

**NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN**

## **Seventieth Annual Meeting**

# **Program**

**“TOMORROW HAS ARRIVED”**

**Hyatt Regency Minneapolis  
Minneapolis, Minnesota**

**October 16 – 18, 2014**

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

70th Annual Meeting

October 16 – 18, 2014

Program of Events

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PLEASE NOTE:

- *Separate fees are required for the NASAD Pre-Meeting Workshop and the Annual Meeting.*
- *The hotel floor level follows the meeting room name. Please consult the hotel map for the location of meeting rooms on each level.*

Wednesday, October 15

9:00 a.m. – 12:00 p.m.	<b>COMMISSION ON ACCREDITATION</b> <i>(Continued)</i> <i>(Commission members only)</i>	Lake Superior (5 <sup>th</sup> Floor)
10:00 a.m. – 5:00 p.m.	<b>ANNUAL MEETING REGISTRATION</b>	Nicollet Foyer (Main Level)
1:00 p.m. – 5:00 p.m.	<b>COMMISSION ON ACCREDITATION</b> <i>(Continued)</i> <i>(Commission members only)</i>	Lake Superior (5 <sup>th</sup> Floor)
1:45 p.m. – 5:30 p.m.	<b>WORKSHOP FOR VISITING EVALUATORS</b>  This annual workshop will provide training to art/design administrators interested in becoming visiting evaluators for NASAD. Fundamentals of the accreditation process will be described in detail. Significant time will be spent discussing expectations with regard to Self-Studies and Self-Study documentation. An overview of the <i>Handbook</i> and its constituent parts will be presented. Standards and guidelines and their application to applicant institutions will receive considerable attention as potential evaluators are guided through the process of on-site review and Visitors' Report preparation. <i>(Please note: This session is by invitation only. Individuals interested in becoming NASAD evaluators may submit letters of interest and curricula vitae for consideration for training in 2015.)</i>  Deborah Dluhy, School of the Museum of Fine Arts, Boston Robert Milnes, University of North Texas Erin Moscony, NASAD National Office	Lakeshore B (Main Level)
1:45 p.m. – 5:30 p.m.	<b>WORKSHOP FOR EXPERIENCED EVALUATORS</b>  This annual workshop will provide training to art/design administrators who have previously been trained as evaluators and who have served as members of visiting teams. Expectations regarding the review of Self-Studies, the on-site visit, and the Visitors' Report will be reviewed. Responsibilities specific to the visit chair will be presented. <i>(Please note: This session is by invitation only.)</i>  Ray Allen, Maryland Institute College of Art Erin Moscony, NASAD National Office	Lakeshore C (Main Level)

## Wednesday, October 15 (Continued)

- 2:00 p.m. – 5:00 p.m.      **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING  
ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION**      **Regency (2<sup>nd</sup> Floor)**  
*(Please note: It is recommended that individuals attend and participate in all sessions  
scheduled within the Workshop. Each session will include an opportunity for questions  
and general discussion.)*
- 2:00 p.m. – 2:15 p.m.      **Introductions and Orientation**  
*Moderator: 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 focus on the value of and suggested procedures for establishing realistic goals and objectives that serve as the basis for effective long-range planning, and enable realistic considerations that govern the productive use of time.  
  
The work of the art and design administrator today requires an awareness of, and the necessity for, careful and balanced cultivation among multiple constituencies. Therefore, goal setting becomes a necessary and effective way to establish personal, institutional, and community priorities. When successful, this effort lays the groundwork for and focuses planning initiatives. Successful administrators are able to set goals, plan, and manage time—and understand the relationship between and among these three important aspects. Establishing a firm foundation based on carefully articulated goals enhances the administrator’s ability to develop multiple skills and acquire detailed subject matter knowledge that will assist to address efficiently and effectively the plethora and pace of questions, challenges, and issues that arise.  
  
Suggestions with regard to setting goals, developing approaches to planning, and successful ways to think about time and its effective use will be presented.  
  
Leslie Bellavance, Alfred University, New York State College of Ceramics  
Kristi Nelson, University of Cincinnati
- 3:30 p.m. – 3:45 p.m.      **Break**
- 3:45 p.m. – 5:00 p.m.      **Working with the Academic Community**  
As members of the academic community, art and design administrators must work to establish and cultivate relationships between the art/design unit and various academic communities both within and beyond the institution. This session will focus on: 1) developing relationships with other administrators and leaders in the academic community, 2) designing and revising effective strategies and approaches for promoting art and design as indispensable academic disciplines within the institution and community, and 3) accurately and positively representing the art and design unit both on and off campus.  
  
Together, the group will consider the following questions: What are some examples of effective leadership styles for art and design administrators? How does one find his/her own leadership style? How does one develop a leadership style that will be effective given the multitude of issues that exist in any given art/design unit? Do different issues require different styles? How can a leader improve his/her leadership skills?

## Wednesday, October 15 *(Continued)*

**PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART  
AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION *(Continued)*** **Regency (2<sup>nd</sup> Floor)**

### **Working with the Academic Community *(Continued)***

Several short examples describing leadership successes and failures will be provided and are intended to assist attendees to explore ways of finding their own leadership styles. These vignettes will serve as springboards, providing opportunities for attendees to discuss the myriad responsibilities of art/design administrators, such as the management of people, oral and written communication, resource allocation, and planning.

Elissa Tenny, School of the Art Institute of Chicago  
Kate Wagle, University of Oregon

5:00 p.m. **Recess until Thursday morning at 8:30 a.m.**

6:00 p.m. – 8:00 p.m. **WORKSHOP FOR VISITING EVALUATORS WORKING DINNER** **Minnehaha (2<sup>nd</sup> Floor)**  
*(By invitation only)*

6:00 p.m. – 8:00 p.m. **WORKSHOP FOR EXPERIENCED EVALUATORS WORKING DINNER** **Skyway (2<sup>nd</sup> Floor)**  
*(By invitation only)*

## Thursday, October 16

8:00 a.m. – 6:00 p.m. **ANNUAL MEETING REGISTRATION** **Nicollet Foyer (Main Level)**

9:00 a.m. – 12:00 p.m. **COMMISSION ON ACCREDITATION *(Continued)*** **Lake Superior (5<sup>th</sup> Floor)**  
*(Commission members only)*

8:30 a.m. – 1:15 p.m. **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING  
ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION** **Regency (2<sup>nd</sup> Floor)**  
*(Continued from Wednesday afternoon)*

8:30 a.m. – 9:45 a.m. **Financial Management**

Art and design programs are complex. Such complexities create expenses on many levels and in many dimensions. Technology compounds this issue by producing new budget pressures in terms of equipment and the need to maintain its currency. Successful financial management, therefore, requires not only detailed knowledge of costs, but also the savvy required to advocate budget needs, the ability to allocate and manage funds effectively, and the wherewithal to exercise fiscal responsibility—while at the same time dealing with issues that range from scholarship to facility maintenance/repair to faculty compensation.

This session will begin with an introduction of existing realities and the pressures they bring to bear on institutions, and specifically, art/design units. Predominant focus will be placed on financial planning, both short- and long-range; ideas and approaches with regard to budget advocacy; developing and maintaining sound fiscal policies and procedures; and ways to approach fiscal stability in order to ensure the ongoing financial viability of the institution or unit.

Peter Barna, Pratt Institute  
Peg Faimon, Miami University

## Thursday, October 16 (Continued)

### PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (Continued)

Regency (2<sup>nd</sup> Floor)

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. These contacts can prove valuable when interests arise in developing institution/community collaborations. They can also provide opportunities to develop and cultivate beneficial fundraising relationships. Fundraising, once solely the purview of the upper administration, is now a challenge and responsibility which the art/design administrator must face.

This session will consider the strong relationship between community relations and fundraising. It will consider how presentations of art and design, relationships with arts programs in the public and private schools, and the development of community support groups can enhance fundraising opportunities. Methodologies for connecting educational goals and objectives with community development goals will be explored.

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

11:00 a.m. – 11:15 a.m.

#### **Break**

11:15 a.m. – 12:30 p.m.

#### **Working with the Faculty**

Administrators often find themselves in charge of, and having to work across, multiple discipline-specific units; responsible for a broad array of degrees by level, major, and area of emphasis; in need of finding commonalities so that resources can be maximized while at the same time emphasizing and promoting the attributes of specific areas of study. A key factor in addressing these challenges and ensuring that the complexities support, rather than constrain institutional mission, is the role assumed by the faculty. Keen leadership abilities and skills are required to navigate these circumstances, but also to manage and direct faculty resources and address the needs of faculty members. This session will focus on approaches that can assist to create and develop cultures that stress the importance of participation and collaboration, the assumption of responsibility and ownership, and the value of establishing camaraderie and respect, as well as cultures that offer permissions which enable, and protections which safeguard, innovation. The session will also focus on nuts and bolts issues such as hiring and firing; conducting annual performance reviews; promotion, tenure, and reward systems; and faculty development opportunities. A variety of situations will be presented, each followed by time for discussion.

Maureen O. Kelly, Massachusetts College of Art and Design  
Kirk Pillow, University of the Arts

12:30 p.m. – 1:00 p.m.

#### **Box Lunch**

1:00 p.m. – 1:15 p.m.

#### **Open Conversation with Board Members**

Beverly J. Seley, Grand Valley State University  
Adrian R. Tió, University of Massachusetts, Dartmouth

## Thursday, October 16 (Continued)

9:00 a.m. – 5:00 p.m.      **WORKSHOP FOR VISITING EVALUATORS**      **Lakeshore B (Main Level)**  
*(By invitation only; continuation from Wednesday. Box lunch served.)*

9:00 a.m. – 5:00 p.m.      **WORKSHOP FOR EXPERIENCED EVALUATORS**      **Lakeshore C (Main Level)**  
*(By invitation only; continuation from Wednesday. Box lunch served.)*

12:15 p.m. – 1:30 p.m.      **EXECUTIVE COMMITTEE LUNCHEON MEETING**      **St. Croix (2<sup>nd</sup> Floor)**  
*(Executive Committee members only.)*

1:00 p.m. – 1:30 p.m.      **BRIEFING FOR MODERATORS AND RECORDERS**      **Nicollet D (Main Level)**  
  
This briefing, conducted by NASAD staff, will present instructions, expectations, and helpful hints to Annual Meeting moderators and recorders. All individual who have agreed to serve as moderators and/or recorders should plan to attend this briefing.  
*(By invitation only)*

Sarah Yount, NASAD National Office

1:30 p.m. – 6:00 p.m.      **ENROLLMENT MANAGEMENT**      **Nicollet B/C (Main Level)**  
  
Art and design administrators and faculty members have various responsibilities regarding the recruitment and retention of students in their programs. The following sessions and roundtables provide an opportunity for participants to consider these issues from a variety of perspectives and to exchange philosophies, ideas, and examples of successful initiatives.

1:30 p.m. – 2:25 p.m.      **Enrollment Management: Recruitment**

Over the past few decades, the number of art and design programs in higher education has grown exponentially, due in large part to growing student interest, the introduction of new fields of study, new and emerging technologies, and a burgeoning demand for the expertise held by art/design graduates. Competition for these students is fierce, whether among art/design schools or between art/design and other disciplines. It has become imperative for institutions to develop recruitment strategies and practices that enable them to entice and enroll a cohort aligned and well matched with the institution's culture and offerings. The savvy administrator knows that recruitment successes have lasting implications for the long-term health and development of the art/design unit. Although a good track record and word of mouth are invaluable, today, proactive interaction and information sharing are necessities. No longer can institutions merely wait for the next cohort to arrive.

Presenters will address issues such as marketing and market share, advertising and publications, admissions policies and procedures, the role of alumni and faculty in the recruitment process, the influence of financial aid and scholarships, and strategies for answering questions related to program cost and student outcomes.

*Presenters:*      Theresa Bedoya, Maryland Institute College of Art  
                         David F. Finney, Champlain College

*Moderator:*      Dennison W. Griffith, Columbus College of Art and Design

**Thursday, October 16 (Continued)**

**ENROLLMENT MANAGEMENT (Continued)**

**Nicollet B/C (Main Level)**

2:30 p.m. – 3:10 p.m.

**Enrollment Management: Recruitment Roundtable Discussion**

These roundtables provide an opportunity for attendees to discuss recruitment challenges and opportunities specific to art and design programs and institutions. Attendees are asked to select a roundtable based either on the type of institution they represent or on their institution's approximate art and design enrollment numbers. The fundamental purpose of each roundtable is to provide a forum for discussion. Comments and issues noted by session recorders will be considered by the NASAD Executive Committee in the future work of the Association. *(Roundtable participants are encouraged to attend the preceding session on recruitment.)*

**Single-Purpose Institutions**

**Minnehaha (2<sup>nd</sup> Floor)**

Primarily for freestanding, single-purpose institutions that offer postsecondary training in art and/or design.

*Moderator:* Dennison W. Griffith, Columbus College of Art and Design

*Recorder:* Thomas Manley, Pacific Northwest College of Art

**Multipurpose Institutions (A)  
(250 majors and fewer)**

**Nicollet B/C (Main Level)**

Primarily for multipurpose institutions that offer art and/or design training for 250 majors and fewer.

*Moderator:* Gregory Shelnut, Clemson University

*Recorder:* Judy Bullington, Belmont University

**Multipurpose Institutions (B)  
(Greater than 250 majors)**

**Nicollet D3 (Main Level)**

Primarily for multipurpose institutions that offer art and/or design training for greater than 250 majors.

*Moderator:* Denise Amy Baxter, University of North Texas

*Recorder:* Chad Dresbach, Winthrop University

3:20 p.m. – 4:15 p.m.

**Enrollment Management: Retention**

For many students, the road from matriculation to graduation can appear long, complex, daunting, and challenging. For those students who enter college intending to study art and/or design, the results vary. Some may complete an undergraduate degree in four years; others may take a more leisurely path. Some may change majors or specializations mid-flow; others may decide to transfer to other institutions. Some may simply drop out. For art and design administrators and faculty, the questions become: "How can we make the long view shorter, the complexity more simple, the process less daunting, and the challenges surmountable?" "How can we assist all students to succeed and flourish during their time in our charge?" "How can we help them to maneuver through and balance their many and varied student responsibilities?"

**Thursday, October 16 (Continued)**

**ENROLLMENT MANAGEMENT (Continued)**

**Nicollet B/C (Main Level)**

**Enrollment Management: Retention (Continued)**

Presenters will consider the challenges with regard to retaining students and will address various retention strategies and student-support mechanisms, including the roles of academic advisors and student services representatives.

*Presenters:* Felice J. Dublon, School of the Art Institute of Chicago  
Amberly M. Maryo, University of Cincinnati

*Moderator:* Nan Goggin, University of Illinois at Urbana – Champaign

4:20 p.m. – 5:00 p.m.

**Enrollment Management: Retention  
Roundtable Discussion**

These roundtables provide an opportunity for attendees to discuss retention challenges and opportunities specific to art and design programs and institutions. Attendees are asked to select a roundtable based either on the type of institution they represent or on their institution's approximate art and design enrollment numbers. The fundamental purpose of each roundtable is to provide a forum for discussion. Comments and issues noted by session recorders will be considered by the NASAD Executive Committee in the future work of the Association. *(Roundtable participants are encouraged to attend the preceding session on retention.)*

**Single-Purpose Institutions**

**Minnehaha (2<sup>nd</sup> Floor)**

Primarily for freestanding, single-purpose institutions that offer postsecondary training in art and/or design.

*Moderator:* Ellen L. Meyer, Watkins College of Art, Design and Film  
*Recorder:* Linda Jarvin, Paris College of Art

**Multipurpose Institutions (A)  
(250 majors and fewer)**

**Nicollet B/C (Main Level)**

Primarily for multipurpose institutions that offer art and/or design training for 250 majors and fewer.

*Moderator:* Nan Goggin, University of Illinois at Urbana – Champaign  
*Recorder:* Jo Carol Mitchell-Rogers, Anderson University

**Multipurpose Institutions (B)  
(Greater than 250 majors)**

**Nicollet D3 (Main Level)**

Primarily for multipurpose institutions that offer art and/or design training for greater than 250 majors.

*Moderator:* Arne Flaten, Coastal Carolina University  
*Recorder:* Robert Jensen, University of Kentucky

5:10 p.m. – 6:00 p.m.

**Enrollment Management: Roundtable Discussion Reporting**

Moderators from each of the six afternoon roundtables will present a brief summary report of each group's findings, including major issues and concerns, to all attendees. Open discussion will follow.

*Moderator:* Dennison W. Griffith, Columbus College of Art and Design



## Thursday, October 16 *(Continued)*

- 1:30 p.m. – 2:45 p.m.      **ANNUAL REPORTING REQUIREMENTS:  
ACCREDITATION AUDIT, AFFIRMATION STATEMENT,  
SUPPLEMENTAL ANNUAL REPORT, HEADS DATA SURVEY**      **Nicollet D1 (Main Level)**
- Member institutions are required to submit information to NASAD on an annual basis. This session will address specific reporting requirements, timelines, deadlines, and helpful suggestions aimed to ensure complete and accurate submission of the Accreditation Audit, Affirmation Statement, and Supplemental Annual Report. The predominant focus of this session will be an in-depth review of procedures for online submission of the HEADS Data Survey for degree-granting institutions. A section-by-section overview of the Survey will explain in detail the Survey submission process, types of data collected, suggested collection mechanisms, and presentation of calculated data.
- Erin Moscony, NASAD National Office
- 3:00 p.m. – 4:15 p.m.      **USING HEADS STATISTICAL DATA FOR  
INSTITUTIONAL PLANNING AND PROJECTIONS**      **Nicollet D1 (Main Level)**
- 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.
- Erin Moscony, NASAD National Office
- 4:30 p.m. – 5:45 p.m.      **AN ORIENTATION TO NASAD:  
BRIEFING ON STRUCTURE AND SERVICES**      **Nicollet D1 (Main Level)**
- 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.
- Sarah Yount, NASAD National Office
- 5:00 p.m. – 5:15 p.m.      **BOARD OF DIRECTORS NEW MEMBER ORIENTATION**      **Lakeshore A (Main Level)**  
*(New Board of Directors members only)*
- 5:15 p.m. – 6:45 p.m.      **BOARD OF DIRECTORS BUSINESS MEETING**      **Lakeshore A (Main Level)**  
*(Board of Directors members only)*
- 6:30 p.m. – 8:30 p.m.      **RECEPTION FOR THE ASSOCIATION**      **MCAD Campus**
- Host:* Minneapolis College of Art and Design (MCAD)

## Friday, October 17

7:00 a.m. – 8:30 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** Regency (2<sup>nd</sup> Floor)

8:00 a.m. – 5:00 p.m. **REGISTRATION** Nicollet Foyer (Main Level)

8:15 a.m. – 9:15 a.m. **PLENARY SESSION: BUSINESS MEETING** Nicollet C/D (Main Level)

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

9:30 a.m. – 12:15 p.m. **THE FUTURE IS HERE—PART I: EMPOWERING ENGAGEMENT** Nicollet C/D (Main Level)

Given the nebulous nature of the term “the future,” it is easy to view it in abstract terms. It is our challenge, therefore, to shift our focus from the abstract to the specific. As educators and administrators, we must do our best to predict, envision, and prepare for the wave of the future and its possible impacts on teaching, learning, thinking, and creating. We must strive to instill in our faculty and students the importance and necessity of engagement in not only the present but in that which is to come.

The two sessions that follow will present and expand upon this idea of empowering engagement and will focus on proactive ways to involve, promote, and enhance various levels and types of engagement within the art, design, and/or art/design unit on campus, in the local community, and beyond.

9:30 a.m. – 10:45 a.m. **The Role of Gamification in Teaching and Learning**

Today game design is a growing and thriving field, and gaming technologies have expanded to many areas of daily life and to many fields. Within the classroom and the dorm room, educational gameplay can motivate students and serve as a catalyst for critical thinking, problem solving, and teamwork skill development. Through games, students can hone their productivity and practice their creativity. Ultimately, through these gaming experiences, students can develop the skills necessary to take on complex social and environmental dilemmas.

This session will focus on the role of gamification in higher education, specifically in teaching and learning. What opportunities and challenges exist? What are the benefits of game thinking and game learning? What technologies exist, and what technologies are on the horizon? How will gamification affect the development of our students, deepen their learning capacities, and enrich their higher education experiences?

The main presentation will be followed by remarks from a responder and discussion with attendees. The role of the responder will be to supplement and enhance the main presentation.

*Presenter:* Michael G. Wagner, Drexel University

*Responder:* Elizabeth King, University of Wisconsin – Whitewater

*Moderator:* Grafton Nunes, Cleveland Institute of Art

## Friday, October 17 (Continued)

### THE FUTURE IS HERE—PART I: EMPOWERING ENGAGEMENT (Continued)

Nicollet C/D (Main Level)

#### 11:00 a.m. – 12:15 p.m. **Creativity and Innovation: Inherent or Learned?**

“Creativity” and “innovation” are popular buzzwords today. They echo through the halls of art and design units and institutions. In classes and through projects and assignments, art and design students are asked to think and act in creative ways; they are challenged to develop innovative solutions to difficult problems.

Although some students appear to have a knack for creativity, others struggle to “think outside the box.” Why is this? Are some people just “born creative,” or is creativity learned - something that must be practiced and perfected over time? If creativity and innovation can be learned, how can art and design educators help students to develop their skills in these areas? What does teaching creativity and innovation look like? What constitutes a successful lesson, project, or result?

This session will include a main presentation, a response by a designated responder, and ample time for discussion among attendees.

*Presenter:* Steven J. Tepper, Arizona State University

*Responder:* Jeannene Przyblyski, California Institute of the Arts

*Moderator:* Jeffrey Bellantoni, Ringling College of Art and Design

#### 12.30 p.m. – 2:00 p.m. **LUNCHEON FOR THE ASSOCIATION**

Nicollet A/B (Main Level)

*Speaker:* Andrew Blauvelt, Walker Art Center

*Title:* “The Museum as a Laboratory for Public Engagement”

*Fellowships:* Dennison W. Griffith, Columbus College of Art and Design

Melody Weiler, Ringling College of Art and Design

*Moderator:* Kristi Nelson, University of Cincinnati

#### 2:15 p.m. – 5:30 p.m. **THE FUTURE IS HERE—PART II: NURTURING THE CONSTITUENT PARTS**

Nicollet C/D (Main Level)

In the words of the English poet John Donne, “No man is an island.” Neither is any individual or component part within an art and design program, department, or institution. In order to strive toward a complete and highly functioning whole, it is important for art and design administrators to support and nurture the many constituent parts. In this session the “parts” include the students, faculty, resources, and curriculum.

#### 2:15 p.m. – 3:00 p.m. **Empowering Students to Become Developers of Ideas and Creators of Solutions**

This portion of the session will speak to the issue of student empowerment. How can administrators and faculty empower students to become the creators and innovators of tomorrow? How can their experiences in higher education inspire students to develop new ideas, concepts, and ways of thinking and doing in both art and design?

*Presenters:* Ron Buffington, University of Tennessee at Chattanooga

Matt Greenwell, University of Tennessee at Chattanooga

*Moderator:* Lesley A. Cadman, Sotheby’s Institute of Art – New York

## Friday, October 17 (Continued)

### THE FUTURE IS HERE—PART II: NURTURING THE CONSTITUENT PARTS (Continued)

Nicollet C/D (Main Level)

3:00 p.m. – 3:45 p.m.

#### **Broadening the Digital Literacy of the Faculty: Promoting Intellectual and Experimental Engagement**

In an age of rapid change and advancement, it is not uncommon for educators to feel on the verge of being “left behind.” This session will focus on ways that administrators can encourage and support faculty enrichment and engagement in new ways of thinking, creating, evaluating, teaching, and communicating. Although some attention will be paid to new tools and technologies, the main focus of this session will be on the promotion of intellectual development among faculty and ways in which faculty may, through the broadening of their own digital literacy, serve as role models for students.

*Presenter:* Meg Mitchell, University of Wisconsin – Madison

*Moderator:* Doug Post, Woodbury University

4:00 p.m. – 4:45 p.m.

#### **The Role of the Community in Expanding the Resource Base**

Engaging with the community can be a helpful way to expand the resource base of the art and design unit, especially with regard to space and professional expertise. Collaborative projects and events involving both the institution and the community often provide important learning opportunities and experiences, resulting in substantial benefits for students, faculty, professional artists and designers, community members, and the institution. This session will discuss ways to expand the resource base through engagement with the community. Strategies related to funding, personnel, facilities, equipment, and technology will be addressed.

*Presenter:* Charles Desmarais, San Francisco Art Institute

*Moderator:* Susan Bowman, Rowan University

4:45 p.m. – 5:30 p.m.

#### **Using the Curriculum as a Catalyst for Maintaining Fundamental and Developing Relevant Competencies**

The “real estate” within an art or design curriculum is limited; the total number of hours required is often finite. A continuing challenge for administrators is to find ways to maintain what is essential, while at the same time ensuring that the curriculum holds relevancy and currency amidst an ever-changing and complex world. Administrators must be vigilant in their review of curricular content, weighing changes carefully. This session will focus on how curricula can be used both to maintain the development of fundamental competencies as well as to help develop new, necessary, and relevant knowledge and abilities for individual students embarking upon a future filled with multiple and unknown possibilities.

*Presenter:* Kevin J. Conlon, Columbus College of Art and Design

*Moderator:* Christina Lindholm, Virginia Commonwealth University

## Friday, October 17 (Continued)

- 2:15 p.m. – 3:45 p.m.      **OPEN FORUM: NASAD ACCREDITATION PROCESSES—  
PROCEDURES, STANDARDS, GUIDELINES, AND PRACTICES**      **Lakeshore B/C (Main Level)**
- This forum will provide an opportunity for discussion of NASAD requirements and procedures with regard to applications for accreditation/reaccreditation, Plan Approval/Final Approval for Listing, and Substantive Change; as well as use of the *Handbook* and application of standards. It will be guided by the questions posed by participants, which may be prepared in advance and focus on general, rather than specific institutional issues. All meeting attendees are welcome. *(Please note: It is recommended that individuals planning to attend the Saturday afternoon session entitled “Workshop: Preparing for NASAD Accreditation” attend this Open Forum.)*
- Anne Curley, NASAD National Office  
Karen P. Moynahan, NASAD National Office
- 4:00 p.m. – 5:30 p.m.      **CREATING COGENT COMMISSION COMMUNICATIONS**      **Lakeshore B/C (Main Level)**
- Whether developing and preparing comprehensive applications for accreditation and reaccreditation, Responses, Progress Reports, or applications for Plan Approval, Final Approval for Listing, or Substantive Change, the importance of clear and cogent material, which articulates activities at the institution while at the same time addresses standards issues, is necessary in order to conduct a successful conversation with the Commission on Accreditation. This session will offer an overview of the *Handbook* and the use of its contents in preparing Commission correspondence. Helpful ideas and suggestions will be provided for attendees in the process of, or planning to, develop materials for Commission review.
- Karen P. Moynahan, NASAD National Office
- 5:30 p.m. – 6:30 p.m.      **RECEPTION FOR THE ASSOCIATION**      **Regency (2<sup>nd</sup> Floor)**  
*(Cash Bar)*
- 6:30 p.m. – 8:30 p.m.      **BOARD OF DIRECTORS DINNER AND SEMINAR MEETING**      **Lakeshore A (Main Level)**  
*(Board of Directors members only)*

## Saturday, October 18

- 7:00 a.m. – 10:00 a.m.      **REGISTRATION**      **Nicollet Foyer (Main Level)**
- 7:00 a.m. – 8:30 a.m.      **CONTINENTAL BREAKFAST FOR THE ASSOCIATION**      **Regency (2<sup>nd</sup> Floor)**
- 7:45 a.m. – 9:00 a.m.      **EXECUTIVE COMMITTEE BREAKFAST AND MEETING**      **St. Croix (2<sup>nd</sup> Floor)**  
*(Executive Committee members only)*
- 8:00 a.m. – 1:00 p.m.      **WORKSHOP: PREPARING FOR NASAD EVALUATION**      **Nicollet D1 (Main Level)**
- This session will provide information and guidance concerning the self-study and visitation processes for members whose institutions are to be visited in the next two years, institutions planning to begin the NASAD evaluation process, and those formally engaged in the process. A step-by-step walk-through of the accreditation process will be provided, including confirmation of timelines and deadlines, and information regarding accreditation procedures, Self-Study formats, on-site reviews, the Visitors’ Report, the Optional Response, and Commission action. Questions will be taken during this nuts-and-bolts session. All interested individuals are welcome. *(Please note: The last hour of the session will be devoted to general questions and answers. A box lunch will be served.)*
- Anne Curley, NASAD National Office

## Saturday, October 18 (Continued)

9:00 a.m. – 12:15 p.m.

### THE FUTURE IS HERE—PART III: AUGMENTING TEACHING AND LEARNING THROUGH USE OF DIGITAL SYSTEMS AND TOOLS

Nicollet B (Main Level)

9:00 a.m. – 10:30 a.m.

#### **Distance Learning Systems: Availability, Access, and Outcomes**

Traditionally, the education of tomorrow's artists and designers has taken place primarily in the classroom and in the studio. Instruction has been face-to-face; contact has been scheduled and in person. However, with the advent and proliferation of digital technology, art and design programs and institutions now have the opportunity to offer courses, credentials, and learning experiences through various non-traditional means. Across the country and around the world, institutions are exploring and engaging with various new content delivery systems such as open schedule, fixed time, computer-based, and hybrid. These delivery systems have opened the way to the dissemination of content through various types of courses such as broadcast, hybrid, online, and flipped. In this new era, degree structures range from completely on ground to completely online. Although new technologies broaden delivery options, questions remain about whether, or to what degree, these new methods enhance and deepen the learning experience, the acquisition of knowledge and its application, and the development of specific and necessary competencies.

This session will outline the pros and cons of these new and emerging delivery systems and course delivery methodologies. Consideration will be given to the appropriateness of delivering art and design coursework via distance learning means, and whether such delivery systems and content presentation enhance student learning and therefore student success. Following a presentation by the panel, attendees will engage in an open discussion at which time participants may share examples of past, current, and planned practices.

*Presenters:* Rebecca Alm, Minneapolis College of Art and Design  
William Charland, Western Michigan University  
Chris Lefferts, Academy of Art University  
Sue Maberry, Otis College of Art and Design  
Sally Machlis, University of Idaho  
Maria Puzziferro, Rocky Mountain College of Art and Design

*Moderator:* Thomas O. Haakenson, California College of the Arts

10:45 a.m. – 12:15 p.m.

#### **Digital Tools: Communication, Connection, and Collaboration**

Today institutions have a multitude of digital tools at their disposal when it comes to communicating with students. Such tools range from institutional websites to digital teaching and learning platforms to various professional and social networking sites. This session will provide an overview of existing and emerging digital trends that hold the ability to influence, impact, and enhance the ways institutions reach, and communicate and interface with students. Specific focus will be given to how effective uses of digital technology can lead to enhancements in the learning experience and deepen student engagement in their studies and pursuits. Suggestions and tips for communicating today's realities and opportunities inherent in the digital world to administrators, faculty, and students will also be presented. An opportunity for questions and discussion will be provided.

*Presenters:* Michelle Kiec, Kutztown University  
Sandra Markus, Fashion Institute of Technology

*Moderator:* Adrian R. Tió, University of Massachusetts, Dartmouth

**Saturday, October 18 (Continued)**

9:00 a.m. – 10:00 a.m.

**BRIEFING: FEDERAL ISSUES FOR ART AND DESIGN ADMINISTRATORS**

**Lakeshore A (Main Level)**

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.

Following a brief introduction to the higher education and policy landscapes, this session will address the current political climate; various pressures on institutions; and current and prospective federal policies, laws, and regulations affecting higher education and the arts.

This briefing will take a non-partisan policy analysis approach, looking at the ramifications and costs of various options and probabilities. Time for questions and discussion will be provided.

Sarah Yount, NASAD National Office

10:00 a.m. – 11:00 a.m.

**BRIEFING FOR EXPERIENCED EVALUATORS**

**Lakeshore B (Main Level)**

This annual briefing is offered for individuals currently trained and serving as NASAD visiting evaluators. It will provide an opportunity for evaluators to refresh their knowledge of NASAD procedures, protocols, and standards, with particular focus on recent changes to the *Procedures for Institutions*, and the *Handbook*. Helpful reminders regarding the format, preparation, and required content of Visitors' Reports will be provided. The potential impact of the activities of external constituencies, such as the federal government, states, and other review bodies, which may impact the accreditation process, will be discussed.

Documentation required of institutions and evaluators will be highlighted, as well as sources and uses of helpful and informative publications aimed to assist institutions in the preparation of Self-Studies and evaluators in the preparation of Visitors' Reports.

*(Please note: This session is by invitation only.)*

Karen P. Moynahan, NASAD National Office

11:00 a.m. – 12:00 p.m.

**BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES**

**Lakeshore A (Main Level)**

NASAD has a number of resources available for institutions to assist in the formulation of local proposals and policies. This session will enumerate and explain the purposes of several sets of information. Areas of discussion will include faculty work, promotion, and tenure; the duties of administrators; planning and futures analysis; assessment; and communicating with others, explaining the principles, aspirations, and suggested considerations for the development of effective programs in art and design. Information described above is available on the NASAD website, as is detailed and extensive information helpful to the general public, students, administrators, art/design administrators new to NASAD, and those embarking upon accreditation and reaccreditation applications. A brief look at the website, highlighting its contents and uses, will be offered.

Sarah Yount, NASAD National Office

1:00 p.m.

**ADJOURNMENT OF THE NASAD ANNUAL MEETING**

