



**PennState**  
Faculty Affairs

*Welcome!*

*The session will begin shortly.*

# Tips for Writing a Narrative Statement

PROMOTION AND TENURE WORKSHOP SERIES

# Tips for Writing a Narrative Statement



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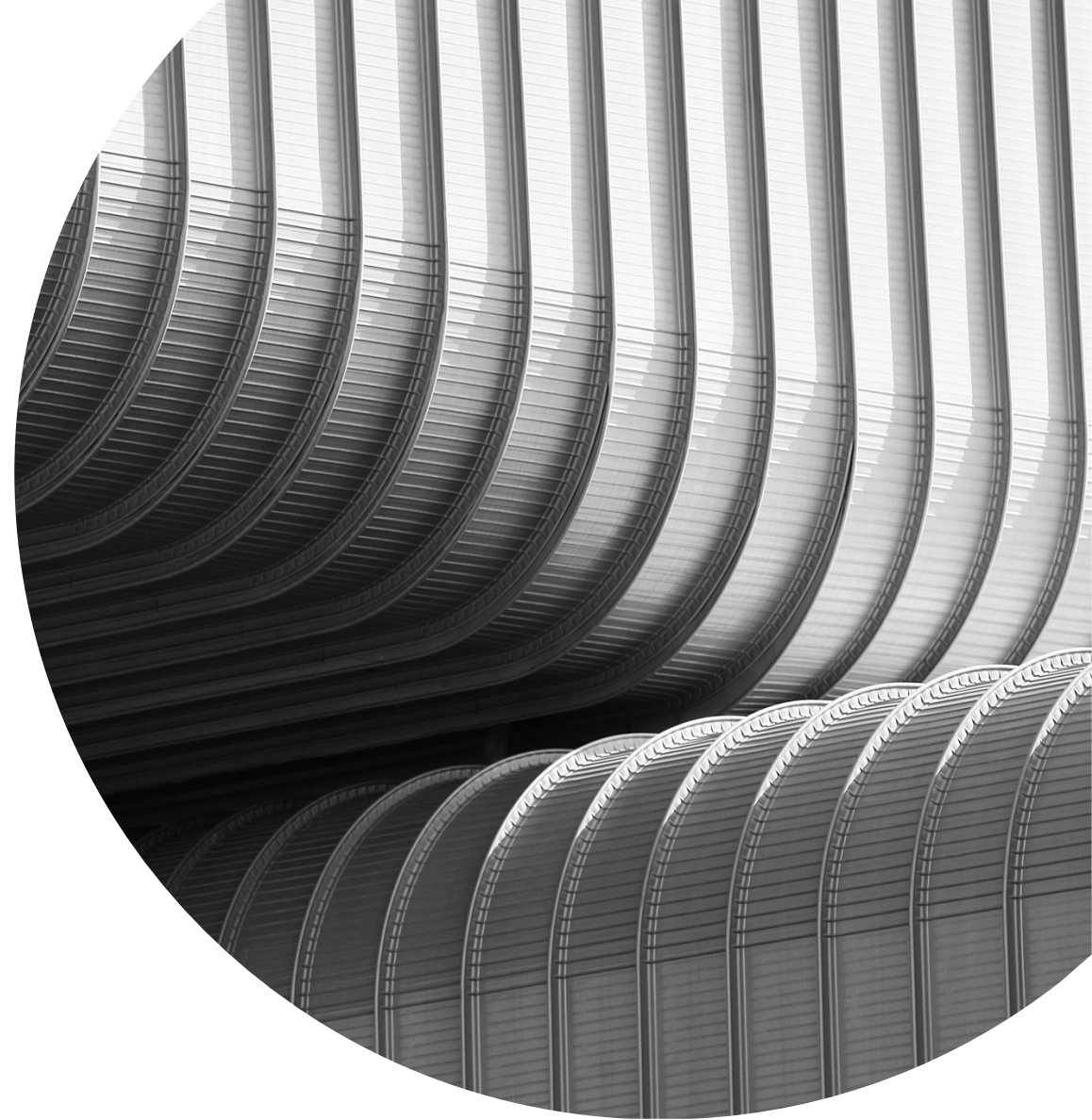
Panelists: Dr. Anthony Atchley, Dr. Ralph Ford, Dr. Linda Patterson Miller, Dr. Mary Beth Oliver, Dr. Akif Undar

# Presentation Overview

Administrative Guidelines

Possible Structure

Panel of Experts



# Administrative Guidelines

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# Administrative Guidelines

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A narrative statement **indicates a candidate's sense of their** scholarship of teaching and learning; scholarship of research and creative accomplishments; and service and the scholarship of service to the University, society, and the profession.

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The purpose of this statement is not so much to call attention to achievements that are listed elsewhere in the dossier as it is to **afford candidates the opportunity to place their work and activities in the context of their overall goals and agendas.**



# “My dossier speaks for itself.”

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“The personal statement is an opportunity to make your own case. The statement communicates a quick sense of whether you know who you are, where you’ve been, and where you’re going in your career.”<sup>1</sup>

The statement provides context for your achievements beyond what is visible on the dossier, showing that the work fits into a meaningful plan for your development as a scholar, teacher, and university citizen.

<sup>1</sup> Whicker, M.L., Kronenfeld, J.J., and Strickland, R.A. (1993). *Getting Tenure!*. Sage Publications: Newbury Park, CA.

Shorter is better.



# Narrative Statement and Covid Considerations

## Maximum word count

Candidates for promotion and tenure are encouraged (but not required) to describe how the events of 2020/21 (e.g., COVID-19 pandemic, societal/racial tensions, political unrest) impacted their work, and the steps they took to manage these impacts, within their dossier.

1,600  2,000



# COVID-19 Narrative Statement

## Teaching and Advising

- Transitioning courses to remote or hybrid learning
- Creating instructional innovations
- Change in teaching and advising load
- Encountering challenges with technology
- And more....

## Research and Creative Accomplishments

- Change in access to studios, performance spaces, laboratories, or other spaces
- Funded research opportunities/complexities
- Encountering travel and field restrictions
- And more....

## Service

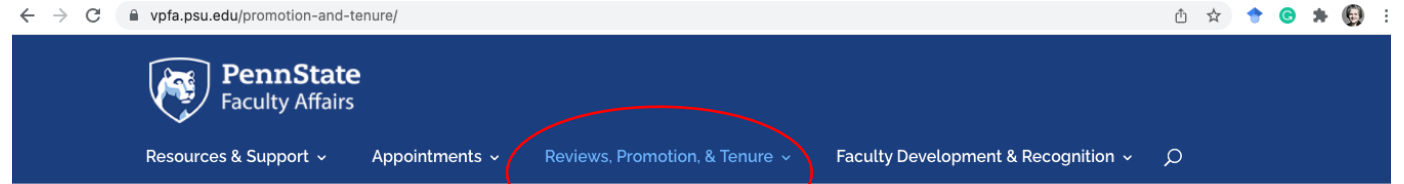
- Transitioning service activities to online formats
- Changes in access to community service sites
- Disruptions to professional organizations
- And more....

## Librarianship

- Changes to in-person services
- Changes to the use of physical spaces
- Managing access to and provisions of materials
- And more....

## Patient care

- Additional responsibilities directly related to the care of COVID-19 patients
- Decreasing patient care workload related to the pandemic (e.g. the cancelation or delay in elective surgical procedures)
- Increasing need for continuing education to maintain competency in the rapidly changing treatments for COVID-19
- And more....



## Promotion and Tenure

### COVID-Related Guidance

Considerations for Non-Tenure Line Promotions in the Time of COVID-19 (Updated April 23, 2021) – [DOCX](#) [PDF](#)

### For tenure-line faculty in their probationary period in Calendar Year 2020:

- Guidance regarding a one-year extension due to COVID-19 – [DOCX](#) [PDF](#)
- FAQs Pertaining to the Guidance (Updated July 1, 2021) – [DOCX](#) [PDF](#)

Guidance for Administrators and Members of P&T Committees for 2021-2022 (Updated July 21, 2021) – [DOCX](#) [PDF](#)

[Guidance for Promotion and Tenure Narratives for 2021-2022 – DOCX PDF](#)

### Tenure-Line Policies, FAQs, and Guidelines

[University Policy AC23 \(formerly HR23\): Promotion and Tenure Procedures and Regulations](#)

2021-2022 Administrative Guidelines for Policy AC23 (formerly HR23): Promotion and Tenure Procedures and Regulations – [DOCX](#) [PDF](#)

2021-2022 Promotion and Tenure FAQs – [DOCX](#) [PDF](#)

2021-2022 Summary of Revisions to the Administrative Guidelines and FAQs for Policy AC23 – [DOCX](#) [PDF](#)

2021-2022 Guidelines for Immediate Tenure Reviews – [PDF](#)

2021-2022 Guidelines for Staying of the Provisional Tenure Period – [PDF](#)

[Early Tenure Review Guidelines](#)

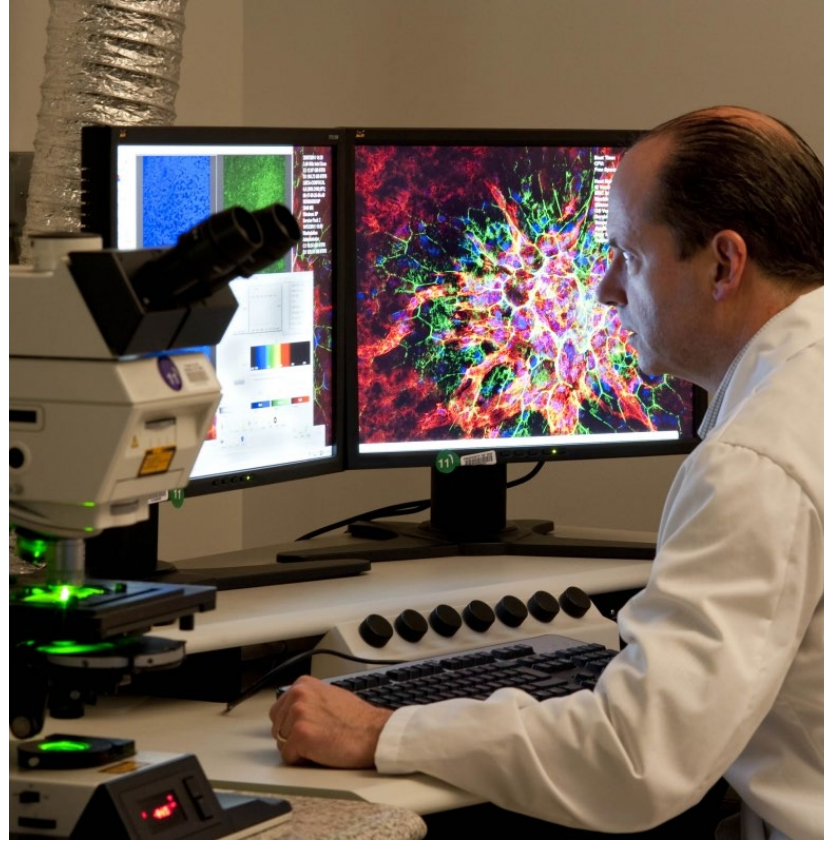
Check local guidelines for  
timelines of when  
materials are due.

The production of the narrative may have a different timeline than the  
production of the full Dossier.

# Possible Structure

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# Tenure-line Narrative Statement

- **The Scholarship of Teaching and Learning**
- **The Scholarship of Research and Creative Accomplishments**
- **Service and the Scholarship of Service to the University, Society, and the Profession**



# Non-tenure-line Faculty

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**Check college or campus descriptions for what should be included in the narrative.**

For example, some colleges or campuses:

- May ask you for a job description to be included
- May ask you to describe only one or two sections of the dossier
- May assess you on what you were hired to do **OR** on what you are currently doing





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## **Introduction**

What is of value to you?  
What topics will weave the story of your narrative together?  
What is the overarching philosophy that guides your work?

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## **The Scholarship of Teaching and Learning**

What is your teaching philosophy?  
How do your accomplishments reflect that philosophy?  
Top achievements? Growth. Future plans.

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## **The Scholarship of Research and Creative Accomplishments**

What is your research about? (non-technical jargon)  
What is its value and impact?  
Top achievements? Growth. Future plans.

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## **Service and the Scholarship of Service to the University, Society, and the Profession**

What ties your service record together? How does this relate to your overall values or philosophy?  
What is the value and impact of your service?  
Top achievements, including breadth and depth of service as well as elected and appointed roles.

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## **Conclusion**

Briefly tie the sections back to your values or philosophy.  
Statement about your impact at the university and in the field.



It is not uncommon for one section of the narrative to bleed into another.

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- You research or creative accomplishment may inform your teaching.
- Your teaching may inspire new areas of research or creative accomplishment.
- You may have elected service particular to your teaching or research.

**Share connections, but don't repeat yourself.**

# Panel of Experts

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# Panelists



**Ralph Ford, Ph.D.**  
Chancellor and Dean  
Penn State Behrend  
Professor, Electrical and  
Computer Engineering



**Akif Undar, Ph.D.**  
Professor of Pediatrics, Surgery,  
and Bioengineering, Founder  
and Director, Penn State  
Pediatric Cardiovascular  
Research



**Anthony Atchley, Ph.D.**  
Senior Associate Dean  
College of Engineering  
Professor of Acoustics



**Linda Patterson Miller, Ph.D.**  
Penn State Abington  
Distinguished Professor, English



**Mary Beth Oliver, Ph.D.**  
Donald P. Bellisario Professor of Media Studies  
Co-Director of Media Effects Research Laboratory



# The Scholarship of Teaching and Learning

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Areas you may wish to address...

- Foster student achievement
  - How your philosophy and methods of teaching are congruent with the typical needs of your students.
  - How you foster student achievement by balancing high standards for performance with appropriate levels of support.
- Course Content
  - How your course content has contributed to the attainment of knowledge and skills by your students.
  - How you ensure that course content, including your teaching methods, are congruent with with current knowledge and professional practice.
- Course development – courses and programs
  - New courses, assignments, projects, or approaches to teaching you have developed and/or implemented.
- Mentoring and academic advising
- Using research and service to enhance teaching
- Additional evidence on teaching (as appropriate)



# The Scholarship of Research and Creative Accomplishments

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Areas you may wish to address...

- Quality of your research or creative accomplishment
  - How your strategy for production or your approach contributes to the quality of your efforts.
- Programmatic nature of your work
  - How your individual work contributes to the body of work within your field.
- Sustainability
  - Your record of accomplishment and the promise for ongoing success – TRAJECTORY.
- Productivity
  - How your strategic decision making has furthered your work or focus.
- Using teaching or service to enhance your research or creative accomplishment
- Goals for the future; the position of your work (past and future) within the larger body of work





# Service and the Scholarship of Service to the University, Society, and the Profession

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Areas you may wish to address...

- Nature of your service to the program, department, school, campus, college and university
  - How your work contributed to ongoing or emerging needs of the institution.
- Nature of your service to the profession
- Nature of your service to society
  - How your work has contributed to meeting the needs of your community, state, country, and beyond.
- Using teaching and research to enhance service (or vice versa)
  - Offering of continued professional development offerings.
  - How your teaching, research, or creative expertise has contributed to your professional organizations.
  - How you teaching, research, or creative work has contributed to the service you do for you university.



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*Thank you for attending!*

Questions?

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