**GUIDELINES FOR THE ASSESSMENT OF TEACHING EFFECTIVENESS**

All colleges must incorporate the overarching principles for the incorporation of student feedback detailed below into promotion and/or tenure guidelines for tenure-line and non-tenure-line faculty members undergoing formal review.

1. The goal of this approach is to provide a holistic review of SEEQ/SRTE student feedback that minimizes bias.
2. This review of student feedback will replace the previous summary of quantitative and qualitative student feedback on teaching effectiveness in formal promotion and/or tenure review materials.
3. The sub-unit at the first level of review will identify a minimum of two individuals to serve as student feedback reviewers, consistent with the criteria below:
	1. at least one individual selected from a list of two or more Penn State faculty members nominated by the candidate
	2. one faculty member from the subunit department appointed by the subunit head
4. The reviewers are charged with
	1. examining student feedback from available courses for the period since a candidate’s last formal review and/or covered by the review (whichever is the shortest)
	2. writing a report of no more than 750 words (about one single-space page) describing insights about the candidate’s teaching effectiveness derived from quantitative and qualitative student feedback from SEEQ/SRTE responses across the courses taught during the review period
	3. as applicable, reviewers should incorporate attention to the elements of teaching: effective course design, effective instruction, inclusive and ethical pedagogy, reflective and evolving practice. NOTE: Reviewers are advised to consult with the Schreyer Institute for Teaching Effectiveness for guidance for how to interpret student feedback
5. This report will be sent to the subunit head or supervisor and will be included in the dossier reviewed by the candidate. If a candidate perceives that the report inadequately represents teaching effectiveness based on student feedback, candidates may revise their narratives to address the perceived discrepancy.
6. SEEQ/SRTE scores will be included in an appendix to the dossier. The delivery mode of the course and the distribution, mode, and median for SEEQ/SRTE items will be provided for each course.
7. All candidates have the option of including raw data student feedback from the SEEQ/SRTE in their supplemental materials.
8. As long as the principles articulated here are adhered to, academic units are free to incorporate this work into existing structures, such as teaching review committees.

Guidelines established by Office of Faculty Affairs: May 5, 2025

See also: <https://facultyaffairs.psu.edu/changes-to-the-assessment-of-teaching-effectiveness/>