

**TENURE-TRACK FACULTY**  
**GUIDELINES FOR THE PREPARATION OF**  
**PERSONAL NARRATIVES**

The purpose of the brief personal narrative is to give those reviewing your candidacy for reappointment, continuing appointment (tenure), or promotion an opportunity to learn more about you and your work than they might from your curriculum vitae or professional résumé alone. You may include in your narrative a general statement of your career goals, teaching philosophy, and reasons for entering academic life. More specifically, you may describe and briefly discuss all of your professional responsibilities: your teaching, student advising, scholarship/creative work, departmental and college-wide committee work, and community service. Prepare your narrative with specific reference to the contributions you have made or expect to make at the State University of New York at New Paltz. It is important that the narrative be clear and concise; for that reason, the recommended maximum length is **six double-spaced pages**.

In preparing your personal narrative, consider your primary audience – namely, those who will review your candidacy for reappointment, tenure, and/or promotion: your departmental sub-committee or committee of the whole (if either exists), department chair, dean, Central Committee, provost, and president. If you are a candidate for tenure and/or promotion, your narrative will be an important source of information for your external evaluators.

While there are many possible ways to organize the personal narrative, the SUNY Board of Trustees' criteria\* offer a useful framework. Within these five general areas of review, a chronological presentation of content is most straightforward. If you adopt this approach, consider the following:

1. Begin with a general statement of goals and philosophy.
2. Then, if appropriate, describe your doctoral dissertation, giving its title and a brief summary.
3. Describe your teaching career and your objectives and goals as a teacher. Describe the courses you have taught, new courses you have developed, innovations you have introduced into your class work, and contributions you have made to teaching in your discipline. For example, have you employed new instructional technologies in your new or established courses? Include information on workshops or seminars you have attended that helped you to improve your teaching technique, or presentations you have made to your colleagues on improving instruction, assessing student learning, or promoting student success.
4. Describe how your study and scholarly or creative work has proceeded since your dissertation or terminal degree project. Have you embarked upon new or related areas of study? What have been the results? What is the connection between your original interests and your continued intellectual development?
5. Describe how you have maintained your scholarly interests. Have you attended conferences, seminars or workshops that have helped you develop your scholarship? Have you applied for and received grants? Explain how you have used your sabbatical leaves or reassignment from teaching to further your scholarship.
6. Describe your role as a member of the College community and the broader professional community. Include information on your responsibilities as an adviser to students, both your own majors and others; your departmental and college-wide committee work; and your professional service to the public in the region, state and nation.

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\* *The State University of New York Policies of the Board of Trustees*, Article XII, Title A: Criteria for the Evaluation of Academic Employees, and Title B: Criteria for the Promotion of Academic Employees. See [www.suny.eduboard\\_of\\_trustees/pdf/policies.pdf](http://www.suny.eduboard_of_trustees/pdf/policies.pdf).

7. Conclude with a projection of your future academic career at New Paltz. What direction do you expect your scholarly work to take in the future? What new developments do you anticipate in your teaching? How do you envision the future development of your responsibilities to provide service to the institution and, where appropriate in your professional capacity, to your professional organization and/or the external community? Think in terms of goals that, if reached five and ten years from now, will indicate that you have met your expectations of yourself. What, in other words, do you hope to be the “shape” of your academic career, and how do you think New Paltz can best help you meet your goals?

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