

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

Seventy-Third Annual Meeting

Program

**Westin Peachtree Plaza
Atlanta, Georgia**

October 11 – 14, 2017

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

73rd Annual Meeting

October 11 – 14, 2017

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NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

73rd Annual Meeting

October 11 – 14, 2017

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 11

9:00 a.m. – 5:00 p.m.	COMMISSION ON ACCREDITATION <i>(Please note: This event is for Commission members only.)</i>	Chastain E (6)
11:00 a.m. – 6:00 p.m.	ANNUAL MEETING REGISTRATION	The Overlook (6)
1:00 p.m. – 5:30 p.m.	PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION <i>(Continued on Thursday 8:15 a.m. – 1:00 p.m.)</i>	Chastain I & J (6)

(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.)

This workshop has been designed to address several of the most important areas of concern for art/design leaders in the early years of their administrative careers. Faculty members with an interest in administration, and those aspiring to take on administrative roles in the future, are also welcome to attend. Each segment will involve a basic briefing on a topic, followed by ample opportunity for interaction and discussion. The content will focus on principles and approaches applicable to all types of institutions.

1:00 p.m. – 1:15 p.m. **Introduction, Orientation, and Welcome from the President**

Moderator: Christina O. Lindholm, Virginia Commonwealth University

1:15 p.m. – 2:30 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

Wednesday, October 11 (*Continued*)

1:00 p.m. – 5:30 p.m.

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

Chastain I & J (6)

1:15 p.m. – 2:30 p.m.

Goals, Planning, and Time Management (*Continued*)

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: Mary Colleen Heil, Pennsylvania College of Art and Design

2:45 p.m. – 4:00 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 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

4:15 p.m. – 5:30 p.m.

Managing and Evaluating Personnel

A key element of administration is personnel management. For art/design administrators, this means constantly overseeing day-to-day interactions, delegating responsibilities and expectations to faculty and staff, and evaluating the work of those individuals administrators oversee. This session will consider a variety of management and communication strategies that may be employed by administrators who are responsible for supervising individuals within arts units. Developing and maintaining effective relationships between and among administrators, faculty, and staff will be explored.

Wednesday, October 11 (*Continued*)

1:00 p.m. – 5:30 p.m. **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING
ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION** (*Continued*) **Chastain I & J (6)**

4:15 p.m. – 5:30 p.m. **Managing and Evaluating Personnel** (*Continued*)

Questions such as the following will be discussed: How can administrators work to establish and maintain a clear chain of command? How can administrators best manage and communicate with those individuals who report to them? As a manager, what communication styles are most effective, clear, and appropriate, and how might they or must they differ based on the various constituencies? How can administrators ensure that individuals tasked with administrative duties have appropriate expertise and the disposition necessary to carry out their assigned duties? How can administrators work to promote excellence and continued improvement among faculty and staff? How should administrators evaluate results and use them to inform decision-making? What can administrators do to ensure that they maintain an appropriate professional distance, necessary confidentiality, and also a level of collegiality with their colleagues? Issues regarding tenure, unions, contracts, FERPA, and various personnel-related regulations will also be addressed.

Presenter: Arne Flaten, Ball State University

5:30 p.m. **Recess until Thursday at 8:15 a.m.**

1:45 p.m. – 6:30 p.m. **WORKSHOP FOR VISITING EVALUATORS** **Chastain F (6)**
(*Continued on Thursday, 10:00 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 2018.*)

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

Resource: Nora Hamme, NASAD National Office

1:45 p.m. – 5:30 p.m. **WORKSHOP FOR EXPERIENCED EVALUATORS** **Chastain G (6)**
(*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 team chair will be presented. (*Please note: This session is by invitation only.*)

Facilitators: James Hopfensperger, Western Michigan University
Beverly J. Seley, Grand Valley State University

Resource: Nora Hamme, NASAD National Office

Wednesday, October 11 *(Continued)*

- 6:30 p.m. – 7:30 p.m. **WORKSHOP FOR VISITING EVALUATORS WORKING DINNER** **Chastain H (6)**
(Please note: This event is by invitation only.)
- 6:30 p.m. – 7:30 p.m. **WORKSHOP FOR EXPERIENCED EVALUATORS WORKING DINNER** **Chastain C (6)**
(Please note: This event is by invitation only.)

Thursday, October 12

- 8:00 a.m. – 6:00 p.m. **ANNUAL MEETING REGISTRATION** **The Overlook (6)**
- 8:00 a.m. – 12:00 noon **COMMISSION ON ACCREDITATION *(Continued)*** **Chastain E (6)**
(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 **Chastain I & J (6)**
(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

9:45 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.

Thursday, October 12 (Continued)

- 8:15 a.m. – 1:00 p.m. **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING
ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (Continued)** **Chastain I & J (6)**
- 9:45 a.m. – 11:00 a.m. **Community Relations and Fundraising (Continued)**
- Methodologies for connecting educational goals and objectives with community development goals will be explored.
- Presenter:* Grafton J. Nunes, Cleveland Institute of Art
- 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 O. Lindholm, Virginia Commonwealth University
- 12:30 p.m. – 1:00 p.m. **Box Lunch and Open Conversation with Members of the NASAD Board of Directors**
- Speakers:* Judy Bullington, Belmont University
James Sullivan, Southern Methodist University
- 8:30 a.m. – 12:00 noon **PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS** **Chastain 2 (6)**
(Please note: A separate fee is required and advance registration is recommended for this Pre-Meeting Workshop.)
- 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 and discussions related to various issues affecting the work of art/design administrators. The issue of succession planning will be addressed along with three to four other areas of interest that will be established by the group. Seasoned administrators from all types of institutions and from all levels of administration are welcome.
- 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** **Chastain G (6)**
(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** **Chastain F (6)**
(Please note: This session is a continuation from Wednesday and by invitation only.)

Thursday, October 12 (Continued)

12:15 p.m. – 1:15 p.m. **EXECUTIVE COMMITTEE LUNCHEON MEETING** **Chastain B (6)**
(Please note: This event is for Executive Committee members only.)

12:45 p.m. – 1:15 p.m. **BRIEFING FOR MODERATORS AND RECORDERS** **Chastain 1 (6)**

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. – 4:15 p.m. **CURRICULUM DESIGN** **(Rooms Noted Below)**

Effective curriculum design requires the consideration of many issues, three of which are student propensities, market conditions, and curriculum effectiveness. While also taking into account the mission and goals of the institution, these three issues together should inform major discussions and decision-making pertaining to the art/design unit's curricular offerings. Regular and repeated attention to these issues will help to ensure that curricular programs are 1) nimble in addressing student needs and learning propensities, 2) relevant and responsive to the needs and realities of the market, and 3) successful in achieving their intended purposes. The following three sessions will provide an opportunity for attendees to consider these three unique issues. Presentations will be followed by adequate time for discussion. Each session will be repeated.

1:30 p.m. – 2:45 p.m. **Student Propensities** **Savannah A (10)**

When developing, evaluating, or modifying curricular programs, administrators must seek to understand and anticipate the needs and learning propensities of future students. What are prospective students looking for when it comes to postsecondary study in art and/or design? What qualities in an art/design unit are most important to them? What breadth of expertise do they bring with them to the institution, and what skills are they looking to develop? What experiences are they hoping to have? How do they learn? How do they communicate? What technologies are they using? From a broad perspective, what types of programs and conditions are likely to enhance student success? How can institutions and art/design units best support students throughout their chosen course of study? Given the answers to these questions, what kinds of resources and faculty expertise are required in order to support a particular program of study, especially in a new or emerging field? What are the roles of foundations and general studies courses? What happens when a student gets ahead of the professoriate? Are there opportunities for curricular experiences to be customized to address student interests? This session will consider these and other important issues and conclude with an opportunity for open discussion.

Presenter: Meghan Grace, Author

Moderator: Jade Jewett, California State University, Fullerton

1:30 p.m. – 2:45 p.m. **Market Considerations** **Chastain 1 (6)**

When an art/design unit is contemplating whether to develop a new program of study or revise an existing curriculum, one important consideration is the market into which its graduates will enter. At the start of the planning process, the art/design unit may wish to ask itself the following questions: Where are our graduates going? What fields are they entering? What types of work are they procuring? What careers are they pursuing? What transferable skills, such as leadership, critical thinking, adaptability, and others, do they need in order to be

Thursday, October 12 (Continued)

well equipped to navigate the current creative economy? Are our programs teaching them these skills? How are trends and concepts such as entrepreneurship, environmental awareness and sustainability, new technologies, market strategies, and the possible shift toward a post-work economy being incorporated into the curriculum? What is the effect of the changing market on curricular programs, and how responsive should art/design units seek to be? How can a curriculum be kept fresh, effective, and relevant? This session will consider these and other important issues and conclude with an opportunity for open discussion.

Presenter: Matthew S. Gaynor, Kansas State University

Moderator: Kate Wagle, University of Oregon

1:30 p.m. – 2:45 p.m. **Assessing Effectiveness** **Savannah C (10)**

From time to time, and for a variety of reasons, an art/design unit may elect to make changes to its curriculum. In the period following any significant change, it is vital that the art/design unit ascertain whether and in what ways the change was successful or unsuccessful. A period of reflection and assessment may allow the unit to consider the following questions: What about the change is working and should be continued? What is not working, and why? Have there been any surprises or unintended consequences as a result of the change? Should they be studied further? How are students benefiting from this change? Have their opportunities to think critically, adapt, develop competency, and expand their creativity been improved and expanded as a result of the change? Has the change been successful in building pathways between the art/design unit and other academic units? Have opportunities for collaboration been increased? Is the curriculum adequately flexible, agile, and innovative? Answers to these and other related questions may help to spur ideas and possibilities, and inspire consideration of improvement and refinement of existing curricular programs. This session will consider these and other important issues and conclude with an opportunity for open discussion.

Presenter: James A. Toub, Appalachian State University

Moderator: Jay Kvapil, California State University, Long Beach

3:00 p.m. – 4:15 p.m. **Student Propensities** **Savannah A (10)**
(repeated)

3:00 p.m. – 4:15 p.m. **Market Considerations** **Chastain 1 (6)**
(repeated)

3:00 p.m. – 4:15 p.m. **Assessing Effectiveness** **Savannah C (10)**
(repeated)

4:30 p.m. – 5:30 p.m. **OPEN FORUM: NASAD ACCREDITATION PROCESSES –** **Chastain E (6)**
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

Thursday, October 12 *(Continued)*

4:30 p.m. – 5:30 p.m. **AN ORIENTATION TO NASAD:
BRIEFING ON STRUCTURES AND SERVICES** **Chastain 2 (6)**

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 applicant and member institutions. It will also provide an overview of the structure, resources, operations, and decision-making patterns of NASAD, with special attention to the benefits and responsibilities of accredited institutional membership. One emphasis will be on ways the Association and its work assist administrators in all aspects of fulfilling their local responsibilities. Individuals attending the NASAD meeting for the first time are especially encouraged to attend.

Presenter: Paul Florek, NASAD National Office

4:30 p.m. – 5:30 p.m. **ANNUAL REPORTING REQUIREMENTS: ACCREDITATION AUDIT,
AFFIRMATION STATEMENT, SUPPLEMENTAL ANNUAL REPORT, HEADS DATA SURVEY** **Chastain I & J (6)**

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

5:30 p.m. – 6:30 p.m. **RECEPTION FOR THE ASSOCIATION** **The Overlook (6)**
(Please note: This event has a cash bar.)

6:15 p.m. – 6:30 p.m. **BOARD OF DIRECTORS NEW MEMBER ORIENTATION** **Ansley 1 (14)**
(Please note: This event is for new Board of Directors members only.)

6:30 p.m. – 9:00 p.m. **BOARD OF DIRECTORS DINNER AND BUSINESS MEETING** **Ansley 1 (14)**
(Please note: This event is for Board of Directors members only.)

Friday, October 13

7:15 a.m. – 8:45 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Grand Atrium (6)**

8:00 a.m. – 5:00 p.m. **REGISTRATION** **The Overlook (6)**

8:45 a.m. – 10:00 a.m. **PLENARY SESSION: BUSINESS MEETING** **Savannah Ballroom (10)**

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

Friday, October 13 (Continued)

10:15 a.m. – 11:00 a.m.	KEYNOTE ADDRESS	Savannah Ballroom (10)
	<i>Speaker:</i> Mary Schmidt Campbell, President, Spelman College <i>Title:</i> “The Role of the Arts in a Culture of Democracy” <i>Moderator:</i> Denise Mullen, Oregon College of Art and Craft	
11:15 a.m. – 12:00 noon	BREAKOUT DISCUSSION GROUPS	(Rooms Noted Below)
	These breakout sessions will provide an opportunity for attendees to discuss the main themes of the keynote address. Attendees are also welcome to use this time to exchange reports of achievements, conditions, and challenges facing their institutions, and to raise, explore, and share problems, advice, and solutions. Discussion comments and issues noted by session recorders that have the potential to inform the future work of NASAD will be provided to and considered by the NASAD Board of Directors. Discussion groups will be organized as follows:	
	Breakout Group #1: Attendee Last Names A-B	Chastain 1 (6)
	<i>Moderator:</i> Angi Elsea Bourgeois, Mississippi State University <i>Recorder:</i> Jeffrey Bellantoni, Winthrop University	
	Breakout Group #2: Attendee Last Names C-E	Chastain 2 (6)
	<i>Moderator:</i> J.R. Campbell, Kent State University <i>Recorder:</i> Sara Christensen Blair, Northern State University	
	Breakout Group #3: Attendee Last Names F-G	Chastain I & J (6)
	<i>Moderator:</i> Susanne Floyd Gunter, Converse College <i>Recorder:</i> Chris Garvin, University of Georgia	
	Breakout Group #4: Attendee Last Names H-K	Chastain H (6)
	<i>Moderator:</i> Michael Henderson, Sam Houston State University <i>Recorder:</i> Lillian B. Joyce, University of Alabama in Huntsville	
	Breakout Group #5: Attendee Last Names L-M	Chastain G (6)
	<i>Moderator:</i> Jo Carol Mitchell-Rogers, Anderson University <i>Recorder:</i> Barbara WF Miner, University of Toledo	
	Breakout Group #6: Attendee Last Names N-R	Chastain F (6)
	<i>Moderator:</i> Barbara JK Nwacha, Southern Illinois University Edwardsville <i>Recorder:</i> James Parlin, Edinboro University of Pennsylvania	
	Breakout Group #7: Attendee Last Names S-T	Chastain E (6)
	<i>Moderator:</i> Lydia C. Thompson, Texas Tech University <i>Recorder:</i> Hershall Seals, University of Mary Hardin-Baylor	
	Breakout Group #8: Attendee Last Names U-Z	Chastain D (6)
	<i>Moderator:</i> Paige Williams, Art Academy of Cincinnati <i>Recorder:</i> Rahila Weed, University of Central Missouri	

Friday, October 13 (Continued)

- 12:15 p.m. – 1:45 p.m. **LUNCHEON FOR THE ASSOCIATION** **Grand Atrium (6)**
- Speaker:* Kevin W. Tucker, High Museum of Art
Title: “Reflection and Relevance: The High Museum of Art”
Fellowships: William J. Mowder, Kutztown University of Pennsylvania
Jeffrey D. Nesin, School of Visual Arts
Moderator: Denise Mullen, Oregon College of Art and Craft
- 2:00 p.m. – 4:00 p.m. **THE ART OF EFFECTIVE LEADERSHIP** **Savannah Ballroom (10)**
- Given the current higher education climate and the breadth and scope of the responsibilities of today’s art/design administrator, it is vital that administrators seek to establish both clear and adaptable leadership styles. Recognizing that there is no single leadership style or approach that will ensure success, this session will begin by attempting to frame the topic of leadership through use of the following questions: What makes an effective leader? What general skills, abilities, and dispositions are needed? How does one work to become a charismatic leader? Attention to three distinct areas of leadership will follow this introduction.
- One responsibility of the art/design administrator is the necessity to lead by example. This involves serving not only as a leader but also as a team member and collaborator. It involves building an environment of collaboration in the art/design department, school, or institution. It means employing management techniques that allow others to grow and encouraging faculty, staff, and students to take ownership and responsibility for their contributions. It includes engaging in and promoting mentorship opportunities and seeking to assist in the development of future art/design leaders. How is this done? How can art/design administrators instill confidence in others so that individuals at all levels are willing to take initiative, assume responsibility, and step up to the plate?
- A second responsibility of the art/design administrator is establishing a particular culture within the art/design entity, and from there, working to build trust among all constituents. At the onset, the art/design administrator must help the entity to define and articulate its mission and then to ensure that its actions and initiatives are in line with that mission. This also means working to establish a culture in which all participants feel they have a voice and are valued. It involves promoting “buy-in,” or acceptance of this culture, among faculty, staff, and students. Doing so necessitates constant and clear communication. The administrator must be the promoter of the established culture, must understand the culture, and must protect and defend that culture. How is such a culture decided upon? Who are the decision makers? How is the culture built, implemented, nurtured, and tended? How are others proactively included in this conversation?
- A third and the final responsibility of the art/design administrator that will be discussed in this session is managing change in all its many shapes and forms. Leaders in higher education will be involved with and encounter all sorts of change. Sometimes change is expected; other times it is not. Often it is the art/design administrator that is proposing or generating the change. Other times change is out of the administrator’s control. How can administrators best communicate with and reassure various constituencies, such as faculty, staff, and students, during times of change? How can they provide effective leadership during planned transitions? How can they work to encourage “buy-in” from upper administrators and successfully “manage up” when changes are needed or desired? How can art/design administrators seek to be adequately nimble and responsive to unexpected changes involving varied issues such as facilities, equipment, monies, people, events, initiatives, etc.? How can they work to anticipate change and be ready for the unknown?

Friday, October 13 (Continued)

A set of introductory remarks and three brief presentations focusing on the areas of leadership outlined above will be followed by an interactive panel discussion. Time for attendee questions and open discussion will be provided.

Presenters: Lorne Buchman, Art Center College of Design
Rosanne Somerson, Rhode Island School of Design
Elissa Tenny, School of the Art Institute of Chicago

Moderator: Samuel Hoi, Maryland Institute College of Art

4:15 p.m. – 5:15 p.m. **BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES** **Chastain F (6)**

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 location of various online resources, will be offered.

Presenter: Paul Florek, NASAD National Office

4:15 p.m. – 5:15 p.m. **USING HEADS STATISTICAL DATA FOR INSTITUTIONAL PLANNING AND PROJECTION** **Chastain 1 (6)**

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.

Presenter: Kyle Dobbeck, NASAD National Office

4:15 p.m. – 5:15 p.m. **ROUNDTABLE FOR COMMUNITY AND TWO-YEAR COLLEGES** **Chastain I & J (6)**

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 and issues of concern faced in their daily work. Time for reflection and discussion will be provided. Attendance is open to all interested individuals.

Moderator: Charles E. Boone, College of DuPage

4:15 p.m. – 5:15 p.m. **OPEN FORUM: HISTORICALLY BLACK INSTITUTIONS** **Chastain G (6)**

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: Danny Campbell, University of Arkansas at Pine Bluff

Friday, October 13 *(Continued)*

4:15 p.m. – 5:15 p.m. **HEARING: NASAD STANDARDS FOR NON-DEGREE-GRANTING PROGRAMS IN ART AND DESIGN** **Chastain E (6)**

NASAD began in 2015 a multiyear review of its accreditation standards. This hearing will take comments on the present text concerning non-degree-granting programs in art and design. 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

5:30 p.m. – 6:30 p.m. **RECEPTION FOR THE ASSOCIATION** **The Overlook (6)**
(Please note: This event has a cash bar.)

6:15 p.m. – 8:30 p.m. **BOARD OF DIRECTORS DINNER AND SEMINAR MEETING** **Ansley 1 (14)**
(Please note: This event is for Board of Directors members only.)

Saturday, October 14

7:00 a.m. – 12:00 noon **REGISTRATION** **The Overlook (6)**

7:15 a.m. – 8:45 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Augusta (7)**

7:30 a.m. – 8:45 a.m. **EXECUTIVE COMMITTEE BREAKFAST AND MEETING** **Chastain B (6)**
(Please note: This event is for Executive Committee members only.)

8:00 a.m. – 12:45 p.m. **WORKSHOP: PREPARING FOR NASAD EVALUATION** **Savannah A & B (10)**

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

8:00 a.m. – 9:15 a.m. **BRIEFING: FEDERAL ISSUES FOR ART AND DESIGN ADMINISTRATORS** **Chastain I & J (6)**

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

Saturday, October 14 (Continued)

- 8:00 a.m. – 9:15 a.m. **CREATING COGENT COMMISSION COMMUNICATIONS** **Chastain F (6)**
- 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
- 9:30 a.m. – 11:00 a.m. **BRIEFING FOR NASAD EVALUATORS** **Chastain I & J (6)**
- 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. Institutional representatives interested in becoming NASAD evaluators are encouraged to contact the National Office staff for consideration for training in 2018.)*
- Moderator:* Karen P. Moynahan, NASAD National Office
- 9:30 a.m. – 11:00 a.m. **MANAGING IN CHALLENGING TIMES:
RISK ASSESSMENT AND ACTION PLANNING** **Chastain 1 & 2 (6)**
- On any given day, art/design administrators encounter any number of scenarios rife with risk. Acknowledging that risk is inherent in everyday life, it seems prudent for administrators to develop and cultivate approaches that will enable them to identify, avoid, manage, and minimize risk. This session will provide a high-level overview of risk, including how risk can be assessed for its potential benefits as well as possible pitfalls. Focus will be placed and discussion will center on specific categories such as: financial risk, compliance risk, reputation risk, risks inherent in interacting with students, and the risk of not following stated institutional policy. As well, attendees will consider the risks involved in either taking or avoiding action. Time for questions and discussion will be provided.
- Presenter:* Ann H. Franke, Wise Results LLC
Moderator: Denise Mullen, Oregon College of Art and Craft
- 11:15 a.m. – 12:45 p.m. **MANAGING IN CHALLENGING TIMES:
ADDRESSING CRISIS** **Chastain 1 & 2 (6)**
- In this day and age, it is vitally important that art/design administrators and their colleagues across campus consider and implement policies and protocols related to crisis management. During emergencies or in the face of perceived threats on campus, what should/must be done? What actions should/must be taken, and in what order? What are the responsibilities of individuals within the art/design unit? Does the art/design unit have a plan in place that dovetails with any institution-wide plan? What about a crisis that occurs off campus, such as during a field

Saturday, October 14 (Continued)

trip or during study abroad? What is the chain of communication, and what resources are available to students and faculty in these instances? How should the art/design unit respond in the aftermath of a crisis? What crisis management resources exist? Where can affected individuals seek counseling and grief management? These are just a handful of the many important questions that should be asked and answered. Scenarios including active shooters, terrorist attacks, and natural disasters will be discussed. Attendees will explore how policies, protocols, and safety plans should be developed and what they should address. Who should develop them? Should outside expertise be sought? What should be included in these plans? How should information regarding such policies, protocols, and plans be disseminated to the art/design community? What training is necessary? Attendees will consider these and other related questions. Time for discussion will be provided.

Presenters: Michael J. Mulhare, Virginia Tech

Moderator: Jack Risley, University of Texas at Austin

11:15 a.m. – 12:45 p.m.

**MANAGING IN CHALLENGING TIMES:
TITLE IX**

Chastain F (6)

This session will continue the conversation begun at last year's Annual Meeting during the session "Title IX: A Practical Discussion of the Law and Its Implications." Title IX of the federal Education Amendments of 1972 prohibits discrimination on the basis of sex in all education programs and activities at institutions that receive federal financial assistance. The regulations implementing Title IX require institutions that receive federal financial assistance to ensure equal opportunities for both sexes. Participants will discuss the current scope of Title IX including recent rollbacks in federal guidance and enforcement pertaining to sexual assault and gender identity. The following will be considered: How can institutions and art/design units ensure compliance with Title IX law and attention to federal regulations and guidelines? What are the responsibilities of administrators, faculty and staff, and students? How are the activities of the art/design unit affected by Title IX? With regard to specific situations or allegations, what must be reported, when, and to whom? What avenues exist to help students, and how can administrators, faculty, and staff encourage students to seek the proper assistance? How can institutional representatives provide support and at the same time maintain appropriate professional distance when faced with these situations? Attendees will discuss these and other questions.

Presenter: John R. Sauter, Cloppert, Latanick, Sauter, and Washburn

Moderator: Judy Bullington, Belmont University

12:45 p.m.

ADJOURNMENT OF THE NASAD ANNUAL MEETING

