**REVISION TO POSC DEPARTMENT RTP POLICY, SECTIONS V.A.4. AND V.A.5.**

4. While recognizing that student evaluations represent only one measure of teaching effectiveness, the department expects that, taken as a whole, student course evaluation summaries will reflect favorably on the effectiveness of the candidate’s instructional practices and overall teaching ability. Evaluations that fail to do so will be regarded as cause for concern, and, if repeated across multiple courses and or/semesters, will be potentially harmful to the candidate’s success in the RTP process, and as such should be addressed and accounted for in the candidate’s narrative.

5.   In regard to Section 2.1.7.2 of the College RTP policy, the department recognizes that student evaluations may be affected by many different factors, and so the Department RTP Committee shall carefully examine the entire record of student evaluations included in the file.  In addition, if warranted by evidence in the file, the Department RTP Committee will weigh any unique or unusual circumstances that might affect a given candidate’s record, including but not limited to the following:

a.              Patterns of growth and development over time

b.              Course type and composition (e.g., required or elective; lower division or upper

division; general education; class size)

c. Discrepancies between written comments and numerical markings on student

evaluation forms

d.              Anomalies or variations among student evaluations

e.              Other forms of instructional assessment employed by the candidate

f.              Pedagogical approaches

MAPPING OF THE SOURCES OF TEXT:

Anything in green is drawn from the file Terri sent: “reconsideration2 clean”

Anything in magenta is drawn from Larry’s draft email (I removed and consolidated a portion that seemed repetitive to the new section 5)

Anything in yellow is from other departments’ RTP policies (Sociology and History providing the best models in my opinion).

4.   While recognizing that student evaluations represent only one measure of teaching effectiveness,the department expects that, taken as a whole, student course evaluation summaries will reflect favorably on the effectiveness of the candidate’s instructional practices and overall teaching ability, including their ability to organize and present course content, provide students with tools and guidelines for understanding course materials and helping students achieve academic success.  . Evaluations that fail to do so will be regarded as cause for concern, and, if repeated across multiple courses and or/semesters, will be potentially harmful to the candidate’s success in the RTP process, and as such should be addressed and accounted for in the candidate’s narrative.

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d.              Other forms of instructional assessment employed by the candidate

e.              Pedagogical approaches