



PROCEDURE 2.2.1: TENURED FACULTY ASSESSMENT FOR GROWTH

Statement of philosophy

We, the faculty of Sandburg, believe the following:

- Professional growth is the responsibility of each faculty member; such development leads to the attainment of personal career and professional objectives and to the advancement of the college's mission.
- Sandburg must have in place a faculty growth process, as well as standards for teaching.

The college must commit resources to support professional growth and must recognize and value excellence in teaching. The faculty has the responsibility to support the growth process and to act as consultants to the participants. The outcome of such a professional growth process is for tenured faculty and will include the following:

- Identification of college-wide areas of need that could be met through professional development activities
- Maintenance of quality, integrity, effectiveness of teaching and learning, and appropriate rigor of instructional content
- Opportunity for tenured faculty to chronicle performance
- Reinforcement of quality professional performance
- Institutional encouragement of professional growth

Growth plan narrative

About one-fifth of the tenured faculty is involved in the growth process during any given period. The length of the process varies from one to two years. Each faculty member can expect to go through the growth process approximately every five years (or more often if the faculty member chooses to do so). A faculty member can be initiated into the process in the following ways:

- Chosen by lot by the faculty growth and development committee
 - a. Those who have just completed the non-tenured evaluation or the growth process aren't eligible.
 - b. An attempt will be made to apportion, by department, those participating in the process.
- Directed by associate vice president or dean
- Volunteer

Faculty are notified of participation in early March. Following notification, each faculty member meets with their associate vice president or dean to discuss the proposed plan and review the required documentation. Approval of the faculty plan by the associate vice president or dean is required.

In April of the following year, each faculty member completes and submits the required documentation, which is provided to the committee and the faculty member's associate vice president or dean. If a faculty plan requires additional time, an additional year up to two years may be afforded.

Failure to make significant progress as determined by the faculty growth and development committee may result in the faculty member being assigned to their associate vice president or dean for supervision of the growth process.

Faculty growth and development form

Per [Policy 2.2: Employee evaluation](#) and the related procedure, the college must commit resources to the support of assessment and growth and must recognize and value excellence in teaching. The faculty has the responsibility to support the assessment/growth process and to act as consultants to the participants. The outcome of such a professional assessment/growth system for tenured faculty will include the following:

- Identification of college-wide areas of need that could be met through professional development activities
- Maintenance of quality, integrity, effectiveness of teaching and learning, and appropriate rigor of instructional content
- Opportunity for tenured faculty to chronicle performance
- Reinforcement of quality professional performance
- Institutional encouragement of professional growth

Approval from your department dean or vice president **is required**. The first question in the survey requires confirmation of approval and the accuracy of the information being submitted. Below are the questions included in the form:

1. By answering yes to this question, I confirm my plan has been approved by the department dean or associate vice president. In addition, by answering yes to this question, I confirm the information provided is accurate to the best of my knowledge. This action serves as my electronic signature for both statements.
2. Indicate the academic year during which you completed the professional growth reported in this form.
3. Identify the department with which the faculty member is associated.
4. Identify the professional development you have chosen to pursue.
 - a. College credit course
 - b. Workshop
 - c. Seminar
 - d. Continuing education
 - e. Tech Connect
 - f. Online course standards
 - g. Course assessment (e.g., all of BIO 101)
 - h. Other — If chosen, upload a brief description of the plan in your response to #7 along with other related information.
5. What was the impetus for your professional development?
6. How has your professional development impacted student success?
7. Upload related documentation as evidence of the professional development pursued. Examples include a completed peer review form used for Quality Matters, proof of completion for continuing education and a documented review of course assessment. (Submission using this form **does not** connect to HR or academic services for reimbursement or pay scale advancement.)

Classroom observations

Annually, each faculty member is observed by the department associate vice president, dean or designee. Classroom visits may take place on campus, off campus, in a virtual classroom or in an online course. A standard form is completed and shared with the faculty member following the observation.

The classroom observation form consists of the following:

1. Provide the faculty member's name.
2. Identify the employment of the faculty member as full-time or adjunct.
3. Identify the department with which the faculty member is associated.
4. Specify the location of the observation.
5. State the date of the observation.
6. State the class section observed.
7. Respond to the following statements using a five-point scale (1 — not evident, 2 — minimally evident, 3 — evident, 4 — strongly evident, 5 — exemplary).
 - a. Lesson learning objectives are clear to students.
 - b. Student engagement and/or faculty commitment to student engagement is evident.
 - c. The faculty member fosters a respectful, inclusive and supportive environment.
 - d. Content is delivered and explanations provided in a way that supports student learning.
 - e. Technology tools, if used, enhance student learning.
 - f. Formative assessment is present with timely and constructive feedback.
 - g. Student participation indicates students are actively and critically engaging with the content.
 - h. The class period operates smoothly in terms of organization, transitions and overall pace to support student learning.
8. Add any additional comments.
9. Confirm the accuracy of the information provided and submission of the observation to the faculty member observed and the college. The confirmation serves as the observer's electronic signature.



Categories of criteria of teacher performance

The following is a *suggested* list of research-based practices.

Instructional design and clarity

- Clearly communicates course learning objectives and expectations.
- Organizes content in a logical sequence with progressive development of concepts.
- Presents material in manageable steps using examples and modeling.
- Connects new material to prior learning.
- Regularly checks for understanding and adjusts instruction accordingly.

Active and engaged learning

- Uses instructional strategies that actively engage students in the learning process.
- Provides opportunities for discussion, collaboration and application.
- Encourages student participation and interaction with course content.
- Facilitates meaningful dialogue and problem-solving activities.

Inclusive and student-centered instruction

- Creates an inclusive learning environment that supports diverse learners.
- Promotes equitable participation and respect for all students.
- Uses varied instructional approaches to address different learning needs.
- Provides multiple opportunities for students to demonstrate learning.

Assessment and feedback

- Uses formative and summative assessments aligned with course learning objectives.
- Provides timely, specific and constructive feedback.
- Monitors student progress and adjusts instruction as needed.
- Encourages student reflection and self-assessment.

Cognitive engagement and intellectual stimulation

- Promotes critical thinking, analysis and problem-solving.
- Engages students with authentic or real-world applications.
- Encourages inquiry, curiosity and independent thinking.
- Supports development of metacognitive skills.

Student engagement and motivation

- Demonstrates enthusiasm and interest in the subject.
- Establishes relevance of course content to student goals.
- Sustains student attention through varied instructional approaches.
- Builds a supportive and engaging learning experience.



Positive learning environment

- Demonstrates respect, fairness and professionalism.
- Encourages student participation and fosters a sense of belonging.
- Maintains clear expectations and appropriate classroom structure.
- Supports a climate conducive to learning.

Evidence-based teaching practices

- Incorporates research-supported instructional strategies (e.g., active learning, inclusive teaching, formative assessment).
- Applies effective teaching practices consistently and intentionally.
- Uses data and feedback to inform instructional decisions.

Instructional alignment

- Aligns course learning objectives, instructional activities and assessments.
- Ensures assessments accurately measure stated learning outcomes.
- Designs learning activities that directly support achievement of course objectives.
- Clearly communicates the relationship between objectives, activities and assessments to students.

Accessibility and usability

- Ensures instructional materials are accessible to all students, including those with disabilities.
- Uses user-friendly and clearly organized instructional technologies and materials.
- Provides course materials in formats that support usability and equitable access.
- Incorporates accessibility standards consistent with institutional and legal requirements.

Professional responsibility and continuous improvement

- Engages in ongoing reflection on teaching effectiveness.
- Participates in professional development related to instruction.
- Uses student, peer and other feedback to improve teaching.
- Contributes to instructional improvement initiatives within the college.

References

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