

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

Seventy-Eighth Annual Meeting

Program

**Hyatt Regency Jacksonville Riverfront
Jacksonville, Florida**

October 12 – 15, 2022

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

78th Annual Meeting

October 12 – 15, 2022

Commission Activities

PLEASE NOTE:

- *This event is for Commission members only.*

Saturday, October 8

12:00 noon

MATERIALS AVAILABLE

Sunday, October 9

9:00 a.m. – 5:00 p.m.

COMMISSION ON ACCREDITATION

Monday, October 10

9:00 a.m. – 5:00 p.m.

COMMISSION ON ACCREDITATION

Tuesday, October 11

9:00 a.m. – 5:00 p.m.

COMMISSION ON ACCREDITATION

Wednesday, October 12

9:00 a.m. – 5:00 p.m.

COMMISSION ON ACCREDITATION

Thursday, October 13

9:00 a.m. – 12:00 noon

COMMISSION ON ACCREDITATION

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

78th Annual Meeting

October 12 – 15, 2022

Pre-Meeting Workshops

PLEASE NOTE:

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

Wednesday, October 12

11:00 a.m. – 6:00 p.m.

ANNUAL MEETING REGISTRATION

1:00 p.m. – 5:30 p.m.

PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION

(Continued on Thursday 8:15 a.m. – 1:00 p.m.)

(Please note: A separate fee is required, and advance registration is recommended for this Pre-Meeting Workshop. It is recommended that individuals attend and participate in all sessions scheduled within the workshop. Coffee breaks and a box lunch on Thursday will be provided.)

This workshop is intended to address several of the most important and pressing areas of concern faced by art and 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. Newly minted administrators will have an opportunity to share with and learn from their peers.

1:00 p.m. – 1:15 p.m.

Introduction, Orientation, and Welcome from the President

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 address efficiently and effectively the sheer number 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.

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.

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 clear chains of command? How can administrators best manage and communicate with those individuals who report to them? While serving 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 how can they be used 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.

5:30 p.m.

Recess until Thursday at 8:15 a.m.

1:45 p.m. – 5:30 p.m.

WORKSHOP FOR VISITING EVALUATORS

(Continued on Wednesday 6:30 p.m. – 8:00 p.m. for a working dinner, and Thursday 8:30 a.m. – 4:30 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 workshop includes a working dinner on Wednesday evening to be held from 6:30 p.m. – 8:00 p.m. All participants are required to attend the working dinner.)

(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 2022.)

1:45 p.m. – 5:30 p.m.

WORKSHOP FOR EXPERIENCED EVALUATORS

(Continued on Wednesday 6:30 p.m. – 8:00 p.m. for a working dinner, and Thursday 8:30 a.m. – 4:30 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 workshop includes a working dinner on Wednesday evening to be held from 6:30 p.m. – 8:00 p.m. All participants are required to attend the working dinner.)

(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 2022.)

6:30 p.m. – 8:00 p.m.

**WORKSHOP FOR VISITING EVALUATORS
WORKING DINNER**

(Please note: This event is for workshop participants only. Attendance is required.)

6:30 p.m. – 8:00 p.m.

**WORKSHOP FOR EXPERIENCED EVALUATORS
WORKING DINNER**

(Please note: This event is for workshop participants only. Attendance is required.)

Thursday, October 13

8:00 a.m. – 6:00 p.m.

ANNUAL MEETING REGISTRATION

8:00 a.m. – 1:00 p.m.

PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS

(Please note: A separate fee is required, and advance registration is recommended for this Pre-Meeting Workshop. Coffee breaks and a box lunch will be provided)

8:00 a.m. – 12:30 a.m.

Open Conversation

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 the seasoned art/design administrator. The issue of succession planning will be addressed, along with other topics of interest that will be established by the group. Experienced administrators from all types of institutions and from all levels of administration are welcome.

12:30 p.m. – 1:00 p.m. **Box Lunch and Open Conversation with Individuals New to Art and Design Higher Education Administration and Members of the NASAD Board of Directors**

8:15 a.m. – 1:00 p.m. **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION**

(Continued from Wednesday)

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.

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.

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 additional and possibly 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.

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

8:30 a.m. – 4:30 p.m. **WORKSHOP FOR VISITING EVALUATORS**
(Please note: This session is a continuation from Wednesday and by invitation only.)

8:30 a.m. – 4:30 p.m. **WORKSHOP FOR EXPERIENCED EVALUATORS**
(Please note: This session is a continuation from Wednesday and by invitation only.)

11:45 a.m. – 12:15 p.m. **BRIEFING FOR FACILITATORS, MODERATORS, AND RECORDERS**
This briefing will present instructions, expectations, and helpful guidelines to Annual Meeting session facilitators, moderators, and recorders. All individuals who have agreed to serve in one of these capacities should plan to attend this briefing.

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

2021 CONFIDENTIAL

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

78th Annual Meeting

October 12 – 15, 2022

Annual Meeting Program

Thursday, October 13

8:00 a.m. – 6:00 p.m. **ANNUAL MEETING REGISTRATION**

1:30 p.m. – 4:15 p.m. **PRESSED TO THE LIMIT: AN EXPLORATION OF THE IMPACT CURRENT REALITIES MAY HAVE ON THE HEALTH AND WELL-BEING OF ARTISTS AND DESIGNERS**

The mental health and well-being of art and design students, faculty, and administrators has become increasingly important within postsecondary education, and the need to consider and react to national conditions during the past year has become tantamount. For each of these three perspectives, definitive information may not always be available, as many regions are still grappling with the effects of the pandemic, political turmoil, and social unrest. At times it may feel that stability on all levels is not ensured, as ramifications from these effects remain uncertain and ever-changing.

Students enrolled in collegiate programs of study already face a variety of personal challenges. The demands posed by life, family, and new environments coupled with realizations that lessons learned during highly structured high school years may not be sufficient to prepare students for the rigors of collegiate requirements, especially as they pertain to studio coursework; that time commitments and time in general must be managed proactively; and expectations as they pertain to life after college can leave students overwhelmed and unsure of how to proceed, or worse yet, unable to proceed without intervention. Additionally, art and design education places an emphasis on connecting with colleagues, one's art, and the self—connections that may have waned during the past year due to lockdowns and closures. A separation from art and design and/or artmaking may have arisen from the monotony of online learning, as compared to the synthesis of information that arises naturally during multi-dimensional, in-person learning experiences. All of this may be coupled as well with a pervasive pessimism held by students who perceive that today's problems are their responsibility to address and solve, regardless of how large or complicated they may be. Not all students are aware of opportunities that exist for assistance or even if they are aware, are reluctant to reach out to utilize the assistance available. In some cases, students with greatest needs may be those least likely to seek necessary help regardless of the institutional resources available.

These realities also place pressure on art and design institutions devoting their expertise, energies, and resources to educating these students—institutions, their faculties, and their communities that are aware that student issues must be addressed or at least kept in check if artistic success is to have a chance of being realized. Noting that student needs are growing in these areas, there is no doubt that institutions may or will become hard-pressed to serve the demand, and unprepared to address the depth and breadth of these and other related issues.

Although different in nature, faculty members and administrators too are grappling with a wide range of challenges and pressures. Throughout the past eighteen months, faculty members have faced the need to create and modify various forms of content delivery while maintaining rigorous approaches to artmaking, design, creative practice, pedagogy, scholarship, and research during an upended period of time. Faculty loads and responsibilities have expanded exponentially in some cases. Administrators have also faced a growing number and complexity of challenges as they seek to understand the breadth of many issues that have arisen. While administrators may have faced the need to become experts in new areas, difficulties arise when colleagues who

typically convene and develop policies in person are not physically present with one another. Additionally, new and ever-changing issues can distract administrators from traditional and continuing responsibilities that have long since been established as crucial to their institution's ongoing success. Where do administrators turn for help or solace when burnout prevails, stakes continue to rise higher, and answers are either unavailable or elusive?

The problems faced by students, faculty, and administrators suggest that institution-wide initiatives focusing on the development of specific approaches which assist in the maintenance and care of one's mental health are of vital importance. These approaches could offer to individuals help in defining their breaking points, providing guidance and support to others, and recognizing when there is a critical need for help. Attendees will consider how the issues above may/will affect the capacity of individuals under and facing such pressures to function, endure, move forward, succeed, and flourish, particularly when confronting a cycle of frustration, confusion, worry, anger, and anxiety.

This three-part session will consist of 1) a presentation focusing on salient issues which explore both individual and organizational perspectives as they pertain to the mental health and well-being of students, faculty, and administrators, 2) moderated roundtable discussion groups assigned by geographic region which will provide an opportunity for attendees to share and explore ideas and information, and 3) a full-group dialogue session in which each roundtable group will have an opportunity to share with all attendees a distillation of the topics it discussed during the roundtable session.

In addition to the issues outlined above, participants also will consider also questions such as the following: What conditions must prevail if an institution is to mount a campus-wide approach and related or associated initiatives that not only address the current needs of students, faculty, and administration, but as well, encourage a holistic approach to personal well-being? What are the components of such an approach? Should initiatives be integrated into everyday operations, advising conversations, annual review practices, campus-life activities, professional development opportunities? If so, in what ways? How can forms of awareness and engagement that are necessary to promote well-being be generated, and by who?

1:30 p.m. – 2:30 p.m. **Presentation of Salient Issues**

2:45 p.m. – 3:30 p.m. **Roundtable Discussion by State/Region**

Each roundtable discussion group will serve as a forum where individuals will be asked to consider important issues of student, faculty, and administrator health and wellness in detail, formulating scenarios, strategies, and creative and innovative possibilities that can assist institutions not only to prepare for and deftly manage current issues related to well-being, but work to proactively advance efforts that promote success for all involved.

3:45 p.m. – 4:15 p.m. **Sharing Potential Approaches and Solutions**

Recorders from each discussion group will present brief summary reports which will provide overviews of the salient issues discussed, as well as ideas and approaches for consideration as administrators work to address local issues and challenges. Time for open discussion will be provided.

4:30 p.m. – 5:45 p.m. **ANNUAL REPORTING REQUIREMENTS:
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.

4:30 p.m. – 5:45 p.m.

**AN ORIENTATION TO NASAD:
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.

4:30 p.m. – 5:45 p.m.

BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES

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.

5:45 p.m. – 6:45 p.m.

RECEPTION FOR THE ASSOCIATION

(Please note: This event includes a cash bar.)

This reception offers an opportunity for attendees to establish connections with individuals new to art and design administration and connect with colleagues. The President of the Association will offer a greeting and will introduce the members of the NASAD Board of Directors.

6:15 p.m. – 6:30 p.m.

**BOARD OF DIRECTORS NEW
MEMBER ORIENTATION**

(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**

(Please note: This event is for Board of Directors members only.)

Friday, October 14

7:00 a.m. – 5:00 p.m.

ANNUAL MEETING REGISTRATION

7:15 a.m. – 8:45 a.m.

CONTINENTAL BREAKFAST FOR THE ASSOCIATION

8:45 a.m. – 10:00 a.m.

PLENARY SESSION: BUSINESS MEETING

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
Announcements
Report of the Executive Director
Action on Proposed *Handbook* Changes
Election of Officers
Report of the President

New Business
Adjournment

10:15 a.m. – 12:00 noon **THE ROLES AND VALUES OF STUDIO CRITIQUES**

In yesterday's session which focused in part on mental health and well-being of students, attendees discussed and explored the pressures facing students today, noting that student success is inextricably linked to student wellness. Informed by these understandings and reaffirming that there is a collective interest in assisting students not only to develop skills and acquire knowledge, but to attain subject-matter competence and expertise, during this session, attendees, guided by the presenter, will consider the integral roles and inherent values of studio critiques—a ubiquitous aspect of art and design education. Studio critiques will be explored for the role they play 1) in promoting student development, 2) in providing paths to enhance student learning, and 3) as a helpful mechanism that can be used to inform pedagogical approaches. Participants will consider questions such as: What are some values of studio critiques—for the student, and for the faculty? What challenges do critiques present? Does/should an institution's approach to critiques vary by studio discipline, by instructor? What is the impact of an institution's approach to critiques on the institution's studio culture, particularly noting that studio culture has a substantial impact on the work/life balance of its students? What are some intended results of critiques? Are these results being realized? If not, must student expectations be re-calibrated, or should the pedagogical approach(es) of the institution and institution's faculty be reconsidered? Immediately following the presentation, attendees, remaining in small discussion groups, will engage in conversation moderated by the presenter during which time attendees will consider the ways critiques can be used constructively to assist students to rethink/recalibrate/reset expectations; rekindle/reignite student focus and interest; spur curiosity; cajole students to experiment and take risks with their art/design making; develop connection and create community; and initiate dialogue, exchange, and thoughtful interaction. Ample time for group discussion will be provided.

12:00 noon – 1:30 p.m. **LUNCHEON FOR THE ASSOCIATION**

1:45 p.m. – 2:45 p.m. **LEARNING ENVIRONMENTS: EVOLVING AND ADAPTING
TO SUPPORT NEW AND EMERGING CREATIVE PROFESSIONS**

Without question, students respond to the environments in which they are placed. Learning environments therefore can have a considerable effect on the way students learn. Learning environments result from a combination of conditions, for example: location, context, and culture. Each of these variables can be changed/enhanced to modify learning outcomes. The availability and use of space and resources is often guided if not dictated by a number of internal and external factors and conditions. Today there exists a variety of types of learning spaces, such as the lecture hall, designated maker spaces, informal spaces on campus, community settings, and various virtual environments. These learning spaces/environments typically include various combinations of physical collaboration and virtual interaction, the balance and combination of which is often informed by and aligned with desired learning outcomes. The one constant all learning spaces currently share is that content is everywhere—learning has gone mobile, and the possibilities that such conditions cause to arise as we have witnessed first-hand in these last months are plentiful. This would seem to bode well for the education and training of artists and designers—individuals who not only adapt easily to various and differing environments, but who will enter employment environments as disparate as can be imagined given the rate of change in art/design fields and their marketplaces. In this session, attendees will consider how information pertaining to students, propensities, marketplace conditions, and economic realities can be harnessed to assist institutions to create learning environments that not only support educational goals and objectives but also effectively enhance the learning opportunities available to students and assist them to prepare for current employment environments, as well as those anticipated in future. Following the presentation, time for questions and discussion will be provided.

3:00 p.m. – 4:00 p.m. **ROUNTABLES BY SIZE AND TYPE OF INSTITUTION**

Each roundtable discussion group will serve as a forum where individuals will be asked to consider the impact learning environments can have on the education and training of art/design students, and how learning environments can be created or manipulated to achieve desired outcomes.

Free-Standing Institutions

Community and Two-Year Colleges

Private Institutions (Enrollments 1 – 150)

Private Institutions (Enrollments 151+)

Public Institutions (Enrollments 1-150)

Public Institutions (Enrollments 151 – 300)

Public Institutions (Enrollments 301 – 500)

Public Institutions (Enrollments 501 – 750)

Public Institutions (Enrollments 751+)

4:15 p.m. – 5:45 p.m.

**USING HEADS STATISTICAL DATA
FOR INSTITUTIONAL PLANNING AND PROJECTION**

The institutional research data gathered and compiled by the Higher Education Arts Data Services project constitute a unique and valuable resource for art/design executives at degree-granting institutions. This session will provide a detailed overview of statistics contained in the HEADS Data Summaries (the aggregate reports compiled annually from HEADS Data Surveys), the use of HEADS Data Summaries and Special Reports for comparison among specific peer institutions, and potential uses for HEADS data in administrative planning.

4:15 p.m. – 5:45 p.m.

BRIEFING FOR NASAD EVALUATORS

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 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 2022.)

4:15 p.m. – 5:45 p.m.

OPEN FORUM: HISTORICALLY BLACK INSTITUTIONS

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.

4:15 p.m. – 5:45 p.m.

ROUNDTABLE FOR COMMUNITY AND TWO-YEAR COLLEGES

This session will provide an opportunity to brainstorm and discuss ideas and best practices of particular relevance to community and two-year colleges, such as articulation agreements, curricular alignment, credit-hour transfer between 2- and 4-year institutions, and shared success. Participants will be encouraged to share information and issues of concern faced in their daily work. Attendance is open to all interested individuals.

4:15 p.m. – 5:45 p.m.

ROUNDTABLE PANEL FOR INDEPENDENT ART AND DESIGN INSTITUTIONS

Art and design executives from free-standing postsecondary institutions will have the opportunity to discuss topics of specific relevance or concern and consider with colleagues challenges and opportunities faced today by independent institutions. Topics such as fiscal planning, allocation of resources, curricular planning and programming, connecting with the community, mergers and acquisitions, higher education law and regulation will be addressed in a panel presentation setting, as will those topics of interest to participants. Participants may wish to give consideration to topics in advance. The session is open to all interested individuals.

4:15 p.m. – 5:45 p.m.

ROUNDTABLE FOR SMALL ART AND DESIGN UNITS

Administrators from small art/design units, typically with fewer than 100 majors, will have the opportunity to discuss topics of specific relevance or concern, and to pose questions to colleagues facing similar challenges and opportunities. Attendance is open to all interested individuals. Participants may wish to give consideration to topics of interest in advance.

5:45 p.m. – 7:00 p.m.

RECEPTION FOR THE ASSOCIATION

(Please note: This event includes a cash bar.)

6:30 p.m. – 8:30 p.m.

BOARD OF DIRECTORS DINNER AND SEMINAR MEETING

(Please note: This event is for Board of Directors members only.)

Saturday, October 15

7:00 a.m. – 12:45 p.m.

ANNUAL MEETING REGISTRATION

7:15 a.m. – 8:45 a.m.

CONTINENTAL BREAKFAST FOR THE ASSOCIATION

7:30 a.m. – 8:45 a.m.

EXECUTIVE COMMITTEE BREAKFAST AND MEETING

(Please note: This event is for Executive Committee members only.)

8:00 a.m. – 12:30 p.m.

WORKSHOP: PREPARING FOR NASAD EVALUATION

This session will provide information and guidance concerning the self-study and visitation processes for members whose institutions are to be visited in the next two years, institutions planning to begin the NASAD evaluation process, and those formally engaged in the process. A step-by-step walk-through of the accreditation process will be provided, including confirmation of timelines and deadlines, and information regarding accreditation procedures, Self-Study formats, on-site reviews, the Visitors' Report, the Optional Response, and Commission action. Questions will be taken during this nuts-and-bolts session. All interested individuals are welcome.

(Please note: A box lunch will be provided. Attendees are asked to register in advance.)

9:00 a.m. – 10:45 a.m.

EFFECTIVE CURRICULAR PLANNING: REVISITING TODAY'S ASSUMPTIONS; ARTICULATING TOMORROW'S EXPECTATIONS

Foundations courses required of students enrolling in art/design curricular programs enable students to develop fundamental skills and gain basic understandings, which are intended to support and serve as a foundation for future study in a student's chosen discipline. Although foundations programs are or can be similar in nature, many are designed to align with departmental objectives and/or curricular intentionality. However, given the growing sophistication of art and design programs during the past several years, curricular planning has burgeoned in expectation and desired content, driven by a need to address the ever-expanding complexities of art and design disciplines, coupled with a desire to provide students with educational experiences sufficient in breadth and depth to support and advance their artistic endeavors. Although well-intended, it may be that results observed from the implementation of such changes are now prompting faculty to question whether current curricular and/or foundations experiences are truly relevant and useful. Attendees will take a step back, considering together the desired intentions and necessities of today's programs of study and the

roles curricular experiences play in the advancement of student expertise and consequently, the fields of art and design.

The panelists will address this issue from three different perspectives. First, a conversation will take place regarding how institutions can establish cultures that embrace the conditions necessary to open dialogues and/or begin conversations regarding curricular planning. Noting that the success of these conversations hinges in large part on the institution's efforts to establish trust and respect among all involved—individuals who by their actions and words must establish conditions that build and maintain atmospheres of inclusion, open-mindedness, and engagement. Attendees will consider together the following: How the nature of conversation, the language used, and the perceptions established can affect outcomes; how arts administrators can establish or change inculcated cultures so that personal positions do not hinder conversations or prevent results which serve the institution, its students, and the greater good; how conversations enriched by diversity of thought, approach, and voice can inform effective decision-making.

A second panelist will explore aspects of the curriculum that are critical to maintain if we are to support 1) students and their future careers, 2) institutions offering art and design education, 3) the needs of society, and 4) the artforms themselves. Attendees will consider issues such as: Should the focus of the educational experience be centered on a student's journey, a desired outcome, a regimented path? What foundational knowledge must all students possess before leaving the academy? Are students gaining the expertise needed to address the needs of society? If not, what is missing? Is breadth more important than depth? Does depth take precedence at a certain stage in an artist's training? What delivery methods have we found to be most useful, effective, or successful? Has the pandemic taught us what can/should be let go? Do the same pedagogies work in both in-person and online settings?

Lastly, attendees will consider the nature of rigor and the important role its consideration plays in the design, implementation, and execution of curricular programs, particularly as educators work to shape academic experiences in ways that ensure students attain levels of expertise that enable them to engage as artists and designers who will contribute to and advance our society. Given the unfolding landscape before our students, and the speed with which it is changing, how might we best prepare our students for a future we cannot predict with certainty, particularly given current social conditions and technological advancements? How will we ensure that our students develop subject-specific expertise and thought processes necessary to spur them to conceive, explore, innovate, create, and discover regardless of the nature of the ever-changing landscape in which they find themselves?

Subsequent to the sharing of their thoughts and ideas, panelists, as guided by the moderator, will entertain questions, opening a dialogue among attendees intended to advance the exploration of each of the three perspectives described above.

11:00 a.m. – 12:30 a.m.

**THE UNDERGRADUATE DEGREE:
FACILITATING DESIGN, REVIEW, AND IMPLEMENTATION**

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, the availability of applicable faculty expertise, and the conditions and realities of the market. As well, resources must be considered, and consensus must be built. Only with these understandings in hand can the architecture of a degree program 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. The effective use of the standards to promote and

embrace creative and innovative curricular programming will be explored. In addition, application procedures and submission guidelines will be discussed, with an intent to assist art/design administrators to streamline review timelines.

(Please note: Attendees may wish to attend the “Effective Curricular Planning” session offered from 9:00 a.m. – 10:45 a.m. Saturday morning.)

11:00 a.m. – 12:30 p.m. **BRIEFING: FEDERAL ISSUES 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.

11:00 a.m. – 12:30 p.m. **CREATING COGENT COMMISSION COMMUNICATIONS**

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.

12:30 p.m. **ADJOURNMENT OF THE NASAD ANNUAL MEETING**

**NASAD Seventy-Ninth Annual Meeting
October 11 – 14, 2023
[Location TBD]**