DETAILED DESCRIPTION

Written by experts in teaching and administration, this guide offers practical, research-based information for faculty members and administrators in search of new approaches for assessing and improving faculty potential. By recognizing that faculty evaluation can be a difficult, time-consuming, and costly process, the authors of Evaluating Faculty Performance have distilled existing evaluation practices into useful recommendations for strengthening the overall system.

Offering numerous suggestions for improving evaluation methods, assessing program weaknesses, and avoiding common problems, the book:

• Examines compelling reasons for developing effective and systematic faculty assessment processes

• Discusses how to create a climate for positive change by favoring performance counseling over performance evaluation

• Identifies the essential elements and best practices in assessment, while also revealing what not to do in evaluating performance

• Explains the value of the professional portfolio in assessment teaching, and offers advice on how to complete a portfolio

• Outlines key issues, dangers, and benchmarks for success in straightforward language
Included are field-tested forms and checklists that can be used to measure faculty performance in teaching, research, and service. The suggestions for improving faculty assessment are clear and practicable—sensible advice for strengthening a process that is of increasing importance in higher education.

ABOUT THE AUTHOR

Peter Seldin is Distinguished Professor of Management Emeritus at Pace University in: Pleasantville, New York. A Behavioral Scientist, educator, author, and specialist in evaluation and development of faculty and administrative performance, he has been a consultant on higher education issues to more than 350 colleges and universities throughout the United States and in 45 countries around the world. A well-known speaker at national and international conferences, Dr. Seldin regularly serves as a faculty leader in programs offered by the American Council on Education and AACSB International (Association to Advance Collegiate Schools of Business) and is codirector of the annual International Conference on Improving University Teaching.

His well-received books include:

The Teaching Portfolio, third edition (Anker, 2004)

The Administrative Portfolio, with Mary Lou Higgerson (Anker, 2002)

Changing Practices in Evaluating Teaching, with associates (Anker, 1999)

The Teaching Portfolio, second edition (Anker, 1997)

Improving College Teaching, with associates (Anker, 1995)

Successful Use of Teaching Portfolios, with associates (Anker, 1993)

The Teaching Portfolio (Anker 1991)

How Administrators Can Improve Teaching, with associates (Jossey-Bass, 1990)

Evaluating and Developing Administrative Performance (Jossey-Bass, 1988)

Coping with Faculty Stress, with associates (Jossey-Bass, 1987)

Changing Practices in Faculty Evaluation (Jossey-Bass, 1984)

Successful Faculty Evaluation Programs (Coventry Press. 1980)

Teaching Professors to Teach (Blythe-Pennington, 1977)
How Colleges Evaluate Professors (Blythe-Pennington, 1975)

He has contributed numerous articles on the teaching profession, student ratings, education practice, and academic culture to such publications as *The New York times*, *The Chronicle of Higher Education*, and *Change* magazine. Among recent honors, he was named by the World Bank as a visiting scholar to Indonesia. In addition, he was elected a fellow of the College of Preceptors in London, England. This special honor is given to a small number of faculty and administrators who are judged to have made an "outstanding contribution to higher education on the internal level." 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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