

your future:

a guide for potential
graduate students



**Canadian Association
for Graduate Studies**

1. why graduate studies?	3
1.1 the graduate learning environment.	3
1.2 types of graduate degrees	4
1.2.1 research degrees	4
1.2.2 professional degrees	4
1.2.3 research degrees for the purposes of professional development	4
1.3 expectations	5
1.4 know thyself	5
1.5 ask others.	5
2. questions and answers:	
obtaining information about graduate studies	7
2.1 the institution	8
2.2 the department/program	8
2.2.1 information about the program	8
2.3 your supervisor	11
2.4 space: a place to work	13
3. making ends meet: funding your studies	14
3.1 provincial and federal funding sources	14
3.1.1 fellowships/scholarships	14
3.1.2 stipends	14
3.1.3 research assistants (RAs)	15
3.1.4 training grants	15
3.2 university sources of funding.	15
3.2.1 university fellowships/scholarships.	15
3.2.2 teaching assistants (TAs)	16
3.3 other sources of funding	16
3.3.1 financial aid	16
4. life on the outside: choosing a living environment	17
5. be prepared: a useful timeline	18
5.1 the summer before	18
5.2 the fall	18
5.3 the winter	18
5.4 the spring	18
5.5 the summer	18
appendix a	19
appendix b	20

I. why graduate studies?

Graduate studies are a way to expand the knowledge and skills you acquired as an undergraduate student. In general, at the graduate level, you should be interested by:

- deepening and focusing your knowledge
- acquiring the ability to make discoveries by conducting original research and scholarship
- developing professional skills, either for research or other careers

Recently, people with graduate degrees have been referred to as “highly qualified personnel”. In today’s knowledge economy this level of qualification is a valuable asset for an increasing number of jobs.

In research programs, graduate students are involved in both the development and the responsible conduct of original, important research and scholarship. As such, graduate students should be excited by carrying out in-depth and detailed studies in the spirit of creative and imaginative inquiry. Graduate students and their work are an important part of an ongoing research process that helps us to better comprehend the human and natural world in which we exist. This research provides the human community with ways of understanding natural, cultural, imaginative, social and technological phenomena and investigating problems through the pursuit of knowledge. Graduate students are thus engaged not only in a social process that provides society with new ways of looking at the world’s complexity, problems and beauty, but in a personal quest for bettering their lives or expanding their learning and insight.

This booklet has been designed to help you decide if graduate studies are for you. It is also designed to help you locate the best graduate program to suit your needs and interests.

I.1 the graduate learning environment

The graduate learning environment is distinctly different from that at the undergraduate level. It has been characterized as advanced, focused and scholarly in nature:

- It is advanced because it builds upon an undergraduate education.
- It is focused because the emphasis in graduate studies is on depth.
- It is scholarly because it is concerned not simply with the acquisition of knowledge and skills, but with the critical analysis of existing knowledge and the creation of new knowledge. Graduate students are expected to acquire and apply advanced analytical and interpretive skills, as well understanding and/or producing research.



Graduate programs are designed to produce an environment that is challenging, engaging the students in a milieu of ongoing intellectual interaction with faculty and with each other, both in and out of class. Graduate programs, research, professional, or otherwise, are defined more by these characteristics than by the degree awarded.

1.2 types of graduate degrees

There are different types of graduate degree that can meet your present needs and future objectives, depending on your discipline or profession. The following overview of graduate degree types is necessarily over-simplified but nevertheless useful as a map to potential kinds of graduate study.

1.2.1 research degrees

These are perhaps the most familiar kind of graduate degree. Both masters and doctorate level degrees across the disciplinary spectrum are undertaken for the purpose of furthering research and/or scholarship. Master's degrees can involve a combination of coursework and a research project or a thesis. Doctoral degrees generally involve some coursework and comprehensive exams, but are largely composed of research or scholarship in the form of a thesis, completed for a supervisor. Some programs offer entry into the PhD directly from the bachelor's degree; some offer a "fast-track" option in which a student begins at Master's level but transfers to the doctoral degree before writing a Master's thesis.

1.2.2 professional degrees

Professional degrees are offered at the graduate level in order to give you the specialized skills and necessary qualifications for practice in a given profession. These are often given as Master's degrees, sometimes referred to as professional or applied Master's degrees. They may entail an internship as well as coursework. Speech-language pathology and library sciences are examples of two professional areas that require Master's level training. A Master's of Business Administration is another popular professional degree.

1.2.3 research degrees for the purposes of professional development

Prospective students may choose to attend graduate school in order to gain greater specialization or do further research in an area of study in which they already have professional credentials. Professionals may return to study in areas such as nursing, social work, education or engineering to enhance their knowledge and skills. Such study can be undertaken at the Master's and/or doctoral level.



I.3 expectations

No matter what kind of graduate degree you choose, keep in mind that intellectual commitment, certain general skills and a dedicated work ethic are important to all of them. Graduate students will often be given a substantial amount of independence. Even if you are working on a degree with clear coursework requirements or with an attentive supervisor, your own self-guidance and self-motivation are valuable and necessary attributes for the successful completion of a graduate degree. Many universities expect graduate students to work steadily throughout the calendar year to complete the requirements of their degree. Others offer part-time studies.

I.4 know thyself

Though it may seem trite, this maxim applies when considering your involvement in graduate studies. Be honest about how your skills and aspirations fit with the expectations and goals of the graduate degree you are considering. Graduate degrees are about improving your knowledge and expertise. As a general guiding principle, it is important to ask yourself the following question at the outset: “What is it I most want to learn more about?” Often, one can gauge this by the interests and successes you experienced during your undergraduate studies or by the interesting fields of inquiry you were exposed to during a professional career. Keep in mind that while career considerations are part of any educational pursuit, graduate degrees are not merely the means to an end. Even if your degree may be a step along the road to more rewarding and remunerative jobs, the work you do as a graduate student will shape your outlook, skills and approach to future work both inside and outside the classroom.

finding the right fit...

You will want to evaluate your background in concert with the skills and accomplishments required by the program. Will your abilities enable you to succeed in the program you are considering? What skills do you want to acquire by taking the degree? Do these match the program of study you are contemplating? The issue of “fit” is a crucial one.

I.5 ask others

It is important to talk to your professors, employers and/or family about your decision to pursue graduate studies. Your professors and employers will be familiar with the work you have done, with your interests and abilities and may be able to point you towards a good program or potential supervisor. Talking over your aspirations with someone you already know can also help to clarify them for yourself. This may also be helpful for your admissions application itself. In it, you will usually be asked to outline your areas of interest and research proposals. Talk to more than one person.



Different peoples' areas of interest may overlap differently with yours. Some will know given programs of study or researchers better than others. Keep in mind that you are also drawing on their professional knowledge of current work in a field of study. They will often know the recognized scholars and institutions in their area of research or employment. It will be necessary to approach some of these professors for letters of reference; letting them know about your decision in advance by seeking advice and guidance involves them in the process as a whole and may encourage a more comprehensive recommendation.

Students from your university or workplace will have gone on to study elsewhere and may have related their experiences to people still active at your school or business. Asking people about previous students (or employees) and their experiences may prove valuable to you. You may also want to approach such students or former fellow employees for information as well.



2. questions and answers: obtaining information about graduate studies

The remainder of this booklet attempts to prompt you to think about what you will encounter as you embark upon your graduate studies. It will suggest questions that will help you find the best academic and personal fit in a given program. These are intended to apply to all prospective graduate students, but some will be more pertinent to certain disciplines and types of graduate degree than others. It is up to you decide what weight the various elements involved in your decision (institutional reputation and facilities, specifics of the program of study, prospective supervisor etc.) will carry. The questions are aimed at giving you an idea of how well an institution, department, supervisor or funding opportunity corresponds with your interests and meets your needs.

As prospective graduate students, you are important potential members of a university's research and learning community. The orientation and guidelines that this document provides are designed to help you approach your future studies as a confident and informed person.

Even though you may feel that the process of admission to graduate studies is one in which you are being evaluated by a university, you actually have just as significant a role in evaluating your prospective program of study. It is important that you make sure that you have the information you need to make a good decision.

***your
opinion
counts***

Making Contacts

Making contact with your prospective institutions is important. This may mean:

- using websites
- communicating by e-mail
- talking on the telephone
- making a visit

Do your best to talk to prospective supervisors or heads of graduate admissions committees as well as a range of students including those presently enrolled in the program and those who have already graduated. It is important to gauge your potential satisfaction with a program or a supervisor from a student's perspective. This type of conversation can help you know what to expect from a supervisor or a course, or may just prove helpful in getting tips on potential living arrangements.

talk to me...



2.1 the institution

Students choose to pursue their studies at a particular institution for a variety of reasons. For instance, some people choose to attend universities near to where they live. Others base their decision on the reputation of a university. Keep in mind, though, that the research reputation of a university does not always equate with student experiences in a program of study. Sometimes graduate students' experiences of the programs at a world-renowned research university may not mesh with the university's high reputation. Students may rank their experiences at a lesser-known university as being far more supportive and encouraging than the university's research reputation might suggest.

In the case of a professional graduate degree, it is important to verify that the university program is accredited by professional bodies. If this applies to your field of study, look into the accreditation status of the institution and/or program you are planning to attend.

Whether you are interested in a professional or a research-oriented degree, you should research the nature of the university you are considering. Because it is ultimately a question of your fit and prospective experience at a university, it is crucial to be as informed as possible.

Here are some sites that may be useful in evaluating these factors:

For ratings of graduate programs:

www.phd-survey.org

www.phd-survey.org/related_sites.htm

Other useful sites:

Peterson's guide website:

www.petersons.com/gradchannel/

Canadian Universities and Graduate Programs: www.aucc.ca/

American Universities and Graduate Programs: www.aau.edu/

2.2 the department/program

A departmental representative is a useful source of information because he or she can provide specific information about the program and its outcomes that may not be available by looking at university-wide information. Asking someone about things as basic as the department's areas of strength can give you a better idea about the environment in which you will be working .

- What does a prospective department consider is unique about its program or course offerings?
- What are the strengths of its professors?

2.2.1 information about the program

Here are some questions that may be helpful to you. Keep in mind that the following is an exhaustive list of questions. They will not all apply to your particular situation or interests, but judiciously choose the ones that do and feel free ask them.



Incoming Students

For those students trying to decide between a number of potential options, these questions can help you determine the quality and rigour of the program as well as that of the cohort of students you may be studying with.

- How many students apply to the program in a typical year?
- How many students are admitted?
- How many students are presently enrolled in the program?

Program Format and Content

- Is there a coursework requirement or option? If so, how many courses must be completed?
- What courses are offered? How many are offered per semester? Are you guaranteed a place in the courses of your choice?
- How many of these courses pertain to your area(s) of interest?
- Are seminars offered on current topics and areas of inquiry?

Employment Outcomes

The department should be able to supply you with information about both academic and non-academic employment outcomes. To this end, you may want to ask some of the following questions:

- What kinds of jobs, both academic and non-academic, do former students in the program hold?
- Is the program associated with a work co-op program?

Program Options

- Is there an option for fast-tracking from the master's to the PhD?
- Is there an option for direct entry into the PhD program with a bachelor's degree?

Involvement with Others

- How many graduate students are enrolled in the program as a whole?
- How many will be admitted in your cohort?
- How many are currently working under your prospective supervisor?
- Will you be working as part of a research team with other students?
- Will you be involved in regular meetings with professors and students to discuss scholarly topics?
- Are there brown-bag lunches or journal clubs?
- In what ways do the faculty encourage a community atmosphere within the graduate student group and between faculty and doctoral students? (You may want to ask this question of both your faculty contact and of students currently enrolled in the program.)

Studies on time to completion indicate that students involved in academic and research interaction on a regular basis complete their degrees faster than those who work in relative isolation. It's also a good opportunity to initiate lasting friendships and professional relationships.



Thesis

- What is the size or extensiveness of an average thesis completed for the program?
- Does your program permit a manuscript-based thesis?

Other Program Requirements

Be sure to read the documents describing all the requirements needed to complete the degree program for which you are applying and ask about any issues that confuse you.

Progress through the Program

- Is there a procedure in place for tracking student progress with written expectations and annual meetings?
- What is the average time to completion for the degree you are considering?

Professional Development

- Are there professional skills development sessions on subjects like grant writing, getting articles published or the presentation of papers at conferences?
- Are there provisions either within the department or with an affiliated centre at the university for developing teaching skills?

University Information Sessions/Services

- Does the department or the university offer information sessions on research supervision that graduate students can attend? (These can help you learn what to expect from your relationship with your supervisor and how to navigate your way through your degree.)
- Does the department or university offer information sessions or workshops on obtaining research fellowships and outside funding?
- If you have been out of school for a while, you may want to ask if the department has programs or resources available to help students returning to an academic environment from a professional career.
- Are graduate career and placement services offered?
- What kind of university services are provided, e.g., for health needs?
- What kind of student society exists for graduate students? What kind of activities do they undertake?
- Is there a graduate student centre for socializing?



2.3 your supervisor

The choice of a supervisor is a key factor in pursuing a graduate research degree. Thinking about appropriate supervisors and then approaching them will be one of the most important things you need to do when applying to a graduate research program. There are a number of things to keep in mind when doing this.

The role of the supervisor will differ depending on your area of study. In certain disciplines, the choice of the type of research project for which supervision and financial support are available will depend quite directly on the research work the supervisor is doing. However, in the social sciences and humanities, research topics often originate from the students themselves. In either case, you will want to identify research topics in which potential supervisors are interested and knowledgeable.

Determining whether a supervisor is an active and productive scholar or researcher is an important factor. Many professors maintain a website which contains their pedagogical and publication history. This may be more detailed and useful than a database search because it will reflect conference participation, courses taught and present research projects as well. Exploring the professor's website or the department site of the university with which your potential supervisor is affiliated will often give you access to valuable information about the professor's research and interests. If you are approaching a potential supervisor, knowledge of their own research is invaluable. Become familiar with this professor's publications and be able to knowledgeably discuss your mutual interests. Potential graduate students should ask the following questions about the supervisors they are considering:

- Do they regularly publish journal articles? In which journals? On what subject?
- What books have they written?
- Do they encourage publications by their students, either jointly or as single authored publications?

Potential supervisors have track records not only as scholars, but also as supervisors. This is also very important in determining whether they are someone you want to work with. There are a number of questions you should ask to determine their abilities and strengths as a supervisor. These include some general ones like:

- How many graduate students have they supervised over their career?
- What has been the outcome of those students? (You may even want to contact some recent graduates of this supervisor.)



- What is the average time to completion of the last five years of students?
- Have they been the recipient of any awards for teaching or supervision?
- Have their students won awards?

Some more specific questions might include:

- How many graduate and postdoctoral students are presently under the supervision of this individual? (It should normally not be more than eight.)
- How much research funding does this person have? Will it cover the operating costs of your thesis research?
- Will you be expected to work in the supervisor's area of funded research?
- Is this person eligible for sabbatical during your projected period of study? Will this interfere with the completion of your degree?
- Can you expect to be funded to present your research at conferences?

Assessing the combination of a potential supervisor's scholarship and supervisory skills will give you a good idea of what your working relationship with them might be like. However, it is just as important to try to get a sense of the person's character and attitude towards supervision in a more personal way. Try to talk to them over e-mail or telephone, or ideally, in person. You will be working closely with this person for a number of years, so something as basic as how well you get along will be surprisingly important. Since the issue in supervision is good "fit," an honest self-assessment of what you are looking for and what works best for you is also in order.

- Which type of relationship do you work better in? Are you productive on your own or do you need the reassurance of regular counsel and consultation?

There may also be questions you want to ask about the particular requirements of your research project. For instance:

- If your research requires a specific type of participant, are these participants readily available?
- What research space, equipment and supplies will be available to you? Do these fit the requirements of your anticipated project?
- If your research requires access to certain types of documents and literature how well-equipped is the institution's library to handle these demands?



2.4 space: a place to work

It is important to know what kind of space you will have to work in. Here are some questions to help with that:

- Will the department be able to give you lab or office space in the department?
- What kind of graduate student space is available in the library?
- Will you have a desktop computer available to you?
- Will you have high-speed internet access?
- Will you have access to a telephone?
- If you are disabled, what kind of accommodations can be arranged for your needs & abilities?



3. making ends meet: funding your studies

It is important to get an idea of a university's and/or a department's commitment to funding its graduate students. At the time you are offered admission you should ask for a written letter that specifies what funding the university/department is willing to offer you. Here are some important questions to ask about funding when considering a particular program of study:

- How many students in the program are funded?
- At what rate?
- For how long?
- From which sources?
- Is a specific level of funding guaranteed to graduate students in the program?

Get it in writing!

Whatever employment or funding is made available to you by the university, department or your supervisor, it is imperative that this proposal is made explicit. Make sure that hourly salary rates, expected hours or specific sums are provided in writing.

Universities/departments will know about a variety of funding options and sources (see Appendix A). Find out about all of them. The following information will give you an idea of what some of them might be.

3.1 provincial and federal funding sources

3.1.1 fellowships/scholarships

Fellowships from federal research agencies and some provincial sources are paid to the student him/herself. Students can use their fellowships at the universities of their choice. They are awarded in a competition on the basis of merit and not need. In the province of Quebec, students are exempt from paying provincial income tax on fellowship income. At present, only Canadian citizens and permanent residents may receive Canadian and provincial government fellowships. The only exceptions to this are the prestigious Trudeau Scholarships, 25% of which are awarded to international students (see Appendix B).

3.1.2 stipends

Stipends are funds paid to graduate students from research grant funding that has been awarded to a professor. A stipend supports a student's thesis research in the area of his or her supervisor's funded program of research. In the province of Quebec, students paid stipends are exempt from paying income tax on this income. Stipends may be paid to either Canadian or international students. The graduate student's supervisor will normally establish the terms of stipend funding at the time that the offer of admission is made.



3.1.3 research assistants (RAs)

Graduate student research assistants are employed to do work on a professor's research project. They are paid for this work from a professor's research grant. The difference between this form of funding and a stipend is that the student who works as a research assistant is not paid to work on their own thesis research. Instead, they are paid to carry out portions of a professor's research. Payment for being a research assistant is considered a salary and therefore does not qualify for the Quebec tax exemption. Both Canadian and international students can be paid as research assistants.

3.1.4 training grants

A team of professors may obtain a training grant that is used to fund a group of graduate students. The Canadian Institutes for Health Research (CIHR) presently fund training grants that may be awarded to a group of professors across universities, within a university, across departments or within one department.

The Strategic Training Initiatives of CIHR feature multidisciplinary research in strategic training areas of investigation. They can be used to fund both Canadian and international students. The graduate student's supervisor who holds a training grant will usually offer to fund the student from this kind of grant at the time that an admissions offer is made.

3.2 university sources of funding

Many schools have university-based sources of funding for their students. Some of these are as follows:

3.2.1 university fellowships/scholarships

The money for these fellowships typically comes from two sources: endowed donations to the university or from the university's operating budget. They are usually awarded on the basis of merit. Some universities have funds available for top-up fellowships that can be used to attract a federal or provincial fellowship winner or an outstanding student. Some graduate scholarships may be administered and awarded by your department, others may be available university-wide.

Inquire about scholarships offered by the university when you apply. Most universities have easily accessible databases of graduate awards, scholarships and fellowships tenable at their institutions. Though it may entail more work and application forms, it is worth making the effort to find out about and apply for as many fellowships as possible.



3.2.2 teaching assistants (TAs)

Being employed as a teaching assistant or a marker is another way that graduate students earn money. Being a TA can also give you valuable teaching experience and build rewarding relationships with students and professors. The responsibilities and workload these positions entail vary from department to department and university to university. At several universities, teaching assistants are members of a union and their wages are set by contractual agreements. Unionized or not, you will want to inquire about the availability of TA-ships and the conditions for work. With this in mind, it is important to get answers to some of the following questions:

- How available are teaching assistantships?
- How many TAships is a typical student hired for while enrolled in the program? How many per semester or per year?
- What is the rate of pay?
- What are the typical responsibilities of the TA (marking, class time, office hours, attending lectures, etc.)?
- Does the department or the university offer training or educational possibilities for teaching assistants?

3.3 other sources of funding

Funding for graduate studies is available from a host of other sources, including government scholarships, scholarly groups and independent organizations or trusts. See Appendix A for a list of other funding sources available to Canadian graduate students.

3.3.1 financial aid

There should also be student financial aid resources to help you if you find yourself in financial difficulty. You might want to find out the following:

- Does the university have a financial aid office?
- If so, what services does it offer to graduate students?
- How much financial aid is available to graduate students? Under what conditions?



4. life on the outside: choosing a living environment

Pursuing graduate studies is also a life choice. It may mean moving to a new city or even a new country. As with the other concerns you are addressing when pursuing your inquiry, assess your living situation with an eye to making yourself as comfortable and happy as possible.

The most basic questions concern cost and style of living. In talking to people at your prospective university, try to determine what the cost of living is. Look into accommodations:

- Where do people normally live? On-campus or off?
- Is there affordable non-university housing near campus? If not, what is the commute like?
- Does the university provide an off-campus housing service? What is the typical cost of such housing?
- Are there graduate accommodations on campus? What are these residence facilities like? What do they cost?
- Is there university housing for married students?
- In what kind of environment is the university located? Rural? Urban? Cold? Warm? How does this suit your preferences?

If you have children, you will need to find out about daycare and/or schools. If you are disabled, make sure to speak to people about the accommodations that you need in your living environment and how they can be provided. Establishing a good living situation that meets your needs and that you're comfortable in can go a long way towards helping you focus on the task of completing your graduate degree.



5. be prepared: a useful timeline

5.1 the summer before

- Start by narrowing down a list of options (check www.petersons.com/gradchannel).
- Obtain standardized test dates (check www.toefl.org, www.gre.org, www.gmat.org).
- Go to university websites and obtain application deadlines (usually between December and March).
- Obtain deadlines for applying to federal and provincial agencies for fellowships (See Appendices A and B).

5.2 the fall

- Attend fellowship workshops at your university in early September.
- Have a professor review your fellowship application or documents.
- Fill out applications to the universities of your choice.
- Obtain letters of reference. Be sure to give your referees ample time.

5.3 the winter

- While waiting to hear if you are admitted, obtain detailed information from web sites about what each institution you have applied to offers its graduate students so that once you receive an offer you are ready to make up your mind.

5.4 the spring

- Students usually receive offers of admission in March and April.
- Fellowships are also announced during this time period.
- You may wish to visit your top choices so that you can meet people in person.
- You should be certain that all offers of funding are in writing.
- If two universities offer you admission, you may inquire about top-up funding from your top choice university. You are in a position to negotiate for funding. Remember, however, that the best reasons to select a graduate program are academic ones.
- Reply to your offers. Fill out surveys asking for reasons for declining an offer for the universities that request it.

5.5 the summer

- Find living arrangements.



appendix a

other funding sources

Action Canada Fellowships	www.actioncanada.ca
J. Armand Bombardier Internationalist Fellowships	www.cbie.ca/bombardier/bombardier.html
Awards administered by the Association of Commonwealth Universities	www.acu.ac.uk/scholarships/
The International Development Research Centre Funding Opportunities	http://web.idrc.ca/en/ev-54473-201-I-DO_TOPIC.html
Killam Trusts Fellowships and Awards (Tenable at the following partner institutions: University of British Columbia, University of Alberta, University of Calgary, Canada Council for the Arts, Montreal Neurological Institute, Dalhousie University)	www.killamtrusts.ca
Pierre Elliott Trudeau Foundation Fellowships	www.trudeaufoundation.ca
The W.L. Mackenzie King Memorial Scholarships	www.mkingsscholarships.ca
J.H. Stewart Reid Memorial Fellowship Trust	http://stewartreid.caut.ca/
Fondation Baxter & Alma Ricard	http://fondationricard.com/demandes.html
John and Lois Lamont Graduate Scholarship	http://www.pffc.ca/ppfc/content.asp?articleid=122
IODE War Memorial Doctoral Scholarship	Contact your university's faculty of graduate studies and research

databases & searching tools for financial assistance

Grantsnet, a database of funding opportunities in biomedical research and science education	www.grantsnet.org/
Scholarships Canada, an extensive database to find scholarships, student awards, bursaries and grants at Canadian Universities	www.scholarshipscanada.com
Student Awards Database	www.studentawards.com
List of Scholarships, Fellowships and Awards Administered by the AUCC	www.aucc.ca/programs/scholarships/alphabetical_e.html
The Smartstudent Guide to Financial Aid	www.finaid.org/fafsa
Community of Science Funding Database	http://fundingopps2.cos.com/
Simon Fraser University Graduate Award Database	http://fas.sfu.ca/projects/GradAwards/
University of Alberta Award Database	http://gradfile.fgsro.ualberta.ca/current/external.html
University of British Columbia Award Database	www.grad.ubc.ca/awards/index.asp
University of Calgary Research Grant Information	www.ucalgary.ca/pubs/calendar/current/What/Awards/03GradAwards.htm
University of Manitoba Graduate Awards List	http://webapps.cc.umanitoba.ca/gradawards/index.asp?WCI=SearchForm&WCE=showAlphabet&letter
University of Saskatchewan Graduate Awards	http://grad.usask.ca/awards/index.html
University of Waterloo Searchable Database	http://www.grad.uwaterloo.ca/Scholarships/index.asp
Wilfrid Laurier University Graduate Awards Index	www.wlu.ca/~wwwgrads/awardsindex.html
McGill University Funding Database	www.mcgill.ca/gps/fellowships/
York University Graduate Fellowships, Assistantships, Scholarships, Awards & Prizes	www.yorku.ca/grads/gen/awards.htm

appendix b: guidelines for federal & provincial funding (2003-04)

Agency	Awards	Amount	Tenure	Details
SSHRC www.sshrc.ca	Regular Doctoral	\$20,000	4 years	must be a Canadian citizen or a permanent resident
	Canada Graduate Scholarships - Master's	\$17,500	1 year	
	Canada Graduate Scholarships - Doctoral	\$35,000	3 years	
	Postdoctoral	\$35,000 + \$5,000	2 years	
NSERC www.nserc.ca				must be a Canadian citizen or a permanent resident
	PGS Master's	\$17,300	1 year	possibility of 2nd year
	PGS Doctoral	\$21,000	3 years	only 2 years if student took 2nd year PGSM
	Canada Graduate Scholarships - Master's	\$17,500	1 year	
	Canada Graduate Scholarships - Doctoral	\$35,000	3 years	only 2 years if student took 2nd year PGSM
	Postdoctoral	\$40,000	2 years	
CIHR www.cihr.ca				must be a Canadian citizen or a permanent resident
	Regular Doctoral	\$21,000 + \$1000	3 years	
	Canada Graduate Scholarships - Master's	\$17,500	1 year	
	Canada Graduate Scholarships - Doctoral	\$30,000 + \$5,000	3 years	
	Postdoctoral & Graduate Health Professionals	\$38,000 to \$47,500 + \$5,000	3 to 5 years	depends on years of clinical experience
Trudeau Foundation www.trudeaufoundation.ca				75% of awardees are Canadian citizens, 25% of awardees are international students
	Doctoral	\$35,000 + \$15,000 for travel	3 years	possibility of extension to 4th year
FQRNT www.fqrnt.gouv.qc.ca	Master's	\$15,000	2 years	must be a permanent resident of Quebec
	Doctoral	\$20,000	3 years	
	Postdoctoral	\$30,000	2 years	
FQRSC www.fqrsc.gouv.qc.ca	Master's	\$15,000	2 years	must be a permanent resident of Quebec
	Doctoral	\$20,000	3 years	
	Postdoctoral	\$30,000	2 years	

continued on next page

Agency	Awards	Amount	Tenure	Details
FRSQ www.frsq.gouv.qc.ca				must be a permanent resident of Quebec
	Master's (non-Health Professionals)	\$15,000	2 years	
	Master's (Health Professionals)	\$25,000 to \$39,000	2 years	depends on years of clinical experience
	Doctoral (non-Health Professionals)	\$20,000	3 years	
	Doctoral (Health Professionals)	\$25,000 to \$39,000	3 years	depends on years of clinical experience
	Postdoctoral (non-Health Professionals)	\$30,000	2 years	may reapply for 3rd year
	Postdoctoral (Health Professionals)	\$30,000 to \$39,000	2 years	may reapply for 3rd year; depends on years of clinical experience
OGS http://osap.gov.on.ca/eng/notsecure/ogs.htm	Master's	\$5,000 to \$10,000	2 years	
	Doctoral	\$5,000 to \$10,000	4 years	