

**NEW COTA RTP POLICY (February 2025)**

**CSULB COLLEGE OF THE ARTS REAPPOINTMENT, TENURE, AND PROMOTION (RTP)  
2024 (Supersedes all previous COTA RTP policies)**

Designed to work in concert with the CSULB RTP Policy, the College of the Arts (COTA) policy on reappointment, tenure and promotion further defines, applies, and interprets the RTP process for the College of the Arts —specifically the departments of Art, Cinematic Arts, Dance, Design, Music, and Theatre Arts—and provides parameters within which departments may still further define, apply, and interpret the process as appropriate to specific disciplines. All references to CSULB RTP Policy numbers in this document are to sections and subsections of the 2024 CSULB RTP Policy (Academic Senate Policy Statement 23-24).

**1.0 MISSION, VISION, PRINCIPLES, AND VALUES**

**1.1 COTA Mission and Vision**

The mission of the College of the Arts is to provide a dynamic, contemporary learning environment that honors tradition, embraces diversity, inspires innovation, and strives for excellence. Our faculty of artists, educators, and scholars is committed to challenging students intellectually, creatively, and professionally, while encouraging them to find their individual artistic voices. The College produces and brings the highest level of art, teaching, and scholarship to our community in the form of concerts, exhibitions and installations, films, performances, publications, and emerging media.

**1.2 Principles**

The College of the Arts concurs with CSULB RTP Policy 1.2.

**1.2.1** The College of the Arts concurs with CSULB RTP Policy 1.2.1.

**1.2.2** COTA concurs with CSULB RTP Policy 1.2.2 and adds the following. Given the broad diversity of instructional approaches; research, scholarly, and creative activity (RSCA); and service contributions in a College that includes scholars and practitioners in diverse departments, RTP standards must establish a consistent level of expectation while allowing candidates to meet expectations in varied ways. Requirements for ~~advancement~~ reappointment, tenure, or promotion are defined in section 5, and evaluative terms are defined in section 7.6.

**1.2.3** COTA concurs with CSULB RTP Policy 1.2.3 and adds the following. COTA expects sustained and substantive achievements and contributions over the specified period of review in: (1) instruction, (2) RSCA, and (3) service. COTA

**NEW THEATRE DEPARTMENT RTP**

**CSULB DEPARTMENT OF THEATRE ARTS REAPPOINTMENT, TENURE, AND PROMOTION (RTP)  
2024 (Supersedes all previous Department of Theatre Arts RTP policies)**

Designed to work in concert with the CSULB RTP and COTA RTP Policies, the Department of Theatre Arts RTP Policy articulates the primary professional standards for faculty in the department, as well as the manner and process by which their work will be evaluated.

**1.0 GUIDING PRINCIPLES**

**1.1 Department of Theatre Arts Mission and Vision**

The Department of Theatre Arts concurs with CSULB RTP Policy 1.1 and COTA RTP Policy 1.1. and adds the following:

- With regard to reappointment, tenure and promotion, and as defined by the University, College of the Arts policies, the Department of Theatre Arts embraces a three-fold mission:
1. To provide enrichment of the student’s liberal arts background through the development of appreciation and insights derived from theatre arts courses taken as general education electives.
  2. To assist the undergraduate theatre major in creating, performing, analyzing, and critiquing dramatic performances in order to develop a deeper understanding of their individual creative processes and a broader world view.
  3. To prepare talented and disciplined graduate students for careers as theatre artists, practitioners, and/or teachers of theatre.

**1.2 Principles**

The Department of Theatre Arts Concurs with CSULB RTP Policy 1.2.

**1.2.1** The Department of Theatre Arts concurs with CSULB RTP Policy 1.2.1 and adds the following:

Aligned with the department's mission, faculty members are expected to fulfill specific responsibilities, emphasizing key areas of focus and their interrelationships:

1. Teaching that equips students with the skills and understanding of processes, techniques, and interdisciplinary connections essential to theatre and performance, fostering creative insight and critical judgment in aesthetic decision-making.
2. Research, scholarly, and creative activities centered on the creation, exploration, and impact of theatre and performance.
3. Service that applies expertise to the advancement of the university and the department.

**1.2.2** The Department of Theatre Arts concurs with CSULB RTP Policy 1.2.2 and COTA RTP Policy 1.2.2 and adds the following:

The Department of Theatre Arts encompasses multiple disciplines, organized into distinct programs that align with specific areas of study, specializations, degrees, and curricula. These programs vary in philosophy, instructional methods, and creative outcomes, including the productions that fulfill Research, Scholarly, and Creative Activity requirements. The department's RTP standards are designed to honor these differences while maintaining a consistent standard of excellence.

Requirements for reappointment, tenure, or promotion are defined in section 5, and evaluative terms are defined in section 7.6.

**1.2.3** The Department of Theatre Arts concurs with CSULB RTP Policy 1.2.3 and COTA Policy 1.2.3.

recognizes that every candidate is unique and that the specifics of a position, a discipline, a program, and a department will result in candidate files with differing balances and overall levels of achievement and contribution.

**1.2.4** The integrity of the RTP process depends upon the accuracy, honesty, thoroughness, consistency, discretion, and strict confidence of all individuals involved in the process. Concerns about actions that violate this core principle should be reported immediately to the Associate Vice President for Faculty Affairs. The California Faculty Association is also a resource for faculty navigating the RTP process.

**1.2.5** The RTP process is governed and guided by the CSU-CFA Collective Bargaining Agreement (CBA); university, college, and department RTP policies; related policies of the Academic Senate; and procedural documents issued by the university (Faculty Affairs), the college, and departments. Concerns about actions in violation of the CBA, RTP policies, Academic Senate policy, or procedural documents should be reported immediately to the Associate Vice President for Faculty Affairs.

**1.3 Values**  
COTA concurs with CSULB RTP Policy 1.3

**1.3.1** COTA concurs with CSULB RTP Policy 1.3.1 and adds the following.  
COTA recognizes that cultural taxation and identity taxation impact the morale, productivity, and well-being of some employees within our institution. Definitions of cultural and identify taxation continue to evolve, and in the absence of specific guidance from CSULB or the CSU, COTA adopts the following:

Cultural taxation and identity taxation refer to extra responsibilities, pressures, and/or expectations placed on individuals from marginalized or underrepresented backgrounds. These may include: educating colleagues and/or students about their culture; representing an entire identity or group in discussions and/or demonstrating knowledge or expertise about said group; taking on diversity related tasks; serving/consulting on additional committees, or being expected to do so solely on the basis of their identity; serving as informal advisor for students and/or emotionally containing students who share the candidates’ cultural and identity backgrounds; and/or withstanding other increased pressures or burdens.

COTA recognizes that cultural taxation and identity taxation may result in forms of invisible labor that cannot be documented in the same way as other tasks and assignments. COTA supports candidates in addressing cultural taxation and identity taxation in their RTP file. If these matters are raised by a candidate, COTA stresses the necessity that evaluators at all levels of evaluation within the RTP process recognize and directly address the complexity, scope, and scale of related workload demands and contributions. COTA is committed to providing training and support to department chairs --- , candidates, and evaluators about ways to recognize, address, and diminish cultural taxation and identity taxation.

**1.3.2** COTA concurs with CSULB RTP Policy 1.3.2.

**1.3.3** COTA concurs with CSULB RTP Policy 1.3.3

**1.3.4** COTA concurs with CSULB RTP Policy 1.3.4

**1.2.4** The Department of Theatre Arts concurs with the COTA Policies 1.2.4 - 1.2.5 and adds the following:

In evaluating faculty performance, the Department of Theatre Arts acknowledges that each faculty member possesses distinct strengths. Consequently, successful candidates for reappointment, tenure, or promotion are not required to exhibit identical accomplishments. Candidates may illustrate their achievements in varying domains, contingent upon their areas of specialization.

In teaching, research, scholarly and creative activities, faculty may engage with theatre and performance from one or multiple perspectives, including product, process, instruction, communication, psychological and physiological phenomena, therapy, service learning and community engagement, as well as historical and social contexts.

Certain faculty members concentrate their efforts on a specific area of specialization, while others engage with multiple disciplines. Regardless of the level of specialization or content involved, all faculty activities, including teaching preparation, can involve processes such as creation, discovery, analysis, integration, synthesis, application, and evaluation, which are fundamental to all intellectually driven endeavors.

**1.2.5** The Department of Theatre Arts concurs with COTA Policy 1.2.5.

**1.3 Values**  
The Department of Theatre Arts concurs with CSULB Policy 1.3.

**1.3.1** The Department of Theatre Arts concurs with COTA Policy 1.3.1 - 1.3.5.

2.0 RTP AREAS OF EVALUATION

COTA concurs with CSULB RTP Policy 2.0 and adds the following. The criteria for evaluation for each of the three areas of review (instructional activities, RSCA, and service) describe the nature and level of performance required of all faculty in COTA. Criteria set by college and department RTP policies establish the standards by which faculty, following diverse career paths, are evaluated. Colleagues in each department of COTA and on review committees play the central role in evaluating the quality and quantity of performance in each of these areas.

2.1 Instructional Activities

COTA concurs with CSULB RTP Policy 2.1 and adds the following. Candidates are required to demonstrate via a combination of data, narrative, and documentation, a thorough account of the following:

Pedagogy and Method

Pedagogy and Method shall be assessed by the candidate’s ability: (1) to impart information in a clear and effective manner; (2) to facilitate class productivity appropriate to the level and purpose of the course; (3) to establish an environment conducive to exploration, critical thinking and the development of creativity; (4) to establish grading practices compatible with department, college, and university guidelines; (5) to maintain high academic standards; (6) to use appropriate methods for assessing student performance; and (7) to effectively critique/evaluate student work.

Course Preparation

Course syllabi shall be organized, complete, clear about expectations of students and student learning outcomes, consistent with work produced in class, and consistent with university standards. Where appropriate, course preparation shall utilize current resource materials and technology to maximize teaching effectiveness.

**Ongoing Professional Development** The candidate shall show evidence of ongoing evaluation of pedagogy as it relates to the candidate’s teaching philosophy, and efforts to enrich the candidate’s teaching and student performance. Candidates shall demonstrate a challenging and current approach to course materials, incorporating the candidate’s research, scholarly and creative activities and/or professional activities into the classroom, and teaching methods where appropriate.

Other Instructional Activities

The following are representative, but not exhaustive, examples of other activities to be considered in the area of instructional activities: academic advising (additional to assignment), student mentoring, recruitment and retention activities; supervision of student research projects and / or theses; curriculum development; innovative approaches to teaching, and exemplary ways of fostering student performance; teaching seminars or pedagogical workshops; participating in and assisting with student activities such as field trips or sponsorship of student organizations.

2.1.1 Continuous Professional Learning

COTA concurs with CSULB RTP Policy 2.1.1 and adds the following. In addition to formal training sessions suggested by this policy, candidates may show evidence of continuous professional learning through self-reflection in one’s narrative; willingness to adapt and evolve in response to feedback; and changes to course material in order to remain current with one’s discipline.

2.1.2 Reflection & Instructional Adaptation: Formative Assessment

COTA concurs with CSULB RTP Policy 2.1.2.

2.1.3 Instructional Practices that Foster Learning: Summative Assessment

COTA concurs with CSULB RTP Policy 2.1.3 and adds the following. Candidates must present a clear and complete case for their overall instructional effectiveness through multiple forms of evidence. Candidates should provide syllabi for all courses

2.0 RTP AREAS OF EVALUATION

The Department of Theatre Arts concurs with CSULB RTP Policy 2.0 and the COTA RTP Policy 2.0, and adds the following: Criteria set by the Department of Theatre Arts RTP policy establishes the standards by which faculty, following diverse career paths, are evaluated. Colleagues in the department and on review committees play the central role in evaluating the quality of performance in each of the areas under review.

2.1 Instructional Activities

The Department of Theatre Arts concurs with CSULB and COTA RTP Policy 2.1 and adds the following:

In The Department of Theatre Arts Instructional Activities Include:

1.

Delivering group or individual instruction that enables students to:

a.

Create Theatre and Performance

b.

Study, Understand, and Evaluate Theatre and Performance, their influences and relationships

c.

Teach Theatre and Performance

d.

Apply, Present and Facilitate Theatre and Performance

2.

Preparing for Studio, Performance, or Class Instruction

3.

Evaluating Teaching Effectiveness

4.

Advising

5.

Supervising Students

6.

Innovations in Pedagogy

2.1.1 Continuous Professional Learning

The Department of Theatre Arts concurs with CSULB RTP Policy 2.1.1 and COTA RTP Policy 2.1.1.

2.1.2 Reflection & Instructional Adaption: Formative Assessment

The Department of Theatre Arts Concurs with CSULB RTP Policy 2.1.2 and adds the following:

Successful student learning outcomes may also be assessed through the instructor’s record of preparing students for further graduate study and/or entrance into the profession. Evidence of these accomplishments can assist RTP Committees in assessing the effectiveness of the instructor’s teaching.

2.1.3 Instructional Practices that Foster Learning: Summative Assessment

The Department of Theatre Arts concurs with CSULB RTP Policy 2.1.3 and COTA Policy 2.1.3, and adds the following:

and SPOT summaries for all course sections taught during the period of review. In addition, candidates should curate a selection of documents that demonstrate the range and evolution of their teaching. Documents could include, but are not limited, to assignments prompts, rubrics, and student work.

**2.1.4 Classroom Visitation**

Departments may require that all RTP candidates be observed and evaluated by department RTP committee members visiting the classroom while the candidate is teaching. In departments that do not require classroom visitation, candidates may request visitation and evaluation by a faculty member of equal or higher rank, and such requests shall be granted. Departments shall clearly define procedures in alignment with the CSU-CFA CBA for classroom visitation with the goal of fairness and flexibility toward the candidate, objectivity of the process, and appropriate and consistent incorporation of classroom visitation, observation, and evaluation into the RTP process.

**2.2 Research, Scholarly and Creative Activities (RSCA)**

COTA concurs with CSULB RTP Policy 2.2 and adds the following. Faculty are required to demonstrate and provide evidence of professional currency and an ongoing program of RSCA. Candidates must demonstrate via a combination of data, narrative, and documentation a clear pattern of RSCA being recognized through peer review or other indicators of reception and stature in the field as appropriate to the candidate’s practice and further described in each department’s policies.–Examples of RSCA within COTA may include, but are not limited to: performances, exhibitions, films, scholarly presentations, books, journal articles, designs, choreography, digital humanities projects, community projects, clinical practices, contracts, and countless others. This list should not be construed as exhaustive in any way.

COTA embraces the diversity of RSCA across our community of arts practitioners, educators, and scholars. For this reason, evidence for RSCA in COTA might look significantly different from one candidate to another.

COTA defers to the CSULB RTP Policy requirement that “candidates must disclose and describe any scholarly or creative activities for which they receive reassigned time or additional compensation”. No additional disclosures beyond what Faculty Affairs requires is expected.

Candidates are encouraged to offer commentary on course evaluation results, particularly in instances where the results fall below the department average or appear anomalous. Additionally, candidates should curate a selection of documents that demonstrate the range and evolution of their teaching practices, which may include assignment prompts, rubrics, and examples of student work.

**2.1.4 Classroom Visitation**

The Department of Theatre Arts defines procedures for classroom visitation in accordance with the CSU-CFA Collective Bargaining Agreement (CBA) Article 15.14, ensuring fairness and flexibility toward the candidate, objectivity in the process, and the appropriate integration of classroom visitation, observation, and evaluation into the RTP process.

These procedures include:

1. Classroom visitation of candidates' courses is not required.
2. Candidates may request visitation and evaluation by a faculty member of equal or higher rank, and such requests shall be granted by the Department RTP Committee, who will determine one or more appropriate faculty members to perform the class visitation based on rank and area expertise.
3. In the event a classroom visitation is requested by a candidate, candidates will receive at least a five (5) day advance notification of the scheduled classroom visit (per CBA 15.14) and may request visitation on a specific day and/or of a specific class that aligns with their RTP schedule.
4. Comments from those conducting the classroom visitation will be included as part of the Department RTP Committee’s review. The candidate can respond to comments, if desired, in the rebuttal to the committee review.

The following are representative criteria that may be used to evaluate the candidate:

- Instructional clarity
- Interaction and communication with students
- Student engagement
- Presentation style and methods, including use of technology if applicable
- Effective use of class time
- Effective delivery of course content
- Demonstrations of materials, if applicable
- Management of the classroom

**2.2 Research, Scholarly and Creative Activities (RSCA)**

The Department of Theatre Arts concurs with CSULB RTP Policy 2.2 and COTA Policy 2.2, and adds the following:

Faculty are required to remain engaged in an ongoing program of research, scholarship, and/or creative activity that demonstrates intellectual and professional growth over time. All faculty are expected to produce research, scholarly and/or creative achievements which contribute to the advancement, application, or pedagogy of the discipline (or interdisciplinary studies), which are disseminated to relevant audiences, receiving recognition from professional peers prior or after dissemination.

Valuable RSCA contributions must have been evaluated by expert scholars or practitioners in the field. The evaluation of peer review and the validation of RSCA will be conducted in accordance with current professional standards and will include a qualitative analysis of the peer review process. Invitations from recognized organizations, institutions, publishers, or other respected entities to participate in RSCA may be viewed as a form of peer review and will be assessed within the context of the discipline. Candidates are responsible for explaining the significance of any documented invitations to engage with RSCA organizations or institutions, demonstrating how such invitations reflect their standing and recognition in the field.

Consistent with the emphasis on professional growth and development that underlies the evaluation process, the candidate’s documentation of RSCA included in the file, and the evaluation of RSCA, shall focus on progressive professional development. This consideration should be the central organizing element of the candidate’s narrative. In the evaluation of publications, manuscripts, and other creative works, quality is the primary criterion, especially as judged by peer review and validation.

Joint authorship or participation in scholarly and creative activities is normally valuable and creditable. Candidates shall identify the specific extent of their participation in jointly authored activities.

Activities in which a candidate has had a collaborative, supervisory, or consultative role may be considered within the category of RSCA. It is imperative that candidates provide clarification regarding the specifics of roles and activities associated with any project in which a candidate has had a collaborative, supervisory, or consultative role.

With regard to candidates in all disciplines, the evaluation of ongoing or in-progress RSCA shall account for the scale and/or duration of the project, and shall take into account peer review indicators of incremental progress such as invitations to present or exhibit, preliminary reviews of drafts, contracts, etc.

Acceptable RSCA activities include:

1. Creating Performance Based Entertainment

- a. *Creating a work of Performance Based Entertainment.*

**Examples Include:** Research, and synthesis that lead to original works, translations, and adaptations; contribution and participation as a collaborative artist in the creation of the work.

- b. *Performing a work of Performance Based Entertainment*

**Examples Include:** Research and practice that lead to live, broadcast, or computer performances, films and videos – including acting, directing; stage, costume, sound, projection and lighting design, choreography, technical directing and dramaturgy.

- c. *Developing new technologies, techniques, and approaches that advance creative capabilities in theatre.*

1. Applying and Facilitating Theatre and Performance

- a. *Exploring and developing connections in such areas as theatre management, public relations, and technologies.*

**Examples Include:** Administration of presenting organizations and venues, artists and repertory management.

- b. *Programming Works of Theatre and Performance*

**Examples Include:** Designing or serving as artistic director of festivals, summer programs, theatre series, workshops, master classes, seminars.

- c. *Exhibiting, programming, and publishing, studies, and critiques: publishing; research and scholarly findings.*

**Examples include:** Books, chapters in books, articles in professional journals, published reviews of books, plays, performances, productions, or entertainment designs; reviews of books, performances, productions, or new works of theatre; translations; scholarly presentations; delivery or publishing conference papers, panel discussions, proceedings; monographs or professional organization newsletters; peer-reviewed electronically published work or documents; presenting workshops, master classes, interviews, seminars at nationally or internationally recognized venues; computer applications; appointments as artist-in-residence; exhibitions of stage, costume, sound, light and projection designs.

2. Studying and Researching Dramatic Literature and Performance in Terms of Theory, Criticism, History, and Cultural Context.

- a. Investigating and publishing studies relating to issues and developments in theatre design, technology, directing, and performance. Integrating and synthesizing in publication some or all of the above.

3. Publication.

**Examples include:** Books; chapters in books; articles in professional journals; published reviews of books, plays, performances, productions, or entertainment; publications and papers on aesthetics, criticism, and philosophy of theatre; scholarly presentations at professional conferences; delivery or publishing conference papers, panel discussions, and proceedings; monographs or professional organization newsletters; peer reviewed electronically published work or documents; editing journals or professional organization newsletters; presenting workshops; serving on editorial boards; quantitative audience research; pedagogical or applied research.

2.2.1 Sources of Evidence

It is expected that all Theatre Arts faculty will document their professional and academic activities with support materials including, but not limited to, the following: Original scripts, translations, adaptations; Films, videos or computer recordings and renderings of performances, exhibitions, dramaturgy, and other entertainment design projects; Publications from nationally and/or internationally recognized publishers including books and chapters in books, articles, and monographs in such areas as: Aesthetics, Criticism, Dramatic Theory, Critical Studies, Historical Research, Set, Costume, Lighting, Video Content, Projection,

2.3 Service

COTA concurs with CSULB RTP Policy 2.3. and adds the following. While it is the responsibility of the candidate to actively seek opportunities for service, the College, Departments, and Chairs should work to equalize service opportunities, prevent service fatigue and potential cultural and identity taxation.

2.3.1 University Service:

All faculty are expected to participate in substantial, reliable, collegial university service and more specifically in shared governance (as it pertains to decision-making and policy development). Examples of university service may include, but are not limited to, leadership roles and participation in faculty governance, serving on committees, supervising and sponsoring student groups; authorship of policies, procedures and protocols, proposals, and other pertinent documents. COTA values community and professional service. However, these alone are insufficient for a satisfactory rating in the area of service.

Service shall be appropriate for the candidate’s academic experience and rank. Each candidate’s balance of university, college, and department service shall be considered within the context of the candidate’s department. Candidates must demonstrate a thorough account of sustained and significant service contributions spanning the full period under evaluation via a combination of data, narrative, and documentation. This shall go beyond simply listing services provided or committees upon which one has served. For each service activity, it is the candidate’s responsibility to clearly detail the following, at minimum: role, duration, activities performed, time required, and specific outcomes and the impact of such work.

COTA interprets the statement contained in CSULB RTP Policy section 2.3.1 that “it is the responsibility of every tenure-track and tenured faculty member to engage in service, and to do so in a way that potentially leads to equitable contributions that minimize cultural and identity taxation” not as a specific RTP requirement of or burden of proof for candidates but as a general statement about the need for all faculty to engage in service and to address service equitably within our university, college, and department structures and cultures.

2.3.2. Professional Service:

Candidate’s service shall demonstrate qualitative contributions to professional organizations and institutions that are appropriate to the candidate’s discipline. Examples of substantive professional service may include, but are not limited to, participating in professional organizations or boards; serving on juries, conducting external evaluations, interviews, adjudications, speeches and workshops.

Sound Design, Theatre Design, Technology, Dramaturgy, Pedagogy, Performance Studies, Performance; Exhibition catalogues; Reviews from nationally and/or internationally recognized publications, including critical media, of books, performances, productions, published articles, dance, opera, and entertainment design; letters from professional colleagues; Published conference papers, panel discussions, presentations, and proceedings for nationally and/or internationally recognized organizations; Editorial work for nationally and/or internationally recognized journals and publications; Published or broadcast interviews; Appointment papers as artist-in-residence; Set or costume renderings, models, sketches, analysis; Lighting plans, production books, storyboards, virtual lighting storyboards and videos; Production photographs and videos; Contracts for published works and/or professional theatre and entertainment design engagements; Video content designs; Directorial, dramaturgical or actor prompt books; Grants; Commissions.

2.3 Service

The Department of Theatre Arts concurs with CSULB RTP Policy 2.3 and COTA RTP Policy 2.3 and adds the following:

Service may be contributed to the University, College, or Department. The emphases in the evaluation of service shall be on:

- 1. The quality and significance of the activity, as measured by the degree to which the activity contributes to the mission of the University.
- 2. The extent and level of the candidate’s involvement. Authorship of documents, reports, and other materials pertinent to the University, College, or Department missions or procedures may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are also service contributions.
- 3. Specifics and extent of service contributions shall be clearly described in the PDS/narrative and substantiated with supplemental documentation that may include, but are not limited to, letters of invitation, memoranda acknowledging the quality of the contribution, printed programs, and other appropriate documentation.

Within their narratives, candidates must disclose and describe whenever activities include reassigned time or compensation, including details about the expectations or goals of the service activity.

2.3.1 University Service:

The Department of Theatre Arts concurs with COTA Policy 2.3.1, and adds the following:

Faculty service at all levels within the university shall reflect active, consistent, and collegial participation. This is defined as regular meeting attendance with respectful and collaborative engagement.

**Examples Include:** Organizing, coordinating, administering, or maintaining curricular programs, academic departments, campus organizations, or university events; Serving on department, college, and university committees; Identifying and writing grant proposals; Fundraising; Recruiting students and faculty; Providing expertise that assists the work of other university units, including the library, other academic departments, development offices, and support agencies; Leadership roles in faculty governance activities and committees; Authorship of reports and other materials pertinent to department, college, or university affairs, policies, and procedures; Supervising and sponsoring student groups.

2.3.2. Professional Service:

The Department of Theatre Arts concurs with COTA Policy 2.3.2 and adds the following:

In addition to campus governance activities, faculty members may participate in community service to professional arts organizations and in professionally-related activities (e.g., on local, state, national, and/or international levels) through such

2.3.3 Community Service:

Candidate’s files may include documentation of any community service or outreach activities that are aligned with their discipline or expertise.

3.0 RESPONSIBILITIES IN THE RTP PROCESS

COTA concurs with CSULB RTP Policy 3.0

3.1 Candidate

COTA concurs with CSULB RTP Policy 3.1 and adds the following. Tenure-track faculty with no service credit may elect to go through either a Professional Development Plan (PDP) or a periodic “mini” review in their first year. The decision to opt for a PDP or mini review must be made in consultation with the department chair. The PDP is not an option after the first year. For each subsequent year prior to tenure, candidates must submit a periodic “mini” or performance review.

For all periodic reviews and performance reviews, COTA requires that candidates provide an up-to-date Professional Data Sheet (PDS) and Narrative as combined or separate documents. These shall follow the sequencing established in the most current guidelines for the PDS provided by Faculty Affairs, and shall integrate narrative commentary with lists, bulleted or numbered points within sections of the document. Clarity, organization, and ease of navigation are crucial in the documents. The documents should contextualize the candidate’s accomplishments during the period of review and describe their significance. Candidates are encouraged toward concision, but not at the expense of thoroughness.

COTA recognizes that the work done by both candidates and evaluators in the RTP process is demanding; however, the special actions that are taken in the RTP process necessitate that candidates produce RTP files that provide a thorough overview of performance via a combination of data, narrative, and documentation in order to facilitate a process that also necessitates that evaluators take the time and care essential to a thorough review and thoughtful deliberations in making recommendations ~~and decisions~~ of a highly consequential nature. The candidate's file must, via a combination of data, narrative, and documentation, instill total confidence in evaluators and academic administrators in recommending or granting the renewal of a multiyear employment contract (reappointment), the establishment of a long-term commitment of the institution to an individual (tenure), or the elevation of a member of our faculty to a respected and coveted academic rank tied

program-oriented activities as committees, workshops, speeches, media interviews, articles, editorials; performances; and/or displays.

**Examples Include:** Participating in working groups, boards, arts councils, and performance organizations; Contributing to public education through teaching, performance, and presentations; holding an elected office or performing committee work with such professional organizations as NAST, ATHE, VASTA, ASTR, ATME, USITT, etc.; Organizing workshops, panels, symposiums, exhibitions at such professional conventions as USITT, ATHE, LDI, VASTA, ASTR, ATME, U/RTA, etc.; Consulting.

2.3.3 Community Service:

The Department of Theatre Arts concurs with COTA Policy 2.3.3, and adds the following:

Should the candidate include documentation of community service, such documentation may include: Consultancies to public schools, local government, and arts community service organizations, and arts advocacy. Service contributions based on consultancies, whether paid or unpaid, shall be evaluated on the basis of their contributions to the mission of the University and particularly to the candidate’s Department or Program. Meaningful service must be clearly related to the academic expertise of the faculty member.

**Examples Include:** Organizing, coordinating, or administering exhibitions, projects, or events; Serving on committees, task forces, review and advisory boards, and councils; Adjudicating and performing peer evaluations.

2.3.4 Sources of Evidence

It is expected that all Theatre Arts faculty will document their professional and academic activities with support materials including, but not limited to, the following: Letters, memoranda from colleagues; Written or edited newsletters, reports, and journals, Grant proposals; Documents generated as a result of committee assignments; Adjudication or peer review documents; Consulting contracts; Appointment papers to leadership positions in professional organizations; Papers presented on panels, at workshops, symposia; Exhibitions presented at professional organizations.

3.0 Responsibilities in the RTP Process

The Department of Theatre Arts concurs with CSULB RTP Policy 3.0

3.1 Candidate

The Department of Theatre Arts concurs with CSULB RTP Policy 3.1 and COTA RTP Policy 3.1 – 3.1.3.

to a significant long-term increase in compensation (promotion to Associate Professor or to Professor). Simply put, in seeking reappointment, tenure, or promotion, the candidate must thoroughly make the case for the action they seek.

**3.1.1 General File Categorization**

Some activities straddle categories, or could be placed in one or another category. Instructional Activities and RSCA, for instance, might overlap, or a candidate could have activity that might be considered either RSCA or service. While the process should be flexible and open enough to consider both hybrid activity and activity that is not easily categorized, the candidate must make every effort to properly categorize and contextualize activity—decidedly and reasonably placing activity in one category or another, or clearly detailing why an activity might warrant partial consideration in multiple areas. In other words, candidates must not take full credit for an activity in more than one category.

For all instances in which a candidate has received assigned time or additional compensation, the candidate must account for what purpose the assigned time was granted, and what work was accomplished utilizing the assigned time.

**3.2 Department RTP Policy**

COTA concurs with CSULB RTP Policy 3.2 and adds the following. Department policies shall comply with the CSU-CFA Collective Bargaining Agreement (CBA).

The department RTP policy shall define clear standards for achievement and contribution in the three areas of (1) instructional activities, (2) RSCA, and (3) service. The department RTP policy shall provide clear examples of forms of evidence a candidate may present to substantiate and provide context for instructional activities, RSCA and related peer review, and service and engagement at the university, in the community, and in the profession.

**3.3 Department RTP Committee**

COTA concurs with CSULB RTP Policy 3.3 and adds the following. All candidates shall be reviewed by a committee of three or five members of appropriate rank; a full-time tenured faculty member is eligible to serve on RTP committees, provided that, in promotion reviews, the faculty member is of a rank equal to or higher than the candidate's sought rank. As necessary, departments may elect RTP committee members from other departments within the university, but only after every effort has been made to fill roles on the department committee and fulfill the obligation to provide a representative to the COTA RTP committee with faculty from the department.

**3.4 Department Chair**

The College of the Arts defers to CSULB RTP Policy 3.4.

**3.5 College RTP Policy**

COTA concurs with CSULB RTP Policy 3.5 and adds the following. The COTA RTP Policy is intended to uphold university standards and processes and set general college standards and processes while providing a framework within which departments may establish standards and processes that reasonably fit their disciplines and departmental cultures.

**3.5.1 College RTP Procedures Document**

The Dean, in consultation with faculty as represented by the COTA Faculty Council and COTA Executive Committee (Department Chairs), shall create a document detailing specific college RTP procedures including but not limited to timeline, action steps, and processes for evaluation. These procedures may not supersede or impede upon the RTP process as defined in university RTP policy and Procedures Documents and may not conflict with Academic Senate policy or the CBA. The COTA RTP Procedures Document shall be reviewed regularly and updated by the Dean, in consultation with the Faculty Council and Executive Committee.

**3.6 College RTP Committee**

COTA concurs with CSULB RTP Policy 3.6 and adds the following.

A full-time tenured faculty member is eligible to serve on RTP committees, provided that, in promotion reviews, the faculty member is of a rank equal to or higher than the candidate's sought rank. The COTA RTP Committee shall (1) whenever possible include one representative from every department in the college, and (2) whenever possible be comprised entirely of faculty eligible to review all files under review. These two goals supersede any other obligations for faculty to serve in the RTP review process except when a department has only one faculty member eligible to review all candidates in the department.

**3.2 Department RTP Policy**

The Department of Theatre Arts concurs with CSULB RTP Policy 3.2. and COTA Policy 3.2.

**3.3 Department RTP Committee**

The Department of Theatre Arts concurs with CSULB RTP Policy 3.3 and COTA Policy 3.3.

**3.4 Department Chair**

The Department of Theatre Arts concurs with CSULB RTP Policy 3.4 and COTA Policy 3.4.

**3.5 Theatre Arts RTP Policy**

The Department of Theatre Arts concurs with CSULB RTP Policy 3.5 and COTA Policy 3.5.

**3.5.1 Theatre Arts RTP Procedures Document** The Department of Theatre Arts concurs with COTA Policy 3.5.1.

**3.6 Theatre Arts RTP Committee**

The Department of Theatre Arts concurs with CSULB RTP Policy 3.6 and COTA Policy 3.6.



**3.7 Dean of the College**

COTA defers to CSULB RTP Policy 3.7 and adds the following. Evaluations at the department level provide discipline-specific summaries of the candidate’s record and are provided for the Dean’s consideration in reaching an independent evaluation.

**3.8 Provost and Senior Vice President for Academic Affairs**

COTA defers to CSULB RTP Policy 3.8.

**3.9 President**

COTA defers to CSULB RTP Policy 3.9

**4.0 TIMELINES FOR THE RTP PROCESS**

COTA defers to CSULB RTP Policy 4.0, and to all RTP deadlines established by Faculty Affairs.

**4.1 Evaluation of Tenure-Track Faculty for Reappointment**

COTA defers to CSULB RTP Policy 4.1.

**4.2 Evaluation of Tenure-Track Faculty for Tenure and Promotion**

COTA defers to CSULB RTP Policy 4.2.

**4.3 Evaluation of Tenured Faculty for Promotion**

COTA defers to CSULB RTP Policy 4.3.

**5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA**

COTA defers to CSULB RTP Policy 5.0 and adds the following.  
Throughout the following subsections of this COTA RTP Policy (5.1 through 5.5.2) reference is made to each level of evaluation within the college. These levels are:  
department RTP committee evaluation,  
department chair (optional) evaluation,  
college RTP committee evaluation,  
college dean’s evaluation.  
Candidates and evaluators are advised that the criteria for each of the possible actions under consideration in the RTP process (see sections 5.1-5.5.2) are distinct from one another and necessitate careful reading of their specifics.

**5.1 Reappointment Consideration for Tenure-track Faculty**

COTA defers to CSULB RTP Policy 5.1 and adds the following. At each level of evaluation within the college, in order to recommend a candidate for reappointment, evaluators must determine, and clearly and specifically state in the evaluation report, that the candidate has met all university and college RTP standards, protocols, documentation requirements, and deadlines, and that the candidate’s record during the period under evaluation indicates significant performance and likely ongoing performance at a level that at minimum is satisfactory in each of the three areas of evaluation: (1) instruction, (2) RSCA, and (3) service.  
See COTA RTP Policy 7.6 for definitions of unsatisfactory, satisfactory, and excellent.

**3.7 Dean of the College**

The Department of Theatre Arts defers to CSULB RTP Policy 3.7 and COTA Policy 3.7.

**3.8 Provost and Senior Vice President for Academic Affairs**

The Department of Theatre Arts defers to CSULB RTP Policy 3.8 and COTA Policy 3.8.

**3.9 President**

The Department of Theatre Arts defers to CSULB RTP Policy 3.9 and COTA Policy 3.9.

**4. 0 TIMELINES FOR THE RTP PROCESS**

The Department of Theatre Arts defers to CSULB RTP Policy 4.0 – 4.3, and to all RTP deadlines established by Faculty Affairs.

**4.1 Evaluation of Tenure-Track Faculty for Reappointment**

The Department of Theatre Arts defers to CSULB RTP Policy 4.1.

**4.2 Evaluation of Tenure-Track Faculty for Tenure and Promotion**

The Department of Theatre Arts defers to CSULB RTP Policy 4.2.

**4.3 Evaluation of Tenured Faculty for Promotion**

The Department of Theatre Arts defers to CSULB RTP Policy 4.3.

**5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA**

The Department of Theatre Arts defers to CSULB RTP Policy 5.0 – 5.1.

5.2 Awarding of Tenure

COTA defers to CSULB RTP Policy 5.2 and adds the following. At each level of evaluation within the college, in order to recommend a candidate for tenure, evaluators must determine, and clearly and specifically state in the evaluation report, that the candidate has met all university and college RTP standards, protocols, documentation requirements, and deadlines, and that the candidate’s record during the period under evaluation indicates significant and likely ongoing performance that is excellent in one area and satisfactory in the other two areas.

These are the COTA criteria for tenure alone. See section 5.3 for criteria for appointment/promotion to Associate Professor and section 5.4 for criteria for appointment/promotion to Professor.

See COTA RTP Policy 7.6 for definitions of unsatisfactory, satisfactory, and excellent.

5.3 Appointment/Promotion to Associate Professor

COTA defers to CSULB RTP Policy 5.3 and adds the following. At each level of evaluation within the college, in order to recommend a candidate for promotion to the rank of Associate Professor, evaluators must determine, and clearly and specifically state in the evaluation report, that the candidate has met all university and college RTP standards, protocols, documentation requirements, and deadlines, and that the candidate’s record during the period under evaluation indicates significant, sustained, and ongoing performance that is excellent in one area and satisfactory in the other two areas.

See COTA RTP Policy 7.6 for definitions of unsatisfactory, satisfactory, and excellent.

5.2 Awarding of Tenure

The Department of Theatre Arts defers to CSULB and COTA RTP Policy 5.2 and adds the following:

It is expected that the candidate will demonstrate a high and consistent level of achievement in Instruction and RSCA. The candidate will demonstrate a record of substantial and ongoing Service.

A. Instructional Activities

It is expected that the candidate will demonstrate evidence of a continuous pattern of superior teaching and student learning in: Delivering group or individual instruction; preparing for studio, performance and/or class instruction; evaluating student work.

B. Research, Scholarly and Creative Activities

We concur with the CSULB RTP Policy section 5.3 that the candidate in this category is expected to have a high, consistent and ongoing program of high-quality peer-reviewed scholarly work, which contributes to the advancement, application, or pedagogy of the discipline or interdisciplinary fields of study. For designers and technicians’ study and research in this category may include exhibitions, programming, and publishing in juried, refereed, invited, or externally reviewed publications or presentations at professional meetings or exhibitions of national and/or international scope.

It is expected that the candidate will demonstrate evidence of a continuous pattern of high and consistent RSCA activities from multiple selections from one or more of the following (or equivalent) categories:

- 1. Creating and/or facilitating theatre at recognized academic and professional theatres. For designers and technicians, this includes: Professional engagements at nationally and/or internationally recognized theatre, opera, dance, and live entertainment companies; Professional engagements for art direction, set design, costume design, sound, projection design , and/or lighting design for television or film that is commercially distributed on at least a regional level; Professional engagements for nationally and/or internationally known troupes and/or companies.
- 2. Apply theatre and facilitate theatre activities at nationally recognized academic and/or professional theatres or in conjunction with nationally recognized theatre-related industries, organizations, or educational institutions. For designers and technicians, this includes: Professional engagements for their artistic specialty at nationally and/or internationally recognized theatre, opera, dance companies, and live entertainment companies; professional engagements for art direction, set design, costume design, sound, projection design, and/or lighting design for television or film that is commercially distributed on at least a regional level;
- 3. Research and publication in the areas of dramatic literature and performance in terms of theory, criticism, history, and cultural context.

C. Service

It is expected that the candidate will demonstrate evidence of ongoing service to the department, college, and university.

5.3 Appointment/Promotion to Associate Professor

The Department of Theatre Arts defers to CSULB RTP Policy 5.3 and adds the following:

The Department of Theatre Arts concurs with the CSULB RTP Policy section 5.3 that an associate professor in this category is expected to have a successful and ongoing program of RSCA. The candidate’s record during the period under evaluation should indicate significant, sustained, and ongoing performance that is excellent in one area and satisfactory in the other two areas.

The candidate is expected to have produced high-quality peer-reviewed scholarly work, which contributes to the advancement, application, or pedagogy of the discipline or interdisciplinary fields of study. (For designers and technicians, study and research and publication in this category includes exhibitions, programming, and publishing in juried, refereed, invited, or externally reviewed publications or presentations at professional meeting or exhibitions of national and/or international scope or equivalent.)

It is expected that the candidate will demonstrate a record of sustained and progressive professional accomplishments and development in the areas of teaching, research, scholarly and creative activities, and service.

5.4 Appointment/Promotion to Professor

COTA defers to CSULB RTP Policy 5.4 and adds the following. At each level of evaluation within the college, in order to recommend a candidate for promotion to the rank of Professor, evaluators must determine, and clearly and specifically state in the evaluation report, that the candidate has met all relevant university and college RTP standards, protocols, documentation requirements, and deadlines, and that and that the candidate’s record during the period under evaluation indicates significant, sustained and ongoing performance that is excellent in two areas and satisfactory in the remaining area. See COTA RTP Policy 7.6 for definitions of unsatisfactory, satisfactory, and excellent.

A. Instructional Activities

It is expected that the candidate will demonstrate evidence of a continuous pattern of successful teaching and student learning in: Delivering of group or individual instruction; Preparing for studio, performance, or class instruction; Evaluating student creative work.

B. Research, Scholarly and Creative Activities

It is expected that the candidate will demonstrate achievement in multiple selections from one or more of the following categories or equivalent:

- 1. Creating and/or facilitating theatre at recognized academic and professional theatres. (For designers and technicians this includes: Professional engagements at nationally and/or internationally recognized theatre, opera, dance, and live entertainment companies; Professional engagements for art direction, set design, costume design, sound, projection design and/or lighting design for television or film that is commercially distributed on at least a regional level; Professional engagements for nationally and/or internationally known troupes and/or companies);
- 2. Apply theatre and facilitate theatre activities at nationally recognized academic, and or professional theatres, or in conjunction with nationally recognized theatre-related industries, organizations, or educational institutions (For designers and technicians this includes: Professional engagements for their artistic specialty at nationally and/or internationally recognized theatre, opera, dance, companies, and live entertainment companies; Professional engagements for art direction, set design, costume design, sound, projection design and/or lighting design for television or film that is commercially distributed on at least a regional level);
- 3. Studying and researching dramatic literature and performance in terms of theory, criticism, history, and cultural context.

C. Service

It is expected that the candidate will demonstrate evidence of ongoing service to the department, college, and university.

5.4 Appointment/Promotion to Professor

The Department of Theatre Arts defers to CSULB RTP Policy 5.4 and concurs with COTA RTP Policy 5.4 and adds the following:

Standards for a full professor shall be higher than those for promotion to associate professor that the candidate’s record during the period under evaluation indicates significant, sustained and ongoing performance that is excellent in two areas and satisfactory in the remaining area.

A. Instructional Activities

It is expected that the candidate will demonstrate evidence of a continuous pattern of superior teaching and student learning in: Delivering group or individual instruction; preparing for studio, performance, or class instruction; evaluating student creative work; advising.

B. Research, Scholarly and Creative Activities

The candidate is expected to generate a substantial body of peer-reviewed work at the national or international levels. It is expected that the candidate will undertake selections from one or more of the following categories or equivalent:

- 1. Creating and/or facilitating theatre at least some of which is in professional, off-campus venues of national and/or international standing. For designers and technicians this includes: Professional engagements for their artistic specialty at nationally and/or internationally recognized theatre, opera, dance companies, and live entertainment companies; Professional engagements for art direction, set design, costume design, sound, projection design and/or lighting design for television or film that is commercially distributed on a national level;
- 2. Applying theatre and facilitating theatre activities at least some of which is at professional off-campus venues of national and/or international standing or at nationally and/or internationally significant theatre-related industries, organizations, or educational institutions. For designers and technicians this includes: Professional engagements for their artistic specialty at nationally and/or internationally recognized theatre, opera, dance companies , and live

5.5 Early Tenure or Early Promotion

The College of the Arts defers to CSULB RTP Policy 5.5.

5.5.1 Early Tenure

COTA concurs with CSULB RTP Policy 5.5.1 and adds the following.

At each level of evaluation within the college, in order to recommend a candidate for early tenure, evaluators must determine, and clearly and specifically state in the evaluation report, that the candidate has ~~met~~exceeded all relevant university and college RTP standards, protocols, documentation requirements, and deadlines, and that the candidate's record during the period under evaluation indicates sustained performance and likely ongoing performance at a level that is excellent in each of the three areas of evaluation: (1) instruction, (2) RSCA, and (3) service.

Early tenure will not be recommended based upon a record of less than three complete academic years since the candidate's appointment to their CSULB tenure-track faculty position inclusive of any years of service credit from a prior institutional appointment, and will not be recommended if the candidate has been employed at CSULB for less than one academic year, and requires excellent performance across all three areas of evaluation for the full duration of the period under evaluation.

See COTA RTP Policy 7.6 for definitions of unsatisfactory, satisfactory, and excellent.

5.5.2 Early Promotion

COTA concurs with CSULB RTP Policy 5.5.2 and adds the following.

The following applies only to candidates seeking early promotion to either the rank of Associate Professor or the rank of Professor.

At each level of evaluation within the college, in order to recommend a candidate for early tenure, evaluators must determine, and clearly and specifically state in the evaluation report, that the candidate has exceeded~~met~~ all relevant university and college RTP standards, protocols, documentation requirements, and deadlines, and that the candidate's record during the period under evaluation indicates sustained performance and likely ongoing performance at a level that is excellent in each of the three areas of evaluation: (1) instruction, (2) RSCA, and (3) service.

Early promotion will not be recommended based upon a record of less than three complete academic years since the candidate's appointment to their CSULB tenure-track faculty position inclusive of any years of service credit from a prior institutional appointment, or since the candidate's tenure or last promotion, whichever is most recent, and will not be recommended if the candidate has been employed at CSULB for less than one academic year, and requires excellent performance across all three areas of evaluation for the full duration of the period under evaluation.

See COTA RTP Policy 7.6 for definitions of unsatisfactory, satisfactory, and excellent.

6.0 STEPS IN THE RTP PROCESS

COTA defers to CSULB RTP Policy 6.0 and 6.1 and to all RTP deadlines established by Faculty Affairs. Departments may develop steps that are clearly defined, reasonable, relevant, appropriate, and timely, and that do not supersede or impede steps defined in the CSULB RTP Policy.

- entertainment companies; Professional engagements for art direction, set design, costume design, sound, projection design and/or lighting design for television or film that is commercially distributed on a national level;
- 3. Researching and publishing in the areas of dramatic literature and performance in terms of theory, criticism, history, and cultural context.

C. Service

It is expected that the candidate demonstrate evidence of significant service in support and advancement of the university, the college, the department, the theatre profession and the community by:

- 1. Serving the university on the departmental, college, and university levels;
- 2. Advancing the profession beyond CSULB and the CSU system through work on projects and with organizations of regional or national scope.

5.5 Early Tenure or Early Promotion

The Department of Theatre Arts defers to CSULB RTP Policy 5.5.

5.5.1 Early Tenure

The Department of Theatre Arts defers to CSULB and COTA RTP Policy 5.5.1

5.5.2 Early Promotion

The Department of Theatre Arts defers to CSULB RTP Policy 5.5.2.

6.0 STEPS IN THE RTP PROCESS

The Department of Theatre Arts defers to CSULB RTP Policy 6.0 – 6.9, and to all RTP deadlines established by Faculty Affairs.

**6.2** COTA defers to CSULB RTP Policy 6.2.

**6.3** COTA defers to CSULB RTP Policy 6.3.

**6.4** COTA defers to CSULB RTP Policy 6.4 and adds the following. Department RTP committee chair must notify candidate when supplementary materials collected during the Open Period are compiled and added to the candidate’s file.

**6.5** COTA defers to CSULB RTP Policy 6.5.

**6.6** COTA defers to CSULB RTP Policy 6.6 and adds the following. The department RTP committee must conclude its evaluation report by clearly stating whether the committee recommends or does not recommend the candidate for each RTP action under consideration.

**6.7** COTA defers to CSULB RTP Policy 6.7 and adds the following. If completing an optional independent written evaluation, the department chair must conclude the written evaluation by clearly stating whether the chair recommends or does not recommend the candidate for each RTP action under consideration.

**6.8** COTA defers to CSULB RTP Policy 6.8 and adds the following. The college RTP committee must conclude its evaluation report by clearly stating whether the committee recommends or does not recommend the candidate for each RTP action under consideration.

**6.9** COTA defers to CSULB RTP Policy 6.9 and adds the following. The dean must conclude their written evaluation by clearly stating whether the dean recommends or does not recommend the candidate for each RTP action under consideration.

**6.10** COTA defers to CSULB RTP Policy 6.10.

**7.0 ADDITIONAL PROCESSES**

**7.1** COTA defers to CSULB RTP Policy 7.1.

**7.2** COTA defers to CSULB RTP Policy 7.2.

**7.3** COTA defers to CSULB RTP Policy 7.3.

**7.4** COTA concurs with CSULB RTP Policy 7.4 and adds the following. Candidate rebuttal documents shall be limited to a written reply to the committee and shall not involve the addition of other materials or documents, or information not immediately relevant to those parts of the committee report being rebutted. Any submitted written reply shall become part of the candidate’s ~~history file~~ history file. In subsequent RTP submissions, the candidate must provide the rebuttals and/or replies in the same area as other prior evaluations. Additionally, official documentation of modifications to the RTP timeline and/or the date of the next RTP evaluation must be included. These items must be clearly named so they are easy for evaluators to locate.

**7.5** COTA concurs with CSULB RTP Policy 7.5.

**7.6** COTA concurs with CSULB RTP Policy 7.6 and adds the following.  
In keeping with the example language used in CSULB RTP Policy 7.6, COTA adopts and requires the use of the following terms as summary evaluative descriptors for rating a candidate’s performance in each of the three areas of evaluation: Unsatisfactory, Satisfactory, Excellent.

At each level of evaluation within the college (department RTP committee evaluation, department chair optional evaluation, college RTP committee evaluation, college dean’s evaluation) for each area of evaluation (instruction, RSCA, service), the evaluator or evaluating committee must conclude the evaluation of the candidate’s performance in each of the three areas of evaluation by rating the candidate’s performance using one of the three summary evaluative descriptors.

**7.0 ADDITIONAL PROCESSES**  
The Department of Theatre Arts defers to CSULB RTP Policy 7.1-7.3.

**7.4** The Department of Theatre Arts concurs with CSULB RTP Policy 7.4 and COTA Policy 7.4.

**7.5** The Department of Theatre Arts concurs with CSULB RTP Policy 7.5 and COTA Policy 7.5.

**7.6** The Department of Theatre Arts concurs with CSULB RTP Policy 7.6 and COTA Policy 7.6.

For the purposes of RTP evaluation, COTA defines the summary evaluative descriptors as follows.

Unsatisfactory: Candidate fails to clearly and demonstrably meet expectations in the area of evaluation (instruction, RSCA, service) as described in the COTA RTP policy (section 2.0 and subsections) and further delineated in the department-level RTP policy.

Satisfactory: Candidate clearly and demonstrably meets expectations in the area of evaluation (instruction, RSCA, service) as described in the COTA RTP policy (section 2.0 and subsections) and further delineated in the department-level RTP policy. A satisfactory evaluation should not be interpreted as a pejorative, nor confused with the designation of excellent for candidates who truly exceed expectation.

Excellent: Candidate clearly, demonstrably, and significantly exceeds expectations in the area of evaluation (instruction, RSCA, service) as described in the COTA RTP policy (section 2.0 and subsections) and further delineated in the department-level RTP policy. Designation of excellent is a particular honor, and should be used selectively when merited.

**8.0 CHANGES AND AMENDMENTS TO THE RTP POLICY**

COTA defers to any and all changes to CSULB RTP procedures that may occur as a result of changes to the CSU-CFA Collective Bargaining Agreement (CBA), as well as changes procedural changes made by campus administrators to accommodate the university calendar or other campus needs.

**8.0 CHANGES AND AMENDMENTS TO THE RTP POLICY**

The Department of Theatre Arts defers to any and all changes to CSULB RTP procedures that may occur as a result of changes to the CSU-CFA Collective Bargaining Agreement (CBA), as well as procedural changes made by campus administrators to accommodate the university calendar or other campus needs.