



Office of Graduate Programs and Research

2015 SSHRC/CIHR/NSERC & Affiliated Fellowships Information Panel (Masters)

for the 2015-2016 competition



Thursday, July 23, 2015, 1:30-3:00pm in Scarfe 310

Thursday, September 10th, 2015, 1:00–3:30pm Panel in Scarfe 310
(One-on-One break-out rooms in Scarfe 304A, 304C, 308A, 309C, 2108 and 2415)



2015 Application Deadlines:

Monday, September 28th *	Departmental deadline for Affiliated Fellowships applications
Monday, October 15th	G+PS deadline to receive Affiliated Fellowships applications
Monday, December 1st **	CGS M online application deadline

**Please check with your home department on the exact time of submission on September 28th.*

***Tentative date only. Please check web site for the latest update.*

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Tri-Agencies (SSHRC/NSERC/CIHR) + Affiliated Fellowships Information Panel Questions

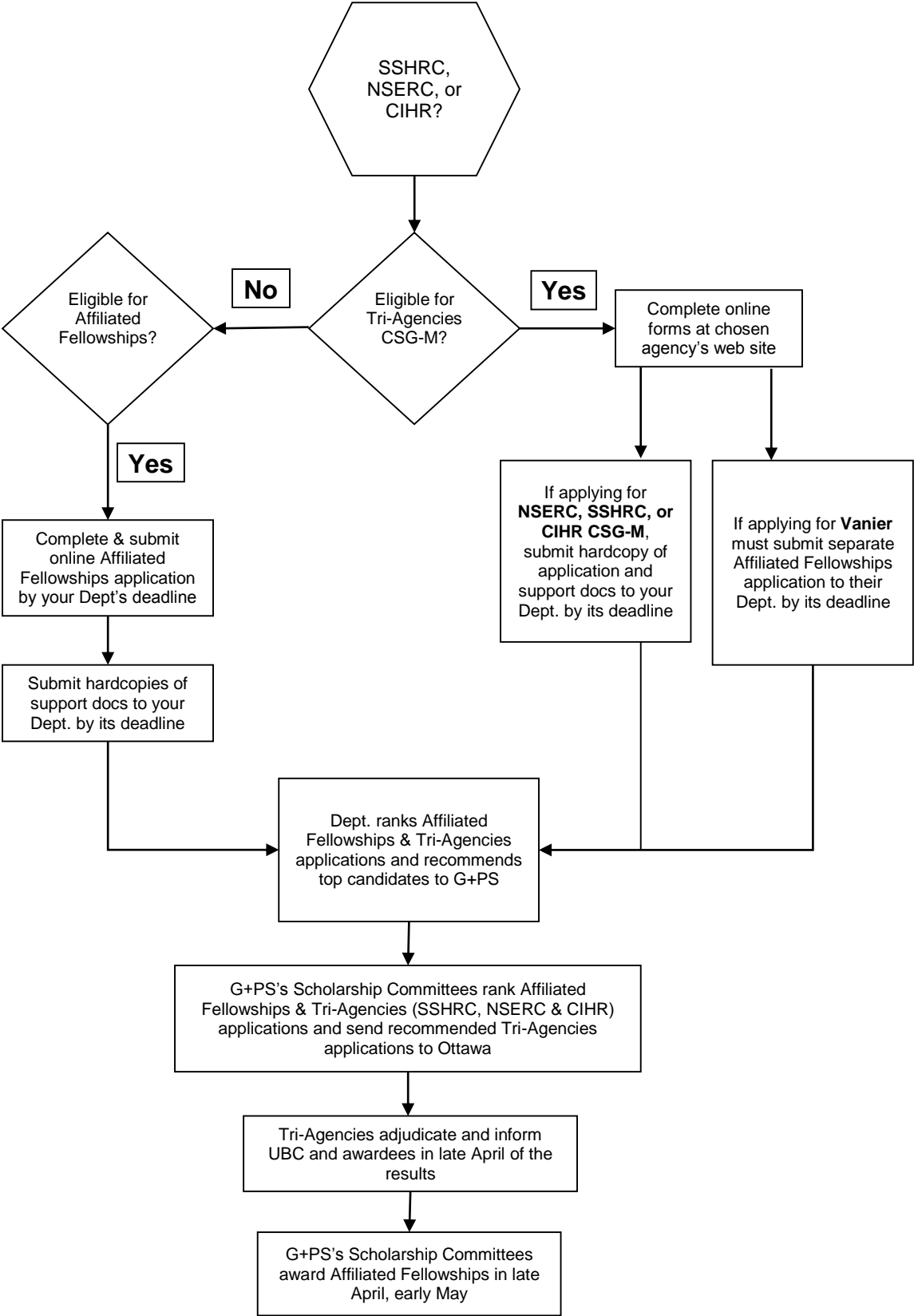
Thursday, July 30th, 2015, 1:30–3:00 p.m. in Scarfe 310

Thursday, September 10th, 2015, 1:00–3:30 p.m. Panel in Scarfe 310
(*One-on-One break-out rooms in Scarfe 304A, 304C, 308A, 309C, 2108 and 2415*)

Panel Questions:

- What makes an excellent program of study description as part of your proposal?
- What is the best way to prepare a program of study description? (How long will it take? What kind of feedback should you get?)
- What should you think about when selection your referees?
- What is the best way to interact with / approach referees?
- What should you include in your description of your track record?

Tri-Agencies + Affiliated Fellowships “Big Picture” Overview



Tri-Agencies + Affiliated Fellowships Application Overview

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-Agencies, 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 Graduate 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 Affiliated Fellowships, and you are eligible to apply to one of the three Tri-Agencies, you **must** apply to Tri-Agencies scholarships as well.

By submitting a Tri-Agencies application to your department, you will be automatically considered for the Affiliated Fellowships.

If you are not eligible to apply to SSHRC, you need to review the Faculty of Graduate Studies (G+PS) website to determine if you are eligible for the Affiliated Fellowships. If you are eligible, you are required to submit an Affiliated Fellowships application. For further information, please see "Affiliated Fellowships Applicants" below. If you are not eligible for the Affiliated Fellowships, please discuss other funding options with your research supervisor or your Department Graduate Advisor.

Tri-Agencies Applicants

If you are eligible for Canada Graduate Scholarships, you must go to the Research Portal web site and complete the online application. See: http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp for more information.

You must then print out the CGS-M application and submit it, along with hardcopies of your application support materials (letters of reference, etc.), to your Department by:

December 1st, 2015*

**Please check with your home department on the exact time of submission.*

You will automatically be considered for the Tri-Agencies **and** Affiliated Awards with your **one** Tri-Agencies application.

Affiliated Fellowships Applicants

If you are **NOT** eligible for Tri-Agencies, you must determine if you are eligible to apply for the Affiliated Fellowships. Please see the G+PS web site on Affiliated Fellowships <http://www.grad.ubc.ca/awards/affiliated-fellowships> for eligibility guidelines.

If you are eligible to apply to the Affiliated Fellowships, you can proceed to G+PS' Affiliated Fellowships application web site to complete and submit the online application (<https://www.grad.ubc.ca/forms/affiliated-fellowships-application-form-applicants-masters-level-funding>)

There is no need for students to print out copies of their Affiliated Fellowships application for submission to their Departments, as Departments have access to Affiliated Fellowships 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:

December 1st, 2015*

**Please check with your home department on the exact time of submission on September 22th.*

All Applicants

Departments review and rank Tri-Agencies and Affiliated Fellowships applications. Applicants who will be in Doctoral programs are ranked separately from applicants who will be in Master's programs. Funding will commence in the **2016-2017** academic year. Departments forward their top-ranked applicants to the Faculty of Graduate and Postdoctoral Studies (G+PS).

The Faculty of Graduate and Postdoctoral Studies confirms student eligibility for both Tri-Agencies and Affiliated Fellowships and then distributes the applications to a University scholarship committee for adjudication.

G+PS forwards the Tri-Agencies applications, which are recommended by the University scholarship committee, to Ottawa.

Tri-Agencies take several months to review the applications and makes its award announcements in late April 2015. They will then contact successful student awardees directly.

G+PS makes Affiliated Fellowships decisions *after* Tri Council makes its decision on Tri Council fellowship/scholarship awardees, then sends Affiliated Fellowships notices to Departments for distribution to students in late April/early May 2016.

Important Note: Permitted Work Hours for Graduate Fellowship Holders*

**pending approval by UBC Graduate Council*

UBC draft policy states that “students receiving scholarships whose cumulative total is equal to or greater than the value of a Tri-Council Master's scholarship (\$17,300) are required to limit their number of hours of paid employment to 12 hours per week, averaged over the year. Requests for exceptions may be made by submitting the ‘Exception to Employment Limits’ (still in development) form to the Faculty of Graduate and Postdoctoral Studies. Should a student be found in contravention of this policy, the student may reduce their hours of employment to comply with the limit, decline their scholarship funding, or submit a request for an exception to the limit (as outlined above). The student's scholarship funding will not be suspended while such a request is pending, to a maximum of one month (this period may be extended under exceptional circumstances).”

MSFSS Signature Requirements

Author: Erica Hirschberger

The following reminder is to graduate students applying to the Michael Smith Foreign Study Supplements program: Each agency requires its own Consent to Disclosure form, which is signed by the applicant. Please ensure you have included this form with your other application materials; incomplete applications cannot go forward to the Tri-Agencies despite where they may have been ranked.

Especially important for SSHRC applicants: all student signatures must be original (**in ink**).

Updated: Friday, August 21, 2015 - 11:18

Tri Agencies + Affiliated Fellowships Eligibility Overview

Program	Value	Duration	Eligibility
Canada Graduate Scholarships-Master's Program	\$17,500/yr	1 year (<i>non-renewable</i>)	<ul style="list-style-type: none"> • Canadian citizen / Permanent resident • Be enrolled in a Master's-level degree • Not be in program FT longer than 12 months by start date of SSHRC award (May or September 2016) • First Class (80%) standing in last 2 yrs of F/T studies • Not have previously held a CGS-M (SSHRC, CIHR, NSERC)
UBC Affiliated Fellowships	\$175-\$30,000	Varies	<ul style="list-style-type: none"> • Min. 1st Class (80%) standing in last 2 yrs of F/T studies • All students regardless of citizenship • Registered full-time*(Tuition Schedule A) UBC graduate students as of September 2015 • Full-time* UBC graduate students starting studies in 2016 • UBC graduate students on leave from studies in academic year 2015–2016, but who will be registered full-time* UBC graduate students in academic year 2016-2017 <p>➤ Master's: UBC master's students are eligible to receive 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>

* 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.

Tri-Agencies + Affiliated Awards Selection Criteria

Canada Graduate Scholarships-Master's Program

This is an overview. For up-to-date and detailed information, please refer to the website (http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp)

CIHR – Frederick Banting and Charles Best Canada Graduate Scholarships
NSERC – Alexander Graham Bell Canada Graduate Scholarships
SSHRC – Joseph-Armand Bombardier Canada Graduate Scholarships

Overview	
Value	\$17,500 for 12 months, non-renewable
Application Deadline	December 1

Description

The CGS-M Program provide financial support to high caliber scholars who are engaged in eligible Masters or, in some cases, doctoral programs in Canada. This support allows these scholars to fully concentrate on their studies in their chosen fields. Qualifying Canadian universities receive a CGS M allocation indicating the number of students to whom they can award scholarships; these allocations are divided by broad fields of study: health, natural sciences and/or engineering and social sciences and/or humanities.

The selection process and post-award administration are carried out at the university level, under the guidance of the three agencies. Students submit their application to the university at which they propose to hold their award via the Research Portal.

Eligibility

To be eligible to apply, you must:

- be a Canadian citizen or a permanent resident of Canada;
- be enrolled in, or intend to apply for full-time admission to an eligible graduate program at the master's or doctoral level at a Canadian university with a CGS M allocation;
- have completed, as of December 31 of the year of application, between **zero and 12 months** of full-time studies (or full-time equivalent) in:
 - the master's program for which you are requesting funding; **or**
 - the doctoral program for which you are requesting funding if you were admitted into a doctoral program directly from your bachelor's program (you were never registered in a master's program, or you are registered in a combined Master's-PhD program); **or**
 - a master's program, but are requesting funding for a doctoral program (an example is a student who is fast-track from a master's to a doctoral program within 12 months of starting their Master's and is seeking funding for the first 12 months of their doctoral program); and
- not have previously held a CGS M;
- have achieved a first-class average, as determined by the host university, in the last two completed years of study (full-time equivalent); and
- submit a maximum of one CGS M application per year (the Research Portal will allow the application to be submitted to up to five universities).

Program of Study Eligibility

Applicants to the CGS M Program must be enrolled in, or have applied for full-time admission to, an eligible graduate program at the master's or doctoral level at a Canadian university with a CGS M allocation.

An eligible graduate program must have a **significant research component**. A significant research component is considered to be original, autonomous research that leads to the completion of a thesis, major research project, dissertation, scholarly publication, performance, recital and/or exhibit that is merit/expert

reviewed at the institutional level as a requirement for completion of the program. Master's programs that are based only on course work are not eligible since they do not include a significant research component.

Non-traditional Programs of Study

Joint programs with a professional degree (e.g. MD/PhD, DVM/PhD, JD/PhD, MBA/PhD, MA/MBA) are eligible if they have a demonstrated and significant research component as described above. Clinically-oriented programs of study, including *clinical* psychology are also eligible programs if they have a demonstrated and significant research component as described above.

Tenure

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

Field of Research and Subject Matter Eligibility

CIHR, NSERC and SSHRC support and promote high-quality research in a wide variety of disciplines and areas. This includes research that bridges two or more disciplines or that requires the skills of several disciplines.

Applicants are asked in the CGS M application to categorize their proposed "field of research" (i.e., health, natural sciences and engineering, social sciences and humanities). However, the universities are responsible for approving this categorization, and may override it if appropriate. This distinction is important because a university can only award these scholarships according to the agency-specific CGS M allocations they receive. Applicants must ensure that they are submitting their application to a university that has an allocation for the field of research they wish to pursue. Applications deemed by a host university to have been labeled incorrectly will be re-labeled. Universities must ensure that agency-specific scholarships are awarded to applications eligible under each agency's research subject matter guidelines. Applicants should contact the graduate studies office at the university where they intend to apply for admission, or where they are currently, or will be, registered in and eligible program of study for further guidance on subject matter eligibility.

Application Procedure

To apply for the CGS M scholarships, all applicants must complete and submit an application using the Research Portal. Applicants should consult the instructions when completing their application.

The Research Portal will instruct applicants to select up to five universities where they wish to hold the award.

Applicants may select universities on the application where:

- they are currently enrolled in an eligible program of study and wish to pursue their studies; or
- they intend to apply for full-time admission to an eligible program of study if not currently enrolled at a university of their choice.

Deadlines

There are three deadline dates associated with the CGS M Program:

- **Application deadline:** December 1.
Your application must be submitted before 8:00 p.m. (ET) on the deadline date. If the deadline falls on a weekend or federal holiday, your application must be submitted by the following working day.
- **Results deadline:** April 1 of the following calendar year.
- **Acceptance and declines of offers:** Applicants will have three weeks to respond to offers of awards. Offers not accepted will be deemed to have been declined.

Review Procedures

The Faculty of Graduate + Postdoctoral Studies is responsible for coordinating the selection process for the CGS M applications, and for communicating the results to the applicants and agencies. Each qualifying university is assigned a separate allocation for CIHR, NSERC and SSHRC representing the number of scholarships that it may award on behalf of each agency.

Master's Awards Selection Criteria

The merit review of CGS M applications will be carried out by universities with an allocation, and will be based on the following evaluation criteria:

Criteria	Description	Weight
Academic Excellence	<p>As demonstrated by past academic results, transcripts, awards and distinctions.</p> <p>Indicators of Academic Excellence:</p> <ul style="list-style-type: none"> • Academic record (first class average) • Scholarships and awards held • Duration of previous studies • Type of program and courses pursued • Course load • Relative standing (if available) 	50%
Research Potential	<p>As demonstrated by the applicant's research history, his/her interest in discovery, the proposed research, its potential contribution to the advancement of knowledge in the field, and any anticipated outcomes.</p> <p>Indicators of Research Potential:</p> <ul style="list-style-type: none"> • Quality and originality of contributions to research and development • Relevance of work experience and academic training to field of proposed research • Significance, feasibility, and merit of proposed research • Judgment and ability to think critically • Ability to apply skills and knowledge • Initiative, autonomy and independence • Research experience and achievements relative to expectations of someone with the candidate's academic experience 	30%
Personal Characteristics and Interpersonal Skills	<p>As demonstrated by the applicant's past professional and relevant extracurricular interactions and collaborations.</p> <p>Indicators of Personal Characteristics and Interpersonal Skills:</p> <ul style="list-style-type: none"> • Work experience • Leadership experience • Project management including organizing conferences and meetings • The ability or potential to communicate theoretical, technical and/or scientific concepts clearly and logically in written and oral formats • Involvement in academic life • Volunteerism/community outreach 	20%

Notification of Decision

The results and offers of awards will be made by the university, on behalf of one of the three agencies, via the Research Portal. Following the one week window that university administrators will have to post their offers, applicants will have three weeks to *Accept* or *Decline* the offers. A student may only accept one CGS M offer. If they accept an offer, they will be deemed to have declined any other pending offers (if applicable), and they will not be eligible to receive further offers.

Applicants are not eligible to receive or accept a CGS M offer from a university where they are not *enrolled* in nor *applied for admission* to an eligible program of study.

Conditions of the Award

Awards must be held at the university where the offer of award originates. Awards may be portable within the host university and within the same field (e.g. change of department) as long as award eligibility requirements continue to be met, and at the discretion of the host university.

Use and Disclosure of Information by the Agencies

All personal information collected as part of this program is used by the agencies and by the relevant officials in the eligible research institutions to review applications, to administer and monitor awards. It may also be used to determine the most appropriate funding jurisdiction, or to monitor overlap in federal support. Each agency may publish the names and other limited award information of scholarship recipients on their Web sites in accordance with the agencies' policies on disclosure under the *Access to Information Act* and their *Privacy Act* policies and guidelines related to the collection, use, retention and disposal of personal information.

Official Languages

Applications can be submitted via the Research Portal in either official language; therefore, universities should have mechanisms in place to review both English and French applications.

Related Opportunities

CGS M holders may be eligible to apply for a [Canada Graduate Scholarships – Michael Smith Foreign Study Supplement](#).

For More Information

You can also contact any of Canada's three federal granting agencies for information about this program. You should correspond with the agency whose mandate corresponds to your field of research.

CIHR

Tel.: 613-952-0763

E-mail: cgsma@cihr-irsc.gc.ca

NSERC

Tel: 613-995-5521

E-mail: schol@nserc-crsng.gc.ca

SSHRC

Tel.: 613-943-7777

E-mail: fellowships@sshrc-crsh.gc.ca

UBC Affiliated Fellowships

Quick Facts

The Faculty of Graduate and Postdoctoral Studies offers approximately 50 Affiliated 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 current and prospective full-time UBC graduate students regardless of citizenship or visa status. Fellowship values range from \$175 to \$30,000, but most are in the range of \$16,000.

Annual Value:

\$175 - \$30,000

Citizenship:

Canadian, Permanent Resident, or International

Degree Level:

Masters

Applicant Status:

Incoming Students or Continuing Students

Deadline:

Applicants for Master's funding: December 1, 2015

Eligibility

Applicants must meet all eligibility requirements.

Academic Standing

Students with a minimum first class standing in each of the last two years of full-time study are eligible to apply. GPA is calculated using all courses taken in a given year. For UBC courses, first class standing is 80% and higher. At other universities, first class standing is determined from marking keys that accompany transcripts. For transcripts that are not accompanied by marking keys, applicants should consult with their UBC graduate program staff.

Citizenship

All students regardless of citizenship are eligible to apply. Canadian citizens and permanent residents are required to apply for graduate scholarship funding from CIHR, NSERC, or SSHRC, if they are eligible to do so. See the websites of these funding agencies for details regarding eligibility.

Fields of Study

With the exception of those program listed below, students in all fields of graduate study are eligible to apply.

Exceptions:

- Master of Business Administration
- Master of Management
- Master of Engineering (in Faculty of Applied Science)
- Doctor of Pharmacy

Student Status

Applicants who plan to be registered full-time graduate students at UBC's Vancouver campus as of September 2015 are eligible to apply.

Months of Graduate Funding

Master's-level Funding

To be eligible, applicants must have completed, as of December 31, 2015, between zero and 12 months of full-time studies (or full-time equivalent) in:

- the master's program for which they are requesting funding; or
- a master's program, but are requesting funding for a doctoral program (an example is a student who is fast-tracked from a Master's to a doctoral program within 12 months of starting their Master's and is seeking funding for the first 12 months of their doctoral program).

Please note that:

- all previous studies at the graduate level, regardless of institution and discipline, will be included in determining eligibility*
- successful applicants for Master's-level funding who plan to hold that funding as a Master's student (first point immediately above) will not receive funding past the end of their 24th month of Master's-level study.
- successful applicants for Master's-level funding who plan to hold that funding as a doctoral student (second and third points immediately above) will receive a funding offer restricted to a maximum of 12 months, and they will not be considered for doctoral-level funding such as a Killam Doctoral Scholarship.

Students who will have completed more than 12 months of graduate-level studies by December 31, 2015 must apply to the doctoral-level funding competition.

* 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 and Postdoctoral 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 and Postdoctoral Studies.

Nomination Procedures:

Applications for Master's-level funding

Graduate programs review and rank the applications they receive, and forward their top applicants to the Faculty of Graduate and Postdoctoral Studies. The deadline by which nominations for Master's-level Affiliated Fellowship funding must be submitted by graduate programs to the Faculty of Graduate and Postdoctoral Studies will be set by November 2014.

Further information for graduate programs is available at Award Resources for Programs.

Adjudication Procedures:

Affiliated Fellowships 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

Graduate programs conduct their own internal Affiliated Fellowships review process, after which they recommend only their highest ranked candidates to the Faculty of Graduate and Postdoctoral Studies.

University-Wide Ranking

The Faculty of Graduate Studies co-ordinates the university-wide ranking which is carried out by a six sub-committees comprising faculty members representing various disciplines.

Selection Criteria

Evaluation criteria differ depending on the applicant's program of study and type of application. Many of the Affiliated Fellowships have no specific criteria (unrestricted), while many others have some affiliation or special research focus as part of their criteria (criteria-based). All graduate students in the Affiliated Fellowships competition are automatically considered for unrestricted awards. In order to be considered for any criteria-based awards, students are asked to:

- review the list of criteria-based affiliated awards (see next section: “UBC Affiliated Fellowship Types”) to determine if they meet any of these awards' criteria
- list in their Affiliated Fellowships application the award numbers of any and all criteria-based affiliated awards for which they are eligible

Applicants for Master’s-level funding (all disciplines) will be assessed using the criteria in page 11.

The deadline by which applications for Master's-level funding must be submitted to the applicant's UBC graduate program will be December 1, 2015.

UBC Affiliated Fellowship Types

Several of the Affiliated Fellowships have no specific criteria (**unrestricted**), while many others have some affiliation or special research focus as part of their criteria (**criteria-based**). **All graduate students in the Affiliated Fellowships competition are automatically considered for unrestricted awards.** In order to be considered for any criteria-based awards, students are asked to:

- Review the list of criteria-based affiliated awards to determine if they meet any of these awards' criteria
- List in their Affiliated Fellowships application the award numbers of any and all criteria-based affiliated awards for which they are eligible.

In rare circumstances when no Affiliated Fellowships applicant meets the criteria of a specific affiliated award, the Faculty of Graduate and Postdoctoral Studies will issue a call for nominations to graduate programs later in the year.

Most affiliated awards have been funded by generous donors. Award recipients are asked to send a thank you letter to the donor (donor information is provided in the Notice of Fellowship). Check the website (<http://www.grad.ubc.ca/awards/affiliated-fellowships>) to determine which fellowships are available each year.

CRITERIA-BASED AFFILIATED FELLOWSHIPS

The award values listed below are subject to change.

#145 T. K. Lee Scholarship

A \$725 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.

#146 Basant Singh and Harnam Kaur Singh Fellowship

A \$5,250 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.

#165 Simons Foundation Doctoral Scholarships

Two \$5,750 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.

#350 Tina and Morris Wagner Foundation Fellowship

This fund, established through a bequest from Mr. and Mrs. Morris Wagner, provides annual income of \$46,000. The income may be used to provide loans and fellowships for students in the Humanities.

#357 Walter W. Jeffrey Memorial Scholarship

A scholarship of \$190 has been endowed by Mrs. Jeffrey and friends in memory of Dr. Jeffrey, an Associate Professor in the Faculty of Forestry. 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.

#430 James Robert Thompson Fellowship

One or more fellowships totaling \$4,700 have been made available by the late James Robert Thompson. 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 in BC and the Yukon.

#484 Dr. Chi-Kit Wat Scholarship

Two scholarships of \$1,400 each have been established by family and friends in memory of Dr. Chi-Kit Wat. 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 caliber.

#486 C.L. Wang Memorial Fellowship

A \$650 scholarship has been endowed in memory of C.L. Wang by family and friends. The award is made on the recommendation of the Faculty of Graduate and Postdoctoral 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.

#493 Effie I. Lefeaux Scholarship in Mental Retardation

One or more scholarships to a total of \$1,400 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.

#527 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 \$24,000 provides awards in various fields such as agriculture, political science, commerce, fine arts, and music.

#1617 Bank of Montreal Graduate Fellowship

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

#4436 Werner and Hildegard Hesse Fellowship in Ornithology

Fellowships totalling \$20,000 have been endowed through a bequest by Werner Hans Hermann Hesse for graduate students engaged in ornithological research projects, with preference given to those studying wild birds.

#4811 Westcoast Energy Inc. Jack Davis Scholarship in Energy Studies

A \$2,750 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.

#4820 Du Pont Canada Fellowship in Pulp and Paper

A \$2,600 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.

#4833 Shaughnessy Hospital Volunteer Society Fellowship in Health Care

Two \$2,850 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.

#4842 Kruger Graduate Fellowship

Fellowships totaling \$9,000 are endowed by Scott Paper Limited and the Province of British Columbia. The award is offered to a francophone Canadian graduate student

#4852 Catalyst Paper Corporation Fellowship

Fellowships totaling \$6,300 have been endowed by Catalyst Paper Corporation. The awards are offered to students from Catalyst Paper Corporation operating communities and surrounding areas.

Preference will be given to students from communities outside the lower mainland: Armstrong, Ashcroft, Boston Bar, Campbell River, Caycuse, Courtenay, Crofton, Hagensborg, Honeymoon Bay, Kelowna, Ladysmith, Mackenzie, Madeira Park, New Westminster, Port McNeill, Richmond, Sandspit, Sechelt, Vancouver, Williams Lake, and Youbou.

#4856 Gertrude Langridge Graduate Scholarship in Humanities

A scholarship of \$1,250 has been endowed through the bequest of Gertrude Langridge. The award is offered to a graduate student in any field of Humanities.

#4857 Gertrude Langridge Graduate Scholarship in Medical Sciences

A scholarship of \$1,600 has been endowed through the bequest of Gertrude Langridge. The award is offered to a graduate student in any field of Medical Sciences.

#6326 C.D. Howe Graduate Fellowship in Public Policy

A \$3,100 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.

#6336 Anne and John Brown Fellowship in Diabetes and Obesity Related Research

Fellowships totaling \$5,300 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 master's 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 Affiliated Fellowships application form:

#6350-disability: student with disability

#6350-aboriginal: aboriginal student

#6350-female: female student in a program listed above

#6362 James and Setsuko Thurlow Scholarship in 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.

#6364 Gerhard Henrik Armauer-Hansen Memorial Scholarship

Scholarships totaling \$2,200 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.

#6367 Amanda Araba Ocran Memorial Award

A \$200 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.

#6391 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.

#6394 Frieda Granot Graduate Scholarship in Interdisciplinary Research

A \$200 scholarship has been endowed in honour of Dr. Frieda Granot to recognize over thirty years of service to The University of British Columbia, both as a professor in the Sauder School of Business, starting in 1975, and as Dean of the Faculty of Graduate and Postdoctoral Studies (1996-2006). The award is made to a Ph.D. student conducting interdisciplinary research.

#6425 Elsie and Audrey Jang Scholarship in Cultural Diversity and Harmony

Awards totaling \$1,150 have been endowed by Elsie Jang for graduate students at the University who are conducting research in the area of cultural diversity and harmony. The goal of this scholarship is to stimulate and encourage interdisciplinary research that involves forms of artistic expression in the process of creating a more harmonious society.

#6451 Pei-Huang Tung and Tan-Wen Tung Graduate Fellowship

Fellowships totaling \$21,000 have been endowed by Mr. Pei-Huang Tung for international graduate students who are citizens of the People's Republic of China or Taiwan. Fellowships may be renewed for a second year of study at UBC subject to recipients maintaining good academic standing. In adjudicating eligibility, the financial circumstances of eligible candidates may be taken into account.

#6495 Andrew Nord Fellowships in Rheumatology

Fellowships totaling \$57,000 have been endowed through a bequest from the Estate of Andrew Nord. Doctoral students engaged in rheumatology research in any faculty at UBC are eligible to apply for the fellowships.

#6498 Elwyn Gregg Memorial Fellowship

Fellowships totaling \$18,750 have been endowed by a bequest from the Estate of Elwyn Gregg for graduate students in any field of study. Prominent consideration is to be given to Masters and Ph.D. candidates in Medicine, Languages, Engineering and Forestry, but not necessarily in that order.

#6503 Kathleen Simpson Memorial Graduate Scholarship

A \$1,350 scholarship has been endowed by the Estate of Kathleen Simpson for a graduate student studying social applied science.

#6509 ORW Opportunities through Rehabilitation and Work Society Graduate Award

A \$1,750 award has been endowed by ORW Opportunities through Rehabilitation and Work Society for a graduate student in any Faculty whose work or research addresses how policy change can reduce or remove barriers to employment and enhance workplace inclusiveness for persons with disabilities. Preference will be given to a student who, in their academic, professional or volunteer work, is helping to effect policy change and advocating workplace inclusiveness. Research or studies that address any disability, including mental health and developmental disability, are eligible. Students from all Faculties are eligible, but preference will be given to students in the Faculty of Arts and the Sauder School of Business.

#6511 Shaun Kenneth Gauthier (Shaun G) Scholarship in Cancer Research

Scholarships totaling \$1,000 have been endowed by friends and family of Shaun Gauthier. Candidates must be focused on cancer research with preference that the scholarships go to students specializing in soft tissue sarcoma, specifically Angiosarcoma.

#6513 Hanson Lau Graduate Research Scholarship

A \$1,000 scholarship has been endowed by Mr. Hanson Lau for a Masters or Doctoral student conducting research into the significant contributions of Chinese immigrants to the Province of BC.

#6588 Rev. Dr. Bernard J. O'Connor Scholarship

One \$3,000 scholarship is offered to a graduate student in the second or subsequent year(s) of study who is in the process of researching and writing his or her thesis on a subject related to numismatics, which is the art, science, and history of coins, medals, tokens, paper money and related financial instruments.

Tri-Agencies + Affiliated Fellowships Competition FAQ

1. I am applying for the Affiliated Fellowships and SSHRC this year. May I apply for CIHR as well?

No. The Tri-Council policy states that you can only apply to one of the three Tri-Agencies: SSHRC, NSERC, CIHR.

2. I am going to switch my degree from MA to MEd. Am I still eligible to apply for the Affiliated Fellowships-SSHRC competition?

Yes, as long as your research proposal and program of studies remain the same.

3. I will be starting my PhD program next Fall. I am currently a MA student. Can I receive funding from SSHRC?

Yes, your SSHRC grant will follow you to the institution where you will pursue your PhD, even if it is not UBC.

4. I have already received a SSHRC grant last year. Am I eligible to apply again for next year's funding?

No. Students are only allowed to receive funding from the Tri-Agencies once per degree program. Unless you are currently in your first year of PhD, and you got your SSHRC last year as a Master student, you are not eligible.

5. I already have a MEd, and I am currently in my MA. Since my MEd is not research-based, does that mean I am eligible for SSHRC?

No. You are only eligible to receive funding in the first Master's program.

6. I am just starting my Master's degree and before that I have been teaching for the last 10 years. I do not have a lot of referees in the academic arena to write a reference letter for me. Can I ask my school principal?

An academic reference letter will be looked upon more favorably. Try to get to know your current supervisor or any faculty members in your department now so that they can provide you with a reference letter that speaks to your research ability.

7. I don't know if my current research proposal will stay the same. Should I still apply?

Absolutely. You can tweak your proposal after you receive your funding.

8. How should I approach my referees?

Have a package of your documents ready: academic transcripts, CV highlighting things that you would like mentioned in the reference letter, research synopsis...etc. Check out the FG+PS resources on reference letters(<https://www.grad.ubc.ca/scholarships-awards-funding/resources-award-applicants/tips-best-practices>).

G+PS Graduate Awards FAQ

FG+PS has compiled a list of frequently asked questions. Please review the information provided on the Graduate Awards website (<https://www.grad.ubc.ca/scholarships-awards-funding/awards-faq>) before contacting Graduate Awards staff directly.

Writing for Tri-Agencies: Key Considerations

SSHRC and CIHR are very different agencies. They have different cultures, policies and mandates. To be successful, it is important that you target your application to the particular funding agency. Below we have highlighted some key areas to consider and keep in mind as you craft and review your application:

- **Make sure your proposal (topics and impacts/outcomes) aligns with the agency's mandate.**
 - If you are applying to **CIHR**, you must explicitly demonstrate how the results/outcomes of your proposed research will improve or have an impact on health and/or produce more effective health services and products, and/or strengthen the Canadian health care system. To be funded by CIHR you must be seeking to affect/improve the health of Canadians!
 - If you are applying to **SSHRC**, you must demonstrate how your research will help improve our understanding and knowledge of individuals, groups, and societies – what we think, how we live and how we interact with each other and the world around us. Health may be a subsidiary element of your research but it must be clear to reviewers that health is not your primary interest.
- **Watch your language!**
 - When writing for SSHRC avoid using terms that might suggest you are conducting health research. Red flag terms include: health and well-being, therapy and/or counselling, sexual education, suicide, biological and physiological changes and impacts.
 - When writing for CIHR use agency-friendly language including terms such as therapies and intervention strategies, health outcomes, health care delivery, knowledge translation (vs. knowledge mobilization)
- **How you discuss your research methods**
 - CIHR supports qualitative, quantitative and mixed designs as well as random control and clinical trials. However, whatever method(s) you are proposing to use, be sure to justify its use, demonstrate rigor, and provide details (sample size, recruitment details, interview guide etc.) CIHR is method-heavy. While it is important to describe your conceptual framework, your emphasis should be on how you intend to do the research and how your proposed method supports the proposed outcomes.
 - SSHRC supports qualitative, quantitative and mixed method designs but does NOT support clinically oriented research or clinical trials. SSHRC is more theoretically inclined so be sure to demonstrate how your work will advance theory and provide a detailed description of your conceptual framework.

Tri-Agencies Subject Matter Eligibility

Overview

The Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC) and the Canadian Institutes of Health Research (CIHR) support and promote high-quality research in a wide variety of disciplines and areas. This includes research that bridges more than one discipline or that requires the skills of several disciplines.

SSHRC collaborates closely with the other granting agencies to encourage and promote support to the full range of social science and humanities research and research training, including collaboration across disciplines and subject areas. The following guidelines have been prepared to assist applicants in directing their proposals to the most appropriate funding agency. These guidelines apply to research, research training, and related activities such as conferences or scholarly journals. In any given application, applicants should apply to the agency that is responsible for the dominant research discipline or area. A researcher, research team or student may not submit the same application to more than one of the three federal research granting agencies.

Applications submitted to SSHRC that would be more appropriately evaluated by NSERC or CIHR will not be accepted. In such cases, applicants may be required to submit a new application to the appropriate agency.

Applicants working in research areas where boundaries overlap are advised to state clearly in all applications for funding why they believe their proposals are primarily appropriate for support by the agency to which they are submitting their application.

Such applicants should contact the research services office at their institution for guidance. In addition, they should seek the advice of the appropriate program officer in charge of the program to which they are applying.

Complete guidelines on selecting the appropriate federal granting agency are available at www.science.gc.ca.

General Guidelines for the Eligibility of Subject Matter at SSHRC

Applications to SSHRC as the primary source of research or research training support must meet the following two criteria:

- The proposed research or related activities must be primarily in the social sciences and humanities (i.e., aligned with SSHRC's legislated mandate).
- The intended outcome of the research must primarily be to add to our understanding and knowledge of individuals, groups and societies—what we think, how we live, and how we interact with each other and the world around us.

Guidelines for the Eligibility of Applications Related to Health

New guidelines regarding subject matter eligibility for health-related research came into effect in 2009. The following are considerations when preparing or assessing the eligibility of the subject matter of applications related to health:

- Investigators whose proposed research is health-related should consult CIHR's mandate **first** to explore eligibility. CIHR has policies and procedures in place to adjudicate the full range of social science and humanities research proposals related to health research. Research eligible under the mandate of CIHR will not be considered by SSHRC.
- The use of social science or humanities theories, methodologies and hypotheses is, in and of itself, not sufficient to make a proposal eligible at SSHRC.

Ineligible for SSHRC Support

Social science or humanities research that is primarily intended to improve and/or increase knowledge of health, health care and health-care systems in Canada or internationally is not eligible for support from SSHRC. Examples of ineligible research include:

- socio-economic and cultural determinants of health, including theoretical and empirical research on the social construction of health, sickness and health behavior;
- health promotion (e.g., healthy eating, disease prevention, health and sexual education);
- education and psychology research related to health service delivery (e.g., clinical/practical competencies, supervision, curriculum development);
- health behavior (e.g., fitness, psychomotor learning, psychophysiology and kinesiology; addictions, sexual activities, etc. as they affect health status);
- clinical research (e.g., treatment, prevention or diagnosis of a condition or disease; testing the impact of medication or medical aids);
- therapy (e.g., counselling, psychotherapy, rehabilitation and occupational therapy, validation/testing of diagnostic tools), including the use of performing/visual arts as an element of therapy;
- knowledge translation research related to health (e.g., research that informs health policy, treatment and/or services);
- public health (e.g., workplace, food and water safety as they affect health status); and
- humanities perspectives on health, including health ethics.

Eligible for SSHRC Support

Proposals may be eligible if there is no intent to directly or indirectly impact health, or if health is a subsidiary element in a study intended to increase our understanding of individuals, groups and/or societies. Eligible research may include, for example:

- comparative studies in which health is not the primary object of study (e.g., social/developmental constructs such as theory of mind in normal development and autism);
- use of physiological methods and/or approaches to improve learning, teaching and curriculum development, or to investigate social/cultural processes and behaviors;
- historical and/or archaeological research where there is no intent to influence health (e.g., biographies of health practitioners or health scientists; health and hygiene in ancient civilizations);
- economic or management analysis unrelated to improved health or health care (e.g., the impact of the health-care industry on national or local economies; the impact of epidemics on the profitability of insurance companies);
- cinematic or other artistic portrayals of illness in which health promotion is not a central aim; or
- religious and/or cultural research related to dietary or other practices (e.g., fasting, vegetarianism), in which health is not the central focus of research.

Decision-Making and Consultation Process to Determine the Eligibility of Applications Related to Health

Decision-making with regard to eligibility is entrusted to SSHRC staff and management, rather than to the peer/merit review committees, which focus on assessing the excellence of proposals. Potential applicants are encouraged to contact SSHRC staff in advance of submitting their application if there are questions regarding subject matter eligibility. Staff will endeavour to provide advice to applicants. However, a final decision on eligibility can only be made following submission of a full proposal.

SSHRC staff also consult, as required, with outside experts and/or with officials at CIHR for assistance in arriving at a recommendation. Applicants whose proposals are deemed ineligible are informed via a formal letter.

Please note that SSHRC does not permit appeals on grounds of subject matter eligibility.

Guidelines for the Eligibility of Applications in Psychology

Notwithstanding the above-mentioned guidelines for research related to health, applicants should consider the following guidelines in their decision to apply to a federal granting agency if their research is in the field of psychology:

- SSHRC considers eligible applications within the broad areas of social, developmental, personality and educational psychology. SSHRC also considers eligible proposals related to theory and methods in these areas. SSHRC does not support clinically oriented research with a health intent, or research involving clinical trials.
- NSERC considers eligible applications that relate to fundamental psychological processes, their underlying neural mechanisms, their development within individuals, and their evolutionary and ecological context. Fundamental processes are understood to include:
 - sensation and perception;
 - sensorimotor integration;
 - motivation, emotion and reward;
 - Learning and memory;
 - cognition and language;
 - sleep, arousal and the chrono-biological modulation of behaviour; and
 - statistical methods for analysis of psychological data.
- NSERC does not support clinically-oriented research.
- CIHR supports all research in psychology that has direct relevance to, or ultimate impact on, human health.

Multidisciplinary Collaboration with Other Agencies

Applicants are encouraged to collaborate with researchers in fields other than the social sciences and humanities, such as the natural sciences and engineering. Social sciences and humanities researchers may participate as co-applicants, for example, in NSERC's [Strategic Network Grants Program](#). Visit the NSERC website to find out if you meet the eligibility requirements for the Strategic Network Grants Program, and for full details on the program including how to apply.

In addition, SSHRC's new [Partnership Grants](#) and [Partnership Development Grants](#) permit funding to teams that include participation from researchers from outside the social sciences and humanities.

Sample Proposals

Sample Proposal 1

Program of Study: Socialized to succeed? Chinese graduate students' negotiation of academic discourse practices at a Canadian university

Description of Study: Very little research has been conducted on the academic discourse socialization of international students in graduate programs despite the potentially career-altering consequences of failure versus success (█, 2010). Academic discourse socialization refers to the processes of enculturation that novices experience vis-à-vis oral and written textual practices in the academy. Learning to understand, generate, and disseminate new knowledge through publications and the ability to obtain (high-status) fellowships have become increasingly important for doctoral students across disciplines (█, 2006). Despite such growing pressures, the nature of academic learning processes at the doctoral level has been vastly under-researched. While some previous studies have investigated the socialization of graduate students attempting to publish in academic journals in their second language (█, 2004; █, 2006), little research has been conducted on comprehensive examinations, fellowship applications, proposals, and dissertation writing at different stages in North American contexts.

This year-long case study will investigate the trajectories of 10 Chinese Ph.D. students in years one to five of their programs in the Faculty of Education at a major Canadian university. This study will explore the various struggles and adjustments students encounter with academic writing and their attempts to achieve personal goals and program requirements. With the shared linguistic and cultural backgrounds of the students, complemented by each one's unique academic context, this study will provide valuable insight demonstrating the trials and tribulations of producing scholarly English discourse and the impact this has on students' academic lives and the (re)construction of an academic identity in another language and culture. In today's highly competitive, typically English-dominant world of academic scholarship, achieving success with academic writing in English is paramount.

Rationale for Study: The importance of attracting international graduate students has become increasingly evident in North American post-secondary contexts (AUCC, 2010). Of notable interest is the strong contingent of students from the People's Republic of China who comprise the largest group of international non-native English speaking students at North American universities, with the vast majority (almost 80%) being graduate students (█, 2011). This number continues to increase yearly (█, 2010) and the resulting economic, social, and intellectual impact of maintaining this flow of graduate students is of critical importance to Canadian universities. Yet there is compelling evidence to suggest that Chinese graduate students often have trouble adjusting to North American academic settings (█, 2010) and struggle to produce written academic discourse (█, 2008). How these students navigate success or failure is therefore of vital importance to their continued enrolment in Canadian universities and the programs they take part in; their degrees of success also reflect on the quality of mentoring and socialization provided by the host universities. Examples of students' successful development as scholars can in turn benefit teachers and universities in helping students become socialized more effectively into their respective discourse communities.

Research Questions:

1. What constitutes effective English academic discourse, according to local standards, in doctoral students' term papers, written proposals, comprehensive examinations, articles, and dissertations?
2. What are the social, cultural, and academic processes, practices, and communities that contribute to optimal discourse socialization for these students?
3. How does effective socialization into academic discourse impact the lives and communities of international graduate students?

Theoretical Framework: The proposed study is based on two related theoretical foundations. The first, *language socialization* (█, 1986), views language learning as a complex process of social and cultural experiences where novice learners negotiate membership in the target language community through interactions and mentoring with others with more expertise. The production of academic discourse is therefore not a static process but a process of enculturation with a variety of explicit and implicit expectations (█, 2007; 2010) and "ever-changing social practices" (█, 2010, p. 2). The second theoretical framework

draws on the notion of *communities of practice* (████████, 1998), which explores enculturation based on shared interests and membership in a particular domain, the co-construction of meaning, and issues around guided participation in culturally important activities. Both theoretical perspectives conceive of language as a dynamic, socially situated practice (████████, 2010; ██████████, 2002) where meaning is formed based on shared histories and is rooted in issues of culture and power (████████, 2007; ██████████, ██████████ 2012).

Methodology: This research will use a longitudinal multiple-case study design combining participants' perspectives and the researcher's interpretations. The benefits of a case study design include the ability to capture and contextualize the unique voices and experiences of various people over a sustained period of time as well as allowing for an analysis of students' own texts and associated feedback. Focusing on a limited number of participants, case study also allows phenomena to be investigated in depth longitudinally and in naturally occurring contexts (████████, 2008; ██████████, 1994). Data collection procedures follow:

(a) *Semi-structured interviews with doctoral students and supervisors* will be conducted to inquire into the participants' feelings, attitudes, prior experience, and practices regarding their academic writing. Interview data will be analyzed thematically using discourse analysis to identify key themes related to the negotiation of academic discourse and will also take into account the written texts referred to in the interviews and feedback received on them (████████, 2010).

(b) *Narrative inquiry* will allow for the participants' voices and stories to be solicited and analyzed. As a methodology, narrative inquiry is gaining credibility and attention in second language/literacy acquisition research (████████, 2011). Participants will be asked to keep weekly journals charting their experiences as writers in the academy. The journals will be analyzed using discourse analysis, focusing on critical incidents and students' affective responses to them.

(c) *Reviewer feedback* from submitted journal articles, fellowship applications, comprehensive examinations, term papers, and drafts of dissertations will be analyzed to detail important instances of discourse socialization in terms of critique, support, and guidance for improvement.

(d) *Evaluation of student success* in fellowship applications, academic publications, term papers, comprehensive examinations, and dissertations will track progress in students' academic discourse socialization. Success will be determined by participant self-report, acceptance, funding, and other indicators of positive assessment, such as comments on drafts.

Preparation and Progress to Date: I hold bachelors' degrees in English and Education (with distinction), as well as an M.A. in Modern Language Education from the University of British Columbia (UBC). The research outlined in this proposal will build on my ██████████ M.A. thesis, ██████████, which investigated the impact of feedback on international students' written discourse. I am currently in my second year of a doctoral program in Language and Literacy Education at UBC under the supervision of Dr. ██████████, an expert in the area of language socialization and case study research, who has a program of SSHRC-funded research in this area. I am taking qualitative research methods courses this year and currently hold various research and teaching assistantships. I plan to advance to candidacy by the end my second year in the program (████████) in order to commence my dissertation research in September ██████████.

Prior to my Ph.D. studies, I spent several years in Taiwan, teaching English and studying Chinese. I will select Chinese graduate students for this study for that reason and also because of worldwide graduate school demographics. I have also been a co-researcher in a multi-year research project with ██████████ investigating issues surrounding the language socialization of five learners of Chinese as an additional language. Our co-authored book is entitled ██████████. SSHRC funding will allow me to devote more time to my proposed research and continue to make conference presentations and publications in second language education, applied linguistics, and academic writing, all aspects of my own discourse socialization in preparation for a professorial career in this area.

Sample Proposal 2

“Politics is communication”: Learning a New Definition of Credibility from Transnational Peoples’ Journalism Education Programs

Background and Research Questions: Although it is recognized that media and communication are an inherent part of political struggles for self-representation, much of the academic research is limited to the role of the media in state formation (██████████, 1983/1991) or media reform in post conflict areas such as Rwanda or the former Yugoslavia (██████████, 2002). My research, however, evaluates the role of journalism education as a political project for *transnational* peoples, i.e., peoples who identify as belonging to the same nation yet span two or more states. Transnational peoples may identify as Indigenous (e.g., the Saami people, who have traditionally inhabited land currently located in Norway, Sweden, Finland, and Russia along) or may not (e.g. the Roma people) and often have an ambiguous, if not contested, relationship with these states. The central questions guiding my research are two-fold: (1) What are the structures, curricula, pedagogical techniques, funding, and marketing of journalism programs offered for, by and with transnational peoples? (2) What beliefs in social change and advocacy guide these journalism programs? I will conduct field-based research at journalism education programs at three locations: Saami University College (in northern Norway but serving the Saami population throughout Sapmi), the Roma Mainstream Media Internship Program (located in Macedonia in addition to other states in Central and Eastern Europe) and the Underrepresented Peoples and Nations Organization (located in the Netherlands but serving a large array of self-identified transnational peoples). Based on nearly a decade of work with Romani media (including my MA thesis), I bring to this research the hypothesis that transnational peoples, based on their experience and portrayal in the mainstream media, question both the *reality* and the *ideal* of presumed “neutrality” of the media. Put simply, many transnational peoples who use the media as a form of political and social advocacy (██████████, 2005) contest the notion that “un-biased” journalism is the *only* form of “professional,” and thus credible and valued, journalism (██████████, 2005; ██████████, 2005).

Theoretical Framework: I will approach my research from the *constructivist* school of international relations, which focuses on norms, norm emergence (██████████, 1998; ██████████, 1998) and productive power (██████████; ██████████, 2005). Additionally, I will make use of work in comparative politics that explores the framing (██████████, 2003), marketing (██████████, 2005) and emergence of issues (Carpenter, 2007; ██████████, 2009). As ██████████ (1998) state, the influence of transnational advocacy networks is directly related to the information they can offer on a given issue or in a given area, but this information *must* be recognized as credible. Thus great effort is put into creating and maintaining the perception of credibility. That said, those creating and consuming such media recognize that the information is selected, framed and portrayed to substantiate a particular view of a given situation. Thus influence is gained when information is recognized as legitimate and credible, but not necessarily neutral or unbiased. It is this definition of influence, which ██████████ (2005) coined as “productive power,” which I will use in my research. Recognizing that these programs are created to help shape and disseminate information to multiple audiences who can effect change, I borrow ██████████ (2006) definitions of both global framing and diffusion of information, ideas and influence by activists, academics and media makers and expand this to examine journalism education. However, my theoretical perspective is both constructivist and *critical*, as I am interested in how those who have been marginalized are taking power to shape their own image and frame problems and solutions. I view journalism education programs for, by, and with transnational peoples as a strategic use of self-representation and framing (Fraser, 2008). From this perspective, these journalism programs are a sign that traditionally excluded or “subaltern” peoples are asserting their power and agency (██████████, 2007) and are taking steps to “rewrite the rules and change the game” (██████████, 2008, p. 158).

Methodology: I will conduct a comparative case study of three journalism education programs that work by, for and with self-identified transnational peoples. I will work with people who self-identify as transnational: the Saami, Roma and those who seek the assistance of the Underrepresented Peoples and Nations Organization, rather than with organizations that work on *behalf* of transnational peoples. The three organizations differ not only in their socio-political and cultural contexts but also in terms of structure and funding: Saami University College is an accredited post-secondary institution with a recognized degree in Journalism; the Roma Mainstream Media Internship Program is a donor-sponsored nine-month program with international instructors; the Underrepresented Peoples and Nations Organization offers targeted professional development and consultancy in media and public relations. My approach will follow the comparative case study methodology

used by Clifford Bob (2005) in *Marketing Rebellion*. Bob compared the strategic use, and different degrees of success, of media on a local, domestic and international scale by African and Latin American groups. Based on the similarity of our research and my own experience of conducting cross-cultural and multilingual fieldwork, I will follow this methodology, combining interviews, observation and text and curriculum analysis. Specifically I will conduct interviews with the students, curriculum developers and educators along with professional journalists, members of civil society and funders of these journalism education program. Ideally my research will follow this timeline:

May-August 2011: Interviews and observations at Saami University College, Galdu Resource Centre for Indigenous peoples and Riddu Riddu a Saami-run international Indigenous cultural and political festival with significant Saami journalistic coverage

September 2011: Interviews and observations at the Underrepresented Peoples and Nations Organizations and meeting with journalism focused donor organizations in mainland Europe.

October-November 2011: Interviews and observations at the Roma Mainstream Media Internship Program. Observation of journalism training programs in Kosovo.

December 2011-February 2012: Transcription and coding of data; preparation to return to research sites for community consultation and follow up March-April 2012.

Contribution to the Field: There is a considerable amount of work in international relations that recognizes the importance of the public framing of a people's identity as a form of agency, and the neglect, if not violence, that occurs in misframing (e.g., ██████, 2009). By contrast, little work has been done on the education that journalists, who are influential in said framing, receive and the biases inherent in such education. As ██████ (2005) point out, there is a particular gap in analyzing "the nature of media and the mediation of activism" (p. 3). My research will help address this gap by examining journalism programs that destabilize the notion of media as mere observers and instead affirm and support the media's role as participants in a political project. Recognizing that there are multiple perspectives in defining objectivity, I seek to understand ways that media makers strive to be credible without requiring the unattainable—and perhaps undesirable—ideal of objectivity. Although I am looking specifically at transnational peoples' approach to media and journalism training, the concepts of credibility, objectivity, bias and the role of framing information can speak to multiple fields and disciplines in the academy and beyond.

Relevance to Canada: Although my research sites are not located in Canada the Saami and First Nations and Inuit people have nurtured a long history of collaboration in political, cultural and educational activism. Additionally, there have been recent changes in Canadian immigration policies in regards to Roma from the Czech Republic and Hungary. Moreover, Canada has often been at the forefront of programs that intersect media, political and social agency and social change (e.g., Aboriginal Peoples Television, the CBC programs focusing on refugees and immigration, and the award-winning Inuit Cache Collective) and thus insight into these dynamics of self-representation and agency will prove useful in terms of academic work, policy and activism (██████ 2008).

Sample Proposal 3

Faculty Development and Student Learning: Is There a Connection?

Statement of the problem and aims of the research: Many North American universities offer structured faculty development programs to improve the quality of teaching and learning, particularly in relation to students' critical thinking and "deep" approaches to learning (defined in the next section). Reviews of research into the pedagogical training of university faculty have concluded that there is a paucity of evidence regarding the impact of such programs on student learning (██████████, 1981; ██████████, 1997; ██████████, 2004; ██████████, 2001). Although two recent quantitative studies reported a range of positive effects of intensive faculty development programs on teaching and student learning, they did not offer qualitative insight into how students make connections between their own learning and their instructors' teaching (██████████, 2004; ██████████, 2001). To begin to address this considerable gap in knowledge, I plan to undertake a qualitative study which will examine students' experiences of learning over a time period that coincides with their instructors' participation in the Faculty Certificate Program on Teaching and Learning in Higher Education (FCP) at the University of British Columbia (UBC).

The FCP, which began in 1998, is an eight month (two-term) cohort-based program for teaching faculty from various disciplines and academic ranks. The purpose of the program is to develop pedagogical knowledge, attitudes, and skills in order to enhance teaching and augment student learning. Participants in the FCP have said that the program expands their understanding about teaching, increases their use of active learning and critical thinking strategies, and makes them consider their students' points of view on teaching and learning more often (██████████, 2005). However, it is not known whether changes in teaching beliefs and practices enhance student learning. The aims of my research are: (1) to investigate whether students' learning and thinking become more critical and whether their approaches to learning become deeper over a two-term course, during which their instructors participate in the FCP; (2) to discover how students relate their learning developments to changes, if any, in their instructors' teaching practices; and (3) to study how instructors describe their teaching beliefs and practices – as they relate to promoting critical thinking and deep approaches to learning – at the beginning, during the middle, and towards the end of the FCP. The aim of this study is not to claim a causal relationship, but rather to explore possible connections among the FCP, teaching practices, and student learning.

Theoretical framework: The concepts of critical thinking and "surface" versus "deep" approaches to learning are central to my proposed research. For my research, critical thinking is defined as an ability to challenge the logical soundness of arguments while maintaining an open-mindedness to alternative perspectives. Critical thinking includes the facility for "creatively suspending strict rules of inference and evidence in order to envision new possibilities, innovative procedures, and fresh, potentially fecund, problems" (██████████, 1999, p.11). The critical thinker is sensitive to the limits of information collected and considers this information in the broader context of history and experience (██████████, 1994). The above definition contests traditional models that limit critical thinking to a process whereby an "objective" individual applies logical analysis to a problem in order to draw a conclusion. An "approach to learning" describes a relationship between a student and the learning. It is not something a student "has", but rather represents the engagement an individual has with the learning (██████████, 2003). Deep approaches to learning are characterized by students' intentions to understand learning tasks and seek their meaning. They extend students' abilities to analyze new ideas and link them to already known concepts and principles. As such, deep approaches to learning are said to augment complex problem solving skills and promote life-long learning (██████████, 1999). The difference between surface and deep learning is the extent to which students make sense of, and create personal meaning about, what they are learning. Surface learning is similar to what ██████████ (1970) described as "banking education", in which knowledge is "deposited" into students who "receive, memorize, and repeat" (██████████, 1970, p.72), thereby remaining detached and disconnected from the content.

Methodology: The proposed study will employ semi-structured interviews with students and instructors, as well as student focus groups. This design addresses the main criticisms made of research studies which have explored the impact of educational development programs: that they generally ignore the students' viewpoints, rely on the self-reported opinions of trainees, and depend on a single source of data (██████████, 2004; ██████████, 2001). Initially, between four and six volunteer participants will be recruited from among the current FCP cohort. If possible, given who volunteers to participate in the study, I will select faculty members

from one broad disciplinary area (e.g. Social Sciences) as this consistency could contribute to the depth of my analyses. To discover how these faculty members describe changes in their teaching beliefs and practices over time, I will conduct three semi-structured interviews over an eight-month period that will coincide with the duration of the FCP. Next, I will recruit three to five student volunteers from within two-term credit courses taught by each instructor taking part in the study. I will then conduct two semi-structured interviews with each student: the first time near the start of the course and the start of the FCP, the second time shortly before the end of both. The purpose of the interviews will be to ascertain how the students describe their experiences of critical thinking and deep approaches to learning and to discover how, if at all, they make connections between their learning and their instructors' teaching practices. In order to probe this further, I will also conduct a student focus group towards the end of each course. The focus group will consist of eight to twelve students and will include students who are participating in the one-on-one interviews as this will allow me to note differences that result across the different modes of data collection. I will analyze data gathered in all phases with the use of an electronic software package designed for qualitative analysis.

Outline of Work Plan: I am currently in the first year of doctoral studies in the [REDACTED] at UBC, where I will do my research under the mentorship of Dr. [REDACTED] and Dr. [REDACTED]. Dr. [REDACTED], a historian of education, has expertise in the evolution of the purposes of education and measures of "successful learning" for students over the twentieth century. Dr. [REDACTED], director of the [REDACTED] which offers the FCP, is an internationally recognized specialist in teaching and learning in higher education. Over the next two years I will complete coursework in educational research methods, critical social theory, and the organization and administration of post-secondary education. Before the end of year two, I will write my comprehensive examinations in relevant areas, and complete the ethical review process prior to undertaking the proposed study. The study will be done during the third year of my program, and year four will be spent writing the results and preparing to defend the dissertation.

Significance: Educational developers, policy makers, and funding agencies are increasingly interested in learning whether and how faculty development programs make a difference to student learning. Given that higher education institutions aim to produce graduates who are able to think critically ([REDACTED], 2005; [REDACTED], 1994), there is clearly a need to better understand connections between faculty development programs and students' critical thinking and deep approach to learning. Though I recognize that a causal relationship cannot be claimed, it is my hope that the students' understandings and interpretations of their learning experiences during a two-term course, combined with the instructors' perspectives on their own teaching practices during their participation in the FCP, will give more insight into the impact of faculty development programs.

CGS-M + Affiliated Awards Help Contacts

**Please note that some information on the Tri-Agency web sites has not been updated as of publication date of this booklet. Please visit the respective web site(s) for the latest updates.*

CGS M

Canada Graduate Scholarships-Master's Program

http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp

The first point of contact regarding the CGS M Program should be the Faculty of Graduate and Postdoctoral Studies. You can also contact any of Canada's three federal granting agencies for information about this program. You should correspond with the agency whose mandate corresponds to your field of research.

CIHR

CGS M Award Program Delivery Coordinator

Tel.: 613-952-0763

E-mail: cgsma@cihr-irsc.gc.ca

NSERC

E-mail: schol@nserc-crsng.gc.ca

SSHRC

Tel.: 613-943-7777

E-mail: fellowships@sshrc-crsh.gc.ca

UBC Affiliated Fellowships

Overview

<http://www.grad.ubc.ca/awards/affiliated-fellowships>

OGPR-Sponsored Technical Help

- Are you a graduate student in the Faculty of Education applying for a SSHRC/CIHR/NSERC/Affiliated Fellowship?
- Would you like some technical advice on navigating the application web forms?

If so, the Office of Graduate Programs and Research (OGPR) is pleased to offer you support in this area!

A graduate student will be available approximately September 14 until September 23, 2015 and again in early November in the OGPR Office to meet with you and provide advice on navigating the SSHRC/CIHR/NSERC/Affiliated web forms and provide you with basic editing/proofreading feedback. The student will be available to meet with you for up to half an hour. Space is limited! There will be further information about this appointment and a request for appointment form sent to all graduate student list-servs.

If you have a draft proposal ready and need help with the web application forms, please save it to a CD/USB and bring it along to your meeting.

Please note that the consultation is for technical help, and for basic editing/ proofreading feedback on your research proposal. For more complex questions, or evaluative feedback on your proposal etc., please consult with your Research Advisor or your Departmental Graduate Advisor. Please note that all appointments must be attended in-person and that we are not able to accommodate virtual meetings (eg. via Skype etc.).

Departmental Help Contacts

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

CCFI:	Lisa Altan	604-822-8638	lisa.altan@ubc.ca
EDCP:	Basia Zurek	604-822-5367	edcp.grad@ubc.ca
ECPS:	Karen Yan (CNPS, MERM, VRHC)	604-822-6371	karen.yan@ubc.ca
ECPS:	Alex Allen (SPED, HDLC, SCPS)	604-822-5351	alex.allen@ubc.ca
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**Application deadline:
Monday, September 28th, 2015*
to your home department**

**Please check with your home department on the exact time of submission on September 28th.*

A digital version of this Information Package is available online at
<http://ogpr.educ.ubc.ca/grad/funding/resources>