

PURPOSE

Learning Reconsidered is an argument for the integrated use of all of higher education's resources in the education and preparation of the whole student. It is also an introduction to new ways of understanding and supporting learning and development as intertwined, inseparable elements of the student experience. It advocates for transformative education—a holistic process of learning that places the student at the center of the learning experience.

The purpose of this document is to reexamine some widely accepted ideas about conventional teaching and learning, and to question whether current organizational patterns in higher education support student learning in today's environment. *Learning Reconsidered* emerges in the context of important predecessors and contemporaries; it builds upon, but is different from, previous statements that focused primarily on student affairs as a profession, and it complements planning and strategic documents recently developed or being planned by other organizations in higher education. *Learning Reconsidered* emphasizes the nature, characteristics, meaning, and application of the work of student affairs as a partner in the broader campus curriculum and describes the ways in which student affairs affects student outcomes.

The authors acknowledge with respect the challenge of creating change in higher education. We recognize that it has been difficult for many institutions to implement all of the excellent recommendations made in earlier documents. We also note with hope the initial successes of both student affairs educators and members of the academic faculty who have engaged the process of changing pedagogy. Regardless of our past accomplishments or disappointments, we are all, as colleagues and educators, now accountable to students and society for identifying and achieving essential student learning outcomes and for making transformative education possible and accessible for all students.