

The Transformational College Teacher

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The recent deluge of criticism directed at university and college teaching is a perfect example of the old chestnut, "We have some bad news and some good news." The bad news is that the image of higher education in general, and the state of teaching within the academy in particular, has been badly tarnished. A few well-known examples will suffice to make the point.

In *The Closing of the American Mind*, Allan Bloom (1987) accused the academy of no less a crime than failing democracy and impoverishing the souls of today's students. *ProfScam's* author, Charles J. Sykes (1988), suggested that the professoriate was made up of a group of lazy, egotistical, and greedy entrepreneurs whose concern for educating the next generation of intellectual leaders was far down on the priority list for their time, energy, and expertise. Speaking with more authority and only slightly less passion, then Secretary of Education William Bennett added his criticism to the discussion, claiming that graduate schools have produced too many narrow specialists whose teaching is often lifeless, stilted, and pedestrian (Bennett, 1985). More

recently the House Select Committee on Children, Youth, and Families issued a report entitled, "College Education: Paying More and Getting Less," which the *Chronicle of Higher Education* greeted as "the opening salvo in a war against higher education that has been building for some time" (Chronicle of Higher Education, 1992, p. B7). The Chair of that report, Representative Patricia Schroeder, was quoted as stating that a professor's salary is "inversely related to the number of hours he or she teaches" (Anderson, 1992), thus adding further fuel to the idea that teaching is not valued in academe.

Even people who have spent their lives within the walls of the academy have added to the bad news. For example, Page Smith (1991), who completed his Ph.D. in history at Harvard and spent a long and fruitful career as a faculty member has observed, "The faculties at the elite universities (and, increasingly, at those lesser institutions bent on aping them) are in full flight from teaching. . . In many universities, faculty members make no bones about the fact that students are the enemy" (p.6).

The good news is that amid the heat generated by the discourse, many faculty have begun to renew their commitment to the centrality of teaching. Helped by such programs as AAHE's Teaching Initiative and by Boyer's thoughtful work, *Scholarship Reconsidered* (1990), many campuses have begun local initiatives to study the quality of teaching, or to find ways to support teaching excellence. The topic of teaching has become safe, appropriate and even politically correct on many campuses. A number of campuses have established or reenergized teaching centers in which excellent teachers share their understanding of the teaching-learning enterprise on their campuses and beyond. Several states have initiated state-wide institutes devoted to improving the quality of post-secondary teaching. In addition, faculty from all disciplines are turning to the literature on pedagogy, in an about-face from their former pattern which was to deprecate all things that are produced in colleges of education or in public school settings.

In the process of doing this, some faculty are becoming aware of the reasons why they choose to teach and of the power inherent in the act of teaching to transform not only the intellectual lives of their students but their own lives as well.

In this article, we review several approaches that have proven to be useful heuristics in college teaching, introduce a model for describing faculty development in teaching that incorporates many of the tenets of invitational education, and show the connections between our model and the earlier approaches described. The central message of this paper, illuminated by the voices of distinguished teachers, is that the act of teaching itself can be a transformational activity, both for students and for faculty.

Background

As college faculty have begun to pay more attention to the process of teaching, one of the most popular discoveries on many campuses has been Bloom's Taxonomy of Educational Objectives in the Cognitive Domain (1956). In this seminal work, Bloom hypothesized that cognitive learning could be organized into a tight hierarchy with each succeeding level incorporating the preceding one and requiring higher order cognitive skills than the previous level. His work was among the first to attempt to examine the complexity of the teaching-learning enterprise by using a hierarchical approach. Table I depicts the levels of Bloom's Taxonomy and presents an example of an objective at each level.

It is clear from the hierarchy that Bloom believed that the process of learning could be better understood by breaking it into component levels. Further, he suggested that by understanding these various levels, teachers could plan instruction that required different levels of cognition depending upon the subject matter, the students' past

mastery of the subject matter and the educational goals that the instructor had for the students. This model has helped faculty conceptualize their educational goals and their teaching approaches in a more precise and organized manner.

Following the taxonomic model, Stillion and Siegel (1985) included the learner in the teaching process by focusing on the effect specific types of teaching behaviors had on the self-concepts of the learners. This approach, based on tenets of humanistic psychology, grew out of the model of invitational education (Purkey & Novak, 1984), which suggests that invitations given by teachers are one of the most important variables determining student learning. The hierarchy of invitational education attempted to operationalize five dimensions and ten levels of inviting teacher behaviors and to suggest specific impacts these behaviors have on student learning about themselves.

TABLE I
Bloom's Taxonomy of Educational Objectives

LEVEL	DEFINITION	EXAMPLE
Knowledge	Ability to recall definitions, classifications, etc.	Who was the founder of facts, Psychoanalysis?
Comprehension	Understanding, including the ability to translate, interpret and extrapolate. stage.	Discuss Freud's stages of psychosexual development, indicating problems that may occur in each
Application	The ability to use a concept or theory correctly in a given situation.	Given a case study, make a diagnosis of the person's problem from the Freudian perspective.
Analysis	The ability to break material into its constituent parts and detect relationships of the parts and the way they are organized. he lived.	Critique Freud's concept of the phallic period of development, pointing out how his concepts of male and female development were shaped by the age in which
Synthesis	The ability to draw upon elements from many sources and put these together into a structure or pattern not clearly there before. which you agree.	Read at least two feminist critiques of Freud's theory of psychosexual development. Then revise the theory to incorporate the points from the feminist critique with
Evaluation	The ability to make judgments about the value of ideas, works, solutions, methods, material, etc. Include both strong points and using to evaluate it.	Make a judgment about how well Freud's theory of psychosexual development describes the development of young people today. weak points of the theory and make clear the principles you are

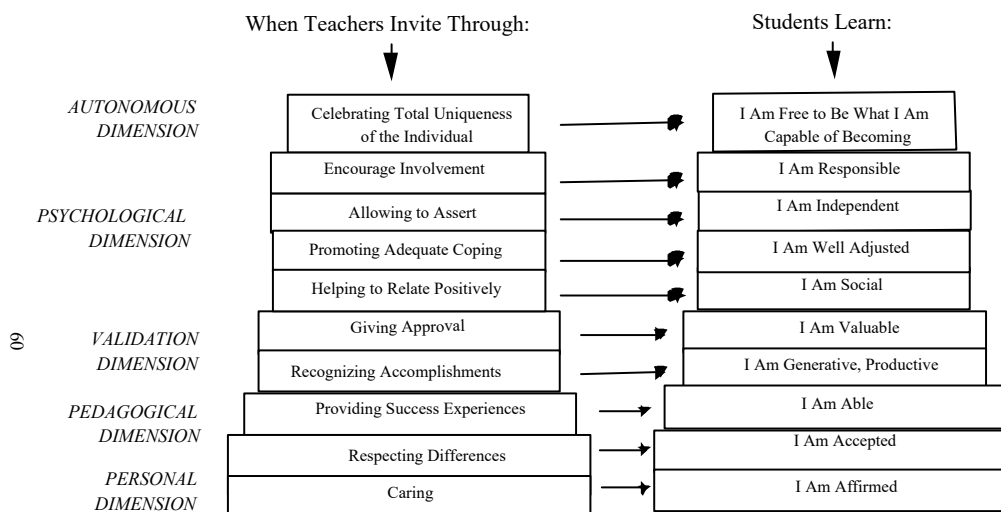


FIGURE 1 : Hierarchy of Invitational Education

The hierarchy of invitational education was rooted in the belief that building positive self-concepts in students is an important step in increasing their motivation to learn as well as in improving their mental health. The central message was that teaching and learning are integrally related activities and that when teachers consciously choose to use specific types of inviting behaviors, students learn important positive lessons about themselves. These lessons build a foundation and positive momentum for later learning and for the full development of the student.

William Perry (1970) added an important dimension for college teachers in developing his stage theory about the nature of learning among college students. According to Perry, students move through four major stages in their view of the world and of learning. Starting from a position of dualism, high school and college students tend to view the world in bi-polar terms. Everything can be classified as black or white; good or bad; right or wrong. At this stage, students regard their teachers as purveyors of "The Truth" and as "Authorities."

As students are confronted with differing world views, they enter the stage of multiplicity. In the early part of this stage, they divide knowledge into what is known and what is yet to be learned and they still view teachers as having parts of the truth, although they recognize that there is more that teachers themselves have to learn. In the latter stage of multiplicity, students become more independent and self-directed learners and begin to view the teacher as more of a resource that can help them in their individual search for knowledge. Students then enter the third stage in Perry's scheme; one of relativism. In this stage, students recognize that their world view is also legitimate. They develop the power to analyze material from their own growing storehouses of knowledge.

In the final stage, commitment, students come of age intellectually. They develop the ability to create their own syntheses, to tolerate am-

biguity, and to make decisions based on incomplete information. Perry's theory placed the student at the center of the teaching-learning equation and suggested that faculty need to take into account the level of development that their students had reached as learners in order to make their teaching most effective.

Taken together, the three approaches we have explored (Bloom's, Stillion and Siegel's, and Perry's) suggest that effective teachers must:

- 1) know something about the way in which cognitive knowledge is structured;
- 2) be aware of the power of teacher behaviors to shape students' views of themselves as learners; and
- 3) understand the level of development students have reached in the way they relate to the act of learning.

These insights seem helpful, even necessary, to a deeper understanding of teaching. However, while they may be necessary, they are not sufficient to assure that college faculty will become and remain excellent teachers. A detailed look at the role of teaching at the college level and the nature of the act of teaching itself may be enlightening.

The Model of Transformational Teaching

Education is a transformational force. It is education that gradually enables children to read, write, compute, and gives students worldwide the tools both to make a living and to enjoy richer, more meaningful lives. Most effective teaching faculty understand the inherent power of teaching to transform students' lives. As one nominee for the outstanding teaching award on his campus said, "Education starts an individual on the road that leads to freedom—the freedom of self-development and self-discovery that recognizes the variety in talent, taste, appearance, intelligence, and virtue among individuals. Only through education in family, church, and educational institutions can young people be shaped into enlightened responsible adults."

Similar, although perhaps less obvious, changes must occur in order for faculty to become and remain excellent teachers. These excerpts, from two different candidate's philosophy of teaching make the point well, "To teach is to learn and to continue to learn is to truly live. There is no better way to understand a subject than to seek to bestow knowledge upon others. To teach, one dissects and conjoins concepts and theories in an effort to give understanding to others and from that process comes greater knowledge and focus for oneself." . . . "I think when I challenge students, I am challenged as a teacher. I have to stretch my own thinking and knowledge as we deal with new ideas and new perspectives on familiar ideas."

These faculty understand that teaching at its best is a highly creative, developmental activity that promotes their personal and professional growth as well as that of their students. The model suggested in Figure 2 was created after reviewing statements from successful college teachers. It is designed to promote a shared understanding of the ever-expanding spheres that faculty may experience as they move toward excellence in teaching. It conceives of excellence in teaching as being made up of five interacting spheres, each of which both influences and is influenced by all other spheres.

The Personal Sphere

The innermost sphere in the model consists of the personal qualities an individual brings to his/her teaching. Most faculty are drawn to higher education because of their own deep love of learning and the enjoyment that comes from mastering a discipline. This sphere recognizes the power of the individual teacher and consists of qualities that students cite as important characteristics of outstanding teachers, including caring about students, enthusiasm, and inherent curiosity. As one candidate for his university's distinguished teaching award put it,

"My philosophy of teaching is characterized by two words: caring and credibility. I care who the students are, what they need, and what I can do for them." Another candidate described his philosophy of teaching as being centered "around my own deep curiosity for knowledge and the stimuli that peak my curiosity."

The Professional Sphere

The second sphere, labeled the professional sphere, contains an imperative for continued growth within the discipline as well as an imperative to share that growth with students and other professionals within the discipline. As faculty become more fluent in their disciplines, they develop the ability to make those disciplines come alive for students; to find the "hooks" between the discipline and the real world experiences of their students.

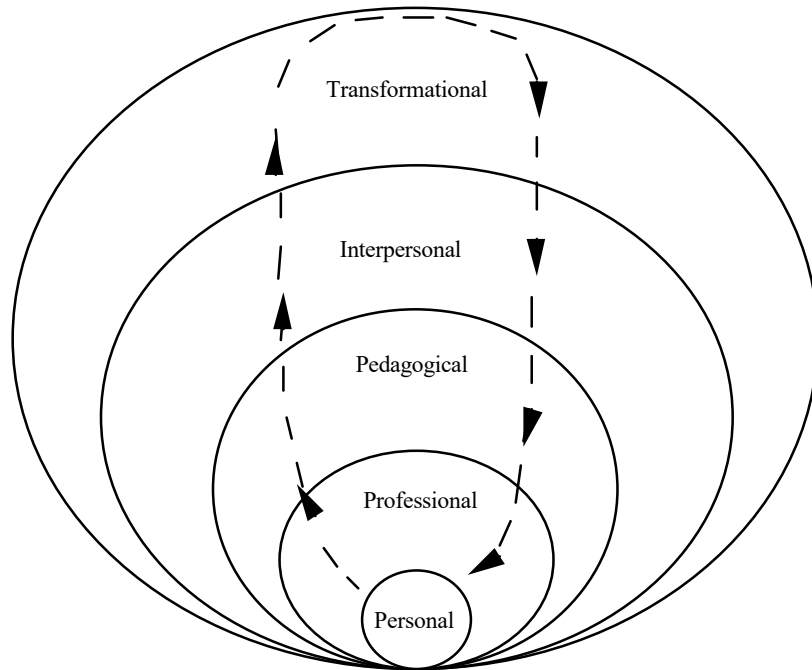


FIGURE 2 : Five Spheres of Faculty Experience

One of our candidates for the teaching award told a story of attending a workshop where she was asked to draw her teaching philosophy. She described the experience this way:

Students came to mind first, and the color green seemed appropriate since it reminded me of growth, renewal, beginnings. I picked up the green crayon and after drawing randomly for several minutes, my vision of students characterized by bold and thin lines—was complete. I began to think how to represent the teaching aspect. I looked at my crayon and somehow, green wasn't the right color. Red seemed more correct for conveying my teaching dimensions of energy, challenge, vitality, and warmth. With both crayons, I began to

draw furiously as images and ideas flowed to my mind. At last, I finished the exercise and sat back, pleased with my work. There were green and red lines intertwined, rarely straight but fluid, moving in and out circling my picture. A heavy concentration of red color was at the center of the picture with open spaces interspersed. The area between the inner and outer circle was filled with lighter shades of red and green. In abstract form, my drawing revealed many representations of my teaching philosophy. Red and green colors are complementary—meaning something added to complete a whole. Effective teachers are constantly being "bridge builders," finding ways to link the information they know to students' levels of understanding. Where this communication link exists so does trust, respect, and freedom to express ideas—even different ones. Moreover, diversity of ideas causes individuals to think, analyze, and evaluate. Learning often is not comfortable since elements are ever changing and fluid. Helping student move from familiar to unfamiliar structures/content is like "dancing on the edge." That is, creating the dissonance for new patterns to emerge while supporting the individual through the procedure is the challenge of the teacher.

Faculty also become practitioners of their discipline in this sphere. For example, scientists and social scientists create a program of research that permits them to "do" their discipline. Faculty in the fine arts accumulate a body of work that reveals their growing expertise and love of the discipline and provides a road map of their professional growth to serve as an inspiration to their students. Faculty in the humanities and in professional schools share their expertise with community and professional groups. This ability to share the fruits of one's increasing understanding of the discipline is an important factor in teaching as it provides a model for and often involves students as junior partners in the excitement of "performing" the discipline.

The Pedagogical Sphere

The third sphere in the model is the pedagogical sphere. College professors rarely receive systematic training in this sphere. They have traditionally learned their teaching approach by observing good and bad teachers during their student years and by trial and error once they begin teaching. However, voices are beginning to call for systematic professional development in teaching for college faculty. For example, the American Association of Higher Education Bulletin recently suggested that "heightened expectations for teaching (and learning) suggest that we may no longer be able to get by without an explicit education in pedagogy for college faculty (or, at the very least, training for TA's). School teachers are criticized for being long on pedagogy and short on content. For higher education faculty, the opposite may be true: they are long on content but know too little about how students learn" (Mingle, 1993).

In addition to understanding pedagogy, however, promoting an understanding of as well as appreciating and publicizing the positive elements inherent in the teaching role itself may be a key to initiating a growth spiral for faculty that may lead to greater career satisfaction as well as to more effective teaching. A group of authors have suggested that faculty may move through predictable stages in their development of teaching excellence (Shermon, Armistead, Fowler, Barksdale, & Reif, 1987). These authors suggest that there are four discernible stages in the acquisition of teaching skills. In each stage, the faculty member's conceptualization about the nature of what learning is affects both the ways in which the professor teaches and his/her beliefs about teaching. These stages are reflected within the remaining spheres of our model.

The first stage fits into the pedagogical dimension of our model as it places much emphasis on the transfer of knowledge. It is one in

which faculty conceptualize teaching as "telling" and learning as the ability to repeat what is heard or read. In this stage faculty take little responsibility for student learning beyond their own preparation for class. Presenting information is the preferred method of teaching and testing consists predominantly of rote regurgitation of learned material. Teachers in this stage emphasize *techniques* of teaching. All faculty who have taught any length of time have a "black bag" full of teaching techniques. For example, one distinguished teaching candidate, who clearly had accumulated an arsenal of teaching techniques presented the following list: preparation of syllabi, lecture outlines on overhead transparencies that are computer generated with appropriate graphics, formulation of individual lecture and lab objectives that are handed out to students each class meeting, directed reading assignments accompanied by open-ended study questions, and giving immediate feedback on exams.

In the second stage of teaching, according to Shermon et al., faculty become aware that teaching as telling is not enough. They begin to look at the learning end of the teaching-learning continuum and come to hope that they can influence student learning through arranging experiences and guiding students to proper resources and materials. In our model they would be on the cusp between the pedagogical and interpersonal spheres. Professors at this stage still tend to believe that learning can best be assessed by student repetition of material enhanced with some evidence that they understand it. Faculty at this stage increase their teaching repertoire to include exploring the meaning of information with students as well as organizing, directing and facilitating the learning experience.

The Interpersonal Sphere

The third stage in a professor's progression toward teaching excellence described by Shermon et al. comes when the teacher becomes

aware that a powerful variable in the teaching-learning paradigm is the nature of the learner and thus moves fully into what we have labeled the interpersonal sphere. Reaching the student becomes an important new goal of teaching and attention is paid to student characteristics in an attempt to make meaningful connections between teachers and learners. This pedagogical variable has been increasing in importance for several decades, as the college going population has become more diverse in age, gender, class, and racial patterns. In the past, higher education consisted mainly of a homogeneous group of professors teaching a group of students much like themselves. However, the situation has changed radically in recent years and will continue to do so in the future. Writers of a recent article in the Pew Higher Education Research Program recently emphasized this point, as follows:

While faculty have remained largely the same, the students all around them have changed. Today, less than half the nation's college students have proceeded directly from high school to college. They are older and more experienced than students of a decade ago. Today's college freshmen—a term that is rapidly losing its relevance—is as likely to be female as male, more likely to attend part-time rather than full-time, more likely to stop out after taking a course or two, more likely to be African-American, Hispanic, or Asian. (Policy Perspectives, Nov. 1991, Vol. 4, Number 1, Section A, p. 2A)

It takes courage and enormous energy to conceptualize the teaching role as one that must reach out to the wide diversity represented by individuals in each class, providing each student with the proper amount of challenge and support. One of our candidates put it this way, "I feel that it is my obligation to teach all students who want to learn and that the failure of a student who has this desire is my failure as an educator." At this stage, faculty conceptualize learning as active in nature. Students process information, integrating it with past experiences and developing an understanding of the material that leads them

inexorably toward their own unique world view. Faculty view the task of teaching as helping students engage in active learning through exercises that enable them to enrich their knowledge and conceptual bases. Planning and organization of classes become extremely important teaching activities and the faculty member gradually comes to view himself or herself as the director of a symphony, in which every student is a musician who must be encouraged to develop expertise in using his/her instrument, the mind, to its fullest. As one of our candidates said, "I realize that my students have different cognitive styles, different needs and different aspirations. I must reach all of my students, therefore, I strive to be guided by the students in each class."

The last stage in teaching, suggested by Shermon et al. is conceptualized as "a complex interaction which is unique and dynamic"(p. 79). Many faculty members never reach this stage. It has been referred to by others as being "artfully inviting" (Russell, Purkey, & Siegel, 1982). We regard it as the interactive sphere. In this sphere teaching is regarded as a cumulative act, one in which the teacher exerts his or her own unique and individual understanding in multiple ways to interact actively with a variety of learners. Professors at this stage typically have many years of dedication and learning in the discipline behind them. They know that facts change and that the scope of the discipline is daunting, especially to new learners. Therefore, they pick and choose wisely from the storehouse of their knowledge of the discipline, attempting to communicate the power of ideas, the structure of the discipline, the tools and methods of knowing used by the discipline, and their love of and commitment to the discipline to impressionable students. They become more than academic advisors to students; they embrace the role of mentor, opening up their storehouses of knowledge to students and inviting them to enter. They become less private about their understanding of their field and at the same time more willing to be challenged by their students as they develop in their knowledge and understanding. They understand that part of their function as a teacher is to help students discover their dreams. As one can-

didate said, "The true teacher builds dreams. Such construction comes from the sharing of knowledge with the students, but more fully from the sharing of self and thereby instilling the joy of discovery in each student. There is no better way to help students truly become the best they can be." This openness leads to additional change, transforming the teacher even as he or she works to transform the student.

The Transformational Sphere

The final sphere in our model is the transformational sphere. Faculty who operate in this sphere have so identified with their profession, their discipline, the act of teaching and their students, that their world views have changed. Central to their self-concepts is their role as a teacher. The opening lines of one nominee's philosophy of teaching epitomizes this stage, "Teaching is my life, a career that is filled with challenges and rewards that cannot be matched by monetary compensation. It is not just a job, but a tremendous opportunity to 'make a difference' in our students' futures." Another nominee remarked, "I am blessed in that I am able to earn my living and contribute something of myself to this world by doing that which I love doing. I often wonder how many people head to jobs each morning that they hate. It is a real privilege and pleasure to work with young people—our nation's greatest resource. I especially like the University environment because it allows me to grow intellectually while nurturing the intellectual growth of those I face in the classroom. In all candor, I really don't know what else I would want to or could do if I weren't so fortunate." Yet a third put it this way. "Teaching is not a profession; it is not an avocation; it is an apotheosis. To say that teaching is the highest calling of mankind begs the issue for it implies that the reward for teaching resides in the approbation of society. It does not. The rewards of teaching rest in the eyes of a student who suddenly grasps the concept, in the voice of a student who exclaims, 'I see!', and more fully in the soul of a student who asks, 'But, why!'"

Faculty operating in the transformational sphere have reached a point where their continued growth is almost assured because it is inherent in the act of being with their students. They gain their greatest sense of accomplishment from transforming the lives of their students and, at the same time, find their lives enriched and transformed by the intellectual interaction with students' minds.

It is important to note that each of the spheres in our model interacts with all of the others, influencing and in turn being influenced by activity in each of the other spheres. For example, faculty operating in the pedagogical sphere for the first time often find themselves writing articles about teaching that appear in professional disciplinary journals and thus affect the professional sphere. Faculty operating in the interpersonal sphere often find that their personal lives are enriched by on-going interactions with students both within and outside the classroom. Faculty who stop to consider why they teach and where the on-going energy for beginning each new term comes from, often admit that it is their growth in the professional, pedagogical, interpersonal, and transformational spheres that powers their own personal growth across a thirty- or forty-year career. In a very real way, involvement in and analysis of the act of teaching is the fuel that propels faculty growth in all five spheres.

Integration of the Transformational Teaching Model with Bloom's Taxonomy of Cognitive Domain, and Perry's Student Stage Theory

In this article, we have tried to create a different type of model to depict the transformational nature of teaching. It consists of interacting spheres which, taken together may represent the dimensions of excellence in teaching. Inherent in the model is the understanding that becoming a transformational teacher takes time and commitment. Not all

faculty will operate in the transformational sphere. Indeed, some faculty may consistently operate only from the personal or professional spheres. Others may operate from the transformational sphere with some classes but not with others. However, understanding that these spheres exist and that teaching, like learning, is essentially a developmental activity, may help faculty to envision a different type of teaching approach.

The real test of any model is whether it proves useful in helping to understand a given phenomenon. Part of the utility test comes from being able to make links between a new model and those that already exist. Table II shows the possible relationship between the spheres of teaching in our model, Bloom's Taxonomy of the Cognitive Domain and Perry's Scheme of Student Development in Learning. Students may operate at any level of Bloom's Taxonomy and any stage in Perry's scheme independent of the teacher's sphere of action. However, the sphere of action from which the teacher operates is likely to evoke reactions at the levels indicated in the table and may either promote or impede student growth toward the next level in Perry's scheme.

The first two spheres of the model of transformational teaching have no parallels in the other two areas. The personal sphere represents those qualities of personality which faculty bring to their roles as teachers. While characteristics such as civility, energy, and a sense of humor undoubtedly help faculty reach students, these characteristics are not specifically taught to prospective faculty and do not necessarily have analogs in either Bloom's Taxonomy of the Cognitive Domain or Perry's Scheme of Student Development. They are personal characteristics which mark the way in which faculty interact with their students. The professional sphere consists primarily of the faculty members' identification with a discipline. Once again, while dedication to the discipline is a condition that is necessary for teachers to develop toward excellence, it has no direct analog in either the Bloom or Perry theories.

TABLE II

Relationship Between Spheres of Professional Development,
Cognitive Levels, and Stages of Student Development

Sphere of Teaching Development	Level of Cognitive Development	Stage of Student Development
Personal	Not Applicable	Not Applicable
Professional	Not Applicable	Not Applicable
Pedagogical	Knowledge	Dualism
(Cusp)	Comprehension	Early Multiplicity
Interactive	Application	True Multiplicity
Transformational	Synthesis, Evaluation	Commitment

It is interesting, however, that the third sphere of teaching focuses on the teacher's knowledge of pedagogy and compliments both Bloom's lowest level of learning and Perry's lowest stage of student development as learners very well. In these lowest levels, students conceive of the teacher as the source of all knowledge and their roles as learners are to accumulate bits of knowledge from their teachers in an effort to "learn the truth." Teachers, who are operating in the pedagogical sphere may well find that their own model of teaching, which conceives of teacher as central to all learning, fits the expectations of

the learners in their classroom. However, those same teachers may soon become aware of the uncomfortable fact that little long-term learning goes on when the teacher orates and the students take notes, memorize content, and "get the grade." Few faculty find real rewards in teaching at this level year after year.

As faculty move toward the cusp of the pedagogical-interactive sphere, they begin to teach toward Bloom's second level of the cognitive domain; comprehension. As they demand that students not only recall but also understand the nomenclature and concepts of a discipline, students may begin to move away from a dual perspective and toward a multiple one, in which they still see the teacher as the major authority figure but understand that not everything is known by one person. However, students' understanding in early multiplicity still assumes that there is an external truth and that as one collects bits and pieces of it that are known to different authority figures and puts them with other pieces of the truth that are constantly being discovered, one will eventually know "The Truth." Once again, faculty will not be satisfied with teaching only at this level, because it does not promote higher level cognitive skills in their students and, therefore, does not stimulate the professor's cognitive growth.

When faculty move into the interactive sphere, they place a new emphasis on student performance and on active learning behavior in and out of the classroom. They systematically confront students with problem situations that require application-level thinking. Students develop more independence and self direction in their learning, thus moving into the true multiplicity stage of student development in learning. They begin to regard their teachers as just another resource, albeit an important one. As faculty develop more assurance in this sphere, they begin to trust the growing ability of their students and raise their expectations to include student analysis of the material they are learning. This, in turn, helps students to reach Perry's stage of rela-

tivism in which they view themselves and their own knowledge as having legitimacy in the knowing process.

Finally, teachers in the transformational sphere expect students to operate at the synthesis and evaluation level of Bloom's Taxonomy. They understand that learning involves intellectual, personal, motivational, emotional, and developmental variables and is best measured by tests of higher level cognitive functioning (e.g., synthesis, and evaluative thinking). They are comfortable with students putting together their own insights into a new whole and delight in students who can make informed judgments based on emerging evaluative abilities. Students who are at this level and are fortunate enough to interact with teachers operating from the transformational sphere find it easier to enter Perry's final stage of development; commitment. They find that they are rewarded by these teachers for making their own syntheses, for making decisions based on their own evaluation of the educational material. Students at this high level, interacting with faculty who have arrived at the transformational sphere, are those who find it easiest to make an on-going, deep commitment to the discipline and to life-long learning. In turn, the professors find themselves challenged and energized by those students.

Toward the Future

A hopeful sign for higher education is the change that we are currently witnessing in the training of the next generation of academics. Under the influence of regional accrediting associations, and reflecting the national criticism of the professoriate, most doctoral level institutions are requiring training in teaching to be a regular part of the doctoral requirements. For example, the Criteria for Accreditation of the Southern Association of Colleges and Schools (1992-93), recognizing that graduate teaching assistantships are the primary route by which new members are inducted into the teaching academy, requires that all

graduate teaching assistants who have "primary responsibility for teaching a course for credit and/or for assigning final grades for such a course—must have earned at least 18 graduate semester hours in their teaching discipline, *be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training, and be regularly evaluated.*" (Criteria for Accreditation, Southern Association of Colleges and Schools, 1992-93, p.29.)

Perhaps models like this one may find a place in the proposed in-service training, preparing future members of the professoriate for the challenging and growth-filled careers that will be theirs as they strive to become teachers whose lives and identities are transformed even as their teaching efforts transform the lives of their students.

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