



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
San Jose State University
Biological Sciences Building
1200 Main Way, San Jose, 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 at a primarily undergraduate institution that values teaching and research.

Dear Professor Bibbs,

July 19, 2016

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 San Jose State University. 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. I also have teaching experience at the undergraduate level in general biology and physiology, and I would be excited to continue working with undergraduates in the lab and in the classroom as a new assistant professor at SJSU.

Pedigree:
Advisor & institution

Fit with the institutional mission

Teaching Goals and Experience

I have experience teaching physiology and biology to undergraduates at San Francisco State University and the University of Washington. I have taught in a variety of settings from large lecture courses to labs, and was involved in developing course content, assessments, learning objectives and grading quizzes and exams. With this experience, I am prepared to teach biology courses to majors and non-majors at the undergraduate and master's degree level. I would welcome the opportunity to expand my teaching repertoire beyond physiology and general biology, and would be interested in developing new courses in cancer biology.

Teaching Experience

Disciplinary fit

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Teaching Strategies and Philosophy

My goal is to integrate evidence-based teaching in my courses. I regularly use technology to improve access to resources and learning assistance, especially for those with work/family demands and different learning preferences. For example, I developed "flipped" lectures and created weekly self-paced quizzes administered through course management software. At San Francisco State University, I created problem-based learning (PBL) activities and structured group work to ensure equitable participation of all students. As a first generation student, I have benefited from courses where I could receive feedback on my thought process from peers. I piloted this method in a first session, assessed student learning and sought student feedback, and used it to improve the next activity. This new approach helped increase student retention from about 60% to close to 80% and to decrease attrition of under-represented students by 30%.

Teaching Potential

Commitment to Serving Diverse St.

Teaching Potential

Research Goals

My research goal at San Jose State University is to identify the downstream signaling cascade of protein XYZ using the JIK cellular model, to further elucidate the mechanisms involved in the PQR process. Because XYZ is involved in many diseases, and is a marker for some types of cancers, this result could have broad biomedical impacts. As a postdoctoral scholar, I used similar approaches to demonstrate that the PQR mechanism depended on the phosphorylation of protein XYZ (Clement et al., JBC, 2015).

Communication of Research

Publications

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This work was funded by a Myriam Lee Postdoctoral Fellow award and resulted in a manuscript, which is in its last stage of review in JBC.

Involving Undergraduates in Research

I believe that this project would be extremely suitable for undergraduates seeking research experiences. In addition, it could provide the basis for as an inquiry-based laboratory curriculum. I have used the JIK cellular model to study protein XYZ in my own projects as a graduate student with Dr. Jane Smith at the University of Washington, and it is a cost-effective system that yields rapid results, making it an appropriate tool for undergraduate research.

Inclusion of undergraduates

Feasibility with limited resources

In addition, I have a strong record of providing substantive research experiences for students. I have directly supervised and individually trained four undergraduate students, from diverse types of institutions, and co-authored one conference abstract with two of them. Last year, I advised a senior undergraduate student in crafting a successful proposal for a national summer research fellowship for under-represented minority students. She was named a finalist in the International Association for Biology Smith Award Competition. I look forward to continuing to train and mentor student researchers across the educational spectrum.

Experience conducting research w/ undergrads

Research Accomplishments

As a postdoctoral scholar, I developed a novel approach to measuring phosphorylation levels of protein XYZ *in vivo* in Dr. Cheng’s lab. My work resulted in a manuscript, which is currently under revision, and a patent, which is pending. For this work, I received a Travel Award from the American Biological Society and co-authored a grant with Dr. Cheng and Dr. Brown funded by the Next Science Fund.

Publications

I have contributed to enhancing the success of students through teaching, service and mentoring and would be delighted to use these skills to support the efforts of your department in enhancing the success of diverse students and developing a strong core curriculum for undergraduates.

Sincerely,



Laurence Clement

Format: you can either add a picture of your signature to the Word document or sign your final PDF using the signature function in “preview” on Mac

Format: if your Cover Letter goes beyond 1 page, make sure that the most important information is on the first page