

Tips for Completing a Scholarship Application

Welcome

This presentation will cover:

1. Tips for writing a strong scholarship application
2. Adjudication procedures
3. Point you to some useful online resources

Leadership Team



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Scholarship opportunities

Federal Scholarships (Tricouncil)

- Natural Science and Engineering Research Council ([NSERC](#))
- Social Science and Engineering Research Council ([SSHRC](#))
- Canadian Institutes of Health Research ([CIHR](#))



SSHRC  CRSH

University of Manitoba Graduate Fellowship ([UMGF](#))

Research Manitoba

(<https://researchmanitoba.ca/funding/programs/>)



Online [FGS Awards Search Engine](#)

<http://webapps.cc.umanitoba.ca/gradawards/>

General Proposal Writing Advice

Write to a general audience

Points you should cover

- Purpose and objectives
- Context and rationale
- Methods
- Feasibility
- Anticipated contribution

Always refer to the guidelines for each award to ensure you have included necessary sections

Writing well

- Write directly
- Be organized
- Find a ~~victim~~ helpful ear



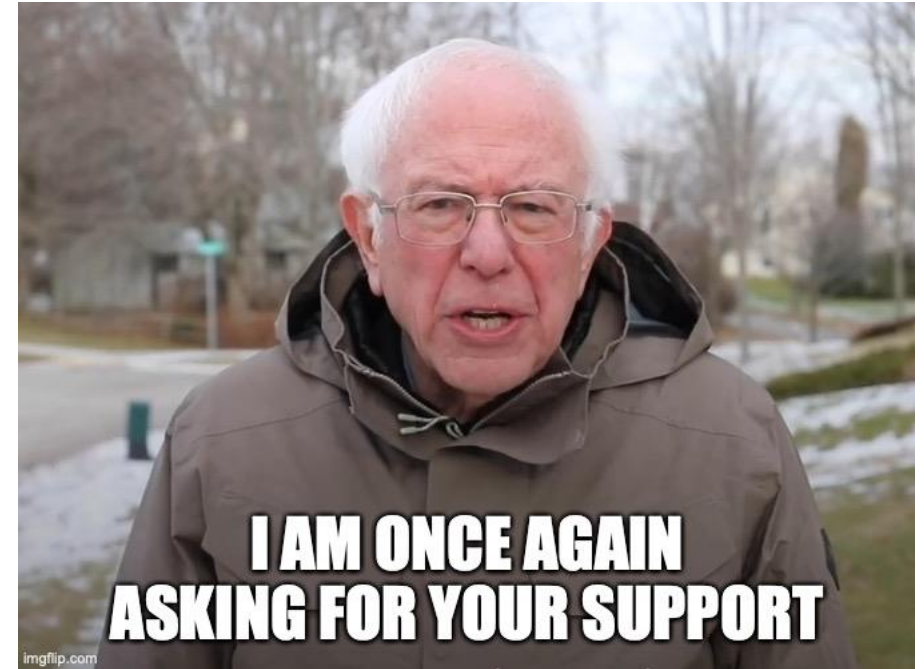
Reference Letters

Pick academics

- Ideally, pick academics who can comment on your academic work and potential
- Ask if they can write you a strong letter (and listen)

Help your references write a strong letter

- Give them information (e.g terms of reference of the scholarship, CV, letters of accomplishment)
- Highlight your accomplishments and strengths they could write about
- Ask them early (It takes time to write a good letter)



Other components

Contributions

- Explain your research contributions (completed and ongoing)
- Do not rely on journal impact factors and the like

Research experience

- Techniques and methods
- Course based and practical
- Highlight your skill set

Relevant activities

- Opportunities, Leadership
- Connections to research



If I knew what a reviewer was looking for when grading applications, I would be better able to create a strong application.

How to reverse engineer a strong application.

Step 1: Read the instructions

Step 2: Read the Selection Committee Criteria to find what criteria reviewers will be looking for

- Read the selection criteria
- Determine if there is a rubric

Step 3: Ask colleagues and mentors to read your draft application early and ask them to provide feedback about clarity of how your ideas are being expressed. Ask them to provide a lot of feedback if possible.

Be ready to receive their feedback. It might hurt your ego, but your colleague is helping to strengthen your application by being critical.



Search

Application/ Nomination process ▾

Review process ▾

Results ▾

Information for Vanier Scholar ▾

[Home](#) → [Review process](#) → Selection committee guide

Selection committee guide

Foreword

This document is a guide for members of the Vanier Canada Graduate Scholarships (Vanier CGS) selection committees of the three federal granting agencies: the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC). It describes the review process for members and chairs of these selection committees, as well as the policies, guidelines and deliverables that define each stage of the review process.

Members of the Vanier CGS selection committees are appointed from the Canadian and international academic communities, and are familiar with the mandate, structures and programs of the federal granting agencies. New members and those appointed from other sectors, should refer to [Selecting the Appropriate Federal Granting Agency](#) for more detailed information regarding federal granting agency mandates.

Although this Selection committee guide strives to be comprehensive, committee members may still have questions after reading it. Members are asked to direct all questions to the program administrator responsible for their selection committee.

Table of contents

1. [Overview of the Vanier Canada Graduate Scholarship program](#)
2. [Roles and responsibilities](#)
 - 2.1 [Selection committee](#)
 - 2.1.1 Chair

https://vanier.gc.ca/en/selection_committee_guide-comite_selection_lignes.html#b3.1

▼ 3.1. Selection Criteria

Nominations are evaluated and selected based on the following three criteria, weighted equally:

- 1. Academic Excellence
- 2. Research Potential
- 3. Leadership (Potential and Demonstrated Ability)

When evaluating nominations, both the prestige of the Vanier CGS and the stage and nature of the candidate's academic career should be considered.

The Tri-Agencies are actively engaged in promoting equity and diversity, as well as in decreasing unconscious bias in their review processes. To this end, the Secretariat has curated [a list of resources for selection committee members regarding equity, diversity and inclusion consideration](#).

Members should base their reviews solely on the information included in the nomination.

Reviewers must assess productivity broadly (i.e., not just based on publications) and consider the applicant's context (e.g., career stage, leave history). The Tri-Agencies have signed the [San Francisco Declaration on Research Assessment](#) (DORA), which recognizes that scholarly outputs are not limited to published journal articles but can include a broader range of outputs. Reviewers are encouraged to include these in their assessments.

Criterion	Indicators	Sources
Academic Excellence The candidate's academic history and their demonstrated excellence in academic achievement throughout the course of their scholarly career.	Academic Record, such as: <ul style="list-style-type: none">◦ Transcripts◦ Duration of previous studies◦ Program requirements and courses pursued◦ Course load◦ Relative standing in program (if available)	<ul style="list-style-type: none">◦ Academic transcripts◦ Academic Background section—Common CV◦ Personal Leadership Statement
	Institutions comments	<ul style="list-style-type: none">◦ Institutional Nomination letter
	Scholarships/award (competitiveness, amount, duration and prestige)	<ul style="list-style-type: none">◦ Common CV
1. Consider individual workstyles, contributions, commitments, and variations in disciplinary, community and cultural standards, ex. collaboration, teamwork and mentoring are important and valid contributions to research and to training highly qualified personnel.		

Stories have a way of humanizing the activities that we do routinely. Those routine activities may actually be leadership activities that resulted in change.

All parts of your application provide you an opportunity to tell the true story of who you are as a scholar and a leader.

Tell the reader what you want them to know!

Story

A *story* is an account of imaginary or real people and events told for entertainment.

- 'an action story'

Saga

A *saga* is a story of heroic achievement, especially a medieval prose narrative in Old Norse or Old Icelandic.

- 'a figure straight out of a Viking saga'

What types of things should be in a training expectation section of a scholarship application?

<https://cihr-irsc.gc.ca/e/50516.html>

Canadian Institutes
of Health Research

Canada

Search

Funding ▾

Institutes ▾

College of Reviewers ▾

Initiatives

Collaboration ▾

Priority areas ▾

Discoveries for life ▾

[Home](#) → [Collaboration](#) → [Health Research Training at CIHR](#)

Individual Development Plans

Throughout your training, have you ever wondered about what is truly needed to be a research leader and thought about what are your career options after finishing your degree? Were the feelings associated with that question overwhelming? You are not alone. When we talk to graduate students and postdoctoral fellows (PDFs), there is a common struggle with identifying career options (within or outside of academia), and learning how to transition into those careers following training.

Studies have shown that active career management increases career success. In fact, it has been shown not just to help you identify and best prepare for your career(s) of choice, but also to help you in the immediate term as it has been linked to shorter time-to-degree completion and higher success in receiving external awards.

CIHR encourages you to create a well thought out plan that incorporates your personal values, strengths, skills, experiences and helps you identify any skill gaps that you may have.



[One-Pager: Learn more about IDP](#)

▼ What is an Individual Development Plan (IDP)?

An IDP is a tool that supports graduate students and PDFs in actively preparing for the career(s) of their choice by exploring career paths, establishing career goals, and identifying skill gaps, culminating in an action plan to achieve their career goal(s). The use of the IDP presents an opportunity for self-evaluation, and also allows graduate students and PDFs to map their progress over time. Finally, IDPs serve as a communication tool between trainees and mentors (supervisor or other mentor(s)) regarding the training outcomes and expectations of both parties.

STEP 1
SELF-ASSESSMENT


STEP 2
CAREER EXPLORATION


STEP 3
GOAL DETERMINATION


STEP 4
PLAN DEVELOPMENT


STEP 5
PLAN REFINEMENT & IMPLEMENTATION


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Questions for Each IDP Step



Self-Assessment

Trainee

Questions for conducting a self-assessment:

- Where am I now?
- Am I developing a variety of competencies across research, communication and transferable skills?
 - Which activities have I performed in relation to developing each skill?
 - Which skills are important for me to develop?
- What are my passions and values?
- Regarding professional development and networking opportunities:
 - What activities am I interested in or do I already participate in?
 - Who do I already know who can assist me with my career goals?



Career Exploration

Trainee

Questions for exploring career opportunities:

- What careers are available to me, and which ones am I most interested in pursuing?
- What are the requirements for these careers? What skills do I have and which ones will I need to develop for pursuing my careers of interest? For each skill, do I show a “fit” or a “gap”?
- Are my passions and values aligned with each career and its activities?
- Could my networking activities be adjusted to pursue these careers?

Mentor

Questions for assessing the potential and interests of the trainee:

- When I review my trainee’s skills, passions, values and established network, do I see any gaps, strengths or trends?
- What possibilities do I see to support my trainee’s development?
- Do I see any alignment with any other career paths?
- What resources, opportunities and networks could be valuable in my trainee’s development? Can I facilitate access to them? If not, who could?

Mentor

Questions to assist looking for appropriate career opportunities for the trainees:

- Does my trainee show a strong match with the careers they are exploring? Do I see potential for other careers?
- What are the job opportunity trends in the sector(s) of interest (academic and non-academic) of my trainee?
- So my trainee can further explore or pursue these career options:
 - What resources and experiences can I provide access to?
 - Who within my network of peers, collaborators, other partners and industries can I provide access to?
- Are there professional development opportunities available for my trainee to further explore career options or develop job-search skills?



Goal Determination

Trainee

Questions to help determine goals:

- Where do I want to go career-wise?
- What actions could I take to develop the skills necessary to pursue the career(s) I am interested in? How can I turn these into goals?
- How long will it take to accomplish these goals? In what order should they be completed? Should any be divided into smaller goals?
- Which networking activities should I prioritize?

Mentor

Questions to explore potential goals with the trainee:

- Are my trainee's goals well thought-out, relevant to their career choices and aligned with their passions and values?
- Does my trainee correctly identify the skills needed to pursue their career(s) of interest?
- Which conferences and/or networking opportunities could benefit my trainee? Which ones does my trainee want to attend and explore further?



Plan Development

Trainee

Questions to outline a plan of action:

- Does my action plan define how I will reach my goals (as well as the objectives within each goal)? Are the components of my action plan SMART:
 - Specific?
 - Measurable?
 - Achievable?
 - Relevant?
 - Time-bound?
- What will work best for me in my environment:
 - Explicit step-by-step plan?
 - A higher level plan?

Mentor

Questions to refine a plan of action:

- Has my trainee written goals and objectives that are SMART? Are they challenging but attainable? Are the timelines realistic?
- How can I support my trainee? How can I facilitate skills development? How can I encourage success in achieving their goals?
 - What mentorship can I provide?
 - What access to resources or experiences can I facilitate? (e.g. lab access, opportunities to make presentations)
 - Who in my network can help my trainee?



Plan Refinement and Implementation

Trainee

Questions to help review, revise and implement your plan:

- What insights does my mentor(s) have?
- How can I leverage my mentor(s) to identify and facilitate opportunities to develop skills, acquire experiences and expand my network?
- How can I use my IDP and related discussions about it to support my progress toward my career goals, noting that the IDP is a living document and may evolve as I develop?
- How will my mentor(s) and I use my IDP to track my progress? How often will we meet?
- Do my mentor(s) and I both agree on my IDP?

Mentor

Questions to support the plan refinement and implementation of the trainee's IDP:

- Based on my review of my trainee's IDP, can I bring forward any insights?
- What am I able to commit to in order to best support my trainee and facilitate the implementation of their plan?
- How can I encourage my trainee? How can I manage expectations and increase their confidence to reach their goals that may evolve as they develop?
- How will my trainee and I use the IDP to track progress? How often will we meet?
- Do my trainee and I both agree on this IDP?

What is leadership?

Finish this statement:

A great leader is successful because they....

Or fill in this blank...

The worlds best leaders (insert a phrase here) better than anyone else in the world.

What does academic literature say about leadership?

Definitions of leadership abound. For example, an often cited critique of this messy field identifies more than two hundred separate definitions of leadership (Rost, 1993). In general, however, most leadership theories fall into one of two broad approaches: trait-based or process-based (Northouse, 2009).

https://vanier.gc.ca/en/pdf/leadership_report_e.pdf

<p>Personal achievement</p> <ul style="list-style-type: none"> ▪ Excellence in professional programs/association such as sports, arts, science, business etc. (look for impactful involvement; mere participation is not enough) ▪ Entrepreneurial achievement (start-up company, establishing an NGO or charitable initiative, establishing arts/sports based festivals/competitions) ▪ Foreign study ▪ Ability to overcome personal obstacles and commit to research excellence despite numerous challenges (ex. socio-economic reasons, familial or parental responsibilities, trauma or loss, etc.) 	<p>Goal achievement</p> <ul style="list-style-type: none"> ▪ a clear vision of what they want to accomplish; ▪ a developed personal vision for the future that defines a impactful/meaningful change for the community or a group, cause or organization; ▪ strategizes on how to achieve desired outcomes and has specific, realistic and timely goals. 	<p>Other characteristics</p> <ul style="list-style-type: none"> ▪ is creative and takes initiative; ▪ is curious; ▪ deals well with complexity; ▪ has a strong sense of reality; ▪ is courageous; ▪ is strategic, a big-picture thinker; ▪ focuses on solutions, not problems; ▪ is capable of producing extraordinary results; and ▪ is able to solve real problems and create real products.
<p>Involvement in academic life</p> <ul style="list-style-type: none"> ▪ mentoring/teaching; ▪ supervisory experience; ▪ involvement in student government and in the institution community, including committees, teams, senate, boards, ethics committees, etc.; ▪ project/lab management; ▪ roles in academic/professional societies; ▪ organization of conferences, meetings, courses, etc. 	<p>Self-management</p> <ul style="list-style-type: none"> ▪ knows how to prioritize and complete tasks to reach the desired outcome and is confident of success; ▪ establishes learning goals and tasks; ▪ reaches goals in an efficient, organized and innovative way; and ▪ is constantly working on self-improvement 	<p>Social skills</p> <ul style="list-style-type: none"> ▪ knows how to develop positive relationships with a diverse range of people
<p>Volunteerism/community outreach</p> <ul style="list-style-type: none"> ▪ involvement in charity or not-for-profit organizations. 	<p>Integrity</p> <ul style="list-style-type: none"> ▪ acts consistently with core ethical and personal values and convictions; and ▪ accepts personal accountability for the consequences of their actions/decisions. 	<p>Leadership abilities may have been demonstrated through participation in extra-curricular activities including volunteer or other community involvement, including sports or the arts, and/or previous work experience.</p> <ul style="list-style-type: none"> • What did you do in these areas that went above and beyond participation to become leadership?

Take a moment to think about your leadership story.

- Write down bullet points about your story.
- Review your list, start to reorganize the bullet points into themes.
- Reflect on the identified themes, start articulating how those themes might inform your leadership philosophy or leadership statement.

An interesting leadership story...

- Do you have a leadership philosophy or a perspective about what good leadership does well?
- What issue/problem did you see? What did you do to address it? Why was it important for you to work on this?
- How have you created opportunities to stimulate change? Who did you lead? What impact did you have on others? How have you fostered your ability to lead others?

Sex- and Gender-Based Analysis (SGBA) is an analytical process used to assess how diverse groups of women, men, girls, boys and gender-diverse people may be impacted by Government of Canada initiatives. <https://cihr-irsc.gc.ca/e/50837.html>

- It might be challenging to identify how SGBA is relevant to some research fields, but NSERC says that...
 - “Not all NSE research has potential sex, gender and/or diversity dimensions, but these dimensions are more pervasive than one might think.”

Here are some interesting resources to consider:

- https://www.nserc-crsng.gc.ca/doc/EDI/Guide_for_Applicants_EN.pdf
- https://www.nserc-crsng.gc.ca/NSERC-CRSNG/Reports-Rapports/DRR/2020-2021/supplementary/t3_eng.asp?wbdisable=true

This is an interesting perspective worth considering:

- “Gendered innovations: harnessing the creative power of sex and gender analysis to discover new ideas and develop new technologies”
- <https://triplehelixjournal.springeropen.com/articles/10.1186/s40604-014-0009-7>

If after reading these documents, you have no idea how to move forward, I suggest that you speak with your advisor or a trusted mentor in a national physics society to seek their advice on the topic. They both should be familiar with how to articulate your disciplines perspective on SGBA.

More information from NSERC & SSHRC

How to incorporate **Equity/Diversity/Inclusion** considerations into a scholarship or grant application, with specific examples (NSERC).

Overview of NSERC's **review process**.

The **journey** of a SSHRC application.

Other tips for grant writing

Universities want their students to succeed, and many have **information and advice** for writing compelling applications.

University of Manitoba, McGill and Dalhousie all have such resources.

Some of the advice is **mechanical** (how to navigate the submission site, reminder to check your spelling) but there also tips/sources **on improving your writing**.

The information will also be useful for preparing grant applications, which some of you will undertake going forward.

What does success look like?

Tri-agency is providing **\$260 million per year**

- ✓ Natural Sciences and Engineering Research Council of Canada (**NSERC**) **Awards Database**
- ✓ Social Sciences and Humanities Research Council (**SSHRC**) **Awards Search Engine**
- ✓ Canadian Institutes of Health Research (**CIHR**) **Funding Decisions Database**

Research Manitoba **Funding Decisions Database**

All of these have titles, amounts, of successful scholarship applications. Searchable by institution and other parameters.

The **CIHR** Database also includes abstracts.

Where do you want to get to?

- ✓ Are you in graduate studies because of your **passion** for your subject?
- ✓ Planning a career as an **academic**?
- ✓ Planning a career in **research** outside of the academia?
- ✓ Planning to use your **specialized knowledge** and skills to make the world a better place?

Your answer(s) to the above will inform the choices you make on your scholarship application.

Resources for those big picture questions

CIHR has information on putting together an Individual Development Plan: identify and establish career goals; identify short-term needs and strategies to improve your current performance; identify long-term career options for realize your goals.

American Association for the Advancement of Science (**AAAS**) has tools for evaluating skills/values/interests, using the self-assessment to set goals to prepare you for your career path(s).

VITAE has development planning tools, advice on CVs and how to present yourself and your research.

I know where I want to get to - how do I get there?

MITACS is a non-profit research organization that partners with academia/industry/ government on training programs for industrial & social innovation.

MITACS offers training courses on:

- Networking skills
- Project and time management
- Reconciliation and EDI
- Communication skills
- Career planning
- R&D management
- Leadership skills
- Writing and presentation skills

Links (from NSERC)

NSERC **advice & tips** videos

https://www.youtube.com/watch?v=St7LWVYA5tQ&list=PL6ox0GB7vXYIhaAY7mEqwmMqYK9TG_Cp1E&index=9

Other NSERC videos:

https://www.nserc-crsng.gc.ca/Students-Etudiants/Videos-Videos/SFTips_eng.asp

NSERC incorporation of **EDI**:

https://www.nserc-crsng.gc.ca/NSERC-CRSNG/Policies-Politiques/EDI_guidance-Conseils_EDI_eng.asp

Links² (NSERC, SSHRC, Universities)

NSERC review process:

<https://www.youtube.com/watch?v=Ftx9fg4h3mY>

SSHRC application journey:

<https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/journey-cheminement-eng.aspx>

From **U of M**:

https://umanitoba.ca/research/ors/media/Grant_writing_May_Days_2015.pdf

From **McGill**:

https://www.mcgill.ca/mecheng/files/mecheng/NSERC_Fellowship_Applications.pdf

From **Dalhousie**:

<https://www.dal.ca/faculty/arts/research/external/Grant-WritingTips.html>

Links³ (Awards databases)

NSERC AWARDS DATABASE:

https://www.nserc-crsng.gc.ca/ase-oro/index_eng.asp?new

SSHRC AWARDS SEARCH ENGINE:

<http://www.outil.ost.uqam.ca/CRSH/RechProj.aspx?vLange=Anglais>

SSHRC AWARDS RECIPIENTS:

<https://www.sshrc-crsh.gc.ca/results-resultats/recipients-recipientaires/index-eng.aspx>

CIHR FUNDING DECISIONS DATABASE (includes abstracts!):

<https://webapps.cihr-irsc.gc.ca/decisions/p/main.html?lang=en#sort=namesort%20asc&start=0&rows=20>

RESEARCH MANITOBA FUNDING DECISIONS DATABASE:

<https://gms.researchmanitoba.ca/funding-search/>

Links⁴ (On individual development plans)

From **CIHR**:

<https://cihr-irsc.gc.ca/e/50516.html>

<https://cihr-irsc.gc.ca/e/51129.html>

<https://cihr-irsc.gc.ca/e/50516.html>

From **AAAS**:

<https://myidp.sciencecareers.org/?AspxAutoDetectCookieSupport=1>

From **VITAE**:

<https://www.vitae.ac.uk/researcher-careers/career-management-for-researchers>

Links⁵ (MITACS)

MITACS training courses:


<https://www.mitacs.ca/en/programs/training/training-courses>

MITACS workshop bundles (same content as above, links to register):

<https://umanitoba.ca/graduate-studies/student-experience/graduate-student-workshops#mitacs-workshops>

Getting help

- Information about scholarship opportunities available on the FGS Website (see [FGS Funding, Awards, and Financial Aid](#))
- Check out the [FGS Awards Engine](#)

**University of Manitoba**

Faculty of Graduate Studies

Programs of study

Admissions

Funding, awards and financial aid

Student experience

Home / Faculty of Graduate Studies / Funding, awards and financial aid

Funding, awards and financial aid

We want you to succeed as a graduate student. Find out how you can access funding so you can focus on your studies.

Go directly to...

Browse all graduate awards

Award winners

Banting Fellows and Vanier Scholars awarded to UM

UM welcomes two Banting Postdoctoral Fellows to its ranks and congratulates four doctoral students on receiving Vanier Scholarships. Banting postdoctoral fellows are the best postdocs in the world. The recipients are top-tier postdoctoral talent, nationally and internationally. This award positions Banting Fellows to succeed as research leaders. Only seventy fellowships are awarded across Canada annually, valued at \$140,000 over two years.

Learn more about each PhD student →

Learn more about the Vanier Scholarships →

Learn more about Banting Postdoctoral Fellows →



PhD student Joshua Okyere named Pierre Elliott Trudeau Foundation Scholar

Joshua Okyere, a PhD student in the Peace and Conflict Studies (PACS) program, qualified as a finalist for the Pierre Elliott Trudeau Foundation Scholarship and Engaged Leadership program. After a rigorous selection process and competing with 102 semi-finalists, he has now been named one of this year's 15 Scholars across Canada.

Read Joshua's story →

Learn more about Pierre Elliott Trudeau Foundation Scholarships →

Award opportunities

These are a sampling of the many awards available to UM graduate students.

Getting help

- Information about scholarship opportunities available on the FGS Website (see [FGS Funding, Awards, and Financial Aid](#))
- Check out the [FGS Awards Engine](#)
- If you have specific questions about a particular scholarship or award, you can contact the appropriate person in the FGS Awards Team ([PDF](#))

Faculty of Graduate Studies | Awards Portfolios

Mandy Laing Awards Officer 204.474.6703 mandy.laing@umanitoba.ca	Danielle Moore Awards Assistant 204.474.8089 danielle.moore@umanitoba.ca	Amber Kusnick Awards Assistant 204.474.9836 amber.kusnick@umanitoba.ca	T.B.D Awards Assistant 204.480.1000 graduate.awards@umanitoba.ca	David Foley Awards Assistant 204.474.1556 david.foley@umanitoba.ca
Michael Smith CGS-MSESS (NSERC, SSHRC, CHIR) NSERC Doctoral Prize NSERC IPS Research Manitoba Scholarship Liaison Officer (SLO) for the Tri-Agencies TR Labs UMGF Budget & Allocations Vanier Canada Graduate Scholarships (NSERC, SSHRC, CHIR) Emergency Loans	Carla Thorlakson Graduate Travel Award Dean of Grad. St. Student Achievement Award Delaney Graduate Scholarship for Indigenous Students Dr. Richard Douglas Gateway Memorial Fellowship Faculty of Graduate Studies Research Completion Scholarship Faculty of Graduate Studies Travel Award Faculty of Graduate Studies Virtual Conference Award Indigenous Doctoral Program Fellowships International Graduate Students Entrance Scholarship (IGSES) International Graduate Students Scholarship (IGSS) James Gordon Fletcher PhD Flship in Aboriginal Issues Pamela Hardisty Graduate Fellowship PGS Human Genetics Roma Zenovec Hawirko Grad Scholarship Sonja I. Bata Material Culture Scholarships Women's Health Research Foundation of Can. (FT/FI) Senior Women Academic Administrators of Canada Emergency Loans	Arthur Mauro Senior Student Award Award Advertising/Database Eirikur and Thorbjorg Stephanson Scholarship FGS Support Staff/Mentoring/Administrator Award Foundation for Registered Nurses of MB Inc G. Clarence Elliott Fellowship Gandhi, Mahatma Scholarship in Human Rights Janice Filmon Award in Peace Studies J.W. Dufoe Graduate Fellowship Mackenzie King Scholarships McCorrie-West Family Flship for Alzheimer Research P. Singal Grad. Flwship. In Cardiovascular Science Rose & Frederick Johnson Scholarship Sheu L. Lee Family Scholarship UMGF Admin & Recommendations UMGF- Supplemental Awards Emergency Loans	Brockman, Lois M. Research in Child Development Crerar, Thomas Alexander Scholarships (Composite Award) Departmental Award Selection Forms (ASFs) Frank, Heinz Memorial Scholarships (Composite Award) Goulden, Richard C Memorial Award Governor General's Gold Medal Irene Knysh Grad Scholarship in Ukrainian Issues James Gordon Fletcher for Nutraceuticals Kernaghan, E. B. Scholarship (Composite Award) Kridjanjsson, Adalsteinn Travelling Scholarship (Composite Award) Nancie J. Mauro Grad Scholarship in Oncology Res. Sixth Prairie Cons & Endangered Species Conf. Flship. Snider, Donald Vernon Memorial (Composite Award) University Women's Club of Winnipeg (Composite Award) Emergency Loans	China Scholarship Council (CSC) CGSM (CHIR< NSERC< SSHRC) CHIR (Doctoral, CGSD) Doctoral Award for Indigenous Students Graduate Enhancement of Tri-Agency Shipends (GETS) Master's Award for Indigenous Students Northern Scientific Training Program (NSTP) NSERC (PGSD, CGSD) President's Graduate Scholarship for First Nations, Inuit and Metis Students SSHRC (Doctoral CGSD) Trudeau Doctoral Scholarships University of Manitoba Dist Diss Award/CAGS UMI University of Manitoba Master's Thesis Prize Emergency Loans

May 2022

Questions?