

What Should I Include In My PIF?

Tips and Advice from those who review them in the College of Social & Behavioral Sciences

There are two files utilized in academic personnel considerations at CSUN: (1) your Personnel Action File (referred to as your PAF), and (2) your Professional Information File (referred to as your PIF). Every tenured and tenure-track faculty member has a PAF in the Dean's office and the Dean is the custodian of your PAF. This file includes permanent items maintained throughout your employment at CSUN, e.g. your hiring letter, acceptance letter, personnel review letters, teaching evaluations, etc.

Each faculty member at CSUN also has the responsibility of establishing, maintaining and submitting a record of professional information (i.e. a PIF) for use in evaluation for retention, tenure, promotion, and service salary increases. The PIF is submitted in a 3-ring binder. The remainder of this document is to assist you in preparing your PIF; however keep in mind that it is the responsibility of the probationary faculty member to ensure the completeness of the PIF.

Preparing Your Professional Information File (PIF)

1. Normally, the review of a faculty member's PAF and PIF begins in the fall term of his/her second probationary year. Third and subsequent year PAFs and PIFs are reviewed in the spring, usually in January.
2. Review deadline dates are publicized each academic year in *Section 600*. The Department Personnel Committee determines the deadline for submitting your PIF for the department level review.
3. Recommendations and decisions about reappointment, tenure, promotion, and service salary increases (if available in the contract) are based on evaluations of items in your PAF and evidence and documentation that you place in your PIF binder. Thus, it is extremely important that you take care to prepare your PIF to completely and accurately provide evidence of your contributions and accomplishments.
4. In cases where prior service credit was granted, that time interval shall also be documented in the second probationary PIF review, as well as the final cumulative review for tenure and/or promotion.
5. For probationary faculty electing to be reviewed for either tenure or promotion, the PIF shall be cumulative and representative of performance covering the period from the beginning of probationary service.

6. For tenured faculty, the PIF shall be cumulative and representative of performance, covering the period since the submission of the file for promotion to Associate Professor.
7. The policies according to which you will be evaluated are public documents: Section 600, Academic Personnel Policies and Procedures (also known as “The Blue Book”) and your Department Personnel Procedures (available on the Faculty Affairs website).
8. Throughout the review cycle and at every level of review, you will receive the evaluations and recommendations of the committees and individuals who are reviewing your performance and, at each level, you may respond by requesting a meeting to discuss the recommendations and/or in writing within 10 calendar days of receiving their review, before your PIF goes to the next level of review.
9. The contents of the PIF are described in Section 606. To assist you in preparing your PIF the College has prepared a formatted PIF binder that includes a cover sheet, checklist, and dividers with labels. The use of these templates is optional.
10. Bulky items such as books are reviewed by the Department Personnel Committee and Department Chair. Bulky items (usually presented in a separate appendix) do not accompany the PIF to the College- and University-level reviews.
11. Do not use plastic covers or sleeves for materials inside the PIF.
12. All items should be three-hole punched and inserted into one 3-inch binder.¹
13. Your PIF is returned to you at the end of each review year.

Major Sections of the PIF

Table of Contents/ Index

1. You must prepare an index of the contents of the PIF. The index is basically your table of contents. To assist in your PIF preparation the College has created a Table of Contents template to help you get started. This Index can be adapted to meet your individual content needs; however please attempt to maintain the template format.
2. Each year you are evaluated, you should prepare and submit at least two copies of the Index (it functions as a Table of Contents). One copy remains in the PIF and the other is placed in your PAF each year. It is also helpful to have 1-2 extra copies in a pocket of the binder that reviewers can take out and use while they are browsing your PIF.

Curriculum Vitae (CV)

1. Make sure your CV is current and reflects accomplishments and work described in your PIF. If you were granted service credit at the time you were hired, you must provide the same documentation for the service credit years as for your years at CSUN.

2. To assist the reviewers in finding the most pertinent information, consider organizing your resume using the three review categories—Contributions to Teaching Effectiveness and Direct Instructional Contributions, Contributions to the Field of Study, and Contributions to the University and Community. This may mean that you make a copy of the CV you use for most professional purposes and format it slightly differently for review in your PIF.

3. The CV should include your academic and professional employment history since you started at CSUN, hence, the resume is cumulative. It should list accomplishments in reverse chronological order, meaning your most recent activities come first, in each of the three areas of review (teaching, scholarship, service). It is most helpful to reviewers when you highlight activities since the last review cycle in some way (e.g., with a different font like bold or underline, or with color or highlighting).

4. Be sure to list published work using a standard scholarly citation format, e.g., American Psychological Association (APA), Modern Languages Association (MLA), etc.

5. Include two copies of your CV with your PIF: one should be three-hole punched and included in the binder; the second will be placed in your PAF.

Narrative Summary

1. The Narrative Summary is a succinct narrative (double-spaced 12-point font, about 1-2 pages for each area of review) that assesses and summarizes significant activities and contributions in each of the major categories considered in retention, tenure and promotion since your last review.

2. For faculty who are in their final review year, your Narrative Summary is cumulative, referring to your entire probationary period, including service credit years, if you received service credit when you were hired.

3. The following are some suggestions, but not requirements, in preparing your summary narrative(s):
 - a. Use your summary narrative to explain, contextualize, and interpret your approach to teaching and the results you are achieving. If problems are evident, for example, in a pattern of negative comments or ratings by students, discuss them, interpret them, and describe what you are doing in response.
 - b. If suggestions regarding your teaching were included in prior evaluations, report on what you have done in response and the results you have achieved.
 - c. *It is imperative that you address areas that were identified as needing improvement and demonstrate that you have taken specific steps to improve them.*

- d. When referencing your scholarly and creative work, please include a complete citation of your work in standard scholarly citation form, e.g., APA, MLA, etc. Clearly identify your work as either peer-reviewed or not. If any of your works are co-authored, you must clarify your specific role and contribution to authorship, explaining the relevance of the order in which authorship is listed (e.g. are authors listed in alphabetical order, or in order of the weight of their contributions to the piece?).
- e. Put your work and activities into context for the reviewers. Remember that the reviewers may not be familiar with your discipline, so you will need to explain clearly the meaning and significance of your work. Why is this work important?
- f. Discuss completed work as well as work in progress. Be sure to check your department standards to determine if work under submission is counted as a “publication or its equivalent.”
- g. Be specific. Include the names of professional organizations, meetings, or committees in which you played a significant role. Avoid the use of abbreviations and acronyms.
- h. Indicate whether each university service activity was at the department, college, or university level and the significance of your role and/or contribution.

Teaching Effectiveness and Direct Instructional Contributions

Individuals reviewing your PIF for teaching are looking to ensure that you are demonstrating the criteria listed in Section 632.3 under “Teaching Effectiveness and Direct Instructional Contributions.” In particular, it is helpful for you to clearly indicate:

- The number and variety of courses taught (e.g., upper/lower division undergraduate, graduate). Although it can be helpful to see trends over time in one course taught, it is the responsibility of the reviewers to look to see that faculty are effective in their teaching across courses, therefore teaching evaluations should reflect that (i.e., student evaluations or peer evaluations should not all evaluate the same course).
- The number of students enrolled
- The role of the course within the curriculum for the department and any university initiatives (e.g., General Education, Writing Intensive, General Education Paths, Capstone Seminar, etc.)
- Additional teaching activities (e.g., advising, thesis supervision). For example, a list of the number of students whose theses you have chaired or for whom you were a member of the committee during the review cycle. Similarly, a report on advisement activities could be appropriate here.

It is most helpful when the PIF clearly indicates and separates the teaching activity for the particular review cycle. Since the Index and CV are moved from the PIF to the Personnel Action File (PAF) each year, individuals reviewing your work for Retention, Tenure, and Promotion (RTP) each year can review the Indices from previous years. Thus, it is very helpful if the Index lists the number and variety of courses taught during the period under review (e.g., one year for retention, since hire for promotion or tenure).

The following are suggestions for additional supporting documentation that particularly help reviewers and that should be very easy to find in the tabs for the section on teaching effectiveness.

- A table that summarizes student evaluations of teaching effectiveness across courses or semesters and that compares the individual under review with the department mean evaluations (see attached samples). The PAF includes all course-level evaluations, but does not make it easy for reviewers to see trends over time across one course or variations across courses. It is helpful to include
 - The number of students on which the mean is based
 - The total number of students enrolled in the course(s) evaluated

NOTE: a table can clearly communicate an overall average across multiple sections and semesters or can highlight changes over time within a course (e.g., one course with multiple semesters that course was taught).

To summarize student evaluations of your teaching:

Course Number	Semester, Year	Number of Students Enrolled	Number of Students Evaluating	Mean Evaluation ¹	Overall Effectiveness ²

- Syllabi for the courses taught during the review cycle. If you have taught multiple sections of one course, include only one syllabus typical of that course. If the sections differ substantially (e.g. one is an online or hybrid class, while the others are brick-and-mortar), you may include separate syllabi for them. Reviewers are particularly looking to see the following:
 - Are you following university policy regarding syllabi? (e.g., are student learning outcomes listed? Is there a weekly course schedule? Are there specific due dates for assessments listed? Are there criteria for grading?)
 - How are course policies communicated?
 - What kinds of assessments and in-class activities are included?
 - Sample documentation of innovative activities or course materials can be helpful when they can be clearly linked to teaching effectiveness and when their role in teaching effectiveness is clearly articulated.
- Documentation for any awards or nominations related to teaching effectiveness (e.g., Polished Apple, Distinguished Teaching Award, Don Dorsey Award for Distinguished Mentorship).

It is not helpful to include the following items:

¹ Averaged across all items

² Score on one item rating overall effectiveness (e.g., “Overall, the instructor was good.”)

- Student and peer evaluations for each course; these are included in your PAF. Rather than include them in the PIF, check your PAF several weeks before your PIF is due for review to ensure that all relevant evaluations are included there.
- Notes or cards from students attesting to your effectiveness. Although these can be heartwarming, they are not appropriate to include in a PIF for several reasons. One reason is because only some students choose to write notes or send cards, whereas student teaching evaluations conducted by the university are carried out in a systematic way.
- Cumulative information that was reviewed in a previous RTP cycle or that occurred before you were hired. Including such information, at best, means that it is harder for reviewers to find the information most pertinent to their work reviewing for the current cycle and, at worst, can be confusing.

Sample section from Index to show courses taught (numbers refer to the tab where supporting information can be found):

1) TEACHING EFFECTIVENESS AND DIRECT INSTRUCTIONAL CONTRIBUTIONS

a) Introduction to Section	
b) Cumulative Summary of Student Ratings	3
c) Course Sampling – Courses Taught, Designed, and Redesigned	
(1) Courses Taught This Cycle	
(a) PSY485GT/S: <i>Advanced Inquiry in Research Methods – Grounded Theory</i> , Spring 2012 Sample Syllabus	4
(b) Newly prepared Coursework	5
(i) PSY301: <i>Pre-Professional Development in Psychology</i>	
(ii) PSY500: <i>Professional Development in Psychology</i> Sample Syllabi, Fall 2012	
(2) Examples of Learner-Centered Instruction	6
(a) See description in Tab 4 for PSY485GT/S & PSY491/L: Theory and Method: Qualitative Emphasis (the prior version of PSY485GT/S) Description of learner-centered design and syllabus from 2009 (first time taught) are included to highlight key features and show changes over time. Sample assignments are in tab 10.	
(b) PSY581: Teaching of Psychology Syllabus, Learning Plan template, Portfolio Assignment from Spring, 2011 (last time taught) are included here.	
(3) “Closing the Loop” through Formal Assessment in PSY313: <i>Developmental Psychology</i>	7

Excerpt from the 2010-11 Annual Assessment Report and Syllabi from Summer, 2012 (last time taught), Fall 2011 (last time taught in a regular semester), and 2007 (first time taught)

- (4) Examples of Using an “Online Presence” to Facilitate Student Learning
- (a) Printouts of Moodle sites for PSY313 – *Developmental Psychology* and PSY581 – *The Teaching of Psychology* and Email notification of acceptance to Online Redesign Institute..... 8
 - (b) Printouts of the wiki site I use for PSY485GT/S - *Advanced Inquiry in Research Methods – Grounded Theory*. 9

Contributions to the Field of Study

According to Section 632.4.1, “Each faculty member shall demonstrate continued growth as a recognized scholar and contributor to the field of study.” Thus it is essential that you demonstrate evidence of growth and development in scholarship each time you are evaluated for retention or promotion.

Contributions to the field of study are established by your Department’s Personnel Planning and Review Committee and the California State University Administrative Manual, which you must consult as you prepare your Professional Information File (PIF). The following guidelines are designed to help you to document these contributions in your PIF in a format that allows the College Personnel Committee to recognize their significance and characterize them accurately in its review.

Documentation of your scholarly and creative activity is the evidence to support what you say in the Narrative Summary of your PIF. The following are some suggestions, although not required, for documenting such evidence:

- Ensure each citation in your resume is in the style customary to your discipline, for each scholarly and creative work.
- Ensure that each citation is complete and accurate.
- Include a hard copy of each scholarly or creative work published within the review period, including:
 - Peer reviewed publications and creative activities
 - Book chapters
 - Non-peer reviewed publications (e.g. encyclopedia articles, book reviews, e-texts, blog posts, opinion pieces)
 - Grant submissions and funding
 - Presentations at scholarly meetings
 - Other evidence of scholarly and creative activities
 - Honors and Awards

Scholarly Publications

Publication is a standard university measure of professional achievement, and the principle of peer review is the recognized means of verifying the significance of your professional achievements. This standard means that you should include evidence of publication or scholarly activity that has resulted or will result in publication each year that you are evaluated for

renewal, tenure and/or promotion. Publications or other forms of contribution that are not peer-reviewed or recognized specifically by your department's PPRs, should not be included as scholarly publications. In some cases, these contributions, which may include e-texts, opinion pieces, and blogs, may be considered as contributions to teaching or to community engagement. Be sure to consult the CSUN Administrative Manual and your department's Personnel Procedures to determine the form of your publication's contribution so that you can categorize it correctly in your PIF.

In the year that you are considered for tenure and/or promotion, you should include all published, in-press and forthcoming publications, materials submitted for review, and works in progress that you completed as a tenure-track faculty member at CSUN. During the years when you are evaluated for renewal, you should include only your published, in-press and forthcoming publications, materials submitted for review, and works in progress completed since your preceding review. These scholarly contributions should be listed and highlighted on your curriculum vita and the index for your PIF and should be included in documentary form in the PIF.

Publication Status

Published: An article, chapter, book, or manuscript that has been disseminated by the publisher and is accessible to the intended audience is considered published. You should include a copy of the published work in your PIF.

Forthcoming: A forthcoming article, chapter, book, or manuscript has been accepted for publication. You should include page proofs in your PIF, in which case you may say the article is "In Press." If you do not yet have page proofs, include the signed, dated letter of acceptance and/or contract from the publisher, reviewers' reports and the manuscript.

Under Review: An article, chapter, book, or proposal is under review if you have submitted it to a journal or press. Please include in your PIF evidence that you submitted the material for review in the form of a dated email, a cover letter, and/or a letter of acknowledgement by the press along with the manuscript.

In Progress: An article, chapter, book, or proposal that you are preparing to submit for publication is considered in progress. It is especially important to include evidence of material in progress if you do not have materials published, forthcoming, or under review during the year of your evaluation for renewal, tenure, or promotion. Include a copy of the manuscript in your PIF noting that it is work in progress.

Quality of Contribution

Remember that the College Personnel Committee often is composed of people whose disciplines differ from yours with the result that they may not be aware of the significance of your scholarly contributions. In your Statement on Contribution to Scholarship be sure to provide details that will allow the committee to assess fairly your contribution. If you are the co-author of a scholarly contribution, explain the significance of your contribution and how it may be recognized by the order of authors.

If your book was published by an important university press, note this point. Similarly, if your book was published by a less recognized (or a popular) press, provide evidence of the process of peer-review. If you are published in the top journal in your field, provide evidence of percentage of articles accepted for review and publication or some analogous proof of its value for your discipline. If you publish an extended book review or extended encyclopedia entry to be published in a core reference work, note that their significance may exceed that of a brief publication in that category.

Presentations

Presentations as Contributions to Scholarship

Presentations at professional conferences and institutes and invited lectures or keynote addresses are recognized as contributions to scholarship. An invited lecture is one which you were formally asked to deliver to a public audience by another university, research institute, or the organizers of a conference in your field. A keynote lecture is generally a highlighted plenary talk at a conference in your field. During the years when you are evaluated for renewal, you should include only the conference presentations and invited lectures you have given since your preceding review. In the year that you are considered for tenure and/or promotion, you should include all conference presentations and invited lectures that you completed as a tenure-track faculty member at CSUN. Professional presentations should be listed on your *curriculum vita* and the Index to your PIF, and you may distinguish between conference presentations and invited or keynote lectures. You should include a copy of the page of conference program with your name and presentation highlighted, or the invitation for the invited lecture or keynote speech.

Presentations as Contributions to Teaching and/or Community Engagement

Guest lectures in a colleague's class are contributions to teaching. Presentations designed to provide information and/or support to organizations that are not affiliated with your academic discipline may be recognized as contributions to community or to teaching. They should be listed in these categories on your *curriculum vita* and PIF Index.

Scholarly Works in Non-Print Media

For works presented in a medium other than print, such as documentary films, museum exhibits, scholarly web pages, etc., the copy may be in a form suitable for evaluation as appropriate to the discipline. These might include photographs, DVDs, printouts of websites, exhibit catalogs, etc.

Honors and Awards

Faculty may further demonstrate their contributions with evidence of professional recognition of their contributions to the discipline. Evidence may include book or article prizes; non-refereed invited papers, exhibits, and performances; comments and replies; book reviews; and citations of the faculty member's published work (from the Social Science, Science, or Humanities and Arts Citation Index.).

PIF Scholarly Contributions Checklist

Second Year Review:

Curriculum Vita

- List all scholarly contributions in order from recent to oldest
- Use citation format appropriate to your discipline with title, publisher, date, page numbers
- Highlight contributions made since your date of employment at CSUN
- Distinguish by type of contribution (book, article, chapter, encyclopedia entry, book review, popular article, blog)
- Note status (published, forthcoming, under review, in progress)

Index of Scholarly Contributions Correlated to section where materials appear in PIF

- List scholarly contributions since your date of employment at CSUN
- List type of evidence included to prove status of publication
- Indicate clearly by section tab where reviewers can find these materials in your PIF binder

PIF

- Published contributions – Copy of publication
- Forthcoming – Page proofs, Evidence of acceptance (letter, email, contract, readers’ reviews) and manuscript
- Under Review – Evidence of submission (letter, email, etc.) and manuscript
- In Progress – Manuscript draft

Review from Year Three to Tenure and/or Promotion:

Curriculum Vita

- List all scholarly contributions in order from recent to oldest
- Use citation format appropriate to your discipline with title, publisher, date, page numbers
- Highlight contributions made since your last review
- Distinguish by type of contribution and status (published, under review, in submission, in progress)

Index of Scholarly Contributions Correlated to section where materials appear in PIF

- List contributions since your last review
- List type of evidence included to prove status of publication
- Indicate clearly by section tab where reviewers can find these materials in your PIF binder

PIF

- Published contributions since your last review – Copy of publication or proofs
- Publications accepted since your last review – Evidence of acceptance (letter, email, contract, readers’ reviews) and manuscript
- Contributions submitted since your last review– Evidence of submission (letter, email, etc) and manuscript
- In Progress – Provide manuscript draft

Review for Tenure and/or Promotion to Associate Professor:

Curriculum Vita

- List all scholarly contributions in order from recent to oldest
- Use citation format appropriate to your discipline with title, publisher, date, page numbers
- Distinguish by type of contribution and status (published, under review, in submission, in progress)

Index of Scholarly Contributions Correlated to section where materials appear in PIF

- List all contributions since your date of employment at CSUN
- List type of evidence included to prove status of publication
- Indicate clearly by section tab where reviewers can find these materials in your PIF binder

PIF

- All Published contributions– Copy of publication or proofs
- All contributions accepted for publication – Evidence of acceptance (letter, email, contract, readers’ reviews) and manuscript
- All contributions under review– Evidence of submission (letter, email, etc) and manuscript
- In Progress – Manuscript draft

Review for Promotion to Full Professor:

Curriculum Vita

- List all scholarly contributions in order from recent to oldest
- Use citation format appropriate to your discipline with title, publisher, date, page numbers
- Distinguish by type of contribution and status (published, under review, in submission, in progress)

Index of Scholarly Contributions Correlated to section where materials appear in PIF

- List all scholarly contributions
- List type of evidence included to prove status of publication
- Indicate clearly by section tab where reviewers can find these materials in your PIF binder

PIF

- All Published contributions– Copy of publication or proofs
- All contributions accepted for publication – Evidence of acceptance (letter, email, contract, readers’ reviews) and manuscript
- All contributions under review– Evidence of submission (letter, email, etc) and manuscript
- In Progress – Manuscript draft

Contributions to the University and Community

A complete listing of committee memberships and or other related activities should already be part of your CV. It is helpful here to separate service internal to CSUN from external service (e.g. service on the boards and committees of professional organizations, journals, etc.). In listing internal service, it is furthermore helpful to distinguish between department, college, and university service.

You may include in this section of your PIF letters from committee and/or department chairs documenting or thanking you for your service. If you completed major work as part of your service (e.g., assessment reports), you may want to include copies of those documents or acknowledgement of that work. Minutes of meetings attended, flyers, announcements, and other evidence of your attendance at meetings should not be included. Instead, the summary narrative and any supporting documentation should focus on your contributions and highlight pertinent activities and experiences in this area, with a description of your role and responsibilities in these activities.