

Purpose: The personal narrative is intended to give those reviewing your candidacy for reappointment an opportunity to learn more about you and your work than they might from your professional resumé or curriculum vitae alone. Your primary audience, then, includes your departmental sub-committee or committee of the whole (if either exists), department chair, dean, and the Provost. The personal narrative provides an opportunity to briefly describe and discuss your professional responsibilities as identified in your contract (appointment letter), making specific reference to the contributions you have made or expect to make 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**.

Organizing your personal narrative: The SUNY Board of Trustees' *Criteria for the Evaluation of Academic Employees* (www.suny.edu/board_of_trustees/pdf/policies.pdf) offer a useful organizational framework within which to highlight your accomplishments. **It is expected that some of the Board of Trustees' criteria will be relevant to all full-time lecturers** (e.g., mastery of subject matter, effectiveness in teaching, continuing growth) **while other criteria may be relevant only to some** (e.g., scholarly ability, effectiveness of University service). Consider your contractual responsibilities and professional contributions as they relate to each relevant criterion, and craft a narrative that clearly and succinctly supports your candidacy for reappointment.

The following outline may help you structure your narrative:

1. *Introduction:* Begin with a general statement of your career goals, teaching philosophy and reasons for entering academic life. Note your length of service and reflect on your accomplishments to date at New Paltz, both instructional and non-instructional (if relevant). How do you evaluate your progress toward your career goals?
2. *Mastery of subject matter:* Describe your field of study and academic specialty, including a brief summary of your doctoral dissertation (if appropriate) or master's thesis/creative work. Mention any honors, awards, or other professional acknowledgement of subject mastery you have received.
3. *Effectiveness in teaching:* Describe your goals and objectives as a teacher and summarize colleagues' and students' evaluation of your effectiveness. 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. Have you employed new instructional technologies in your courses? Include information on presentations you have made to your colleagues on improving instruction, assessing student learning, or promoting student success.
4. *Effectiveness in other responsibilities (if relevant):* If you have received a reassignment from teaching, explain its impact on your professional development. If you have non-instructional responsibilities, what have you accomplished in those areas?
5. *Scholarly ability (if relevant):* If you have engaged in scholarly or creative work or pursued new areas of study, describe your work, its results, and its impact on your teaching. Have you applied for and received grants to support your scholarly or creative work?
6. *Effectiveness of University service (if relevant):* Describe your role as a member of the college community and the broader professional community. If applicable, include information on your service to your department and/or school, the campus, the community, and your profession, as well as your service to students beyond what is expected in formal teacher-student relationships. What did you accomplish while serving in these roles?
7. *Continuing growth:* Describe any professional development opportunities you have pursued and their impact on your teaching. Include information on workshops or seminars you attended that helped to improve your teaching or enhanced your ability to more effectively engage your students.
8. *Conclusion:* Reflect on your future academic career at New Paltz and the goals you have set for yourself. What will be the "shape" of your academic career in five years? Ten years? How do you envision your professional development and contributions? What new developments do you anticipate in your teaching? How do you think New Paltz can best help you meet your goals?

BOARD OF TRUSTEES CRITERIA FOR THE EVALUATION OF ACADEMIC EMPLOYEES

(State University of New York Policies of the Board of Trustees, Article XII, Title A:

http://www.suny.edu/board_of_trustees/pdf/policies.pdf)

- I. MASTERY OF SUBJECT MATTER** – *as demonstrated by such things as advanced degrees, licenses, honors, awards and reputation in the subject matter field.*
- II. EFFECTIVENESS IN TEACHING** – *as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses, and student reactions as determined from surveys, interviews, and classroom observations.*
- III. SCHOLARLY ABILITY** – *as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues.*
- IV. EFFECTIVENESS OF UNIVERSITY SERVICE** – *as demonstrated by such things as college and University public service, committee work, administrative work and work with students or community in addition to formal teacher-student relationships.*
- V. CONTINUING GROWTH** – *as demonstrated by such things as reading, research or other activities to keep abreast of current developments in the academic employee's fields and being able to handle successfully increased responsibility.*