

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

**Seventy-First Annual Meeting**

**Program**

**Omni Houston Hotel  
Houston, Texas**

**October 15 – 17, 2015**

# NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

## 71st Annual Meeting

October 15 – 17, 2015

### Program of Events

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**PLEASE NOTE:**

- **Separate fees are required for the NASAD Pre-Meeting Workshops 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 14

8:00 a.m. – 12:00 noon     **COMMISSION ON ACCREDITATION** *(Continued)*     **Grand Salon East (Lobby Level)**  
*(Commission members only)*

10:00 a.m. – 5:00 p.m.     **ANNUAL MEETING REGISTRATION**     **Colonnade Prefunction (2<sup>nd</sup> Floor)**

1:00 p.m. – 5:00 p.m.     **COMMISSION ON ACCREDITATION** *(Continued)*     **Grand Salon East (Lobby Level)**  
*(Commission members only)*

1:45 p.m. – 5:30 p.m.     **WORKSHOP FOR VISITING EVALUATORS**     **Windsor (2<sup>nd</sup> Floor)**  
*(Continued on Thursday, 9:00 a.m. – 5:00 p.m.)*

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 *Handbook* 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. *(Please note: This session is by invitation only. Individuals interested in becoming NASAD evaluators are encouraged to contact the National Office staff for consideration for training in 2016.)*

*Facilitators:* Deborah Dluhy, School of the Museum of Fine Arts, Boston  
Robert Milnes, University of North Texas  
*Resource:* Ben Thompson, NASAD National Office

1:45 p.m. – 5:30 p.m.     **WORKSHOP FOR EXPERIENCED EVALUATORS**     **Essex (2<sup>nd</sup> Floor)**  
*(Continued on Thursday, 9:00 a.m. – 5:00 p.m.)*

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

*Facilitators:* Beverly J. Seley, Grand Valley State University  
Adrian R. Tió, University of Massachusetts Dartmouth  
*Resource:* Ben Thompson, NASAD National Office

## Wednesday, October 14 (Continued)

2:00 p.m. – 5:00 p.m.

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

Colonnade A (2<sup>nd</sup> Floor)

*(Continued on Thursday 8:15 a.m. – 12:45 p.m.)*

*(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.

#### **Introduction, Orientation, and Welcome from the President**

*Moderator:* Christine Havice, Kent State University

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.

*Presenter:* Christine Havice, Kent State University

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?

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

## Wednesday, October 14 *(Continued)*

2:00 p.m. – 5:00 p.m.      **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION** *(Continued)*      **Colonnade A (2<sup>nd</sup> Floor)**

3:45 p.m. – 5:00 p.m.      **Working with the Academic Community** *(Continued)*

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.

*Presenter:* James Toub, Appalachian State University

5:00 p.m.      **Recess until Thursday morning at 8:15 a.m.**

6:00 p.m. – 7:30 p.m.      **WORKSHOP FOR VISITING EVALUATORS WORKING DINNER**      **Westbury (2<sup>nd</sup> Floor)**  
*(By invitation only)*

6:00 p.m. – 7:30 p.m.      **WORKSHOP FOR EXPERIENCED EVALUATORS WORKING DINNER**      **Churchill (2<sup>nd</sup> Floor)**  
*(By invitation only)*

## Thursday, October 15

8:00 a.m. – 6:00 p.m.      **ANNUAL MEETING REGISTRATION**      **Regency Prefunction (2<sup>nd</sup> Floor)**

8:00 a.m. – 12:00 noon      **COMMISSION ON ACCREDITATION** *(Continued)*      **Grand Salon East (Lobby Level)**  
*(Commission members only)*

8:15 a.m. – 12:45 p.m.      **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION**      **Colonnade A (2<sup>nd</sup> Floor)**  
*(Continued from Wednesday afternoon)*

8:15 a.m. – 9:30 a.m.      **Financial Management**

Art and design programs are complex. Such complexities create costs 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.

*Presenter:* Kurt Steinberg, Massachusetts College of Art and Design

9:30 a.m. – 9:45 a.m.      **Break**

## Thursday, October 15 (Continued)

8:15 a.m. – 12:45 p.m.     **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (Continued)**     **Colonnade A (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.

*Presenter:*     Grafton J. Nunes, Cleveland Institute of Art

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.

*Presenter:*     Judy Bullington, Belmont University

12:30 p.m. – 12:45 p.m.     **Open Conversation with Members of the Board of Directors**

*Speakers:*     Joanne Arbuckle, Fashion Institute of Technology  
Jack Risley, University of Texas at Austin

8:30 a.m. – 12:00 noon     **PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS**     **Colonnade B (2<sup>nd</sup> Floor)**

The responsibilities of the art/design administrator are diverse and multifaceted. Each day brings new challenges and opportunities. Over time, the roles and responsibilities of an administrator often expand, change, and evolve. This pre-meeting workshop, especially designed for seasoned administrators, will include both short presentations

## Thursday, October 15 (Continued)

8:30 a.m. – 12:00 noon     **PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS**     **Colonnade B (2<sup>nd</sup> Floor)**  
(Continued)

and discussions related to various issues affecting the work of art/design administrators. Topics will include but not be limited to: working with faculty, students, and other administrators within and across disciplines; communicating with upper administrators; issues of promotion and tenure; financial management of the art/design unit; marketing the art/design unit to prospective students and the public; strategies for dealing with difficult situations; and succession planning. Attendees from all types of institutions and from all levels of administration are welcome.

*Facilitators:* Peter Barna, Pratt Institute  
Leslie Bellavance, Kendall College of Art and Design of Ferris State University

9:00 a.m. – 5:00 p.m.     **WORKSHOP FOR VISITING EVALUATORS**     **Windsor (2<sup>nd</sup> Floor)**  
(By invitation only; continuation from Wednesday.)

9:00 a.m. – 5:00 p.m.     **WORKSHOP FOR EXPERIENCED EVALUATORS**     **Essex (2<sup>nd</sup> Floor)**  
(By invitation only; continuation from Wednesday.)

12:00 noon – 1:15 p.m.     **BUFFET LUNCH FOR THE ASSOCIATION**     **Palm Court (Lobby Level)**

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

12:45 p.m. – 1:15 p.m.     **BRIEFING FOR FACILITATORS, SCRIBES, MODERATORS,**  
**AND RECORDERS**     **Regency C (2<sup>nd</sup> Floor)**

This briefing, conducted by NASAD staff, will present instructions, expectations, and helpful hints to Annual Meeting session facilitators, scribes, moderators, and recorders. All individuals who have agreed to serve in one of these capacities should plan to attend this briefing.

(By invitation only)

*Facilitator:* Sarah Yount, NASAD National Office

1:30 p.m. – 2:30 p.m.     **EDUCATING 21<sup>st</sup> CENTURY ARTISTS AND DESIGNERS:**  
**DEVELOPING COMPETENCIES**     **Rooms Noted Below**

What competencies are most central to postsecondary education in the art and design disciplines? How do institutions, departments, and faculty work to develop these competencies in their students? What sorts of classroom, studio, and real-world experiences are likely to best serve the artists and designers of tomorrow? How are changes and advances in the fields of art and design influencing how competencies are taught and developed? The following six discussion groups will tackle these and other questions. Meeting attendees are welcome to attend the discussion group of their choice.

Each discussion group has been assigned a facilitator, a scribe, and a recorder. Scribes will post running notes and ideas that come to light during the session; recorders will work to synthesize the main points of discussion and present oral reports to all attendees during the Discussion Group Reporting session at 4:00 p.m.

**Discussion Group #1: General and Professional Studies**     **Colonnade B (2<sup>nd</sup> Floor)**

Discussion will focus on the connections between general studies requirements and students' professional studies in art and design. What general studies appear to be most beneficial to art and design students, and how are such courses incorporated into the

## Thursday, October 15 (Continued)

1:30 p.m. – 2:30 p.m.

### **EDUCATING 21<sup>st</sup> CENTURY ARTISTS AND DESIGNERS: DEVELOPING COMPETENCIES (Continued)**

**Rooms Noted Below**

#### **Discussion Group #1: General and Professional Studies (Continued) Colonnade B (2<sup>nd</sup> Floor)**

overall art/design curriculum? In addition, how are art and design units/schools incorporating principles and competencies from other disciplines such as the social sciences, physical sciences, law, medicine, business, and the humanities, into their own courses and curricula?

*Facilitator:* Gunalan Nadarajan, University of Michigan

*Scribe:* Marie Bukowski, Southern Illinois University Carbondale

*Recorder:* Arne Flaten, Ball State University

#### **Discussion Group #2: Art and Design History**

**Grand Salon West (Lobby Level)**

Discussion will focus on the roles of art and design history, criticism, and theory in the education of art and design majors. What histories are being taught, and to what students? What histories must be taught now, and which ones will be needed in the future? Which areas are contracting or being considered for elimination from the art/design curriculum? How have digitization and new technologies impacted the teaching and learning of art and design history?

*Facilitator:* Kristi A. Nelson, University of Cincinnati

*Scribe:* William Wadley, Texas A&M University – Commerce

*Recorder:* Judith Huacuja, University of Dayton

#### **Discussion Group #3: Art Education**

**Colonnade A (2<sup>nd</sup> Floor)**

Discussion will focus on the preparation of tomorrow's P-12 art and design teachers. How are instructional methodologies, current practices, learning styles, classroom management, and the social aspects of teaching being incorporated into the instruction of future educators? What competencies and experiences are essential, highly recommended, suggested? What skills must art education students develop in order to enable a smooth transition to the classroom?

*Facilitator:* Katherine Schwartz, James Madison University

*Scribe:* Jeff Young, University of Central Arkansas

*Recorder:* Kristine Tolmie, The College of Saint Rose

#### **Discussion Group #4: 2D Practice**

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

Discussion will focus on students' competency development in both traditional and contemporary areas of 2D practice. What lessons and experiences with regard to visual principles, including color, surface, pictorial space and representation, and 2D materials are most vital to tomorrow's artists and designers, and how are studies in these areas incorporated into various art/design curricula?

*Facilitator:* Jay Kvapil, California State University, Long Beach

*Scribe:* Gina Moore, Benedict College

*Recorder:* Stephen Black, Vincennes University

#### **Discussion Group #5: 3D Practice**

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

Discussion will focus on students' competency development in various areas of 3D practice. What lessons and experiences with regard to 3D form, materials, production techniques, tools, and technologies are most vital to tomorrow's artists and designers, and how are studies in these areas incorporated into various art/design curricula?

*Facilitator:* Matt Greenwell, University of Tennessee at Chattanooga

*Scribe:* Ken Strickland, Massachusetts College of Art and Design

*Recorder:* Robert Herhusky, California State University, Chico

## Thursday, October 15 (Continued)

1:30 p.m. – 2:30 p.m.

### **EDUCATING 21<sup>st</sup> CENTURY ARTISTS AND DESIGNERS: DEVELOPING COMPETENCIES (Continued)**

**Rooms Noted Below**

#### **Discussion Group #6: 4D Practice**

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

Discussion will focus on students' competency development in various areas of 4D practice. What lessons and experiences with regard to narrative, story, sequence, and other time-based principles of art and design are most vital to tomorrow's artists and designers? How are studies in a variety of 4D media, techniques, and technologies incorporated into various art/design curricula?

*Facilitator:* Peg Faimon, Miami University

*Scribe:* Fred Fehlau, Art Center College of Design

*Recorder:* Delphine Keim, University of Idaho

2:45 p.m. – 3:45 p.m.

### **EDUCATING 21<sup>st</sup> CENTURY ARTISTS AND DESIGNERS: DEVELOPING LITERACY**

**Rooms Noted Below**

What literacies are most central to the future success, effectiveness, and well-being of art and design students? How can institutions, departments, and faculty work to develop and nurture certain literacies in their students? What sorts of classroom, studio, and real-world experiences are likely to enable students to communicate about, engage in, and advocate for art and design study? The following six discussion groups will tackle these and other questions. Meeting attendees are welcome to attend the discussion group of their choice.

Each discussion group has been assigned a facilitator, a scribe, and a recorder. Scribes will take running notes; recorders will work to synthesize the main points of discussion and present oral reports to all attendees during the Discussion Group Reporting session at 4:00 p.m.

#### **Discussion Group #1: Cultural Literacy**

**Grand Salon West (Lobby Level)**

Discussion will focus on ways to promote cultural literacy among art and design students. What lessons and experiences can help support and inform students as they work to develop their own worldview? How can institutions, departments, and faculty instill in their students a global awareness of other cultures and other peoples? How can students learn to translate their cultural literacy and global awareness into opportunities for enhanced communication, cooperation, and collaboration?

*Facilitator:* Kristi A. Nelson, University of Cincinnati

*Scribe:* William Wadley, Texas A&M University – Commerce

*Recorder:* Judith Huacuja, University of Dayton

#### **Discussion Group #2: Quantitative Literacy**

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

Discussion will focus on ways to promote quantitative literacy among art and design students. What is the importance of quantitative literacy? How does it enhance a student's decision-making abilities? What lessons and experiences with regard to quantitative reasoning are necessary to include in a student's course of study? How should these be incorporated? How can faculty help students to develop and/or advance their abilities in areas such as interpretation of data, logical thinking, problem solving, and synthesis?

*Facilitator:* Matt Greenwell, University of Tennessee at Chattanooga

*Scribe:* Ken Strickland, Massachusetts College of Art and Design

*Recorder:* Robert Herhusky, California State University, Chico



## Thursday, October 15 (Continued)

2:45 p.m. – 3:45 p.m.

### **EDUCATING 21<sup>st</sup> CENTURY ARTISTS AND DESIGNERS: DEVELOPING LITERACY (Continued)**

**Rooms Noted Below**

#### **Discussion Group #3: Social Literacy**

**Colonnade A (2<sup>nd</sup> Floor)**

Discussion will focus on ways to promote social literacy among art and design students. How can institutions help students to hone their social skills and communicate more effectively with those around them? How can students develop the ability to “read their audience?” What sorts of in-class lessons and out-of-class experiences can help students to think about and craft their own personal talking points regarding the qualities, characteristics, and value of their own artistic work? What opportunities do institutions provide for students to talk about their own work, receive and respond to criticism, and practice marketing themselves as artists and designers?

*Facilitator:* Katherine Schwartz, James Madison University

*Scribe:* Jeff Young, University of Central Arkansas

*Recorder:* Kristine Tolmie, The College of Saint Rose

#### **Discussion Group #4: Technological Literacy**

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

Discussion will focus on ways to promote and encourage technological literacy among art and design students. What abilities with regard to digital tools and technologies are necessary for the success of today’s art and design students? How can institutions assist students to navigate the swift pace of technological change? In the face of new and emerging technologies, how can institutions help students to develop and maintain literacy in the core technologies of their field or specialization?

*Facilitator:* Jay Kvapil, California State University, Long Beach

*Scribe:* Gina Moore, Benedict College

*Recorder:* Stephen Black, Vincennes University

#### **Discussion Group #5: Material Literacy**

**Colonnade B (2<sup>nd</sup> Floor)**

Discussion will focus on ways to promote material literacy among art and design students. What are some ways in which institutions can help guide students through the process of “making,” from their first glimmer of inspiration to their eventual creation of a final product? How can institutions work to ensure that students in all art and design fields have a full understanding of the materials of their trade, their properties, and their proper handling and/or manipulation? In what ways can faculty attempt to instill both a sense of curiosity and a commitment to lifelong learning in art and design students?

*Facilitator:* Gunalan Nadarajan, University of Michigan

*Scribe:* Marie Bukowski, Southern Illinois University Carbondale

*Recorder:* Arne Flaten, Ball State University

#### **Discussion Group #6: Visual Literacy**

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

Discussion will focus on ways to promote visual literacy among art and design students. What abilities with regard to visual observation and comprehension are critical to the success of today’s art and design students? How can institutions help students to hone their observational abilities to enable them to read and analyze spaces, objects, and images, and to ascertain and understand relationships between component parts?

*Facilitator:* Peg Faimon, Miami University

*Scribe:* Fred Fehlau, Art Center College of Design

*Recorder:* Delphine Keim, University of Idaho

## Thursday, October 15 (Continued)

- 4:00 p.m. – 5:00 p.m.      **EDUCATING 21<sup>ST</sup> CENTURY ARTISTS AND DESIGNERS:  
DISCUSSION GROUP REPORTING**      **Regency D-G (2<sup>nd</sup> Floor)**
- Recorders from the two preceding sets of discussion groups will present five-minute summary reports of their group's findings, including major issues and concerns, to all attendees.
- Moderator:* Denise Mullen, Oregon College of Art and Craft
- 5:00 p.m. – 5:15 p.m.      **BOARD OF DIRECTORS NEW MEMBER ORIENTATION**      **Westbury (2<sup>nd</sup> Floor)**  
*(New Board of Directors members only)*
- 5:15 p.m. – 6:45 p.m.      **BOARD OF DIRECTORS BUSINESS MEETING**      **Westbury (2<sup>nd</sup> Floor)**  
*(Board of Directors members only)*
- 5:15 p.m. – 6:15 p.m.      **RECEPTION FOR THE ASSOCIATION**      **Palm Court (Lobby Level)**  
*(Cash bar)*

## Friday, October 16

- 7:15 a.m. – 8:45 a.m.      **CONTINENTAL BREAKFAST FOR THE ASSOCIATION**      **Grand Salon (Lobby Level)**
- 8:00 a.m. – 5:00 p.m.      **REGISTRATION**      **Regency Prefunction (2<sup>nd</sup> Floor)**
- 9:15 a.m. – 10:15 a.m.      **PLENARY SESSION: BUSINESS MEETING**      **Regency D-G (2<sup>nd</sup> Floor)**
- 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  
Election of Officers  
Report of the President  
New Business  
Adjournment
- 10:30 a.m. – 11:45 a.m.      **UNDERSTANDING THE 21<sup>ST</sup> CENTURY LANDSCAPE:  
KEYNOTE ADDRESS**      **Regency D-G (2<sup>nd</sup> Floor)**
- Speaker:* Jane Brown, Jane Brown Design  
*Title:* "One Size Does Not Fit All"  
*Moderator:* Denise Mullen, Oregon College of Art and Craft
- 12:00 noon – 1:30 p.m.      **LUNCHEON FOR THE ASSOCIATION**      **Grand Salon (Lobby Level)**
- Speaker:* Scott M. Rudes, Principal, Booker T. Washington High School  
for the Performing and Visual Arts  
*Title:* "Cultivating a Creative Continuum: Strengthening Pathways  
for Students in Intensive High School Art Programs"  
*Fellowship:* Kristi A. Nelson, University of Cincinnati  
*Moderator:* William J. Mowder, Kutztown University of Pennsylvania

## Friday, October 16 (Continued)

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|-----------------------|--|---|
| 1:45 p.m. – 2:45 p.m. | <b>UNDERSTANDING THE 21<sup>ST</sup> CENTURY LANDSCAPE: ROUNDTABLES</b>  | <b>Rooms Noted Below</b>                  |
|                       | <p>The roundtables serve as a forum for individuals to discuss the issues raised during the keynote address and luncheon, and to raise topics of general concern and/or propose topics of particular local interest for discussion by and advice from the entire group. Participants are asked to give thought to such topics in advance. Each roundtable will provide an opportunity to share issues and expertise across a broad range of topics germane to each type of institution and to art and design in higher education. Participants may attend their session of choice. Discussion comments and issues noted by session recorders will be considered by the NASAD Board of Directors in the future work of the Association. Discussion groups will be organized as follows:</p> |   |
|                       | <b>Private Institutions with Enrollments 1-250</b>   | <b>Regency A (2<sup>nd</sup> Floor)</b>   |
|                       | <i>Moderator:</i> Teresa Prater, Converse College<br><i>Recorder:</i> Belenna M. Lauto, Saint John's University  |   |
|                       | <b>Private Institutions with Enrollments 250+</b>  | <b>Regency B (2<sup>nd</sup> Floor)</b>   |
|                       | <i>Moderator:</i> Donald Tuski, Maine College of Art<br><i>Recorder:</i> Mara Hermano, Rhode Island School of Design   |   |
|                       | <b>Public Institutions with Enrollments 1-150</b>  | <b>Regency G (2<sup>nd</sup> Floor)</b>   |
|                       | <i>Moderator:</i> Charles A. Wright, Western Illinois University<br><i>Recorder:</i> Chiong-Yiao Chen, University of North Alabama   |   |
|                       | <b>Public Institutions with Enrollments 151-250</b>  | <b>Regency C (2<sup>nd</sup> Floor)</b>   |
|                       | <i>Moderator:</i> Jehanne-Marie Gavarini, University of Massachusetts, Lowell<br><i>Recorder:</i> Zbynek Smetana, Murray State University  |   |
|                       | <b>Public Institutions with Enrollments 251-500</b>  | <b>Colonnade B (2<sup>nd</sup> Floor)</b> |
|                       | <i>Moderator:</i> Andrew Liccardo, University of Northern Colorado<br><i>Recorder:</i> Talbot Easton Selby, Coastal Carolina University  |   |
|                       | <b>Public Institutions with Enrollments 500+</b>   | <b>Colonnade A (2<sup>nd</sup> Floor)</b> |
|                       | <i>Moderator:</i> Mika Cho, California State University, Los Angeles<br><i>Recorder:</i> Peter Chametzky, University of South Carolina   |   |
| 3:00 p.m. – 4:00 p.m. | <b>STUDENT HEALTH</b>  | <b>Colonnade B (2<sup>nd</sup> Floor)</b> |
|                       | <p>Issues of health and wellness have a significant influence on the academic and artistic performance of art and design students, regardless of major or specialization. Together, art and design administrators, faculty, and staff must find ways to support and empower students with regard to their physical and psychological well-being.</p> <p>Presenters will seek to identify the primary health and wellness issues facing today's art and design students and will open a conversation addressing these challenges. Attendees will consider best practices for establishing healthy learning environments and working with appropriate routes of referral both within and outside the institution.</p>  |   |
|                       | <i>Presenter:</i> David Hinkamp, M.D., University of Illinois at Chicago<br><i>Moderator/Presenter:</i> Kevin J. Conlon, Columbus College of Art and Design  |   |

## Friday, October 16 (Continued)

- 3:00 p.m. – 4:00 p.m.      **SUPPORTING YOUR POSITION: EFFECTIVE USES OF HEADS DATA**      **Regency B (2<sup>nd</sup> Floor)**
- 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 an 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.
- Presenter:*            Haiyan Cai, University of Missouri – St. Louis  
*Moderator:*         Joanne Arbuckle, Fashion Institute of Technology
- 3:00 p.m. – 4:00 p.m.      **OPEN FORUM: NASAD ACCREDITATION PROCESSES –**      **Colonnade A (2<sup>nd</sup> Floor)**  
**PROCEDURES, STANDARDS, GUIDELINES, AND PRACTICES**
- 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 morning session entitled “Workshop: Preparing for NASAD Accreditation” attend this Open Forum.)*
- Presenter:*            Karen P. Moynahan, NASAD National Office
- 3:00 p.m. – 4:00 p.m.      **ANNUAL REPORTING REQUIREMENTS**      **Regency C (2<sup>nd</sup> Floor)**  
**AND ADMINISTRATIVE RESOURCES**
- This session will provide an overview of specific reporting requirements for NASAD member institutions including the Accreditation Audit, Affirmation Statement, Supplemental Annual Report, and the HEADS Data Survey. It will also enumerate and explain the purposes of several sets of NASAD publications designed to assist institutions in the formulation of local proposals and policies. These supplemental publications touch upon issues including 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 and quality programs in art and design. A brief look at the NASAD website, highlighting the placement of various online resources, will be offered.
- Presenter:*            Sarah Yount, NASAD National Office
- 4:15 p.m. – 5:15 p.m.      **BRIEFING: FEDERAL ISSUES FOR ART AND DESIGN ADMINISTRATORS**      **Regency C (2<sup>nd</sup> Floor)**
- 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.
- Presenter:*            Sarah Yount, NASAD National Office

## Friday, October 16 (Continued)

4:15 p.m. – 5:15 p.m.      **CREATING COGENT COMMISSION COMMUNICATIONS**      **Colonnade A (2<sup>nd</sup> Floor)**

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, 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.

*Presenters:*     Nan Goggin, University of Illinois at Urbana-Champaign  
                      William J. Mowder, Kutztown University of Pennsylvania

*Resource:*       Anne Curley, NASAD National Office

4:15 p.m. – 5:15 p.m.      **HEARING: NASAD STANDARDS FOR GRADUATE STUDY**      **Colonnade B (2<sup>nd</sup> Floor)**

NASAD is beginning a multiyear review of its accreditation standards. This hearing will take comments on the present text concerning graduate study. An electronic copy of the hearing text will be sent to all Annual Meeting attendees in advance of the meeting. Participants are encouraged to bring a marked copy to the hearing.

*Moderator:*     Denise Mullen, Oregon College of Art and Craft

*Recorder:*       Karen P. Moynahan, NASAD National Office

5:30 p.m. – 6:30 p.m.      **RECEPTION FOR THE ASSOCIATION**      **Pool Terrace**  
*(Cash bar)*

6:15 p.m. – 8:30 p.m.      **BOARD OF DIRECTORS DINNER AND SEMINAR MEETING**      **Windsor (2<sup>nd</sup> Floor)**  
*(Board of Directors members only)*

## Saturday, October 17

7:00 a.m. – 10:00 a.m.      **REGISTRATION**      **Regency Prefunction (2<sup>nd</sup> Floor)**

7:15 a.m. – 8:45 a.m.      **CONTINENTAL BREAKFAST FOR THE ASSOCIATION**      **Regency D-F (2<sup>nd</sup> Floor)**

7:45 a.m. – 9:00 a.m.      **EXECUTIVE COMMITTEE BREAKFAST AND MEETING**      **Post Oak (2<sup>nd</sup> Floor)**  
*(Executive Committee members only)*

8:00 a.m. – 1:00 p.m.      **WORKSHOP: PREPARING FOR NASAD EVALUATION**      **Grand Salon (Lobby 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.)*

*Presenter:*       Anne Curley, NASAD National Office

## Saturday, October 17 (Continued)

9:00 a.m. – 10:15 a.m.      **BRIEFING FOR NASAD EVALUATORS**      **Essex (2<sup>nd</sup> Floor)**

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. Individuals interested in becoming NASAD evaluators are encouraged to contact the National Office staff for consideration for training in 2016.)*

*Moderator:* Karen P. Moynahan, NASAD National Office

9:00 a.m. – 10:15 a.m.      **COMPONENTS OF A 21<sup>ST</sup> CENTURY EDUCATION**      **Rooms Noted Below**

*(Please note: The six breakout sessions will be repeated from 10:30 a.m. – 11:45 a.m. Participants may attend the sessions of their choice.)*

**Session #1: Marketing**      **Regency C (2<sup>nd</sup> Floor)**

This session will focus on the marketing of postsecondary art and design programs to prospective students. Attention will be devoted to various marketing approaches, including those that promote and acknowledge the lifelong viability of postsecondary art and design study. The pros and cons of various marketing platforms, such as social and print media, will be addressed. Attention will be paid to the issue of the recruitment "pipeline" for future art and design students, including ways institutions can work to connect with students participating in P-12 and community art and design programs, classes, and structured extracurricular art/design activities.

*Presenter:* Christopher Bratton, School of the Museum of Fine Arts, Boston

*Recorder:* Ron Jones, Memphis College of Art

**Session #2: Globalization**      **Regency B (2<sup>nd</sup> Floor)**

This session will focus on the globalization of art and design study in higher education. It will touch upon topics including study abroad, summer programs, faculty and student exchanges, faculty-led international research trips, student advising, student support systems, and institutional evaluation of foreign-taught courses. On the flipside, it will also address the recruitment of international students, visa and language requirements, institutional support systems, and other related issues.

*Presenter:* Wallace Wilson, University of South Florida

*Recorder:* John Siblik, Northern Illinois University

**Session #3: Completion**      **Colonnade A (2<sup>nd</sup> Floor)**

This session will focus on the issue of program completion and ways in which institutions can work to support academic success and on-time graduation among art and design students. Attention will be paid to topics including mentoring; advising; transfer of credit policies; financial aid strategies, including the effective timing of grant and scholarship awards; and the use of capstone projects, classes, exhibits, and experiences to help students maintain academic momentum and achieve success in the second half of their degree program.

*Presenter:* Kathryn Jill Johnson, University of Alabama in Huntsville

*Recorder:* Barbara WF Miner, University of Toledo

## Saturday, October 17 (Continued)

9:00 a.m. – 10:15 a.m.

### COMPONENTS OF A 21<sup>ST</sup> CENTURY EDUCATION (Continued)

Rooms Noted Below

#### Session #4: The Role of the Faculty in Recruitment

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

This session will focus on the role of the art and design faculty in student recruitment, including ways in which institutions can promote and support the active involvement of faculty members in the recruitment process. For instance, how can faculty serve as ambassadors to bring in new generations of art and design students, how can they use their expertise to help identify and recruit students with particular promise, and how can they serve as effective liaisons between the art and design unit and the admissions office? How can connections made at recruitment events plant seeds for future mentorships and student-faculty collaborations?

Possible recruitment opportunities involving faculty, including open houses, on-campus weekend programs for potential students, portfolio review days, receptions, visits to high school art classes, and community workshops will also be discussed, as will institutional expectations regarding the service and outreach components of faculty work.

*Presenter:* John Sullivan, Art Academy of Cincinnati

*Recorder:* Scott Stephens, University of Montevallo

#### Session #5: Student Learning Propensities

Colonnade B (2<sup>nd</sup> Floor)

This session will focus on ways in which art and design units can work to ascertain, understand, acknowledge, and support their students' learning needs, styles, and propensities. Consideration will be given to the importance of offering access to various and appropriate learning resources, facilities, equipment, teaching styles, and academic experiences that align with curricular offerings and simultaneously support these propensities. The session will examine how and whether successful allocation and coordination of institutional resources can enhance student success and overall art/design student retention and completion. In addition, the faculty's role in discovering, considering, and responding to learning propensities, along with the need for faculty training in this area, will also be discussed.

*Presenter:* Christine A. Forsythe, Messiah College

*Recorder:* David Cavallaro, State University of New York, New Paltz

#### Session #6: Course Delivery Systems

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

This session will provide an opportunity to explore the attributes and effectiveness of the myriad of course delivery systems being developed by, and available to, institutions teaching art and design students. How can the flexibilities and benefits offered by these various course delivery systems help to enrich the student experience, support student completion, and better prepare graduates for work in the field? What, if any, are the curricular implications for such initiatives in enabling students to change their curricular paths or modify their courses of study?

This presentation will consider the advisability of implementing initiatives such as: 1) online and blended courses within a curriculum, 2) independent studies, 3) integration of classes at other institutions into a degree program, 4) consortium relationships, and 5) internship and externship opportunities in the field. The roles, purposes, and benefits of each will be considered.

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

*Recorder:* Catherine Chauvin, University of Denver

**Saturday, October 17 (Continued)**

- 10:30 a.m. – 11:45 a.m.    **COMPONENTS OF A 21<sup>ST</sup> CENTURY EDUCATION**    **Rooms Noted Below**  
*(Repeat of Saturday, 9:00 a.m. – 10:15 a.m.)*
- Session #1: Marketing**    **Regency C (2<sup>nd</sup> Floor)**  
*Presenter:* Christopher Bratton, School of the Museum of Fine Arts, Boston  
*Recorder:* Ron Jones, Memphis College of Art
- Session #2: Globalization**    **Regency B (2<sup>nd</sup> Floor)**  
*Presenter:* Wallace Wilson, University of South Florida  
*Recorder:* John Siblik, Northern Illinois University
- Session #3: Completion**    **Colonnade A (2<sup>nd</sup> Floor)**  
*Presenter:* Kathryn Jill Johnson, University of Alabama in Huntsville  
*Recorder:* Barbara WF Miner, University of Toledo
- Session #4: The Role of the Faculty in Recruitment**    **Regency G (2<sup>nd</sup> Floor)**  
*Presenter:* John Sullivan, Art Academy of Cincinnati  
*Recorder:* Scott Stephens, University of Montevallo
- Session #5: Student Learning Propensities**    **Colonnade B (2<sup>nd</sup> Floor)**  
*Presenter:* Christine A. Forsythe, Messiah College  
*Recorder:* David Cavallaro, State University of New York, New Paltz
- Session #6: Course Delivery Systems**    **Regency A (2<sup>nd</sup> Floor)**  
*Presenter:* Thomas O. Haakenson, California College of the Arts  
*Recorder:* Catherine Chauvin, University of Denver
- 12:00 noon – 12:30 p.m.    **COMPONENTS OF A 21<sup>ST</sup> CENTURY EDUCATION:**    **Regency D (2<sup>nd</sup> Floor)**  
**SESSION DISCUSSION REPORTING**  
Recorders from the six preceding breakout groups will present five-minute summary reports of their group’s findings, including major issues and concerns, to all attendees.  
*Moderator:* Denise Mullen, Oregon College of Art and Craft
- 1:00 p.m.    **ADJOURNMENT OF THE NASAD ANNUAL MEETING**

