

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

PROGRAM

Sixty-Seventh Annual Meeting

October 13 – 15, 2011

**Grand Hyatt Seattle
Seattle, Washington**

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

67th Annual Meeting

Program of Events

October 13-15, 2011

The hotel floor number follows the meeting room name.

Wednesday, October 12

1:00 p.m.- 5:00 p.m.	COMMISSION ON ACCREDITATION (Commission members only)	Leonesa III (1)
1:00 p.m.- 6:00 p.m.	REGISTRATION	Lobby Alcove (1)
1:45 p.m.- 5:00 p.m.	WORKSHOP FOR VISITING EVALUATORS (By invitation only)	Menzies (6)
2:00 p.m.- 5:15 p.m.	PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (By pre-registration only)	Eliza Anderson (1)

Thursday, October 13

8:00 a.m.- 5:00 p.m.	REGISTRATION	Lobby Alcove (1)
8:00 a.m.- 12:00 p.m.	COMMISSION ON ACCREDITATION (Commission members only)	Leonesa III (1)
8:30 a.m.- 1:45 p.m.	PRE-MEETING WORKSHOP (Continued from Wednesday afternoon)	Eliza Anderson (1)
9:00 a.m.- 5:00 p.m.	WORKSHOP FOR VISITING EVALUATORS (By invitation only)	Menzies (6)
12:30 p.m.- 1:45 p.m.	EXECUTIVE COMMITTEE LUNCHEON MEETING	Sealth (6)
1:30 p.m.- 2:50 p.m.	SUSTAINING PROFESSIONAL STUDIO PRACTICES IN ADMINISTRATION	Leonesa III (1)

This session will explore how a vital studio practice and exhibition or production schedule can be maintained by art/design administrators and faculty with administrative duties.

William Catling, Azusa Pacific University
Guy Kinnear, Azusa Pacific University

Thursday (continued)

1:30 p.m.- **DIVERSIFYING THE FACULTY AND THE CURRICULUM** **Leonesa I/II (1)**
2:50 p.m.

Continuing the discussion about diversifying the student body begun in 2010, this session will focus on the critical issues of faculty diversity, curricular diversity, and the relationship between the two. Various models for addressing social justice and curricular diversity in the curriculum will be discussed, as well as the importance of and methods for diversifying the faculty.

Presenters: Sanjit Sethi, California College of the Arts
Jesse Villalobos, The New School

Moderator: Melanie Corn, California College of the Arts

2:00 p.m.- **BOARD OF DIRECTORS BUSINESS AND** **Sherman (7)**
3:45 p.m. **SEMINAR MEETING**

2:00 p.m.- **HEADS I: COMPLETING AND SUBMITTING** **Eliza Anderson (1)**
2:50 p.m. **THE HEADS DATA SURVEY**

This session will provide an in-depth review of procedures for online submission of the HEADS Data Survey for degree-granting institutions. Primarily intended for first-time participants, this section-by-section overview of the Data Survey will explain in detail the Data Survey submission process, types of data collected, and how to calculate certain figures.

Mark Marion, NASAD National Office
Andrea Plybon, NASAD National Office

3:00 p.m.- **ARTIST COMMUNITIES: THE ADMINISTRATOR'S ROLE** **Eliza Anderson (1)**
3:50 p.m. **IN ASSISTING FACULTY**

Artist communities provide special opportunities for sustained work. Many faculty members benefit from time spent in these settings. Administrators play an important role in assisting faculty to work in artist communities. This session will explore the nature of the administrator's role in facilitating the best possible match between faculty interests and needs, and the offerings of artist communities.

Presenters: Deborah Horrell, Portland, Oregon
Christopher Shipley, Artist Residency Program,
Maryland Institute College of Art
Jane Shipley, MICA Artist Residency Program
Caitlin Strokosch, Alliance of Artists Communities

Moderator: Ann Filemyr, Institute of American Indian Arts

3:00 p.m.- **DESIGN HISTORY AND DESIGN EDUCATION:** **Leonesa III (1)**
3:50 p.m. **GENERAL AND SPECIALIZED APPROACHES AND CONTENT**

This session will continue the dialogue begun at last year's "Teaching Design History: Fulfilling the NASAD Mandate" session, considering specifically the ways in which different configurations of course content can be used to meet NASAD curricular

Thursday (continued)

guidelines and objectives for design history. Presentations will explore the advantages and disadvantages of general design history surveys (usually intended to acquaint students with the objects, designers, and issues common to many design disciplines) and field-specific histories (usually intended to introduce works, designers, and issues specific to industrial design, interior design, fashion design, communication design, or craft). The presentations are designed to be highly interactive.

Presenters: Carma Gorman, Southern Illinois University Carbondale
Rebecca Houze, Northern Illinois University

Moderator: David Raizman, Drexel University

3:00 p.m.-
3:50 p.m.

BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES **Portland (1)**

NASAD has a number of resources used by institutions to assist in the formulation of local proposals and policies. This session will enumerate and explain the purpose of several sets of information, followed by a more specific exploration of individual resources. Areas of discussion include faculty work, promotion, and tenure; the duties of administrators; planning and futures analysis; assessment; and explaining the principles, aspirations, advocacy, and methods associated with quality developments in art and design.

Sarah Yount, NASAD National Office

4:00 p.m.-
5:00 p.m.

AN ORIENTATION TO NASAD **Eliza Anderson (1)**

This session will provide an orientation to the resources and operations of NASAD, with special attention to the benefits and responsibilities of accredited institutional 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.

Sara Chadwick, New England School of Art and Design at Suffolk University
Karen P. Moynahan, NASAD National Office

4:00 p.m.-
5:00 p.m.

GENERALIST DEGREES IN THE FINE ARTS **Leonesa I/II (1)**

This roundtable will provide an opportunity to explore ideas, concerns, opportunities, and practices associated with generalist degrees in the fine arts. Although such degrees have existed for a long time, the concept is generating new levels of interest because of the blending of specializations in the thoughts and work of many contemporary artists.

Resource: Susan Bowman, Rowan University
Thomas Lawson, California Institute of the Arts
Beverly Seley, Grand Valley State University

Moderator: Ray Allen, Maryland Institute College of Art

Recorder: Johanna Branson, Massachusetts College of Art and Design

Thursday (continued)

4:00 p.m.-
5:00 p.m. **GENERALIST DEGREES IN DESIGN** **Leonesa III (1)**

This roundtable will provide an opportunity to explore ideas, concerns, opportunities, and practices associated with generalist degrees in design. Although such degrees have existed for a long time, the concept is generating new levels of interest because of the blending of specializations in the thoughts and work of many contemporary designers.

Resource: Robert Milnes, University of North Texas

Moderator: Susan King Roth, Virginia Commonwealth University

Recorder: Matt Greenwell, University of Tennessee at Chattanooga

5:00 p.m.-
6:15 p.m. **RECEPTION FOR THE ASSOCIATION** **Princessa Foyer (1)**
(Cash Bar)

6:30 p.m.-
8:30 p.m. **BOARD OF DIRECTORS DINNER AND SEMINAR MEETING** **Sherman (7)**

Friday, October 14

7:15 a.m.-
8:45 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Princessa (1)**

8:00 a.m.-
5:00 p.m. **REGISTRATION** **Lobby Alcove (1)**

8:00 a.m.-
8:50 a.m. **HEADS II: USING HEADS STATISTICAL DATA FOR** **Eliza Anderson (1)**
INSTITUTIONAL PLANNING AND PROJECTIONS

The institutional research data gathered and compiled by the Higher Education Arts Data Services Project constitute a unique and valuable resource for art/design executives at degree-granting institutions. This session will provide a detailed overview of statistics contained in the HEADS Data Summaries (the aggregate reports compiled annually from HEADS Data Surveys), the use of HEADS Special Reports for comparison among specific peer institutions, and potential uses for HEADS data in local policy discussions and administrative planning.

Mark Marion, NASAD National Office
Andrea Plybon, NASAD National Office

Friday (continued)

8:00 a.m.-
8:50 a.m. **BRIEFING: NASAD STANDARDS AS A FRAMEWORK
FOR DIVERSITY, FLEXIBILITY, AND INNOVATION
IN UNDERGRADUATE PROGRAMS** **Leonesa III (1)**

This briefing will present the fundamental structure of the NASAD standards for undergraduate degrees and describe their “framework” character. In this instance, “framework” means a set of common goals and expectations with regard to structure, content, achievement, and procedure. The standards are formulated in a way that enables these commonalities to be fulfilled in many different ways. The briefing will focus on how to work within these structures to achieve specific, and perhaps unique institutional goals.

Kristi Nelson, University of Cincinnati
Karen P. Moynahan, NASAD National Office

8:00 a.m.-
8:50 a.m. **HEARING: UNDERGRADUATE STANDARDS IN DESIGN** **Discovery (1)**

It has been a number of years since the Association reviewed its undergraduate standards in design. This hearing comes at the beginning of such a review and provides an opportunity for an exchange of views about how the standards text may be improved. The hearing will focus on the following design areas: General Design, Communication Design, and Industrial Design.

Moderator: Jay Kvapil, California State University, Long Beach

Recorder: Samuel Hope, NASAD National Office
Sarah Yount, NASAD National Office

9:00 a.m.-
11:50 a.m. **INNOVATION IN TEACHING: USING TECHNOLOGY** **Leonesa I/II (1)**

Technological advances have always had an impact on teaching. The recent past has seen an explosion of technological means, many of which have direct applications for teaching and learning. The Academy has moved quickly to embrace these technologies, and in the case of art and design, is preparing professionals to provide leadership in building and applying technology to instruction for years to come. The territory encompassed by the relationship between teaching and technology is vast. The session will focus on four areas: (1) foundations; (2) structural organization, including hybrid courses, distance learning, and blended delivery systems; (3) faculty development associated with technological advances; and (4) libraries and learning resources.

An opening plenary session will provide an overview of these four topics. Following the plenary session, attendees are asked to choose and participate in a focus group on one of the four topics. The focus groups will be offered twice, so each attendee will be able to attend two of his or her choice.

Friday (continued)

9:00 a.m.-
11:50 a.m.

**INNOVATION IN TEACHING: USING TECHNOLOGY
(continued)**

Leonesa I/II (1)

9:00 a.m.-
9:50 a.m.

Plenary Session

Leonesa I/II (1)

Overall Moderator: Robert Milnes, University of North Texas

- (1) ***Foundations*** **Leonesa III (1)**

Resource: Jenna Frye, Maryland Institute College of Art

- (2) ***Structural Organization: Hybrid Courses,
Distance Learning, and Blended Delivery Systems*** **Portland (1)**

Resource: Philip Turner, University of North Texas

- (3) ***Faculty Development Associated with
Technological Advances*** **Eliza Anderson (1)**

Resource: Diane Walsh, University of the Arts

- (4) ***Libraries and Learning Resources*** **Discovery (1)**

Resource: Jane Carlin, University of Puget Sound

10:00 a.m.-
10:50 a.m.

Focus Groups

- (1) ***Foundations*** **Leonesa III (1)**

Resource: Jenna Frye, Maryland Institute College of Art

Moderator: Ravi S. Rajan, Purchase College,
State University of New York

- (2) ***Structural Organization: Hybrid Courses,
Distance Learning, and Blended Delivery Systems*** **Portland (1)**

Resource: Philip Turner, University of North Texas

Moderator: Leslie Bellavance, New York State College
of Ceramics at Alfred University

- (3) ***Faculty Development Associated with
Technological Advances*** **Eliza Anderson (1)**

Resource: Diane Walsh, University of the Arts

Moderator: Kate Wagle, University of Oregon

- (4) ***Libraries and Learning Resources*** **Discovery (1)**

Resource: Jane Carlin, University of Puget Sound

Moderator: Deborah Verhoff, Art Institute of Boston
at Lesley University

Friday (continued)

9:00 a.m.-
11:50 a.m.

INNOVATION IN TEACHING: USING TECHNOLOGY (continued)

11:00 a.m.-
11:50 a.m.

Focus Groups

- (1) ***Foundations*** **Leonesa III (1)**

Resource: Jenna Frye, Maryland Institute College of Art
Moderator: Ravi S. Rajan, Purchase College,
State University of New York

- (2) ***Structural Organization: Hybrid Courses,
Distance Learning, and Blended Delivery Systems*** **Portland (1)**

Resource: Philip Turner, University of North Texas
Moderator: Leslie Bellavance, New York State College of
Ceramics at Alfred University

- (3) ***Faculty Development Associated with
Technological Advances*** **Eliza Anderson (1)**

Resource: Diane Walsh, University of the Arts
Moderator: Kate Wagle, University of Oregon

- (4) ***Libraries and Learning Resources*** **Discovery (1)**

Resource: Jane Carlin, University of Puget Sound
Moderator: Deborah Verhoff, Art Institute of Boston
at Lesley University

1:30 p.m.-
2:15 p.m.

PLENARY SESSION: BUSINESS MEETING

Leonesa I/II (1)

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

2:15 p.m.-
3:15 p.m.

THE ECONOMY, RESOURCES, AND STRATEGIC PLANNING

Leonesa I/II (1)

The economic picture is extremely complex, but one reality seems to be increasingly clear. The period of difficulty is expected to be long because deficits and unfunded liabilities are high. General economic conditions have a contextual effect on higher education. They also have a specific effect on each institution and on each postsecondary educational program in art and design. Whatever the size or type of an institution or art/design program, many of

Friday (continued)

the same issues are being faced, even though specific local conditions and solutions are and will be different. As a prelude to the roundtables that follow, this session will focus on the relationship among economic conditions, resources of various kinds, and strategic planning. Strategic planning involves considering internal and external forces and their current and potential interplays that create specific conditions. Strategic planning is predicated on looking at the bigger picture. Strategic analysis and plans are critically important when deciding what to do when there are permanent or temporary cuts in funding. For example, when everything cannot be continued, how does one decide what is absolutely essential and how to protect it? Strategic planning factors in the economy and realistic assessments about what is happening and what is likely to happen. Considerations include the impact on morale, and administrative challenges in helping faculty, staff, and students understand what is happening. Each institution deals with relationships among multiple kinds of resources. Funding, time, personnel, and facilities and equipment are tangible resources. Intangible resources include reputation, levels of cooperation, morale, flexible response capabilities, reputation, and so forth. Managing resources is a primary responsibility for administrators. In this climate, administrators are challenged to find new resources, use current and projected resources efficiently, and make adjustments in budget rescissions least damaging to the fundamentals that support current and future programs.

Presenters: Sally McRorie, Florida State University
James Hopfensperger, Western Michigan University
Dennison W. Griffith, Columbus College of Art and Design

2:15 p.m.-
3:15 p.m.

WHAT HAPPENS NEXT? (The Good News and the Bad News)

Eliza Anderson (1)

The Bad News

The world is at, or near, unprecedented tipping points involving climate change, peak oil prices, deforestation, species extinction, and water scarcity. The tenuous relationship between humans and the natural world has become an unsustainable scenario. In addition, we have relentless religious conflict in the Middle East and expanding population and economies in China and India. More people competing for fewer resources is not a pretty picture. Thus, maintaining the status quo is not an option.

The Good News

Design is one of the only viable options we have to help shape a positive future. Design with a capital “D” – Design that includes invention, human ingenuity, innovation and creative problem solving through design thinking and execution.

Most designers are optimistic and passionate about what’s next, not what is now or what has been. This makes them unlike politicians, religious leaders or most corporate executives, who are largely acting to protect the power or resources that they already have accumulated. The future will be defined more by what we do now than what we did before.

It will be shown how Project M and CommonLab are combining technology, design, and business to help shape a positive future for people and the planet.

Presenter: John David Bielenberg, Founder, Project M
Co-Founder, Future and Co-Founder, Common

Moderator: Stephen Beal, California College of the Arts

Friday (continued)

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

ROUNDTABLES

The roundtable sessions provide an opportunity to ask questions of peers regarding issues important to your institution. Discussion will focus on topics brought forth from the floor. Discussion comments and issues gathered by session recorders will be considered by the NASAD Executive Committee in the future work of the Association.

Group 1: Private institutions with art/design major enrollment less than 200 Menzies (6)

Moderator: Christine A. Forsythe, Messiah College
Recorder: Teresa Prater, Converse College

Group 2: Private institutions with art/design major enrollment of 201-400 Eliza Anderson (1)

Moderator: Stuart Baron, Delaware College of Art and Design
Recorder: Gwendolyn H. Everett, Howard University

Group 3: Private institutions with art/design major enrollment of 401-800 Washington (7)

Moderator: Christopher Whittey, Cleveland Institute of Art
Recorder: Linda Reynolds, Brigham Young University

Group 4: Private institutions with art/design major enrollment of 801+ Blewett (7)

Moderator: Ann Clarke, Syracuse University
Recorder: Marianthi Zikopoulos, Pratt Institute

Group 5: Public institutions with art/design major enrollment less than 200 Leonesa III (1)

Moderator: Leslie Rech, South Carolina State University
Recorder: Nancy Halbrooks, Lorain County Community College

Group 6: Public institutions with art/design major enrollment of 201-400 Princessa I (1)

Moderator: Curtis Steele, Arkansas State University
Recorder: Scott Stephens, University of Montevallo

Group 7: Public institutions with art/design major enrollment of 401-800 Princessa II (1)

Moderator: Vaughan Judge, Montana State University Bozeman
Recorder: Louisa McDonald, University of Nevada, Las Vegas

Friday (continued)

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

ROUNDTABLES (continued)

**Group 8: Public institutions with art/design
major enrollment of 801+ Stevens (7)**

Moderator: Valerie Eickmeier, Herron School of Art and Design

Recorder: Joanne Arbuckle, Fashion Institute of Technology

6:30 p.m.-
7:30 p.m.

**RECEPTION FOR THE ASSOCIATION
(Cash Bar)**

Princessa Foyer (1)

7:30 p.m.-
10:00 p.m.

ANNUAL AWARDS BANQUET

Princessa (1)

Moderator: Robert Milnes, University of North Texas

Fellowships: Johanna Branson, Massachusetts College of Art and Design
Beverly Seley, Grand Valley State University
Roger Williams, New Hampshire Institute of Art

Citation: John David Bielenberg, Founder, Project M
Co-Founder, Future and Co-Founder, Common

Saturday, October 15

7:00 a.m.-
8:30 a.m.

**CONTINENTAL BREAKFAST FOR THE ASSOCIATION
(Breakfast may be taken to the Hearing on Animation or the Policy Briefing.)**

Princessa (1)

7:30 a.m. -
8:30 a.m.

HEARING: ANIMATION

Leonesa III (1)

The Association is exploring the possibility and efficacy of developing a designated set of standards for a professional undergraduate degree in animation. This hearing provides the first opportunity to discuss this issue and other curricular issues related to degrees that provide a major in animation.

Moderator: Jay Kvapil, California State University, Long Beach

Recorders: Mark Marion, NASAD National Office
Andrea Plybon, NASAD National Office

7:30 a.m. -
8:30 a.m.

**POLICY BRIEFING: NATIONAL AND FEDERAL ISSUES
IMPACTING HIGHER EDUCATION**

Leonesa I/II (1)

This briefing will focus on three contextual policy issues and relate them to the work of art/design institutions and programs:

- An economic overview and the evolving economic situation;
- Federal higher education laws, regulations, and funding;
- Federal non-profit sector laws, issues, prospects, and challenges.

Saturday (continued)

7:30 a.m. - **POLICY BRIEFING: NATIONAL AND FEDERAL ISSUES** **Leonesa I/II (1)**
8:30 a.m. **IMPACTING HIGHER EDUCATION (continued)**

The relationships among these issues will also be addressed. The intent is to provide background information that may help frame or explain the presence of challenges at the local level, and assist local decisions about responses and long-range planning.

Samuel Hope, NASAD National Office
Sarah Yount, NASAD National Office

8:45 a.m. - **PLENARY SESSION: THE FUTURES OF DESIGN** **Leonesa I/II (1)**
9:45 a.m. **AND THE UNDERGRADUATE DESIGN CURRICULUM:
ISSUES FOR ADMINISTRATORS**

Deepening from the presentation made in 2010, the NASAD Working Group on the Future of Design and Design Education will discuss primary issues and questions facing administrators as they encourage and work with faculty who are developing and evolving various types of design programs. Given what we can and cannot predict with some degree of accuracy, what should be our primary considerations as we formulate and guide the undergraduate education of designers expected to work in the field for the next forty years? Are there common issues that all institutions face, even though specific solutions will differ? To what extent are there basic concepts, knowledge, or skills that are perennial, that transcend or provide the basis for change in a dynamic environment? What are some ways to think about content priorities given conditions now and in the immediate future? How can institutions best consider curricular decisions that right-size design programs according to the resources and capabilities of the institution? How do the above questions relate to discussions about foundations programs for design students, the nature and purpose of specializations, and connections and integrations among various design fields?

Presenters: Eric Anderson, Carnegie Mellon University
Meredith Davis, North Carolina State University
Susan King Roth, Virginia Commonwealth University
David Weightman, University of Illinois at Urbana-Champaign

Moderator/Presenter: Karen Monzel Hughes, University of Cincinnati

10:00 a.m.- **INTEREST-GROUP SESSIONS**
11:30 a.m. **(1) ADMINISTRATORS' FORUM: THE FUTURE OF DESIGN** **Leonesa I/II (1)**
AND THE UNDERGRADUATE DESIGN CURRICULUM

This session provides an opportunity for administrators and other interested persons to continue discussing issues associated with the undergraduate design curriculum.

Resource: Eric Anderson, Carnegie Mellon University
Meredith Davis, North Carolina State University
Susan King Roth, Virginia Commonwealth University
David Weightman, University of Illinois at Urbana-Champaign

Moderator: Karen Monzel Hughes, University of Cincinnati

Saturday (continued)

10:00 a.m.-
11:30 a.m.

INTEREST-GROUP SESSIONS

(2) USING NASAD STANDARDS IN LOCAL POLICY, CURRICULAR AND BUDGETARY DECISION-MAKING **Leonesa III (1)**

The NASAD Standards serve multiple functions. In one sense, they provide a statement of consensus about baseline expectations in the operations of art and design programs at the postsecondary level. These expectations deal with matters of content, structure, operations, and resources. The standards provide a framework that enables significant diversity and logical connections between purposes and the size, scope, and specific directions of art and design programs. The standards can be useful in local policy, curricular, and budgetary decision-making. However, they can be destructive if they are misinterpreted, extended beyond their clear text meaning, or employed in insensitive ways. The protective value of the standards depends on thoughtful, accurate, and diplomatic connections with multiple issues under consideration. This session will explore ways of using the standards in positive and productive ways. It will also suggest possible areas of danger and ways to avoid them. Short presentations will be followed by a significant amount of time for open discussion.

Robert Milnes, University of North Texas
Kristi Nelson, University of Cincinnati
Karen P. Moynahan, NASAD National Office

11:45 a.m.-
12:45 p.m.

EXECUTIVE COMMITTEE LUNCHEON MEETING

Sealth (6)

12:30 p.m.-
4:30 p.m.

WORKSHOP: PREPARING FOR NASAD EVALUATION

Eliza Anderson (1)

Designed especially for institutions planning to host evaluation teams within the next two to three years, this session will focus on the nuts and bolts of the accreditation process, the self-study formats available—particularly Format A, approaching the writing of the self-study, and the visitation process. Additionally, perspectives regarding approaching the process of self-study will be provided by representatives from two member institutions.

Presenter: Karen P. Moynahan, NASAD National Office

Resource: Fred Fehlau, Art Center College of Design
Bob Pennebaker, Belhaven University

Saturday (continued)

1:00 p.m.-
4:15 p.m.

**OPEN FORUM ON MULTIDISCIPLINARY MULTIMEDIA:
COURSEWORK AND CURRICULAR ISSUES**

Menzies (6)

(Advance registration is required. This session is limited to 50 attendees.)

For many years, art/design schools have been engaged with electronic technologies. After years of work and developments producing ever-increasing technological capabilities, new art/design forms and concepts are emerging. For example, several years ago, NASAD and its member institutions developed standards for a Bachelor of Fine Arts degree with a major in Digital Media. Many institutions are deeply engaged in advanced exploration of possibilities. Many of these possibilities include team and other kinds of integrated work. Multidisciplinary multimedia is a current and continuing reality. Not only is there a blending of art and design disciplines, but there is a blending of art/design with music, dance, and theatre. New manifestations of creativity are occurring that would not be possible in any one discipline. Disciplines beyond the various arts and design are also involved.

This Open Forum provides an opportunity to exchange views about multidisciplinary multimedia. A primary focus will be content in terms of goal setting and the development of projects, courses, and curricula.

Attendees will consider several issues associated with developing academic programs in multidisciplinary multimedia of various lengths and intensities. Topics will be considered primarily in terms of local decision-making and determination of what is basic, formulation of programs consistent with resources, categories and types of content or multidisciplinary multimedia programs, and developing programs with internal consistency and composite integrity. Integrity will also be discussed in terms of accurate and consistent presentations of programs to prospective students and the public.

The forum is intended to be highly interactive. Members of the Commission on Multidisciplinary Multimedia of the Council of Arts Accrediting Associations – of which NASAD is a member – will serve as facilitators.

Douglas Lowry, Eastman School of Music
Jamy Sheridan, Maryland Institute College of Art
Samuel Hope, NASAD National Office

4:30 p.m.

ADJOURNMENT OF THE NASAD ANNUAL MEETING

**NASAD Sixty-Eighth Annual Meeting
October 11 – 13, 2012
Hyatt Regency Milwaukee
Milwaukee, Wisconsin**