

The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions

By Peter Seldin, J. Elizabeth Miller, Clement A. Seldin

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"This book offers a wealth of wisdom and materials. It contains essential knowledge, salient advice, and an immediately useful model for faculty engaged in promotion or tenure." —Raymond L. Calabrese, professor of educational administration, The Ohio State University

"The Teaching Portfolio provides the guidelines and models that faculty need to prepare quality portfolios, plus the standards and practices required to evaluate them." —Linda B. Nilson, director, Office of Teaching Effectiveness and Innovation, Clemson University

"Focused on reflection, sound assessment, and collaboration, this inspiring and practical book should be read by every graduate student, faculty member, and administrator." —John Zubizarreta, professor of English, Columbia College

"All the expanded and new sections of this book add real value, but administrators and review committees will clearly benefit from the new section on how to evaluate portfolios with a validated template." —Barbara Hornum, director, Center for Academic Excellence, Drexel University

"This book is practical, insightful, and immediately useful. It's an essential resource for faculty seeking promotion/tenure or who want to improve their teaching." —Michele Stocker-Barkley, faculty, Department of Psychology, Kishwaukee Community College

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Review
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From the Back Cover

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About the Author
PETER SELDIN is Distinguished Professor of Management at pace University in 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 on higher education issues to more than 300 colleges and universities throughout the United States and 40 countries around the world.

A well-known speaker at national and international conference, Seldin regularly serves as a faculty leader in programs offered by the American council on Education, the American Association for Higher Education, and the Association to Advance Collegiate Schools of Business.
His well-received books include:*The Administrative Portfolio* (2002, with Mary Lou Higgerson); *Changing Practices in Evaluating Teaching* (1999, with associates); *The Teaching Portfolio*, second edition (1997); *Improving College Teaching* (1995, with associates); *Successful Use of Teaching Portfolios* (1993, with associates); *The Teaching Portfolio* (1991); *How Administrators Can Improve Teaching* (1990, with associates); *Evaluating and Developing Administrative Performance* (1988); *Coping with Faculty Stress* (1987, with associates); *Changing Practices in faculty Evaluation* (1984); *Successful Faculty Evaluation Programs* (1980); *Teaching Professors to Teach* (1977); How *College Evaluate Professors* (1975).
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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