



Supervisors should be highly selective and recommend only the highest-calibre postdoctoral researchers. Certain circumstances may legitimately affect an applicant's record of research achievement (e.g. availability of research/leadership opportunities). This should be factored into the selection process. Refer to the 2023-2024 Banting Postdoctoral Fellowship [Competition Memo](#) and FGSR's [website](#) for the university's internal process, timelines, and dates, and the requirements for a complete application. Faculty nominations are due at FGSR July 7, 2023. Note that Faculties may implement their own internal application deadline for postdoctoral applicants to submit their application for their internal review, therefore check with your Faculty for their internal process.

The following is a summary for the proposed Supervisor's role to prepare the candidates application:

- Identify candidates area of research
- If applicable ensure proposed research is in accordance with Tri-Council's policies and principles
- Provide a Supervisor's Statement as part of the candidates application
- The fellowship is a stipend that is awarded to the postdoctoral researcher. The annual stipend (\$70,000 per year, for two years) does not cover the cost of benefits for postdoctoral fellows. Applicants and their proposed supervisors should discuss the details of the fellowship appointment (any benefits offered to the postdoctoral researcher; any financial obligations associated with the appointment; availability of research and/or other support; rights and responsibilities), as well as any established research-related policies and protocols. Refer to the university's [PDF Collective Agreement](#) and [Benefits website](#) for information on postdoctoral fellow appointments.

After FGSR's Postdoctoral Fellowship Committee review of university nominations: if your applicant is successfully shortlisted to be forwarded to the national level, they will be invited to submit their application in ResearchNet. The application (excluding the Institutional Letter of Endorsement) is to be submitted by the proposed Supervisor via a New Project Request through the Research Services Office's (RSO) Researcher Home Page for department, Faculty, and RSO approval. Further instructions will be provided at this time. FGSR will provide a draft Institutional Letter of Endorsement to you and your faculty contact at that time; the Letter is required for the candidate to officially submit their application in ResearchNet for university approval and for national review.

Identify Area of Research:

The onus is on the applicant and their proposed supervisor to carefully consider which selection committee should review the application. For more details, consult the Banting [Application Guide](#) > *Identify area of Research* ([Selecting the Appropriate Federal Granting Agency](#)). If there is uncertainty, please send an email to banting@cihr-irsc.gc.ca with a one-page summary of the proposed research, and Banting staff will provide clarification.

Research Respectfully Involving Indigenous Communities:

The proposed research must be in accordance with the policies and principles outlined in the following two main documents:

- [Tri-Council Policy Statement: Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada](#)
- [SSHRC Guidelines for the Merit Review of Indigenous Research](#)
- [CIHR's Research Involving First Nations, Inuit and Métis Peoples of Canada – Webinar](#)

Proposed supervisors must describe how collaborations are developed and provide details corroborating information included in the research proposal. **In order to be funded, research involving and engaging with Indigenous communities must fulfill the pillars for respectful research engaging with Indigenous peoples.**

The research proposal should reflect that the candidate and the supervisor are aware of and referring to relevant principles and protocols established for this kind of research, such as, following the Principles of [OCAP®](#) (i.e., ownership, control, access and possession/protection), the [CARE Principles for Indigenous Data Governance](#), and/or other principles as determined by relevant communities.

For complete details, consult the Banting [Application Guide](#).

Supervisor's Statement

Maximum of 4 pages following [Banting Presentation Standards](#); on institutional UofA letterhead, signed by the supervisor. This document will be used to assess the degree to which the institution and supervisor are committed to the applicant, their capacity to enable the applicant to become a future leader in their chosen field, and their potential to build upon the institution's strategic priorities. The Supervisor's Statement, the professional development opportunities, and the description of the research environment coming from proposed supervisors are very influential in the selection committee's consideration of the candidates, and we appreciate you taking the time to provide this information.

Reminder from Banting: Given the competitive nature of the Banting PDF program and its role as a premier postdoctoral program in Canada, it is very important that institutions clearly outline the support that will be provided to the applicant. The supervisor should explain how this support goes above and beyond what is offered to regular postdoctoral researchers. Furthermore, the support should be reasonable and appropriate to the institution and should meet the applicant's needs and the requirements of the proposed research. Postdoctoral researchers must complete the Banting End of Award Report, which includes follow-up questions to confirm whether the support outlined in the application was granted to them during their award.

This application element speaks directly to the following selection criterion: [Institutional commitment and demonstrated synergy between applicant and institutional strategic priorities](#).

The following should be addressed in your Supervisor Statement in accordance with Banting regulations. Refer to the [Banting Application Guide > Attachment: Supervisor's statement](#) for complete details and guideline requirements of each section:

1. Supervisor's biography

Describe the supervisor's academic and research background, key contributions/accomplishments and funding to date. This section must be concise and include only information that is relevant to the application.

2. Appropriateness of the supervisor(s)

Describe the fit between the research interests/background of the supervisor and applicant, and the anticipated mutual benefits. In the description, provide specifics about how the proposed research complements the supervisor's ongoing projects and/or new research directions. Detail the contributions of the supervisor and applicant in the design and development of the proposed research.

3. Research environment

Provide details concerning the applicant's proposed research environment, clearly stating the supervisor's and laboratory/department's commitment. Examples of commitment include (but are not limited to) mentorship, opportunities for collaboration, dissemination, and/or knowledge translation, resources (e.g., funding, facilities, personnel) that will be available to support the applicant as they carry out their proposed research and develop their leadership potential.

In the case of applications in which the proposed research respectfully involves Indigenous communities, describe how respectful relationships are being developed to engage with relevant Indigenous communities in the proposed research and to promote reciprocity in terms of the benefits derived from the research process and outcomes that are meaningful and culturally appropriate. Describe any support provided to facilitate collaborations between the applicant, the host institution and Indigenous communities/partners. The supervisor **must** provide details corroborating information provided in the research proposal.

For more information, see Banting's [Equity, Diversity and Inclusion page](#).

4. Professional development

Supervisors are to edit and customize the following for each applicant under this section (i.e. to "Describe the institution's commitment to the applicant's professional leadership development"):

Professional development opportunities at the UofA

The University of Alberta, through the Faculty of Graduate Studies and Research (FGSR) and other campus units, provides a series of Professional Development opportunities for graduate students and postdoctoral fellows. The majority of sessions are offered at no cost.

Communication training is available from a many sources. The FGSR Community Volunteer program offers sessions on how to develop and prepare research presentations for general audiences, as well as hands-on opportunities. The Centre for Writers and the Student Success Centre host numerous writing sessions, such as "Writing an Effective Funding Proposal" to "Writing for Clarity" that allow participants to focus on specific writing needs. A multi-tiered teaching program directed through FGSR also provides exceptional training for communication in the classroom, and skills training that can transfer to any area of employment. The Alberta Innovates SPOR group provides webinars and training specific to Knowledge Translation throughout the year including topics of integrated KT, end-of-grant KT and evaluation in KT. Online resources have been available through MyGradSkills, and more recently through MITACS. Sessions include Academic and Professional Communication for New Researchers and Communicating Your Research. FGSR has also recently developed a module on Transitioning into the Workplace: A multicultural perspective that will be available to postdocs.

Career development sessions are typically met through the Career Centre, FGSR, and Postdoctoral Fellows Association. FGSR hosts PD events that include topics such as "Building Your Professional Brand, Networking, and Finding Success in an Uncertain Job Market. The Career Centre provides one-on-one career advice on interviews, LinkedIn and CV's, as well as hosts many networking and career sessions with government and industry employers. The Postdoctoral Fellows Office is developing an Individual Development Plan to assist postdocs with their career planning and will offer postdoc specific sessions for career development. The Postdoctoral Fellows Association also hosts an annual Research Day to encourage postdocs to network with employers, as well as to gain career advice through sessions they have offered.

Other professional skills training on campus includes entrepreneurship, research management, teaching, and mentoring. Entrepreneurship training has been available primarily through sessions offered by TEC Edmonton, MentorUp and Mitacs. Sessions include a "Lab2Biz" and "Discovering the Entrepreneur Within" workshops. TEC Edmonton also offers an online resource on "How to bring your product to market". The Environmental Health and Safety offers a Supervisory EHS Development Course plus various courses from safety to "Helping Individuals at Risk". The Field Research Office also offers specific training for the field research activities. The International Institute for Qualitative Methodology hosts a workshop series to learn about specific methods, techniques and approaches to qualitative research. Our UofA Libraries also host regular workshops on data management/storage, citation software, where to publish, and maximizing your literature searches. The Research Services Office provides training for grant administration and several grant writing workshops are coordinated through the Grant Assist Program. The collaborative Institutional Training Initiative provides nine on-line training courses, such as Clinical Research Coordinator and Responsible Conduct of Research. Our Peter Lougheed Leadership College offers our PDFs a number of drop-in, workshop, and cohort leadership development programs

in addition to a regular leadership lecture series. The PLLC offerings include the innovative adaptive “DIVE” leadership program where participants work in an interdisciplinary cohort during monthly workshops to dive beneath the surface of their leadership failures and challenges to consider how their own experiences and histories contribute to them.

Training related to strengthening teaching abilities for postdoctoral fellows are offered by FGSR and the Centre for Teaching and Learning. For example, sessions on how to incorporate technology into the classroom, instructional strategies, workshops concerning teaching and learning theory, how to develop a new course, and how to develop a teaching philosophy and portfolio are all offered through these two centres. Mentoring is made available through the Career Centre where postdocs can receive or serve as a mentor and the Undergraduate Research Initiative also provides an excellent opportunity for postdocs to serve as supervisors.

5. Institutional synergy

Describe the institution's documented strategic priorities and demonstrate the synergy between these priorities and the applicant's proposed research program. Clearly justify the institution's endorsement of the applicant in light of the institution's strategic priorities and articulate how the institution and applicant will benefit from this engagement.