July 31, 2023

TO: Jamie Tucker  
Chair, Department of Theatre and Dance

Kathryn Wilson  
Chair, Department of Theatre and Dance

Arnold Holland  
Dean of the College of the Arts

FROM: Amir Dabirian, Ph.D.  
Provost and Vice President for Academic Affairs

SUBJECT: Departmental Personnel Standards for the Department of Theatre and Dance

The proposed Departmental Personnel Standards from the Department of Theatre and Dance have been reviewed. The document is in compliance with the Collective Bargaining Agreement, UPS 210.000, and UPS 210.002. In accordance with the recommendations of the Department, the College Personnel Standards Review Committee, and the Dean, I approve these standards for implementation commencing with the 2023-2024 Academic Year.

I would like to express my appreciation to all involved for their efforts in this task.

cc: Lisa D. Long, College Personnel Standards Review Committee  
Maria Cominis, Chair of the Department Personnel Committee  
Faculty Affairs and Records
Department of Theatre and Dance Personnel Standards

Revised Spring 2022

DRAFT

I. Department Personnel Committee

A. The department personnel committee shall consist of three members. These members shall have been granted tenure and shall not include the department chair. They shall be elected by the tenured and probationary (tenure track) faculty, and at least one alternate shall be elected in accordance with UPS 210.000/UPS 210.002. Elections should take place by the end of the third week of classes in the Fall semester.

B. The DPC members shall be elected for two-year terms. The terms shall be staggered in such a manner that two members are elected each year in the following manner, ensuring that at least two members have experience on the committee in any given year: Year 1: (One new 2-year member and a 1-year alternate), Year 2: (A new 2-year member and a new 1-year alternate), Year 3: (A new 2-year member and a new 1-year alternate). All tenured faculty will be eligible to serve on the committee.

C. At least one alternate shall be elected each year for a one-year term. The alternate shall serve as a replacement in any instance involving a member's self-disqualification, temporary absence, an Associate Professor on the DPC evaluating a faculty member seeking promotion to Full Professor, or disqualification for any other reason in accordance with the policy and procedures of UPS 210.000/UPS 210.002.

II. Role of the Department Chair

The department chair shall fulfill the Responsibilities of Department Chairs as stated in the UPS 210.000/UPS 210.002.

III. Development Plan: Prospectus

During the first year of employment in a tenure-track position, each probationary faculty member shall write a Prospectus that includes narratives for teaching, scholarly and creative activities, and service, not to exceed 500 words each. These narratives shall describe the faculty member's professional goals, areas of interest, resources required, and accomplishments they expect to achieve in each of the three areas evaluated in order to meet the approved Departmental Personnel Standards and UPS 210.000/UPS 210.002 for retention, tenure, and promotion. The Prospectus shall be due in the Department Chair's office by February 28th. The Prospectus will have no formal approval process but will be reviewed by the Department/Division Chair and the Dean (or equivalent), who will each provide written feedback on a timetable to be determined by the colleges prior to May 1st. The Prospectus shall be included in the faculty member's Portfolio for all Full Performance
Reviews. The Prospectus may not be revised during subsequent years, but the Narrative Summaries will reflect changes and professional growth that will normally occur during the probationary period.

IV. Portfolio for Review

DPC evaluations and recommendations will be based on the materials contained in the Portfolio. Therefore, the Portfolio must contain all relevant evidence. It is the responsibility of each person under review to be aware of all deadlines and criteria affecting their case and to complete the Portfolio and any other supporting materials called for in UPS 210.000/UPS 210.002 by the due date. The DPC and the Department Chair shall make evaluations and recommendations based solely on the documented evidence contained in the Portfolio.

The review process is conducted in three categories stated in UPS 210.000/UPS 210.002. These are Teaching; Scholarly and Creative Activities; and Professional, University, and Community Service. Each area of review shall have a written narrative limited to 1000 words. Each level of review shall evaluate the Portfolio and Appendices according to the criteria that follow in this document.

The three categories of review are weighted as follows:

1. Excellence in Teaching is the most important criterion at CSU Fullerton, a premise strongly supported by the department faculty.
2. Excellence in scholarly and creative activities is weighted second in importance.
3. Service to the Department, University, and Community is weighted third overall.

All categories of review will be evaluated on the following scale: "Excellent," "Satisfactory," "Needs Improvement," and "Unsatisfactory."

1. If a majority of the Committee members assess the criteria as "Excellent," this shall constitute a recommendation of "Excellent" by the DPC in each area of Performance.
2. If a majority of the Committee members assess the criteria as "Satisfactory," this shall constitute a recommendation of "Satisfactory" by the DPC in each area of Performance.
3. If a majority of the Committee members assess the criteria as "Needs Improvement," this shall constitute a recommendation of "Needs Improvement" by the DPC in each area of Performance.
4. If a majority of the Committee members assess the criteria as "Unsatisfactory," this shall constitute a recommendation of "Unsatisfactory" by the DPC in each area of Performance.
A. Criteria for Review of Teaching:

A Teaching Narrative of 1000 words or less shall be written by the faculty member under review. This document serves as a self-evaluation assessing strengths and weaknesses, describing teaching philosophy and goals, and explaining future plans on improving teaching effectiveness. Faculty pedagogical praxis should support our diverse community of learners’ success by creating environments, inside and outside of the classroom, that foster equal access to learning while incorporating the values of diversity, inclusion, equity, and social justice. Faculty will critically reflect on their Teaching through the lens of equity, inclusion, and social justice.

DPC Written Evaluations of Review shall be based on and include commentary on multiple indicators of teaching performance. These shall include qualitative and quantitative data from student opinions of instruction course materials and at least two other specific criteria for Teaching.

1. Mandatory Criteria of Teaching Performance to be Included in Portfolio:

- Clear, well-organized course outlines, syllabi, and sample teaching materials
- Statistical Summaries of Student Opinion Questionnaires
- Student Opinion Questionnaire Comment Reports
- An overview of teaching and production assignments
- Evidence of currency in the area of expertise
- Professional development in pedagogy

2. Additional Specific Criteria of Teaching Performance: (Choose three to be included in Portfolio):

- Formal evaluations of Teaching by external evaluators, per the faculty member’s request and with required approval by the President/Provost (See CBA Article 15.12.d.)
- Informal letters of support by peers in related disciplines
- Classroom observations by colleagues (highly recommended)
- Evidence of exceptional accomplishments by current and former students
- Evidence of ongoing professional development in the faculty member’s discipline, as it relates to courses taught
- New course/curriculum development and evidence of engagement with instructional technology
- Evidence of participation on graduate and undergraduate student committees.
- Evidence of mentoring activities
- Written (and signed) comments/letters by students
B. Teaching Evaluation Criteria:

1. Pedagogical Approach and Methods:

The primary objective of pedagogy is to help students to learn. Peer evaluation of teaching performance shall address those factors that contribute to effective pedagogy, including the following: the appropriateness of the breadth and depth of course content to the level of each course taught; the currency of the topics and relevancy of the assignments; and the effectiveness and fairness of testing, other assessment, and grading procedures. Faculty members may contribute to student learning by such activities as academic advising, development of new courses, anti-racist and inclusive methods in Teaching, creating a more just and equitable classroom, use of innovative approaches to Teaching and fostering student learning, organization of pedagogical workshops, supervision of student research or Performance, mentoring, and other similar activities.

2. Student Opinion Questionnaires:

As stated in UPS 210.002, "While use of standardized Student Opinion Questionnaires is required as part of the evaluation process, any data gathered from SOQs must be considered within a broader constellation of artifacts and should follow evidence-based guidelines and best practices.

Student Opinion Questionnaires are designed to solicit student feedback regarding instructors and course content. While they may reveal valuable trends in student perception, research indicates they are neither valid nor reliable measures of teaching effectiveness. Moreover, both qualitative and quantitative data gathered on SOQs can be impacted by racial, gender, and linguistic bias, suggesting that individual students' comments – as well as trends within SOQs themselves - must be interpreted cautiously and contextually. Additionally, CSUF recognizes that impactful Teaching may create discomfort for students, affecting trends in course evaluations and that not all students will respond to learning in the same way. Importantly, any single item on the SOQ – or the entire form, by itself and in isolation from other information – does not provide sufficient evidence of teaching effectiveness. Overall, patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. Although the DPC and Chair will use statistical summaries of SOQs and student comments on instruction as important sources of information about the teaching effectiveness of faculty members under review, the DPC may assign more weight to trends in SOQs rather than to overall means. The DPC may also assign greater weight to consistent patterns of student comments as well as the statistical summaries of SOQ's. The faculty member's student opinion rating should normally be determined by the responses on all student opinion forms.”

3. Expectations Regarding Student Achievement:

Faculty members are expected to maintain high standards regarding student achievement in all courses taught and should be addressed in the Portfolio.
4. Ongoing Professional Development as a Teacher:

Each faculty member is expected to show evidence of an ongoing program to maintain and improve teaching effectiveness. This program should include self-assessment of teaching objectives and methods and student achievement; participation in pedagogical seminars and workshops; consideration of equity, diversity, inclusion, and social justice. When specific weaknesses have been identified in prior evaluation(s), the faculty member shall include in the Portfolio specific plans to remedy these weaknesses. For examples of evidence, include charts from UPS 210.002

5. Ongoing Professional Development in Teaching within their Discipline (Optional):

All faculty members are expected to maintain familiarity with the pedagogical literature in the faculty member's discipline and teach concepts that represent currency within their disciplines. Scholarly and creative activities should reflect in faculty's teaching methods and course content.

6. Classroom Visitations (Optional):

Formal classroom visitations by department colleagues will be conducted in accordance with UPS 210.080. These may provide additional information regarding teaching effectiveness and interaction with students. Assessment shall be in the context of the level and objectives of the course. Assessments by external evaluators may be included.

Written reports of such visits shall address the following:

- clarity of presentation
- communication with students
- student interaction
- effective use of classroom time
- impactful presentation methods.

C. DPC Teaching Performance Ratings:

1. Excellent Rating indicated by at least five of the following:

a. Overall review of Pedagogical Approach and Methods is "Excellent."
b. SOQ overall ratings of instructor average no less than 85% of "A" and "B" ratings. The candidate will provide a summary of this percentage across the period of review, using the template provided by the department.
c. Majority of student-written comments support a rating of "Excellent."
d. High standard of expectations for student achievement is demonstrated
e. Review of one of the three additional teaching criteria rated as "Excellent."
f. Review of a second one of the three additional teaching criteria rated as "Excellent."
2. Satisfactory Rating Indicated by at least five of the following:

   a. Overall review of Pedagogical Approach and Methods is "Satisfactory."
   b. SOQ overall ratings of instructor average no less than 75% of "A" and "B" ratings.
   c. Majority of student-written comments support a rating of "Satisfactory."
   d. Good standard of expectations for student achievement is demonstrated.
   e. Review of one of the three additional teaching criteria rated as "Satisfactory."
   f. Review of a second one of the three additional teaching criteria rated as "Satisfactory."

3. Needs Improvement Rating Indicated by at least five of the following:

   a. Overall review of Pedagogical Approach and Methods is "Needs Improvement."
   b. SOQ overall ratings of instructor average no less than 65% of "A" and "B" ratings.
   c. Majority of student-written comments support rating of "Needs Improvement."
   d. Low standard of expectations for student achievement is demonstrated.
   e. Review of one of the three additional teaching criteria rated as "Needs Improvement."
   f. Review of a second one of the three additional teaching criteria rated as "Needs Improvement."

4. Unsatisfactory Rating Indicated by at least five of the following:

   a. Overall review of Pedagogical Approach and Methods is "Unsatisfactory."
   b. SOQ overall ratings of instructor average less than 60% of "A" and "B" ratings.
   c. Majority of student-written comments support rating of "Unsatisfactory."
   d. Low standard of expectations for student achievement is demonstrated.
   e. Review of one of the three additional teaching criteria rated as "Unsatisfactory."
   f. Review of a second one of the three additional teaching criteria rated as "Unsatisfactory."

D. Review of Scholarly and Creative Accomplishments:

Each faculty member shall establish a scholarly/creative endeavor record that generates, integrates, and/or disseminates knowledge. When appropriate, these endeavors shall be integrated with Teaching, actively involve students, and attract external support. A successful faculty member has a well-defined and focused scholarly/creative agenda, is committed to continued growth and accomplishment, and has produced peer-reviewed publications, exhibitions, performances, and/or other high-quality accomplishments.

The faculty member under review shall write a 1000-word Scholarly & Creative Narrative. This document will serve to focus on the accomplishments towards the faculty member's scholarly/creative agenda. Evaluation of creative accomplishments, preferably by off-campus
sources, should be included. When appropriate discussion of efforts to involve students, attract external support, and of the relationship between scholarly activities and Teaching are encouraged.

1. Specific Criteria for Scholarly and Creative Accomplishments:

Faculty shall demonstrate continuing, regular activities that result in high-quality peer-reviewed (when appropriate) scholarly publications or creative performances or exhibits.

The DPC will evaluate from the following categories of accomplishments. Performance, design, direction, choreography, collaborative works, production management, presentation of research at conferences, research articles, papers, residencies, coaching, publications, chapters written, guest teaching (as it is different than our regular teaching assignments at the university), other accomplishments in the fields of Theatre and Dance. These can be documented by including items such as programs, published works, reviews, scripts, designs, video/audio documentation.

The evaluation shall consider the importance of each achievement (e.g., the status of a journal, press, or venue, whether a publication is an article or a note and whether a performance or exhibition is regional, national, or international in scope) and the faculty member's contribution in the case of co-authored or other collaborative work.

Documentation of all accomplishments shall include a complete citation, in the style customary to the faculty member's discipline, for each scholarly and creative work; a copy of each scholarly or creative work published since the faculty member's appointment; and copies of letters of acceptance for those completed works that are "in press" or otherwise in the process of publication. For works presented in a medium other than print, the copy may be in a form suitable for evaluation as appropriate to the discipline. Work that has been accepted for publication or presentation after a peer-review or jury process shall be distinguished from work that was not subject to a peer-review or jury process. Scholarly or creative works are considered to have been completed when they have been accepted for publication or presentation without further revision.

The Department Personnel Committee and the Department Chair will evaluate from the types of Scholarly and Creative Accomplishments included in the Portfolio and Appendices such as:

- Regional, national, or international performances in theatre dance, television, industrials, special events, or films
- Regional, national, or international designs in theatre, dance, television, industrials, special events, and film
- Regional, national, or international work in production management or technical direction in the fields of theatre, dance, television, industrials, special events, or film
- Awards; Grants
- Research article(s) in theatre, dance, design, management, or technical journals
- Research paper(s) presented at regional, national, or international theatre or dance, design, management, or technical conferences
• Publication of articles or reviews on theatre, dance, or theatrical design in professional journals or papers
• Book publication
• Book chapters
• Other accomplishments appropriate to the field

2. Indicators of Level of Scholarly and Creative Accomplishments include:

a. Excellent Rating Indicated by at least three of the following:

   Overall review of Scholarly and Creative Accomplishments is

   i. "Excellent" resulting from clear data showing a pattern of consistent contributions to the increasingly expansive and diverse field.
   ii. Participation in Scholarly and Creative Accomplishments as an active member or in a leadership role.
   iii. Participation in Scholarly and Creative Accomplishments that are on a Regional, National, and/or International scale.
   iv. Scholarly and Creative Accomplishments exhibit a high level of commercial, artistic, or scholarly significance, supported with bibliographical evidence in the Appendix of the institutions, venues, or collaborators.

b. Satisfactory Rating Indicated by at least three of the following:

   i. Overall review of service activities is "Satisfactory," resulting from a continuing record of Scholarly and Creative Accomplishments of notable quality.
   ii. Participation in Scholarly and Creative Accomplishments is in supportive roles.
   iii. Participation in Scholarly and Creative Accomplishments that are on a Regional and Local scale.
   iv. Scholarly and Creative Accomplishments exhibit a modest level of commercial, artistic, or scholarly significance, supported with bibliographical evidence in the Appendix of the institutions, venues, or collaborators.

c. Needs Improvement Rating Indicated by at least three of the following:

   i. Overall review of service activities is "Needs Improvement," resulting from clear data showing inconsistent contributions to the field.
   ii. Participation in Scholarly and Creative Accomplishments is in a minimal role.
   iii. Participation in Scholarly and Creative Accomplishments that are on a local scale only.
iv. Scholarly and Creative Accomplishments exhibit a less than significant level of commercial, artistic, or scholarly significance, supported with bibliographical evidence in the Appendix of the institutions, venues, or collaborators.

d. Unsatisfactory Rating Indicated by at least three of the following:

i. Overall review of Scholarly and Creative Accomplishments is "Unsatisfactory," resulting from a sporadic record of Scholarly and Creative Accomplishments.

ii. Participation in a very minimal role.

iii. There is no participation in Scholarly and Creative Accomplishments of significant quality or quantity.

iv. There is no documentation of participation in Scholarly and Creative Accomplishments.

E. Professional, University, and Community Service:

As stated in UPS 210.002, "[a] successful faculty member is collegial and actively involved in professional, University, and community activities. Each faculty member shall contribute to the profession, the University, and the community through appropriate professional and service activities. Faculty should clearly define objectives for their involvement in each service activity (e.g., developing mutually beneficial working partnerships, serving the needs of the profession and/or external community, enhancing the campus' role as a regional center, and/or strengthening institutional effectiveness and collegial governance, maintaining and improving the quality of the learning environment). The evaluation shall assess the quality, duration, and significance of Service. It should be based on well-rounded participation in Service to the Profession, the University (at University-wide, College, and Department levels), as well as the Community. Faculty may demonstrate service contributions by engaging in such activities as serving on system-wide committees, serving the faculty bargaining unit, serving the community through application of knowledge in the discipline, sponsoring student organizations, participating in educational equity and outreach efforts, mentoring faculty and students, advocacy for inclusion and social justice, being interviewed by the media, and authoring publications pertinent to the University's objectives.

Professional, University, and Community service activities should encourage mutually beneficial working partnerships, serve the needs of the professional and/or external community, enhance the campus's role as a regional center, and/or lead to student opportunities and learning.

1. Indicators of Professional, University, and Community Service:

- A member or leader of Department of Theatre & Dance committees, College of the Arts committees, or University committees
- Membership on Academic Senate, State-wide Academic Senate, Senate committees
- Organizing conference sessions
- Serving on organization boards or committees
- Being a discussant of presented papers
• Participate in professional organizations
• Participate in workshops
• Performances for or presentations to community groups
• Serving as an adjudicator for high schools, community colleges, universities, or professional regional producing organizations
• Sponsoring student organizations
• Participating in educational equity, inclusion, social justice, and outreach efforts
• Being interviewed by the media
• Authoring publications pertinent to the University's objectives
• Mentoring students and faculty at the Department, College, and University level, as well as professionals and students in the field
• Serving as an external reviewer for tenure and promotion
• Developing and participating in workshops, conferences, and training on equity, inclusion, and social justice
• Other appropriate activities that enhance the campus' role as a regional center or lead to student opportunities and learning

2. Indicators of Level of Service include:

   a. Excellent Rating Indicated by at least three of the following:
      
      i. Overall review of service activities is "Excellent."
      ii. Clear data showing a pattern of consistent Service to the Profession, University, and Community.
      iii. Participation in professional and community activities are on a Local, Regional, National, and/or International scale.
      iv. Service activities and committee participation are varied and span from Departmental, College, and University-wide participation.

   b. Satisfactory Rating Indicated by at least three of the following:
      
      i. Overall review of service activities is "Satisfactory."
      ii. Participation in service activities or committees as a member.
      iii. Participation in professional and community activities are on a Regional and Local scale.
      iv. Service activities and committee participation are somewhat varied and are in two or three areas from Departmental, College, and University participation.

   c. Needs Improvement Rating Indicated by at least three of the following:
      
      i. Overall review of service activities is "Needs Improvement."
      ii. Participation in service activities or committees is minimal.
      iii. Participation in community and professional service activities are on a local scale.
      iv. Service activities and committee participation are not varied and are in only one or two areas from Departmental, College, and University participation.
d. Unsatisfactory Rating Indicated by at least three of the following:

   i. Overall review of service activities is "Unsatisfactory."
   ii. There is little to no participation in service activities or committees.
   iii. There is little participation in professional activities and/or community service of any kind.
   iv. There is little to no participation in service activities and committees from the Department, the College, and the University.

V. Retention, Tenure, and Promotion

The goal of the RTP process is to produce faculty members who qualify for tenure after their probationary employment. Probationary and tenured teaching faculty members are appointed as Assistant Professor, Associate Professor, or Professor.

Appointments of faculty are of two kinds:

1. Probationary Status

A probationary faculty member is normally given a two-year appointment upon being hired. Tenure-track faculty members are considered probationary faculty until they are awarded tenure or terminated. A probationary faculty member is required to show appropriate accomplishments, growth, and promise in each of the three areas of assessment. Moreover, any weaknesses identified in earlier DPC review cycles are to be addressed by the probationary faculty member. The decision to retain a probationary faculty member is an affirmation that satisfactory progress is being made toward tenure.

Probationary faculty members may be terminated for Performance by decision of the President at the end of their second probationary year without further employment at the University. Faculty members who receive a termination notice during their third to sixth probationary year shall have a final, additional year of employment, called a terminal year. The maximum probationary period is six years, with either tenure or a final terminal year awarded before the end of the sixth year.

2. Promotion and Tenure

Tenured faculty members are subject to Full Performance Reviews when they apply for tenure and promotion to Associate or Full Professor. The tenure decision is designated by UPS 210.000/UPS 210.002 as the most significant personnel decision. Tenure establishes the right to continued permanent employment except when such employment is voluntarily terminated or is terminated by the University pursuant to the Collective Bargaining Agreement (CBA) or law.

Faculty members shall normally be considered for tenure during the sixth probationary year, regardless of their appointed rank. During the probationary retention period, the faculty member's overall performance must reflect a sustained, positive trajectory of
growth in all three areas and have documented evidence showing improvement in any areas evaluated below the minimum in proceeding years. For tenure and promotion to Associate Professor, the faculty member's overall performance during the probationary retention period must meet at least a "Satisfactory" standard of performance in all three areas of review.

3. Promotion to Professor

Documentation of activities in all three areas of review for the years following promotion to Associate Professor or last full review shall be considered for promotion to Professor. Promotion of a tenured faculty member to Professor shall normally be considered during their fifth year in rank, with promotion being effective at the beginning of the sixth year. Accomplishments documented for the promotion to Associate Professor shall not count again for promotion to Professor unless a project is ongoing throughout the years considered for review to the rank of Professor. Under exceptional circumstances, a faculty member may be considered for early promotion after completing at least one year of Service in rank at CSUF.

Promotion consideration prior to having completed four years in rank shall be defined as "early." A tenured faculty member may request that they undergo Post-Tenure Review (PTR) by submitting a written request to Faculty Affairs and Records (FAR) no later than the end of the second week of classes in the fall semester. After requesting that their file not be considered, tenured faculty may request promotion consideration in a future academic year by submitting a written request to Faculty Affairs and Records no later than the end of the second week of classes in the fall semester.

4. Early Promotion to Full Professor

Early promotion to Professor requires that the faculty member has displayed excellence and sustained vitality in Teaching, scholarly and creative activity, and Service that promise future growth. Performance in all three areas of review shall be at the level of Excellent.

5. Early Tenure/Promotion

Probationary faculty members may be granted tenure at any time after their first year of appointment. A written request for tenure that occurs in any year except the sixth probationary year shall be considered a request for early tenure. Probationary faculty who do not receive early tenure may be reappointed to probationary status.

As stated in UPS 210.002, "Early tenure may be granted in cases when a faculty member demonstrates a record of distinction of excellence in Teaching, Scholarly and Creative Activities, and Service and superior accomplishments significantly beyond what is expected for tenure on the standard timeline. The candidate's record must establish compelling evidence of distinction in all three areas and must inspire confidence that the pattern of strong overall performance will continue." Early promotion to Associate Professor requires that the probationary faculty member has displayed accomplishments,
growth, and potential that strongly indicate that, by the completion of the probationary period, the expectations for tenure stated in the approved Department Personnel Standards will be met.

The faculty member under consideration shall meet the following criteria governing recommendations for early tenure in theatre and dance:

a. Teaching: Overall evidence of "Excellent" teaching performance in a cumulative review process at the time of tenure and promotion.

b. Scholarly and Creative Accomplishments: Overall evidence of "Excellent" in scholarly/creative activities in a cumulative review process at the time of tenure and promotion.

c. Professional, University, and Community Service: Overall evidence of "Excellent" in a cumulative review process at the time of tenure and promotion.

6. Service Credit

When prior service credit has been granted in accordance with UPS 210.001 Recruitment of Tenure-Track Faculty, Full Performance Reviews for retention, tenure, and promotion shall include documentation of accomplishments during those specific years for which the service credit was granted.

In evaluations for retention, tenure, and promotion, accomplishments during service credit years shall be weighed in reasonable proportion to those achieved during probationary years at CSUF. However, accomplishments during service credit years shall never be sufficient in and of themselves for the granting of promotion and/or tenure.