

## Guidelines for Preparation of the Personnel Data Sheet (PDS)

### General Directions:

The Personnel Data Sheet (PDS) is the roadmap to the Working Personnel Action File (WPAF). In the PDS, you have the opportunity to tell the readers of your file the significance of each entry or each item included in your WPAF.

All data entered in every section of the PDS shall be in reverse chronological order (i.e., beginning with the most recent). If a section of the PDS form does not apply to you, include the section heading followed by the indication N/A (not applicable). The PDS is to be placed in Section 4 of the WPAF.

Cite accomplishments and activities only once, under the most appropriate section. Use your best judgment or consult with a mentor or someone more experienced in the Retention, Tenure and Promotion (RTP) process to determine the most appropriate section. Items that are relevant to more than one section should be cited in the most appropriate section with a note "Relevant also to Section 'blank' " (Appendix J. Section VII. B.2.b)(2)(b)).

### Probationary faculty/librarians/counselors:

List all relevant activities and accomplishments since your initial appointment at HSU. If the President has granted one or two years' probationary credit for previous service, then activities and accomplishments from those one or two academic years should be included.

### Tenured faculty/librarians/counselors:

List only the activities and accomplishments completed since your last promotion, or appointment if not yet promoted. Include activities and accomplishments completed after the previous Working Personnel Action File (WPAF) was closed to new additions.

**Equity and Inclusion** All faculty are expected to incorporate activities in support of equity and inclusion in their teaching. Faculty may make contributions toward equity and inclusion in scholarly/creative activities and service aspects of their duties. In each of the sections below, please include contributions and achievements which further the University's goals of providing an equitable education to all students and an inclusive community of scholars. (See Appendix J, Section II.B)

Assigned time responsibilities are listed in Section II. "Assigned time" or "release time" responsibilities are different from regular assigned duties. Responsibilities with "assigned time" are accompanied by a number of weighted teaching units (WTUs), in lieu of teaching responsibility, and are given to an individual for carrying out a specific assignment. Assigned time responsibilities extend beyond the 3 WTUs normally given for collateral duties. Evaluation of assigned time responsibilities should be included in section 6 of the WPAF.

Evidence for items in the PDS should be included in the appropriate sections of the WPAF (see Guidelines for Preparation of WPAF).

Applicable acronyms:

PDS	Personnel Data Sheet	CPC	College Personnel Committee
PDP	Professional Development Plan	UFPC	University Faculty Personnel Committee
WPAF	Working Personnel Action File	WTU	Weighted Teaching Unit
IUPC	Initiating Unit Personnel Committee	RTP	Retention, Tenure and Promotion
PAF	Personnel Action File	CBA	Collective Bargaining Agreement

**Section I. Education and Employment Background**

Fill in the table in reverse chronological order.

**Section II. Effectiveness**

Fill in the section below that is appropriate to your professional responsibilities at HSU. Indicate N/A under the other sections.

a. Teaching Effectiveness

Provide a table for each semester, including the current semester, (in reverse chronological order) of the courses taught by course number, title, format, WTUs, and enrollment. Indicate any release or assigned time responsibilities as well.

*Sample Table Format:*

<b>Course</b>	<b>Title</b>	<b>Format</b>	<b>WTU</b>	<b>Enrollment</b>
<i>Fall 2012</i>				
<i>EGYPT 204</i>	<i>History</i>	<i>Lecture</i>	<i>3</i>	<i>25</i>
<i>EGYPT 208</i>	<i>Art Works</i>	<i>Lecture</i>	<i>3</i>	<i>21</i>
<i>EGYPT 208L</i>	<i>Art Works Lab</i>	<i>Lab</i>	<i>2</i>	<i>15</i>
<i>EGYPT 208L</i>	<i>Art Works Lab</i>	<i>Lab</i>	<i>2</i>	<i>23</i>
<i>EGYPT 440</i>	<i>Nile Field Trip</i>	<i>Field Trip</i>	<i>1</i>	<i>29</i>
<i>Assigned Time</i>	<i>Graduate Coordinator</i>		<i>1</i>	
			<i>Total</i>	<i>12</i>

Following the tables for all appropriate semesters, provide a statement of your teaching philosophy that illustrates your efforts to create an inclusive learning environment and employ effective educational practices for a diverse student population. (See Appendix J. Section IX.B.1.a)

You should also include brief individual descriptions of each course, addressing aspects such as: How is your teaching philosophy exemplified by this course? How does this course fit into the curriculum of the university? What special pedagogical problems does this course have, and how have you addressed them? How and in what ways have your student evaluations led you to change your approach to this course? If there are negative comments among the student evaluations of the course, explain their significance.

If you teach a class more than once, you only need to give a full description once, with a cross-reference and description of changes you made in subsequent offerings.

Course syllabi and other original instructional materials may be placed in the Supplementary Binder (see Guidelines for Preparation of the WPAF). Reference these materials in the appropriate place in the PDS and briefly explain their significance.

b. Librarian Effectiveness

Include a statement of your philosophy of librarianship that illustrates your efforts to create an inclusive learning environment and employ effective practices for a diverse student population. (See Appendix J. Section IX.B.1.b) Indicate how your role as a librarian relates to the education of students at HSU. List, describe, and explain the significance of your librarian assignments. If you teach courses or workshops, provide data similar to that suggested above for teaching.

c. Counseling Effectiveness

Include a statement of your philosophy of counseling that illustrates your efforts to create an inclusive environment and employ effective practices for a diverse student population. (See Appendix J. Section IX.B.1.c) Indicate how your role as a counselor relates to the education of students at HSU. List, describe, and explain the significance of your counseling assignments. If you teach courses or workshops, provide data similar to that suggested above for teaching.

### III. Scholarly/Creative Activities

- a. List, separated by type, all scholarly/creative activities, such as publications, professional presentations, exhibitions, recitals, demonstrations, etc. and include complete bibliographic citations. Indicate where and when publications appeared or presentations were made, and whether they were peer reviewed. Specify the audience, for example, the general public and/or members of your profession.
- b. List scholarly/creative activities in progress, with a brief description of the work completed thus far and the expected date of completion.

Do not list the same work more than once. For example, if a presentation is subsequently published, and you cite the publication, it should not also be listed as a presentation.

NOTE that development of new courses is part of teaching effectiveness and should be included in Section II a. of the PDS. On the other hand, peer-reviewed publications or presentations of innovative teaching are considered a form of scholarship.

### IV. Service

- a. Describe service responsibilities. Indicate type/level of service (university, profession, community), the period of service, amount of time spent on the activity (e.g., hours per week or total time for a project), and leadership position(s) held, if applicable.
- b. List the professional and scholarly organizations in which you have current membership. Describe position(s) and dates of leadership, committee responsibilities, and any other contributions (e.g., editorial responsibilities, review of manuscripts, etc.).

- c. List service activities within the community, by title, date, and estimated time spent at the activity. Indicate the significance of the activity to the community.

Your lists should be in reverse chronological order. You may organize your lists by sections and/or under subheadings such as:

Committee service:

Department Committees

College Committees

University Committees

System-wide Committees

Guest Lectures

Student Activity Sponsorship

Advising Load (beyond normal departmental obligations)

Professional Organization Memberships:

Leadership Positions

Special Projects

Community service (related to area of disciplinary expertise and academic responsibility)

Other community service

- d. Non-evaluative evidence of service is included in Section 9 of the WPAF.

#### **V. MISCELLANEOUS**

List other accomplishments and activities that do not conveniently fit one of the above categories (Teaching/Librarianship/Counseling Effectiveness, Scholarly/Creative Activities, or Service).