can be viewed as a state of carnal ecstasy. My rethinking of *Ypsilon* (which involved analyzing the Hindu myths on which the piece was based) recast the flutist from a "masculine" perspective in a way that preserved the artistic integrity of the

piece, though the aesthetic impact was much transformed. I believe Stockhausen's flute music is indicative of the fact that modern-day professional flutists are predominantly female. While male flutists are still not uncommon, the whole sexual context of their instrument has changed over the last fifty years; today, the flute is viewed as a "girl's instrument" in high school bands, and male flute players are often assumed to be homosexual. Inevitably, the images we commonly associate with the instrument have also metamorphosed, and Stockhausen's recent flute music is an extreme embodiment of this metamorphosis: in modern minds the flutist has transformed from Pan to Syrinx, from Krishna to Radha.

The purpose of my final essay will be to recognize and observe those phenomena in Stockhausen's flute music that are "female-specific," and provide my own "masculinist" rethinking, while still remaining true to the composer's original vision. This paper will take into account several Stockhausen pieces (including *Ypsilon*), but particular attention will be paid to Stockhausen's major work for flute and electronics, *Kathinka Gersong*, where both the performer's gender and sexuality are called upon to an unprecedented extent. The ultimate aim of this research is to make available to me (and to all male flutists) a hitherto inaccessible cornerstone of the contemporary flute repertoire while preserving the overt sexual overtones in a way that is convincing and empowering.

The performance component of this project will involve the staging of various works for flute by Stockhausen, specifically *Zungenstimmklang* (1983), *Kathinka Gersong* (1983), *Suzanne Echo* (1983), and *Ypsilon* (1989) — in short, the works which I feel to contain the most "female-specific" phenomena. Preparation for these works will involve my participation at the Stockhausen Courses, held annually every August in Kuerten, Germany (I have already participated once in these courses, in 2003).

As mentioned, the 2004/05 academic year focused on the study and performance of Stockhausen's *Ypsilon*. The following year (2005/06) dealt primarily with the study and performance of two ground-breaking, earlier works which had a profound effect on Stockhausen's flute music: *Pierrot Lunaire, Op. 21* by Arnold Schoenberg, and *Le Marteau sans maître* by Pierre Boulez. Plans for the 2007/08 academic year involve the preparation and performance of *Zungenstimmklang* for solo piccolo, as well as my second visit to the Stockhausen Courses in Kuerten. This period in Germany will be essential to the development of my paper, as it will involve interviewing both Kathinka Pasveer and Karlheinz Stockhausen. My fourth year (2008/09), for which this fellowship would apply, will involve consolidating my research and interviews acquired from the Stockhausen Courses with my present bibliography, as well as the study and performance of *Kathinka Gersong*, Stockhausen's major work for flute and electronics.

Please note: In 2006/07 the Faculty of Graduate Studies granted me a one-year leave to focus on a CD recording project involving new works for flute by Canadian composers. This disc, which included the premiere recordings of six new works, was released commercially in August '07. It has since received an international distribution deal through the Canadian Music Centre, and national broadcast on CBC radio.



rules on peoples and the transformative potentials of the latter's resistance and engagement with international law. I query international law's response to this engagement, and assess the impacts of the changing locus of interaction that includes non-traditional actors, on the international investment order.

Consistent with the clamour of economically powerful states for the internationalization of FDI, international dispute settlement mechanisms are adopted as the major means of settling FDI disputes and there is a trend towards international regime formation (Krasner, 1983; Hasenclever, Mayer and Rittberger, 2000) in FDI dispute resolution even though customary international law in the area is sparse. My thesis does not advocate a compulsory uniform international regime for FDI dispute resolution but considers first, the utility of regime formation for all parties involved. Its primary concern is the analysis of the impacts of conflicting paradigms and interactions on international FDI law and dispute settlement, and a rethink and reconstruction of the present system with a view to proposing a balanced mechanism. It represents an attempt to incorporate hitherto non-traditional concerns into the international law on FDI, and to apply the resulting framework to the reconciliation of the conflicting paradigms in FDI disputes, in order to address global inequities in the international law on FDI. This will involve a fundamental rethink of the international investment order, including the ideological basis of investment agreements; a reassessment of the legal personalities of TNCs in international law and their attendant rights and obligations; and the adoption of a (quasi) constructivist interactional approach to the law, which suggests that meaningful changes are effected, and enduring laws developed, through a constant reiteration of ideas and *strategic* reciprocal interaction within the international order. This research extends the literature on FDI beyond its previous focus on investor-state conflicts on stability and change. It will include other interests. It is intended that the theoretical framework serves as a tool through which international dispute resolution bodies could build their jurisprudence and not only as a catalyst for discourse.

This research work is necessarily interdisciplinary. It draws its theoretical/methodological foundations partly from constructivist international relations (IR) theory and Third World Approaches to International Law (TWAIL) (Mutua, 2000). On a theoretical level, I commence the development of a perspective that I refer to as "TWAIL Constructivism". Thus, my first methodological engagement involves a doctrinal review and critique of the literature on international relations theory, especially regime theory and constructivism, their intersections with international law, and how a TWAIL perspective contributes a robust perspective and fills some gaps in constructivist IR theory to allow a rethink of international investment rules. The purpose of this theoretical inquiry is to develop a theoretical background that can accommodate conflicting legal paradigms underlying FDI disputes and provide a dispute settlement framework that considers multiple interests. Second, I am undertaking case studies of some ICSID decisions that have raised issues that implicate the interests of diverse parties, in order to understand the role of dispute settlement bodies in developing a robust international investment order. The case studies also provide tools for a rich analysis of the practical effects of investment agreements and the interests that dispute settlement panels currently deem important within the international order. Third, some relevant investment treaties, international dispute resolution jurisprudence and frameworks will be analyzed, critiqued and compared based on the theory developed. My fourth methodological approach involves interviews with arbitrators, representatives of NGOs, and leaders of some social movement groups. In sum, apart from seeking the construction of a justice-based international investment law, and its application to investment dispute resolution, this thesis will contribute a critical perspective to the existing literature on FDI regime formation. The thesis would propose a reform of the present FDI dispute settlement framework with a view to having a robust dispute resolution system that accommodates the conflicting paradigmatic interests.

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Program of Study

The 2007/2008 session is the third year of my Doctor of Philosophy (Ph.D.) in Law program at the University of British Columbia, under the supervision of Professor [REDACTED]. The first year involved course work in the form of a two-semester doctoral seminar and another graduate level course, and I had "A" grades in all three courses. In the last month of my first year, I completed my written and oral comprehensive examinations and was awarded a "pass with distinction" grade. In the first quarter of my second year, I prepared a comprehensive proposal and completed the requirements for admittance into doctoral candidacy. The balance of the year was spent conducting research and interviews on the case studies for my doctoral thesis, while this current year is being dedicated to further research and writing of the thesis. If awarded a SSHRC Doctoral Award, the fellowship will be held in the year that I write a substantial part of my doctoral thesis.

My thesis, tentatively titled, "Re-Constructing the International Law on Foreign Investment through Dispute Settlement: The Role of ICSID in the Third World", focuses on a rethink of the international law on foreign investment through dispute resolution, and the unusual praxis of the engagement of actors that are not considered as major players in the international economic order with the international investment regime. It is set within the broader framework of South-North relations in the international economic order. The case studies for my dissertation focus on selected decisions rendered by tribunals set up under the auspices of the International Centre for the Settlement of Investment Disputes (ICSID) – the only international institution established specifically for the purpose of settling investment (FDI) and the competing forces and interests involved in the process of investment liberalization, generate a considerable number of foreign investment disputes. Key players in FDI – transnational corporations (TNCs), host states, and non-governmental organizations (NGOs) – subscribe to conflicting paradigms on foreign investment, and these conflicting paradigms are a primary cause of disputes (Somarajah, 2000). TNCs and their home states generally favour the free market paradigm, while the second paradigm, which is favoured by Third World countries, seeks the localization of the foreign investment contract. The third paradigm, fielded by NGOs, is concerned with the effects of FDI on the interests of the international community in areas such as environmental protection and human rights (von Moltke, 2000). Yet another paradigm, which commentators have not fully investigated involves non-traditional actors – peoples (as opposed to states) and social movements – who carve out spaces of interaction with the more traditional actors in contesting and seeking to reconstruct the rules that regulate the international investment regime. The resulting complex interactions denote the entrenchment of a new phase of the international law on foreign investment; a phase where actors employ resources beyond material power, and one where some actors oscillate between embracing and resisting the totality of investment liberalization.

The resolution of disputes arising from these conflicting paradigms raises issues of fairly balancing actors' conflicting interests. Commentators usually argue that the power balance tilts in favour of foreign investors and their home countries that are the hegemonic powers that clamour for regime formation (von Moltke and Mann, 2004). However, a far (Frank, 1995), balanced and robust international approach that my thesis suggests, must recognize a paradigm shift towards the obligations of foreign investors vis-à-vis the rights of host states, especially in sustainable economic development, environmental and human rights related issues, and more importantly, the agency of peoples and social movements in their interactions with the international investment regime. In traditional actors' interaction within the international investment regime, their positionality determines the arguments that they deploy to a very large extent. In this research, I am particularly interested in those (non-state) actors for whom there is all but one argument. I set my sights on the effects of international investment

Program of study

I am a first year student in the Ph.D. program in Psychology. My advisor is Dr. [REDACTED] Ph.D. My research extends earlier work on personalities who, while offensive, do not reach the clinical or forensic level. Of particular interest are the "dark triad" of narcissism, machiavellianism, and (subclinical) psychopathy. The planned research addresses aggression, sexual behavior, relationships, and infidelity.

*The dark triad and aggression:* Subclinical psychopaths report higher aggression, but no behavioral evidence is yet available. Although narcissism has been linked to behavioral measures of aggression (Bushman & Baumeister, 1998), the overlap of psychopathy with narcissism may account for these results. It is our contention that individuals high in psychopathy will respond more aggressively in response to provocation when compared to individuals high in narcissism and individuals high in machiavellianism. Furthermore, once psychopathy is taken into account, we predict that there will be little to no aggressive response predicted by differing levels of narcissism. This research will address an important oversight in the psychology literature which is that psychopathic personality leads to impulsive aggressive behavior, and may account for the aggression seen in individuals high in narcissism.

*The dark triad and sexuality:* Already, we have found that all three of the dark triad are positively associated with unrestricted sexual behavior and negatively correlated with love proneness. We are currently attempting to clarify the reason underlying each association. We suspect that narcissists report higher levels of sexual behavior because of excessive pride in their bodies. In contrast, the association of psychopathy with unrestricted sexuality may derive from their high levels of sensation seeking and impulsivity. Last, we suspect that the link between machiavellianism and higher levels of sexual behavior results from their manipulative nature.

*The dark triad and relationships:* In addition, we are currently examining the nature of relationships that individuals high in narcissism, psychopathy and machiavellianism will have (e.g., long-term, short-term, both long and short-term). It is our prediction that individuals high in machiavellianism will maintain both long-term and short-term relationships because they possess the manipulative disposition necessary to deceive long-term partners along with short-term potential partners. Because of their impulsive nature, we predict that individuals high in psychopathy will focus their attention primarily on short-term relationships. We are also examining how the dark triad is related to characteristics which are desired in a partner. For example, we predict that narcissists will seek out romantic partners who are virgins because of their inflated need to feel special.

*The dark triad and infidelity:* My research will also address (romantic) cheating among the dark triad, that is, infidelity in their romantic relationships. We predict that individuals high in machiavellianism will report the highest levels of infidelity, and the

highest rates of maintaining multiple concurrent relationships. This is because individuals high in machiavellianism are more likely and able to manipulate and lie to their partner. While individuals high in psychopathy are also likely to lie, they are not likely to end up in long-term relationships because of their impulsive nature, and thus actual infidelity rates will be less prevalent. These self-reports of infidelity will be confirmed, as much as possible, by friends and acquaintances.

*Scale construction:* The widely used Mach IV (Christie & Geis, 1970) scale overlaps considerably with subclinical psychopathy measures, a fact that has lead recent theorists to regard them as the same measure (e.g., McHoskey, Worzel, & Szyarto, 1998). It is our contention that machiavellianism is an independent construct: These individuals are high in machiavellianism are more long-term, calculated, and thoughtful in their manipulation of others than the current psychometric scale predicts. We are currently revising the Mach IV scale to contain items which reflect the more strategic disposition of the machiavellian.

SUMMARY:

In sum, my research aims to confirm several behavioral outcomes associated with the dark triad. Of particular interest is the prediction of behavioral measures of aggression. It is our contention that the link of aggression to narcissism and machiavellianism has been over-estimated and the link with psychopathy, underestimated. Second, I plan to examine how each of the dark personalities relate to sexual behavior, in particular, the reasons why each might report a greater tendency to be sexually unrestricted and less love-prone. Third, I seek to characterize the types of relationships that individuals high in narcissism, psychopathy and machiavellianism will have (e.g., long-term, short-term, both long and short-term), their levels of infidelity, and their preference with regards to a partner's romantic history. This project may require a revision of the current measure of machiavellianism: A new version would better capture the strategic (and often long-term) manipulativeness that characterizes the high machiavellian individual. These projects are being run in term 1 of 2007. We plan to continue these lines of research through term 2 and conduct related projects in these lines of research throughout my graduate career here at UBC.

these particular illnesses provide a contrast between bodily deterioration with little mental effect (ALS) and bodily deterioration associated with mental deterioration (Huntington's Disease), thus enabling the project to speak to a broader range of topics. Therefore, these two populations are particularly important in determining how individuals construct, negotiate, and reshape meaning.

In epidemiological terms while addressing issues that directly affect 6,000 Canadians (ALS Society of Canada, 2007; Huntington Society of Canada, 2007), this project will also provide valuable insights and nuanced accounts about the illness experiences of these individuals. While there have been previous investigations into meaning and illness (e.g. Fife, 2005; Kate & Long, 2005; Madden & Sim, 2006; Sharpe & Curran, 2006) these have largely been focused on other illnesses, quality of life inventories or phenomenology. As such, describing a different population, this project will advance a relatively new frame of analysis by using Nietzsche as a thematic starting point. By contrasting biomedical literature through the investigation of issues of mind, body and stigmatization, this project will also seek to understand what it "means" to be ill in the absence of tangible deterioration, and how individual narratives reframe what is meaningless and meaningful in the context of multiple and ongoing changes. As such, this project will also provide a medical sociological perspective to Nietzsche's critique on the nihilism inherent in modern life. Finally, the study findings will also offer contextual, nuanced insights upon illness experiences that can be used to meaningfully inform the design of health services aimed at assisting these populations. Given the previously noted prevalence of this illness, as well as the current restructuring of health care in Canada, this will be particularly useful in gaining new understandings of these individuals' lives and thus developing better networks and approaches to assist them. Finally, the proposed research will provide a foundation in the development of an ongoing research program.

I believe that my work experience over the past two years has prepared me to conduct this fieldwork and thesis. Since graduating with an Honours degree from the Department of Sociology at the University of Calgary, my primary focus has been upon qualitative research methods and medical sociology. This is reflected in my ongoing employment with the University of British Columbia's School of Nursing through CIHR funded projects addressing the role of prostate cancer support groups in health promotion and new fathers' smoking patterns. As part of these positions, I have completed over seventy individual participant interviews, thirty participant observations, as well as co-authoring two publications (Zuber, et al., in press; Oliffe, et al., in press), as well as several others that are currently in progress. In addition to valuable experience in medical sociology, these projects have provided me with theoretical and practical opportunities to further develop my understanding of grounded theory and ethnographic methods. This has particular relevance to my proposed ethnographic Master's study. This experience is directly beneficial and has practical application to my proposed area of study, as I have been given the chance to participate in each facet of a large ethnographic study from data collection to manuscript publication.

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