

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

Seventy-Fourth Annual Meeting

Program

**Hilton Portland Downtown
Portland, Oregon**

October 10 – 13, 2018

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

74th Annual Meeting

October 10 – 13, 2018

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 10

9:00 a.m. – 5:00 p.m.	COMMISSION ON ACCREDITATION <i>(continued)</i> <i>(Please note: This event is for Commission members only.)</i>	Atrium Ballroom (Plaza Level)
11:00 a.m. – 6:00 p.m.	ANNUAL MEETING REGISTRATION	Grand Ballroom Foyer (Ballroom Level)
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>	Skyline II (23rd Floor)

(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 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 relationships

Wednesday, October 10 (Continued)

1:00 p.m. – 5:30 p.m. **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING
ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (Continued)** **Skylight II (23rd Floor)**
(Continued on Thursday 8:15 a.m. – 1:00 p.m.)

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: Barbara JK Nwacha, Southern Illinois University Edwardsville

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: Jade Jewett, California State University, Fullerton

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 who 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 10 (Continued)

- 1:00 p.m. – 5:30 p.m. **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING
ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (Continued)** **Skyline II (23rd Floor)**
(Continued on Thursday 8:15 a.m. – 1:00 p.m.)
- 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** **Forum Suite (3rd Floor Conference Level)**
(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 2019.)*
- Facilitators:* Jeffrey C. Pike, Washington University in St. Louis
 Kate Wagle, University of Oregon
- Resource:* Nora Hamme, NASAD National Office
- 1:45 p.m. – 5:30 p.m. **WORKSHOP FOR EXPERIENCED EVALUATORS** **Council Suite (3rd Floor Conference Level)**
(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 10 (Continued)

6:30 p.m. – 7:30 p.m. **WORKSHOP FOR VISITING
EVALUATORS WORKING DINNER** **Executive Suite (3rd Floor Conference Level)**
(Please note: This event is by invitation only.)

6:30 p.m. – 7:30 p.m. **WORKSHOP FOR EXPERIENCED
EVALUATORS WORKING DINNER** **Senate Suite (3rd Floor Conference Level)**
(Please note: This event is by invitation only.)

Thursday, October 11

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

8:15 a.m. – 1:00 p.m. **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING
ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION** **Skyline II (23rd 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: 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 in developing institution/community collaborations arise. 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: Kurt T. Steinberg, Montserrat College of Art

Thursday, October 11 (Continued)

8:15 a.m. – 1:00 p.m. **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING
ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (Continued)** **Skylight II (23rd Floor)**
(Continued from Wednesday afternoon)

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**

Board of Directors Members: Sally McRorie, Florida State University
Jack Risley, University of Texas at Austin

8:30 a.m. – 12:00 noon **PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS** **Parlor A – B (Ballroom Level)**
(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 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: Jeffrey Bellantoni, Winthrop University
Carlyle D. Johnson, Tennessee State University

9:00 a.m. – 12:00 noon **COMMISSION ON ACCREDITATION (Continued)** **Atrium Ballroom (Plaza Level)**
(Please note: This event is for Commission members only.)

9:00 a.m. – 5:00 p.m. **WORKSHOP FOR VISITING EVALUATORS** **Forum Suite (3rd Floor Conference Level)**
(Please note: This session is a continuation from Wednesday and by invitation only.)

Thursday, October 11 (Continued)

9:00 a.m. – 5:00 p.m. **WORKSHOP FOR EXPERIENCED EVALUATORS** **Council Suite (3rd Floor Conference Level)**
(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** **Boardroom West (3rd Floor Conference Level)**
(Please note: This event is for Executive Committee members only.)

12:45 p.m. – 1:15 p.m. **BRIEFING FOR MODERATORS AND RECORDERS** **Parlor C (Ballroom Level)**

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 J. Florek, NASAD National Office

1:30 p.m. – 4:30 p.m. **ENROLLMENT MANAGEMENT** **(Rooms Noted Below)**

Art/design administrators and their colleagues in admissions are responsible for recruiting and enrolling students in order to ensure the continued health of the art/design unit. At times, this can be a daunting task, especially given the growing number of majors, minors, and specializations that institutions are seeking to offer, coupled with shifts in student interest in various art/design fields. The sessions in this series will address recruitment and outreach strategies, with a particular emphasis on establishing a “pipeline” from community and two-year colleges to four-year institutions; the necessity of managing the art/design unit’s cohort of students to ensure optimal learning environments and the availability of sufficient resources; and possible solutions to counteract declining enrollments. Following the presentations below, attendees are asked to break out into discussion groups based on area of interest and type of institution. Concluding the Annual Meeting’s conversation pertaining to enrollment management will be a session featuring a discussion of enrollment trends and projections, and their potential impact on institutions of higher education.

1:30 p.m. – 2:15 p.m. **Tapping into the Pipeline** **Galleria South (Ballroom Level)**

Four-year institutions often have a natural, but frequently untapped recruitment “pipeline”—that of graduates from community and two-year colleges who wish to continue their art/design education. For the art/design administrator, tapping into this pipeline involves finding and establishing such pipelines, ensuring that curricular requirements and learning outcomes align between institutions, and establishing the transferability of coursework between institutions through the negotiation and creation of articulation agreements. The administrator must also work to provide a smooth transition for students between two- and four-year institutions and to align student expectations with actual practice by providing information in a clear and timely manner and articulating the expected rigor of the four-year experience. The presenters and attendees will consider and discuss the following questions: How are such “pipeline” connections established and maintained? How can institutions assist one another to ensure that transfer guidelines provide a unified message and comprehensive information necessary to ensure a smooth transition? Can the movement of students from community and two-year to four-year institutions be strengthened, enhanced, streamlined? If so, how? What information do transferring students need to know as they complete their community or two-year experience? What do students entering four-year institutions need to know?

Thursday, October 11 (Continued)

1:30 p.m. – 4:30 p.m. **ENROLLMENT MANAGEMENT (Continued)** *(Rooms Noted Below)*

1:30 p.m. – 2:15 p.m. **Tapping into the Pipeline (Continued)** **Galleria South (Ballroom Level)**

Presenters: Judith Huacuja, University of Dayton
Anne Toner, Northwest College
Moderator: Rod Parker, Louisiana State University

1:30 p.m. – 2:15 p.m. **Balancing the Cohort** **Galleria North (Ballroom Level)**

Once the dust from the admissions process settles, administrators may find that the incoming cohort includes not only students who have accepted offers of admission to study art/design, but those who, originally undeclared, now indicate an interest in art/design study. Armed with the knowledge of degree, major, and emphasis requirements, and resources available, administrators must work to ensure that there is an appropriate and institution-desired balance in and among art/design programs. This careful balancing act must be undertaken in order to ensure that 1) degrees, majors, and emphases are populated with sufficient numbers of students, 2) an appropriate community of student scholars exists to spur inquiry and creativity, and allow for ongoing opportunities for communication and collaboration, and 3) there exists a sufficient number of faculty with appropriate depth of expertise to not only teach the coursework required in each degree/program, major, and emphasis offered, but as well, to enable the institution to nimbly address ongoing and future needs and interest.

Questions that may be addressed during the course of this session include: What steps can administrators take during the admissions process to ensure that students interested in art/design study will be served adequately by the institution once admitted? What happens if student interest is high in curricular areas not currently offered by the institution? Should new degrees/majors be created? Are existing degrees/majors which hold little interest to students discontinued? What is the impact of enrollment on curricular planning and programs? If enrollments are capped, should students be asked to consider other options? Should there be a groundswell of student interest in a particular course of study, how can the institution ensure that existing faculty resources are sufficient to cover all coursework offered? What if no changes of personnel—either new hires or retirements—are expected for quite some time? What if budget resources do not allow for the addition of new faculty members? How might institutions manage student demand/institutional desire when the speed of change in faculty personnel cannot keep up with student demand as influenced by changes in the field?

Presenters: Judy Bullington, Belmont University
Charles A. Wright, Kendall College of Art and Design
Moderator: Kate Bonansinga, University of Cincinnati

1:30 p.m. – 2:15 p.m. **Stemming Declining Numbers** **Grand Ballroom II (Ballroom Level)**

One of the realities of enrollment management is that sometimes an art/design unit may have difficulty in filling one or more of its programs. Such declines may be gradual; others may appear more suddenly. Many factors can contribute to declining enrollments—seeking to identify and understand them can be a step in the right direction. This session will consider how

Thursday, October 11 (Continued)

1:30 p.m. – 4:30 p.m. **ENROLLMENT MANAGEMENT (Continued)** *(Rooms Noted Below)*

1:30 p.m. – 2:15 p.m. **Stemming Declining Numbers (Continued)** **Grand Ballroom II (Ballroom Level)**

administrators might address declining enrollments and hopefully, counteract and reverse them. Attendees will consider the effectiveness of efforts that focus on initiatives related to local advocacy, curricular review and planning, existing resources, and funding sources—all with consideration given to the local climate and, in particular, the institution's overall mission.

Presenters will pose and attempt to answer questions such as: When faced with declining enrollments, what strategies can/must be considered? What support can/must be garnered? What actions can/must be taken, both in the short- and long-term? What initiatives can/must be implemented? What value-added enhancements can/must be considered to not only stem declining enrollments, but to turn a downward spiral to an upward trajectory? How can the art/design administrator work to embed in the consciousness of the academic community the understanding that art and design study is an integral aspect of the success of our nation and therefore must hold an important and secure place in the institution's mission? How can this understanding be used to establish and ensure that an ongoing stream of support will be available to support art/design initiatives in perpetuity? How can the art/design executive ensure that demographics and numbers alone do not control a unit's destiny?

There is no single answer for all institutions. Instead, the art/design administrator must survey the landscape to ascertain which options have the best possible chance for success, whether that means a local advocacy campaign, changes in curricular offerings, the raising of additional monies, or a combination of these or other options.

Presenters: Susanne Floyd Gunter, Converse College

 Jack Risley, University of Texas at Austin

Moderator: Delphine Keim, University of Idaho

2:30 p.m. – 3:15 p.m. **Enrollment Management – Breakout Discussion Groups**
(Please attend one of the following breakout discussion groups.)

Tapping into the Pipeline #1: **Galleria South (Ballroom Level)**
Intended for Representatives from Public Institutions

Attendees from public institutions are invited to attend this roundtable session in order to discuss and explore, in detail, the various issues raised during the preceding presentations on this topic.

Moderator: Anne Toner, Northwest College

Recorder: Rod Parker, Louisiana State University

Tapping into the Pipeline #2: **Parlor C (Ballroom Level)**
Intended for Representatives from Private Institutions

Attendees from private institutions are invited to attend this roundtable session in order to discuss and explore, in detail, the various issues raised during the preceding presentations on this topic.

Moderator: Judith Huacuja, University of Dayton

Recorder: Julie Tourtillotte, Saint Mary's College

Thursday, October 11 (Continued)

1:30 p.m. – 4:30 p.m. **ENROLLMENT MANAGEMENT (Continued)** *(Rooms Noted Below)*

2:30 p.m. – 3:15 p.m. **Enrollment Management – Breakout Discussion Groups (Continued)**
(Please attend one of the following breakout discussion groups.)

Balancing the Cohort #1: **Galleria North (Ballroom Level)**
Intended for Representatives from Public Institutions

Attendees from public institutions are invited to attend this roundtable session in order to discuss and explore, in detail, the various issues raised during the preceding presentations on this topic.

Moderator: Charles A. Wright, Kendall College of Art and Design
Recorder: Kate Bonansinga, University of Cincinnati

Balancing the Cohort #2: **Parlor A (Ballroom Level)**
Intended for Representatives from Private Institutions

Attendees from private institutions are invited to attend this roundtable session in order to discuss and explore, in detail, the various issues raised during the preceding presentations on this topic.

Moderator: Judy Bullington, Belmont University
Recorder: Christine A. Forsythe, Messiah College

Stemming Declining Numbers #1: **Grand Ballroom II (Ballroom Level)**
Intended for Representatives from Public Institutions

Attendees from public institutions are invited to attend this roundtable session in order to discuss and explore, in detail, the various issues raised during the preceding presentations on this topic.

Moderator: Jack Risley, University of Texas at Austin
Recorder: Delphine Keim, University of Idaho

Stemming Declining Numbers #2: **Parlor B (Ballroom Level)**
Intended for Representatives from Private Institutions

Attendees from private institutions are invited to attend this roundtable session in order to discuss and explore, in detail, the various issues raised during the preceding presentations on this topic.

Moderator: Susanne Floyd Gunter, Converse College
Recorder: Gina Moore, Benedict College

3:30 p.m. – 4:30 p.m. **Enrollment Management—Trends and Projections** **Grand Ballroom I (Ballroom Level)**

This session will provide an opportunity for attendees to learn about and discuss current student enrollment trends in higher education and, more narrowly, their effects on art/design programs and institutions. The presenter will address the following important questions: What trends are being observed? What impact are these trends having on the academy—specifically on large, small, public, private,

Thursday, October 11 (Continued)

1:30 p.m. – 4:30 p.m. **ENROLLMENT MANAGEMENT (Continued)** (Rooms Noted Below)

3:30 p.m. – 4:30 p.m. **Enrollment Management—Trends and Projections (Continued)** Grand Ballroom I (Ballroom Level)

free-standing art/design, community and two-year institutions? Does the impact differ among community and two-year, baccalaureate, master's, and doctoral degree-granting institutions? What are the propensities of college-bound art/design students? What interests them? What challenges them? What turns them off? What impact are these trends having on the number of students entering, staying, and graduating from art/design programs? What impact are these trends having on an institution's ability to find, hire, and retain faculty? What is the impact on teaching, on learning? What is the impact on curricular offerings—are institutions discontinuing, adding, changing curricular programs? How is the landscape changing? What are art/design programs and institutions likely to experience in the next year, five years, ten years?

Presenter: Paul Hamborg, Enrollment Research Associates

Moderator: Eric Gillett, Brigham Young University

4:45 p.m. – 5:45 p.m. **ANNUAL REPORTING REQUIREMENTS: ACCREDITATION AUDIT, AFFIRMATION STATEMENT, SUPPLEMENTAL ANNUAL REPORT, HEADS DATA SURVEY** Galleria South (Ballroom Level)

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 collection mechanisms. Questions will be taken at the end of the presentation.

Presenter: Kyle Dobbeck, NASAD National Office

4:45 p.m. – 5:45 p.m. **AN ORIENTATION TO NASAD: BRIEFING ON STRUCTURES AND SERVICES** Galleria North (Ballroom Level)

This session will address NASAD's functional role as an independent accrediting organization, with particular focus on its structural and organizational connections to regional, national, and other specialized accrediting bodies, state and federal governing bodies, 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 the ways the Association and its work assist administrators as they work to fulfill their local responsibilities. Individuals attending the NASAD meeting for the first time are especially encouraged to attend.

Presenter: Paul J. Florek, NASAD National Office

4:45 p.m. – 5:45 p.m. **HEARING: NASAD OPERATIONAL STANDARDS, STANDARDS FOR TWO-YEAR PROGRAMS, AND HANDBOOK APPENDICES** Parlor A – C (Ballroom Level)

NASAD is continuing its multiyear review of its accreditation standards. This hearing will take comments on the present concepts and text concerning operational standards, standards for two-year programs, and *Handbook* appendices. 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: Jeffrey D. Nesin, School of Visual Arts

Recorder: Karen P. Moynahan, NASAD National Office

Thursday, October 11 *(Continued)*

4:45 p.m. – 5:45 p.m. **BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES** **Grand Ballroom II (Ballroom Level)**

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: Nora Hamme, NASAD National Office

5:45 p.m. – 6:45 p.m. **RECEPTION FOR THE ASSOCIATION** **Skyline I – II (23rd Floor)**
(Please note: This event has a cash bar.)

6:15 p.m. – 6:30 p.m. **BOARD OF DIRECTORS NEW MEMBER ORIENTATION** **Directors Suite (3rd Floor Conference Level)**
(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** **Directors Suite (3rd Floor Conference Level)**
(Please note: This event is for Board of Directors members only.)

Friday, October 12

7:15 a.m. – 8:45 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Grand Ballroom II (Ballroom Level)**

8:00 a.m. – 5:00 p.m. **ANNUAL MEETING REGISTRATION** **Grand Ballroom Foyer (Ballroom Level)**

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

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

10:15 a.m. – 11:00 a.m. **KEYNOTE ADDRESS** **Grand Ballroom I (Ballroom Level)**

Speaker: Vidya Spandana, Sandy, Oregon
Title: “Strategic Adaptation: How the Arts Might Lead the Next Revolution”
Moderator: Jeffrey D. Nesin, School of Visual Arts

11:15 a.m. – 12:00 noon **ROUNDTABLE 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

Friday, October 12 (Continued)

11:15 a.m. – 12:00 noon **ROUNDTABLE DISCUSSION GROUPS (Continued)** *(Rooms Noted Below)*

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:

Free-Standing Art and Design Institutions **Forum Suite (3rd Floor Conference Level)**

Moderator: Hélène Garrison, Laguna College of Art and Design

Recorder: Dominick Tracy, California College of the Arts

Community and Two-Year Colleges **Parlor C (Ballroom Level)**

Moderator: David Hanlon, Saint Louis Community College at Meramec

Recorder: Caitlin Flaherty, Delaware County Community College

Private Institutions (Enrollments 1 – 150) **Council Suite (3rd Floor Conference Level)**

Moderator: Julie L. Rabun, Carson-Newman University

Recorder: Kristine Tolmie, The College of Saint Rose

Private Institutions (Enrollments 151+) **Parlor A (Ballroom Level)**

Moderator: Nancy M. Stuart, Hartford Art School

Recorder: Jo Carol Mitchell-Rogers, Anderson University (South Carolina)

Public Institutions (Enrollments 1-150) **Park Room (Plaza Level)**

Moderator: Nathaniel Allen, Alabama State University

Recorder: Lisa Reinauer, McNeese State University

Public Institutions (Enrollments 151 – 300) **Parlor B (Ballroom Level)**

Moderator: Joy Christiansen Erb, Youngstown State University

Recorder: Debra Murphy, University of North Florida

Public Institutions (Enrollments 301 – 500) **Galleria North (Ballroom Level)**

Moderator: William Wightman, James Madison University

Recorder: Robert V. Robbins, Miami University

Public Institutions (Enrollments 501+) **Galleria South (Ballroom Level)**

Moderator: Charles E. Boone, College of DuPage

Recorder: Livia Alexander, Montclair State University

12:15 p.m. – 1:45 p.m. **LUNCHEON FOR THE ASSOCIATION** **Atrium Ballroom (Plaza Level)**

Fellowships: Ken Strickland, Massachusetts College of Art and Design
Kate Wagle, University of Oregon

Moderator: Jeffrey D. Nesin, School of Visual Arts

Friday, October 12 (Continued)

2:00 p.m. – 3:00 p.m.

DEVELOPING THE LEADERS OF TOMORROW

Grand Ballroom I (Ballroom Level)

There is no question that the students currently involved in the study of art or design will aspire to, or find themselves assuming, leadership roles at some point during their professional careers. Students will draw from their personal toolkits, which are filled during collegiate study with useful leadership skills and understandings, as they assume defined leadership roles established in existing companies or institutions, or as they seek to spearhead new initiatives or develop and promote new ventures. Following in the footsteps of the 2017 NASAD Annual Meeting session entitled “The Art of Effective Leadership,” which focused on the leadership responsibilities of art/design administrators, this year’s session will focus on various ways that art/design units can promote the development of leadership capabilities in students—the leaders of our tomorrow.

Students today are fortunate to have a multitude of opportunities available to them which can assist them to cut their leadership chops. These opportunities enable students to not only develop leadership skills, but hone leadership qualities. Although the classroom remains a vital environment for student learning, in recent years, on-campus activities beyond the classroom and community engagement experiences have joined the list. Today’s session will explore the possibilities that each of these venues presents.

Our time-honored venue for developing student abilities, leadership or otherwise, is the classroom where structured learning takes place. Attention will focus on how leadership skills and concepts are taught, learned, and practiced in the art/design classroom, including consideration of the role of project-based learning in teaching leadership skills. As well, attendees will consider how leadership instruction varies between and among art and design disciplines and is guided by the level and type of curricular program. Consideration will be given to how art/design units can work to incorporate leadership concepts and opportunities into various curricular programs. The role of the faculty will be explored, specifically, how the art/design unit can ensure that its faculty is attuned to the latest and most effective leadership ideas and practices, and how these ideas and practices are infused in the learning experience.

At some institutions, art and design students have the opportunity to further hone their leadership abilities through their participation in various on-campus activities that take place beyond the classroom. Such activities may include student clubs, student-led guilds, and student-managed “maker” spaces, to name but a few, all of which provide opportunities for art and design students to gather, work together, and learn from one another. These experiences serve not only to supplement what is learned in the classroom, but also to provide spaces where students can put their leadership skills into practice all the while considering the types of leaders they are or aspire to be. This venue and its beneficial possibilities will be examined.

The third and final venue of focus during this session will be the community. Community engagement opportunities may be invaluable in assisting art and design students to develop leadership skills. Access to service learning courses and/or facilitated experiential learning projects in which students contribute to, and in some cases promote, the local creative economy through their work with various populations and groups in the community can be of benefit not only to the students, but to the communities they assist. Through such community engagement efforts, students can observe first-hand the impact the arts and design can have on a community and the value that they themselves can contribute as leaders.

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

Friday, October 12 (Continued)

- 2:00 p.m. – 3:00 p.m. **DEVELOPING THE LEADERS OF TOMORROW (Continued)** **Grand Ballroom I (Ballroom Level)**
- Presenters:* Denise Amy Baxter, University of North Texas
Dona J. Lantz, Columbus College of Art and Design
Ellen Schmidt-Devlin, University of Oregon
- Moderator:* Samuel Hoi, Maryland Institute College of Art
- 3:15 p.m. – 4:00 p.m. **DEVELOPING THE LEADERS OF TOMORROW – BREAKOUT DISCUSSION GROUPS**
- These breakout sessions will provide an opportunity for attendees to discuss the main themes presented in the session, “Developing the Leaders of Tomorrow.” Attendees are encouraged to participate in the breakout group of their choice. 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.
- Breakout Group #1: Structured Learning** **Galleria North (Ballroom Level)**
- Moderator:* Dona J. Lantz, Columbus College of Art and Design
Recorder: Michael Henderson, Sam Houston State University
- Breakout Group #2: Activities Beyond the Classroom** **Galleria South (Ballroom Level)**
- Moderator:* Denise Amy Baxter, University of North Texas
Recorder: Donna M. Meeks, Lamar University
- Breakout Group #3: Community Engagement** **Skyline II (23rd Floor)**
- Moderator:* Ellen Schmidt-Devlin, University of Oregon
Recorder: Thomas Clifton, University of Arkansas at Little Rock
- 4:15 p.m. – 5:15 p.m. **DESIGNING AN UNDERGRADUATE DEGREE** **Galleria South (Ballroom Level)**
- From time to time, and for a variety of reasons, art/design units may decide to undertake the complex task of designing new undergraduate degree programs. There are many issues that must be considered, such as the existing mission of the institution and art/design unit, how the degree will dovetail with and support these missions, the students to be served, the coursework necessary to develop desired competencies, and the availability of applicable faculty expertise. As well, resources must be considered, and consensus must be built. Only with these understandings in hand can the architecture of a degree begin to take shape.
- This session will focus on the structure of undergraduate degree programs. Differences between liberal arts and professional baccalaureate degrees will be addressed, as will structural differences between majors, minors, and areas of emphasis. Issues that arise regarding title and content consistency will be discussed. As well, the effective use of the standards to promote and embrace creative and innovative curricular programming will be explored.
- Presenter:* Karen P. Moynahan, NASAD National Office
- 4:15 p.m. – 5:15 p.m. **USING HEADS STATISTICAL DATA FOR INSTITUTIONAL PLANNING AND PROJECTION** **Galleria North (Ballroom Level)**
- The institutional research data gathered and compiled by the Higher Education Arts Data Services project constitute a unique and valuable resource for art/design executives at degree-granting institutions. This session will provide a detailed overview of statistics contained in the HEADS Data Summaries (the aggregate reports compiled annually from HEADS Data Surveys), the use of HEADS

Friday, October 12 (Continued)

- 4:15 p.m. – 5:15 p.m. **USING HEADS STATISTICAL DATA FOR INSTITUTIONAL PLANNING AND PROJECTION** (Continued) **Galleria North (Ballroom Level)**
- Data Summaries and Special Reports for comparison among specific peer institutions, and potential uses for HEADS data in administrative planning.
- Presenter:* Nora Hamme, NASAD National Office
- 4:15 p.m. – 5:15 p.m. **OPEN FORUM: HISTORICALLY BLACK INSTITUTIONS** **Council Suite (3rd Floor Conference Level)**
- 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:* Alexander Thierry, South Carolina State University
- 4:15 p.m. – 5:15 p.m. **ROUNDTABLE FOR COMMUNITY AND TWO-YEAR COLLEGES** **Forum Suite (3rd Floor Conference Level)**
- 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:* Valerie Innella Maiers, Casper College
- 5:30 p.m. – 6:30 p.m. **RECEPTION FOR THE ASSOCIATION** **Atrium Ballroom (Plaza Level)**
(Please note: This event has a cash bar.)
- 6:15 p.m. – 8:30 p.m. **BOARD OF DIRECTORS DINNER AND SEMINAR MEETING** **Directors Suite (3rd Floor Conference Level)**
(Please note: This event is for Board of Directors members only.)

Saturday, October 13

- 7:00 a.m. – 12:00 noon **ANNUAL MEETING REGISTRATION** **Grand Ballroom Foyer (Ballroom Level)**
- 7:15 a.m. – 8:45 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Grand Ballroom II (Ballroom Level)**
- 7:30 a.m. – 8:45 a.m. **EXECUTIVE COMMITTEE BREAKFAST AND MEETING** **Executive Suite (3rd Floor Conference Level)**
(Please note: This event is for Executive Committee members only.)
- 8:00 a.m. – 12:45 p.m. **WORKSHOP: PREPARING FOR NASAD EVALUATION** **Grand Ballroom I (Ballroom 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

Saturday, October 13 (Continued)

8:00 a.m. – 12:45 p.m. **WORKSHOP: PREPARING FOR NASAD EVALUATION** **Grand Ballroom I (Ballroom Level)**
(Continued)

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** **Galleria South (Ballroom Level)**
FOR ART AND DESIGN ADMINISTRATORS

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 J. Florek, NASAD National Office

8:00 a.m. – 9:15 a.m. **CREATING COGENT COMMISSION COMMUNICATIONS** **Galleria North (Ballroom Level)**

Whether developing and preparing comprehensive applications for accreditation and reaccreditation, Responses, Progress Reports, or applications for Plan Approval, Final Approval for Listing, or Substantive Change, 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, Herron School of Art and Design
Jennifer Krantz, Milwaukee Institute of Art and Design

Resource: Nora Hamme, NASAD National Office

9:30 a.m. – 11:00 a.m. **BRIEFING FOR NASAD EVALUATORS** **Skyline II (23rd 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* 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

Saturday, October 13 (Continued)

9:30 a.m. – 11:00 a.m. **BRIEFING FOR NASAD EVALUATORS (Continued)** **Skyline II (23rd Floor)**

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 2019.)*

Presenter: Karen P. Moynahan, NASAD National Office

9:30 a.m. – 11:00 a.m. **DEVELOPMENT AND THE ADMINISTRATOR:
HONING SKILLS AND APPROACHES** **Galleria North (Ballroom Level)**

Administrators of art/design units are increasingly expected to devote a substantial amount of time to development and fundraising initiatives. In some instances, this responsibility has trickled down to the one-time faculty member who has only recently or unexpectedly assumed an administrative position. The appropriate and necessary tricks, tools, tactics, and temperament may not be fully formed and in place by the time the new administrator enters the development conversation. The administrator may find himself/herself asking: "Now what? Where do I begin? What must I know? With whom do I communicate and when? Whom should I avoid?" This session will delve into several of the most important considerations an administrator must seek to understand when embarking upon the development journey, such as the institution's overall approach to development, the art/design administrator's place within the established hierarchy, and any protocols that exist regarding communication and coordination with institutional giving personnel and upper administrators. The session will also discuss a variety of development tactics, including connection- and relationship-building, the concept of "friend-raising," and the power of storytelling. Time for questions and discussion will be provided.

Presenter: Cecelia Fitzgibbon, Moore College of Art and Design

Moderator: Susan E. Cahan, Tyler School of Art

11:15 a.m. – 12:45 p.m. **OPEN FORUM: DESIGN THINKING** **Galleria South (Ballroom Level)**

This session will offer an opportunity for attendees to consider and discuss the concept of design thinking—a topic that is presently receiving much attention on many levels and from many constituencies. Attendees will unpack the concept, giving consideration to questions such as: What is design thinking? How is it being defined, and by whom? Is there a consistent definition being promulgated by all constituencies? If not, why not, and what are some of the essential differences among the various definitions? What ramifications may such differences have on our collective understanding of the term "design thinking" and its application? With this context in hand, attendees are asked to give consideration to the topic of design thinking as it relates to the education and training of art and design students. What is the relationship of design thinking to studio practice? What role does design thinking play in the advancement of subject matter knowledge, creative and innovative pursuits, and collaborative conversation? Participants will share information, ideas, and experiences, and consider the role of design thinking as it applies to teaching and learning.

Facilitator: Holly Cline, Radford University

Recorder: Paul J. Florek, NASAD National Office

11:15 a.m. – 12:45 p.m. **STRATEGIES FOR MOUNTING
STRATEGIC PLANNING INITIATIVES** **Grand Ballroom II (Ballroom Level)**

Strategic planning is an integral aspect of the ongoing success of the art/design unit. Designing an approach which includes consideration of conditions, realities, and possibilities; which seeks and achieves consensus and buy-in; and which aligns with desired mission, goals, and aspirations can result in a plan which can become a seminal and invaluable aspect of an art/design unit's long-

Saturday, October 13 (Continued)

11:15 a.m. – 12:45 p.m. **STRATEGIES FOR MOUNTING STRATEGIC PLANNING INITIATIVES (Continued)** **Grand Ballroom II (Ballroom Level)**

term viability. How often should strategic planning occur; when should the plan be revisited? How will the plan be used to guide the work of the unit during the first year, in the years thereafter? Who should be involved in the process—within the unit, within the institution, within the community? What is the relationship of the art/design unit's strategic plan to the institution's strategic plan? What should it be? Should they mesh; should they be complementary? What must be considered when institutional direction/upper administration changes? What should be the focus of the unit's strategic plan—collaboration, community, culture? Must the focus remain consistent? How is the plan and its implementation kept fresh, viable? When and how quickly should and must changes be made? Is the unit nimble enough to make and implement change? How should the plan's focus relate to the unit's vision, its mission? What consideration should be given to current and anticipated operational conditions, availability of resources and institutional support, programs and services offered? How do you evaluate the effectiveness of the plan and its implementation? At the conclusion of the presentation, time will be offered to address questions and consider ideas.

Presenter: Mara L. Hermano, Rhode Island School of Design

Moderator: Chris Garvin, University of Georgia

11:15 a.m. – 12:45 p.m. **STUDENT MENTAL HEALTH ISSUES: DEVELOPING AWARENESS** **Parlor A – C (Ballroom Level)**

In unprecedented numbers, students are seeking the assistance of the academy and its personnel to assist them to address issues related to mental health. These issues can include depression, anxiety, eating disorders, addiction, and thoughts of suicide. It is not uncommon these days for faculty, staff, and administrators to find themselves pulled between a deep desire to assist students and a striking lack of knowledge of what must be done legally and should be done to ensure the safety of the student. Where is the line between establishing a connection and taking immediate action? How can administrators ensure that all personnel are aware of good practices, institutional policies, and state and federal requirements—and follow them appropriately? This session will consider these issues and provide suggestions to art/design executives regarding the handling of a student's initial request for help or his/her communication of a mental health-related condition; the subsequent assessment undertaken by the art/design unit of risks, responsibilities, and confidentiality; and, ultimately, the methods by which art/design personnel may encourage or direct a student to seek and find appropriate help. Time will be devoted to discussion of the art/design unit's responsibility to consider and provide appropriate accommodations to affected students, and what impact this may have on their acquisition of subject matter knowledge.

Presenter: John Hancock, Lewis and Clark College

Moderator: Sally McRorie, Florida State University

11:15 a.m. – 12:45 p.m. **OPEN FORUM: ACCESSIBILITY** **Galleria North (Ballroom Level)**

There is no question that students entering the workforce today must possess not only subject matter expertise, but also a robust depth of knowledge in, and awareness of, a multitude of issues related to their field of study. Depending upon a student's choice with regard to employment, one such issue may be that of accessibility—a topic that is addressed in detail in the Americans with Disabilities Act (ADA) of 1990, as amended, and its associated regulations. Attendees will consider the issue of accessibility, specifically how institutions can heighten student awareness of this issue and seek to prepare them for what they may encounter as they enter the workforce. Participants will share information, ideas, and successful practices, and

Saturday, October 13 (Continued)

11:15 a.m. – 12:45 p.m. **OPEN FORUM: ACCESSIBILITY (Continued)**

Galleria North (Ballroom Level)

consider ways to build institutional cultures of awareness as they relate to both institutional mission and curricular offerings.

Facilitator: David Y. Moon, California State University, Northridge

Recorder: Nora Hamme, NASAD National Office

12:45 p.m. **ADJOURNMENT OF THE NASAD ANNUAL MEETING**

**NASAD Seventy-Fifth Annual Meeting
October 17 – 19, 2019
Wyndham Grand Pittsburgh Downtown
Pittsburgh, Pennsylvania**

Seventy-Fourth Annual Meeting

National Association of Schools of Art and Design

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