

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

PROGRAM

“The New Normal?”

Sixty-Eighth Annual Meeting

October 11 – 13, 2012

**Hyatt Regency Milwaukee
Milwaukee, Wisconsin**

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

“THE NEW NORMAL?”

68th Annual Meeting

Program of Events

October 11-13, 2012

The hotel floor number follows the meeting room name.

Wednesday, October 10

1:00 p.m.- 5:00 p.m.	COMMISSION ON ACCREDITATION (Commission members only)	Executive ABC (2)
1:00 p.m.- 6:00 p.m.	REGISTRATION	Regency Prefunction (2)
1:45 p.m.- 7:30 p.m.	WORKSHOP FOR VISITING EVALUATORS (By invitation only)	Regency C (2)
1:45 p.m.- 7:30 p.m.	WORKSHOP FOR EXPERIENCED EVALUATORS (By invitation only)	Regency D (2)
2:00 p.m.- 5:15 p.m.	PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (By advance registration only)	Lakeshore BC (1)
2:00 p.m.	Introductions and Orientation <i>Moderator:</i> Denise Mullen, Oregon College of Art and Craft	
2:05 p.m.	Welcome from the President of NASAD Kristi Nelson, University of Cincinnati	
2:15 p.m.- 3:30 p.m.	Goals, Planning, and Time Management This session will address the value of and procedures for establishing realistic goals and objectives as the basis for effective long-range planning and time management. Starting with the premise that one person or a single art and design unit cannot do everything, goal setting is an effective way to establish both personal and community priorities. When successful, this effort focuses planning. Time management is an increasingly important concern for all administrators and faculty. Successful administrators learn multiple skills for answering requests of all types efficiently and effectively without spending more time than is absolutely necessary. Lists of successful ways to think about time and to plan for its effective use will be presented. Kristi Nelson, University of Cincinnati Bob Pennebaker, Belhaven University	

Wednesday, October 10

3:45 p.m.–
5:15 p.m.

Financial Management

Art and design programs are expensive in many dimensions. Financial management involves everything from scholarships to equipment to faculty compensation. Technology is producing new budget pressures. Techniques for managing technological costs in light of other costs will be featured. Long-range financial planning and financial accountability will be introduced.

Peter Barna, Pratt Institute
Jay Kvapil, California State University, Long Beach

Thursday, October 11

8:00 a.m.–
5:00 p.m.

REGISTRATION

Regency Prefunction (2)

8:00 a.m.–
12:00 p.m.

COMMISSION ON ACCREDITATION
(Commission members only)

Executive ABC (2)

8:30 a.m.–
1:45 p.m.

**PRE-MEETING WORKSHOP FOR NEW AND
ASPIRING ART AND DESIGN ADMINISTRATORS
IN HIGHER EDUCATION**

Lakeshore BC (1)

(By advance registration only. Continued from Wednesday afternoon.)

8:30 a.m.–
9:45 a.m.

Working in the Academic Community

Major topics will include the relationship of art and design administration to academic communities within and beyond the institution. Developing strong relationships with other administrators, explaining and advocating the program within the academic community, managing promotion and tenure policies and procedures, and representing the art and design unit will all be addressed. Relationships between the various elements of administrative responsibility will be considered in relationship to the whole purpose of the art and design unit.

Joanne Arbuckle, Fashion Institute of Technology
Christine Havice, Kent State University

9:45 a.m.–
11:00 a.m.

Community Relations and Fundraising

Many successful art and design administrators maintain extensive contacts in their local and regional communities. Fundraising is a constant challenge and responsibility. This session will consider the strong relationship between community relations and fundraising. It will consider how presentations of art and design, relationships with art programs in the public and private schools, the development of community support groups, and fundraising are all interlinked. Methodologies for connecting educational goals and objectives with community development goals will be explored.

Denise Mullen, Oregon College of Art and Craft
Katerina Ruedi Ray, Bowling Green State University

Thursday (continued)

**11:15 a.m.–
12:30 p.m. Working with Faculty and Professional Agendas**

Art and design schools and departments usually teach a variety of specializations. This means that faculty shares a common visual arts base. However, beyond this base, each specialization has its unique characteristics. Special leadership skills are involved in making these circumstances productive, both for the unit as a whole and for each specialization. This session will focus on a range of faculty issues including hiring; promotion, tenure, and reward systems; faculty development; and creating an atmosphere of respect for differences and commonalities among the specializations. A variety of difficult situations will be presented and reviewed for discussion.

Maureen O. Kelly, Massachusetts College of Art and Design
Nancy M. Stuart, Hartford Art School

**8:30 a.m.–
12:30 p.m.**

PRE-MEETING SEMINAR ON DESIGN HISTORY
(By advance registration only)

Lakeshore A (1)

This interactive seminar will provide a forum for an extended discussion of issues associated with the teaching of design history. Particular attention will be given to articulating the objectives for design history courses, to multiple ways of helping students in professionally-oriented undergraduate design programs to gain a foundation in design history that will support their work as designers, and to prepare them for future learning as their design experience grows. Questions for local consideration in making specific curriculum, course, and content choices will be explored, along with possibilities inherent in various educational delivery systems. Another topic is the preparation of design history teachers, including disciplinary boundaries and inter-relationships, graduate degrees, resources, and professional development programs. Discussion may also include prospects for a liberal arts-oriented undergraduate degree in design history serving a parallel function for design that the liberal arts art history major serves for the fine arts.

Leaders: David Raizman, Drexel University
Carma Gorman, Southern Illinois University Carbondale
Matthew D. Bird, Rhode Island School of Design
Oscar Fernandez, University of Cincinnati

**9:00 a.m.–
5:00 p.m.**

WORKSHOP FOR VISITING EVALUATORS
(By invitation only)

Regency C (2)

**9:00 a.m.–
5:00 p.m.**

WORKSHOP FOR EXPERIENCED EVALUATORS
(By invitation only)

Regency D (2)

**12:30 p.m.–
1:45 p.m.**

EXECUTIVE COMMITTEE LUNCHEON MEETING
(Executive Committee members only)

Solomon Juneau (2)

**1:30 p.m.–
3:00 p.m.**

**ISSUES IN FOUNDATIONS: NEW MODELS
AND APPROACHES**

Regency AB (2)

What are undergraduate students expected to know and be able to do upon completion of their foundation studies, studies expected to undergird 40 years of future practice? Today, there are more answers than ever, and a good deal of debate. Based on the premise that diversity and debate are signs of health, this session will provide a forum to exchange ideas, concerns, aspirations, and questions about the future of foundations programs. The session expects to engage a range of views about what is essential; what subject matter and technique teaches or

Thursday (continued)

trains what; what foundations represent for art, for design, for art and design; and to what extent are there roles for subjects outside art/design within foundation programs? Questions of scope, breadth and depth choices, time allocations, faculty, skill development priorities, student intellectual development, content and future application compatibility, and evaluation are sure to be prominent. Brief catalytic remarks will be followed by discussion.

Presenters: Jack Ryan, University of Oregon
Jason Yi, Milwaukee Institute of Art and Design

Moderator/Presenter: Rod Parker, Louisiana State University

1:30 p.m.-
3:00 p.m.

**STUDENT PREPARATION FOR ENTRY INTO
UNDERGRADUATE ART/DESIGN PROGRAMS**

Lakeshore BC (1)

All NASAD member institutions are concerned about the continuing provision of teachers and schools that prepare students interested in majoring in art or design to apply for admission to undergraduate programs. Today, many avenues exist, including K-12 schools, magnet schools, charter schools, community schools and programs, distance education programs and other internet/computer tutorials, private lessons, summer intensives, and personal imitation or experimentation. In addition to the range of venues, there is also a wide range of approaches for the K-12 age group, some of which no longer focus on the development of skills for creating work in either art or design. Another pressure is obvious: the fragility of specialist-led, fully equipped, curriculum-based art programs in the public schools. When such programs are lost or modified to superficiality, students lose opportunities to prepare for college in their area of interest.

This session will consider four related issues and others as time permits. First, the current state and potential continuity of means to prepare interested students in the K-12 age group for entry into art/design programs. What do art and design school representatives see in their local situations? How secure is the infrastructure for pre-collegiate instruction, whatever local venues and means are being employed?

Second, what is important for applicant students to know and be able to do and demonstrate when presenting themselves for admission? What is essential? What are collegiate-level institutions looking for? How much commonality of expectation is there across postsecondary institutions? How consistent are these expectations with what is being taught, especially in high school, and with the preparation of specialist K-12 art/design teachers?

Third, what is happening in the K-12 delivery system for art/design, especially with respect to the range of goals for art/design teaching and learning at the high school level? What opportunities and challenges lie ahead with respect to knowledge and skill development? What kinds of preparation levels can collegiate institutions expect? Can preparation levels be expected to rise or fall? What about preparation to enter professionally-oriented programs in design?

Fourth, how can collegiate art/design programs work with K-12 personnel and schools to improve opportunities for future art/design students as well as for all students?

Brief panel presentations will be followed by open discussion. A Hearing on "Statements Regarding Preparation for Entry Essential to Undergraduate Art/Design Majors" will be held on Friday at 8:00 a.m. to continue exploration of the second question above.

Panelists: Teresa Cotner, California State University, Chico
Nan Goggin, University of Illinois at Urbana-Champaign
Lorraine Justice, Rochester Institute of Technology

Moderator: Jan Stinchcomb, Maryland Institute of Art and Design

Thursday (continued)

2:00 p.m.-
3:45 p.m. **BOARD OF DIRECTORS BUSINESS AND SEMINAR MEETING** **Milwaukee (2)**
(Board of Directors members only)

2:00 p.m.-
3:00 p.m. **HEADS I: COMPLETING AND SUBMITTING THE HEADS DATA SURVEY** **Executive ABC (2)**

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.

Andrea Plybon, NASAD National Office

3:15 p.m.-
4:45 p.m. **ONLINE DELIVERY: NEW MODELS AND APPROACHES** **Regency AB (2)**

Online delivery is rapidly evolving. Experience, aspiration, and technological development are all growing. Possibilities are expanding. This session will provide a briefing that ranges over multiple new models and approaches to online undergraduate- and graduate-level instruction. The briefing will be the basis for questions and discussion. Topics include: What relatively new capabilities are being used now? How are they working? What questions should institutions ask to ensure the best fit between what is available and what they are doing or planning? What new capabilities are on the way? How are institutions working with the creative relationships among technological advances, new and old content, and different disciplines, their habits of mind and ways of working, the pedagogical needs and aspirations? To what extent is technology shaping content, and content shaping technology?

Presenter: Pamela Baker, University of Cincinnati

Moderator: Delphine Keim-Campbell, University of Idaho

3:15 P.M.-
4:45 p.m. **FORUM: ORIENTING STUDENTS TO THE BUSINESS ASPECTS OF ART/DESIGN** **Lakeshore BC (1)**

This forum will provide an opportunity to exchange views and experiences about ways to build student understanding of the business aspects of being an artist or a designer. What develops student interest in these issues? What approaches to learning have been successful? What has not worked? What questions need to be asked in making topic or content decisions? What is the relationship of these basic issues to entrepreneurship? What about helping students see the relationships between these practical issues and their creative work? How should these practical issues be addressed in creative ways? What about the creativity that can be associated with business itself, even personal business? How can orientation efforts be tied to other program elements such as exhibitions, field trips, internships, and so forth? What is the faculty role? What about role models and mentors?

Cheryl Hochberg, Kutztown University of Pennsylvania
Jeff Nesin, School of Visual Arts

Thursday (continued)

3:15 p.m.- **AN ORIENTATION TO NASAD PART I:** **Executive ABC (2)**
4:00 p.m. **BRIEFING ON STRUCTURE AND SERVICES**

This session will provide an overview of the structure, resources, operations, and decision-making patterns of NASAD, with special attention to the benefits and responsibilities of accredited institutional Membership. One 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

4:10 p.m.- **AN ORIENTATION TO NASAD PART II:** **Executive ABC (2)**
5:00 p.m. **THE ASSOCIATION'S ROLE IN THE ACCREDITATION ARENA**

This session will address NASAD's functional roles as an accrediting organization, the relationships of its work to other accreditation and review systems, and the meanings of these relationships to affiliated and applicant institutions. The session will focus on NASAD's independence and on its structural and organizational connections to regional, national, and other specialized accreditation, the states and the federal government, and to applicant and member institutions. An overview of responsibilities and boundaries associated with specific connections will be presented. First-time attendees from member, applicant, and potential applicant institutions are especially encouraged to attend.

Please note: this session will not review the process of NASAD accreditation. That topic will be presented in a workshop on Saturday from 10:15 a.m. – 3:00 p.m.

Samuel Hope, NASAD National Office

5:00 p.m.- **RECEPTION FOR THE ASSOCIATION** **Atrium (2)**
6:15 p.m. (Cash Bar)

6:30 p.m.- **BOARD OF DIRECTORS DINNER AND SEMINAR MEETING** **Milwaukee (2)**
8:30 p.m. (Board of Directors members only)

Friday, October 12

7:15 a.m.- **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Atrium (2)**
8:45 a.m.

8:00 a.m.- **REGISTRATION** **Regency Prefunction (2)**
5:00 p.m.

8:00 a.m.- **HEADS II: USING HEADS STATISTICAL DATA FOR** **Executive ABC (2)**
8:50 a.m. **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.

Andrea Plybon, NASAD National Office

Friday (continued)

8:00 a.m.-
8:50 a.m.

**HEARING: STANDARDS FOR PROFESSIONAL
UNDERGRADUATE DEGREES IN FASHION, INTERIOR
TEXTILE, AND THEATRE DESIGN**

Regency C (2)

NASAD is at the beginning of a review of its standards for programs in design. This hearing is an opportunity for an exchange of views about how the current standards texts may be improved. The hearing will include but not be limited to issues and projections in the design fields listed, their connections with other areas of design practice, the multidisciplinary nature of design and design thinking as applied to these fields, and the technological issues impacting teaching and practice. Documents to be considered are in the Annual Meeting packet.

Co-Moderators: Chad Dresbach, Winthrop University
Christina Lindholm, Virginia Commonwealth University

Recorder: Mark Marion, NASAD National Office

8:00 a.m.-
8:50 a.m.

**HEARING I: DRAFT STANDARDS AND STATEMENTS:
COMMUNICATION DESIGN, INDUSTRIAL DESIGN,
GENERAL DESIGN**

Milwaukee (2)

This hearing will focus on drafts addressing (1) specific standards revisions for professional undergraduate degrees in communication design and industrial design, (2) proposed general standards for liberal arts programs, and for M.F.A. and equivalent, and Ph.D. programs irrespective of design specialization, and (3) an overview statement regarding professional undergraduate degrees in design reflecting results of the NASAD Design Futures Project. Documents to be considered at the hearing are in the Annual Meeting packet. *(The hearing will continue on Saturday from 9:00 a.m. - 10:00 a.m. and will include an opportunity for comment on all documents presented for review.)*

Co-Moderators: Peter Barna, Pratt Institute
Jan Stinchcomb, Maryland Institute College of Art

Recorder: Samuel Hope, NASAD National Office

8:00 a.m.-
8:50 a.m.

**HEARING: STATEMENTS REGARDING PREPARATION
FOR ENTRY ESSENTIAL TO UNDERGRADUATE
ART/DESIGN MAJORS**

Regency D (2)

NASAD is in the early stages of updating its Web-based statements advising prospective undergraduate students, and seeks comment and advice from institutional representatives. This hearing will provide an opportunity to exchange views about the knowledge, skills, and portfolio expectations of those making art/design admissions decisions, and to discuss ways to provide overview statements about these expectations to potential students as part of NASAD's public information service. This hearing will continue one aspect of the discussion on student preparation that began at 1:30 p.m. on Thursday, but will focus on the goal of revising and perhaps extending existing NASAD statements. Documents to be considered are in the Annual Meeting packet.

Co-Moderators: Sally Struthers, Sinclair Community College
Dennis Morimoto, University of Northern Colorado

Recorder: Sarah Yount, NASAD National Office

Friday (continued)

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

“THE NEW NORMAL?” VALUES AND PURPOSES IN LOCAL DECISION-MAKING

How “new” is the new normal? How “normal?” How new or normal is it to coin phrases like “new normal” to identify conditions that do not seem normal at all? There are no definitive answers to these questions, but it is possible to consider specific issues in the present context in ways that produce perspective and assist individual local decision-making. Such considerations are the purpose of this session.

Art and design programs rest on complex sets of values and purposes that shift and evolve over time. Constantly present, but never static or universally codified, these values and purposes underlie the nature of the work being done, the habits of mind employed, the ability to make distinctions between work in art and work in design from work in other areas of endeavor, and constitute the basis for making connections with other fields.

As they evolve, these values and purposes also provide the place from which postsecondary educational programs in art and in design relate to the organization and management issues prominent in any particular era. This session addresses several aspects of this relationship in current terms.

Today, higher education is the scene of colliding educational, management, and funding visions, realities, and needs. The opening plenary session will provide an overview of four challenging areas for all institutions: 1) budget models — the generating ideas, intended purposes, and operational impacts of various budgeting and funding structures; 2) tuition and student aid — conditions, debates, and policy recommendations flowing from legislative, budgetary, and economic conditions affecting the price of higher education; 3) decision-making patterns — real and proposed changes influencing or affecting the distributions of decision-making powers in higher education at faculty, department, school, institution, state and federal levels; and 4) impacts on programs and faculties — ways that current and prospective changes affect the funding and governance of postsecondary education, influence the contexts for delivering art and design instruction, and the climate for and the priorities addressed in local decision-making.

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

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

Plenary Session

Regency AB (2)

Overall Moderator: Kristi Nelson, University of Cincinnati

(1) **Budget Models**

Resources: Donald A. Weill, University of Wisconsin-Milwaukee
Scott E. Emmons, University of Wisconsin-Milwaukee

(2) **Tuition and Student Aid**

Resource: Caroline Miller, University of Cincinnati

Friday (continued)

(3) **Decision-Making Patterns**

Resource: Susan Hattan, National Association of Independent Colleges and Universities

(4) **Impact on Programs and Faculties**

Resources: Denny Griffith, Columbus College of Art and Design
Jay Kvapil, California State University, Long Beach

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

Focus Groups

(1) **Budget Models**

Regency C (2)

Resources: Donald A. Weill, University of Wisconsin-Milwaukee
Scott E. Emmons, University of Wisconsin-Milwaukee

Moderator: Fred Fehlau, Art Center College of Design

(2) **Tuition and Student Aid**

Regency D (2)

Resource: Caroline Miller, University of Cincinnati

Moderator: Eric Brown, Southern Utah University

(3) **Decision-Making Patterns**

Milwaukee (2)

Resource: Susan Hattan, National Association of Independent Colleges and Universities

Moderator: William Mowder, Kutztown University of Pennsylvania

(4) **Impact on Programs and Faculties**

Executive ABC (2)

Resources: Denny Griffith, Columbus College of Art and Design
Jay Kvapil, California State University, Long Beach

11:10 a.m.-
12:00 p.m.

Focus Groups

(1) **Budget Models**

Regency C (2)

Resources: Donald A. Weill, University of Wisconsin-Milwaukee
Scott E. Emmons, University of Wisconsin-Milwaukee

Moderator: Fred Fehlau, Art Center College of Design

(2) **Tuition and Student Aid**

Regency D (2)

Resource: Caroline Miller, University of Cincinnati

Moderator: Eric Brown, Southern Utah University

Friday (continued)

(3) **Decision-Making Patterns** **Milwaukee (2)**

Resource: Susan Hattan, National Association of Independent Colleges and Universities

Moderator: William Mowder, Kutztown University of Pennsylvania

(4) **Impact on Programs and Faculties** **Executive ABC (2)**

Resources: Denny Griffith, Columbus College of Art and Design
Jay Kvapil, California State University, Long Beach

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

PLENARY SESSION: BUSINESS MEETING

Regency AB (2)

Call to Order by President Kristi Nelson
Determination of Quorum
Report of the Commission on Accreditation
Introduction of New Member Institutions
Report of the Committee on Ethics
Report of the Treasurer
Action on Proposed *Handbook* Changes
Report of the Executive Director
Election of Officers
Report of the President
New Business

2:30 p.m.-
3:55 p.m.

BRIEFING: KEEPING CURRENT WITH NATIONAL VENTILATION STANDARDS, AND OSHA AND EPA RULES AND REGULATIONS

Executive ABC (2)

This session will provide an overview of current and developing standards and regulatory issues important to art/design institutions and programs regarding facilities and equipment, and the disposal of waste materials. Ways to avoid compliance problems and fines will be discussed along with ways to incorporate current health and safety concepts into upgrades, renovations, and new construction.

Presenter: Monona Rossol, Arts, Crafts, and Theater Safety, Inc.

Moderator: Jacqueline Chanda, Kansas City Art Institute

2:30 p.m.-
3:45 p.m.

EMPATHETIC LEADERSHIP I: BUDGETING

Regency AB (2)

Budgeting is always a challenge, but especially so in today's economic climate. What are some of the ways administrators can maintain comity and cooperation among faculty and staff to enable the entire unit to address local challenges effectively?

Issues include, but are not limited to, developing a "big picture" understanding of realities, prospects, and sources of funds; defining the essences of the department or school's work and creating temporary and continuing priorities in order to protect what is essential, especially when temporary cutbacks are necessary; creating a sense of how the various art/design programs and services of the institution are related to each other – especially in terms of critical co-dependencies; helping to ameliorate cases of disappointment and frustration; and maintaining a general sense of optimism in the face of budget challenges. This session

Friday (continued)

continues and extends a discussion that began in 2011. It will also use the overview on Budget Models presented earlier as the basis for focusing on budgeting issues within specific institutions.

Resources: Sally McRorie, Florida State University
James Hopfensperger, Western Michigan University

4:00 p.m.-
5:15 p.m.

EMPATHETIC LEADERSHIP II: PLANNING

Regency AB (2)

“Why bother to plan, there is no money to do anything?” This plaintive question is raised constantly in difficult economic times. How do administrators provide empathetic leadership when spoken or unspoken sentiments of this kind are prevalent?

It is often hard to sell planning on a cost/benefit basis even in the best of circumstances. Too many planning efforts have been remotely directed, time-consuming, and long on process, short on results. As a result, cynicism about planning is rife in many institutions. How can administrators facilitate considerations regarding the future in such conditions?

Experienced administrators know that there are many kinds of planning, that planning can be done efficiently in short time frames, and that certain kinds of planning is essential in difficult economic times. For example, how can various planning techniques help avoid being surprised and caught unprepared to act? How can administrators lead and model analysis and planning as process more than product – a process oriented to solving problems, preparing contingencies, and creating opportunities more than preparing a document for someone else? How can planning be internalized so that it serves and protects the essentials of the art/design program? How is planning related to budgeting prospects and procedures in the institution and in the art/design program? What about planning associated with the artistic and design responsibilities and aspirations? How can administrators develop a planning focus or base that engages faculty and staff in mutual problem solving, that casts organizational or management issues in terms of artistic, design, and educational goals? In what ways can planning and the results thereof produce advocacy for the program? What are some approaches for developing effective sets of questions to address in planning exercises? This session continues and extends an annual meeting discussion that began in 2011.

Resources: Sally McRorie, Florida State University
James Hopfensperger, Western Michigan University

4:00 p.m.-
5:15 p.m.

PUBLIC, PRIVATE, AND COMMUNITY RELATIONSHIPS

Lakeshore ABC (1)

NASAD member institutions maintain many relationships. These relationships produce myriad external connections with art and design organizations and presenters, businesses, K-12 schools, community education and arts resources, and other postsecondary institutions. This session will focus on ways to think and plan comprehensively about these relationships in terms other than fundraising, including how one might strategically think about repositioning an institution. How can member institutions build the art/design profile of the communities through various kinds of relationships? How can they play convening roles around issues and projects of substance and lasting import? What issues arise in developing and continuing different types of relationships, and how might those issues be related to the “brand promise” of an institution? What are some questions to ask in setting priorities based on how an institution can best contribute? What are some of the basic relationship structures and what resources of time, energy, and money are usually required to develop and sustain them? What

Friday (continued)

roles can administrators play in building relationships that matter and last? What might be the fiscal impacts for institutions if new partnerships and new functions arise as a result of external repositioning?

Facilitators: Denise Mullen, Oregon College of Art and Craft
Lance Carlson, Carlson Strategy Group
JP Reuer, Oregon College of Art and Craft
Thom Collins, Miami Art Museum

6:30 p.m.-
7:30 p.m. **RECEPTION FOR THE ASSOCIATION** **Atrium (2)**
(Cash Bar)

7:30 p.m.-
10:00 p.m. **ANNUAL AWARDS BANQUET** **Regency CD (2)**

Moderator: Kristi Nelson, University of Cincinnati

Fellowship: Robert Milnes, University of North Texas

Citation: Anne Wilson, School of the Art Institute of Chicago

Saturday, October 13

7:00 a.m.-
8:30 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Atrium (2)**
(Breakfast may be taken to a 7:45 a.m. Hearing or Briefing.)

7:45 a.m.-
8:45 a.m. **BRIEFING: FEDERAL POLICY ISSUES AFFECTING** **Regency A (2)**
THE WORK OF ART AND DESIGN SCHOOLS

Under the law, the federal government does not control higher education. However, the federal government does play a major role in developing conditions for the work of higher education, primarily through laws and regulations defining conditions for institutional participations in grant and student loan programs, and tax policies that influence economic conditions affecting education and the arts. Issues to be addressed include current prospects for new law and regulation concerning higher education, P-12 education, the arts, not-for-profit and for-profit organizations, and estate and other taxes. Time for questions and discussion will be provided. This briefing will take a non-partisan policy analysis approach, looking at the ramifications and costs of various options and probabilities.

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

9:00 a.m.-
10:00 a.m. **HEARING II: DRAFT STANDARDS AND STATEMENTS:** **Regency A (2)**
COMMUNICATION DESIGN, INDUSTRIAL DESIGN,
GENERAL DESIGN

This session is a continuation of the Friday morning hearing on the same topic. This hearing will focus on drafts addressing (1) specific standards revisions for professional undergraduate degrees in communication design and industrial design, (2) proposed general standards for liberal arts programs, and for M.F.A. and equivalent, and Ph.D. programs irrespective of design specialization, and (3) an overview statement regarding professional undergraduate degrees

Saturday (continued)

in design reflecting results of the NASAD Design Futures Project. *(For those not attending on Friday, there will be an opportunity to comment on all documents presented for review. These are included in the Annual Meeting packet.)*

Co-Moderators: Peter Barna, Pratt Institute
Jan Stinchcomb, Maryland Institute College of Art

Recorder: Samuel Hope, NASAD National Office

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

**BRIEFING: DEGREE STRUCTURES, TITLES
AND NASAD STANDARDS**

Lakeshore ABC (1)

What do you want to teach? What is the appropriate degree structure? What is an appropriate title? NASAD standards provide a framework for institutional creativity in the development and operation of degree programs. NASAD standards also address degree titles with particular emphasis on title/program content consistency. The Association's standards in these regards are consistent with general expectations in the larger higher education community. They have been created by the NASAD membership to enable a wide range of approaches and innovations while maintaining a system that facilitates common understanding of credentials and thus the mobility of graduates.

This briefing will concentrate on the structures of undergraduate degrees, including but not limited to such issues as the differences between liberal arts and professional degrees, multi-disciplinary degrees in the arts/design, degrees combining arts/design with other disciplines, degrees delivered through distance learning, experimental degree programs, and so forth. These structures will be the basis for discussing distinctions among majors, minors, concentrations, areas of emphasis, certificates within degree programs, and so forth. The briefing will conclude with a presentation about title/content consistency, with attention to federal regulations concerning misrepresentation.

Individuals who are revising or developing new curricula, preparing self-studies or requests for Plan Approval, facing the prospect of curricular reorganization, seeking information about degree and program titles, or engaged in similar activities, are strongly encouraged to attend.

Karen P. Moynahan, NASAD National Office

10:15 a.m.-
3:00 p.m.

WORKSHOP: PREPARING FOR NASAD EVALUATION

Lakeshore ABC (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. *(A break will be provided for attendees to obtain lunch.)*

Presenter: Karen P. Moynahan, NASAD National Office

Resources: Kevin Conlon, Columbus College of Art and Design
Matt Greenwell, University of Tennessee at Chattanooga

Saturday (continued)

10:15 a.m.-
11:30 a.m.

FORUM: RETENTION STRATEGIES: WHAT WORKS?

Regency A (2)

Retention is a perennial concern. Changing conditions are adjusting perspectives on retention. This forum will consider topics such as the following in terms of retention policies and strategies: admission decisions, the first year experience, co-curricular programs and activities, diagnostic early warning systems, supplemental instruction, honors programs, undergraduate creative activity and research, course and curricular content, advisement, learning environments, and so forth. Pressures and opportunities stemming from retention as a success indicator will also be considered. The forum will invite an exchange of views and lessons learned.

Resources: Elissa Tenny, School of the Art Institute of Chicago
Christine Forsythe, Messiah College

Moderator/Convener: Kate Wagle, University of Oregon

10:15 a.m.-
11:30 a.m.

FORUM: ALUMNI TRACKING

Regency B (2)

Alumni performance, as well as the responsible and strategic utilization of alumni data, is increasingly important for institutions. Alumni success is featured in the image-building effort of every institution. Alumni successes provide a ready answer to those questioning an institution's reason for being or its purposes and achievements. Yet, tracking and interpreting art and design alumni performance is challenging. The field's capacity to research, analyze, and present alumni performance has been far less developed than its mastery in teaching and learning. In addition, along with the awareness of the value of alumni data, the nature of governmental and public demands for evidence of student and institutional performance has produced concerns in the higher education community, including NASAD and its members, regarding over-reliance on and potential misuse of data. This mix of potentials and concerns invites an open dialogue about alumni tracking for promotional, assessment, and improvement purposes.

The session will consider a range of issues associated with alumni tracking, including national efforts and case studies focused on collecting and using alumni data to inform the creation of productive relationships between alumni information and the work of institutions and departments.

Panelists: Douglas Dempster, University of Texas at Austin
Ann Markusen, University of Minnesota
J. Davidson "Dusty" Porter, Maryland Institute College of Art

Moderator: Samuel Hoi, Otis College of Art and Design

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

EXECUTIVE COMMITTEE LUNCHEON MEETING
(Executive Committee members only)

Crystal (2)

3:00 p.m.

ADJOURNMENT OF THE NASAD ANNUAL MEETING

**NASAD 69th Annual Meeting
October 10–12, 2013**

**Hyatt Regency St. Louis at the Arch
St. Louis, Missouri**