

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

**Seventy-Second Annual Meeting**

**Program**

**Hyatt Regency Baltimore Inner Harbor  
Baltimore, Maryland**

**October 13 – 15, 2016**

# NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

## 72nd Annual Meeting

October 13 – 15, 2016

### Program of Events

---

---

**PLEASE NOTE:**

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

#### Wednesday, October 12

8:00 a.m. – 5:00 p.m.      **COMMISSION ON ACCREDITATION**      **Chesapeake (Level 3)**  
*(Please note: This event is for Commission members only.)*

11:00 a.m. – 6:00 p.m.      **ANNUAL MEETING REGISTRATION**      **Atrium (Level 2)**

1:45 p.m. – 6:00 p.m.      **WORKSHOP FOR VISITING EVALUATORS**      **Annapolis/Baltimore (Level 2)**  
*(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. Institutional representatives interested in becoming NASAD evaluators are encouraged to contact the National Office staff for consideration for training in 2017.)*

*Facilitators:* Deborah H. Dluhy, School of the Museum of Fine Arts, Boston  
Jeffrey Pike, Washington University in St. Louis

*Resource:* Nora Hamme, NASAD National Office

1:45 p.m. – 5:30 p.m.      **WORKSHOP FOR EXPERIENCED EVALUATORS**      **Camden/Lombard (Level 3)**  
*(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:* Lesley A. Cadman, Cornwall, NY  
James Hopfensperger, Western Michigan University

*Resource:* Nora Hamme, NASAD National Office

## Wednesday, October 12 (Continued)

- 2:00 p.m. – 5:00 p.m.      **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION**      **Columbia/Frederick (Level 2)**  
*(Continued on Thursday 8:15 a.m. – 1:00 p.m.)*
- (Please note: A separate fee is required and advance registration is recommended for this Pre-Meeting Workshop. 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:* Christina Lindholm, Virginia Commonwealth 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:* Gregory W. Shelnett, Clemson 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

## Wednesday, October 12 *(Continued)*

2:00 p.m. – 5:00 p.m.      **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION**      **Columbia/Frederick (Level 2)**  
*(Continued)*

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

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.

*Presenter:* Katherine A. Schwartz, James Madison University

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

6:00 p.m. – 7:30 p.m.      **WORKSHOP FOR EXPERIENCED EVALUATORS WORKING DINNER**      **Charles (Level 3)**  
*(Please note: This event is by invitation only.)*

6:30 p.m. – 8:00 p.m.      **WORKSHOP FOR VISITING EVALUATORS WORKING DINNER**      **Pratt/Calvert (Level 3)**  
*(Please note: This event is by invitation only.)*

## Thursday, October 13

8:00 a.m. – 6:00 p.m.      **ANNUAL MEETING REGISTRATION**      **Atrium (Level 2)**

8:00 a.m. – 12:00 noon      **COMMISSION ON ACCREDITATION** *(Continued)*      **Chesapeake (Level 3)**  
*(Please note: This event is for Commission members only.)*

8:15 a.m. – 1:00 p.m.      **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION**      **Columbia/Frederick (Level 2)**  
*(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:* Peg Faimon, Indiana University

9:30 a.m. – 9:45 a.m.      **Break**

## Thursday, October 13 (Continued)

8:15 a.m. – 1:00 p.m.      **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (Continued)**      **Columbia/Frederick (Level 2)**

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:*    Christina Lindholm, Virginia Commonwealth University

12:30 p.m. – 1:00 p.m.      **Box Lunch and Open Conversation with Members of the Board of Directors**

*Speakers:*    Peg Faimon, Indiana University  
James Sullivan, Southern Methodist University

8:30 a.m. – 12:00 noon      **PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS**      **Constellation F (Level 2)**

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 13 (Continued)

- 8:30 a.m. – 12:00 noon     **PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS**     **Constellation F (Level 2)**  
*(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.
- (Please note: A separate fee is required and advance registration is recommended for this Pre-Meeting Workshop.)*
- Facilitators:* Leslie Bellavance, Kendall College of Art and Design of Ferris State University  
Jeffrey D. Nesin, School of Visual Arts
- 9:00 a.m. – 5:00 p.m.     **WORKSHOP FOR EXPERIENCED EVALUATORS**     **Camden/Lombard (Level 3)**  
*(Please note: This session is a continuation from Wednesday and by invitation only.)*
- 10:00 a.m. – 5:00 p.m.     **WORKSHOP FOR VISITING EVALUATORS**     **Annapolis/Baltimore (Level 2)**  
*(Please note: This session is a continuation from Wednesday and by invitation only.)*
- 12:15 p.m. – 1:15 p.m.     **EXECUTIVE COMMITTEE LUNCHEON MEETING**     **Charles (Level 3)**  
*(Please note: This event is for Executive Committee members only.)*
- 12:45 p.m. – 1:15 p.m.     **BRIEFING FOR MODERATORS AND RECORDERS**     **Constellation E (Level 2)**
- This briefing, conducted by NASAD staff, will present instructions, expectations, and helpful hints to Annual Meeting session moderators and recorders. All individuals who have agreed to serve in one of these capacities should plan to attend this briefing.
- (Please note: This session is by invitation only.)*
- Facilitator:* Paul Florek, NASAD National Office
- 1:30 p.m. – 3:45 p.m.     **THE WORK OF THE ART/DESIGN ADMINISTRATOR**     **Rooms Noted Below**
- Art/design administrators have a responsibility to ensure the operation of the arts unit/institution. This includes curricular planning and implementation, working with constituencies, managing resources, dealing with difficult situations, and the like. Therefore, administrators must wear many hats and balance many balls. This session will focus on eight topics of current and particular importance to administrators. Each session will begin with a short presentation that will serve to frame the issue, followed by guided discussion. Attendees in each session will discuss and share helpful approaches and practices, tips and ideas, and potential risks and pitfalls.
- 1:30 p.m. – 2:30 p.m.     **Facilities Planning:  
The Ins and Outs of Renovating Spaces**     **Constellation D (Level 2)**
- A perpetual challenge for the art/design administrator is the ongoing maintenance and assessment of the unit/institution's facilities. Regular attention must be paid as to whether the current facilities are adequate to support the mission and goals of the unit/institution and the curricular programs offered. These considerations are particularly important given the fluctuating enrollments of individual programs and the need to ensure the safety of spaces, practices, faculty, and students.

## Thursday, October 13 (Continued)

1:30 p.m. – 3:45 p.m.      **THE WORK OF THE ART/DESIGN ADMINISTRATOR (Continued)**      *Rooms Noted Below*

1:30 p.m. – 2:30 p.m.      **Facilities Planning:  
The Ins and Outs of Renovating Spaces (Continued)**      **Constellation D (Level 2)**

Renovating an existing art/design facility can be an all encompassing task. When considering renovations, what is the best way to proceed? What are the necessary steps? What questions should be posed and considered, and in what order? What decision-makers should be involved in the process, and at what points should they be consulted? What funding sources and streams are available, and how and when should they be tapped? What potential pitfalls exist, and how can they be avoided? The session will offer adequate time for discussion.

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

*Moderator:* Greg Watts, University of North Texas

1:30 p.m. – 2:30 p.m.      **The Fine Art of Effective Leadership**      **Constellation C (Level 2)**

Today's administrators face varied, disparate, and ever-changing challenges which span topics such as designing curricula, managing resources, addressing health and safety issues related to facilities and use of materials, tending to personnel issues, developing and nurturing connections in and outside the institution, fundraising, dealing with law and regulation, and the like. The responsibilities can seem all encompassing as they outnumber the hours available in any given day to deal with each. There is no single leadership style or approach that will ensure success. Each institution must develop its own authentic voice, a voice which evolves when an administrator is successful in establishing a culture of learning, teaching, excellence, inquiry, innovation, respect, and shared vision. Participants will discuss how administrators can establish, implement, and maintain cultures that enable such possibilities all the while aligning with and supporting the institution's mission and goals. Attendees will consider questions such as: What makes an effective leader? How does a leader develop a culture that assists to move an art/design unit's and institution's initiatives forward? How is buy-in ensured/rewarded? How can leaders work to instill a sense of pride and ownership among administrators, faculty, staff, students, and alumni? How can such qualities be developed and fostered within the art/design unit and throughout the institution? Time for questions and discussion will be provided.

*Presenter:* Neil J. Hoffman, Milwaukee Institute of Art and Design

*Moderator:* Charles A. Wright, Western Illinois University

1:30 p.m. – 2:30 p.m.      **Developing Subject Matter Knowledge:  
The Role and Value of Experiential Learning**      **Constellation E (Level 2)**

Instruction within postsecondary art/design programs typically occurs both in the classroom as well as in studios, labs, and maker spaces. Although seat time and the traditional lecture model provide a strong framework for learning, the role and value of experiential learning cannot be overemphasized. This session will discuss the various hands-on experiences that are offered to art/design students. What is the role of experiential learning within various programs and specializations? What sorts of lessons are best passed on through these experiences in making and doing? Time for questions and open discussion will be provided.

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

*Moderator:* Maggy Cuesta, New World School of the Arts

## Thursday, October 13 (Continued)

1:30 p.m. – 3:45 p.m.	<b>THE WORK OF THE ART/DESIGN ADMINISTRATOR (Continued)</b>	<b>Rooms Noted Below</b>
1:30 p.m. – 2:30 p.m.	<b>Title IX: A Practical Discussion of the Law and Its Implications</b>	<b>Constellation F (Level 2)</b>
	<p>This session will provide an overview of Title IX, the federal statute that prohibits discrimination under any education program or activity that receives federal financial assistance. Attendees will be briefed on the law and its associated regulations and guidelines. Institutional responsibilities under the law/regulation/guidelines will be discussed, as will be the roles and obligations of art/design administrators, faculty, and staff. Short vignettes will be offered and will be followed by time for questions, answers, and open discussion.</p> <p><i>Presenter:</i> John R. Sauter, Cloppert, Latanick, Sauter &amp; Washburn <i>Moderator:</i> Judith Huacuja, University of Dayton</p>	
2:30 p.m. – 2:45 p.m.	<b>Break</b>	
2:45 p.m. – 3:45 p.m.	<b>Building the Faculty and Engaging Its Members in the Work of the Institution</b>	<b>Constellation C (Level 2)</b>
	<p>The process of building and maintaining a cohesive art and design faculty takes time, effort, and requires constant attention. Finding and retaining faculty with the necessary expertise and teaching abilities is of primary importance to the long-term health of the art/design unit, as is ensuring that faculty support and embrace the mission of the unit/institution.</p> <p>As new faculty members are hired and as they join those already ensconced in the work of the institution, it is vital to take the time to assimilate them into the work of the unit's and institution's culture. This entails encouraging the active participation of all faculty members, individually and collectively, in the work of the arts unit and the institution as a whole. Whether this means engaging faculty in curricular review efforts, encouraging them to volunteer for committee work, or promoting and supporting collaborative efforts and initiatives within the unit and institution, achieving collective buy-in is imperative. How is this achieved? How can the faculty work toward this goal of wholeness, and how can the art/design administrator support the process?</p> <p>Participants will consider issues such as how to recruit and retain faculty, how to include them in the work of the art/design unit, how to support them, and how to spur their involvement in the life of the institution.</p> <p><i>Presenter:</i> Melanie Corn, Columbus College of Art and Design <i>Moderator:</i> Scott Stephens, University of Montevallo</p>	
2:45 p.m. – 3:45 p.m.	<b>The Value-Added Benefits of Art and Design Study</b>	<b>Constellation D (Level 2)</b>
	<p>For students who study art and/or design, the benefits are many. Besides gaining knowledge, skills, and literacies that pertain to their chosen field of study, art and design students also gain numerous transferable skills that they can apply to fields and experiences beyond art and design. For some, these competencies will help them to navigate the "real world" more adeptly; for others, they are what will allow them to excel in careers beyond their area of study. This session will seek to identify the "value-added" benefits of art and design study. What are these benefits? What role do they play in developing transferrable skills? How are certain transferrable skills gained during the time of study? How can they be used to positive effect, especially post-graduation? How do we articulate the value of these benefits in the institutional conversation?</p> <p><i>Facilitator:</i> Felice Dublon, School of the Art Institute of Chicago <i>Moderator:</i> Beverly J. Seley, Grand Valley State University</p>	



## Thursday, October 13 (Continued)

- 1:30 p.m. – 3:45 p.m.      **THE WORK OF THE ART/DESIGN ADMINISTRATOR (Continued)**      *Rooms Noted Below*
- 2:45 p.m. – 3:45 p.m.      **Considering the Need for and Designing New Curricular Programs**      **Constellation E (Level 2)**
- The fields of art and design have served as fertile ground and well-established frameworks from which various sub-disciplines have sprung and grown over the last many years. Institutions, prodded by student and “real world” demand, have responded effectively and creatively by considering, designing, and implementing new curricular programs.
- This session will consider curricular change and innovation as prompted by our ever-shifting landscape. Participants will discuss aspects of the phenomenon, including ascertaining the need for new programs, how such programs are designed and implemented, and assessing the effective uses of the programs to prepare students for work beyond the academy, particularly in emerging and yet-known fields. Time for discussion will be provided.
- Presenters:*            Gwynne Keathley, Maryland Institute College of Art  
James Sullivan, Southern Methodist University
- Moderator:*            Rick Cartwright, University of Saint Francis
- 2:45 p.m. – 3:45 p.m.      **The Role of Alumni in Recruitment and Retention**      **Constellation F (Level 2)**
- The practical art/design administrator knows that student recruitment and retention successes have lasting implications for the development and ongoing success of the art/design unit. This session will provide an opportunity for participants to discuss the role alumni can play in recruitment and retention, including ways in which institutions can promote and support the active and productive involvement of alumni in these areas. What modes of communication and conversation are most effective in reaching alumni? What are some examples of effective relationships? The importance of accurate messaging, meet-and-greet events, mentorship opportunities, internship experiences, and others will be discussed.
- Facilitator:*            Rod Parker, Louisiana State University
- Recorder:*             David Klamen, University of Massachusetts Dartmouth
- 4:00 p.m. – 5:00 p.m.      **OPEN FORUM: NASAD ACCREDITATION PROCESSES – PROCEDURES, STANDARDS, GUIDELINES, AND PRACTICES**      **Constellation F (Level 2)**
- 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
- 4:00 p.m. – 5:00 p.m.      **AN ORIENTATION TO NASAD: BRIEFING ON STRUCTURES AND SERVICES**      **Constellation C (Level 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, state and federal governance, and to applicants 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.
- Presenter:*    Paul Florek, NASAD National Office

## Thursday, October 13 (Continued)

- 4:00 p.m. – 5:00 p.m.      **ANNUAL REPORTING REQUIREMENTS: ACCREDITATION AUDIT, AFFIRMATION STATEMENT, SUPPLEMENTAL ANNUAL REPORT, HEADS DATA SURVEY**      **Constellation E (Level 2)**
- 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, and 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, and suggested collection mechanisms. Questions will be taken at the end of the presentation.
- Presenter:* Kyle Dobbeck, NASAD National Office
- 5:15 p.m. – 5:30 p.m.      **BOARD OF DIRECTORS NEW MEMBER ORIENTATION**      **Columbia (Level 2)**  
*(Please note: This event is for new Board of Directors members only.)*
- 5:15 p.m. – 6:15 p.m.      **RECEPTION FOR THE ASSOCIATION**      **Harborview/Atrium (Level 2)**  
*(Please note: This event has a cash bar.)*
- 5:30 p.m. – 7:00 p.m.      **BOARD OF DIRECTORS BUSINESS MEETING**      **Columbia (Level 2)**  
*(Please note: This event is for Board of Directors members only.)*

## Friday, October 14

- 7:15 a.m. – 8:45 a.m.      **CONTINENTAL BREAKFAST FOR THE ASSOCIATION**      **Constellation AB (Level 2)**
- 8:00 a.m. – 5:00 p.m.      **REGISTRATION**      **Atrium (Level 2)**
- 9:00 a.m. – 10:15 a.m.      **PLENARY SESSION: BUSINESS MEETING**      **Constellation DEF (Level 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  
Election of Officers  
Report of the President  
New Business  
Adjournment
- 10:30 a.m. – 11:10 a.m.      **UNDERSTANDING THE 21<sup>ST</sup> CENTURY LANDSCAPE: KEYNOTE ADDRESS**      **Constellation DEF (Level 2)**
- Speaker:* William Deresiewicz, Author  
*Title:* “Making Artists in an Entrepreneurial Age”  
*Moderator:* Denise Mullen, Oregon College of Art and Craft
- 11:20 a.m. – 11:50 a.m.      **CONVERSATION WITH THE KEYNOTE SPEAKER**      **Constellation DEF (Level 2)**
- Speaker:* William Deresiewicz, Author  
*Moderator:* Denise Mullen, Oregon College of Art and Craft
- 12:00 noon – 1:30 p.m.      **LUNCHEON FOR THE ASSOCIATION**      **Constellation AB (Level 2)**
- Speaker:* Eleanor Hughes, The Walters Art Museum  
*Title:* “For the Benefit of the Public”: The Walters Art Museum  
*Fellowships:* Meredith Davis, North Carolina State University  
Susan King Roth, Virginia Commonwealth University  
*Moderator:* William J. Mowder, Kutztown University of Pennsylvania

## Friday, October 14 (Continued)

1:45 p.m. – 3:00 p.m.

### **THE VALUE OF ART AND DESIGN EDUCATION: HOW TO FRAME THE ADVOCACY DIALOGUE**

**Constellation DEF (Level 2)**

This session will focus on ways in which the art/design curriculum, coursework, and teaching can contribute to the advocacy dialogue. How can art/design administrators work to create new programs and modify existing content that both develop knowledge and skills, and instill in students a freedom of thought that will enable them to push the boundaries of creativity and innovation so that the art form is able to advance and flourish within the academy? How do we translate such activity into words that clearly and intellectually speak to the value of arts study?

The conversation will then shift to ways to frame the advocacy conversation regarding the value of art and design education and its ability to enrich the local creative economy. What are some potential benefits, both economic and other, to establishing lasting links between the art/design unit and the community? How can the institution work to position art and design to ensure maximum impact, and how can their value to the community best be articulated?

Finally, the session will turn to the role art and design can and does serve to inform and shape the larger culture beyond the walls of the academy today and in the future. How do study and work in art and design help to shape, advance, and influence the culture? How do we ensure that art and design assume this role? What must we consider today that is crucial to our survival today and existence tomorrow?

Time for questions and open discussion will follow the presentations.

*Presenters:* David Bogen, Maryland Institute College of Art  
Meredith Davis, North Carolina State University  
Patricia C. Phillips, Moore College of Art and Design

*Moderator:* Kate Bonansinga, University of Cincinnati

3:15 p.m. – 4:15 p.m.

### **ROUNDTABLES**

**Rooms Noted Below**

The roundtables serve as a forum for individuals to discuss the issues raised during the previous session, "The Value of Art and Design Education: How to Frame the Advocacy Dialogue." 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:

#### **Private Institutions with Enrollments 1-150**

**Pratt/Calvert (Level 3)**

*Moderator:* Gina Moore, Benedict College

*Recorder:* Julie L. Rabun, Carson-Newman University

#### **Private Institutions with Enrollments 151-400**

**Baltimore (Level 2)**

*Moderator:* Mary Colleen Heil, Pennsylvania College of Art and Design

*Recorder:* Jo Carol Mitchell-Rogers, Anderson University

#### **Private Institutions with Enrollments 401-1000**

**Annapolis (Level 2)**

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

*Recorder:* Jenny Krantz, Milwaukee Institute of Art and Design

#### **Private Institutions with Enrollments 1001+**

**Frederick (Level 2)**

*Moderator:* David H. Jackson, Ringling College of Art and Design

*Recorder:* Sarah Steinwachs, Drexel University

#### **Public Institutions with Enrollments 1-125**

**Columbia (Level 2)**

*Moderator:* Ronald G. Koehler, Delta State University

*Recorder:* Peter Kilian, Northern State University

## Friday, October 14 (Continued)

3:15 p.m. – 4:15 p.m.	<b>ROUNDTABLES (Continued)</b>	<b>Rooms Noted Below</b>
	<b>Public Institutions with Enrollments 126-200</b>	<b>Chesapeake A (Level 3)</b>
	<i>Moderator:</i> Donna M. Meeks, Lamar University <i>Recorder:</i> Jimmy Mumford, Jackson State University	
	<b>Public Institutions with Enrollments 201-300</b>	<b>Chesapeake B (Level 3)</b>
	<i>Moderator:</i> Greg Moring, Youngtown State University <i>Recorder:</i> Barbara Nwacha, Southern Illinois University Edwardsville	
	<b>Public Institutions with Enrollments 301-450</b>	<b>Constellation C (Level 2)</b>
	<i>Moderator:</i> Mick Luehrman, University of Central Missouri <i>Recorder:</i> Vaughan Judge, Montana State University	
	<b>Public Institutions with Enrollments 451-650</b>	<b>Constellation A (Level 2)</b>
	<i>Moderator:</i> Laura Gelfand, Utah State University <i>Recorder:</i> Michael Henderson, Sam Houston State University	
	<b>Public Institutions with Enrollments 651+</b>	<b>Constellation B (Level 2)</b>
	<i>Moderator:</i> Jade Jewett, California State University, Fullerton <i>Recorder:</i> J.R. Campbell, Kent State University	
4:30 p.m. – 5:30 p.m.	<b>BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES</b>	<b>Constellation C (Level 2)</b>
	<p>This session will 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 future analysis; assessment; and communication 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.</p> <p><i>Presenter:</i> Paul Florek, NASAD National Office</p>	
4:30 p.m. – 5:30 p.m.	<b>USING HEADS STATISTICAL DATA FOR INSTITUTIONAL PLANNING AND PROJECTION</b>	<b>Baltimore (Level 2)</b>
	<p>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 administrative planning.</p> <p><i>Presenter:</i> Kyle Dobbeck, NASAD National Office</p>	
4:30 p.m. – 5:30 p.m.	<b>ROUNDTABLE FOR COMMUNITY AND TWO-YEAR COLLEGES</b>	<b>Annapolis (Level 2)</b>
	<p>This interactive session will provide an opportunity to brainstorm and discuss ideas and best practices of particular relevance to community and two-year colleges. Participants will be encouraged to share information from their own institutions followed by a time for reflection and discussion. Attendance is open to all interested individuals.</p> <p><i>Moderator:</i> Nikolaos G. Antonakis, Grand Rapids Community College</p>	

## Friday, October 14 (Continued)

- 4:30 p.m. – 5:30 p.m.      **OPEN FORUM: HISTORICALLY BLACK INSTITUTIONS**      **Frederick (Level 2)**
- This session is designed to provide a forum where ideas and concerns of particular relevance to historically black institutions may be discussed. Attendance is open to all interested individuals. Participants may wish to give consideration to topics of interest in advance.
- Moderator:*      Anthony Michael McEachern, Howard University
- 4:30 p.m. – 5:30 p.m.      **HEARING: NASAD STANDARDS FOR UNDERGRADUATE STUDY**      **Constellation A (Level 2)**
- NASAD began in 2015 a multiyear review of its accreditation standards. This hearing will take comments on the present text concerning undergraduate study. An electronic copy of the standards 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
- 5:45 p.m. – 6:45 p.m.      **RECEPTION FOR THE ASSOCIATION**      **Harborview/Atrium (Level 2)**  
*(Please note: This event has a cash bar.)*
- 6:15 p.m. – 8:30 p.m.      **BOARD OF DIRECTORS DINNER AND SEMINAR MEETING**      **Columbia (Level 2)**  
*(Please note: This event is for Board of Directors members only.)*

## Saturday, October 15

- 7:00 a.m. – 10:00 a.m.      **REGISTRATION**      **Atrium (Level 2)**
- 7:15 a.m. – 8:45 a.m.      **CONTINENTAL BREAKFAST FOR THE ASSOCIATION**      **Constellation B (Level 2)**
- 7:30 a.m. – 8:45 a.m.      **EXECUTIVE COMMITTEE BREAKFAST AND MEETING**      **Charles (Level 3)**  
*(Please note: This event is for Executive Committee members only.)*
- 8:00 a.m. – 12:30 p.m.      **WORKSHOP: PREPARING FOR NASAD EVALUATION**      **Constellation CD (Level 2)**
- 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: A box lunch will be provided. Attendees are asked to register in advance.)*
- Presenter:*      Kyle Dobbeck, NASAD National Office
- 9:00 a.m. – 10:15 a.m.      **BRIEFING FOR NASAD EVALUATORS**      **Columbia (Level 2)**
- 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

## Saturday, October 15 (Continued)

- 9:00 a.m. – 10:15 a.m.     **BRIEFING FOR NASAD EVALUATORS (Continued)**     **Columbia (Level 2)**
- 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. Institutional representatives interested in becoming NASAD evaluators are encouraged to contact the National Office staff for consideration for training in 2017.)*
- Moderator:*     Karen P. Moynahan, NASAD National Office
- 9:00 a.m. – 10:15 a.m.     **BRIEFING: FEDERAL ISSUES FOR ART AND DESIGN ADMINISTRATORS**     **Constellation E (Level 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.
- 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:*     Paul Florek, National Office Staff
- 9:00 a.m. – 10:15 a.m.     **CREATING COGENT COMMISSION COMMUNICATIONS**     **Constellation F (Level 2)**
- 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:*     Nora Hamme, NASAD National Office
- 10:30 a.m. – 11:30 a.m.     **DEVELOPING AN AWARENESS OF EFFECTIVE ENVIRONMENTAL PRACTICES**     **Constellation F (Level 2)**
- Art and design units utilize many materials and substances that can leave a significant footprint on the environment. This session will offer advice regarding ways to promote an awareness of effective environmental practices. Issues including sustainability, lifecycle analysis, and environmental impact will be addressed. How can faculty encourage students to be mindful of the environmental impacts of their work and the creation/design process as a whole? How can environmental responsibility be modeled in the classroom, and how can students be encouraged to take what they learn and apply it to their life and work outside of the academy? The presentation will focus both on curricular and institutional responsibilities in these areas. Time for discussion will be provided.
- Presenter:*     Debera Johnson, Pratt Institute
- Moderator:*     Dona J. Lantz, College for Creative Studies

## Saturday, October 15 (Continued)

10:30 a.m. – 11:30 a.m.    **INTELLECTUAL PROPERTY: OWNERSHIP**    **Constellation E (Level 2)**

The topic of intellectual property is especially important in higher education. A clear understanding of United States copyright law is essential for the success and protection of artists, designers, and art/design units. This session will focus primarily on intellectual property as it pertains to student work and faculty course content, including online learning. Issues including copyright, trademarks, trade dress, and determination of ownership will be addressed. How can institutions ensure that students graduate with a thorough enough understanding of this complex issue? How can they encourage faculty to incorporate lessons about intellectual property into their teaching and to lead by example? Participants will be encouraged to consider and share their own institutional policies, practices, and modes of instruction related to the topic of intellectual property. Time for questions and open discussion will be provided.

*Presenter:*    Todd H. Bailey, Frost Brown Todd LLC

*Moderator:*    Judy Bullington, Belmont University

11:45 a.m. – 12:45 p.m.    **INCORPORATING BUSINESS COURSEWORK INTO THE CURRICULUM**    **Constellation F (Level 2)**

As institutions prepare students to enter the workforce, do they hold a responsibility for ensuring that business acumen is acquired? What business-related skills are most essential for artists and designers? How are these skills developed within various curricular programs? What lessons and experiences, both in and outside of the classroom, are most vital? How may internships and other incubator programs be incorporated into the curriculum, and how can they benefit students? In what ways can the academy help to ease students' transition from the institution to the workforce? Time for questions and open discussion will be provided.

*Presenter:*    Jerry Allan, Minneapolis College of Art and Design

Christine W. Kuan, Sotheby's Institute of Art - New York

*Moderator:*    Kathleen Keys, Boise State University

11:45 a.m. – 12:45 p.m.    **INCORPORATING DESIGN HISTORY INTO THE CURRICULUM**    **Constellation E (Level 2)**

This session will focus on fresh approaches and methods for teaching the history of design to undergraduate students. Particular attention will be given to articulating the objectives for design history courses. Brief presentations on topics in teaching design history will be offered. Attendees will consider how studies in design history can help to support students' work as designers and how these studies may be developed at respective institutions. Time will be allocated for questions and discussion.

*Panelists:*    Matthew Bird, Rhode Island School of Design

Kristopher Kersey, University of Richmond

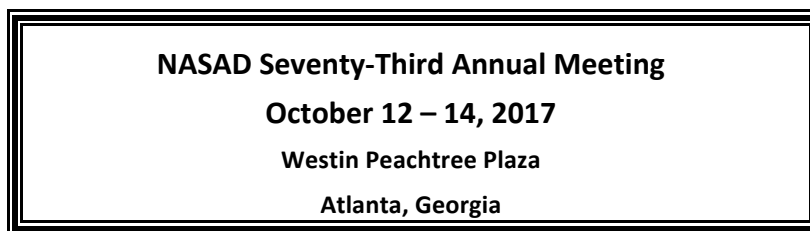
Victoria Pass, Salisbury University

*Facilitators:*    Keith Holz, Western Illinois University

Brockett Horne, Maryland Institute College of Art

12:45 p.m.

**ADJOURNMENT OF THE NASAD ANNUAL MEETING**



## **72nd Annual Meeting**

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

11250 Roger Bacon Drive, Suite 21  
Reston, Virginia 20190-5248

Telephone: (703) 437-0700

Facsimile: (703) 437-6312

[info@arts-accredit.org](mailto:info@arts-accredit.org)

<http://nasad.arts-accredit.org>