



What Comes Next: Find Your Next Position

Prepare | Apply | Interview | Negotiate

Application materials for faculty positions

Ray Care, PhD

Program Director, Office of Career and Professional Development



What Comes Next: Find Your Next Position

Prepare | **Apply** | Interview | Negotiate

What Comes Next: Find Your Next Position

Prepare | **Apply** | Interview | Negotiate

↓
Aug

↓
Sept

↓
Oct

↓
Nov

Resources: Videos, guides, and samples

Workshops

1:1 counseling

Learn more about this series: tiny.ucsf.edu/WCN

The faculty job application timeline

1. Job search
 2. Application
 3. First interview via Phone/Online (20-45 minutes)
 4. First visit (1-3 days)
 5. Second visit (1-3 days) - sometimes
 6. Job Offer & Negotiation (1 week - 2 months)
- July-December**
- September-February**
- October-March**
- February-May**
- January-June**



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Faculty career
resources are
always available:

**[tiny.ucsf.edu](https://tiny.ucsf.edu/facultycareer)
[/facultycareer](https://tiny.ucsf.edu/facultycareer)**



The faculty job application process

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You submit: CV, Cover Letter, Letters of Recommendations
Research Statement, Teaching Statement, Diversity Statement

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Administrator receives all applications:
1st round of selection from 100-600 applicants to 50

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1st round of selection from 100-600 applicants to 50

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Faculty hiring committee meets:
2nd round of selection from 50 to 5-10 top candidates

4. First visit (1-3 days)

5. Second visit (1-3 days) - sometimes

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4. First visit (1-3 days)

Each faculty member can have over 20 applications to read. They say they spend **30 seconds to 2 minutes** on the first read, to decide if they will read further.

5. Second visit (1-3 days) - sometimes

6. Job Offer & Negotiation (1 week - 2 months)

Our process for preparing and applying for faculty jobs



Research-Intensive Institutions (R)



Research & Teaching Focused (RT)



Teaching-Only Institutions (T)



“What are the significant contributors to hiring decisions?”

n=4 faculty
(5 institutions)
validated by 38 faculty

n=9 faculty
(10 institutions)
validated by 22 faculty

n=4 faculty
(4 institutions)
validated by 11 faculty

What are institutions looking for when they hire faculty?

ACRA

Clarifying Training Expectations
for Future Faculty
In the Life Sciences

Download
ACRA and read
our paper:

[career.ucsf.edu/
ACRA](https://career.ucsf.edu/ACRA)

Poll:

**Have you
assessed your
strengths with
ACRA?**

Poll:

**Have you
assessed your
strengths with
ACRA?**

**Hiiiiighly
recommend
doing that!**

[tiny.ucsf.edu/
ACRA1](https://tiny.ucsf.edu/ACRA1)

R institutions

Significant contributors to hiring decisions



Research program:

Clear vision and strategy
Fundable research plan
Independence



Publications:

Impact is what matters (not necessarily impact factor)



Recommendations:

From advisors and PIs
Need to be stellar



Grants and fellowships:

Not required BUT may help indirectly because a **Funding Plan is important**



Fit for position

This is less essential, but in some instances, the research field will matter for the position
Possible synergy with colleagues may matter

RT institutions

Significant contributors to hiring decisions



Fit for position

Disciplinary fit in teaching,
No overlap with other faculty in
research

Don't want to be your backup plan



Research program:

Feasibility with limited resources
Undergraduates must be
included



Verbal communication:

Spikes interest of non-experts
and undergraduates



Teaching:

Experience - involvement matters
Teaching Potential matters



Publications:

Variable - depends on the
teaching/research balance



Collegiality:

Are you a good colleague?
Can you share?

T institutions

Significant contributors to hiring decisions



Fit for position

Disciplinary fit in teaching matters:
can you teach what we need you to teach?



Teaching:

Experience - involvement matters
Teaching Potential matters



Collegiality:

Are you a good colleague?
Can you share?



Commitment to Diversity:

Respect, Authenticity
Reflectiveness, Experience

R ACRA checklist: Can you find this information in the CV or Cover Letter?

Publications: Productivity & Impact	
Candidate has produced first author papers during postdoc and PhD, with at least one paper contributing significantly to the field.	
(+) Has a Cell, Nature, Science paper	
Funding Plan	
Proposed research program is ambitious and impactful enough to be funded by an R01 grant.	
Fit for position	
Research fits the needs of the department	
(+) Potential synergies with others in department	
Research program	
1. Vision & Strategy	
Research program is exciting, with a clear direction	
(+) Interesting, broad, research question that fills important gaps in the field and provides direction for the next 5 to 10 years.	
2. Independence	
Candidate shows ability lead a research program, by developing own ideas and new collaborations independently.	
(+) Candidate's proposed research program does not appear to be in competition with their current advisor's.	

R checklist

RT ACRA checklist: Can you find this information in the CV or Cover Letter?

Teaching

1. Has been fully responsible for organizing and teaching a course

(+) Multiple courses, with similar student population.

2. Has familiarity with the evidence supporting the use of active learning strategies in the classroom

(+) Can use active learning strategies effectively

Diversity

Candidate demonstrates the sensitivity, respect for individuals of all backgrounds, and the interpersonal skills to interact with them.

(+) has immersed self in a diverse community, or has mentored, advised or has taught diverse students.

Fit for position

1. Sought experiences that align with the institution's teaching/research mission
(don't want to be your backup plan)

2. Discipline fits the needs of the department

(+) Potential synergies with others

Verbal communication of research

Can spike the interest of non-experts and undergraduates

Publications

Variable - depends on the teaching/research balance of the institution, and could be secondary to teaching experience at more teaching-focused RTs.

(+) has produced first author papers regularly during postdoc and PhD (regardless of impact)

Research program

Feasibility with limited resources

Research plan is specifically tailored to the institution's undergraduate and/or Master's population.

RT checklist

Your turn!

1. **Download the checklist for the institution type you are applying to:**
 - **R institutions:** bit.ly/ACRACHECK-R
 - **RT institutions:** bit.ly/ACRACHECK-RT
2. **Read the checklist**

Your turn!

1. **Download the checklist for the institution type you are applying to:**
 - **R institutions:** bit.ly/ACRACHECK-R
 - **RT institutions:** bit.ly/ACRACHECK-RT
2. **Read the checklist**
3. **Open the sample cover letter for the institution type you are applying to:**
 - **R institutions:** bit.ly/ACRA2020R
 - **RT institutions:** bit.ly/ACRA2020RT
4. **Pretend you are on a hiring committee:**
 - Take 2 minutes to read the sample cover letter - I will time you
 - Try to find the strengths!

Your turn!

1. **Download the checklist for the type you are applying to:**
 - **R institutions:** bit.ly/1
 - **RT institutions:** bit.ly/1
2. **Read the checklist**
3. **Open the sample for the type you are applying to:**
 - **R institutions**
 - **RT institution**
4. **Pretend you are on a call with me:**
 - Take 2 minutes to read the checklist. I will time you
 - Try to find the strengths.



Your turn!

1. **Download the checklist for the type you are applying to:**
 - **R institutions:** bit.ly/1811111
 - **RT institutions:** bit.ly/1811111
2. **Read the checklist**
3. **Open the sample** **you are applying to:**
 - **R institutions**
 - **RT institution**



Think/write/say: What strengths did you identify? What helped you identify them?

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- Includes everything you have done
- No length limit (not a resume)
- First pages are “key real estate” - use it wisely
- Should be tailored to the type of institution
- In the US, no photo or personal info

See
annotated
materials:
**bit.ly/
Sample-
Resources**

Laurence Clement, PhD

846A Main Way
Daly City, CA 94103
Phone: (510) 873-2863
Mypersonaladdress@gmail.com

It is not necessary to list your personal address, but you should consider providing your cell phone number. For US applications, do not list personal information such as DOB or status (visa, married). No picture either.

Reputation
Department of Physiology and Cell Biology
Center for Cell Signaling
University of California, San Francisco
1675 Owens St, Ste 310,
San Francisco, CA 94143
Phone: (415) 502-3097
Laurence.clement@ucsf.edu

EDUCATION *The convention is to start with the Education section.*

Reputation **Fit**
University of Washington
 Ph.D. Biology
 Thesis: Title
 April 2011
University of California, Berkeley
 B.A. Biology
 May 2005
Throughout the CV, list everything in inverse chronological order: start with the most recent

RESEARCH EXPERIENCE *Like in your Cover Letter, you will want to use your first page to make a case for all the important requirements for this position and show you are the right fit. Make a case for reputation, fit and productivity at once.*

Postdoctoral Researcher, University of California, San Francisco 2011-present
 Department of Physiology and Cell Biology
Reputation **Productivity** **Fundability**
 Advisor: Ju Cheng
 • Demonstrated the PQR mechanism depended on the phosphorylation of protein XYZ
 • Developed a new method to measure phosphorylation levels of protein XYZ in vivo
 • Initiated collaborations with Dr. Brown and Dr. Johnson at Harvard Medical School to explore applications in pancreatic cancer.
This work resulted in a publication in Nature. Two other manuscripts are under review. This work was funded through a Myriam Lee postdoctoral fellowship.

Graduate Student, University of Washington, Seattle 2005-2011
 Department of Biology
 Advisor: Jane Smith
 • Demonstrated that protein ABC was essential to the DER process in mice
 • Found that protein ABC interacted with DER1 and DER2
This work resulted in 3 publications in PNAS, PLOS and JCI and was funded through a Roy Bertram Cancer Research Fellowship.

RESEARCH GRANTS *This section lists past, future and current grant funding. Although it is not commonly found in CVs, it can help candidates make a case for fundability early on in the materials.*

Contributions to Ongoing Funded Research
 June 2015–May 2016 Title of project here
 Principal Investigators: Philip Brown, PhD; Ju Cheng, PhD
 University of California, San Francisco,
 Next Science Fund, \$128,900
Indicate the total amount awarded and your role. Make sure your references can back this up.
 Role: Co-author. My work on a novel approach to measure phosphorylation levels of protein XYZ in vivo was the basis for this grant. I provided preliminary data, developed one of the aims, and wrote the grant with Dr. Cheng and Dr. Brown.

Page 1 of 4

UCSF Office of Career and Professional Development, Career.ucsf.edu/faculty-materials

Cover Letter

- Serves as a roadmap or an index to your application materials
- First paragraphs are “key real estate”
- Should be tailored to the type of institution
- 1-1.5 pages is ideal, unless asked to present your teaching and research goals (for social behavioral sciences, occasionally)

Development: career.ucsf.edu/faculty-materials

UCSF Use a header so readers can quickly situate you. It is common for trainees to use the institution's header for faculty applications.

Laurence Clement, PhD
Department of Physiology and Cell Biology
Center for Cell Signaling
University of California, San Francisco
San Francisco, CA 94143
Phone: (415) 502-3097
Laurence.clement@ucsf.edu

Make sure your contact info is listed on the first page

Department of Biology
University of California, Los Angeles
Biological Sciences Building
1200 Main Way, Los Angeles, CA 90095

One of the ways to show fit for a position is to address the requirements of the job description at the beginning of the Cover Letter, and to use similar key words. This CL would be a nice fit for a position that requires the use of **innovative methodologies** to address current research questions in **cancer biology**. It would also address the need for a strong research vision, since the vision is listed first, and for a **collaborative** approach.

Dear Professor Rabu, August 19, 2015

Indicate which position you are applying for

I am writing to apply for the Assistant Professor position (Job ID#13456) in the Department of Biology at University of California, Los Angeles. I am currently a postdoctoral scholar working with Dr. Ju Cheng in the Department of Physiology and Cell Biology in the Center of Cell Signaling at the University of California San Francisco. My research focuses on the role of protein XYZ in the development of pancreatic cancer, and involves the use of a novel biological assay, which I developed at UCSF. I am enthusiastic about contributing to your growing and innovative department.

Reputation: Advisor & institution
Fit

Pancreatic adenocarcinoma accounts for about 85% of pancreatic cancer cases and, while survival rates have been improving in the last few decades, the prognosis for patients is still pessimistic. My research goals are to continue to elucidate the role of protein XYZ in diseases like pancreatic cancer and to further develop *in vivo* assays that could be used in clinical settings to help with early detection of such diseases. Particularly, I will continue my collaboration with Dr. Brown and Dr. Johnson at Harvard Medical School to explore the application of a novel detection method in certain forms of pancreatic cancer.

Fundability: Clear Vision
Reputation: Collaborators

I am currently working on measuring phosphorylation levels of protein XYZ in cells using Dr. Cheng's lab. My work resulted in a publication, a patent, which is pending. For this work, I was awarded a grant from the American Biological Society and co-authored a paper published by the Next Science Fund.

Productivity: findings, publications, patents
Fundability: Past funding

stream signaling cascade of protein XYZ. The mechanisms involved in the PQR process is a marker for some types of cancers. To achieve this goal, I plan to use a novel method in the VETA organism.

Fundability: Clear Vision

approaches to demonstrate that the PQR process involves protein XYZ (Clement et al., Nature, 2014). I received a postdoctoral fellow award and resulted in a publication in JBC. I believe that this project is a good fit for your department, and can foresee my research contributing to the VETA model, or on the HU...

Productivity: findings, publications
Fundability: Past funding
Fit

Pages get last: indicate total number of pages

See annotated materials: bit.ly/Sample-Resources

Research Statement for R

- 1-4 pages, depending on importance of research for the position
- Often read in the second round of selection, after the CV/Cover Letter
- Is tailored very specifically to the type of institution

Research
statement
rubric for R:
[bit.ly/
ACRARS-R](https://bit.ly/ACRARS-R)

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	Excellent (3)
CONTENT	
Research Vision	Candidates proposes to address an exciting research question or to develop a cutting edge methodology that can help fill important gaps in the disciplinary knowledge of their field
Research feasibility with available resources	Candidate demonstrates the ability to develop a research program within the limitations of the start-up funds and resources of a Junior PI. Candidate also demonstrates the ability to independently manage and run the equipment required for their research program. Research program is feasible in the institution's research and geographic environment (which include some minor constraints specific to the institution or department).
Research Strategy	Research plan is broken down into smaller, realistic projects that use methods that are appropriate for the question and the candidate demonstrates that this plan is feasible through prior work
Independence	Candidate demonstrates that the research program constitutes its own "niche" independent from their advisor's.
Leadership	Candidates should, at the very least, demonstrate the technical knowledge to conduct the proposed research independently of the members of their postdoctoral laboratory as well as the ability to take leadership in developing new research questions and envision alternative approaches, or developing new collaborations.
Fundability of vision	The proposed research program must be ambitious and impactful enough to be funded by an R01 grant, it includes creative ideas and discusses the potential impact on their field.
Fundability of strategy	The proposal includes a plan that include specific aims for large grants beyond the first R01 grant.
Background	Candidate includes details related to their specific focus (methodology, results and implications) and references to relevant, related work and publications.
Fit for the position	Candidate addresses the specific, research-related qualifications set out in the institution's job posting (for e.g. research focus or methodological approaches), and shows potential synergies with other researchers at that institution.
Securing and managing resources	Candidate describes specific plan for securing resources needed (i.e. space, equipment, staff, collaborators)

Research Statement for RT

- **Fit:** Is this institution the candidate's backup plan? Does he/she know what we are about (students)? Can he/she work effectively with our faculty members?
- **Feasibility with resource limitations:** Does the candidate understand our resource limitations, and can they work with them?
- **Undergraduate research experiences:** Is the research tailored to the range of capacity of undergraduates? Can it spark the interest of our students? Could the candidate mentor our students effectively?



Sample
statements:
**[bit.ly/
Sample-
Resources](https://bit.ly/Sample-Resources)**

Teaching Statement

Teaching Practices

		Candidate shows awareness of their limited teaching abilities and is interested in developing teaching skills.	Level 1 & Candidate is familiar with the evidence supporting the use of active learning strategies in the classroom.	Level 2 & Candidate demonstrates that they can use active learning strategies effectively in the classroom.	Level 3 & Candidate reflects on own teaching effectiveness and uses an iterative process to teaching to improve curriculum (1).
T	91% Required	18%	27%	27%	18%
RT	91% Required	14%	36%	32%	9%
R	42%	32%	11%		

Teaching Experience

		Candidate has had significant responsibilities (2) as a teaching assistant.	Candidate has been fully responsible for organizing (3) and teaching a course.	Candidate has been fully responsible for organizing (3) and teaching a course with a comparable student population (4).	Candidate has been fully responsible for organizing (3) and teaching a variety of courses (5) with a comparable student population (4).
T	100% Required	18%	18%	55%	9%
RT	86% Required	27%	36%	14%	9%
R	21%	21%			

Teaching Statement

- 1-2 pages, depending on importance of teaching for the position
- Often read in the second round of selection, after the CV/Cover Letter
- Connects teaching vision, philosophy, knowledge strategies to personal examples, illustration of applications

Teaching statement rubric for RT:
bit.ly/ACRATS-RT

Science Teaching Effectiveness Program for Upcoming				
Teaching Statement Rubric				
		Excellent (3)	Adequate (2)	M
1	Structure, Language and Formatting	1-2 pages in length, uses first person viewpoint, has a clear structure with cohesive theme that engages the reader, provides specific examples in a concise manner, and avoids technical or discipline-specific jargon	Is lacking in one or two areas	Is n
2	Teaching Philosophy and Strategies	Candidate clearly demonstrates an interest in teaching, and can provide specific examples of educational approaches that are grounded in the literature and that would serve the learning needs of the institution's specific student population	Candidate shows interest in teaching and can suggest general educational approaches that would serve the learning needs of the institution's student population	C
3	Learning Goals	Candidate clearly expresses what they appreciate about teaching in their own discipline, and outlines learning goals that are specific to the discipline, clearly articulated, and concise	Candidate expresses their appreciation for teaching in their own discipline, but their learning goals are vague, too broad to be effective, or not specific to the discipline	C
4	Teaching Methods and Communication Abilities	Candidate demonstrates an ability to present science to non-PhD students in a student-centered way, using evidence based teaching methods that are clearly connected to specific learning goals	Candidate demonstrates an ability to present science clearly and effectively, and can spark the interest of scientists outside of the subfield and non-PhD students, teaching methods are addressed vaguely, but not well-developed or connected to specific learning goals	C

Diversity Statement

Commitment and Ability to Serve a Diverse Student Population

		Candidate demonstrates the sensitivity, respect for individuals of all backgrounds, and the interpersonal skills to interact with them.	Level 1 & Candidate has immersed self in a diverse community, or has mentored, advised or taught diverse populations of students.	Level 2 & Candidate has used strategies to support learning of diverse populations of students.	Level 3 & Candidate can articulate a personal experience with equity or social justice that inspires them to improve learning experiences of diverse populations of students. (6)
T	82% Required	27%		45%	9%
RT	82% Required	59%	9%	3%	9%
R	34%	32%			3%

Sample writing guide:
bit.ly/Sample-Resources

Questions? And a tiny break

Our process for preparing and applying for faculty jobs



The 3 ways you need faculty in your application process

Insider information

**Sponsorship/
Recommendation**

Feedback

The 3 ways you need faculty in your application process

Insider information

**Covered in last week's
session**

**Sponsorship/
Recommendation**

Feedback

**Covered in feedback
sessions**

Sponsorship and recommendations

Who are they?

- People who **know you**
- People who **think highly of your work**
- People who **believe in your potential**
- People who **know the institution** that you're applying to and potentially people in the **department**

What do they do?

- They write recommendation **letters**
- They use their **network** for you
- They **call institutions** on your behalf

How does that help you?

- **Stand out** from the applicant pool
- Someone not involved in your training is seen as **"impartial"**

Sponsorship and recommendations

The Academic Career Readiness Assessment (ACRA)

Qualification

Level 1

Level 2

Level 3

Level 4

Recommendations

Enthusiastic and personalized recommendations from both PD and PhD advisors. (25)	Level 1 & letters from other respected scientists who are well known by the search committee AND who know the candidate well. (26)	Level 2 & letters emphasize candidate's ability to be successful as a principal investigator.	Level 3 & letters emphasize that the candidate shows the potential to become a leader in the field.
---	--	---	---

T	36%	27%	9%		
RT	73% Required	59%	9%	5%	
R	92% Required	24%	5%	32%	32%

25. This enthusiasm is more impactful when expressed by a scientist who is not typically as enthusiastic about applicants, and when it is personalized, i.e. specifically describes the candidate, their accomplishments and their potential. In addition, having the recommender reach out directly to the search committee can be influential. Note that some RT (but no R) institutions have reported following up with candidates who are missing a recommendation letter from one of their PIs.
26. Either through personal connections or because the PI has a strong reputation in the field.

Poll:

Is it better if...?

They're a big name but
don't know me well

They're not a big name,
but they know me well

Sponsorship and recommendations

Ready to engage

- Postdoc advisor
- PhD advisor
- Undergraduate mentor
- Collaborator

Potential - you haven't spoken in a while

- K99 mentor
- Department chair
- Professor who chaired your panel at a conference

Sponsorship and recommendations

Ready to engage

- Postdoc advisor
- PhD advisor
- Undergraduate mentor
- Collaborator

Potential - you haven't spoken in a while

- K99 mentor
- Department chair
- Professor who chaired your panel at a conference

What they can do

- Write a recommendation letter
- Write an email to the chair to explain a gap/weakness in your application
- Call a chair to speak highly of you when you submit
- Let you use their name
- Put you in touch with other people who can help you (ie, insider information)

Letters of recommendation: What should they say?

- **Point out your strengths**
- **Have clear examples to illustrate their statements**
- **Justify reasons for gaps or weaker areas of your application that are out of your control**
 - Better to come from them than from you
 - Explain that you were productive given the circumstances
 - Impactful paper about to come out
 - Lack of recommendation from an advisor

Letters of recommendation: What you're aiming for

“Next generation of promising scientists prepared to make a significant impact on the field”

Letters of recommendation: What you're aiming for

“Next generation of promising scientists prepared to make a significant impact on the field”

Keep in mind

- People may have different ideas about the purpose of a recommendation letter
 - Champion
 - Honest assessment
- Cultural differences impact letter-writing style
 - American
 - European

Letters of recommendation: What you're aiming for

“Next generation of promising scientists prepared to make a significant impact on the field”

The British style:

'Jones is one of my PhD students. For a PhD student, his work is quite good. Indeed, I would even say it compares favourably with the work of some of my other PhD students.'

The American style:

'I have never recommended anyone more highly than this. Jones is, without doubt, the most agile thinker of his generation, and perhaps of any generation in living memory. I would like to say he will revolutionize the field, but such an understatement would do no justice to his true abilities. More likely, he will define an entirely new field, Jones Studies, that will enjoy such prestige that a Nobel Prize in Jones Studies will soon be created, with Jones as its inaugural recipient. Indeed, I would not be surprised to see Jones win three or four Nobel prizes, given his strong side-interests in medicine, physics and peace. While you may be concerned that Jones has no publications, I assure you this is only because Jones's research, like Darwin's, is so potent that it would be reckless to release it on the world prematurely.'

Keep in mind

- People may have different ideas about the purpose of a recommendation letter
 - Champion
 - Honest assessment
- Cultural differences impact letter-writing style
 - American
 - European

Letters of recommendation: How to ask for it


Letters of recommendation: How to ask for it

Dr. Jones, as you know, I'm going on the market this year. I'm now pulling together a list of those able to write me letters of recommendation, and was wondering if you have the time to write me a strong letter of recommendation based on the sum of my work and experience.

[If this isn't your PI] I'm specifically asking you, because you had the opportunity to see me do X/worked with me on Y/ have a deep familiarity with my work on Z.

I realize that this is busy time of year and you probably have a number of requests, so I appreciate your time.

**Why you're asking
them/what you want
them to address**



Letters of recommendation: How to ask for it

Dr. Jones, as you know, I'm going on the market this year. I'm now pulling together a list of those able to write me letters of recommendation, and was wondering if you have the time to write me a strong letter of recommendation based on the sum of my work and experience.

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I realize that this is busy time of year and you probably have a number of requests, so I appreciate your time.

I know how busy you are and completely understand if you haven't had the time to respond. I also don't want to bombard you with emails if you're not interested, so feel free to let me know if you'd prefer I stop following up.

Why you're asking them/what you want them to address

If they don't respond

Letters of recommendation: How to ask for it

Dr. Jones, as you know, I'm going on the market this year. I'm now pulling together a list of those able to write me letters of recommendation, and was wondering if you have the time to write me a strong letter of recommendation based on the sum of my work and experience.

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I realize that this is busy time of year and you probably have a number of requests, so I appreciate your time.

I know how busy you are and completely understand if you haven't had the time to respond. I also don't want to bombard you with emails if you're not interested, so feel free to let me know if you'd prefer I stop following up.

....that's okay, I understand. I appreciate you considering it.

Why you're asking them/what you want them to address

If they don't respond

If they respond with ANY hesitation, walk away!

Poll:

**Where are you with
your
recommendations?**

Plan your next step

If you answered:	Then do this for 5-10 minutes:
I don't even know	<ul style="list-style-type: none">● Brainstorm: Who knows you well?● Self-assess: What gaps in your application need to be addressed?
I know who I want to ask but haven't done it yet	<ul style="list-style-type: none">● Draft your email now● Feeling stuck? Write in the chat what's feeling hard
I've asked but haven't heard back yet	<ul style="list-style-type: none">● Draft your reminder email
I have confirmed some of my recommenders	<ul style="list-style-type: none">● Great! Draft your reminder email● Consider: Which gaps still need addressing? Back-up faculty?
I have confirmed all of my recommenders	<ul style="list-style-type: none">● Awesome! Start thinking about who will give you feedback
I don't need recommenders right now	<ul style="list-style-type: none">● Think ahead: Who might be a good recommender? What relationships would you like to develop in the next year? What gaps do you foresee needing to acknowledge?

Questions



What Comes Next: Find Your Next Position

Prepare | Apply | Interview | Negotiate

Getting feedback on your application materials

Thursday, September 21
2-5 p.m. PT on Zoom

Learn more about this series: tiny.ucsf.edu/WCN