

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

**Seventy-Fifth Annual Meeting**

**Program**

*Celebrating 75 Years of Creativity, Innovation, and Inspired Teaching*

**Wyndham Grand Pittsburgh Downtown  
Pittsburgh, Pennsylvania**

**October 16 – 19, 2019**

October 16, 2019

Dear Colleagues:

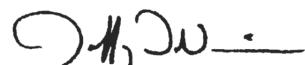
Welcome to Pittsburgh and the 75<sup>th</sup> Annual Meeting of the National Association of Schools of Art and Design. The Board of Directors, the National Office staff, and I look forward to a conference schedule filled with information sharing, vital collaborations, and personal interactions.

The NASAD Annual Meeting represents an important time to make connections in the field and gain a deepened perspective of the unique role that our institutions and members play across the country through their creative, scholarly, and organizational endeavors that help to shape the art and design fields. We represent a large and rapidly growing array of institutions and programs. Our conference topics encompass the full range of institutional responsibilities—from creation to education, research, scholarship, governance, and leadership. The knowledge and understanding, experience and dedication brought together in these days provide a tremendous resource for all of us, not only for those new to their administrative roles, but for those with deep experience as well.

NASAD is a service-oriented organization. It exists to help institutions and individuals do their best work and take an active role in helping to shape national policies in the field. NASAD's work is accomplished by individuals from its member institutions, and you are an essential part of that work. The participation of each attendee is vitally important to the success of the conference and the field. Please use this time to make the connections that are key to your institution's and NASAD's success. If you are a veteran in the Association, make a point of welcoming those who are attending the NASAD meeting for the first time; you can identify them by asterisks on their badges. If you are new, make your presence known to a member of the NASAD Board of Directors, who can be identified by a blue dot on a name badge, or to a member of the NASAD National Office staff. If there is any way that the Association can assist you while you are at this conference or after you have returned home, we hope you will not hesitate to ask.

Please accept my best wishes for a successful, enlightening, and inspiring meeting.

Sincerely,



Jeffrey D. Nesin  
President

JDN:ks

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

**75<sup>th</sup> Annual Meeting**

**October 16 – 19, 2019**

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

**75<sup>th</sup> Annual Meeting**

**October 16 – 19, 2019**

**Program of Events**

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**Commission on Accreditation**

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**PLEASE NOTE:**

- *This event is for Commission members only.*

**Saturday, October 12**

12:00 noon                   **MATERIALS AVAILABLE**                   King's Garden 1 (Ballroom Level)

**Sunday, October 13**

9:00 a.m. – 5:00 p.m.       **COMMISSION ON ACCREDITATION**                   King's Garden 1 (Ballroom Level)

**Monday, October 14**

9:00 a.m. – 5:00 p.m.       **COMMISSION ON ACCREDITATION**                   King's Garden 1 (Ballroom Level)

**Tuesday, October 15**

8:00 a.m. – 5:00 p.m.       **COMMISSION ON ACCREDITATION**                   King's Garden 1 (Ballroom Level)

**Wednesday, October 16**

9:00 a.m. – 5:00 p.m.       **COMMISSION ON ACCREDITATION**                   King's Garden 1 (Ballroom Level)

**Thursday, October 17**

9:00 a.m. – 12:00 noon       **COMMISSION ON ACCREDITATION**                   King's Garden 1 (Ballroom Level)

## NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

### 75<sup>th</sup> Annual Meeting

October 16 – 19, 2019

## Program of Events

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### Pre-Meeting Program

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#### 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 16

11:00 a.m. – 6:00 p.m.	<b>ANNUAL MEETING REGISTRATION</b>	<b>Ballroom Foyer (Ballroom Level)</b>
1:00 p.m. – 5:30 p.m.	<b>PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION</b> <i>(Continued on Thursday 8:15 a.m. – 1:00 p.m.)</i>	<b>Commonwealth 1 (Lobby Level)</b>

*(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: Jade Jewett, California State University, Fullerton*

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 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

## **Wednesday, October 16 (Continued)**

1:00 p.m. – 5:30 p.m.      **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING  
ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION (Continued)**      **Commonwealth 1 (Lobby Level)**

1:15 p.m. – 2:30 p.m.      **Goals, Planning, and Time Management (Continued)**

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:* Belenna M. Lauto, Saint John's University

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 whom 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. 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

## **Wednesday, October 16 (Continued)**

1:00 p.m. – 5:30 p.m.	<b>PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION</b>	<b>Commonwealth 1 (Lobby Level)</b>
		<i>(Continued)</i>
4:15 p.m. – 5:30 p.m.	<b>Managing and Evaluating Personnel</b>	<i>(Continued)</i>
	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:	Gregory M. Elliott, University of Texas at San Antonio
5:30 p.m.	<b>Recess until Thursday at 8:15 a.m.</b>	
1:45 p.m. – 6:30 p.m.	<b>WORKSHOP FOR VISITING EVALUATORS</b>	<b>Benedum (Lobby Level)</b>
	<i>(Continued on Thursday 9:00 a.m. – 5:00 p.m.)</i>	
	This annual workshop will provide training to art/design administrators interested in becoming visiting evaluators for NASAD. Fundamentals of the accreditation process will be described in detail. Significant time will be spent discussing expectations with regard to Self-Studies and Self-Study documentation. An overview of the <i>Handbook</i> and its constituent parts will be presented. Standards and guidelines and their application to applicant institutions will receive considerable attention as potential evaluators are guided through the process of on-site review and Visitors' Report preparation.	
	<i>(Please note: This workshop includes a working dinner on Wednesday evening from 6:30 p.m. – 8:00 p.m. All participants are required to attend the working dinner.)</i>	
	<i>(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 2020.)</i>	
	Facilitators:	Jed Jackson, University of Memphis Carolyn Staples, University of Tennessee
	Resource:	Kyle D. Johnson, NASAD National Office
1:45 p.m. – 5:30 p.m.	<b>WORKSHOP FOR EXPERIENCED EVALUATORS</b>	<b>Duquesne (Lobby Level)</b>
	<i>(Continued on Thursday 9:00 a.m. – 5:00 p.m.)</i>	
	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.	
	<i>(Please note: This workshop includes a working dinner on Wednesday evening from 6:30 p.m. – 8:00 p.m. All participants are required to attend the working dinner.)</i>	
	<i>(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 2020.)</i>	
	Facilitators:	James Hopfensperger, Western Michigan University Christina O. Lindholm, Virginia Commonwealth University
	Resource:	Kyle D. Johnson, NASAD National Office
6:30 p.m. – 8:00 p.m.	<b>WORKSHOP FOR VISITING EVALUATORS</b>	<b>Sterlings 3 (Lobby Level)</b>
	<b>WORKING DINNER</b>	
	<i>(Please note: This event is for workshop participants only. Attendance is required.)</i>	

## **Wednesday, October 16 (Continued)**

6:30 p.m. – 8:00 p.m.	<b>WORKSHOP FOR EXPERIENCED EVALUATORS WORKING DINNER</b> <i>(Please note: This event is for workshop participants only. Attendance is required.)</i>	<b>Sterlings 2 (Lobby Level)</b>
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## **Thursday, October 17**

8:00 a.m. – 6:00 p.m.	<b>ANNUAL MEETING REGISTRATION</b>	<b>Ballroom Foyer (Ballroom Level)</b>
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8:00 a.m. – 12:00 noon	<b>PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS</b>	<b>Rivers (Ballroom Level)</b>
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*(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 administrators with five or more years of experience, 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. Experienced administrators from all types of institutions and from all levels of administration are welcome.

*Facilitators:* Rod Parker, Louisiana State University  
Karen Wirth, Minneapolis College of Art and Design

8:15 a.m. – 1:00 p.m.	<b>PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION</b> <i>(Continued from Wednesday afternoon)</i>	<b>Commonwealth 1 (Lobby Level)</b>
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### **8:15 a.m. – 9:30 a.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 not only 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:* 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.

## **Thursday, October 17 (Continued)**

8:15 a.m. – 1:00 p.m.    **PRE-MEETING WORKSHOP FOR NEW AND ASPIRING ART AND DESIGN ADMINISTRATORS IN HIGHER EDUCATION**    **Commonwealth 1 (Lobby Level)**  
*(Continued from Wednesday afternoon)*

9:45 a.m. – 11:00 a.m.    **Community Relations and Fundraising (Continued)**

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:* Kymberly N. Pinder, Massachusetts College of Art and Design

11:15 a.m. – 12:30 p.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:* Andrew W. Martin, Texas Tech University

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

9:00 a.m. – 5:00 p.m.    **WORKSHOP FOR VISITING EVALUATORS**    **Benedum (Lobby Level)**  
*(Please note: This session is a continuation from Wednesday and by invitation only.)*

9:00 a.m. – 5:00 p.m.    **WORKSHOP FOR EXPERIENCED EVALUATORS**    **Duquesne (Lobby 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**    **Traders (Ballroom Level)**  
*(Please note: This event is for Executive Committee members only.)*

12:45 p.m. – 1:15 p.m.    **BRIEFING FOR MODERATORS AND RECORDERS**    **King's Garden 3 (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.

*Facilitator:* Paul J. Florek, NASAD National Office

## NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

### 75<sup>th</sup> Annual Meeting

October 16 – 19, 2019

### Program of Events

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### Annual Meeting Program

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**Thursday, October 17**

1:30 p.m. – 4:30 p.m. **STUDENT SUCCESS: THE SECRET TO RETENTION; THE ANTIDOTE TO ATTRITION**

In 2018, attendees focused their attention on the topic of Enrollment Management. Issues such as tapping into the pipeline, balancing the cohort, and stemming declining numbers were considered; a glimpse of anticipated trends and projections was also offered. Having developed a firm grasp of what appears to be in store for institutions of higher learning over the next decade, particularly with regard to art and design programs, and wanting to advance the conversation further, during this session attendees will shift their focus from defining the problem to discussing and designing effective action plans intended to bolster student success, reduce attrition, and enhance student learning.

Today's session will be divided into three parts: Framing the Issue; Discussing Options, Opportunities, and Possibilities; and Sharing Potential Approaches and Solutions. A panel of presenters will introduce and frame the issue. Following this session, attendees will break into discussion groups organized by size and type of institution. Each group will be tasked with the responsibility to "work the problem" with an eye to developing potential approaches and solutions, which will be shared with all attendees during a concluding summary session.

1:30 p.m. – 2:15 p.m. **Framing the Issue**

**Ballroom 1 (Ballroom Level)**

What characterizes student success—strong retention numbers, low attrition numbers, high grades, graduation rates? Although numerical benchmarks are important to consider and helpful in informing the conversation, it is important to remember that "not everything that can be counted counts and not everything that counts can be counted" (*attributed to Albert Einstein*). Understanding this distinction as well as the nature of art/design study and the conditions that must prevail if expertise as a practicing artist or designer is to be attained, attendees will consider the value and benefits that can result from efforts to promote student success through means such as enhancing the level of institutional support offered to and engagement in the students. These efforts can include making available support systems and communities, curricular programs that are relevant and enable students to bridge their paths from the academy to the workforce, various learning models, and initiatives that support personal development and advancement. Success in this regard is dependent upon a number of factors, such as a well-crafted and laser-focused mission that is not only understood and embraced by administrators and faculty, but that articulates the institution's vision and guides its pursuits; a culture of service which is pervasively student-centered; the clear articulation of student expectations in terms of rigor and the acquisition of knowledge and skills; and institutional efforts that are widespread with the intent to reach the full student body including international students, students of color, first generation students, Pell Grant-eligible students, and the like.

**Thursday, October 17 (Continued)**

1:30 p.m. – 4:30 p.m. **STUDENT SUCCESS: THE SECRET TO RETENTION; THE ANTIDOTE TO ATTRITION (Continued)**

1:30 p.m. – 2:15 p.m. **Framing the Issue (Continued)** **Ballroom 1 (Ballroom Level)**

Presenters will explore these issues in depth. Time for questions and discussion will be provided.

*Presenters:* James Frazier, Florida State University  
Nan Goggin, Herron School of Art and Design  
Jade Jewett, California State University, Fullerton  
*Facilitator:* Sally McRorie, Florida State University

2:30 p.m. – 3:45 p.m. **Discussing Options, Opportunities, and Possibilities** **(Rooms noted below)**

Each breakout discussion group will serve as a forum where individuals will be asked to “work the problem,” formulating scenarios, strategies, and creative and innovative solutions that can assist institutions not only to prepare for and deftly manage the changes that are anticipated to take place in the higher education landscape, but work to proactively advance efforts to promote student success.

*(Please note: 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 Executive Committee.)*

Discussion groups will be organized as follows:

**Free-Standing Art and Design Institutions** **Ballroom 3 (Ballroom Level)**

*Moderator:* Troy Richards, Fashion Institute of Technology  
*Recorder:* Jennifer Rissler, San Francisco Art Institute

**Community and Two-Year Colleges** **Sterlings 3 (Lobby Level)**

*Moderator:* Shari R. Rethman, Sinclair Community College  
*Recorder:* Adam Watkins, East Central College

**Private Institutions (Enrollments 1–150)** **Sterlings 2 (Lobby Level)**

*Moderator:* Joel A. Whitaker, University of Dayton  
*Recorder:* Cathleen Fleck, Saint Louis University

**Private Institutions (Enrollments 151+)** **King's Garden 3 (Ballroom Level)**

*Moderator:* Steven Rost, Lawrence Technological University  
*Recorder:* Pamela M. Parsons, Marywood University

**Public Institutions (Enrollments 1–150)** **King's Garden 2 (Ballroom Level)**

*Moderator:* Lillian Kay Dawson, Chicago State University  
*Recorder:* Sandra Singletary, Lander University

**Public Institutions (Enrollments 151–300)** **King's Garden 4 (Ballroom Level)**

*Moderator:* Erin Tapley, Western Carolina University  
*Recorder:* David Newman, Brookhaven College

**Public Institutions (Enrollments 301–500)** **King's Garden 5 (Ballroom Level)**

*Moderator:* William Wightman, James Madison University  
*Recorder:* Laura Gelfand, Utah State University

**Public Institutions (Enrollments 501+)** **Commonwealth 2 (Lobby Level)**

*Moderator:* Robin Germany, Texas Tech University  
*Recorder:* Rebecca Davis, California State University, Los Angeles

**Thursday, October 17 (Continued)**

1:30 p.m. – 4:30 p.m. **STUDENT SUCCESS: THE SECRET TO RETENTION; THE ANTIDOTE TO ATTRITION (Continued)**

4:00 p.m. – 4:30 p.m. **Sharing Potential Approaches and Solutions** **Ballroom 1 (Ballroom Level)**

Recorders from each discussion group will present brief summary reports which will provide overviews of the salient issues discussed, as well as ideas and options that may spur administrators to find and devise effective local solutions. If time allows, open discussion will follow.

*Moderator:* Sally McRorie, Florida State University

4:45 p.m. – 5:45 p.m. **ANNUAL REPORTING REQUIREMENTS: KING'S GARDEN 4 (BALLROOM LEVEL)**

**ACCREDITATION AUDIT, AFFIRMATION STATEMENT,  
SUPPLEMENTAL ANNUAL REPORT, HEADS DATA SURVEY**

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:* Nora Hamme, NASAD National Office

4:45 p.m. – 5:45 p.m. **AN ORIENTATION TO NASAD: KING'S GARDEN 3 (BALLROOM LEVEL)**

**BRIEFING ON STRUCTURES AND SERVICES**

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. Time for questions will be provided.

*Presenter:* Paul J. Florek, NASAD National Office

4:45 p.m. – 5:45 p.m. **HEARING: SPECIFIC OPERATIONAL STANDARDS KING'S GARDEN 2 (BALLROOM LEVEL)**

**FOR ALL INSTITUTIONS OF HIGHER EDUCATION FOR WHICH NASAD IS THE DESIGNATED  
INSTITUTIONAL ACCREDITOR; SPECIFIC OPERATIONAL STANDARDS FOR PROPRIETARY  
INSTITUTIONS OF HIGHER EDUCATION**

2019 will mark the last year of the Association's multiyear comprehensive review of its accreditation standards. This year's hearing will take comments on two remaining sections of the *Handbook* which address accreditation standards: Specific Operational Standards for All Institutions of Higher Education for which NASAD is the Designated Institutional Accreditator, and Specific Operational Standards for Proprietary Institutions of Higher Education. 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.

*(Please note: NASAD welcomes comment pertaining to its accreditation standards. Feedback may be forwarded to the National Office at any time.)*

*Moderator:* Jeffrey D. Nesin, School of Visual Arts

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

## **Thursday, October 17 (Continued)**

4:45 p.m. – 5:45 p.m.	<b>BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES</b>	<b>Ballroom 3 (Ballroom Level)</b>
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.		
	<i>Presenter:</i> Kyle D. Johnson, NASAD National Office	
<b>RECEPTION FOR THE ASSOCIATION</b> <i>(Please note: This event includes a cash bar.)</i>		
5:45 p.m. – 6:45 p.m.		<b>Ballroom Foyer (Ballroom Level)</b>
6:15 p.m. – 6:30 p.m.	<b>BOARD OF DIRECTORS NEW MEMBER ORIENTATION</b> <i>(Please note: This event is for new Board of Directors members only.)</i>	<b>King's Garden 1 (Ballroom Level)</b>
6:30 p.m. – 9:00 p.m.	<b>BOARD OF DIRECTORS DINNER AND BUSINESS MEETING</b> <i>(Please note: This event is for Board of Directors members only.)</i>	<b>King's Garden 1 (Ballroom Level)</b>

## **Friday, October 18**

7:15 a.m. – 8:45 a.m.	<b>CONTINENTAL BREAKFAST FOR THE ASSOCIATION</b>	<b>Ballroom 2 (Ballroom Level)</b>
8:00 a.m. – 5:00 p.m.	<b>ANNUAL MEETING REGISTRATION</b>	<b>Ballroom Foyer (Ballroom Level)</b>
8:45 a.m. – 10:00 a.m.	<b>PLENARY SESSION: BUSINESS MEETING</b>  Call to Order Determination of Quorum Welcome to Members and Guests Introduction of Newly Accredited Institutional Members Report of the Commission on Accreditation Report of the Committee on Ethics Report of the Treasurer Report of the Executive Director Action on Proposed <i>Handbook</i> Changes Election of Officers Report of the President New Business Adjournment	<b>Ballroom 1 (Ballroom Level)</b>
<b>KEYNOTE ADDRESS</b>		
10:15 a.m. – 11:00 a.m.	<i>Speaker:</i> Julie Schumacher, University of Minnesota, Twin Cities <i>Title:</i> "Freedom's Parameters: Experiments in Art Education" <i>Moderator:</i> Jeffrey D. Nesin, School of Visual Arts	<b>Ballroom 1 (Ballroom Level)</b>

**Friday, October 18 (Continued)**

**11:15 a.m. – 4:00 p.m. PUSHING BEYOND ESTABLISHED BOUNDARIES:  
PROMOTING DIVERGENT THINKING, CREATIVE SOLUTIONS,  
AND INNOVATIVE PRACTICES** (Rooms noted below)

## OVERVIEW

The success of an art and design program is predicated on a number of enduring conditions. Paramount among them is the ability of administrators holding responsibility for the long-term health, well-being, and relevance of the program to offer to those with a vested interest in the program the permission to push beyond established and comfortable boundaries and, with purposeful regularity absent preconceived notions or assumptions, envision the future of collegiate study in the fields of art and design. Although at first this concept may seem foreign, it is important to remember that this is precisely the approach taken day-in and day-out by art makers and designers as they conceive and create their own bodies of work.

In the first part of this two-part session, attendees will open a dialogue with the keynote speaker. During the second session, attendees will take time to imagine the future of art and design education and training specifically as it relates to options, opportunities, and outcomes that can result from informed curricular planning.

**11:15 a.m. – 12:00 noon      PUSHING BEYOND ESTABLISHED BOUNDARIES: PROMOTING DIVERGENT THINKING, CREATIVE SOLUTIONS, AND INNOVATIVE PRACTICES**

## PART I – THE VALUE OF ARTS STUDY

## **Ballroom 1 (Ballroom Level)**

A good deal of emphasis today is placed on the necessity for students to acquire functional skills during their collegiate study experiences – skills that align immediately with current market demands, skills that are understood to have out-of-the-gate measurable remunerative value. Resultant conversations tend to omit if not steer purposefully away from not only considerations which speak to the value of study in the arts and humanities, but to the life-long benefits that result when a citizenry 1) holds broad and vast knowledge, 2) thinks on many dimensions—analytically, critically, divergently, creatively, and the like—and 3) possesses a cultural literacy which enables and promotes connection, communication, and an openness to ideas and possibilities. Attendees will consider together these issues and, in doing so, hone their abilities to speak clearly and cogently about the inherent value and benefits of study in the fields of art and design.

*Moderator:* Jeffrey D. Nesin, School of Visual Arts

**1:45 p.m. – 2:45 p.m. PUSHING BEYOND ESTABLISHED BOUNDARIES: PROMOTING DIVERGENT THINKING, CREATIVE SOLUTIONS, AND INNOVATIVE PRACTICES**

## PART II – INFORMED CURRICULAR PLANNING

**(Rooms noted below)**

*(Repeated at 3:00 p.m.)*

Do art and design administrators face an imperative today which suggests that all art and design curricular programs must change with great regularity in order for them to remain effective and relevant? Must long-standing curricular programs and our approaches to these programs, which have been in place for decades, now be left behind to make way for the future, and if so, what does the future hold in store? Can the old exist alongside the new—should it, must it? What roles do resource availability, funding, administrative support, and personal agendas play in decision-making?

Although these issues are important aspects of and can inform the discussion, institutional considerations, and therefore planning, must focus on and take into account the ability of each curricular program anticipated and currently in place to

## **Friday, October 18 (Continued)**

1:45 p.m. – 2:45 p.m.

### **PUSHING BEYOND ESTABLISHED BOUNDARIES: PROMOTING DIVERGENT THINKING, CREATIVE SOLUTIONS, AND INNOVATIVE PRACTICES (Continued)**

#### **PART II – INFORMED CURRICULAR PLANNING (Continued) (Rooms noted below) (Repeated at 3:00 p.m.)**

not only enhance student learning on various levels and dimensions, but as well, to ensure that students, throughout their programs of study and related activities, acquire subject matter knowledge sufficient in depth and breadth to prepare them for their futures and assist them to become successful and contributing practicing artists and designers. Attendees will be asked to explore the following: What must students know and be able to do now, in the future? What expertise/skills in a defined subject matter area is/are ideal, important, critical? How can expertise be acquired/skills be developed? What barriers stand in the way of the acquisition of expertise/development of skills? How can they be overcome? How might the approach to teaching subject matter knowledge in a defined subject area change in the foreseeable future? What new areas of study and associated bodies of knowledge are expected/anticipated?

Attendees will have the opportunity to consider and discuss in depth the issues noted above as they relate to six areas of study: Foundations, Studio Art, Design, Art/Design History, Art Education, and General Studies. The six sessions will be repeated from 3:00 p.m. – 4:00 p.m.; attendees are asked to choose and attend two of the six.

#### **Foundations**

**Benedum (Lobby Level)**

*Facilitators:* Vaughan Judge, Montana State University

Gina Moore, Benedict College

*Recorder:* Charles Kanwischer, Bowling Green State University

#### **Studio Art**

**Smithfield (Lobby Level)**

*Facilitators:* Marie Bukowski, Kent State University

Jack Risley, Washington University in St. Louis

*Recorder:* Lydia C. Thompson, University of North Carolina at Charlotte

#### **Design**

**Duquesne (Lobby Level)**

*Facilitators:* Matthew S. Gaynor, Kansas State University

Julie L. Rabun, Carson-Newman University

*Recorder:* Jeffrey Hanson, Southern Utah University

#### **Art/Design History**

**Birmingham (Lobby Level)**

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

Nancy L. Wicker, University of Mississippi

*Recorder:* Judy Bullington, Belmont University

#### **Art Education**

**Ft. Pitt (Lobby Level)**

*Facilitators:* Catherine Rosamond, School of Visual Arts

Kristine Tolmie, The College of Saint Rose

*Recorder:* Charles E. Boone, College of DuPage

#### **General Studies**

**Sterlings 2 (Lobby Level)**

*Facilitators:* Gregory M. Elliott, University of Texas at San Antonio

Chieng-Yao Chen, University of North Alabama

*Recorder:* Michael Grillo, University of Maine

**Friday, October 18 (Continued)**

3:00 p.m. – 4:00 p.m.	<b>PUSHING BEYOND ESTABLISHED BOUNDARIES: PROMOTING DIVERGENT THINKING, CREATIVE SOLUTIONS, AND INNOVATIVE PRACTICES</b> ( <i>Continued</i> )  <b>PART II – INFORMED CURRICULAR PLANNING</b> ( <i>Continued</i> ) (Repeat of 1:45 p.m. – 2:45 p.m.)  <i>See full description under main heading at 11:15 a.m.</i>	
	<b>Foundations</b>	<b>Benedum (Lobby Level)</b>
	<b>Studio Art</b>	<b>Smithfield (Lobby Level)</b>
	<b>Design</b>	<b>Duquesne (Lobby Level)</b>
	<b>Art/Design History</b>	<b>Birmingham (Lobby Level)</b>
	<b>Art Education</b>	<b>Ft. Pitt (Lobby Level)</b>
	<b>General Studies</b>	<b>Sterlings 2 (Lobby Level)</b>
12:00 noon – 1:30 p.m.	<b>LUNCHEON FOR THE ASSOCIATION</b>	<b>Ballroom 2 (Ballroom Level)</b>
	<i>Speaker:</i> Scott W. Perkins, Director of Preservation and Collections, Fallingwater <i>Fellowship:</i> Denise Mullen <i>Moderator:</i> Jeffrey D. Nesin, School of Visual Arts	
1:45 p.m. – 2:45 p.m.	<b>PUSHING BEYOND ESTABLISHED BOUNDARIES: PROMOTING DIVERGENT THINKING, CREATIVE SOLUTIONS, AND INNOVATIVE PRACTICES</b>  <b>PART II – INFORMED CURRICULAR PLANNING</b> (Repeated at 3:00 p.m.)  <i>See full description under main heading at 11:15 a.m.</i>	
1:45 p.m. – 2:45 p.m.	<b>MERGERS AND ACQUISITIONS: PROMISES AND PITFALLS</b>	<b>Commonwealth 1 (Lobby Level)</b>
	Mergers and acquisitions—activities once considered predominantly the domain of the corporate, rather than academic world—typically result in the consolidation of ownership and assets among entities. Such transactions can be driven by desires and/or necessities to pool the collective resources of entities, or to protect and maintain aspects of an entity that could be washed away given market conditions and external pressures. Spurred by realities such as tightening budgets and declining enrollments, mergers and acquisitions have arrived at the doorstep of the academy. Over the last decade, higher education has witnessed an unprecedented uptick in the number of mergers and acquisitions attempted and completed.  The tangible aspects of consolidation, such as the melding of governance structures, operations, space, equipment and the like often lend themselves to and are easily incorporated within written contracts which identify and delineate conditions and expectations down to minute detail. However, the intangibles, specifically the curriculum and the collective expertise of the faculty, that which is considered to be the beating heart of the enterprise—are not so easy to delineate, and therefore decisions regarding these areas often tend to be based on verbal understandings and tacit agreements, and are sealed in deals marked by what is assumed to be a binding handshake.  Today's session will outline good practices as they apply to the tangible and the intangible, as well as potential pitfalls and how to recognize and avoid them. Time for questions and discussion will be offered.	
	<i>Presenter:</i> Richard F. Mann, Keller and Heckman, LLP <i>Moderator:</i> Jay Kvapil, California State University, Long Beach	

## **Friday, October 18 (Continued)**

3:00 p.m. – 4:00 p.m.	<b>PUSHING BEYOND ESTABLISHED BOUNDARIES: PROMOTING DIVERGENT THINKING, CREATIVE SOLUTIONS, AND INNOVATIVE PRACTICES</b>  <b>PART II – INFORMED CURRICULAR PLANNING</b> (Repeat of 1:45 p.m. – 2:45 p.m.)  <i>See full description under main heading at 11:15 a.m.</i>	
3:00 p.m. – 4:00 p.m.	<b>OPEN FORUM: GAME DESIGN</b>  The Association is exploring the possibility and efficacy of developing a designated set of standards for a professional undergraduate degree with a major in game design. This open discussion provides the first opportunity for representatives of member and colleague institutions to discuss this issue and other curricular issues related to a degree that provides a major in game design.  <i>Facilitator:</i> Jeffrey D. Nesin, School of Visual Arts <i>Recorder:</i> Karen P. Moynahan, NASAD National Office	<b>Sterlings 1 (Lobby Level)</b>
3:00 p.m. – 4:00 p.m.	<b>OPEN FORUM: ACCESSIBILITY</b>  In 2018, Annual Meeting attendees had the opportunity to discuss issues pertaining to accessibility—a topic that is outlined in detail in the Americans with Disabilities Act (ADA) of 1990, as amended, and its associated regulations—specifically how institutional representatives can heighten not only their awareness, but that of students as they prepare for what they may encounter as they enter the workforce. Participants will continue this important dialogue, sharing information, ideas, and successful practices, and contemplating various approaches that can be employed by institutions to build cultures of awareness as they relate specifically to institutional mission and curricular offerings.  <i>Facilitator:</i> David Y. Moon, California State University, Northridge <i>Recorder:</i> Paul J. Florek, NASAD National Office	<b>Sterlings 3 (Lobby Level)</b>
4:15 p.m. – 5:30 p.m.	<b>DESIGNING AN UNDERGRADUATE DEGREE</b>  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.  <i>Presenter:</i> Karen P. Moynahan, NASAD National Office	<b>Commonwealth 2 (Lobby Level)</b>
4:15 p.m. – 5:30 p.m.	<b>USING HEADS STATISTICAL DATA FOR INSTITUTIONAL PLANNING AND PROJECTION</b>  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	<b>Commonwealth 1 (Lobby Level)</b>

## **Friday, October 18 (Continued)**

4:15 p.m. – 5:30 p.m.	<b>USING HEADS STATISTICAL DATA FOR INSTITUTIONAL PLANNING AND PROJECTION</b> ( <i>Continued</i> )	<b>Commonwealth 1 (Lobby Level)</b>
Data Summaries and Special Reports for comparison among specific peer institutions, and potential uses for HEADS data in administrative planning.		
<i>Presenter:</i> Nora Hamme, NASAD National Office		
4:15 p.m. – 5:30 p.m.	<b>OPEN FORUM: HISTORICALLY BLACK INSTITUTIONS</b>	<b>Rivers (Ballroom Level)</b>
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.		
<i>Moderator:</i> Nathaniel Allen, Alabama State University		
4:15 p.m. – 5:30 p.m.	<b>ROUNDTABLE FOR COMMUNITY AND TWO-YEAR COLLEGES</b>	<b>Duquesne (Lobby Level)</b>
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.		
<i>Moderator:</i> Alain Hentschel, St. Johns River State College		
5:30 p.m. – 6:30 p.m.	<b>RECEPTION FOR THE ASSOCIATION</b> <i>(Please note: This event includes a cash bar.)</i>	<b>Ballroom Foyer (Ballroom Level)</b>
6:15 p.m. – 8:30 p.m.	<b>BOARD OF DIRECTORS DINNER AND SEMINAR MEETING</b> <i>(Please note: This event is for Board of Directors members only.)</i>	<b>King's Garden 1 (Ballroom Level)</b>

## **Saturday, October 19**

7:00 a.m. – 12:30 p.m.	<b>ANNUAL MEETING REGISTRATION</b>	<b>Ballroom Foyer (Ballroom Level)</b>
7:15 a.m. – 8:45 a.m.	<b>CONTINENTAL BREAKFAST FOR THE ASSOCIATION</b>	<b>Ballroom 2 (Ballroom Level)</b>
7:30 a.m. – 8:45 a.m.	<b>EXECUTIVE COMMITTEE BREAKFAST AND MEETING</b> <i>(Please note: This event is for Executive Committee members only.)</i>	<b>Traders (Ballroom Level)</b>
8:00 a.m. – 12:30 p.m.	<b>WORKSHOP: PREPARING FOR NASAD EVALUATION</b>  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.  <i>(Please note: A box lunch will be provided. Attendees are asked to register in advance.)</i>	<b>King's Garden 4/5 (Ballroom Level)</b>
<i>Presenter:</i> Nora Hamme, NASAD National Office		

## Saturday, October 19 (Continued)

9:00 a.m. – 10:30 a.m.	<b>ESTABLISHING BUY-IN AND ENGAGEMENT: NUTS AND BOLTS, AND BARRIERS</b>	<b>Ballroom 1 (Ballroom Level)</b>
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An aspect critical to the success of any art and design program is the existence of a pervasive culture of buy-in. Successful buy-in is characterized by the acceptance of and support offered to initiatives, schemes, dreams, and necessities of the art/design unit. Today's session will consider how buy-in can be established with upper administrators, the faculty, and students, and as well, nurtured and sustained. Following an introduction by each of the three panelists, attendees will consider the following questions:

With regard to upper administrators:

- What effective tactics can art/design administrators employ to generate support for innovative ideas, particularly with regard to curricular programs?
- What steps can be taken to ensure that upper administrators not only buy into the initiatives of the art/design unit, but become stalwart opponents of skepticism often voiced regarding the value of art and design study, and champions of art and design initiatives?
- What steps can art/design administrators take to build circles of supportive allies and how can these allies be enlisted to place their support behind art and design initiatives?

With regard to the faculty:

- How can the art/design administrator empower the faculty to embrace, support, and promote the vision of the art/design unit?
- What steps must be taken to encourage the faculty to think critically about the effectiveness of existing curricular programs?
- What steps can be taken to challenge the faculty to think about the future of art and design study, and the conditions that must prevail to ensure the ongoing relevance of the fields of art and design?

With regard to students:

- How can a sense of community and responsibility be established among students?
- Should the students' voices inform curricular design? If so, how?
- How might administrators assist students to realize and recognize that various aspects associated with the acquisition of knowledge and skills will serve them regardless of the paths they pursue after graduation?

*Presenters:* Jeffrey Bellantoni, Winthrop University  
Susan E. Cahan, Tyler School of Art and Architecture  
Jonathan Fahnestock, Maryville University of Saint Louis

*Moderator:* Arne Flaten, Purdue University

10:45 a.m. – 12:15 p.m.	<b>BRIEFING: FEDERAL ISSUES FOR ART AND DESIGN ADMINISTRATORS</b>	<b>Ballroom 4 (Ballroom Level)</b>
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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.

## **Saturday, October 19 (Continued)**

10:45 a.m. – 12:15 p.m.	<b>BRIEFING: FEDERAL ISSUES FOR ART AND DESIGN ADMINISTRATORS (Continued)</b>	<b>Ballroom 4 (Ballroom Level)</b>
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.		
<i>Presenter:</i> Paul J. Florek, NASAD National Office		
10:45 a.m. – 12:15 p.m.	<b>CREATING COGENT COMMISSION COMMUNICATIONS</b>	<b>Ballroom 3 (Ballroom Level)</b>
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 <i>Handbook</i> 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.		
<i>Presenters:</i> Nan Goggin, Herron School of Art and Design Jennifer Krantz, Milwaukee Institute of Art and Design		
<i>Resource:</i> Kyle D. Johnson, NASAD National Office		
10:45 a.m. – 12:15 p.m.	<b>BRIEFING FOR NASAD EVALUATORS</b>	<b>Commonwealth 1 (Lobby Level)</b>
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 <i>Procedures</i> and the <i>Handbook</i> . 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.		
<i>(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 2020.)</i>		
<i>Presenter:</i> Karen P. Moynahan, NASAD National Office		
12:30 p.m.	<b>ADJOURNMENT OF THE NASAD ANNUAL MEETING</b>	

**NASAD Seventy-Sixth Annual Meeting  
October 15 – 17, 2020  
Hyatt Regency Jacksonville Riverfront  
Jacksonville, Florida**