

Faculty Induction Sample Syllabus

Course Description

This course prepares doctoral students for the academic job market and long-term success in higher education. Students will explore faculty roles, develop a career map, and create a competitive application portfolio including a CV, cover letter, and teaching, research, and diversity statements. The course also covers interviewing, negotiating offers, and understanding promotion and tenure pathways through interactive activities and applied projects.

Course Learning Objectives

As a result of active participation and successful completion of course requirements, students will be able to:

1. Analyze the academic job market by identifying different types of positions, institutional classifications, and career pathways, including tenure-track and non-tenure-track roles.
2. Develop a personalized career map through self-assessment, reflection on academic identity, and alignment of professional goals with institutional expectations.
3. Create a competitive application portfolio that includes a CV, cover letter, teaching/research/diversity statements, and demonstrates readiness for interviews and negotiations.
4. Plan for long-term success in academia by understanding promotion and tenure processes, setting strategic goals, and building professional networks for sustained career growth.

Recommended Readings

Austin, A. E. (2002): *Preparing the Next Generation of Faculty: Graduate School as Socialization to the Academic Career.*

Golde & Dore (2001): *At Cross Purposes: What the Experiences of Doctoral Students Reveal About Doctoral Education.*

Accommodations

Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 require the institution to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Services for Students with Disabilities on the appropriate campus.

Attendance

Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. Because this is an 8 weeks course, each class member needs to make every effort to be in attendance at each class. Anyone who misses more than one class will lose 5 points for each class missed after the first absence. Significant tardiness or early departure beyond 15 minutes will count as an absence. If you know ahead of time you will not be in class, please contact the instructor the day before the class.

Communicating with the Instructor

All correspondences from the instructor to the students by way of announcements, updates, assignments, and so forth, will be communicated via school email or online learning management system if not verbally in class. It is the student’s responsibility to ensure their university e-mail is corrected, provided, and valid. Failure to do so may result in missing important information that could negatively impact your grade. Please be mindful of professionalism.

Course Outline

The following schedule is subject to change. For any course syllabuses posted prior to the beginning of the semester, the course instructor reserves the right to make changes prior to or during the semester. The course instructor will notify students, via e-mail or verbal announcements when changes are made in the requirements and/or grading of this course. ***The course instructor reserves the right to revise the schedule/assignments if needed.***

Week	Topics	Reading	Activities
1	Understanding the Academic Landscape	American Council on Education: Carnegie Classification Overview Chronicle of Higher Education: Types of Faculty Positions Explained.	In-Class Activity: Map institutions by Carnegie Classification and identify target job types.
2	Self-Assessment & Career Compass	Golde & Dore (2001)	In-Class Activity: Complete Career Compass and Inventory (Love it/Hate it exercise)
3	Building Your Career Map	Austin (2002)	In-Class Activity: Write 1–3 core principles and a career vision statement.
4	Promotion & Tenure Pathways	American Association of University Professors (AAUP): Understanding Tenure and Academic Freedom.	In-Class Activity: Outline a 5-year plan aligned with tenure expectations.
5	Application Materials – CV & Cover Letter	Inside Higher Ed: How to Write an Academic CV	CV Assignment In-Class Activity: Peer review of CVs.

		The Professor Is In: Cover Letter Basics.	
6	Statements & DEI	University of Michigan CRLT: Guidelines for Writing Diversity Statements.	In-Class Activity: Bring in a draft of a teaching, research, and diversity statements. Peer review the statements and provide feedback. Consider how to integrate into a cover letter.
7	Putting it All Together	National Center for Faculty Development & Diversity: Job Market Toolkit	Application Packet
8	Interviewing & Negotiation	Chronicle of Higher Education: Negotiating the Academic Job Offer	Mock job talk

Major Assignments

1. Curriculum Vitae

- a. To prepare doctoral students for the academic job market by creating a professional CV that effectively communicates scholarly achievements, teaching experience, and service contributions.
- b. Create Your CV and include the following sections:
 - i. Contact Information
 - ii. Education
 - iii. Dissertation Title and Advisor
 - iv. Research Experience
 - v. Teaching Experience
 - vi. Publications and Presentations
 - vii. Grants and Awards
 - viii. Service and Leadership
 - ix. Professional Affiliations
- c. Use clear headings, reverse chronological order, and consistent formatting.
- d. Tailor for Academic Positions:
 - i. Highlight experiences relevant to your target institution type (R1, R2, liberal arts, etc.).
 - ii. Include keywords that reflect your research and teaching focus.

2. Application Packet

- a. To prepare doctoral students to submit a full application during the faculty hiring process, demonstrating research expertise, teaching philosophy, and fit with the institution.
- b. Based on the peer feedback back and slides create and submit the following:
 - i. Teaching Statement: A teaching statement is a concise narrative that describes your approach to teaching, learning, and student engagement. It highlights your instructional philosophy, methods, and goals, often supported by examples of how you create inclusive and effective learning environments.
 - ii. Research Statement: A research statement outlines your scholarly agenda, including past accomplishments, current projects, and future directions. It demonstrates the significance of your work, its impact on the field, and how it aligns with institutional priorities or funding opportunities.
 - iii. Diversity Statement: A diversity statement explains your commitment to fostering equity, inclusion, and diversity in academia. It includes concrete examples of how you have supported diverse learners or contributed to inclusive practices, and how you plan to advance these values in your future role.
- c. Write a 2-3 page reflection on how you would tailor each for specific positions based on institutional type and job expectations.

3. Mock Job Talk

- a. To prepare doctoral students for delivering an effective job talk during the faculty hiring process, demonstrating research expertise, teaching philosophy, and fit with the institution.
- b. Topic Selection:
 - i. Choose a research project or scholarly work that represents your expertise and aligns with your desired faculty role.
- c. Structure Your Job Talk (30–45 minutes):
 - i. Introduction (5 min):
 1. Briefly introduce yourself, your research agenda, and its significance.
 - ii. Research Presentation (20–25 min):
 1. Present your key findings, methodology, and implications for the field.
 - iii. Future Directions (5 min):
 1. Outline your next steps and how they align with institutional priorities.
 - iv. Q&A (10–15 min):
 1. Prepare for questions from faculty and students.

Course Grading

Assignments are due by 11:59pm on the indicated date. Late assignments without previous written approval of the instructor will incur a 50% penalty for the first time and lost all points

beyond. This instructor and learners are required to adhere to the University's Academic Integrity policy. Any plagiarism will not be tolerated and referred to the Academic Integrity Office. And the learners will be given an "F" in the course and be recommended to the Student Conduct Office.

Learners will be evaluated based upon the assignments described below. The plus/minus grading system and scale is as follows:

Letter Grade	Grade Range
A	93 and above
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	59 and below

Course Grading Systems

Component	Weight for final grade
CV	20%
Application Packet	35%
Mock Job Talk	35%
In-class activities	10%

Resources

Resources to supplement the Syllabus:

- <https://www.chronicle.com/article/dos-and-donts-of-negotiating>
- <https://www.chronicle.com/article/the-job-search-negotiating-an-offer-and-starting-work>
- <https://www.chronicle.com/package/furlong-how-to-get-an-academic-job>
- <https://theprofessorisin.com/the-art-of-the-academic-cover-letter/>
- <https://theprofessorisin.com/the-art-of-the-academic-cv/>
- <https://theprofessorisin.com/category/academic-job-search/how-to-interview/>

Journals in EI/ECSE

Below are examples of journals that publish topics about EI/ECSE. Faculty may want to explain how to use articles to support practice and to examine current research. Clarify the difference between practitioner-based journals and research-based journals.



Early Childhood Intervention
Doctoral Consortium

Creating Leaders in Intensive Interventions for Infants, Young Children and Their Families

- *Child Development*
- *Journal of Early Intervention*
- *Journal of Pediatrics*
- *Journal of Intellectual & Developmental Disability*
- *Journal of Developmental and Physical Disabilities*
- *Journal of Pediatric Nursing*
- *International Journal of Early Childhood Special Education*
- *Pediatric Research*
- *Topics in Early Childhood Special Education*
- *Young Exceptional Children*



Creating Leaders in Intensive Interventions for Infants, Young Children and Their Families

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