

Disruptive Innovation vs. Status Quo		
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## 2. APA Citation:

- Schroeder, C. (1996). The Student Learning Imperative: Implications for Student Affairs. *Journal of College Student Development*, 37.

## 3. Purpose of Study

The purpose was to change the narrative and how people view student affairs on college campuses.

## 4. Results/Findings

- “Learning and personal development occur through transactions between students and their environments broadly defined to include other people (faculty, student affairs staff, peers), physical spaces, and cultural milieus. Some settings tend to be associated with certain kinds of outcomes more so than others. For example, classrooms and laboratories emphasize knowledge acquisition among other things while living in a campus residence, serving as an officer of a campus organization, or working offer opportunities to apply knowledge obtained in the classroom and to develop practical competencies” (2).
- “Student affairs professionals are educators who share responsibility with faculty, academic administrators, other staff, and students themselves for creating the conditions under which students are likely to expend time and energy in educationally-purposeful activities” (2).
- 1. THE STUDENT AFFAIRS DIVISION MISSION COMPLEMENTS THE INSTITUTION'S MISSION, WITH THE ENHANCEMENT OF STUDENT LEARNING AND PERSONAL DEVELOPMENT BEING THE PRIMARY GOAL OF STUDENT AFFAIRS PROGRAMS AND SERVICES.
- 2. RESOURCES ARE ALLOCATED TO ENCOURAGE STUDENT LEARNING AND PERSONAL DEVELOPMENT.
- 3. STUDENT AFFAIRS PROFESSIONALS COLLABORATE WITH OTHER INSTITUTIONAL AGENTS AND AGENCIES TO PROMOTE STUDENT LEARNING AND PERSONAL DEVELOPMENT.
- 4. THE DIVISION OF STUDENT AFFAIRS INCLUDES STAFF WHO ARE EXPERTS ON STUDENTS, THEIR ENVIRONMENTS, AND TEACHING AND LEARNING PROCESSES.
- 5. STUDENT AFFAIRS POLICIES AND PROGRAMS ARE BASED ON PROMISING PRACTICES FROM THE RESEARCH ON STUDENT LEARNING AND INSTITUTION-SPECIFIC ASSESSMENT DATA.
- As with individuals, colleges and universities rely on experience to guide behavior. But when external forces (budget constraints, shifting demographics, accountability) produce radical changes, familiar, comfortable practices may no longer work. Change brings uncertainty as well as opportunity.
- Student affairs professionals must seize the present moment by affirming student learning and personal development as the primary goals of undergraduate education.
- Redefining the role of student affairs to intentionally promote student learning and personal development will be dismissed by some as a restatement of the status quo ("old wine in new bottles") or an attempt to rekindle the momentum of a bygone era; others will interpret the message as forsaking the special humanizing role student affairs play in the academy; others will conclude that to proceed as this document suggests will force student affairs to invade faculty territory; still others will be intimidated by the prospect of changing their behavior.
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## 6. Limitations

N/A – No Data or research study. Just listening dangers and obstacles for curriculum.

## 7. Other articles I would like to look at:

- N/A