

PROGRAM

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

**“Fog of Change: Sustaining Core Purposes,
Seeking Wisdom, Acting Effectively”**

Sixty-Ninth Annual Meeting

October 10 – 12, 2013

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

Commission on Accreditation Workshops for Evaluators

PLEASE NOTE:

- *The hotel floor number follows the meeting room name. Please consult the hotel map for the location of meeting rooms on each floor.*
- *The following information is not repeated in the Annual Meeting program that begins on page 8.*

Wednesday, October 9

| | | |
|-----------------------|--|--------------------------|
| 1:00 p.m. – 5:00 p.m. | COMMISSION ON ACCREDITATION <i>(Commission members only)</i> | Gateway East (18) |
| 1:45 p.m. – 5:00 p.m. | WORKSHOP FOR VISITING EVALUATORS <i>(By invitation only)</i> | Regency F (2) |
| 1:45 p.m. – 5:00 p.m. | WORKSHOP FOR EXPERIENCED EVALUATORS <i>(By invitation only)</i> | Regency E (2) |
| 6:00 p.m. – 8:00 p.m. | WORKSHOP FOR VISITING EVALUATORS DINNER MEETING <i>(By invitation only)</i> | Regency F (2) |
| 6:00 p.m. – 8:00 p.m. | WORKSHOP FOR EXPERIENCED EVALUATORS DINNER MEETING <i>(By invitation only)</i> | Sterling 5 (2) |

Thursday, October 10

| | | |
|------------------------|---|--------------------------|
| 8:00 a.m. – 12:00 p.m. | COMMISSION ON ACCREDITATION <i>(Commission members only)</i> | Gateway East (18) |
| 9:00 a.m. – 5:00 p.m. | WORKSHOP FOR VISITING EVALUATORS <i>(By invitation only)</i> | Regency F (2) |
| 9:00 a.m. – 5:00 p.m. | WORKSHOP FOR EXPERIENCED EVALUATORS <i>(By invitation only)</i> | Regency E (2) |

Board of Directors Executive Committee

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Thursday, October 10

| | | |
|------------------------|--|--------------------------|
| 12:30 p.m. – 2:00 p.m. | EXECUTIVE COMMITTEE LUNCHEON MEETING <i>(Executive Committee members only)</i> | Sterling 2 (2) |
| 2:15 p.m. – 3:45 p.m. | BOARD OF DIRECTORS BUSINESS AND SEMINAR MEETING <i>(Board of Directors members only)</i> | Gateway West (18) |
| 6:30 p.m. – 8:30 p.m. | BOARD OF DIRECTORS DINNER AND SEMINAR MEETING <i>(Board of Directors members only)</i> | Gateway West (18) |

Friday, October 11

| | | |
|-----------------------|---|-----------------------|
| 5:30 p.m. – 6:30 p.m. | EXECUTIVE COMMITTEE MEETING <i>(Executive Committee members only)</i> | Sterling 2 (2) |
|-----------------------|---|-----------------------|

Pre-Meeting Sessions

PLEASE NOTE:

- *Attendance at the pre-meeting sessions requires advance registration and a separate fee.*
- *The hotel floor number follows the meeting room name. Please consult the hotel map for the location of meeting rooms on each floor.*
- *The following information is not repeated in the Annual Meeting program that begins on page 8.*

Wednesday, October 9

| | | |
|-----------------------|--|----------------------|
| 2:00 p.m. – 5:15 p.m. | PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION | Regency A (2) |
| 2:00 p.m. – 2:15 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 <p>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.</p> <p>Leslie Bellavance, Alfred University, New York State College of Ceramics Kristi Nelson, University of Cincinnati</p> | |
| 3:45 p.m. – 5:15 p.m. | Financial Management <p>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.</p> <p>Peter Barna, Pratt Institute Nan Goggin, University of Illinois at Urbana-Champaign</p> | |
| 5:15 p.m. | Break | |

Pre-Meeting Sessions *(continued)*

Thursday, October 10

- 8:30 a.m. – 1:15 p.m. **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING
ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION** **Regency A (2)**
(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
- 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
- 12:30 p.m.– 1:15 p.m. **Box Lunch**

Pre-Meeting Sessions *(continued)*

Thursday, October 10

8:30 a.m. – 12:30 p.m.

**PRE-MEETING SEMINAR ON CURRICULAR IMPLICATIONS OF
DESIGN PROGRAM COLLABORATIONS WITH ENGINEERING
PROGRAMS AND OUTSIDE INDUSTRIES AND ORGANIZATIONS**

Regency B (2)

This interactive seminar will provide a forum for exploring collaborations from several perspectives. Learning goals, content questions, and the impact of collaboration structures on curricula will be the focus, naturally accompanied by considerations such as partnership essentials and recommendations, student preparation and participation, student and program evaluation, and funding. Exchanges of views, questions, and experiences are intended to assist local consideration and decision-making.

Leaders: Ed Dorsa, Virginia Tech
Mary Beth Privitera, University of Cincinnati
David Weightman, University of Illinois at Urbana-Champaign

Sixty-Ninth Annual Meeting

“Fog of Change: Sustaining Core Purposes, Seeking Wisdom, Acting Effectively”

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- Meeting times and locations for the Commission on Accreditation and Workshops for Evaluators are found on page 3; Board of Directors and Executive Committee, page 4; Pre-Meeting Sessions, pages 5-7. These are not repeated in the body of the Annual Meeting program that follows.

Wednesday, October 9

1:00 p.m. – 6:00 p.m. **REGISTRATION** **Regency Prefunction (2)**

Thursday, October 10

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

1:30 p.m. – 3:00 p.m. **SYNCHRONOUS AND ASYNCHRONOUS TEACHING ENVIRONMENTS** **Regency C (2)**

Technology has produced a wider range of teaching formats and environments than were available in the past. Programs, courses, and curricula are delivered in various ways. Blended delivery systems are increasingly common. This session will explore a number of possibilities and combinations including online learning, MOOCs and low residency programs, and various combinations of means for instruction and interaction. Matching choices of means with purposes and student learning expectations will be featured.

Presenters: Parme Giuntini, Otis College of Art and Design
Nan Goggin, University of Illinois at Urbana-Champaign
Thomas O. Haakenson, Minneapolis College of Art and Design
Jim Hopfensperger, Western Michigan University

1:30 p.m. – 3:00 p.m. **STUDENT LEARNING BEYOND THE FORMAL CURRICULUM** **Regency D (2)**

This session will consider settings for learning that are outside the usual studio and class environments, settings where students’ interactions with learning situations may be less formally structured or regularly scheduled. Internships, entrepreneurial workshops and engagements, field trips, special projects, Internet-based investigations, and independent studies are a few examples. Questions associated with making experiential learning choices in light of student learning goals will serve as starting points for a wide-ranging discussion.

Presenters: Thomas Carabasi, Ringling College of Art and Design
Jennifer Johnson Kebea, Drexel University
Nelson Wei Tan, University of Indianapolis

Moderator: Christopher Sharrock, University of the Arts

Thursday, October 10 *(continued)*

1:30 p.m. – 3:00 p.m. **THE ART AND DESIGN UNIT OF THE FUTURE: LOCAL PERSPECTIVES** **Regency B (2)**

The landscape of art and design study in higher education is constantly evolving. Working with futures issues is an investment in not being totally surprised. This session will consider some of the ideas, conditions, and technologies that are likely to impact the ways in which art and design programs and institutions operate. How might teaching and learning be transformed over the next few decades? What changes are likely? Which are favorable? Which are worrisome? How can art and design units best plan and prepare for the future? Presenters will consider these and other issues from individual and local perspectives as the basis for an interactive discussion among attendees.

Presenters: Sally Packard, Texas Christian University
 James Veatch, University of Massachusetts Lowell
 Monika Weiss, Washington University in St. Louis

Moderator: Jon Fahnstock, Maryville University of St. Louis

1:30 p.m. – 3:00 p.m. **HEADS I: COMPLETING AND SUBMITTING THE HEADS DATA SURVEY** **Regency A (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.

Mark Marion, NASAD National Office

3:15 p.m. – 4:45 p.m. **INTELLECTUAL PROPERTY** **Regency C (2)**

Intellectual property issues have become increasingly complicated as philosophies, laws, regulations, and means of production, duplication, and distribution interact in a rapidly advancing technology-impacted world. This session will provide an overview of the issues art/design programs are likely to face at this time, and explore various potentials for future conflicts and resolutions in this area. A major focus will be how institutions can protect themselves and their personnel in the current intellectual property environment. Educational, professional art/design practice, student, and administrative perspectives will be explored.

Presenter: Steven J. McDonald, General Counsel, Rhode Island School of Design

Moderator: Jack Risley, University of Texas at Austin

3:15 p.m. – 4:45 p.m. **AN ORIENTATION TO NASAD: BRIEFING ON STRUCTURE AND SERVICES** **REGENCY A (2)**

This session will address NASAD's functional role as an independent accrediting organization, with particular focus on its structural and organizational connections to regional, national, and other specialized accrediting bodies, the states and the federal government, and to applicant and member institutions. It will also 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.

Mark Marion, NASAD National Office

Sarah Yount, NASAD National Office

Thursday, October 10 *(continued)*

5:30 p.m. – 7:30 p.m. **RECEPTION FOR THE ASSOCIATION** **Mildred Lane Kemper Art Museum**

Mildred Lane Kemper Art Museum
Washington University in St. Louis
One Brookings Drive – St. Louis, Missouri
(near the corner of Skinker and Forsyth Boulevards)

The Kemper Art Museum will remain open after hours for NASAD Annual Meeting attendees and their guests. Light refreshments will be available. The Museum is a 10-minute taxi ride from the hotel; slightly longer via Metrolink light rail.

The University City/Delmar Loop neighborhood adjacent to the Museum is also home to numerous restaurants, galleries, and shops.

Friday, October 11

7:00 a.m. – 8:30 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Regency D (2)**

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

8:15 a.m. – 9:15 a.m. **PLENARY SESSION: BUSINESS MEETING** **Regency C (2)**

Call to Order
Determination of Quorum
Welcome to Members and Guests
Report of the Commission on Accreditation
Introduction of Newly Accredited Institutional Members
Report of the Committee on Ethics
Report of the Treasurer
Report of the Executive Director
Action on Proposed *Handbook* Changes
Election of Officers
Report of the President
New Business
Adjournment

Friday, October 11 (continued)

9:25 a.m. – 12:30 p.m.

**FOG OF CHANGE: SUSTAINING CORE PURPOSES,
SEEKING WISDOM, ACTING EFFECTIVELY**

Regency C (2)

The Association will spend the day exploring change as idea, opportunity, and challenge. The goal is to provide information and analysis useful to administrators as they make decisions at local levels.

“Core purposes” refers to the most fundamental reasons for education in general, and for advanced professionally oriented education in art and in design specifically.

“Seeking wisdom” refers to discerning what is real, possible, and worth risk and long-term investment given the current fog of conflicting rhetoric, hyperbole, and speculation about change. It also refers to understanding contexts and forces affecting the decision-making climate.

“Acting effectively” refers to making local decisions about the professional education of artists and designers based on realistic understanding of what is changing in the art and design and associated worlds, and what is not? Which changes are temporary, and which are more lasting? And, what certain changes mean in terms of sustaining the fundamental enterprise.

How do conclusions following such considerations and inquiries affect local responses to perennial educational questions? For example, given that some competencies are transcendent, what new competencies are likely to be needed, what current competency formulations need to be changed or discarded? What about student issues, research, and technology?

This session will concentrate on situation analysis from three perspectives: change as an idea, change and the fine arts, change and design. Following presentations, there will be an opportunity for group questions and discussion.

Afternoon forums will provide opportunities for in depth inquiries grouped into the following topics: curriculum, student issues, research, and technology. Each of the afternoon sessions will be repeated so each attendee may participate in at least two of the four.

9:25 a.m. – 11:30 a.m.

PRESENTATIONS

Regency C (2)

9:25 a.m. – 9:35 a.m.

INTRODUCTION OF TOPICS AND PRESENTERS

Moderator: Kristi Nelson, University of Cincinnati

9:35 a.m. – 10:20 a.m.

**THE PARADOX OF CHANGE:
HOW CHANGE AND STASIS COMBINE IN EDUCATION**

Our colleges and K-12 schools suffer in policy environments dominated by a flattened conception of change, a conception that extols change for change’s sake and disparages the “status quo” reflexively. Yet literature and the arts suggest that the most meaningful human changes have a layer of constancy; for instance, an ongoing pursuit or quest, or a permanent character trait. Of course, formulaic “status quo” arguments can be used to oppose or obstruct change concepts and proposals. But such rhetorical and political actions are single elements in a larger world of decision-making where change and stasis are always interacting. Normally, “what has been” and “what is” are essential components of “what is to become.” In education and elsewhere, we must know intimately

Friday, October 11 (continued)

what we are doing, why we are doing it, and what we are accomplishing as a basis for improvement or even departure. Essential, effective, and productive change is needed in education and elsewhere. Careful distinctions must be made among urgency, trendy currency, risk, and recklessness. To engage in productive change, we must honor the fundamental substance and integrity of our work, strive to discern emerging realities and possibilities, and build aspirations and decisions that are purposeful, wise, and considerate of the relationships among stasis, change, and results.

Presenter: Diana Senechal, Brooklyn, New York

10:20 a.m. – 10:50 a.m.

TURN AND FACE THE STRANGE

David Bowie's lyric, from his pop music hit song, "Changes," seems particularly apt to the current institutional teaching conditions for fine art. Rapid changes taking place in modes of practice, the fluctuating value students perceive for skill acquisition, and the structural reconfiguration of the art world's venues for exhibiting works of art, all challenge educators attempting to make fine art curricula that reflect the most acute understanding of the career trajectories for which their students are being prepared. Linked to these concerns is the question of how academically trained fine artists see themselves as citizens and members of communities as well as being part of a professional practice.

Presenter: Buzz Spector, Washington University in St. Louis

10:50 a.m. – 11:20 a.m.

EMERGING TECHNOLOGY TRENDS AND WHAT THEY MAY MEAN FOR DESIGN, EDUCATION, AND SOCIETY

The era of stand-alone products is ending. Soon, every "thing" will be connected to the Internet—not just every computer and phone, but also every piece of consumer electronics, every home appliance, and every medical device, as well as more conventional products such as cars, furniture, clothes, and even groceries.

Not only are physical products being integrated into systems, so too are online products and services.

The simple act of connecting products changes their very nature. Apple's iPod is more than a music player. Amazon's Kindle is more than an e-book reader. They are integrated systems of hardware, web-based applications, and human services. Facebook is more than an online social network. Google is more than an Internet search engine. They are product-service ecologies—networked platforms creating opportunities for organic growth.

These changes require us to re-think our assumptions about products and services and our assumptions about design and education.

Presenter: Hugh Dubberly, Dubberly Design Office

11:20 a.m. – 11:30 a.m.

BREAK

Friday, October 11 (continued)

11:30 a.m. – 12:30 p.m.

PANEL DISCUSSION WITH ATTENDEES

Presenters from the morning sessions will join together to further ideas on the topic of “FOG OF CHANGE: SUSTAINING CORE PURPOSES, SEEKING WISDOM, ACTING EFFECTIVELY” and answer questions from attendees.

Panelists: Hugh Dubberly, Dubberly Design Office
Diana Senechal, Brooklyn, New York
Buzz Spector, Washington University in St. Louis

Moderator: Kristi Nelson, University of Cincinnati

2:00 p.m. – 3:00 p.m.

FORUMS: THE FOG OF CHANGE: SUSTAINING CORE PURPOSES, SEEKING WISDOM, ACTING EFFECTIVELY

These forums provide opportunities to discuss change in terms of four areas central to the work of art and design institutions and programs. Ideas from the morning sessions provide springboards for exploring local possibilities and issues in terms of core purposes. Each forum will be repeated from 3:15 p.m. – 4:15 p.m. Attendees will be able to attend two of the four forums.

CURRICULUM

Regency A (2)

Content decisions, external art and design influences, internal creativity, institutional pressures, delivery system influences, specific design and fine arts issues, external education system influences, core purposes questions, etc.

Resources: Fred Fehlau, Art Center College of Design
Gunalan Nadarajan, University of Michigan

Moderator: Bambi Burgard, Kansas City Art Institute

STUDENT ISSUES

Regency B (2)

Preparation for degree program entry, concepts of study and work, media, multi-media, and technology influences, aspirations as future artists and/or designers, new and developing fields of practice, student life, social media, etc.

Resources: Felice Dublon, School of the Art Institute of Chicago
Christine Havice, Kent State University

Moderator: Deborah Douglas, Saint Louis University

RESEARCH

Regency E (2)

Expansions: fields, degree levels, orientations, connections among disciplines, types, purposes, preparation for scholarly work, means; connections to change; connections to sustaining core purposes, for example the pursuit of analysis and knowledge for their own sakes and on their own terms; connections to analysis and decision-making about change, relationships to teaching and practice at various levels in various fields, etc.

Resources: Doug Kisor, Center for Creative Studies
Graeme L. Sullivan, Pennsylvania State University

Moderator: Judith Huacuja, University of Dayton

Friday, October 11 *(continued)*

TECHNOLOGY

Regency F (2)

Now, next, and then what? Implications for art-making, design, curriculum, resource allocations, academic planning, teaching, studio instruction and critique, relationships between individual and group effort, program creation. Technology as means in contrast to technology as end; various impacts of technological change on issues of stability, sustainability, core purposes.

Resources: Nan Goggin, University of Illinois at Urbana-Champaign
Ravi Rajan, Purchase College, State University of New York

Moderator: Linda Reynolds, Brigham Young University

3:15 p.m. – 4:15 p.m.

**FORUMS: THE FOG OF CHANGE: SUSTAINING CORE
PURPOSES, SEEKING WISDOM, ACTING EFFECTIVELY** *(repeated)*

CURRICULUM

Regency A (2)

Content decisions, external art and design influences, internal creativity, institutional pressures, delivery system influences, specific design and fine arts issues, external education system influences, core purposes questions, etc.

Resources: Fred Fehlau, Art Center College of Design
Gunalan Nadarajan, University of Michigan

Moderator: Bambi Burgard, Kansas City Art Institute

STUDENT ISSUES

Regency B (2)

Preparation for degree program entry, concepts of study and work, media, multi-media, and technology influences, aspirations as future artists and/or designers, new and developing fields of practice, student life, social media, etc.

Resources: Felice Dublon, School of the Art Institute of Chicago
Christine Havice, Kent State University

Moderator: Deborah Douglas, Saint Louis University

RESEARCH

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Expansions: fields, degree levels, orientations, connections among disciplines, types, purposes, preparation for scholarly work, means; connections to change; connections to sustaining core purposes, for example the pursuit of analysis and knowledge for their own sakes and on their own terms; connections to analysis and decision-making about change, relationships to teaching and practice at various levels in various fields, etc.

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Friday, October 11 (continued)

TECHNOLOGY

Regency F (2)

Now, next, and then what? Implications for art-making, design, curriculum, resource allocations, academic planning, teaching, studio instruction and critique, relationships between individual and group effort, program creation. Technology as means in contrast to technology as end; various impacts of technological change on issues of stability, sustainability, core purposes.

Resources: Nan Goggin, University of Illinois at Urbana-Champaign
Ravi Rajan, Purchase College, State University of New York

Moderator: Linda Reynolds, Brigham Young University

4:30 p.m. – 5:20 p.m.

HEADS II: USING HEADS STATISTICAL DATA FOR INSTITUTIONAL PLANNING AND PROJECTIONS

Regency A (2)

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 Data Summaries and 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

4:30 p.m. – 5:20 p.m.

OPEN HEARING: TERMINAL DEGREES

Regency B (2)

This hearing provides an opportunity for attendees to express their thoughts on various issues related to terminal degrees in art and design. It is not oriented toward a review of NASAD accreditation standards, but rather toward perspectives on the continuing discussion about purposes, types, and designations of terminal degrees in art and design. These issues are particularly pertinent to basic orientations for graduate degrees: studio art and design; scholarly fields; art education, art therapy, and art-related fields; and multiple orientations and blended purposes. Attendees may wish to read "[Thinking about Terminal Professional Degrees in Art and Design](#)" and "[Studio Art and Design and Research: Multiple Relationships and Possibilities](#)" before the hearing. Both are available through the Publications section of the NASAD Web site.

Moderator: Kristi Nelson, University of Cincinnati

Recorder: Sarah Yount, NASAD National Office

6:30 p.m. – 7:30 p.m.

RECEPTION FOR THE ASSOCIATION
(Cash Bar)

Regency Foyer (2)

7:30 p.m. – 10:00 p.m.

ANNUAL AWARDS BANQUET

Regency C/D (2)

Moderator: Kristi Nelson, University of Cincinnati

Fellowship: Samuel Hope, NASAD National Office

Saturday, October 12

- 7:00 a.m. – 8:30 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Regency D (2)**
(Breakfast may be taken to the 7:45 a.m. Briefing.)
- 7:45 a.m. – 8:45 a.m. **BRIEFING ON FEDERAL ISSUES FOR ART AND DESIGN ADMINISTRATORS** **Regency B (2)**
- 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 participation in grant and student loan programs, and tax policies that influence economic conditions affecting education and the arts. Issues to be addressed include economic realities and projections; public and private funding sources and trends; and prospects for new policies, laws, and regulations concerning higher education, P–12 education, and the arts.
- 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
- 8:00 a.m. – 12:00 p.m. **WORKSHOP: PREPARING FOR NASAD EVALUATION** **Regency E/F (2)**
- 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.
- Presenter:* Mark Marion, NASAD National Office
- 9:00 a.m. – 12:00 p.m. **TOXIC SUBSTANCES** **Regency A (2)**
- A continuation of last year’s briefing, this session will provide additional information and opportunities for exchange regarding toxic substances associated with study and work in various fields of art and design. Current and developing standards and regulations will be discussed, and their potential impacts on art/design institutions and programs will be reviewed. Health and safety concepts and practices for individuals and institutions will be considered along with the specific roles of administrators. The session will feature presentation and interaction.
- Presenter:* Monona Rossol, Arts, Crafts, and Theater Safety, Inc.
Moderator: Dona Lantz, Moore College of Art and Design
- 9:00 a.m. – 10:30 a.m. **FORUM ON CRITIQUE** **Regency B (2)**
- The critique is central to studio-based instruction. Obviously it is the place where issues of quality are constantly discussed with students in specific terms associated with their individual work. This forum will provide an opportunity for an exchange of views and practices. Questions include but are not limited to: what is the function of the critique relative to pedagogical intention; how do differing levels of student development affect one’s approach; how are considerations of cultural context or voice balanced against those around craft and formal presentation; and how compatible is the critique approach with other types of assessment,

Saturday, October 12 (continued)

especially when such types may be externally imposed on art and design institutions and programs?

Panelists: Paula Crawford, George Mason University
Ken Krafchek, Maryland Institute College of Art
Nancy K. Roeder, Maryland Institute College of Art
Joan Waltemath, Maryland Institute College of Art
Susan Waters-Eller, Maryland Institute College of Art

Co-Chairs: Ray Allen, Maryland Institute College of Art
Kendall Buster, Virginia Commonwealth University

10:45 a.m. – 12:00 p.m.

FORUM: INNOVATIVE IDEAS FOR RECRUITING STUDENTS

Regency B (2)

Student recruitment is a perennial issue. Most institutions have approaches and systems developed over many years. This forum will focus on new ideas in student recruitment. It will consider innovation in light of the changing environment for student recruitment, including such issues as preparation in the high school years to enter an art or design major at the college level, the costs of higher education, recruiting a wider variety of cohorts and age groups, and matching students with institutional curricular goals, programs, and capabilities. Other topics include but are not limited to recruitment in the new “vocationalist” climate, the possible impact of studies correlating the majors of graduates with earnings, and current perceptions of the value and purpose of studies in any field or profession outside science, technology engineering, and math. Technology will also receive attention, both in terms of its impacts on students and their goals, and in terms of advancing possibilities for recruitment efforts and systems. This forum will be highly interactive.

Resources: Eric Shultis, St. Louis Community College at Florissant Valley
Lydia C. Thompson, Texas Tech University
Kelly Wacker, University of Montevallo

Moderator: Ken Strickland, Massachusetts College of Art and Design

12:00 p.m.

ADJOURNMENT OF THE NASAD ANNUAL MEETING

**National Association of Schools of Art and Design
Seventieth Annual Meeting
October 16 – 18, 2014
Hyatt Regency Minneapolis
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NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

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