

Statements of Teaching Philosophy

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Well-defined teaching philosophy is essential to creating and maintaining a campus culture supportive of teaching. Presented in this paper are reasons for statements of teaching philosophy as well as descriptions of how the statements are beneficial to students, faculty, and university administrations. Described are ways of creating a statement of teaching philosophy and dimensions that may be included in such statements. This article begins a discussion of roles, composition, and evaluation of statements of teaching philosophy.

Teaching is a scholarly activity when it is purposeful, reflective, documented, and shared in an evaluative forum (Menges & Weimer, 1996). Articulating an individual teaching philosophy provides the foundation by which to clarify goals, to guide behavior, to seed scholarly dialogue on teaching, and to organize evaluation. Statements of teaching philosophy function both personally and publicly. A professor who writes a teaching philosophy wants to document beliefs, values, and approaches. It may be written to clarify or reflect on practice, to receive feedback from colleagues, or to articulate a view of teaching for administrative decision-making (Murray, 1995). Regardless of the purpose, the activity demonstrates a deep commitment to teaching and also to growing personally and professionally.

An administration that asks its professors to record formally their teaching philosophies expresses a value for scholarly approaches to teaching and for working toward clearly articulated educational goals. Often professors present their teaching scholarship in a teaching portfolio (Hutchings, 1996; Murray, 1995; Lyons, 1998; O'Neil & Wright, 1995; Seldin, 1997; Shore, Foster, Knapper, Nadeau, Neill, & Sim, 1991). A clear statement of teaching philosophy can organize such a portfolio and help determine its content (Lang, 1996; Rodriguez-Farrar, 1997). Thus, statements of teaching philosophy are central to teaching scholarship from several perspectives.

While there now abound many documents on teaching portfolios, or dossiers, there is comparatively little commentary on statements of teaching philosophy, their role, how to compose them, or how to evaluate them as personal statements (see Chism, 1998, for a valuable, brief contribution). In this article, we hope to begin to remedy the dearth. In particular, we will profile how a statement of teaching philosophy functions beyond a mere catalog of teaching responsibilities or strategies. The "why's" of teaching contrast with, but provide an essential foundation for, the "how's" and "what's" of teaching. In addition, we underscore how discussing teaching philosophy is a professional, scholarly activity that contributes to developing a productive culture of teaching — a culture shaped by faculty and supported by faculty development programs.

The Setting

Our presentation here draws on and summarizes discussions by a group of faculty who developed teaching portfolios through a workshop series. Here, at the University of Texas at El Paso (UTEP), as elsewhere, concerns about evaluating the effectiveness of teaching have grown in recent years. This has primed discussion on teaching itself. In part, through support from a "Model Institutions for Excellence" grant from the National

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