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ELEVATING TEACHING EFFECTIVENESS IN TOURISM AND HOSPITALITY MANAGEMENT PROGRAM: A PROFESSIONAL DEVELOPMENT-DRIVEN FACULTY FOR SUSTAINABLE DEVELOPMENT PEDAGOGY

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Article Info	ABSTRACT
<p>Article history: Received: 12 June 2025 Revised: 30 June 2025 Accepted: 30 June 2025 Published: 1 Sept 2025</p>	<p>The study investigates teaching evaluation in a Tourism and Hospitality Management Program, focusing on integrating sustainable development pedagogy aligned with the 2030 Sustainable Development Goals (SDGs). Using qualitative faculty surveys and guided by the Danielson Framework for Teaching, it examines current practices, faculty perceptions, and sustainability integration. Findings reveal evaluations are viewed positively for professional growth but highlight the need to embed sustainability more effectively. Four key areas emerged: identifying strengths and weaknesses, promoting constructive feedback, encouraging diverse teaching strategies, and fostering reflective practices post-evaluation. The study emphasizes that combining a well-structured evaluation framework with sustainability-focused professional development can enhance teaching quality and promote responsible education. Its unique application of the Danielson Framework stresses sustainability's role in tourism education and innovative post-evaluation reflection for continuous improvement aligned with SDGs.</p>
<p>Keywords: teaching evaluation, sustainable pedagogy, Sustainable Development Goal</p> <p></p>	

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INTRODUCTION

To ensure instructional excellence and foster continuous professional growth, colleges and universities typically designate a faculty member, often a dean, department chair, or experienced program coordinator, as a focal person responsible for observing faculty performance (Berk, 2005). Recognizing the growing need to prepare students for a sustainable future, this observation process can be strategically leveraged to assess how effectively faculty members integrate sustainable development pedagogy into their teaching. This includes evaluating how well they address sustainability issues, promote systems thinking, encourage ethical decision-making, and foster action-oriented learning related to environmental and social responsibility (Phillips et al., 2014). This observation process provides a structured framework for assessing how effectively faculty members teach, manage their courses, and fulfill their broader professional responsibilities, now with an added emphasis on incorporating sustainability principles.

Teaching observation, a key component of this process, is more than just a procedural requirement; it is a significant institutional initiative intended to enhance the overall quality and condition of classroom instruction and the student learning experience, particularly in relation to developing sustainability literacy and responsible citizenship (Simonson et al., 2022a). Through careful observation and constructive feedback, the focal person can identify both the strengths and areas for improvement in a faculty member's teaching practices, including their ability to effectively implement sustainable pedagogy (Elstad et al., 2015). This, in turn, enables the provision of targeted pedagogical support, resources, and professional development opportunities focused on sustainability (Özdemir, 2020). The ultimate goal is to empower faculty to engage in self-reflection, refine their teaching methods to better address sustainability challenges, and pursue ongoing professional development in sustainable development pedagogy, thereby contributing to a culture of continuous improvement within the institution and fostering a commitment to a more sustainable future (Simonson et al., 2022). Despite all the developments happening in the education section, the country still struggles in achieving its sustainable development goals as it is observed that the Philippines is making headway in reaching the Sustainable Development Goals (SDGs) in education, which center on guaranteeing inclusive and equitable quality education and encouraging opportunities for lifelong learning for everyone (Yap et al., 2023). However, according to the UN's Sustainable Development Solutions Network (SDSN), the nation is still lagging behind in achieving the SDG targets for high-quality education. Although there has been some improvement in educational access, there are still major obstacles standing in the way of the nation's complete attainment of its SDG, including gaps in providing high-quality learning outcomes and addressing systemic injustices (Ramon et al., 2023).

This study highlights the potential of teaching evaluation, when informed by the principles of sustainable development pedagogy, to significantly enhance both teaching quality and student learning outcomes, emphasizing the need for evaluation processes that actively support teachers' professional growth in sustainability education. Through the analysis of survey responses, this research will generate a tailored framework designed to facilitate meaningful teaching evaluation focused on integrating sustainability into the curriculum, providing actionable strategies for instructional improvement that promote systems thinking, ethical decision-making, and action-oriented learning (Chukwubikem, 2013).

This study marks the department's first endeavor to investigate classroom observation and pedagogical evaluation through the lens of sustainable development pedagogy, recognizing their essential role in enhancing teaching and learning—key objectives of the National University and central to preparing students for a sustainable future. Effective education, especially in tourism and hotel management, thrives when all aspects of teaching and learning align with the institution's mission and vision, including a commitment to sustainability. This includes empowering faculty members to realize their full potential in teaching sustainability concepts through professional development, thereby increasing their effectiveness in fostering sustainability literacy and responsible leadership (Paolini, 2015). Ultimately, this initiative aims to evaluate and enhance teaching practices for sustainability; support professional growth in sustainability education; develop a comprehensive framework for sustainability integration; improve student learning outcomes with sustainability principles; assess and refine teaching evaluation process; promote real-world connections and experiential learning; and align teaching practices with institutional goals and global standards. Furthermore, teaching evaluation is a systematic process of watching and recording events and interactions within a classroom setting, now with a focus on assessing the integration of sustainability principles and practices. Therefore, professional intervention should be implemented

to provide constructive feedback and assessment through instructional supervision, specifically addressing the effectiveness of teaching methods related to sustainable development pedagogy (Shinkfield Aniel Stufflebeam, n.d.).

LITERATURE REVIEW

Studies showed that teaching evaluation is ultimately used as a method for studying and learning teaching in all facets, and through this, teachers can help their students to achieve their academic goals. It is realized that a teacher's ability to effectively teach students can have a favorable impact on students' academic achievements. Effective teaching can be achieved if teachers are equipped with the training and supplementary support given by the institution. This support is deemed essential as it complements the learning objectives, providing a framework for describing and evaluating pedagogical competencies effectively. Teaching evaluation is effective, most especially if it is anchored on the mission and vision of the institution, as it is the guiding principle of the institution (Chalmers & Hunt, 2016). The results that can be drawn from the findings can be an integral part of the framework that can help the department as well as the institution to better provide the quality of teaching and learning to its clients, who are the students. Looking toward a promising future, National University (NU) is committed to upholding its standard of quality education by fostering inclusive environments and providing robust learning opportunities. By offering personal, professional, and academic development resources, NU aims to bolster organizational dedication to inclusion and enhance the competencies of its educators. This, in turn, will have a profound and positive impact on student learning and overall educational outcomes.

The purpose of teaching evaluation surely provides valuable insights into the teaching practices, students' learning experiences, and overall classroom environment. Through the institution, a focal person can enhance teaching effectiveness, improve students learning outcomes, create a supportive learning environment, and ensure accountability and quality assurance. Through teaching evaluation, the institution, through a focal person (e.g., dean) and program, can identify faculty members' strengths and weaknesses (Chukwubikem, 2013). To ensure institutional principles are upheld, authorized personnel, typically the dean or program chair, conduct classroom observations. This procedure enables the organization to pinpoint areas in need of enhancement and implement value-added measures, ultimately bridging any gaps to ensure quality learning and teaching. A key element of professional development, teaching evaluation greatly improves instructional strategies and student learning results. The use of teaching evaluation is essential for improving teachers' ability to instruct, which in turn helps students achieve academically. Effective teaching, fostered through evaluation and improvement, cultivates strong relationships, respect, and trust, leading to better learning outcomes. Therefore, a robust evaluation of instructional quality serves as a crucial scaffold in both teaching and learning, supporting growth and excellence (Simonson et al., 2022).

The study's rationale, derived from evaluations, encompasses key considerations for enhancing teaching observation practices. These include: a. identifying constructive observers, fostering growth opportunities in teaching and learning; b. establishing optimal observation schedules; c. selecting effective evaluation tools and methods; and d. grounding observations in established aims and principles.

To ensure rigorous evaluation and promote sustainable pedagogy, teaching observations are typically conducted by the dean or program chair, given their established qualifications, expertise, and understanding of institutional standards aligned with Education for Sustainable Development (ESD) (ISSUES AND TRENDS IN EDUCATION FOR SUSTAINABLE DEVELOPMENT, 2018).

Furthermore, to provide meaningful and relevant feedback, the observer and teacher must share not only a common field of specialization or major but also a commitment to integrating sustainability principles into their teaching practices. This alignment allows the observer to offer valuable insights and specific guidance on how to enhance sustainability competencies, such as promoting critical thinking, ecological awareness, and social responsibility (Pauw et al., 2015). By focusing on key areas for development, including the integration of sustainable pedagogy, the observer helps faculty members enhance their performance, ultimately benefiting both the individual and the institution and contributing to a more sustainable future.

Conceptual Framework and Sustainable Development Pedagogy

As a cornerstone resource in education, the Danielson Framework for Teaching provides a comprehensive rubric for defining and analyzing effective teaching practices. Recognizing the growing importance of sustainability education, this framework can be effectively leveraged to promote sustainable development pedagogy, which emphasizes the integration of environmental, social, and economic considerations into teaching and learning. The Danielson Framework serves as a foundational guide for key educational initiatives, including teacher evaluation, professional development, mentoring, and curriculum design, all of which can be aligned with the goals of sustainability education (Phillips et al., 2014). This further provides various aspects in which teachers better understand the content and pedagogy to create effective lesson plans that address sustainability issues; establish a respectful and supportive classroom culture that values environmental stewardship and social justice; engage students in learning through effective instructional strategies that promote systems thinking, critical reflection, and action-oriented learning related to sustainability; and reflect on practice and collaborate with colleagues to integrate sustainability principles across the curriculum. Therefore, this study adopted this framework, enhanced by a focus on sustainable development pedagogy, which is designed to enhance faculty members' effectiveness in fostering sustainability literacy and ultimately improve student learning outcomes that contribute to a more responsible and sustainable education (Pauw et al., 2015).

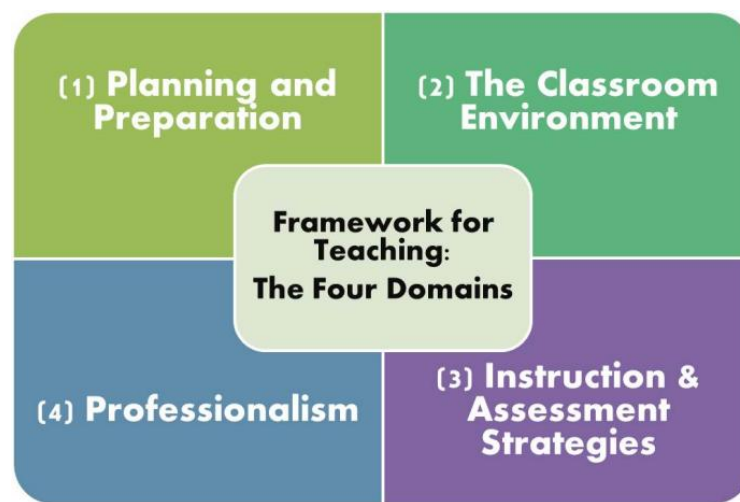


Figure 1. Danielson Framework for Teaching

As the National University expands its influence in the region, its strong commitment and long-lasting impact can be seen in all its students and graduates. It is all because of its teachers, whose dedication, commitment, and engagement extend beyond what is required, particularly in preparing students to be responsible global citizens. This highlights the ultimate goals of the institution in giving excellent and quality service through education and beyond, increasingly emphasizing the importance of sustainable development pedagogy in shaping students' futures. This can be achieved by planning and preparing well for educating students, which includes understanding the students, setting clear learning objectives, using an appropriate teaching approach, designing engaging learning activities, and planning assessments. Having a good classroom environment, which fosters learning, growth, and well-being for all teachers and students, it empowers both to do their best and be more creative and innovative. By assessing the needs to grow and be more effective, the teacher has to evaluate and reflect on his teaching, which highlights the parts that he has to improve and the different strategies that address the needs of his students.

This study hopes to maintain these principles and further integrate sustainability into teaching practices by providing real-time and reliable feedback based on classroom observation, given and carried out every semester by the dean or program chair. This feedback will specifically address how effectively instructors are incorporating sustainability principles and action-oriented learning strategies into their curriculum (Beyhan, 2018). Apart from providing feedback, this process also fosters professional growth and development in sustainable development pedagogy and commends the positive aspects of teachers' teaching styles.

METHODS AND PROCEDURES

Qualitative data was collected through a self-constructed open-ended survey questionnaire administered to Tourism and Hospitality Management faculty members at National University-Dasmarinas. Teacher participation was voluntary. There were 22 participants in this study involving two programs. The faculty members can be either part-time or full-time faculty members teaching different tourism and management courses. The faculty members had been given a week to accomplish and answer the survey questionnaire.

This study examined a teaching evaluation exercise within the Tourism and Hospitality Management Department at National University-Dasmarinas, involving 22 participants from two distinct programs. Guided by the Danielson Framework for Teaching, the study sought to enhance the caliber of teaching and learning through methodical collection of data-driven information on instructional techniques. This process facilitated the identification of both strengths and areas for growth, ultimately contributing to enhanced student learning outcomes.

Survey Questions

The researchers made 4 survey questions such as:

1. How can the teaching evaluation exercise within the Tourism and Hospitality Management (THM) faculty evaluation framework improve and align with the 2030 Sustainable Development Goals, while helping you with your professional development?
2. To what extent does the teaching evaluation process at National University, as currently implemented, demonstrably contribute to creating a more equitable, inclusive, and supportive learning environment for all students and faculty, as evidenced by specific, measurable outcomes directly linked to the university's educational objectives, mission, and vision and the principles of sustainable pedagogy?
3. What do you perceive as the key advantages and disadvantages of implementing the Teaching Evaluation exercise, considering its impact through the lens of sustainable pedagogy? Please provide specific examples to support your response.
4. From a sustainable pedagogy perspective, what additional measures could be implemented to enhance the effectiveness of the "teaching evaluation" exercise?

Survey Question # 1

1. How can the teaching evaluation exercise within the Tourism and Hospitality Management (THM) faculty evaluation framework improve and align with the 2030 Sustainable Development Goals, while helping you with your professional development?

Survey Question 1 revealed the effectiveness of a teaching evaluation exercise within the Tourism and Hospitality Management Faculty Evaluation framework and its role in professional development. The findings show that a significant majority of the respondents, 21 out of 22, or 95.45% of faculty members, perceive the teaching evaluation exercise positively, recognizing its benefits for professional development. They see it as a tool that this teaching evaluation exercise identifies strengths and weaknesses, promotes constructive feedback, offers opportunities to learn different teaching strategies, and increases awareness of teaching practices through post-evaluation. This positive reception to teaching evaluation suggests that a well-designed teaching evaluation exercise could also be effective. If faculty members already value feedback and self-improvement through observation, they might be open to a more direct teaching evaluation review process. However, the survey also highlights potential challenges that must be addressed when implementing teaching evaluation exercises, like it can induce anxiety if not implemented carefully. Clear guidelines, a supportive environment, and a focus on formative feedback are crucial to mitigate stress. Faculty members suggested focusing more on behavioral rating. This raises the point that evaluation criteria should be well-defined and aligned with the Tourism and Hospitality Management program's goals. Teaching evaluation should encompass various aspects of teaching, including pedagogy, classroom management, student engagement, and potentially even attitude and professionalism. It is also a prime concern that the majority of the faculty members have not seen the teaching evaluation form; therefore, they do not have any idea as to what aspects of the teaching methodology of the teaching process are gauged.

In conclusion, based on the positive perception of teaching evaluation-it holds promise as a valuable tool within the Tourism and Hospitality Management Faculty Evaluation framework. To maximize its effectiveness and contribution to professional development, the following elements are crucial:

1. Faculty members need clear guidelines on the evaluation criteria, process, and expected outcomes. Training on providing and receiving constructive feedback is essential.
2. The evaluation process should be framed as a supportive mechanism for growth, not a punitive measure. Confidentiality and trust are paramount.
3. The primary goal should be to provide feedback that helps faculty members improve their teaching practices. Summative evaluations (for promotion or tenure) should be separate and based on multiple sources of evidence.
4. Evaluation should encompass various aspects of teaching, including pedagogy, classroom management, student engagement, and professionalism. The teacher evaluation process should entail active participation from all faculty members.

By taking these factors into account, the faculty of Tourism and Hospitality Management can develop a teaching evaluation tool for the program that enhances current evaluation techniques, promotes a continuous improvement culture, and greatly advances the faculty member's professional growth. As a result, it presents instructional assessment as a means of development and enhancement.

Survey Question # 2

2. To what extent does the teaching evaluation process at National University, as currently implemented, demonstrably contribute to creating a more equitable, inclusive, and supportive learning environment for all students and faculty, as evidenced by specific, measurable outcomes directly linked to the university's educational objectives, mission, and vision and the principles of sustainable pedagogy?

Survey Question 2 reveals that the teaching evaluation process at National University, as currently implemented, makes a limited demonstrable contribution to creating a more equitable, inclusive, and supportive learning environment. This is due to the potential for bias and reliance on primarily student feedback. Substantial revisions are needed to better align the process with the university's objectives, mission, and vision, and the principles of sustainable pedagogy. The faculty believe that they should be part of the review committee for revisiting and revising the teaching evaluation framework since they do not know the contents of the tool. According to 18 of the 22 respondents who answered (86.36%) said that it is important to thrive in a diverse community to achieve truly sustainable pedagogy, which is an approach that not only helps students do well in school but also gives them the skills and values they need to be successful. The study recommends the following solutions based on this survey question:

1. Revise evaluation tools to incorporate specific questions that directly address inclusivity and support, ensuring that the language used minimizes potential bias.
2. Expanding data collection to include peer observations, self-reflections, and learning analytics to identify and address disparities in student performance.
3. Expanding data collection to include peer observations, self-reflections, and learning analytics to identify and address disparities in student performance
4. Providing additional training and resources on inclusive teaching practices, thereby cultivating a culture in which faculty feel supported in exploring innovative pedagogical approaches.
5. Set clear, measurable goals for equity, inclusion, and support, and implement a system for regularly monitoring progress toward those goals.
6. Creating additional opportunities for open dialogue and feedback from students and faculty to better understand their experiences and perspectives.
7. Inclusive teaching involves using diverse pedagogies, accommodating different learning styles, and promoting cultural competence.
8. Integrating sustainability principles into education can enhance both teachers' ability to instill to students social and environmental responsibility, contributing to a supportive learning environment. Through

this, both students and teachers will gain more knowledge, skills, and values they need to become change agents for sustainability.

1. Faculty must be acquainted with universal and community-focused pedagogies, which can foster critical thinking and problem-solving skills related to sustainability. This will create a more relevant and engaging learning experience, and students will believe that they can make a positive difference.

Ultimately, the objective extends beyond achieving higher evaluation scores. It encompasses the creation of a learning environment in which every student and every faculty member feels valued, respected, and empowered to realize their full potential. This vision is attainable if honest self-assessment and a willingness to implement meaningful and impactful change are practiced.

Survey Question # 3

3. What do you perceive as the key advantages and disadvantages of implementing the teaching evaluation exercise, considering its impact through the lens of sustainable pedagogy? Please provide specific examples to support your response.

Survey Question 3 reveals the advantages and disadvantages of a teaching evaluation exercise, highlighting its potential to improve teacher performance, promote professional development, foster cooperation, enhance teaching competencies, and provide feedback; and it may lead to misunderstandings, introduce bias, be time-consuming, and create conflicts. In order to promote equity, inclusion, support, and sustainable pedagogy, there is a need to reframe the advantages in the context of equity, inclusion, and support, which can contribute to a more equitable, inclusive, and supportive environment if implemented thoughtfully.

This reframing includes giving feedback to teachers that they can adopt to a more inclusive practice; it directly promotes equity and inclusion. The professional development opportunities arising from evaluations should focus on addressing equity gaps, promoting cultural competence, and supporting diverse learning needs. This could include workshops on inclusive curriculum design, implicit bias training, or strategies for supporting faculty and students with disabilities, if there are any. Therefore, the survey reveals that the program and institution should encourage faculty to share effective inclusive teaching strategies and collaborate on creating more equitable learning experiences to foster a more supportive environment for both faculty and students, and this evaluation process should encourage teachers to develop competencies in areas relevant to sustainable pedagogy. This could involve integrating sustainability themes into their curriculum, promoting systems thinking, or fostering a sense of ethical responsibility among students. This highlights that honest feedback serves as a supportive tool; therefore, the feedback must be honest and direct and provided in a respectful, confidential, and effective setting as it falls under professionalism.

The disadvantages pose significant risks to creating an equitable and supportive environment and need to be addressed proactively, like the possibility of having misunderstandings and conflicts; therefore, transparent communication and clearly defined evaluation criteria are crucial; the emphasis on the goal is to improve teaching, not to judge or punish; and provide and implement a mediation process to resolve conflicts fairly and equitably. In order to minimize bias evaluation, the program or the institution could include training evaluators on implicit bias, use rubrics with clear, objective criteria, and incorporate multiple perspectives (e.g., dean, program chairs, or student feedback). Through this practice, the program and the institution can come up with standardized, validated evaluation instruments within the institution that are aligned with the university's educational objectives and mission. These instruments should specifically assess inclusive teaching practices and the integration of sustainability principles.

It is once again highlighted that the lack of orientation on the contents of the evaluating tool is one of the disadvantages; therefore, providing support and resources to faculty that help them prepare for evaluations is crucial. Competition is seen as one of the disadvantages, which creates division among teachers. It is highlighted that the teaching evaluation should foster a culture of collaboration and support among faculty. Emphasize that the goal of the evaluation process is to improve teaching across the board, not to create competition.

More so, the evaluation process should be explicitly linked to National University's mission, vision, and educational objectives, which emphasize social responsibility and global citizenship. The evaluation process should assess how teachers are incorporating these values into their teaching. Furthermore, it should consider if the teaching approach is effective for learners with a global mindset. The evaluation process should assess how teachers are integrating principles of sustainable pedagogy into their teaching. With this, the currently implemented evaluation tool of the institution does not have a metric scale that determines and measures faculty members' teaching approach that pertains to sustainable pedagogy. It is highlighted that the lack of this area for evaluation is considered one of the disadvantages. This suggests that this must be aligned with the faculty member's ability to connect course content to real-world sustainability challenges; evaluate their use of experiential learning and community engagement to promote sustainability; foster critical thinking and problem-solving skills related to sustainability; and assess if faculty members are able to instill a sense of ethical responsibility, cultural diversity, gender equality, and social justice to protect the environment and promote social justice, for example.

If able to include it in the evaluation tool, this will encourage faculty members to change their teaching practices, inclusive teaching strategies, and sustainable pedagogy principles through pre- and post-evaluation surveys or observations. This will also allow students to give their feedback on how their instructors show and practice inclusiveness and supportiveness of the learning environment. If this is met, the faculty members will be satisfied and may see it as a form of support they receive to improve their teaching.

The teaching evaluation process at National University has the potential to contribute significantly to creating a more equitable, inclusive, and supportive learning environment if it is implemented thoughtfully and strategically. However, it is crucial to address the potential disadvantages of the evaluation process by promoting transparency, minimizing bias, and fostering a culture of collaboration and support. By explicitly linking the evaluation process to the university's mission, vision, and educational objectives, and incorporating principles of sustainable pedagogy, National University can ensure that the evaluation process is aligned with its values and contributes to a more just and sustainable future. Furthermore, demonstrable outcomes and evidence must be gathered to ensure the efficacy of the teaching evaluation process and prove its benefit in creating a better and more inclusive environment.

Survey Question # 4

From a sustainable pedagogy perspective, what additional measures could be implemented to enhance the effectiveness of the teaching evaluation exercise?

Participants thought of giving rewards to those who will have the highest evaluation, for this can be motivating. The lack of sustainable pedagogy in one of the areas for evaluation is seen as one of the disadvantages; therefore, it must be added in the evaluation tool, including the criteria that explicitly reward the integration of sustainable pedagogy principles. This could involve assessing how the teacher promotes critical thinking about sustainability issues, incorporates experiential learning related to sustainability, or fosters a sense of ethical responsibility in students. This area specifically for sustainable pedagogy will contribute to a more holistic, interconnected, and ethically responsible educational environment. This may also include evaluation questions that specifically assess the teacher's ability to integrate sustainability principles into their teaching.

It also reveals that face-to-face interviews for reflection on values can be implemented, which will encourage faculty members to reflect on their values and how they align with the principles of sustainable pedagogy. It is also seen that inter-program classroom observation and teaching evaluation with a global perspective will give the observers, like the dean and program chairs, as well as the faculty members, the ability to assess and focus on how different programs and disciplines are integrating sustainability into their curriculum and practices. Through this, faculty members as well as the dean and the program chairs will be encouraged to learn from each other about innovative approaches to sustainable education.

The call for collaboration through a team-building seminar that focuses on building collaborative skills to address sustainability challenges within the program and the National University community will greatly help implement and enhance the effectiveness of the teaching evaluation process. Strengthening the sanctity and confidentiality

of feedback on sensitive issues, for this will ensure confidentiality so that faculty members feel safe providing honest feedback on issues related to equity, inclusion, and sustainability.

Establishing a clear purpose and advanced rubrics that highlight sustainable outcomes; for this, give clear communication regarding a sustainable and equitable learning environment. Rubrics should clearly outline the criteria for assessing teaching practices that align with sustainable pedagogy. This could include items about their ability to engage students in project-based learning to address environmental issues, develop skills in systems thinking, engage community partners in course delivery or projects, and provide opportunities for authentic engagement.

Promote long-term vision and continuous improvement, which will ensure that all faculty members are continuously improving their practices and integrating new knowledge and skills through professional development programs that can be designed to address the specific gaps and weaknesses identified in faculty teaching; organize training sessions, workshops, and seminars that are specifically designed to give faculty members the information, abilities, and tools they need to effectively teach sustainability; and establish mentoring programs that can pair experienced faculty members with those who are new to sustainable education.

By implementing these measures, National University can enhance the effectiveness of its teaching evaluation exercise from a sustainable pedagogy perspective. The key is to move beyond simply assessing teaching effectiveness and to actively promote and reward teaching practices that contribute to a more holistic, interconnected, ethically responsible, and ultimately sustainable educational environment. This necessitates a dedication to continuous development, continuous introspection, and a readiness to adjust to the changing demands of the 21st century.

The teaching evaluation process must also be seen as a tool for enabling teachers to effectively improve, adapt, and evolve, and not as a judgment of quality.

IMPLICATION FOR PRACTICE

Implications for practice refers to the practical or actionable steps that can be taken based on research findings, survey results, or theoretical understanding. In simpler terms, it is about transforming the teaching evaluation from a potentially anxiety-inducing, compliance-focused exercise into a supportive, developmental process that actively promotes equity, inclusion, and sustainable pedagogy.

The study aims at providing actionable steps that can directly address the need for sustainable pedagogy focused on improving the existing situation for a better implication for practice in education.

1. Creating a structured teaching evaluation program focused on inclusive and sustainable practices.
2. Requiring faculty to submit a self-reflection outlining their teaching philosophy, efforts to promote equity/inclusion, and integration of sustainable pedagogy, complete with supporting documentation.
3. Promoting a more holistic assessment of teaching
4. Integrating Alumni feedback from sustainable practices
5. Providing thorough training for deans, chairs, and peer observers on how to use the revised evaluation instrument effectively and objectively- aiming at enhancing consistency and fairness.
6. Identifying and mitigating implicit biases aiming at reducing the potential for biased evaluations.
7. Providing constructive, actionable feedback aiming at improving the developmental aspect of the evaluation.
8. Assessing inclusive teaching and sustainable pedagogy aiming at ensuring evaluators understand and value these practices.
9. Establishing a grievance committee/process for faculty to address concerns about unfair or biased evaluations aiming at providing a mechanism for addressing inequities in the process).
10. Offering targeted professional development on inclusive teaching strategies aiming at providing tools and techniques for creating more inclusive classrooms.
11. Focusing on sustainable pedagogy which includes curriculum integration, systems thinking, and ethical responsibility) (Promotes the integration of sustainability principles.

12. Offering Universal Design for Learning (UDL) aiming at enhancing accessibility for all students.
13. Fostering collaboration between faculty members.
14. Revising the teaching evaluation form to include clear, measurable criteria directly assessing the integration of sustainable pedagogy principles, inclusive teaching practices, and student engagement (aligned with the Danielson Framework, if applicable), then implement this revised evaluation form in all faculty evaluations.
15. Implementing behavioral rating as evaluation criteria. The tool should clearly outline different aspects of teaching, including pedagogy, classroom management, student engagement, attitude, and professionalism that minimizes personal and subjective biases.
16. Ensuring proper guidelines are implemented in the evaluation process.
17. Ensuring all faculty members have access to the evaluation form well in advance and receive clear explanations of its purpose, criteria, and process.
18. Organizing an orientation program for faculty members before the evaluation.
19. Scheduling mandatory training sessions for all evaluators

All this summary highlights the key actionable areas to ensure a more sustainable, fair, and effective teaching evaluation process. The actions focus on structuring the evaluation, training evaluators, mitigating bias, providing helpful feedback, addressing inequities, and promoting sustainable and inclusive teaching practices.

CONCLUSION AND RECOMMENDATION

Teaching evaluation is valued by faculty as a tool for professional development, offering benefits such as identifying strengths/weaknesses and learning new strategies. However, there is a clear opportunity to enhance the teaching evaluation framework to better align with the 2030 Sustainable Development Goals and integrate sustainable development pedagogy (Kioupi & Voulvoulis, 2019). The Danielson Framework provides a solid foundation for this integration, providing a means to analyze effective teaching through a sustainability lens. Teaching evaluation is essential for improving instruction and promoting sustainability literacy, emphasizing the value of holistic, real-time feedback that addresses the integration of sustainability principles and action-oriented learning. To leverage these conclusions, it is recommended to develop a tailored framework for sustainability-focused teacher evaluation and revise evaluation tools to include specific criteria for assessing the integration of sustainability. A call for updated curricula and teaching evaluation for aligned with sustainable development goal to improve tourism and hospitality education quality (Amangeldi et al., 2023).

Provide targeted professional development on sustainable pedagogy, ensuring alignment between observers and teachers in terms of expertise and commitment to sustainability principles. Prioritize constructive feedback and assessment that focuses on the effectiveness of teaching methods related to sustainable development pedagogy, and leverage the Danielson Framework as a guide for various educational initiatives. Develop a culture of ongoing development by promoting introspection and resolving any issues that might come up throughout execution. The program should include SDGs in teacher education syllabi but with varying depth and focus (Fiel'ardh et al., 2023). Lastly, raise the standard of education by strengthening the dedication to inclusivity and enhancing teachers' abilities to support successful student outcomes (Phillips et al., 2014). Possible outcomes would be graduates who are prepared to lead sustainability initiatives in hospitality and tourism industries (University of Insubria, 2024).

Additionally, to effectively implement sustainable pedagogy, faculty members must, as other studies have shown, understand how cultural diversity, gender equality, social justice, environmental protection, and personal development are essential components of sustainable development and how they can be incorporated into educational processes; practice an action-oriented transformative pedagogy that engages students in participatory, systemic, creative, and innovative thinking and acting processes in the context of local communities and students' daily lives; act as a change agent within an organizational learning process to advance the school towards sustainable development; identify and assess students' development of cross-cutting sustainability competencies and specific sustainability-related learning outcomes as these are also supported by A. Leicht, J. Heiss, and W. J. Byun (eds.) of UNESCO (2018). Institutional and policy support are essential to sustain impactful initiatives that integrate sustainability comprehensively in education (Ajani & Govender, 2025)

. Tailored curricula should support strategies as core competencies in hospitality education programs (Sisson, Peele, & Sisson, 2024).

Co-Author Contribution

Author 1 carried out the fieldwork, prepared the literature review and overlooked the whole article's write up. Authors 2, 3 wrote the research methodology and did the data entry. Authors 4, 5, 6 carried out the thematic analysis and interpretation of the results.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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