

Navigating Your Initial Review

An ePIF Planning Guide for Tenure-Track Faculty



This PIF organizer document is a collaborative effort between
Faculty Development and Faculty Affairs.



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Welcome

This resource is intended to assist you, as a **first-year tenure-track faculty member**, gain a better understanding about the process and timeline of your initial year of review (which happens in your second year). Co-constructed by the Offices of Faculty Development and Faculty Affairs, it is our hope to bring reassurance and clarity to your first review process.

We know ample advice exists on this topic by numerous people and entities. Some advice is common and works for all departments and colleges. For instance, has anyone told you to create three folders and title them: scholarship, teaching & service? Other advice can be specific to the culture of a particular department or college. And we appreciate that sometimes too much advice can be overwhelming.

Thus, this resource should guide you in the organization process so you arrive in the Fall of your second year confident on how to submit your materials.

Some sections are better to review now (e.g., timeline), while others might be more relevant when you are actively putting your ePIF together. The one commonly agreed upon piece of advice is to start early; it's the single best way to avoid feelings of anxiousness. If you need reassurance, skip to the testimonies of new faculty who recently navigated the process; you'll be pleased to see that most said it was very doable. And know this, if you are simply reading this document, then you are ahead.

Faculty Affairs and Faculty Development are additional supports for you as well.

Happy ePIFing!

Whitney Scott
Director, Faculty Development



FAQ for the ePIF & PAF

What is required for Retention, Tenure & Promotion (RTP)?

It depends on your department. At CSUN, each department is empowered to craft standards appropriate for their context. In addition, some colleges also have their own standards as well.



For departments that have constructed their own *Policies and Procedures*, locate these on the [Faculty Affairs Policies](#) website. For departments that have not yet developed department level policies, the guidelines default to the broader guidelines called, *Section 600 Academic Personnel Policies and Procedures* (also located on the [Faculty Affairs Policies](#) website). All tenure-track faculty need to become familiar with Section 600.



FAQ about the Professional Information File (PIF)

The Personnel Planning and Review Committee (a University-Level committee of the Faculty Senate) met in Fall 2020 to update information about PIFs. Their [published document](#) answers the frequently asked questions below:

1. "What's RTP? And what's a PIF and what's a PAF?"
2. "Why do we create these files?" (discussed in detail in Section 606)
3. "What goes into a PIF?"
4. "What is 'pertinent support material'?"
5. "Do I have to put everything in my PIF?"
6. "How do I document service to the University and Community?"
7. "Is there a general rule about what goes into the PIF?"
8. "Are there some ways to organize and clarify information in the PIF?"
9. "What if my department or college changes its personnel procedures during my probationary period?"

[→ Get answers to these PIF FAQs](#)

Please visit the [Faculty Affairs](#) website for [information on Retention, Tenure & Promotion](#), including how to sign into Interfolio the online program where you will submit your ePIF.



FAQ about the Personnel Action File (PAF)

The Personnel Planning and Review Committee created these FAQs to help explain the difference between a PIF (something you control) and a PAF (a folder owned by the University). The most common advice you'll likely receive about PAF is this, before your review begins, ask to look in your PAF so you can become familiar with what's included, assure what is included is accurate, and look for missing documents.

Copied directly from the Personnel Planning & Review Committee:

What is the PAF?

The Personnel Action File (PAF) is the official personnel file maintained by the University that is reviewed for the purposes of retention, tenure, and promotion (RTP) decisions. For additional information see Section 606.1.2 of the *Administrative Manual*.

Am I expected to create or update my PAF?

No, in fact you should not add or remove documents without the formal process required by your department and college. Your PAF was created by your College when you were hired by CSUN. Ultimately, it is the duty of your College, Department, and other various offices to include required documents as they become relevant. However, since all reviewers will use materials in your PAF to make evaluations about you, you should periodically look at your PAF to make sure nothing is missing (e.g., student evaluations; peer evaluations).

Where is my PAF?

It is kept in the Office of the College Dean, except during periods when it is under review by the Provost, and may be reviewed by the faculty member and those authorized to review the file for personnel actions.

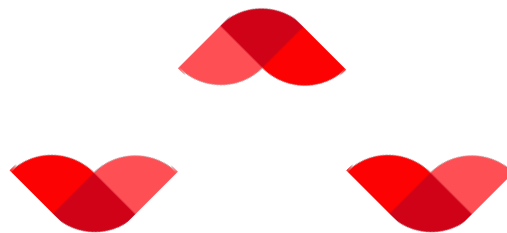
What documents *will be* in all PAFs?

1. Copy of appointment letter
2. Table of contents or index of the faculty member's Professional Information File (PIF) for each year the faculty member is evaluated for RTP
3. Copies of recommendations from Department-level reviewers (Department Chair and Department Personnel Committee) on retention, tenure, or promotion
4. Copies of recommendations from College-level reviewers (College Personnel Committee and Dean) on retention, tenure, or promotion
5. Copies of notice letters from the Provost (as the President's designee) on personnel actions
6. Written reports of peer class visits

7. Results of student evaluations of teaching effectiveness (summary of quantitative scores and student comments)
8. Dated copy of the faculty member's current resume as of the most recent year in which the PIF is submitted

What other documents *might be in PAFs?*

1. MOUs regarding evaluation process or matters to be evaluated
2. Copies of correspondence concerning reappointment as a lecturer
3. Copies of leave requests
4. Sabbatical and difference-in-pay leave reports
5. Other communications deemed relevant to the criteria for RTP review or the personnel process
6. Written responses or rebuttals submitted by the faculty member in response to evaluations/ recommendations by reviewing agencies placed in the PAF
7. Written responses submitted by the faculty member with regard to other materials placed in the PAF
8. Location of other records kept on campus regarding the faculty member, to which that faculty member has access
9. Copies of documents related to an appeal of a personnel recommendation
10. If there is a conflict between recommendations at the department level (negative) and the college level (positive), copies of the written reasons for the conflicting/unreconciled recommendations
11. Copy of the President's decision in disciplinary cases
12. Copies of written reprimands



Evidence & Materials for the ePIF

Once it is time to actually put your ePIF together, it is common to ask what materials should I include. Again, this depends on the local culture of your department and college so they are the best resource. One department may want faculty to always submit one type of evidence, while another department across campus may value that evidence differently. Recall that the [Personnel Planning and Review Committee's FAQ on the PIF](#) will address some of these questions.



If you reviewed the earlier testimonies from new faculty, this process is streamlined and easier if you have been collecting and organizing your evidence throughout the year. If not, just build in extra time for hunting, digging and remembering all that you did last year.

Below is a list of evidence that may or may not be relevant for your department culture.

Teaching Effectiveness Evidence

Ask if these materials should be included in your PIF:

- Course syllabi
- Course assignment samples, grading rubrics, grade distributions (any document you include needs to be addressed/discussed).
- Ask someone to review your evidence/documents reflecting your growth in teaching effectiveness.
- DO NOT INCLUDE: peer classroom observation evaluations or the student evaluation raw data (or even a chart listing all scores) because this SHOULD be in your PAF (check to make sure they are indeed in your PAF).

Ask if/how you will be evaluated on criteria such as:

- Peer classroom observation evaluations
- Student evaluation mean scores (if you received low average scores, make sure to talk about it directly; do not ignore the data)
- Detailed descriptions of the steps you have taken to improve your teaching
- Type of courses taught (undergrad/graduate level; GE, seminar/large lectures)
- How your courses are meeting course/department Student Learning Objectives (SLOs)

- Innovative approaches (e.g., learning-centered, equity-minded teaching, quality online teaching, high impact practices)
- Talk with your department and review your Department's [Personnel Policies & Procedures](#) for specific details regarding criteria used to make these evaluations.

Ask how to interpret the recommendations you receive:

- It is not uncommon for new faculty to struggle with teaching effectiveness initially. Maybe you received student evaluation scores in the 3.0 or less range; perhaps your peers observed and recommended ways you can adapt to better meet the needs of students. A statement that recommends you work with your Department Chair means the following year it is expected that some positive development/changes should be evident.
- Even if your materials didn't present teaching ineffectiveness/struggle, you may receive messages in your recommendation letter that point to areas you should consider further enhancing. Next year you should explicitly state how you made changes.



Field of Study Evidence

Ask if your department has specific, approved, & updated Department Personnel Policies & Procedures:

Some departments have approved specific guidelines (policies & procedures) and outline and expect: (1) specific definitions/categories of scholarship; (2) patterns of scholarship; (3) and may even indicate a number of scholarly contributions required for tenure and promotion. In contrast, some departments revert to the standards of Section 632.4 for guidance on what is required for scholarly contributions.

These policies will outline exactly how you will be evaluated on criteria such as:

- Number of publications
- Characteristics of the publication (e.g., journal type) as specified in your departments Personnel Policies & Procedure document
- Grants/external funding/proposals
- Presentations
- Organization Memberships
- Talk with your department and review your Department's [Personnel Policies & Procedures](#) for specific details regarding criteria used to make these evaluations.

Ask if these materials should be included in your PIF:

- Published **publications**
- **Ask** what type of “**drafts**” (if any) should be included in the PIF; if you don’t have any publications the year you are being reviewed, it is useful to include a draft of whatever you have been working on to show progress
- **Acceptance letters** from reviewers
- For **conference presentations**- copy of the paper/presentation (e.g., powerpoints)
- Be careful: make sure the title/journal information is consistent across all PIF materials (e.g., resume/index/actual document) and across recommendation letters as they arrive from reviewers. **Ask** your reviewers to correct their letters before they move forward; otherwise it will confuse others; the Provost sees all these errors.
- Draw a bright line between **work prior to your appointment** and after. Make sure a publication that was on your resume when you applied for the position does NOT appear like a new publication this year. For instance, if you submitted your CSUN application with a publication “in press” or “forthcoming,” this would not likely “count” as a new publication since appointment unless you provide an explanation that significant revisions were necessary since your appointment began. Help your committee by separating publications previous to CSUN and since appointed (e.g., bold publications since appointed- but first ask if this would be appreciated or not).

Ask how to interpret the recommendations you receive:

- Each department and college has unique expectations regarding productivity around scholarship. Again, if you receive a recommendation to work with your department chair to develop a plan of scholarship, this means there are expectations to see evidence of changes/growth in your very next review cycle.



University & Community Service Evidence

Ask if these materials should be included in your PIF:

- Thank you/recognition letters which indicate your degree/depth of contributions and responsibilities
- If you presented, provide a copy of your slides/presentations
- Sample work that was significant (e.g., curriculum proposal you wrote, accreditation report)
- Typically you do not include evidence such as flyers, emails, or minutes of meetings you have attended.

Ask if/how you will be evaluated on criteria such as:

- Level of service (department, college, university)
- Actual contributions/workload (little time/effort; type of work/contributions)
- Leadership contributions (e.g., chairing a committee; presenting to others)
- Consistency of contributions (one-shot contributions; throughout the semester/year commitment)
- Talk with your department and review your Department's [Personnel Policies & Procedures](#) for specific details regarding criteria used to make these evaluations.

Ask how to interpret the recommendations you receive:

- It is not uncommon for new faculty to have smaller contributions initially across the campus as a whole since some department chairs protect new faculty during their first year from these commitments.
- Many new faculty have limited opportunities to serve on college or university level committees within their first couple of years. Therefore you might see recommendations to eventually seek those opportunities in the coming years (or the very next review cycle).

Some faculty highly engage with service and might over commit themselves with service and community commitments. If you receive a recommendation to focus and reduce your service contributions, this may mean you should reconsider the committees you are serving on. Talk with your department chair to make these decisions.



Timeline

The timeline below provides a rough estimate of how to navigate the tasks and due dates when submitting your first PIF as a second-year probationary faculty member. Those who started with service credit should consult their departments for guidance regarding the **different calendar they will follow**.



Official dates are posted on the [CSUN calendar](#).

Do NOT depend on the timeline below for exact dates, as this is intended to be a simple guide. Consult with your department and official calendars for the firm due dates. The [CSUN Section 600 Administrative Manual](#) provides detailed instructions regarding each of these steps.

During your First Year at CSUN

- Carefully **read** 2 documents:
 - (1) Your Department's [Personnel Policies & Procedures](#) document or for departments that don't have a current/approved department policies & procedures and must revert to Section 600 for RTP
 - (2) the CSUN Administrative Manual ([Section 600](#))
- BOTH your Department Chair AND Department Personnel Committee (or designees) should conduct a **peer class observation**.

Ask: Who is the elected Department Personnel Committee Chair? Here is a list of the dates/times/courses/room locations that I am interested in being observed this Spring semester by both the Chair and Personnel Committee; what should I do next? What is the criteria that will be used to evaluate my teaching? Can I have a blank copy of the classroom observation evaluation form that will be used to evaluate my teaching effectiveness?

- **Student evaluations** should be conducted in at least two classes during the Fall semester and two classes in the Spring semester, for faculty who teach.

Summer between Year 1 & Year 2

- Take time to enjoy that you finished your first year; celebrate and take a break!
- Start working on your ePIF (re-read your colleagues' advice above about starting early); talk with your chair and line up meetings in advance with appropriate mentors.

Roughly in September

- Early in September (or much earlier is even better), **meet with your Department Chair** to discuss a draft of your ePIF materials.

Ask: Here are the ePIF materials I am planning to include and how I plan to organize everything; can you provide feedback/guidance? When will my ePIF be due?

- BOTH your Department Chair AND Department Personnel Committee (or designees) must conduct a **classroom observation** this Fall semester before you submit your PIF. Keep in mind the reviewer must give you at least 5 days notice before doing the classroom observation.

Ask: Who is the elected Department Personnel Committee Chair? Here is a list of the dates/times/courses/room locations that I am interested in being observed in September by both the Chair and Personnel Committee; what should I do next? Can I have a blank copy of the classroom observation evaluation form that will be used to evaluate my teaching effectiveness?

- Did you **receive a copy** of these classroom observation evaluations? If not, **ask** your Chair before your materials move to the College level:

I have not received a copy of my classroom observation conducted by XX; what should I do?

- In some cases, you may be asked to **sign** your peer observation report. You do have the right to provide a rebuttal to be placed in your PAF within 10 calendar days of receiving the report.
- **Look at all materials in your PAF** (formerly located in the Dean's office, now being converted to digital format) to ensure all the correct items are in this file (before it moves forward to the next level). Contact your Dean's office to arrange to view a digital copy of your PAF. Sample materials include: student evaluations (do not include in your PIF), peer classroom observations (do not include in your PIF), resumes (when hired and for each year of review), offer letter, PIF Index, etc. You do NOT put documents in your PAF without the formal process; work with your Dean's Office or Department.

Roughly in October

- Early in October (or in September for some departments), **your ePIF will be due**. You will need to submit your documents to Interfolio. Faculty Affairs provides guidance on this step. See the eRTP website: <https://www.csun.edu/faculty-affairs/ertp>. You will also meet with your Department Personnel Committee about your PIF.

Ask: Who should I give my PIF to? When will I meet with the Department Personnel Committee? What should I expect during this meeting? Will I have a chance to revise my ePIF after this meeting before it goes to the College?

- In late October, you will **receive recommendation letters** from your Department Chair and Department Personnel Committee. Once you receive this letter (be sure to check your email every day during this window of time), you have 10 calendar days before this recommendation automatically moves to the next level. During the 10-day period, **you may request a meeting** with the reviewing body and/or **submit a rebuttal response**.

Roughly in November

- Early in November the Dean and College Personnel Committee receives your materials (i.e., ePIF/PAF, department-level recommendation letters) for evaluation. **Check with your specific College**; you may or may not be required to meet with the College Personnel Committee.
- Late in November, you will **receive a recommendation letter** from your Dean and College Personnel Committee. Once you receive this letter, again you have 10 calendar days before this recommendation automatically moves to the next level. Check your email every day during this window of time. During the 10-day period, **you may request a meeting** with the reviewing body and/or **submit a response** of rebuttal.

Roughly in December

- Early in December, your Dean will forward to the Provost and Vice President for Academic Affairs all your materials (i.e., all recommendation letters, ePIF/PAF). You don't have to do anything at this point.

Roughly in January/February

- The Provost and Vice President for Academic Affairs will notify you with the results of this review process (e.g., retention, tenure, etc.). The Provost does not review your materials every review cycle.



Sources of Advice

Who are the people and places that will give ePIF and faculty review advice? CSUN is highly invested in your success during the retention, tenure, and promotion process so you will encounter “advice” and suggestions from various people and offices. Here is an outline of those formally responsible or who have historically offered advice and/or workshops for faculty.



- 1) **Department Chairs** may set up a meeting with you PRIOR to you creating your PIF to give their advice. If they don't initiate a meeting, you should.
- 2) **Department Personnel Committee** Chairs MAY or may not contact you to give mentoring or advice before submitting your PIF. But, you should initiate a meeting with them; their job is to help you too.
- 3) Your **College** (Dean and/or Personnel Committee Chair) may or may not hold a workshop either exclusively for new faculty OR for all untenured faculty.
- 4) The **Office of Faculty Affairs** may offer campus-wide workshops for all faculty but recently have started offering PIF workshops just for the newly hired faculty at the New Faculty Foundations Part 2 event.
- 5) The **President & Provost** may offer campus-wide sessions to allow faculty to ask questions about the RTP process. This is typically more of a Q&A forum and less about the specific mechanics about the process.
- 6) Our **California Faculty Association Union** may offer workshops (e.g., *Spiff your PIF*) throughout the year for all faculty.

*Keep in mind there may be a “road show” led by the Provost in Faculty Affairs for members of the PERSONNEL Committee; these are not necessarily intended for faculty candidates going up for retention, tenure, or promotion, as the focus is to help the evaluators.



A word on conflicting advice!



The above describes multiple offices and roles formally responsible for aiding new faculty in the process of constructing their first PIF; peer

advice is less formal obviously. As you can imagine, you may encounter slight variations on certain kinds of advice. To some degree this reflects the campus-wide value to have autonomous departments and colleges; PIFs are not exactly the same just as departments and colleges vary.

So, while this can easily be distressing, keep this in mind- **typically the type of conflicting advice is on more minor issues such as stylistic or preference issues** (e.g., length of your narrative, formatting something bold or italics; bullet points vs. narratives; whether or not to include a piece of evidence or not). Occasionally, there is conflicting advice around issues that are more gray in evaluation (e.g., if a publication was accepted prior to starting your CSUN position can it count towards a publication or not) and Faculty Affairs is really needed to assist.

It is generally recommended that you consult your Department Chair, Department Personnel Chair, and/or College Personnel Chair to help you decide what is appropriate. If you find yourself starting to panic or becoming frustrated over conflicting advice between your department and college entities: STOP, DROP, & ROLL. STOP figuring out who to ask next that can settle the debate. DROP Faculty Affairs an email and ask directly. And together you will ROLL out what the answer should be for you, given your unique department & college.



Testimonies from New Faculty

**“ It is hard to sum up PIF advice in one line, but I would say...
happy is the one who starts early! ”**

—Anonymous 1st Year CSUN Faculty Member



As you might imagine, sometimes new faculty can be the best resource for advice since they recently navigated the process. In December 2020, we asked two recent cohorts of new faculty to complete a survey and share their insights to the process of constructing their first ePIF using Interfolio. Here’s what 20 new faculty wanted to share with you.

How would you briefly describe your experience putting your first PIF together?

- ☞ Seamless & easy
- ☞ Not bad if you have a sample layout
- ☞ Easy to navigate Interfolio
- ☞ Trainings by Faculty Affairs definitely helped
- ☞ If you’re organized, fairly straightforward.
- ☞ Technical aspects straightforward
- ☞ Worked on it with a colleague which made it easier
- ☞ Wasn’t as complicated as I anticipated
- ☞ Gathered evidence every month; that made a big difference
- ☞ It was okay
- ☞ Challenging because items disappeared from my files
- ☞ Lots of digging to show the proof of everything
- ☞ Stressful because I didn’t know what to expect
- ☞ Need to dedicated significant amount of time

Roughly estimate how long it took to compile & create your first ePIF

- ☞ 5 hours
- ☞ 10 hours (6 responses)
- ☞ 15-20 hours (5 responses)
- ☞ 20-30 hours
- ☞ Few days (2 responses)
- ☞ One week (3 responses)

☞ Two weeks

☞ I spread it over a **month**, spending a few hours each week. Just before it was due I put in a bulk of time (5 hours) to make sure it was correct.

☞ Several months

Who did you most frequently consult with during this process?

☞ Colleagues who recently went through the process (12 responses)

☞ Department Chair (8 responses)

☞ Senior Faculty (8 responses)

☞ Department Personnel Committee (5 responses)

☞ Fellow 1st year faculty (3 responses)

☞ Faculty Affairs (1 responses)

☞ Faculty Development (1 response)

Which parts of this process were easier and more difficult?

Easy part of the PIF

- Listing service
- Using Interfolio
- Template provided
- Technical aspects of formatting/uploading
- It was all manageable
- Compiling evidence
- Narrative
- CV
- Uploading files
- Having an understanding of department requirements is essential—then it's easy

More difficult part of the PIF

- Clarifying research agenda
- Deciding where to put the evidence
- Deciding which evidence to include
- Being the first faculty in the department to do an ePIF version
- Narrative
- Teaching effectiveness
- CV
- It's just a bit tedious and writing about yourself is never fun
- Organizing and then digitally preparing all of the various files takes a lot of time
- Making sure that you're appropriately and adequately discussing your work
- Our timeline and communication was also a challenge this year
- The platform Interfolio can be a bit confusing

What advice would you give this year's new faculty when putting together their first PIF?

- ☞ Don't panic
- ☞ Work together!
- ☞ Start early
- ☞ Find out members of your personnel committee
- ☞ It seems a lot more daunting than it actually is
- ☞ keep separate folders for professional development, department service, community service, college service, and university service.
- ☞ Update your CV every time there's something new to add, rather than trying to remember everything 6 months from now.
- ☞ As soon as I complete anything relevant (e.g., a journal review), I keep a copy of the document in a PIF folder on my laptop.
- ☞ I started writing a paragraph at the end of each semester that outlines what I have achieved in teaching, service and my research.
- ☞ Review section 600 and familiarize yourself with it.
- ☞ Take advantage of the Faculty Development workshops and cohort groups, the information is practical and extremely helpful.
- ☞ Don't read your Department Chair's PIF as a 'sample'! Stick with newer faculty.
- ☞ It's tedious and can be time consuming but you'll get the hang of it
- ☞ Don't worry about it too much. It's very easy to overthink RTP at CSUN, but it's more straightforward here than at other places.

How did you learn the ePIF software Interfolio?

- ☞ Interfolio workshop (9 responses)
 - ☞ Independently on my own using online guides (8 responses)
 - ☞ Colleague walked me through it (4 responses)
 - ☞ I already had experience using it prior to CSUN (3 responses)
-

Sample Evaluator's Letter

In your first review, it's normal to wonder what the outcome will look like in the end. The last step that completes the process with each reviewing body is an evaluation letter that recommends that you be retained for an additional year, or not recommended (but that is very rare).



Obviously there will be many other things mentioned in the letter. We strongly recommend that you have a debrief meeting with a mentor (e.g., your chair and personnel committee will also get a copy so they might be ideal) so you can gain clarity on what additional recommendations are in the letter, especially if something will be expected for your next review. Just as in any written document, subtle signals needing interpreting in the local context of your department.



This is just a blank sample letter but this is the traditional structure:

October 28, 2020

Dr. Candidate
Department of ...
California State University, Northridge
Northridge, CA 91330-

RE: Second year retention evaluation

Dear Professor:

The Personnel Committee for the Department of xxx has reviewed the materials in your Professional Information File (PIF) and Personnel Action File (PAF). Your materials clearly demonstrate how you have significantly contributed in the three areas of teaching, scholarship, and service. **The committee is pleased to recommend you be retained as an Assistant Professor for the next academic year, 2020-2021.**

632.2 Professional Preparation

Your MA and PhD in xxx with an emphasis in xxx from UCLA are considered terminal degrees that have effectively and appropriately prepared you for this tenure-track position in the Department of xxx at California State University, Northridge.

632.3 Teaching Effectiveness

Your student evaluations point to evidence that you are an effective instructor through... Your peer classroom observations reveal that your next steps may be in the areas... We recommend that you work with your department chair and attend Faculty Development events and programs to continue your growth as a learning-centered instructor.

632.4 Contributions to the Field of Study

Since you started your appointment at CSUN, you have presented two peer reviewed papers at national conferences. You have one manuscript titled... under review at... We look forward to these scholarly activities coming to fruition in the form of peer reviewed publications so that you meet the requirements for tenure and promotion.

632.5 Contributions to the University and Community

You have contributed significant service to your department this past year on the following committees... Eventually it will be important to expand your service to the broader campus community (e.g., College & University).

632.6 Professional Responsibilities

It is evident that you are a highly respected and critically important faculty member in the Department of xxx. We recognize you as a valued and significant member of this department and the overall campus community at large.

In accordance with 606.1.2.d of the CSUN Administrative Manual, you have the right to place a response to this letter in your Personnel Action File. You may also request a meeting with the Department Personnel Committee to discuss this recommendation; this meeting must be held within ten (10) calendar days of receiving this letter.

Sincerely,

XXX,

Chair, Department Personnel Committee

cc: other members of Department Personnel Committee,

Department Chair





Conclusion

PIFs and PAFs can be confusing at first, but take heart in knowing that many have successfully navigated this road before you. In fact, there is a large community of people who are ready and eager to help you through the process.

Don't ever hesitate to call Faculty Affairs. Is there more information that you would like to see on the eRTP website? Please let us know! We are here for you.

Christina Von Mayrhauser
Interim AVP Faculty Affairs



Faculty Affairs

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RTP Reflection Worksheet

Introduction

The goal of this worksheet is to help you in preparing for your first PIF and each one after. This can serve as a guide to help you think about how to organize your work throughout the year and the major categories you will be asked to speak to when you put together your portfolio.

There is a sample outline of a PIF CV (very unlike any other CV you may have put together in your career) at the end of the worksheet. Following are sections that align with section 600, which is updated annually. Visit this website for the most current version:

<https://www.csun.edu/faculty-affairs/policies>

We have provided you with questions for your own exploration and to use in conversation with your colleagues, your Department Personnel Committee (DPC), and your Department Chair. This is a guide to help get you started on your annual PIF journey.

This worksheet can be used to take and keep notes as you gather information for your PIF. Use this worksheet also to guide conversations with others to better understand the exact details of how faculty will be evaluated for retention, tenure, and promotion (RTP) at both the College and Department levels.

Reflection Prompts and Notes

0. A Place to Start

Step 1: Navigate to the Faculty Affairs webpage to locate your department's most updated *personnel policies and procedures* document: <https://www.csun.edu/faculty-affairs/policies>. If you don't find your department listed, this might mean your department relies solely on Section 600.

Step 2: Quickly skim your department's current *personnel policies and procedures* document so you are familiar with the main sections. Also, skim your College's policies as well.

Step 3: Have a conversation with other colleagues to discover the details and criteria that will be used to make evaluations in the following areas.

Notes:

#1: Contributions to the Field of Study

Other ways to refer to this area include: research, scholarship, creative works, creative activities, and creative contributions. You should ask how you will be evaluated on criteria such as:

- What is the expected number of publications?
- Does the role or contribution of the publication matter?
- Do I need to include the characteristics of the publication (e.g., journal type, authorship order, etc.) as specified in your department's Personnel Policies and Procedures document?
- What does my department consider "peer-reviewed"?
- How does my department consider grant proposals and funded grants (external versus internal)?
- Should I include conference presentations? Does it matter the type of presentation and/or authorship order?
- Does organization membership count towards contributions to the field of study or service? Does it matter whether it's membership versus leadership?

Notes (e.g., What publications are accepted, under review, in preparation; any grant activities or proposals submitted; conference presentations, past or upcoming; other creative work):

#2: Teaching Effectiveness and Direct Instructional Contributions; Effectiveness in Librarianship; Effectiveness in Counseling

You should ask how you will be evaluated on criteria such as:

- How often will I be observed/evaluated in the classroom by a peer? What does the evaluation/observation form include?
- What does my department's student evaluation form include? What is the weight and context they are given in my department?
- What steps can I take to improve my teaching and professional development? What is the expectation?
- How is the use of evidence-based, innovative and cutting-edge approaches (e.g., equity-minded teaching, learning-centered, active learning, high-impact practices) valued?
- Is the implementation of quality Online Teaching and/or technology best practices (e.g., Quality Learning & Teaching framework) encouraged and valued?
- What types of courses am I expected to teach, and in what combination (undergrad/graduate level; GE, seminar/large lectures)?
- What is the expected relationship between the Student Learning Objectives (SLOs) of my courses with the department's SLOs?
- Is there an expected assessment and course design tool I should use when developing a new course?

Notes (e.g., courses taught, redesigned, newly proposed; pedagogical/FacDev trainings; highlights from course evaluations; students engagement in your research):

#3: Contributions to the University and Community

Other ways to refer to this area include: service, committee work, or community service. You should ask how you will be evaluated on criteria such as:

- What is the type of service expected and most valued in my department? What is less valued?
- What are the expectations regarding the timing of the various levels of service (department, college, university, community)?
- Are there expectations around my workload that I should keep in mind as it relates to my service work (little time/effort; type of work/contributions)?
- Are there expectations regarding the consistency/length, number of hours, and energy of service (one-shot contributions; throughout the semester/year commitment)?
- What are the leadership expectations around my service; is there specific timing I should aim for (e.g., chairing a committee; presenting to others)

Notes (e.g., committees served at university, college, department; coordination and leadership roles; student advising and mentoring; events organized; community engagement/service):

#4: Professional Preparation

Other ways to refer to this area include: prior education, additional degrees, certificates or professional experiences. You should ask how you will be evaluated on criteria such as:

- Are there additional training or certifications I am expected to complete?
- Should professional development be included in this section or elsewhere in the PIF?

Notes (e.g., workshops, trainings, how these will improve my teaching, research, and service):

#5: Balance & Wellbeing

While this section isn't formally included in section 600, it is equally important to discuss and plan. Your balance and well-being make a real difference to your retention and promotion journey, which CSUN is committed to supporting. Having this part of your career intentionally mapped out facilitates your ability to advocate for yourself and will positively impact your evaluation in the above areas. Questions to consider:

- What are small ways you can maintain balance while on campus or during a teaching day? (e.g., pack a lunch, go for a walk, desk stretches, etc.)
- What are some of the daily or weekly things in your life that help keep you balanced and connected to yourself? (e.g., yoga, family time, faith practices, etc.)
- What are some of the key signs that let you know you are unbalanced (e.g., stretched too thin or unengaged) and unwell?
- Who are some of the important people in your life who can help keep you accountable to your work-life balance?
- Where can you keep your balance and well-being plan to help you make it an intentional part of your own RTP journey?

- You may find that you have participated in opportunities in your department or for the campus community that span multiple areas (aka double counting) and you may be unclear about how to talk about them in your PIF.
 - Ask your Department Personnel Committee how and where to include these engagements to ensure that you get credit for prioritizing your balance and well-being.
 - Sometimes your department may need some education around faculty balance and well-being as space has not been dedicated to this topic in section 600.
- Finally, stay connected to your core passion areas which you know keep your energy alive and thriving. The more you can identify personal hobbies, areas of play, and connection to our overall humanity the more you can avoid burnout.
 - What are some of the things that bring you joy and require little effort?
 - What hobbies or areas of play feed your creativity and revitalize you?

Notes (e.g., things you will do to help you keep your *whole* self in mind; that you might even bring into your narrative to help your evaluators see the “whole picture” of who you are and what you bring):

Vita Shell

I. DEFINITION OF RANK (632.1) - *[this is just a checkbox in interfolio]*

"I am requesting to be retained for an additional year in the rank of Assistant Professor at California State University, Northridge."

II. PROFESSIONAL PREPARATION (632.2)

Degrees

PROFESSIONAL CERTIFICATIONS

PROFESSIONAL EXPERIENCE

CLINICAL EXPERIENCE

PROFESSIONAL ORGANIZATIONS

CONTINUING EDUCATION AND TRAINING

III. TEACHING EFFECTIVENESS AND DIRECT INSTRUCTIONAL CONTRIBUTIONS (632.3)

ACADEMIC COURSES TAUGHT FALL 20__ – FALL 20__

Include semester, course, number of students, response rate, and mean scores.

SUPERVISION OF GRADUATE STUDENT CULMINATING EXPERIENCE

For example, chairing theses or culminating projects. Include student names, completion dates, types, titles, and semesters.

IV. CONTRIBUTIONS TO THE FIELD OF STUDY (632.4)

REFEREED PUBLICATIONS

Note: Bolded items completed since last review. Starred () items completed prior to appointment.*

NON-REFEREED PUBLICATIONS

Note: Bolded items completed since last review.

REFEREED LOCAL AND NATIONAL PRESENTATIONS

Note: Bolded items completed or in progress since last review. Starred () items completed prior to appointment.*

INVITED LOCAL AND STATE PRESENTATIONS

Note: Bolded item completed or forthcoming since last review.

WORKS IN PROGRESS

Note: Bolded items started or continue since last review.

RESEARCH GRANTS

Note: Bolded items awarded or continue since last review.

V. CONTRIBUTIONS TO THE UNIVERSITY AND COMMUNITY (632.5)

EFFECTIVE CONTRIBUTIONS IN FACULTY AND STUDENT AFFAIRS

- A. DEPARTMENT CONTRIBUTIONS
- B. COLLEGE CONTRIBUTIONS
- C. UNIVERSITY CONTRIBUTIONS
- d. STUDENT ADVISEMENT AND MENTORING
- E. COMMUNITY SERVICE