

JOURNAL  
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## MOVING TOWARDS PROFESSIONALISM: AN ANALYSIS OF FACULTY AND STUDENT PERSONNEL OCCUPATIONS

SUSAN L. SCHRADER

Although professionalism is an end toward which all occupations strive, there seems to be some difference between occupational groups regarding the degree of professionalism they embody; some are the epitome of professionalism (medicine, law, and theology), others are interstitial, and some are not considered professional at all. The discord that surfaces between faculty and student personnel workers in the university setting is a result of many factors. It is my premise that the major influence underlying the elements of discord between faculty and student personnel workers is professionalism--the uncertainties and assumptions associated with it and their effects on each group. By thoroughly examining professionalism as it relates to student personnel workers and faculty, a more systematic understanding of the rift between the two groups will be feasible.

Professionalization is a process by which an occupation becomes a profession. There are three steps in this process. The first is a "public service" vocation where the motive involves the betterment of mankind. The next step is the "highly specialized area of service as well as intellectual specialization of operational skills. Finally, a profession emerges as the third step (Bulger, 1972). A profession ultimately is:

an organized group which is constantly interacting with the society that forms its matrix, which performs its social functions through a network of formal and informal relationships, and which creates its own subculture requiring adjustments to it as a prerequisite for career success.

(Pavalko, 1972, p. 3)

By these definitions, are the vocations of faculty and student personnel workers professions? Although sociologists and educators have presented different typologies of professionalism, Bulger's typology (1972) succinctly portrays the other emphases in his criteria: (1) mastery of a body of knowledge, (2) rigorous academic preparation, (3) provision of specialized services, (4) high public esteem, (5) judgment and evaluation of and by one's peers, (6) maintenance of high ethical standards, and (7) degree of autonomy.

Mastery of a body of knowledge involves developing superior skill in a particular field that is based on a thorough body of underlying theory. It includes intellectual and practical experience, knowledge over ignorance, and

encourages a critical, as opposed to a reverential, attitude toward the theoretical system. It implies a perpetual readiness to discard any portion of that system, no matter how time-honored it may be with a formulation demonstrated to be more valid. (Pavalko, 1972, p. 6)

Rigorous academic preparation is closely associated with the mastery of a body of knowledge. Amount of training, extent of specialization, and content of what is learned in preparing for the professions prepares an individual for competence in one specific area. The service provided by a professional often cannot be administered by anyone who has not participated in the rigorous academic preparation; hence, specialists receive high public esteem. To protect this elitist position, professions jealously guard their professional status by setting stringent standards for admission to the profession.

The criteria of judgment by, and of, one's

peers reflects the influence of professional association. Maintenance of high ethical standards focuses on formal and informal aspects of self-regulation as well as a code of ethics guarding relationships with colleagues, "clients", and society. Autonomy, or the freedom of individuals to regulate their own work behavior, is an essential criteria in exploring professionalism.

Another important consideration that Bulger (1972) does not deal with specifically in his typology is that of a professional culture. "Entering an occupation involves learning a social role." (Pavalko, 1972, p. 150) Introductions into informal and formal groups, new insights into the milieu of a particular profession's values, norms, and symbols, and new adaptations of self-concept and behavior are all aspects of the socialization process (Pavalko, 1972). This process is ultimately accomplished when internalization of professional values occurs:

In relation to its technology and the interests of those who use that technology, the occupational groups tend to build a set of collective representations, more or less incomprehensible to the community. (Krause, 1971, p. 47)

Of paramount importance in studying professionalism is to understand that the operationalized typologies reflect a continuum of professionalism. Individual professions vary in degree of professionalism on each of the cited criteria and members may vary in conformity to professional standards. Occupations that are marginally professional are quite professional in some ways and not in others. Other marginal occupations stem from older professions and have yet to develop a distinct identity (Pavalko, 1972).

Now after exploring professionalism, its criteria, and the evolutionary change process, the central question may be pursued: "Are the

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occupations of faculty and student personnel work professions?" Moreover, another question may be added: "How might the perceived (or real) differences in professionalism within the two groups contribute to the discord between them on the campus?"

The work of faculty members, much like the efforts of people in the profession of medicine, theology, and law, contribute vital services to society, some of which are to preserve, transmit, and enrich the culture, and to educate and train its citizenry. Although faculty members focus on different specializations, they each have a high systematic and firmly grounded theoretical framework (body of knowledge) from which they operate. Though unanimous possession of a doctorate is not the case, advanced degrees are the norm. The service of faculty (educating students) is not a service easily provided by others in the community (although it is feasible to allow other experts from society to relate their expertise to the academic community).

Faculty professional association is strong (in subculture and organizations like AAUP), and public esteem is very high. A code of ethics governs the faculty member's professional life. Autonomy, though once firmly established, has now dwindled with the accommodation of other groups in the decision making process. All in all, the occupation of faculty members seems to actively satisfy the criteria of professionalism to a great degree.

The relative youth of the above profession has kept it somewhat less professional than the model types of professionalism (medicine, law, and theology); however, Bulger (1972) himself adds two more criteria that move the work of faculty members more toward the professionalism end of the spectrum: idealism, and a basic premise:

Professional lives should be governed by a basic principle which gives impetus to the thinking and activities of the members of a profession. (Bulger, 1972, p. 7)

That basic principle for education to Bulger (1972) is, "Truth is always preferable to error; knowledge is preferable to ignorance." Consequently, I would maintain that the occupation of faculty members is professional in nature.

It is my contention that student personnel work is not as professional as the work of faculty members; possibly some skeptics would not even term it a profession in the pure sense at all. According to Bulger's (1972) steps in professionalization, student personnel work could easily answer to the definition of the "highly skilled public service" vocation. The definition of profession, however, is also applicable.

It is not my intention to easily buttonhole occupations under succinct and accommodating titles. Obviously it is clear that student personnel work is one field that will not easily buttonhole, for it is an occupation in the process of change toward a more wholistic professionalism. Rather, by looking at each criteria of professionalism, a general assessment of student personnel work's professionalism may be made and comparisons between the fields may be drawn.

(1) Mastery of a body of knowledge. It is apparent from today's literature in the field that a body of knowledge does exist and is grounded in the theory of student development. It seems however that a progression towards systematic and rigorous structuring of the body of knowledge, as well as dispersion to all practitioners in the field, has just begun.

(2) Rigorous academic preparation. Student personnel work has made great strides in

motif, and ignorance of the student personnel role. What can the student personnel worker do in response to these adversities?

(1) Continue to Develop a Systematic Body of Knowledge

Energy is needed to continually resharpen the goals of student personnel work to accommodate needs, expectations, improve methodology, and utilize scientific assessment and evaluation.

(2) Allow Flexibility and Change

Student personnel work must constantly challenge itself and assume a readiness to analyze and, if necessary, discard elements of the system to maintain validity. It is imperative that, in its youth, student personnel work strives to grow, improve, and remain flexible--satisfaction with the status quo is stagnation.

(3) Establish Personal Professional Identity by demonstrating competence in specialized service to the faculty and by strengthening professional association, the more obvious will be the internalization and sharing of professional values.

(4) Normalize Demands for Professional Credentials

Standardizing demands for credentials in job applicants, attainment of higher degrees, reference and usage of a body of knowledge, and professional association are strategies that can gear the field towards serious scholarship supporting the practicalities of the profession.

(5) Teach

Teaching, whether it be workshops, credit courses in various practical areas, or even courses in other academic disciplines, is a way to overcome the practitioner/scholar rift.

(6) Identify the Discipline to Others  
Identifying the discipline to others by emphasis

scope and focus), theory, method, and content is another method of establishing credibility. To explain purpose at every opportunity can show faculty how student development programs function as assets to their endeavors.

(7) Accent Visibility of Self and Programs  
Visibility is a necessity for the student personnel worker, as is the visibility of programs through advertising and communication) with which he or she works. Ignorance of the student personnel worker role will be perpetuated unless each individual makes the goals of student personnel work known--through action and programs.

(8) Encourage Faculty Participation  
Soliciting faculty participation and support can be excellent assets in furthering an understanding among the entire faculty. If faculty members can be convinced of the merits of student personnel work (and of their reliance on the efforts and roles of student personnel work on their campus) through an active, working relationship, then the ignorance of the profession might be alleviated. Communication, responsibility, and reliability by all concerned will also invariably ease the disparity between the professions.

In conclusion, through analysis of professional status of the occupations of faculty and student personnel workers was determined. Both appear to be professional to a degree, yet the occupation of faculty members surpasses student personnel work in overall professionalism. By exploring several areas of similarities and discord between the two professions a more thorough understanding of the relation and rift between faculty and student personnel work was determined. Only by continuing on toward the goal of wholistic professionalism can each group maintain its present level of professionalism; only by working together in a cooperative effort will this come about expeditiously.

COMPUTER STUDENTS:  
A CHALLENGE FOR THE FUTURE

AMY JOLLY

Today, as with many other characteristics of early American colleges and universities, the live-in experience has changed. There has been an increasing commitment to enhancing the development of the whole student, a process which takes place primarily in the residence hall setting. Alexander Astin comments on this process in his forward to Chickering's book, Communing Versus Resident Students (1974):

"Chickering's data suggest strongly that significant benefits accrue to students who go away from home to attend college." (Chickering, 1974, p. 9).

However, an increasing percentage of students are not taking part in any type of residential program. It is estimated that between two-thirds and three-fourths of today's American college students are commuters. (Hardwick, 1974 and Schuchman, 1974) With the onslaught of non-traditional students, this number will most likely increase.

In order to be accountable to the realistic needs of students, we need to make a concerted effort to collect data which will be reflective of actual conditions. (Hardwick, 1974) Consider such factors as the widening age group attending college, the financial impact of a college education, the availability of higher education to an expanding milieu of the population.

These issues directly relate to the future of the residential college, which has historically catered to affluent, white 18 year olds. Again, Astin speaks to this point:

"...highly able and affluent students are

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much likely to live in a dormitory during the college years than are the less able and less affluent students." (Chickering, 1974, p. 10)

In the sense that these "traditional" students will continue to come to college and will most likely participate and benefit from the live-in experience, we must not discount the values of such opportunities. However, we cannot ignore the increasing influx of non-traditional students, nor their need for an equally enriching total learning experience. This situation begs a shift in priorities according to factual data showing the characteristics and needs of the total student population.

In response to the needs of students, student personnel workers have stated a commitment to the concept of student development. Chickering (1969) sites seven areas of human potential which merits attention in a higher educational setting. These are: 1. Achieving competence, 2. Managing emotion 3. Becoming autonomous, 4. Establishing identity, 5. Freeing interpersonal relationships, 6. Clarifying purposes and 7. Developing integrity. We are moving closer towards meeting these objectives for today's students through a variety of approaches. However, these seem to be centered mainly around residence hall programs.

Indeed, Chickering's findings say to us that residence halls are the optimum environment in which not only is programming most effective, but where the experiential living situation enhances a student's total development.

"While it is clearly important to know that going away from home to live in a college residence tends to produce positive educational results, it is equally important to be able to know how to structure the residential experience in order to maximize these benefits." (Chickering, 1974, p. 10)

Astin's point here is well taken. But reality tells us that it simply is not feasible to believe that we can create a traditional live-in situation for well over the majority of today's college students. It would seem logical that a representative portion of attention and resources should be focused upon accommodating the needs of the bulk of the population, as opposed to the current practice of providing only for the select few for whom it is feasible to partake of a residential experience.

Perhaps at this point it would be helpful to define our terms. Splaver defines traditional students and then goes on to say that these characteristics no longer define today's college students:

"College students are no longer the traditional, 'mostly male, white, middle-class high achievers, between the ages of 18 and 22.'" (Splaver, 1975, p. 10)

She then describes a multitude of characteristics, including ethnic minorities, older returning students (many of whom are married), students of lower socioeconomic status, early high school graduates, and students who choose an individualistic degree program entailing off-campus experiences. These non-traditional students generally tend to live off-campus for financial, cultural or other reasons related to divergent lifestyles.

Thus, the new students are not a part of the current residence hall programs. In fact, studies have shown that they have chosen the commuter lifestyle by preference. (Sedlacek, 1974) In accordance with this shift in priorities on the part of students, it would only seem logical that the university respond through a re-evaluation of its priorities and resources.

The Carnegie Commission has spoken directly to the issue of the priorities of today's higher education.

"The main direction of development in this period (near future) will be an effort to create a more diverse series of optimal learning environments to meet more precisely the needs of each person." (Hennelly, 1974, p. 135)

It must be mentioned that along with those who choose an alternate style of education also comes that increasing number of students to whom higher education is just beginning to open its doors. These students tend to have a history of low achievement and low socioeconomic status. There mere opportunity to attend classes is a big step for them. Residential living is out of the question for a variety of reasons, including financial and family pressures.

"...the family's SES is significantly related to the decision to be a resident student or a commuting student. Students whose fathers were engaged in a professional-managerial occupation were more likely to attend school away from home." (George, 1971, p. 219)

Yet, should these economically less fortunate students be denied that great dream of "total development"? Indeed, they seem to be in a position of extreme pressure to mature quickly in order to meet the demands of the "real world" in which they (unlike many traditional residential students) immediately find themselves. In this sense, their earlier exposure to life's hardships contributes to a completely different, but a type of growth that is just as real. They will learn early to manage their money, smooth out family conflicts and juggle their school and work schedules. (Schuchman, 1974) In keeping with our commitment to facilitate student development, it would follow that we should concern ourselves with those areas of development for which commuting students have particular need.

In order to determine and meet these needs, and to assure equitable allocation of resources, the issue of commuter student representation needs to be explored. Previously, student involvement was a product of the effect that residential life had on the student's perception of his/her investment in the university. Now there is an increasing need for student personnel workers to encourage the process of involvement for those living off-campus who may desire to take part in administrative decision making, but reluctant or ignorant of the opportunities. Most commuters feel they are second class citizens when compared with the staffing and funding that go towards enhancing the lives of their residential counterparts.

A review of the pitifully sparse and superficial literature on commuter students reveals a lack of serious thought given to their needs and importance in the educational community. Chickering seems to have produced the only serious, in-depth work on the subject. He even comments on this fact:

"No systematically organized body of research and theory directly addresses the commuting student.... Most of the references...report more general research and theory concerning college influences on student development and the dynamics by which such influences occur." (Chickering, 1974, p. 137)

The attitude is generally one that points out the deficits of such a lifestyle in relation to residential living, with very few positive or realistic suggestions.

The belief that the solution will be achieved through some quick revamping or adding on to current structures is clearly indicative of the naiveté of the researchers in this area. The following statement represents an effort to dispel

the myth that we have been harboring under for too long:

"Too many universities are assuming without verification that commuter student needs are being met by existing services and facilities." (Hardwick, 1974, p. 225)

It is just beginning to be acknowledged that installing a few lockers in the union is a completely insufficient response to the diverse lifestyles of today's American college students.

A more careful look may tell us that, in return for a commitment to recognizing and enhancing the lifestyles and experiences of our commuter students, we may just find a wealth of variety, enthusiasm and character which our commuter population has to offer to the higher education community. This newly found treasure is waiting to be cultivated by those of us who have the resources through which to channel the expression of ideas in an institution created just for that purpose.

"Diversity among institutions and within them should be a major goal of higher education, and one test of institutions... should be how successful they have been in defining their special characters and how successful they are in defining them." (Hennelly, 1974, p. 130)

Perhaps instead of concluding that commuters are the less fortunate group, we need to change our focus a bit. There exists some very unique aspects of the commuter lifestyle which could be enhanced through increasing the availability of opportunities for total development of the college student. For example, through the off-campus cooperative housing alternatives which are being instituted, students live in an atmosphere which encourages responsibility and cooperation. Students choosing to reside in apartments with fellow

classmates are stepping even further into "real world" experiences as they battle landlords, bills, transportation, meal preparation and general self-sufficiency. Commuters also tend to have a greater sense of individuality in the intimate living situation of a family or just a few peers, as opposed to living in residence halls designed to house and feed en masse. In addition, while some refer to the commuter schedule as fragmented, the amount of diversity and variation in daily experiences through work and/or community involvement may result in very positive growth experiences.

The discussion of solutions such as those briefly touched on above, is one which so far has yielded a comparatively small number of active responses by student personnel workers. A few campuses have instituted actual commuter student programs specifically designed to facilitate and enhance the development of these students. These programs are generally set up to meet the student half-way by offering night programs in the community in which they live, with topics relating to their needs, or topics designed to pull them in closer to the university community. Other campuses have begun to show their awareness and concern through the delivery of services germane to commuter needs.

For many institutions however, the first step would be to acknowledge a commitment to the existence of a need for action. The overt recognition of commuters as being a distinct, yet equally deserving population of university resources would be a big step for the majority of U.S. campuses. Such recognition clearly depends on the type of institution. Perhaps the greatest response to commuters has already occurred in the community college setting, where residence halls generally do not exist. But, there is a lack of acknowledgement of those people who desire the benefits of a university setting without the commitment to a residential experience. This is true for both public and private universities. Within these

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institutions, the area in which commuters are most likely to find a refuge is the continuing education program. The very nature of such programs attracts commuters almost exclusively. Therefore, within the continuing education program's realm of services, the commuter lifestyle is recognized and sought to be enhanced.

In conclusion, it cannot be emphasized enough that the commuter lifestyle will become the lifestyle of an increasing majority of tomorrow's students in higher education. It must become a priority of student personnel workers to apply their expertise and resources to insure that commuter students receive all the benefits which the institution offers, and are challenged to their full potential as students and as human beings.

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## BOOK REVIEWS

Miller, Theodore K., and Prince, Judith S. The Future of Student Affairs. Jossey-Bass Publishers, Washington D.C., 1976.

by Janet Cromie

The Future of Student Affairs comprises the second phase of the American College Personnel Association's Tomorrow Higher Education Project (T.H.E.). The ideas concerning total student development outlined in this book are an extension of the model presented in Robert D. Brown's monograph Student Development in Tomorrow's Higher Education: A Return to the Academy.

Miller and Prince present a rationale for the concern with individual development within higher education by documenting several theories of human development such as Piaget, Kolberg, Erickson, Perry and Chickering. Once this concern for providing a developmental milieu has been justified, the authors discuss six basic components of the intentional student development plan. This plan would enable all students to assess their present status developmentally and provide channels for growth. These six basic components are goal setting, assessment, instruction, consultation, milie management and evaluation. Each of these areas are subsequently presented in a separate chapter describing the theory and providing examples of implementation at various institutions.

The philosophy of education necessary to implement this model of student development and the types of programs described in The Future of Student Affairs requires concern and support of all members of the academic institution. Each individual should promote self-directed behavior and encourage necessary programming. From this environment, intentional student development would encourage individual growth, meeting individual needs proactively rather than reactively.

The six basic components outlined provide assessment of present developmental stages, outlining goals, strategies designed to facilitate desired growth, and evaluation. These processes, in order to adequately function, must comprise a continuous cycle in order to accommodate changes in individual growth and environment.

As student personnel administrators, a program such as the one outlined by the authors presents various challenges to be met. Not only must our view of students be changed from receivers to active participants, but also our emphasis must revolve around educating as opposed to programming. Student personnel administrators in the future will increasingly be held accountable and must prove the credibility and importance of our functions and offices. Miller and Prince present a viable plan of action for this future which would include the entire community in an attempt to provide an atmosphere conducive to positive individual growth and change. The Future of Student Affairs presents not only the theoretical background of this model but also several practical examples of each aspect of this plan in operation. Believing in the benefits of student personnel services and student development, it is our position to accept the challenge presented by Theodore Miller and Judith Prince to provide an atmosphere conducive to individual growth.

Robert A. Landicina and Joseph L. Tramutola, Jr.

A Legal Overview of the New Student as Educational Consumer, Bargainer, and Citizen. Springfield, Illinois: Charles C. Thomas, Publisher, 1976, 299 pp. \$17.50.

by Frank Ardia iolo

There is a new viewpoint surfacing in higher education which views the student as the prime consumer of education because of the student's financial, time, and personal investment in pursuing an education. As a consumer, the student

is viewed as entering into a contractual relationship with the postsecondary institution which merits fair treatment under the law. Where fair treatment is lacking, there is a call for student consumer protection from consumer abuse. In effect, institutions are beginning to examine whether internal accountability to students is in a satisfactory condition in light of increasing external pressures which include new government regulations for federal student-based aid programs, litigation defining fair treatment regarding the contractual relationship between students and the institution in and out of the classroom, and a new clientele of students made up of adults and part-time students accustomed to quality relationships in exchange for their time and money investment.

As a surfacing viewpoint, there has been little published on this topic and even less quality research undertaken. This leads to both the strength and weakness of this volume. Because of the paucity of literature, the concerned reader can benefit from this collection of works on the topic which are difficult to find as they are scattered throughout the literature. On the other hand, the work is very general and poorly edited for the serious reader. The editors offer only brief introductions to each subject heading and at times the reader is pressed to follow the logic of inclusion of the materials for each subject heading. For example, two good articles which offer a good introduction to consumer protection by respected writers in the field are included in the section on admissions which also includes a checklist for recruiters to use in following through contacts with prospective students. Similarly, articles of questionable worth are included throughout the volume by practitioner's from the authors' own university and a number of reprinted articles are from that university's alumni magazine written by one of the main editors and his wife. The volume itself has serious weaknesses with regard to organization and quality of content.

SUMMER INSTITUTE 1977  
TRENDS, POLICIES, AND ISSUES  
IN STUDENT PERSONNEL ADMINISTRATION

Indiana University  
Bloomington, Indiana

ADMINISTRATION OF CAREER DEVELOPMENT PROGRAMS,

May 1-6

FRATERNITY WORKSHOP, June 12-18

RESIDENCE HALLS, June 19-22

LEGAL CONCERNS FOR STUDENT PERSONNEL

ADMINISTRATORS, June 19-24

MODEL BUILDING FOR STUDENT SERVICES ON AN

URBAN CAMPUS, June 27-July 1

STUDENT SERVICES IN OTHER COUNTRIES--

ENGLAND AND FRANCE, June 25-July 16

Co-Sponsored by National Association of Women Deans, Administrators and Counselors; American College Personnel Association (through the Commission III); and Fraternity Executive Association

Each summer the Indiana University Department of College Student Personnel Administration, in cooperation with the Summer Sessions Office, the Dean of Students' Office, and the professional organizations, provides a series of workshops for persons who currently hold, or have held, positions related to student personnel services. Each workshop accepts a limited number of participants, so the application should be returned as soon as possible.

Arrangements can be made through the Graduate Division of the School of Education to earn one to three hours of graduate credit for the workshop experience. Tuition rate is \$31 per credit hour for Indiana residents and \$69 per credit hour for out-of-state residents. Participants are strongly encouraged to register for credit and must do so for the Urban Workshop and the Overseas Workshop.



The Indiana University Student Personnel Association has successfully sponsored the first Midwest Meeting of Graduate Students in Student Personnel. On January 21-23, one hundred students from twelve universities gathered in Bloomington for a three day investigation of the field of student personnel. The meeting's purposes of providing interaction among fellow future student personnel administrators, providing a learning experience supplemental to our departmental programs, and just having fun was more than adequately met. This was demonstrated when more than half of those in attendance gathered to discuss the future of the meeting. Southern Illinois University at Carbondale will be the host of the next such meeting, tentatively scheduled for October, 1977.

The idea for such a meeting was germinated during a planning session for IUSPA's annual fall retreat. Those present felt that a workshop format and participation by students from other schools would add to the retreat's value as a learning experience. The idea was enthusiastically received. A steering committee was established and before the meeting was over, more than one

third of the IU CSPA students were involved in planning and arrangements committees.

The reception by students at other universities was equally enthusiastic. Represented were Ball State University, Bowling Green State University, Indiana State University, Indiana University, University of Iowa, Michigan State University, Ohio University, Ohio State University, Southern Illinois University at Carbondale, University of Tennessee, Western Illinois University, and University of Wisconsin at Oshkosh.

"Professionalism: A Growth Process" was chosen as the theme of the meeting. Revolving around that idea were some thirty-five speeches, presentations, discussions, and more discussions. Dr. Robert Shaffer opened the meeting by addressing the question "Professionalism in Student Personnel: Who Needs It?" At the meeting's end, Dr. Gerald Saddlemeier spoke to "Professionalism: A Look Toward our Future" and Dr. Elizabeth Greenleaf took a retrospective look at the meeting. In between, workshops covered such topics as: "Transition: Graduate Student to Professional" presented by Dr. George Kuh, "Policy Formulation and Problem-Solving" by Thomas C. Schreck, "Leadership Development Programs" by Richard McKaig and "How to Run a Professional Workshop" by Sharon Policello.

As has been said, the meeting was a success. Many new friendships were made, new ideas were formed, and the participants took a large step towards professionalism.

Credit must be given to the meeting steering committee:

Diane Burnside and Susan Hopp (Publicity); Vince Carunchia (Scheduling); Stan Cassel (Social and Recreational); Jan Cromie (Registration); Jed Dickhaut (Handbook); Linda Gasser (General Meetings); Amy Jolly (Workshops); Arthur Milnor (Housing); Brenda Zagorac (Meals); and John Bryant and Dick Scott (Co-Chairpersons).

# DEPARTMENT NEWS- DR. "G"

Greetings from 226.

Another spring rolls around and there are references to write, conventions to plan for, grades to be concerned about, plans for summer workshops and, of course some time to play.

It has been a busy year and we have been most pleased to have Dr. George Kuh as part of our department. You will read his articles in print and watch this spring for a book edited by William Packwood, College Student Personnel Services in which George will have two chapters. In addition he has received a Spencer Grant and will be carrying out a research project concerning characteristics of adult learners at Indiana University.

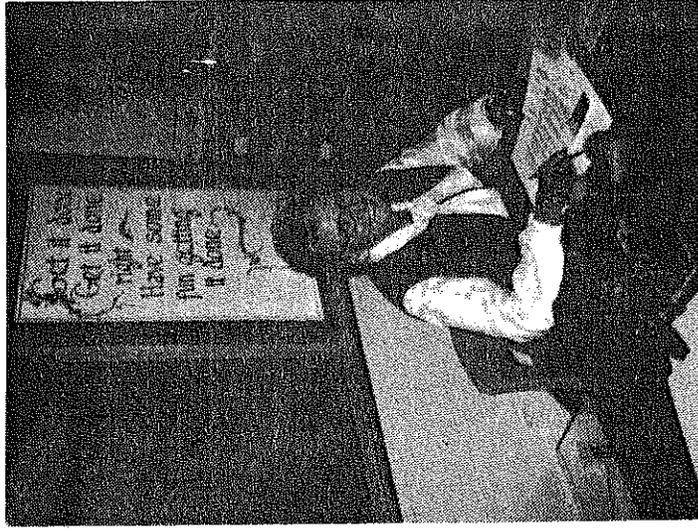
Dr. Shaffer is as involved as ever! Right now he is headed for Saudi Arabia to communicate with them concerning the students they have sent to Indiana University. At least half of his time is now being given to that project.

Curriculum-wise we are excited about the workshops for the Summer Student Personnel Institute. Elsewhere you'll find descriptions of the programs. Why not use them for your own professional growth or let others know of the opportunities? We were also fortunate in January to have with us for a full day, Dr. K. Patricia Cross. We shared her at lunch with faculty across campus and opened our afternoon lecture to the campus. This event was co-sponsored by the School of Education, Dean

of Student Services and Horizons of Knowledge program.

One last thing--we are still working on sites for summer interns. If you can provide room and a minimum wage on a 40-hour week, get some good help and contribute to professional growth of a student, give us a call---reverse charges.

Between Dr. Shaffer, Dr. Kuh and I the department will be represented at ACPA, NAWDAC and NASPA. Hope you catch up with one of us.



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### ACCOUNTABILITY IN STUDENT PERSONNEL: NECESSARY OR UNNECESSARY?

SUSAN L. HOPP

Facing the field of college student personnel, as well as higher education in general, is a severe crisis resulting from increasing costs for the educational process and decreasing availability of necessary financial support. In the future it will become necessary for all areas within higher education, administration, faculty and student personnel, to operate within greatly restricted budgets that may necessitate a reduction of available programs and services, in order to remain healthy and functional. Within the field of college student personnel, greater emphasis on accountability and budget justification for funds needed to provide student services and to facilitate student development is bound to remain a major issue in the future. The seventies have adopted the term "accountability" as their watchword and although education has barely begun to internalize the concept, future decades will most surely be guided by accountability and its ramifications. (Morris, 1973)

This emphasis on accountability will place a burden on the field of student personnel, but will also hopefully strengthen it. This apparent contradiction in end results due to changes that must be made reflects the nature of the goals of the profession. Goals to provide an enriching environment for students, to create a sense of community and to increase satisfaction within the academic community, and many others, are rather abstract entities; they are difficult to weigh and measure, which accountability methods demand. Therein lies the burden. By the same token, if the profession evaluates specifically both methods used to attain goals and end results, it will be in a better position to determine the most effective and efficient use of financial resources. In

addition, the future will make it necessary for administrators, student personnel and faculty to work together for the good of their institution and students. No longer will faculty be concerned only with academics and student personnel with student services and development; optimal benefits for all concerned will call for common goals resulting in "contributing to organizational effectiveness." (Shaffer, 1973) All professionals must join forces to benefit their institution as well as respective departments.

Higher education responds, as all societal institutions, to both internal and external pressures. What society deems needed determines what curricula is offered to students and public support indicates how successfully the university is providing for the society that created it. The public has also asserted a concern for the development of student values and character (Mayhew, 1969); around this concern revolves the field of college student personnel. While it is difficult for those concerned with academics to determine if learning has taken place, the measure of student development is even more evasive. The sector of student personnel work that deals mainly with services that are necessary to the functional operation of the institution, such as record-keeping, registration or budgetary tasks, are bound to remain within the system. A different problem faces those areas which provide services and programs to facilitate student growth and to provide aid to students themselves, not the institution alone. Residence hall staff, career counselors, activities directors, etc. may have to respond to the challenge of deferring their contribution to the institution when a lack of financial resources becomes critical. The move towards accountability will force all areas of student personnel to conscientiously plan concrete budgets, objectives and goals and also to defend the profession's philosophical reason for existence. Students need more than academics to facilitate growth; "student development is not

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merely complementary or supplementary to the instructional program, it is a critical teaching function of the college." (Crookston, 1972)

The need for change in educational institutions and in college student personnel is evident and is beginning to take place. At present, there exists a dichotomy dividing those concerned with education into two opposing groups. Some say that the theories of business management cannot be successfully applied to education whose end product is person-oriented and not product-oriented. Many in student personnel believe that basic assumptions and goals associated with student development cannot be discussed within a bureaucratic system of organization. (Crookston, 1972) Others state that the only principles of management techniques that student personnel ever utilized was the delegation of responsibility and deciding who would do what and when. (Boylan, 1973) Certain principles of management can be applied to student personnel to correct what Boylan states as the major problem in the professions: failure of student personnel organizations to pull together in an effort to meet common goals. Because of a demand for a wider spectrum of services, those in student personnel have a much more diversified group of functions now than in the past. (Boylan, 1973) When an increase in specialization takes place, it is beneficial for certain principles of business management to be applied to insure clarification of goals and to provide optimal opportunity for all parts of an organization to relate effectively to the whole. Experts in management believe that education must respond to rapid societal change and increasing complexity as opposed to remaining behind the times or stagnant in methods.

Accountability is a vague and nebulous term open to loose interpretation. It is not within the scope of this paper to present a thorough analysis of the myriad of ways in which accountability and business managerial techniques can be

applied to college student personnel. However, in order to support the thesis that both of the above concepts will play an increasingly important role in student personnel work in the future, it is necessary to define accountability, look at implementations in organizational structure that are suggested, and discuss a few management principles already successfully implemented within the profession.

Many definitions of accountability have been offered for those in the field of education and student personnel. Hartnett states:

We define accountability as an agreement upon objectives; decisions related to the input committed to the achievement of the objectives; and the measure of both process and output to see the degree to which objectives have been met. This definition has operational utility for objectives can be agreed upon and set for the educational institution and its component parts. (p. 1, 1971)

This definition stresses planning methods and the evaluation of outcome of stated objectives. This makes it clear that the first step for student personnel is to examine methods of implementation of new programs, and to set realistic goals and objectives. Evaluation becomes easier once objectives of basic planning are set and completed. Harpel states that accountability as a concept has remained based in theory and is idealistic, but the benefits are as follows:

a new sense of direction and purpose; valuable feedback on results becomes available. The unmet needs of both staff and consumers can be identified; underutilized resources can be redeployed for better results; more external recognition and visibility can be gained and often

increased financial support can result. Even though the current accountability movement appears to be externally imposed upon the Student Personnel Profession, there is no reason why the response cannot be healthy from an organizational standpoint. (pp. 144-45, 1975)

Kenneth P. Mortimer believes that the difficulty and confusion educators exhibit when attempting to implement accountability methods stems from a basic misunderstanding of the definition of the term. He lists three types of accountability: managerial, accountability in evaluation and accountability versus responsibility (Mortimer, 1972) He discusses the first type within a slightly different framework from educators by stating that control is one of the functions of management in almost any organization. (Mortimer, 1972) Still speaking to organizational accountability, he quotes from a study to state that "the optimum control situation for organizational accountability is one in which rewards and sanctions are distributed so that those whose performance deviates from the plan will be punished (Mortimer, 1972) This type of rigidity could certainly cause anyone associated with education to feel uncomfortable and dubious over the purpose of accountability. However, there are two methods by which to interpret the best way to enforce accountability of administrators in public administration: the legal view and the constitutional view. (Mortimer, 1972)

[Legalists tend] to advocate accountability which is clearly defined as to both its content and the means and routes by which it can be enforced...leads to a very clear chain of command and performance of accountability through two channels only: first, the courts and disciplinary control of departments; and second, the authority exercised over public servants by ministers

who are accountable to a representative assembly. (Mortimer, p. 4, 1972)

This refers back to the two types of external and internal pressures for accountability in student personnel cited by Harpel, but the constitutional interpretation seems to follow more closely the ideals of education. The above definition does not take into account that in education there is often a lack of one chain of command; often there are several. "The constitutional view recognizes that duly elected representatives of the people are often in conflict over what is in the public interest and that administrators clearly exercise a good deal of discretion in interpreting the laws." (Mortimer, 1972) Discretion is also used by those in education when interpreting internal decisions made within the institution as well as public external decisions.

Another confusion in education surrounds the two concepts of evaluation and accountability; they are not entirely one and the same thing. Accountability versus responsibility is a particularly important area of concern for higher education and student personnel. Neff proposes the following distinction between the two terms: responsibility should only be used in reference to the voluntary assumption of an obligation, while accountability should be used in reference to legal liability directed to the performance or lack of performance of certain acts or duties. (Mortimer, p. 8, 1972) The question of whether or not the student personnel profession undertakes the goal of developing student character and values becomes important in terms of responsibility. Determining if this goal is accountable, or if it should be characterized as voluntary responsibility, is a viable area for the profession to examine.

At present, many institutions of higher education, and student personnel departments within them, have introduced managerial principles and accountability methods in order to increase efficiency.

Because large groups of people in education must work together in an organized way to maximize efficiency, the following are offered as guidelines for functioning as an organized whole.

1. Those involved need to know what is expected of them and have some feedback as to how well they are meeting expectations.
2. They need to clearly understand the criteria by which their performance will be judged.
3. Also, they have to be involved in the process of establishing institutional goals. (Boylan, p. 323, 1973)

These basic principles can be utilized by student personnel workers beginning to develop methods of accountability. By knowing expectations and criteria for evaluation for their respective job functions, it then will become easier to transfer some of these principles to individual programs in order to determine output in terms of student benefits.

A fresh approach to the idea of planning via establishing objectives is offered by J. Gordon Parr. In discussing planning approaches he states that the first is to muddle along. (1973) This accusation has been directed toward those in education and the accountability movement leaves no room for haphazard planning. The second is "to set fixed objectives and to stride resolutely to them." (Parr, 1973) For those in a profession that deals with human beings and environments it is highly improbable that objectives that allow for no room for flexibility will accomplish desired ends; it is even likely that they might produce detrimental results. The third type is planning with the idea in mind that objectives "move" or need to be modified as implementation is taking place. (Parr, 1973) This idea is significant in two ways. Those in student personnel have to be sensitive to the

dynamics of human personality and an environment that is often in a state of flux. What may pave the way for development within a certain student or group of students may not be successful for another individual or group. In order to modify objectives, flexibility needs to be kept in mind when planning. In addition, resources may be withdrawn or added, once again calling for flexibility in order to change objectives.

Not all professionals in student personnel embrace the current accountability movement or the method of management by objectives wholeheartedly. They voice the fear that in attempting to become accountable through managerial techniques, the profession will become dehumanized and insensitive to the needs of those for whom it exists. There is a basic philosophical difference between those in educational fields and those in traditional business; people cannot be treated in the same manner as out-puts of an assembly line or the recognition of every person's individuality will be lost. The move towards a system where planning, goal setting, definition of objectives and quantitative evaluation becomes the primary concern will destroy the humanistic concern of those in student personnel. Managerial planning and accountability, in the strict sense of the word where objectives are relentlessly pursued and evaluated, is inconsistent to the goals of the profession which has its special strength in guiding, counseling and striving towards helping students grow and mature. Sauerman and Nash are among those in the profession who believe that student personnel cannot function effectively within the strict boundaries of management by objectives. Student personnel work is not value-free; herein lies the conflict with those who advocate management by objectives. They believe that

student development professionals will have to find ways to empower students. Rollo May has suggested that we help students to

understand that they truly count for something by getting them to realize and enhance their own personal power. This will necessitate our encouraging them to cultivate intimate personal relationships; to plan and effectuate decisions; to develop personal-professional competencies...to create sustaining themes which gives their lives social, political and spiritual power and hope, and to influence, in tangible ways, their daily educational activities. If student development is ever to take its rightful place in the academy, it will have to adopt an "empowering model for personal development and institutional renewal." (p. 183, 1975)

This statement speaks directly to the goals endorsed by student personnel professionals, but Nash and Sauerman do not offer an alternative method of accountability to those already developed by managerial theorists. It is my premise that accountability is an issue that education will have to come to terms with, be it externally imposed by public demand to account for expenditures or internally imposed within the institution. The fear that student personnel will lose its humanity in the face of accountability is a very real issue for the profession to examine. At present, the only accountability tools available for student personnel to utilize are those that have been developed outside the educational professions. Currently, there appears to be no effective way to evaluate and measure the component parts of student development, but perhaps in the future new methods will be formulated for use in professions that work with persons rather than quantitative objects. Management by objectives can be and has been successfully incorporated by those in student personnel to effectively organize departments and to account for budgetary expenditures. The future will determine if methods will be developed

to measure more directly the output of student personnel work, student development in all senses of the term.

As has been shown, the current consumer movement and demand for accountability has had a widely spread effect upon all areas of education, including college student personnel. I believe that one of the most important ramifications of this is that all those concerned with the total educational process will have to deal with accountability as a cohesive institutional whole, rather than from one departmental vantage point. Burns Crookston proposes that "certain basic competencies should be developed by all members of the academic community." (1975) All areas would have a functional expertise; those in academics should concentrate on instruction, those in student personnel on consultation and those in administration on milieu management. (Crookston, 1975) All would have a working knowledge of the areas other than their own speciality. If all sectors thoroughly understand these competencies a more cohesive institutional statement of purpose could be developed. Accountability methods would be far easier to develop for the total academic system if educational goals and objectives were formulated for the institution as a whole. In order for higher education to remain functioning at a high level of efficiency in the future when accountability will play a very important role, one of the foremost and necessary prerequisites will involve all the various components to join forces for the good of the institution as a whole.

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Amy Jolly is a first year student in CSPA and is currently a resident assistant at I.U. She received her BA from the University of California at Irvine. Next year Amy will be at the University of Evansville on an internship where she will be a Head Resident and also planning activities in conjunction with the Department of Student Activities.



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**AN INTERVIEW WITH DR. PHILLIP C. CHAMBERLAIN:  
CHATTING WITH CHAMBERLAIN**

**BY BRENDA ZAGORAC**

Dr. Chamberlain is an associate professor in the Department of Higher Education at University of Indiana, Bloomington.

Ms. Zagorac: What do you believe the trends will be in the future of Higher Education?

Dr. Chamberlain: We in CSPA and Higher Education will be facing problems not necessarily trends. Perhaps a better word would be "urgencies."

One urgency will be the decline in enrollment that has been forecast for at least a decade. Nothing in our past has helped us to prepare for it. We are entering an era where higher education will cease to be a growth industry. Future growth and expansion, in all probability, will not be quantitative unless entirely new constituencies can be discovered. This, of course, is what is behind the increased discussion about continuing education, life-long education, in-service education, education for those groups we have come to call the "new student." The question I have concerning these new clientele is whether they have existed and we have just not recognized them until now, or, is our imminent enrollment forcing us to create these new clientele? Is the dog wagging the tail or the tail wagging the dog? Either way we are talking about student groups, but the manner of program development can differ according to which view is right.

Another urgency we can look to in my opinion will be the continuing decline of institutional autonomy as a consequence of an increase in authority of external agencies over institutional affairs. Increased financial dependency upon the state, for example, by both the public and private

sectors will probably be followed by a desire by the state to decide for which academic programs and in which areas these monies will be spent. This will be especially true when the state decides it is necessary to realign program priorities. Furthermore, with a decline in enrollments, there will emerge a fierce competition among institutions for students which will accentuate normal program competition among various institutions. The question here is how much competition can a state afford before it becomes inefficient and wasteful? This, in turn, will require increasing external coordination among programs irrespective of institutional autonomy. Lastly, we have already learned that state coordinating boards, over time, become stronger, not weaker.

Ms. Zagorac: Will this effect private and public institutions in the same manner?

Dr. Chamberlain: In all probability, no. It is unclear just how centralization of coordination for higher education at the state level will affect the private sector. The evidence collected to date would suggest that the private sector by and large is immune from encroachment from the state. This is rooted in the Dartmouth College case and one hundred and fifty years of tradition. There is one area, however, that has an unanswered question at present and that is whether a state can increase its influence over a private institution if that institution knowingly allows itself to become part of a state's master plan for higher educational development. The question here is not whether the particular private institution will become public in this situation, for it won't, but there is a question whether the state can have greater influence in the direction of its educational programs under a concept known as "state action". This concept perceives a private organization as so insinuated with state interest that its behavior may be measured by public criterion.

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Ms. Zagorac: Is the recent interest in consumerism a temporary or permanent area of concern?

Dr. Chamberlain: No, this is not a temporary movement. Two causes are: one, the continued increase in the cost of education for the student; people will demand a return for their investment and two, a cheapening of the degree by mass enrollment over the last twenty years. The degree no longer carries with it the same guarantees of the past. Where previously the degree itself would signify one as being competent for employment or entry into a profession, with a degree as a common denominator among great masses of people the kind and quality of education received becomes of primary importance in distinguishing among these people. This, of course, means greater interest in what a student receives for an education. How does consumerism translate into a protection for students? For consumerism to have greater importance in the immediate and continuing future we will need to develop a more precise definition of the concept. If it is merely a more precise expectation of educational outcomes then students, administrators and faculty sitting informally could work out a process within the traditional institutional framework. If it emerges as legal question, however, contract law will spell out what the institution must do, what students can expect, and what the outcomes from a course of study will be. In all probability, the eventual definition may involve both approaches.

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SCHELHAS, CHRISTINE - MS College Student Personnel Administration; BA German, Bucknell University; Practica - Dean of Student Services; Office of Women's Affairs; Volunteer Students Bureau; Internship - Assistant Coordinator, Resident Life, Resident Assistant; Groups Special Services Program.

SCOTT, C. RICHARD - MS College Student Personnel Administration; AB Geography and Urban Studies, Indiana University; Practica - Indiana Memorial Union; Internship - Executive Director, Student Advisory Board, Indiana University School of Education; Work Experience - Field Representative, Sigma Pi Fraternity; Director of Publications and Alumni Services, Sigma Pi Fraternity.

PLACEMENT OF 1975-76 MAJORS

Sally Allison, Student Activities, University of Rochester

Jeff Bennett, Hall Director, North Adams State College, Massachusetts

Janine Burnside, Director of Graduate Student Services, School of Business, Indiana University, Bloomington, Indiana

Alan N. Cooper, Area Complex Director, Rochester Institute of Technology, Rochester, New York

Phyllis Corbett, Associate Director of Continuing Education, Wytheville Community College, Wytheville, Virginia

Ann Noel Coulthard, Office Assistant - Placement Office, University of Washington, Seattle, Washington

Barbara Craig, Assistant Director of Admissions, University of Western, Maryland, Maryland

Steven Allen Fahnestock, Resident Counselor, DePauw University, Greencastle, Indiana

John Gunn, graduate student, Indiana University, Bloomington, Indiana

Sandi Hagan, Admissions Director, Bennet College, Millbrook, New York

Mary T. Kelly, Manpower Planner, City of Indianapolis, Indianapolis, Indiana

Pamela G. Kostas, Admissions Counselor, St. Edwards University, Austin, Texas

Lyle Kanouse, Freshman Advisor, Miami University, Oxford, Ohio

Ball State University: Work Experience - Graduate Assistant, Instructional Materials Center, Indiana University; Academic Advisor, Division of Teacher Education, Indiana University (1 year)

WEAS, JOHN S. - MS College Student Personnel Administration; BS Business Economics and Public Policy, Indiana University; Practica - Affirmative Action Office; Campus Ombudsman Office; Instructor for leadership class, Department of Residence Life; Internship - Assistant Coordinator, Department of Residence Life, Indiana University.

WERNER, WENDY LEE - MS College Student Personnel Administration; AB Religion, DePauw University; Practica - Dean of Student Services Office; Office of Women's Affairs; Center for Continuing Education for Women, Indiana University; Purdue University; Internship - Residence Life, Indiana University; Work Experience - Assistant to the Registrar, Concordia Seminary.

WINSLOW, KATHLEEN (LEARY) - MS College Student Personnel Administration; AB Indiana University; Internship - Residence Life.

ZAGORAC, BRENDA - MS College Student Personnel Administration; BA Elementary Education, Stetson University; Practica - Indiana University News Bureau; Affirmative Action Office; Internship - Graduate Counselor for Sigma Kappa Sorority House.

JOURNAL PERSPECTIVE

Unfortunately, due to rising publication costs, this issue will be the last one we will be able to publish unless alumni support is forthcoming. We have strived to make this issue as professional as possible, but need financial support. We feel that the Journal is a worthwhile endeavor, serving the purposes of informing alumni on I.U. activities and encouraging the expression of new ideas.

We wish to thank each of you who have contributed to the Journal; without your support the Journal would not have been possible. We would also like to encourage other alumni to send monetary and verbal support so that we can continue publication next fall and to suggest improvements we feel would better the Journal. We look forward to hearing from each of you. Thank you for your contributions.

Comments:

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