

Mission Statement

The Higher Education Division of the National Art Education Association exists to support the mission of the National Art Education Association. Our primary domain is to guide the development of quality art education at the post-secondary level. We are committed to the highest professional and ethical standards of critical inquiry, scholarship, teaching, creative work, public engagement, and dissemination, as each of these endeavors furthers understanding of and contributions to the pedagogy of art, design, and visual/material culture education and its relationships to society.

Core Values reduce

The Higher Education Division of the National Art Education Association members:

- Promote a community of scholarly, creative, and ethical inquiry, professional growth, advocacy, and career development amongst our members and across NAEA divisions and issues groups.
- Envision broad and comprehensive understandings of art, design and visual/material culture education, which includes the fine arts; crafts; indigenous, folk and self-taught arts; visual communication; architecture; product design; new digital media environments; varied sites of/for creative cultural production and aesthetic experience; and other evolving forms of creative human expression.
- Advance viable educational and artistic theories, curricular practices, and programs of study in art, design, and visual/material culture education as inspired by many varied interests, diverse career trajectories, and multiple endpoints.
- Support intellectual and creative work that plays a vital social, political, economic, and pedagogical role in a global society.
- Are committed to the preparation of art educators of the highest caliber, who are prepared to lead their students and communities to recognize the value, importance and power of art in their lives.

Goals

Higher Education Division members are dedicated to addressing the goals of the NAEA Strategic Plan. Within those goals we strive to:

In Advocacy:

- Work with our organization, other professional associations, arts agencies, civic and cultural groups, and government bodies in the multiple arts within and across states to develop and disseminate information about art education goals and initiatives.
- Educate teachers of other disciplines, administrators, cultural workers, policy makers, and the public regarding the importance of art, design, and visual/material culture instruction.

In Research and Knowledge:

- Develop ways to help teachers, students, and others understand, create, disseminate, and learn about life through the study of art, design, visual/material culture, and new media.
- View learning in the arts as the construction of knowledge, both personal and established, that is active, engaging, and ongoing throughout life.
- Study new and evolving forms of cultural production, uses of emerging technologies, and non-school-based sites for learning (including but not limited to the contemporary art world, cultural institutions, arts agencies, PK-12 schools, museums, online programs, early childhood centers, senior care facilities, detention centers, community art centers, hospitals, and postsecondary educational settings and institutions of higher education).
- Develop interdisciplinary connections between the visual arts and other domains of knowledge in ways that provide students, educators, cultural workers, and others with opportunities to develop multiple approaches to their studies and practices.
- Continue to refine research methodologies and identify new ways of disseminating our research

- within the field of art education and to other educational stakeholders.
- Conduct and disseminate interdisciplinary research that promotes a fundamental commitment to the advancement of knowledge, diversity, social justice, sustainability, civil society, and international issues of human rights as they relate to artistic representations.
- Conduct routine tracking of enrollments in art education programs in higher education, class descriptions, faculty interests and research, and the closing of programs.
- Conduct research into the kinds of programming in the existence of and enrollments in community arts programs and alternative sites where art education takes place.
- Conduct research into the development of courses and curriculum for instructors in the various fields of art at the post-secondary level, connecting their studies to the philosophy and pedagogy of teaching.
- Conduct research into online education and distance education formats as they relate to the varied interests of art education.

In Community:

- Maintain a fundamental commitment to the professional development and success of visual arts teachers in varied educational, cultural, civic, and therapeutic contexts.
- Facilitate the work of teachers and future teachers in ways that promote the creation, dissemination, and critique of culturally diverse artistic and scholarly viewpoints including multicultural, intercultural, and environmental education to help connect learning in the arts to the realities of contemporary classrooms.
- Mentor teachers through research in partnership with art teachers, artists, and learners specifically related to contemporary theory and practices in visual arts education.
- Build collaborations and alliances with other NAEA Divisions and Issues Groups; as well as build mutually beneficial partnerships with art teachers and cultural workers in schools, museums, virtual communities, early childhood centers, senior care facilities, juvenile detention centers, prisons, community art centers, hospitals, and the many others places where art is taught.
- Be actively involved in P-12 education to keep fully abreast of what occurs in schools to best understand the role art education has within the greater education community.
- Teach future art teachers to be leaders in schools and the community.
- Build relationships with teachers in various subject areas and grade levels.

In the Higher Education Community:

- Foster an inclusive and successful learning community of art educators in higher education.
- Promote higher education division members' professional development through such activities as Higher Education Forums, special Convention sessions, leadership and topical seminars, and conferences.
- Promote effective strategies for engaging members of higher education or other post-secondary communities with art education practices and issues.
- Create and support successful ways to disseminate art education research, goals, and issues of concern to the Higher Education Division, as suggested in the (2009) NAEA Research Agenda.
- Secure funding opportunities for art education research and share grant information.
- Create venues for undergraduate and graduate students of art education to engage in professional development, conduct research, communicate and collaborate.

In Learning:

- Re-envision curriculum to consider globalization, local conditions, local art, immigrant and minority populations in schools that bring a greater cultural diversity to classrooms.
- Extend the concept of classrooms from enclosed spaces to globally connected and interconnected environments.

- Collaboratively develop curricular materials for P-12 teachers, post-secondary art educators, arts educators in non-school settings, and cultural workers at large.
- Develop curriculum that engages emerging media as teaching, research, expressive venues, and as tools for cultural production, dissemination, public engagement, and civil society.
- Address issues related to public education/privatization and art teacher certification.
- Value intellectual, creative, and educational work that attends to vital social, political, economic, and ecological dimensions of life on earth as it relates to artistic endeavors.
- Develop qualitative measures of evaluation in the arts that support and enhance students' art learning, support student growth, and the recognition and attainment of excellence in a chosen discipline.
- Enhance and support venues and strategies for discussion, inquiry, and action relating to world affairs, issues, and problems as they relate to art education.

Recommendations for committees:

- Create a HE Division Grants Committee.
- Further refine and disseminate to HE Division members the specific charges to and procedures to be utilized by the HE Policy Development committee, in ways that facilitate diversity of ideas, inclusiveness, and transparency in the development of HE policy recommendations.

Recommendations for areas needing further attention and research:

- Advocacy initiatives reporting progress and tactics that could advance the aims and objectives of the field.
- The economic conditions that eliminate art teaching positions.
- Community-based arts practices and local culture practices.
- Address the needs outlined in the current Research Agenda (2009).
- Alternative licensure options