In this brown bag discussion, participants will discuss ways to refine an existing or develop a new course syllabus and tailor it for a particular job position. Participants are encouraged to bring a sample syllabus and job listing to discuss and share.

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Questions from Discussion:

- **What makes a syllabus a good syllabus from the university’s perspective?**
  
  o From the university’s perspective, a syllabus should be clear and comprehensive. It is often considered a “contract” of sorts between faculty and students. For a specific department, there may be specific norms to follow or include (e.g., common learning objectives, assignments or exams). Often there are policy items the university asks are included (e.g., how to request accommodations through a Disability support office, links to academic integrity or a student Code of Conduct). For students, the syllabus is a “roadmap” to the course and communicates expectations for learning and performance.

- **How common is it to be asked to submit a syllabus?**
  
  o Not too common. It does depend on the type of institution and position, however. Teaching-emphasis institutions and positions are more likely to ask for a syllabus as part of an application.

- **Is it ok to use a syllabus that was not created by me?**
  
  o Not typically. If the syllabus used in your class was collaboratively written, this can be indicated, but it is best to submit all original documents.

- **Should I submit a syllabus even if it isn’t solicited?**
  
  o Maybe. If the position or institution is teaching focused and the job posting does not restrict what application materials should be submitted, a syllabus could be a good document to send as a supplement.
• Is a course schedule part of a syllabus or should it be kept separate?
  o Typically it is part of the syllabus, unless there is a good reason to keep it separate.

• Do search committees know what makes a good syllabus?
  o Search committees know what they are looking for in a candidate. How this might inform their reading of a syllabus could be to search for specific elements (e.g., particular topics included in a course, a course taught with particular objectives or standards in mind, specific teaching methods – such as active learning included, online courses, range of assessment methods or types).

• What is important to highlight in a syllabus (for an interview)?
  o Alignment between the syllabus and other elements of your teaching application are important. When interviewing and asked about courses you could teach in the position, having a syllabus on hand or being prepared to discuss the elements of a course are helpful, or how a course you currently teach might be modified to fit a course they need.

• What if I don’t teach and don’t have a syllabus?
  o It is fine to create a syllabus for a course you could potentially teach. It is a good idea to indicate this in the document.

Selected Resources:
• UA Course Syllabus Policy and Template: http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template

• What Should You Include in, or Exclude from, Your Sample Course Syllabi?: http://ctl.yale.edu/teaching/professional-development/sample-syllabi

• How to Write a Course Proposal for a Job/Postdoc App: http://theprofessorisin.com/2011/12/02/how-to-write-a-course-proposal-for-a-jobpostdoc-app/