

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

Program

Sixty-Third Annual Meeting

October 18 – 20, 2007

**InterContinental Hotel Kansas City
Kansas City, Missouri**

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

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Please note the following key to the meeting floors:

(BL) Ballroom Level

(PL) Pavilion Level

(RL) Rooftop Level

Conference Suites are on the floor signified by the first digit

Wednesday, October 17

1:00 p.m.- 6:00 p.m.	REGISTRATION	Salon Prefunction (BL)
2:30 p.m.- 5:30 p.m.	PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (By pre-registration only)	Rooftop Ballroom (RL)
1:45 p.m.- 5:00 p.m.	WORKSHOP FOR VISITING EVALUATORS (By invitation only)	Pavilion II (PL)
1:45 p.m.- 5:00 p.m.	WORKSHOP FOR EXPERIENCED EVALUATORS (By invitation only)	Pavilion III (PL)

Thursday, October 18

8:00 a.m.- 5:00 p.m.	WORKSHOP FOR VISITING EVALUATORS (By invitation only)	Pavilion II (PL)
8:00 a.m.- 5:00 p.m.	WORKSHOP FOR EXPERIENCED EVALUATORS (By invitation only)	Pavilion III (PL)
8:00 a.m.- 5:00 p.m.	REGISTRATION	Salon Prefunction (BL)
8:00 a.m.- 12:00 Noon	COMMISSION ON ACCREDITATION (Members only)	Pavilion I (PL)
9:00 a.m.- 3:15 p.m.	PRE-MEETING WORKSHOP (Continued from Wednesday afternoon)	Rooftop Ballroom (RL)

Thursday (continued)

12:30 p.m.-
1:45 p.m. **EXECUTIVE COMMITTEE LUNCHEON
MEETING** **Conference Suite 141**

2:00 p.m.-
5:00 p.m. **BOARD OF DIRECTORS BUSINESS AND
SEMINAR MEETING** **Pavilion I (PL)**

2:00 p.m.-
3:20 p.m. **LOW-RESIDENCY GRADUATE
PROGRAMS** **Salon II (BL)**

Low-residency graduate programs continue to be attractive to both students and institutions. This session will review key points that are important when considering, establishing, and initiating such programs. A focus will be on what lessons have been learned by institutions with experience. These include the operational and qualitative challenges to operating such programs, and the critical nature of admission decisions to ensure that students are compatible with the working approach or style required by the specific low-residency program.

Presenter: Zlata Baum, Maryland Institute College of Art
Ann Clarke, Syracuse University

Moderator/Presenter: James Baker, Maine College of Art

2:00 p.m.-
3:20 p.m. **APPROACHES TO LEARNING I:
COMMUNITY ENGAGEMENT IN
ART AND DESIGN EDUCATION** **Salon III (BL)**

Why should and how can art and design education incorporate the practice of community engagement? What are some key concepts and desired educational benefits? What organizational and professional issues should faculty and administrators consider? How do art and design programs work best with organizations and groups off campus? What are some good ways to develop teaching and learning content in community engagement contexts? These and other questions will be the focus of this session.

Presenters: Flavia Bastos, University of Cincinnati
Kim Abeles, California State University, Northridge
Carlos Silveira, California State University, Long Beach
Sonia Manjon, California College of the Arts

Moderator: Sammy Hoi, Otis College of Art and Design

Thursday (continued)

3:30 p.m.-
5:00 p.m.

**APPROACHES TO LEARNING II:
PROBLEM-BASED LEARNING
AND LEARNING COMMUNITIES**

Salon III (BL)

Art and design education is already problem-based. Indeed, problem-solving of various kinds is indigenous to work in the field and its specializations. The kind of problem-based learning addressed in the session expands the concept of problem with regard to time and complexity to create a different approach to teaching and learning. For one thing, problem-based learning involves setting problems that by their very nature, force students to “discover” knowledge and skills as they solve the problem, or create a solution. Problem-based learning is especially useful in helping students learn to work on teams, and to engage in projects that take an extended time to complete. Learning communities offer another organizational approach that has resonance in art and design programs. Majors in certain fields naturally tend to form learning communities. However, the concept can be pursued more formally and be used to encourage students in different specializations to coalesce around a specific learning problem or share the same environment. Learning communities can be silo builders or busters depending on how they are structured.

Presentations by experts in problem-based learning and learning communities will be followed by responses from NASAD members and an open discussion.

Presenters: Milton D. Cox, Center for Excellence in Learning
and Teaching, Miami University (Ohio)
Andy Friedlander, The Washington Center,
Skagit Valley College

Responders: Jay Coogan, Rhode Island School of Design
Matt Greenwell, University of Tennessee at Chattanooga

Moderator: Meredith Davis, North Carolina State University

3:30 p.m.-
4:20 p.m.

**ORIENTATION TO THE HEADS
SYSTEM**

Rooftop Ballroom (RL)

The institutional research data gathered and compiled by Higher Education Arts Data Services constitutes a unique and valuable resource for art/design executives. This session will provide an overview of the information contained in annual Data Summaries, which are reports compiled from data submitted by NASAD member and other participating institutions. The explanations will cover use of the data in local policy discussions, as well as opportunities for institutions to obtain customized data reports.

Mark Marion, NASAD National Office

Thursday (continued)

4:30 p.m.-
5:30 p.m. **NASAD RESOURCES:
AN ORIENTATION TO NASAD** **Rooftop Ballroom (RL)**

This session will provide an orientation to the resources and operations of NASAD, with special attention to the benefits and responsibilities of Membership. An emphasis will be on ways the Association and its work assist administrators in all aspects of fulfilling their local responsibilities. Individuals attending the NASAD meeting for the first time are especially encouraged to attend.

Sr. M. Cor Immaculatum Heffernan, I.H.M., Marywood University
Karen P. Moynahan, NASAD National Office

5:00 p.m.-
6:15 p.m. **RECEPTION FOR THE ASSOCIATION** **Rooftop Bar (RL)**
(Cash Bar)

6:30 p.m.-
8:30 p.m. **BOARD OF DIRECTORS DINNER** **Pavilion I (PL)**
AND SEMINAR MEETING

Friday, October 19

7:00 a.m.-
9:00 a.m. **CONTINENTAL BREAKFAST** **Rooftop Ballroom (RL)**
FOR THE ASSOCIATION

8:00 a.m.-
9:00 a.m. **OPEN HEARING:** **Salon IA & IB (BL)**
MEMBERSHIP PROCEDURES

NASAD procedures documents are being reviewed this year on their regular five-year cycle. This hearing will provide an opportunity for comment and suggestions about how to improve the clarity and utility of these documents. It is understood that a new design is needed.

Moderator: Kristi Nelson, University of Cincinnati

Recorders: Karen Moynahan, NASAD National Office
Samuel Hope, NASAD National Office

8:00 a.m.-
5:00 p.m. **REGISTRATION** **Salon Prefunction (BL)**

Friday (continued)

9:15 a.m.-
10:15 a.m.

FIRST GENERAL SESSION

Salon IA & IB (BL)

Call to Order
 President
Determination of Quorum
Reports: Commission on Accreditation
 Committee on Ethics
 Treasurer
Announcements: Executive Director
Action on Proposed *Handbook* Changes
Election of Officers
Report of the President
New Business

10:30 a.m.-
12:00 noon

**OUTCOMES, ACHIEVEMENT AND
QUALITY**

Salon IA & IB (BL)

Today, higher education is faced with unremitting political attack. Fair or not, sound bites produce illusions that creating and accounting for achievement are simple things, and that neither is being done. However, developing quality in art and design is not simple; among other things, it requires constant, aggressive, rigorous evaluation. This has been true for centuries, and will continue to be true. The nature of art and design demands it. Things were not always the way they are now. Until about twenty years ago, there was a common understanding that experts in specific fields and professions such as art/design were dedicated, competent, responsible, and trustworthy in creating programs and evaluating results. But this all changed when results were renamed outcomes and then conflated with the methodologies of an outcomes movement dedicated to the proposition that expertise in general assessment methodology trumps disciplinary knowledge and capability. This session will address the policy, public relations, and political dimensions of this situation and the effects they can have on institutions and programs in higher education. Specific attention will be given to current legislative, analytical and promotional initiatives, particularly at the federal level, and to possible next steps for institutions, programs, and individual leaders. A background briefing paper on achievement and quality is provided in the annual meeting packet.

Presenters: William Barrett, Association of Independent Colleges of Art
and Design
Cynthia Davenport, Association of Specialized and Professional
Accreditors
Samuel Hope, NASAD National Office

Moderator: Lesley Cadman, Parsons the New School for Design

Friday (continued)

2:00 p.m.-
3:30 p.m.

INTEREST GROUP SESSIONS

**1) STUDY ABROAD: NEW
CHALLENGES FOR PROGRAMS
AND ADMINISTRATORS**

Salon II (BL)

Study abroad programs range widely in their purposes and achievements. This session will range over a number of issues critical to the organization and operation of these programs. Some of the focus areas will be developing specific relationships with other schools, working with academic issues such as critical content and intensity, and maintaining program integrity and expectations consistent with degree and course offerings on home campuses. The transcending question will be how do we help students gain the greatest artistic and educational benefits from study abroad?

Presenters: Jon Esser, Purchase College, State University of New York
Amanda Akyol, Studio Art Centers International (Florence)

Moderator/Presenter: Katerina Ruedi Ray, Bowling Green State University

2:00 p.m.-
3:30 p.m.

2) MELTING SILOS

Salon III (BL)

The silo (and the stovepipe) have become metaphors for specializations working in isolation and protecting themselves in all sorts of ways, from arcane jargon to political action. This approach has certain merits, and many favor it, but its disadvantages appear in bold relief where work and problems are multidisciplinary, and where technology facilitates the blurring of disciplinary boundaries. This session will feature presentations about the virtues and methods of melting silos across fine arts programs, design programs, and all visual arts programs, including art and design. Speakers will focus on their perceptions about the gap between how artists and designers behave conceptually and traditional curricular categories, the relationship of silo melting to opportunities for student exploration and discovery, and from the perspective of veteran silo melters, what works, and what does not. Other issues include program structures, working with various philosophical positions held by faculty, and the evolving relationship between disciplines and professions.

Presenters: Lorne Falk, School of the Museum of Fine Arts, Boston
Kate Catterall, University of Texas at Austin
Bryan Rogers, University of Michigan

Moderator: Thomas Lawson, California Institute of the Arts

Friday (continued)

2:15 p.m.-
5:30 p.m.

**WORKSHOP: PREPARING FOR
NASAD EVALUATION**
(pre-registration required)

Rooftop Ballroom (RL)

Designed especially for institutions that plan to receive evaluation visits during the next two years, this workshop will cover various self-study techniques, relating them to NASAD procedures.

Power Boothe, Hartford Art School
Johanna Branson, Massachusetts College of Art
Karen P. Moynahan, NASAD National Office

3:45 p.m.-
5:15 p.m.

LAPTOP STUDIOS

Salon II (BL)

Increasingly, institutions are requiring students entering art and design programs to have a laptop computer capable of working with highly sophisticated visual software. Pragmatically, this approach may be a way for institutions to reduce the cost of keeping up with current technology. There are many practicalities involved in operating under such requirements for student equipment. However, this session will consider laptop studios from a more philosophical perspective. How does this approach change pedagogy, curriculum, decision-making about choice of content, and so forth? If “the medium is the message,” how do we work effectively with laptop studios as a system that shapes on its own terms?

Presenters: Michael Desjardins, Ontario College of Art and Design
Gary Birch, Laguna College of Art
Anne Fay, Carnegie Mellon University

Moderator: John W. Cox, Rochester Institute of Technology,
National Technical Institute for the Deaf

3:45 p.m.-
5:15 p.m.

ART AND DESIGN IN KANSAS CITY

Salon III (BL)

Kansas City has experienced a major resurgence in the visual arts, from grass roots activity among individual artists to the \$200 million expansion of the Nelson-Atkins Museum of Art, as well as the new Nerman Museum of Contemporary Art. There is a strong collaborative spirit and vital activity among artists, designers, architects, galleries, developers, corporations and small entrepreneurs that is resulting in Kansas City becoming an important and nationally recognized urban art center. Rather than focusing on the impact of major institutions, the focus of this panel will be on the initiatives taken by individuals and small organizations that lead to a vital art scene with national reach.

Panelists: David Ford; Kansas City, Missouri
David H. Hughes, Jr., The Charlotte Street Foundation
Raechell Smith, Kansas City Art Institute
Jay Tomlinson, Helix/Architecture + Design

Moderator/Convenor: Kathleen Collins, Kansas City Art Institute

Friday (continued)

6:30 p.m.-
7:30 p.m. **RECEPTION FOR THE ASSOCIATION** **Salon Prefunction (BL)**
(Cash Bar)

7:30 p.m.-
10:00 p.m. **ANNUAL AWARDS BANQUET** **Salon IA & IB (BL)**

Moderator: Ray Allen, Maryland Institute College of Art

Citation: Ann Hamilton

Saturday, October 20

7:00 a.m.-
9:00 a.m. **AMERICAN BREAKFAST FOR THE** **Rooftop Ballroom (RL)**
ASSOCIATION

8:15 a.m.-
8:45 a.m. **SECOND GENERAL SESSION** **Salon IA & IB**

Report of the Executive Director
New Business

Saturday (continued)

9:00 a.m.-
12:15 p.m.

ASSESSMENT ON OUR OWN TERMS

Salon IA & IB (BL)

9:00 a.m.-
10:30 a.m.

**GENERAL SESSION OPEN FORUM:
PRESENTING WHAT WE DO
AND WHY IT WORKS**

Salon IA & IB (BL)

Artists, designers, teachers, and schools of art and design know how to assess work, and in an overall sense have conducted evaluations successfully for centuries. But what do we do and say when this fact doesn't convince others, or when there are requests for explanations or justifications? What do we do when those with no real background in art or design, or indeed, any art form start demanding or requiring assessment on their terms? How do we maintain the integrity of the relationships between our fields and the assessment approaches that naturally flow from them?

This open forum will provide an opportunity for attendees to engage in a discussion of these problems with a view to finding common talking points and other ways forward that can benefit all. The session has three organizing questions, all posed in terms of how we communicate what we already know: (a) How do we assess? (b) How do we translate our assessment approaches into terms others can understand? (c) How and with what arguments do we debate when necessary to oppose assessment approaches that compromise the integrity of our disciplines or our teaching, especially when they waste untenable amounts of time? This session addressing questions of large scope will be followed by sessions on student work.

Moderator: Ray Allen, Maryland Institute College of Art

Recorder: Mark Marion, NASAD National Office

Saturday (continued)

10:45 a.m.-
12:15 p.m.

INTEREST-GROUP SESSIONS: Salon IA & IB (BL)
ASSESSING INSTRUCTIONAL
ACHIEVEMENT THROUGH STUDENT WORK

Starting with the background provided in the open forum, each interest group session will focus on a different aspect of art and design. Each will be conducted as a thought experiment. In each, three disparate examples of “excellent” undergraduate student work will be the springboard for an effort to seek improved ways to describe the characteristics of excellence in achievement, this without any attempt to standardize artistic philosophy, content, method, or approach. One of the most important and interesting questions to be considered: what is the evidence of success in gaining an art/design education beyond how any one or several specific pieces looks or reads? What do we want the work or works we are addressing to tell us about a particular student’s preparation for further or future work? What do we look for to get a reading about pedagogical success across a range of work by different students?

10:45 a.m.-
12:15 p.m.

INTEREST GROUP 1: DESIGN Salon IA & IB (BL)

Moderators: Susan King Roth, Virginia Commonwealth University
Dawn Barrett, Rhode Island School of Design

Recorder: Roger Baer, Iowa State University

10:45 a.m.-
12:15 p.m.

INTEREST GROUP 2: FINE ARTS Salon II (BL)

Moderators: Jay Kvapil, California State University, Long Beach
Chris Miles, California State University, Long Beach

Recorder: Melody Weiler, Ringling College of Art and Design

10:45 a.m.-
12:15 p.m.

INTEREST GROUP 3: HISTORY Salon III (BL)
AND CRITICISM

Moderators: Deborah Dluhy, School of the Museum of Fine Arts, Boston
Kristi Nelson, University of Cincinnati

Recorder: Edward Aiken, Syracuse University

Saturday (continued)

10:45 a.m.-
12:15 p.m.

**ORIENTATION TO THE PORTFOLIO
AND STRATEGIC ANALYSIS
FORMATS FOR SELF-STUDY**

Rooftop Ballroom (RL)

NASAD has developed two new optional patterns for self-study. Named the Portfolio and Strategic Analysis formats, each starts with its own perspective to foster a review against NASAD standards and an analysis of future challenges and opportunities. In the NASAD accreditation process, institutions choose among the two new formats, the traditional or standard format, or, under certain conditions, their own approach.

This workshop will present only the Portfolio and Strategic Analysis formats and demonstrate features intended to reduce data-gathering so that the focus of the self-study can be on analysis and projection. The session will include suggestions about ways of using the formats to accomplish specific institutional objectives, and present a set of questions to ask when deciding which format to use.

Karen P. Moynahan, NASAD National Office
Samuel Hope, NASAD National Office

12:15 p.m.-
2:15 p.m.

**EXECUTIVE COMMITTEE LUNCHEON
MEETING**

Pavilion II (PL)

2:15 p.m.-

ADJOURNMENT OF NASAD ANNUAL MEETING

**NASAD Sixty-Fourth Annual Meeting
October 10 – 12, 2008**

**Grand Hyatt Hotel
Seattle, Washington**