

WHO CAN WRITE AN ACADEMIC LETTER OF RECOMMENDATION

WHO CAN WRITE AN ACADEMIC LETTER OF RECOMMENDATION IS A CRUCIAL QUESTION FOR ANYONE PURSUING HIGHER EDUCATION, SCHOLARSHIPS, OR SPECIALIZED PROGRAMS. THE QUALITY AND CREDIBILITY OF THESE LETTERS CAN SIGNIFICANTLY IMPACT AN APPLICANT'S CHANCES OF SUCCESS, MAKING THE SELECTION OF APPROPRIATE RECOMMENDERS PARAMOUNT. THIS COMPREHENSIVE GUIDE WILL DELVE INTO THE VARIOUS INDIVIDUALS QUALIFIED TO PROVIDE ROBUST ACADEMIC ENDORSEMENTS, OUTLINING THE SPECIFIC ATTRIBUTES THEY SHOULD POSSESS AND THE CONTEXTS IN WHICH THEIR LETTERS HOLD THE MOST WEIGHT. WE WILL EXPLORE THE IDEAL CHARACTERISTICS OF A STRONG RECOMMENDER, DIFFERENTIATE BETWEEN ACADEMIC AND NON-ACADEMIC SOURCES, AND PROVIDE INSIGHTS INTO NAVIGATING THE PROCESS EFFECTIVELY. UNDERSTANDING THE BEST INDIVIDUALS TO APPROACH FOR THESE VITAL DOCUMENTS IS THE FIRST STEP TOWARD BUILDING A COMPELLING APPLICATION PORTFOLIO.

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UNDERSTANDING THE IMPORTANCE OF AN ACADEMIC LETTER OF RECOMMENDATION

AN ACADEMIC LETTER OF RECOMMENDATION SERVES AS A CRITICAL THIRD-PARTY ENDORSEMENT OF AN APPLICANT'S ABILITIES, CHARACTER, AND POTENTIAL. IT PROVIDES ADMISSIONS COMMITTEES WITH INSIGHTS BEYOND WHAT GRADES AND TEST SCORES CAN CONVEY, OFFERING A QUALITATIVE ASSESSMENT OF AN INDIVIDUAL'S INTELLECTUAL CURIOSITY, WORK ETHIC, AND SUITABILITY FOR A PARTICULAR PROGRAM. THESE LETTERS ARE OFTEN PIVOTAL IN DIFFERENTIATING CANDIDATES, ESPECIALLY IN HIGHLY COMPETITIVE ENVIRONMENTS LIKE GRADUATE SCHOOL ADMISSIONS, PRESTIGIOUS SCHOLARSHIPS, OR SPECIALIZED UNDERGRADUATE PROGRAMS. A WELL-CRAFTED RECOMMENDATION LETTER FROM A CREDIBLE SOURCE CAN HIGHLIGHT SPECIFIC ACHIEVEMENTS, ACADEMIC STRENGTHS, AND PERSONAL QUALITIES THAT ALIGN WITH THE VALUES AND REQUIREMENTS OF THE

INSTITUTION OR OPPORTUNITY.

THE CREDIBILITY OF THE RECOMMENDER DIRECTLY IMPACTS THE WEIGHT OF THE LETTER. ADMISSIONS OFFICERS ARE ADEPT AT DISCERNING GENUINE ENDORSEMENTS FROM GENERIC ONES, EMPHASIZING THE NEED FOR RECOMMENDERS WHO KNOW THE APPLICANT WELL AND CAN SPEAK TO THEIR CAPABILITIES WITH SPECIFIC EXAMPLES. THESE LETTERS ARE NOT MERELY FORMALITIES; THEY ARE AN INTEGRAL COMPONENT OF A HOLISTIC APPLICATION REVIEW, HELPING TO PAINT A COMPREHENSIVE PICTURE OF THE APPLICANT AS A STUDENT, RESEARCHER, AND POTENTIAL FUTURE COLLEAGUE. THEREFORE, UNDERSTANDING WHO CAN GENUINELY OFFER SUCH A VALUABLE PERSPECTIVE IS FOUNDATIONAL TO A SUCCESSFUL APPLICATION STRATEGY.

KEY QUALITIES OF AN EFFECTIVE RECOMMENDER

SELECTING THE RIGHT RECOMMENDER GOES BEYOND THEIR TITLE; IT FUNDAMENTALLY DEPENDS ON THEIR RELATIONSHIP WITH THE APPLICANT AND THEIR ABILITY TO ARTICULATE SPECIFIC OBSERVATIONS. AN EFFECTIVE RECOMMENDER POSSESSES SEVERAL KEY QUALITIES THAT ENABLE THEM TO WRITE A COMPELLING AND CREDIBLE ACADEMIC LETTER OF RECOMMENDATION. THESE ATTRIBUTES ENSURE THAT THE LETTER PROVIDES MEANINGFUL INSIGHTS AND STRENGTHENS THE APPLICANT'S PROFILE, RATHER THAN MERELY REITERATING INFORMATION AVAILABLE ELSEWHERE IN THE APPLICATION MATERIALS.

FIRSTLY, THE RECOMMENDER MUST KNOW THE APPLICANT WELL, PREFERABLY IN AN ACADEMIC OR PROFESSIONAL CAPACITY WHERE THEIR PERFORMANCE CAN BE DIRECTLY OBSERVED AND EVALUATED. THIS DEEP UNDERSTANDING ALLOWS THEM TO PROVIDE CONCRETE EXAMPLES AND ANECDOTES THAT ILLUSTRATE THE APPLICANT'S SKILLS, WORK ETHIC, AND CHARACTER. GENERIC LETTERS OFTEN FAIL BECAUSE THE RECOMMENDER LACKS THIS SPECIFIC INSIGHT. SECONDLY, THE RECOMMENDER SHOULD HOLD A POSITION OF RESPECT AND AUTHORITY WITHIN THEIR FIELD, AS THEIR PROFESSIONAL STANDING LENDS CREDIBILITY TO THEIR ENDORSEMENT. A PROFESSOR WITH A STRONG REPUTATION IN A RELEVANT DISCIPLINE, FOR INSTANCE, OFFERS A MORE IMPACTFUL RECOMMENDATION THAN SOMEONE WITHOUT DIRECT ACADEMIC OVERSIGHT.

FURTHERMORE, AN IDEAL RECOMMENDER IS SOMEONE WHO CAN SPEAK POSITIVELY AND ENTHUSIASTICALLY ABOUT THE APPLICANT. THEIR WILLINGNESS TO ADVOCATE STRONGLY FOR THE INDIVIDUAL IS CRUCIAL. A LUKEWARM OR HESITANT LETTER CAN DO MORE HARM THAN GOOD. THEY SHOULD ALSO POSSESS STRONG WRITING SKILLS TO ARTICULATE THEIR OBSERVATIONS CLEARLY AND PERSUASIVELY. FINALLY, A GOOD RECOMMENDER IS RELIABLE AND UNDERSTANDS THE IMPORTANCE OF DEADLINES, ENSURING THE LETTER IS SUBMITTED ON TIME AND ADHERES TO ANY SPECIFIC REQUIREMENTS SET BY THE RECEIVING INSTITUTION. IDENTIFYING INDIVIDUALS WHO EMBODY THESE QUALITIES IS ESSENTIAL FOR SECURING POWERFUL ACADEMIC RECOMMENDATIONS.

WHO ARE THE IDEAL ACADEMIC RECOMMENDERS?

WHEN SEEKING AN ACADEMIC LETTER OF RECOMMENDATION, CERTAIN INDIVIDUALS ARE UNIVERSALLY CONSIDERED THE MOST APPROPRIATE AND IMPACTFUL CHOICES. THESE ARE TYPICALLY INDIVIDUALS WHO HAVE DIRECTLY OBSERVED YOUR ACADEMIC PERFORMANCE, INTELLECTUAL CAPABILITIES, AND CHARACTER IN A STRUCTURED LEARNING OR RESEARCH ENVIRONMENT. THEIR UNIQUE POSITION ALLOWS THEM TO PROVIDE THE SPECIFIC, DETAILED EVIDENCE THAT ADMISSIONS COMMITTEES SEEK.

CURRENT AND FORMER PROFESSORS/INSTRUCTORS

PROFESSORS AND INSTRUCTORS WHO HAVE TAUGHT YOU IN RELEVANT COURSES ARE OFTEN THE MOST IDEAL RECOMMENDERS. THEY CAN SPEAK DIRECTLY TO YOUR PERFORMANCE IN THEIR CLASS, YOUR UNDERSTANDING OF COURSE MATERIAL, YOUR PARTICIPATION, YOUR CRITICAL THINKING SKILLS, AND YOUR ABILITY TO ENGAGE WITH CHALLENGING CONCEPTS. IDEALLY, YOU SHOULD CHOOSE PROFESSORS WITH WHOM YOU HAVE DEVELOPED A GOOD RAPPORT, PERHAPS BY ACTIVELY PARTICIPATING IN CLASS, SEEKING CLARIFICATION DURING OFFICE HOURS, OR EXCELLING IN THEIR SUBJECT. A PROFESSOR WHO TAUGHT A RIGOROUS COURSE IN YOUR MAJOR OR PROSPECTIVE FIELD OF STUDY WILL PROVIDE A PARTICULARLY STRONG ENDORSEMENT OF YOUR ACADEMIC POTENTIAL.

THEIR LETTERS CAN DETAIL SPECIFIC PROJECTS, PRESENTATIONS, OR PAPERS WHERE YOU DEMONSTRATED EXCELLENCE, SHOWCASING YOUR INTELLECTUAL CURIOSITY AND ANALYTICAL ABILITIES. SUCH DETAILED ACCOUNTS ARE INVALUABLE TO ADMISSIONS COMMITTEES, AS THEY OFFER CONCRETE EVIDENCE OF YOUR SUITABILITY FOR ADVANCED ACADEMIC WORK. ALWAYS AIM FOR INSTRUCTORS WHO TAUGHT YOU RECENTLY, AS THEIR RECOLLECTION OF YOUR PERFORMANCE WILL BE FRESHER AND MORE DETAILED.

ACADEMIC ADVISORS AND MENTORS

ACADEMIC ADVISORS OFTEN HAVE A BROADER VIEW OF YOUR ACADEMIC JOURNEY THAN INDIVIDUAL PROFESSORS. THEY CAN SPEAK TO YOUR OVERALL ACADEMIC PLANNING, COURSE SELECTION, AND PROGRESSION THROUGH YOUR DEGREE PROGRAM. IF YOU HAVE A CLOSE RELATIONSHIP WITH AN ADVISOR WHO HAS GUIDED YOUR INTELLECTUAL DEVELOPMENT, THEY CAN PROVIDE A UNIQUE PERSPECTIVE ON YOUR GOALS, DEDICATION, AND LONG-TERM POTENTIAL. SIMILARLY, ACADEMIC MENTORS, SUCH AS THOSE YOU'VE WORKED WITH ON INDEPENDENT STUDY PROJECTS OR CAREER PLANNING, CAN OFFER INSIGHTS INTO YOUR GROWTH, MATURITY, AND COMMITMENT TO YOUR CHOSEN FIELD.

THEIR LETTERS CAN HIGHLIGHT YOUR ABILITY TO SET AND ACHIEVE ACADEMIC GOALS, YOUR PROBLEM-SOLVING SKILLS, AND YOUR RESILIENCE IN NAVIGATING ACADEMIC CHALLENGES. WHILE THEY MIGHT NOT SPEAK TO SPECIFIC CLASSROOM PERFORMANCE AS MUCH AS A PROFESSOR, THEIR HOLISTIC VIEW OF YOUR ACADEMIC TRAJECTORY IS INCREDIBLY VALUABLE.

RESEARCH SUPERVISORS AND LAB DIRECTORS

FOR APPLICANTS PURSUING GRADUATE DEGREES, PARTICULARLY IN STEM FIELDS, A RESEARCH SUPERVISOR OR LAB DIRECTOR IS AN EXCEPTIONALLY STRONG RECOMMENDER. THESE INDIVIDUALS CAN ATTEST TO YOUR RESEARCH SKILLS, EXPERIMENTAL DESIGN CAPABILITIES, DATA ANALYSIS PROFICIENCY, PROBLEM-SOLVING APTITUDE, AND YOUR ABILITY TO WORK INDEPENDENTLY OR AS PART OF A TEAM. THEY CAN PROVIDE SPECIFIC EXAMPLES OF YOUR CONTRIBUTIONS TO PROJECTS, YOUR INITIATIVE, AND YOUR POTENTIAL AS A FUTURE RESEARCHER.

A LETTER FROM A RESEARCH SUPERVISOR IS OFTEN CONSIDERED HIGHLY PERSUASIVE BECAUSE IT SPEAKS DIRECTLY TO THE CORE COMPETENCIES REQUIRED FOR ADVANCED ACADEMIC RESEARCH. IT DEMONSTRATES NOT JUST THEORETICAL UNDERSTANDING, BUT PRACTICAL APPLICATION AND INNOVATION. THESE RECOMMENDERS CAN ALSO COMMENT ON YOUR PERSEVERANCE, ATTENTION TO DETAIL, AND ABILITY TO CONTRIBUTE TO A SCIENTIFIC COMMUNITY.

DEPARTMENT CHAIRS AND DEANS

WHILE TYPICALLY NOT THE PRIMARY CHOICE UNLESS THEY HAVE DIRECTLY TAUGHT OR SUPERVISED YOU, A DEPARTMENT CHAIR OR DEAN CAN PROVIDE A RECOMMENDATION IF THEY KNOW YOU WELL THROUGH SPECIFIC PROGRAMS, COMMITTEES, OR LEADERSHIP ROLES. THEIR LETTER WOULD CARRY SIGNIFICANT INSTITUTIONAL WEIGHT, SPEAKING TO YOUR BROADER CONTRIBUTIONS TO THE ACADEMIC COMMUNITY OR YOUR EXCEPTIONAL STANDING WITHIN THE DEPARTMENT. HOWEVER, IF THEIR KNOWLEDGE OF YOU IS SUPERFICIAL, THEIR LETTER MIGHT LACK THE SPECIFIC DETAILS THAT MAKE A RECOMMENDATION TRULY IMPACTFUL. ALWAYS PRIORITIZE INDIVIDUALS WHO CAN OFFER DETAILED, PERSONAL ANECDOTES OVER THOSE WHO HOLD HIGHER TITLES BUT LESS DIRECT INTERACTION.

WHEN NON-ACADEMIC RECOMMENDERS CAN BE CONSIDERED

WHILE ACADEMIC RECOMMENDERS ARE GENERALLY PREFERRED FOR ACADEMIC APPLICATIONS, THERE ARE SPECIFIC CIRCUMSTANCES WHERE NON-ACADEMIC SOURCES CAN OFFER VALUABLE, COMPLEMENTARY PERSPECTIVES. THESE INDIVIDUALS CAN SHED LIGHT ON ASPECTS OF YOUR CHARACTER, WORK ETHIC, AND SKILLS THAT MAY NOT BE EVIDENT IN A PURELY ACADEMIC SETTING, THUS ENRICHING YOUR OVERALL APPLICATION.

WORKPLACE SUPERVISORS

IF YOU HAVE SIGNIFICANT WORK EXPERIENCE, ESPECIALLY IN A FIELD RELATED TO YOUR ACADEMIC ASPIRATIONS, A WORKPLACE SUPERVISOR CAN WRITE A POWERFUL LETTER. THEY CAN SPEAK TO YOUR PROFESSIONALISM, TEAMWORK, LEADERSHIP SKILLS, PROBLEM-SOLVING ABILITIES, RELIABILITY, AND COMMITMENT IN A PROFESSIONAL CONTEXT. THIS IS PARTICULARLY RELEVANT FOR APPLICANTS APPLYING TO PROFESSIONAL PROGRAMS (E.G., MBA, LAW SCHOOL, MEDICAL SCHOOL) OR THOSE WHO HAVE BEEN OUT OF ACADEMIA FOR SOME TIME.

A SUPERVISOR'S LETTER CAN DEMONSTRATE HOW YOU APPLY YOUR INTELLECTUAL ABILITIES IN PRACTICAL SETTINGS, SHOWCASING TRANSFERABLE SKILLS THAT ARE HIGHLY VALUED IN BOTH ACADEMIC AND PROFESSIONAL ENVIRONMENTS. IT IS CRUCIAL, HOWEVER, THAT THE SUPERVISOR CAN CONNECT YOUR WORKPLACE PERFORMANCE TO THE QUALITIES SOUGHT IN

ACADEMIC CANDIDATES.

VOLUNTEER COORDINATORS

FOR INDIVIDUALS HEAVILY INVOLVED IN VOLUNTEER WORK, A COORDINATOR OR SUPERVISOR FROM A VOLUNTEER ORGANIZATION CAN PROVIDE INSIGHTS INTO YOUR COMPASSION, LEADERSHIP, INITIATIVE, DEDICATION, AND ABILITY TO WORK WITH DIVERSE GROUPS. THIS TYPE OF RECOMMENDATION IS PARTICULARLY USEFUL FOR PROGRAMS THAT EMPHASIZE COMMUNITY ENGAGEMENT, SOCIAL RESPONSIBILITY, OR LEADERSHIP, SUCH AS PUBLIC HEALTH, SOCIAL WORK, OR NON-PROFIT MANAGEMENT PROGRAMS.

THEIR LETTERS CAN ILLUSTRATE YOUR COMMITMENT TO CAUSES BEYOND YOURSELF AND YOUR CAPACITY TO MAKE A TANGIBLE IMPACT, HIGHLIGHTING CHARACTER TRAITS THAT MAY NOT BE EVIDENT FROM ACADEMIC TRANSCRIPTS ALONE. ENSURE THE VOLUNTEER ROLE WAS SIGNIFICANT AND INVOLVED DIRECT INTERACTION WITH THE COORDINATOR.

EXTRACURRICULAR ACTIVITY LEADERS

LEADERS OF EXTRACURRICULAR ACTIVITIES, SUCH AS COACHES, CLUB ADVISORS, OR DIRECTORS OF STUDENT ORGANIZATIONS, CAN ALSO PROVIDE VALUABLE RECOMMENDATIONS, ESPECIALLY IF YOU HELD A LEADERSHIP POSITION OR MADE SIGNIFICANT CONTRIBUTIONS. THEY CAN COMMENT ON YOUR LEADERSHIP POTENTIAL, TEAMWORK, TIME MANAGEMENT, COMMITMENT, AND ABILITY TO BALANCE MULTIPLE RESPONSIBILITIES. THESE LETTERS ARE OFTEN MOST IMPACTFUL WHEN THEY COMPLEMENT ACADEMIC RECOMMENDATIONS BY SHOWCASING A WELL-ROUNDED PROFILE.

FOR INSTANCE, A DEBATE COACH CAN ATTEST TO YOUR ANALYTICAL THINKING AND PUBLIC SPEAKING SKILLS, WHILE A CLUB ADVISOR MIGHT SPEAK TO YOUR ORGANIZATIONAL ABILITIES AND INITIATIVE IN STUDENT GOVERNANCE. THESE RECOMMENDATIONS ARE STRONGEST WHEN THEY ALIGN WITH SPECIFIC QUALITIES THE TARGET PROGRAM VALUES.

INDIVIDUALS TO AVOID ASKING FOR ACADEMIC LETTERS

WHILE THE TEMPTATION MIGHT BE TO ASK SOMEONE WITH A PROMINENT TITLE OR A PERSONAL CONNECTION, IT IS CRUCIAL TO AVOID CERTAIN INDIVIDUALS WHEN SEEKING AN ACADEMIC LETTER OF RECOMMENDATION. THE GOAL IS TO OBTAIN A LETTER THAT IS SPECIFIC, CREDIBLE, AND GENUINELY SUPPORTIVE, AND SOME SOURCES ARE UNLIKELY TO PROVIDE THIS, POTENTIALLY HARMING YOUR APPLICATION.

FIRSTLY, AVOID ASKING FAMILY MEMBERS OR CLOSE PERSONAL FRIENDS. THEIR LETTERS WILL INHERENTLY LACK OBJECTIVITY AND PROFESSIONAL CREDIBILITY, EVEN IF THEY KNOW YOU EXCEPTIONALLY WELL. ADMISSIONS COMMITTEES WILL DISMISS SUCH RECOMMENDATIONS AS BIASED AND UNHELPFUL. SIMILARLY, ASKING FAMILY FRIENDS, EVEN IF THEY HOLD IMPRESSIVE TITLES, IS GENERALLY ILL-ADVISED UNLESS THEY HAVE DIRECTLY SUPERVISED YOU IN AN ACADEMIC OR PROFESSIONAL CAPACITY AND CAN SPEAK TO YOUR ABILITIES WITHOUT PERSONAL BIAS.

SECONDLY, DO NOT ASK INDIVIDUALS WHO KNOW YOU ONLY SUPERFICIALLY. THIS INCLUDES PROFESSORS FROM VERY LARGE LECTURE CLASSES WHERE YOU HAD MINIMAL INTERACTION, OR AN EMPLOYER FROM A VERY SHORT-TERM, UNSKILLED JOB. A LETTER FROM SOMEONE WHO CANNOT PROVIDE SPECIFIC EXAMPLES OF YOUR WORK, CHARACTER, OR INTELLECTUAL ABILITIES WILL BE GENERIC, WEAK, AND ULTIMATELY INEFFECTIVE. IT IS BETTER TO HAVE FEWER, STRONG LETTERS THAN MANY WEAK ONES.

FINALLY, BE WARY OF ASKING INDIVIDUALS WHO MIGHT WRITE A NEUTRAL OR NEGATIVE LETTER. WHILE HOPEFULLY RARE, IF YOU HAVE ANY DOUBT ABOUT A POTENTIAL RECOMMENDER'S ABILITY TO PROVIDE A GENUINELY ENTHUSIASTIC ENDORSEMENT, IT IS BETTER TO SEEK AN ALTERNATIVE. A LUKEWARM LETTER CAN RAISE RED FLAGS FOR ADMISSIONS COMMITTEES, SUGGESTING THAT EVEN THOSE WHO KNOW YOU BEST ARE NOT FULLY CONVINCED OF YOUR POTENTIAL.

PREPARING YOUR RECOMMENDERS FOR SUCCESS

ONCE YOU HAVE IDENTIFIED YOUR IDEAL RECOMMENDERS, THE NEXT CRITICAL STEP IS TO EQUIP THEM WITH ALL THE NECESSARY INFORMATION TO WRITE A STRONG, DETAILED, AND HIGHLY EFFECTIVE ACADEMIC LETTER OF RECOMMENDATION. THE QUALITY OF THEIR LETTER OFTEN DEPENDS SIGNIFICANTLY ON THE PREPARATION AND SUPPORT YOU PROVIDE. APPROACHING THIS PROCESS STRATEGICALLY ENSURES THAT YOUR RECOMMENDERS CAN CRAFT AN ENDORSEMENT THAT TRULY HIGHLIGHTS YOUR STRENGTHS AND ALIGNS WITH YOUR APPLICATION GOALS.

BEGIN BY PROVIDING THEM WITH A COMPREHENSIVE "RECOMMENDER PACKET" WELL IN ADVANCE OF THE DEADLINE, IDEALLY AT LEAST 3-4 WEEKS. THIS PACKET SHOULD INCLUDE:

- YOUR UPDATED CURRICULUM VITAE (CV) OR RESUME, HIGHLIGHTING RELEVANT EXPERIENCES AND ACHIEVEMENTS.
- YOUR PERSONAL STATEMENT OR STATEMENT OF PURPOSE (EVEN IF IN DRAFT FORM), OUTLINING YOUR MOTIVATIONS, GOALS, AND REASONS FOR APPLYING.
- A LIST OF THE SPECIFIC PROGRAMS OR SCHOLARSHIPS YOU ARE APPLYING TO, INCLUDING INSTITUTION NAMES, PROGRAM NAMES, AND PRECISE APPLICATION DEADLINES.
- DETAILS ON HOW TO SUBMIT THE LETTER (E.G., ONLINE PORTAL LINK, EMAIL ADDRESS FOR DIRECT SUBMISSION, PAPER FORMS).
- A TRANSCRIPT (UNOFFICIAL IS USUALLY FINE) TO REMIND THEM OF YOUR ACADEMIC PERFORMANCE.
- A POLITE REMINDER OF THE SPECIFIC CLASS(ES) YOU TOOK WITH THEM, OR THE PROJECTS/ROLES YOU HELD UNDER THEIR SUPERVISION, ALONG WITH YOUR PERFORMANCE IN THOSE CONTEXTS.
- BULLET POINTS OF SPECIFIC ACCOMPLISHMENTS, PROJECTS, OR QUALITIES YOU WOULD LIKE THEM TO HIGHLIGHT IN THEIR LETTER, TAILOR-MADE FOR EACH APPLICATION IF NECESSARY. THIS HELPS JOG THEIR MEMORY AND GUIDES THEM TOWARDS KEY SELLING POINTS.
- ANY SPECIFIC INSTRUCTIONS OR FORMS REQUIRED BY THE RECEIVING INSTITUTION.

A BRIEF MEETING OR CONVERSATION TO DISCUSS YOUR GOALS AND SPECIFIC REQUESTS CAN ALSO BE HIGHLY BENEFICIAL. THIS ALLOWS YOU TO REITERATE WHY YOU CHOSE THEM AND WHAT YOU HOPE THEIR LETTER WILL CONVEY, ENSURING THEY UNDERSTAND THE UNIQUE VALUE THEY BRING TO YOUR APPLICATION. OFFERING TO PROVIDE ADDITIONAL INFORMATION OR CLARIFY ANY POINTS DEMONSTRATES YOUR PROFESSIONALISM AND RESPECT FOR THEIR TIME.

THE TIMING AND ETIQUETTE OF REQUESTING A RECOMMENDATION

THE PROCESS OF REQUESTING AN ACADEMIC LETTER OF RECOMMENDATION REQUIRES CAREFUL TIMING AND ADHERENCE TO PROPER ETIQUETTE TO ENSURE A POSITIVE OUTCOME. APPROACHING POTENTIAL RECOMMENDERS RESPECTFULLY AND STRATEGICALLY CAN MAKE A SIGNIFICANT DIFFERENCE IN THEIR WILLINGNESS TO WRITE A STRONG, TIMELY LETTER ON YOUR BEHALF. POOR TIMING OR AN INFORMAL APPROACH CAN LEAD TO GENERIC LETTERS OR MISSED DEADLINES, JEOPARDIZING YOUR APPLICATION.

IDEALLY, YOU SHOULD REQUEST A LETTER OF RECOMMENDATION AT LEAST 4-6 WEEKS BEFORE THE EARLIEST APPLICATION DEADLINE. THIS PROVIDES YOUR RECOMMENDER WITH AMPLE TIME TO CONSIDER YOUR REQUEST, GATHER THEIR THOUGHTS, AND COMPOSE A THOUGHTFUL, DETAILED LETTER WITHOUT FEELING RUSHED. ASKING AT THE LAST MINUTE CAN LEAD TO A HURRIED, LESS IMPACTFUL LETTER, OR EVEN A POLITE REFUSAL DUE TO THEIR EXISTING COMMITMENTS.

WHEN MAKING THE INITIAL REQUEST, DO SO IN PERSON OR VIA A WELL-COMPOSED, POLITE EMAIL. BEGIN BY ASKING IF THEY WOULD BE ABLE TO WRITE YOU A "STRONG LETTER OF RECOMMENDATION" FOR A SPECIFIC PURPOSE (E.G., GRADUATE SCHOOL, SCHOLARSHIP APPLICATION). THIS PHRASING GIVES THEM AN HONORABLE WAY TO DECLINE IF THEY DO NOT FEEL THEY CAN PROVIDE A TRULY ENTHUSIASTIC ENDORSEMENT. IF THEY AGREE, THEN FOLLOW UP PROMPTLY WITH THE COMPREHENSIVE RECOMMENDER PACKET DISCUSSED PREVIOUSLY. ALWAYS EXPRESS SINCERE GRATITUDE FOR THEIR WILLINGNESS TO SUPPORT YOU, BOTH WHEN THEY AGREE AND AGAIN AFTER THE LETTERS HAVE BEEN SUBMITTED. A THANK-YOU NOTE OR EMAIL AFTER THE PROCESS IS COMPLETE IS A PROFESSIONAL COURTESY THAT REINFORCES YOUR APPRECIATION FOR THEIR VALUABLE TIME AND EFFORT.

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