

Banting Postdoctoral Fellowship

Application Tip Sheet for Applicants & Supervisors

In an effort to assist applicants, supervisors, and faculties prepare and review Banting Postdoctoral Fellowship applications, the SGS Graduate Awards Office has created this document based on recent feedback received with regard to the Banting review process.

First and foremost, applicants and supervisors are strongly encouraged to review in detail the relevant sections in both the [Application Guide](#) and [Selection Committee Guide](#) posted on the Banting website while paying special attention to the [selection criteria section](#) to ensure the application fully addresses each of the criteria evaluated by the committee members.

Tips for Applicants

All three criteria are equally important and weighted the same (i.e. 1/3 each). Banting has instituted a minimum threshold score for funding: In order to be considered fundable, applicants must achieve a score of at least 5.1 in each individual criterion. Those with an average score of 7.5 and higher are recommended for funding ([see table in section 3.1.3 on pre-scoring range](#)).

1. [Research excellence and leadership in the research domain](#)
2. [Quality of the applicant's proposed research program](#)
3. [Institutional commitment and demonstrated synergy between applicant and institutional strategic priorities](#)

Research excellence and leadership

Applicants should demonstrate:

- Clear evidence of potential to be future leader;
- That both research excellence and leadership are equally exceptional;
- Participation in leadership activities contributing to the broader community (scientific or civic);
- High profile leadership with national/international impact and/or society at large;
- Contributions within the university having continuous and lasting impact; service within the university is expected and not generally viewed as exceptional.

Quality of the applicant's proposed research program

Lay Summary:

Ensure that it is very well-written in "lay" terms, suitable for an educated non-expert or even the public to understand. The language from an abstract for publication is usually considered too technical. This component is considered extremely important as it's often the first thing the reviewers read and it gives them a first but lasting impression of the application and sets the tone for the rest of their comments.

Research Proposal:

- o Write clearly and effectively;
- o Divide proposal into subsections, e.g. background, hypotheses, experimental design, etc., provide potential obstacles and solutions, make sure the proposal has a clear and logical structure;
- o Use headings, spaces, paragraphs, highlights strategically. Avoid having four pages of dense, single space typed text as it makes a proposal difficult to read;
- o Selection Committee members may review the proposal in the same manner as they would a research grant proposal so it should be very strong and well written;
- o Use graphics where appropriate to help illustrate the proposal.

Other:

Applicants should elucidate a well thought out career trajectory with strong consideration of where s/he would like to be by providing a layout of current training, identifying what's missing, and explaining why and how U of T and supervisor will provide that missing piece and the best environment to achieve the applicant's goals. Reviewers are looking for potential significant research impact based on a combination of a great research proposal, and a fantastic fit between the applicant, supervisor, and the applicant's aspirations.

Institutional commitment and demonstrated synergy between applicant and institutional strategic priorities

- Referees letters should express how they think the applicant's choice of institution and supervisor is the best move for fulfilling the applicant's aspirations.

Selecting referees

- To assist referees in writing a strong letter of recommendation, it is the applicant's responsibility to provide them with the [full instructions for referees](#):
 - Provide an assessment of the applicant's research excellence and demonstrated leadership
 - Provide an assessment of merit of the proposed research
 - Provide an assessment of suitability of the proposed research environment
- **New for 2016-2017 - Mandatory arm's length referee:** All applications must have at least one arm's length referee from among the three invited referees. The arm's length referee cannot be:
 - a relative or close friend, or have a personal relationship with the applicant;
 - in a position to benefit from the funding of the application;
 - affiliated with the applicant's current and/or proposed institutions;
 - professionally affiliated with the applicant, as a result of (but not limited to):
 - being their supervisor or trainee;
 - collaborating, publishing or sharing funding with the applicant or having plans to do so in the immediate future.

Tips for Supervisors

The “**Supervisor's Statement**” is a major component of the application (accounting for 1/3 of the score) from which the Banting committee members will assess the criteria of “**Institutional commitment and demonstrated synergy between applicant and institutional strategic priorities**”. To ensure the statement covers all points listed, review the relevant section in both the [Application Guide](#) and especially the [Selection Committee Guide](#), which specifically outlines how the Committee will be assessing this criteria, keeping the points below in mind.

Supervisors should demonstrate:

- A synergistic and custom fit between institution/supervisor and candidate and show that the host institution is the best place for the candidate to pursue the next stage of his/her career;
- That the supervisor is personally committed to training and furthering the career and personal development of the candidate as a future leader (i.e. not only scientifically but can provide leadership opportunities outside “the lab”);
- Specific talents the candidate possesses that are also important in the supervisor's work;
- Growth and productivity of the candidate/supervisor team – this point is especially important if the candidate has already been working with the supervisor prior to the application;
- The significance of the applicant's contributions and proposed research and how it fits within the supervisor's and institution's research plan/objectives;
- Where possible, highlight very unique opportunities for postdoctoral fellows which are not offered elsewhere. E.g. faculty/departmental funding to foster interdisciplinary collaborations and networks.

Other tips regarding supervisor's statement:

- Use very strong positive language;
- It is helpful to state what rank (e.g. top 1%) the candidate is compared to all others supervised, if the supervisor has supervised many postdoctoral fellows in the past and the current candidate is in the top few percentile;
- Supervisor's own contributions/achievements should be described in light of how they are beneficial to the candidate. However, while describing the excellence of the supervisor is important, there should be greater focus on the candidate rather than the supervisor's own achievements.

One aspect of the supervisor statement should communicate the institution's commitment to the applicant's professional development, clearly indicating the resources and/or mentoring activities available through the institution to support career development. It should be explained how this support is above and beyond what is offered to regular postdoctoral fellows, and that this support should be reasonable and appropriate to the institution and requirements of the applicant and the proposed research.

In addition to opportunities made available by the supervisor, as well as the specific department or faculty, it is often helpful to include the following [resources made available by U of T](#):

The University of Toronto is committed to supporting the professional and personal development of postdoctoral fellows. A centralized postdoctoral office is established within the School of Graduate Studies to ensure successful training experiences for postdoctoral fellows by providing consistency of access to resources to prepare them for the next step in their careers.

Postdoctoral Fellows have full access to the Gradlife, a website which provides access to specialized workshops, and online resources and programming covering both academic and non-academic issues. They are also able to partake in the Leadership Skills for Graduate Students program which offers a special series of workshops in communication, facilitation and conflict resolution skills. Additionally, postdoctoral fellows may take advantage of their access to the Career Centre, which offers a comprehensive, personalized range of career education and employment services to support and empower participants in making informed decisions about their career and employment goals. Postdoctoral fellows are eligible for individual career consultations with a career counselor. Launched in September 2014, MyGradSkills is an online and free portal with a series of learning modules that allow students and postdocs to acquire professional skills on their own time, at their pace, and anywhere they can access the Internet. The 18 module topics are varied: academic and research integrity, converting a CV to a résumé, entrepreneurship and new venture creation, understanding mental health and well-being, exploring diverse career paths for PhDs, and teaching online. Finally, postdoctoral fellows have access to a range of workshops offered by the English Language & Writing Support group, including topics such as “writing a grant proposal” and “maximizing poster presentations.”

Disclaimer: The above suggestions are based on feedback requested by SGS Graduate Awards Office from various stakeholders in an effort to assist potential applicants and supervisors in submitting a strong application but cannot guarantee a successful outcome.