DESCRIPTION

Over recent decades, the evaluation of teaching has undergone dramatic change. In accessible language and supportive detail, Changing Practices in Evaluating Teaching provides not only a cogent overview of these changes but also reflects on current developments to present several useful strategies for implementing new tools and methods in the evaluation of teaching. The authors are all prominent educators who have performed seminal work in the improvement of teaching evaluation.

Written for university and college administrators as well as faculty, this book is a complete guidebook that supplies a wealth of case studies, examples, tables, Web sites, and exhibits that further enhance its utility. It explains how to

• Gain genuine faculty and administrative support

• Avoid common weaknesses in teaching evaluation by students, peers, and self

• Evaluate teaching by examining student learning

• Successfully combine disparate sources of data

• Establish a climate conducive to evaluation

• How to structure and use classroom visits, rating forms, electronic classroom assessment, and teaching portfolios

Changing Practices in Evaluating Teaching makes evident the compelling reasons why colleges and universities must institute fair teaching evaluation systems, and explains how to do so. With a notable focus on improving student learning, this book offers readers
the kind of research-based and ready-to-use information required to foster truly effective and equitable teaching evaluation at their institutions.

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**ABOUT THE AUTHOR**

**Peter Seldin** is distinguished professor of management at Pace University, Pleasantville, New York. A behavioral scientist, educator, author, and specialist in the evaluation and development of faculty and administrative performance, he has been a consultant to nearly 300 colleges and universities throughout the US and in 26 countries around the world.

A well-known speaker at national and international conferences, Seldin regularly serves as a faculty leader in programs offered by the American Council on Education, the American Association for Higher Education, and the American Assembly of Collegiate Schools of Business: the International Association for Management Education.


He has contributed to numerous articles on the teaching profession, student ratings, educational practice, and academic culture to such publications as The New York Times, *The Chronicle of Higher Education* and *Change* magazine. For his contributions to the scholarship of teaching, he has received honorary degrees from Keystone College (Pennsylvania) and Columbia College (South Carolina).

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