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
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 systemic 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 not 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 holistic 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 sharpen 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 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 in programs is 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.
REFERENCES


COMMUTER 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, *Commuting 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