

Executive Summary

Vision Document for Dance 2050: The Future of Dance In Higher Education (12-23-2014)

Introduction

The think tank entitled “Dance 2050: What is the Future of Dance in Higher Education?” formed in 2011 to deeply examined the roots, current state, and future projections for dance in academia.

We present this Vision Statement for consideration by dance educators, administrators, and students in academic dance programs or dance units. We envision progressive future changes to dance in higher education and will be examining how some of these changes could be enacted at future DANCE 2050 gatherings.

Context

For this particular project, the “we” are educators, administrators, and students in the field of dance in higher education. “The field” is herein defined as wherever dancing, dance teaching and dance making is taking place. While it is hoped that this Vision Statement will be helpful to the broad array of dance programs in higher education, it is also recognized that each program is unique and will need to tailor the ideas stated here to develop strategic plans to suit the institutional environment.

Values and Educational Beliefs

The following are the set of values and educational beliefs underpin this Vision Document:

- Embodiment
- Creative and Critical Inquiry
- Empathy
- Reflective Practice
- Collaboration and Interconnection
- Communication and Dissemination
- Wellness
- Preservation

Themes

It is understood that themes do not work in isolation, but overlap and intertwine.

1. Innovation in Teaching

University dance units recognize the scholarship of teaching and learning, transposing or translating relevant educational discoveries, as needed, into dance studio and classroom pedagogies.

2. Innovation in Leadership

Through creative, embodied practice and research, dance in post-secondary education is an incubator for innovative ideas and practices, thus spearheading innovation and evolution in the larger field.

3. Interdisciplinary/Transdisciplinary Work

Grounded in unique ways of knowing, dance research takes the form of somatic practice, creative or choreographic practice, and published scholarship.

4. Diversity and Global Perspectives

Dance units and programs within academia provide opportunities to study and perform diverse styles, idioms, and genres of global dance technique and choreography, and they promote the diverse cultural values expressed through these global dance practices. All forms of dance are seen as global dance forms.

5. Community Engagement

Dance faculty are active contributors to the scholarship of engagement, collaborating with community partners and creating multiple opportunities for their students to engage in meaningful projects. The engaged scholars apply their knowledge to teaching, research, creative activity, and service.

6. Social Justice and Citizenship

Dance curricula foster creative and critical thinking, empathy, and democratic values in support of social justice through varied activities taking place in coursework, creative projects, and research.

7. The Impact of New Technologies

Dance leaders recognize that the development of all technology is anchored in the experiences of embodied beings who create, play, communicate, and solve problems using a range of established and emerging tools.

- Teaching and Learning with Technologies
- Research with Technologies
- Artistic Practice and Technologies

8. Preparing Students for the Future

Dance educators advise and prepare students for a lifelong commitment to the field of dance or movement in its many manifestations, whether as work, advocacy, or extracurricular pursuit. Dance curricula in higher education imagine a wide range of possible career paths and goals for their graduates and provide the resources to buttress these possibilities.

NOTE: Full document can be accessed at www.ndeo.org/dance2050vision