

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

Seventy-Eighth Annual Meeting

Program

**Hyatt Regency Jacksonville Riverfront
Jacksonville, Florida**

October 12 – 15, 2022

October 12, 2022

Dear Colleagues:

Welcome to Jacksonville and the 78th Annual Meeting of the National Association of Schools of Art and Design. The Executive Committee, 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,



Sally McRorie
President

SM:jp

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Reston, Virginia 20190
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NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

78th Annual Meeting

October 12 – 15, 2022

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NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

78th Annual Meeting

October 12 – 15, 2022

Commission Activities

PLEASE NOTE:

- *These sessions are for Commission on Accreditation members only.*

Saturday, October 8

12:00 noon MATERIALS AVAILABLE Daytona (3)

Sunday, October 9

9:00 a.m. – 5:00 p.m. COMMISSION ON ACCREDITATION Daytona (3)

Monday, October 10

9:00 a.m. – 5:00 p.m. COMMISSION ON ACCREDITATION Daytona (3)

Tuesday, October 11

9:00 a.m. – 5:00 p.m. COMMISSION ON ACCREDITATION Daytona (3)

Wednesday, October 12

9:00 a.m. – 5:00 p.m. COMMISSION ON ACCREDITATION Daytona (3)

Thursday, October 13

9:00 a.m. – 12:00 noon COMMISSION ON ACCREDITATION Daytona (3)

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

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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** **Grand Foyer (2)**

1:00 p.m. – 5:30 p.m. **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION** **Clearwater (3)**
(Continued on Thursday 8:00 a.m. – 1:15 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. – 1:10 p.m. **Introductions and Orientation**
Moderator: Peg Faimon, Indiana University

1:10 p.m. – 1:15 p.m. **Welcome from the President of NASAD**
Sally McRorie, Florida State University

1:15 p.m. – 2:30 p.m. **Goals, Planning, and Time Management**
This session will focus on the value of and suggested procedures for establishing realistic goals and objectives that serve as the basis for effective long-range planning and enable realistic considerations that govern the productive use of time.

The work of the art and design administrator today requires an awareness of the necessity for careful and balanced cultivation among multiple constituencies.

Therefore, goal setting becomes a necessary and effective way to establish personal, institutional, and community priorities. When successful, this effort lays the groundwork for and focuses planning initiatives. Successful administrators are able to set goals, plan, and manage time—and understand the relationships between and among these three important aspects. Establishing a firm foundation based on carefully articulated goals enhances the administrator’s ability to develop

Wednesday, October 12 (Continued)

1:00 p.m. – 5:30 p.m.

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

Clearwater (3)

1:15 p.m. – 2:30 p.m.

Goals, Planning, and Time Management (Continued)

multiple skills and acquire detailed subject matter knowledge that will assist to address efficiently and effectively the 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.

Presenter: Troy Richards, Fashion Institute of Technology

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: Dana Clancy, Boston University

4:15 p.m. – 5:30 p.m.

Managing and Evaluating Personnel

A key element of administration is personnel management. For art/design administrators, this means 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

Wednesday, October 12 (Continued)

- 1:00 p.m. – 5:30 p.m. **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION (Continued)** **Clearwater (3)**
- 4:15 p.m. – 5:30 p.m. **Managing and Evaluating Personnel (Continued)**
- 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.
- Presenter:* Todd S. Jokl, Rochester Institute of Technology
- 5:30 p.m. **Recess until Thursday at 8:00 a.m.**
- 3:30 p.m. – 5:30 p.m. **PRE-MEETING WORKSHOP: THE NASAD HANDBOOK—WORKING WITH NATIONAL STANDARDS AND GUIDELINES** **Grand 2&3 (2)**
- This workshop is designed for 1) individuals attending the 2022 NASAD *Workshop for Visiting Evaluators*, 2) individuals attending the 2022 NASAD *Workshop for Experienced Evaluators*, 3) currently trained NASAD visiting evaluators, 4) representatives from institutions scheduled for NASAD comprehensive accreditation reviews within the next three years, and as well for individuals who will have the responsibility for leading the accreditation process and/or writing Self-Studies, and 5) individuals preparing materials for review by the Commission on Accreditation. The primary focus of the workshop will be the *NASAD Handbook* and will include a discussion of the *Constitution, Bylaws, Rules of Practice and Procedures, Code of Ethics, Standards for Accreditation, and Handbook Appendices*. Attendees will devote a substantial amount of time to discussing the standards—including the role they play in NASAD evaluative review processes and their application.
- (Please note: Individuals attending the Workshop for Visiting Evaluators and Workshop for Experienced Evaluators [Thursday, October 13, from 9:00 a.m.–5:00 p.m.] and the Briefing for Evaluators [Thursday, October 13, from 1:15 p.m. to 2:30 p.m.] are asked to attend this session in preparation for these invitational training sessions.)*
- Presenters:* Christina O. Lindholm, Virginia Commonwealth University
James A. Hopfensperger, Western Michigan University
- Staff Resource:* Stacy R. Fletcher, NASAD National Office

Thursday, October 13

- 8:00 a.m. – 6:00 p.m. **ANNUAL MEETING REGISTRATION** **Grand Foyer (2)**
- 8:00 a.m. – 1:15 p.m. **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION (Continued from Wednesday)** **Clearwater (3)**
- 8:00 a.m. – 9:15 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; and 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

Thursday, October 13 (Continued)

8:00 a.m. – 1:15 p.m. **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO
ART AND DESIGN HIGHER EDUCATION ADMINISTRATION (Continued)** **Clearwater (3)**

8:00 a.m. – 9:15 a.m. **Working with the Faculty (Continued)**

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

9:30 a.m. – 10:45 a.m. **Community Relations and Fundraising**

Many successful art and design administrators maintain extensive contacts in their local and regional communities. These contacts can prove valuable when interests in developing institution/community collaborations arise. They can also provide opportunities to develop and cultivate beneficial fundraising relationships. Fundraising, once solely the purview of the upper administration, is now a challenge and responsibility which the art/design administrator must face.

This session will consider the strong relationship between community relations and fundraising. It will consider how presentations of art and design, relationships with arts programs in the public and private schools, and the development of community support groups can enhance fundraising opportunities. Methodologies for connecting educational goals and objectives with community development goals will be explored.

Presenter: Kurt T. Steinberg, Montserrat College of Art

11:00 a.m. – 12:15 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

Thursday, October 13 (Continued)

8:00 a.m. – 1:15 p.m. **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO
ART AND DESIGN HIGHER EDUCATION ADMINISTRATION (Continued)** **Clearwater (3)**

11:00 a.m. – 12:15 p.m. **Financial Management (Continued)**

fiscal policies and procedures; and ways to approach fiscal stability in order to ensure the ongoing financial viability of the institution or unit.

Presenter: Cheryl Carreno, Tyler School of Art and Architecture at Temple University

Moderator: Susan E. Cahan, Tyler School of Art and Architecture at Temple University

12:15 p.m. – 1:15 p.m. **Box Lunch and Open Conversation with Individuals Grand Foyer (2)**
**Attending the New and Seasoned Administrators’
Workshops and Members of the NASAD Board of Directors**

Board Members: Susan E. Cahan, Tyler School of Art and Architecture at Temple University

Chris Garvin, University of South Florida

8:00 a.m. – 1:15 p.m. **PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS** **St. Johns (3)**

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

8:00 a.m. – 12:15 p.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.

Facilitators: Susanne Floyd Gunter, Converse University
Charles Kanwischer, Bowling Green State University

12:15 p.m. – 1:15 p.m. **Box Lunch and Open Conversation with Individuals Grand Foyer (2)**
**Attending the New and Seasoned Administrators’
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Board Members: Susan E. Cahan, Tyler School of Art and Architecture at Temple University

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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** **Grand Foyer (2)**

9:00 a.m. – 5:00 p.m. **WORKSHOP FOR VISITING EVALUATORS** **Orlando (3)**

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. Standards and guidelines located in the NASAD *Handbook* 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. Attendees will have the opportunity using case study materials to consider various scenarios that may arise during on-site reviews.

(Please note: This session is by invitation only. Representatives from accredited institutional members interested in becoming NASAD evaluators are encouraged to contact the National Office staff for consideration for training in 2023.)

(Please note: Individuals attending this training session are asked to participate in the Pre-Meeting Workshop: The NASAD Handbook—Working with National Standards and Guidelines on Wednesday, October 12, 2022, from 3:30 p.m.–5:30 p.m.)

(Please note: A box lunch will be provided to all Workshop for Visiting Evaluators participants.)

Facilitators: Carolyn Staples, University of Tennessee
Jed Jackson, University of Memphis

9:00 a.m. – 5:00 p.m. **WORKSHOP FOR EXPERIENCED EVALUATORS** **City Terrace 12 (3)**

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. The role and responsibilities of the visiting team chair will be discussed. Detailed expectations regarding the review of Self-Studies, the on-site visit, and the Visitors' Report will be reviewed. Attendees will have the opportunity using case study materials to consider various scenarios that may arise during on-site reviews.

(Please note: This session is by invitation only. Representatives from accredited institutional members interested in becoming NASAD in becoming NASAD evaluators are encouraged to contact the National Office staff for consideration for training in 2023.)

(Please note: Individuals attending this training session are asked to participate in the Pre-Meeting Workshop: The NASAD Handbook—Working with National Standards and Guidelines on Wednesday, October 12, 2022, from 3:30 p.m.–5:30 p.m.)

(Please note: A box lunch will be provided to all Workshop for Experienced Evaluators participants.)

Facilitators: Christina O. Lindholm, Virginia Commonwealth University
James A. Hopfensperger, Western Michigan University

Thursday, October 13 (Continued)

11:45 a.m. – 12:15 p.m. **BRIEFING FOR FACILITATORS, MODERATORS, AND RECORDERS** **Grand 3 (2)**

This briefing will provide 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.

Facilitator: Greg Watts, Cleveland Institute of Art

Staff Resource: Stacy R. Fletcher, NASAD National Office

12:15 p.m. – 1:15 p.m. **EXECUTIVE COMMITTEE LUNCHEON MEETING** **Boardroom 3 (3)**

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

1:15 p.m. – 2:30 p.m. **AN ORIENTATION TO NASAD: BRIEFING ON STRUCTURES AND SERVICES** **City Terrace 4 (3)**

This session will address NASAD's functional role as an independent accrediting organization, with particular focus on its structural and organizational connections to institutional (regional and national), and other specialized accrediting bodies; state and federal governing bodies; and 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: Stephen Cannistraci, NASAD National Office

1:15 p.m. – 2:30 p.m. **ANNUAL REPORTING REQUIREMENTS:
ACCREDITATION AUDIT, AFFIRMATION STATEMENT,
SUPPLEMENTAL ANNUAL REPORT, HEADS DATA SURVEY** **Grand 1 (2)**

This session will provide an overview of specific reporting requirements for NASAD member institutions including the Accreditation Audit, Affirmation Statement, Supplemental Annual Report, and the HEADS Data Survey, and an in-depth review of procedures for online submission of the HEADS Data Survey for degree-granting institutions. A section-by-section overview of the Survey will explain in detail the Survey submission process, types of data collected, and collection mechanisms. Time for questions will be provided.

Presenter: Nora R. Hamme, NASAD National Office

1:15 p.m. – 2:30 p.m. **BRIEFING: FEDERAL ISSUES FOR ART AND DESIGN ADMINISTRATORS** **Grand 2 (2)**

Under the law, the federal government does not control higher education. However, the federal government does play a major role in developing conditions for the work of higher education, primarily through laws and regulations defining conditions for institutional participation in grant and student loan programs, and tax policies that influence economic conditions affecting education and the arts.

Following a brief introduction to the higher education and policy landscapes, this session will address the current political climate; various pressures on institutions; and current and prospective federal policies, laws, and regulations affecting higher education and the arts. This briefing will take a non-partisan policy analysis approach, looking at the ramifications and costs of various options and probabilities. Time for questions and discussion will be provided.

Presenter: Stacy R. Fletcher, NASAD National Office

1:15 p.m. – 2:30 p.m. **BRIEFING FOR NASAD EVALUATORS** **Grand 3 (2)**

This annual briefing is offered for individuals currently trained and serving as NASAD visiting evaluators. It will provide an opportunity for evaluators to refresh their knowledge of NASAD

Thursday, October 13 (Continued)

1:15 p.m. – 2:30 p.m. **BRIEFING FOR NASAD EVALUATORS (Continued)** **Grand 3 (2)**

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. Representatives from accredited institutional members interested in becoming NASAD evaluators are encouraged to contact the National Office staff for consideration for training in 2023.)

(Please note: Individuals attending this training session are asked to participate in the Pre-Meeting Workshop: The NASAD Handbook—Working with National Standards and Guidelines on Wednesday, October 12, 2022, from 3:30 p.m.–5:30 p.m.)

Presenter: Karen P. Moynahan, NASAD National Office

2:45 p.m. – 5:45 p.m. **THE ROLE THE ARTS CAN PLAY IN ADDRESSING HEALTH AND WELL-BEING CHALLENGES FACED BY THE ACADEMY TODAY** **Grand 4 (2)**

The mental health and well-being of art and design students, faculty, and administrators has become increasingly important within postsecondary education; the need to consider and react to national conditions during these past years has become paramount. For each of these three groups, 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 of these effects remain uncertain and ever-changing.

Students enrolled in collegiate programs of study 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 individual connections that may have been impossible to sustain during the pandemic due to lockdowns and closures. A separation from art and design and/or artmaking may have arisen given the isolation of online learning, coupled with a lack of the opportunities to synthesize information that arise naturally during multi-dimensional, in-person learning experiences. In addition, this may be coupled 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. To make matters worse, not all students are aware of opportunities for assistance that exist or, if they are, there may be a reluctance to reach out. 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 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.

Thursday, October 13 (Continued)

2:45 p.m. – 5:45 p.m.

THE ROLE THE ARTS CAN PLAY IN ADDRESSING HEALTH AND WELL-BEING CHALLENGES FACED BY THE ACADEMY TODAY (Continued)

Grand 4 (2)

Although different in nature, faculty members and administrators too are grappling with a wide range of challenges and pressures. Throughout these last 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—all during periods of great uncertainty. 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 and risk of unfolding issues. 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. Additionally, new and ever-changing issues can distract administrators from basic 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 described above may/will affect the capacity of individuals 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 the role the arts disciplines play as catalysts for the promotion of individual, organizational, and community well-being; 2) moderated roundtable discussion groups 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 a distillation of the topics discussed.

In addition to the issues outlined above, participants will consider questions such as: What conditions must prevail if an institution is to mount a campus-wide approach that not only addresses the current needs of students, faculty, and administration, but as well, encourages 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, and 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 whom? This session will examine how work in and access to aspects of the arts can assist art/design administrators to address current health and well-being challenges, and explore how successful outcomes may be used to inform both approaches and decision-making processes in higher education.

2:45 p.m. – 3:30 p.m.

Presentation of Salient Issues

Presenters: Ferol Carytsas, Center for Arts and Medicine, College of the Arts,
University of Florida
Jenny Baxley Lee, UF Health Shands Arts in Medicine,
University of Florida
Tina Mullen, Center for Arts and Medicine, College of the Arts,
University of Florida
Moderator: Jade Jewett, California State University, Fullerton

Thursday, October 13 (Continued)

2:45 p.m. – 5:45 p.m. **THE ROLE THE ARTS CAN PLAY IN ADDRESSING** **Grand 4 (2)**
HEALTH AND WELL-BEING CHALLENGES FACED BY THE ACADEMY TODAY (Continued)

3:45 p.m. – 4:45 p.m. **Roundtable Discussion by State/Region**

Each roundtable discussion group will consider issues as they pertain to student, faculty, and administrator health and wellness, formulating scenarios, strategies, and creative approaches that can assist institutions not only to prepare for and deftly manage current issues related to well-being, but to work proactively to advance efforts that promote success for all involved.

Discussion groups will be organized as follows:

Roundtable 1 **Grand 1 (2)**

Arizona, California, Nevada, Utah

Moderator: Jeffrey Hanson, Southern Utah University

Recorder: Laurie Gatlin, California State University, Long Beach

Roundtable 2 **Grand 2 (2)**

Alaska, Colorado, Idaho, Kansas, Minnesota, Montana, Nebraska, North Dakota, Oregon, South Dakota, Washington, Wyoming

Moderator: Cory Knedler, University of South Dakota

Recorder: Deanne Pytlinski, Metropolitan State University of Denver

Roundtable 3 **Grand 3 (2)**

Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Moderator: Michael Henderson, Sam Houston State University

Recorder: Summer Bruch, Arkansas Tech University

Roundtable 4 **Clearwater (3)**

Illinois, Iowa, Missouri, Wisconsin

Moderator: Kathleen M. Myers, Western Illinois University

Recorder: Charles E. Boone, College of DuPage

Roundtable 5 **St. Johns (3)**

Alabama, Kentucky, Mississippi, Tennessee, Virginia, West Virginia

Moderator: Kathryn Jill Johnson, University of Alabama in Huntsville

Recorder: Nathaniel Allen, Alabama State University

Roundtable 6 **Daytona (3)**

Indiana, Michigan, Ohio

Moderator: Janice Troutman, University of Akron

Recorder: Rebecca Coffman, Purdue University Fort Wayne

Roundtable 7 **River Terrace 2 (3)**

Florida, Georgia, North Carolina, Puerto Rico, South Carolina

Moderator: Alain Hentschel, St. Johns River State College

Recorder: Sandra Singletary, Lander University

Roundtable 8 **City Terrace 4 (3)**

Delaware, Maryland, Pennsylvania, Washington D.C.

Moderator: Susan E. Cahan, Tyler School of Art and Architecture at Temple University

Recorder: Tendai Johnson, Montgomery College

Thursday, October 13 (Continued)

2:45 p.m. – 5:45 p.m. **THE ROLE THE ARTS CAN PLAY IN ADDRESSING HEALTH AND WELL-BEING CHALLENGES FACED BY THE ACADEMY TODAY (Continued)** **Grand 4 (2)**

3:45 p.m. – 4:45 p.m. **Roundtable Discussion by State/Region (Continued)**

Roundtable 9

City Terrace 11 (3)

New Jersey, New York

Moderator: Troy Richards, Fashion Institute of Technology

Recorder: Kenneth Marchione, Munson-Williams-Proctor Arts Institute

Roundtable 10

City Terrace 9 (3)

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Moderator: Dana Clancy, Boston University

Recorder: Shawn G. Parker, Community College of Rhode Island

5:00 p.m. – 5:45 p.m. **Sharing Potential Approaches and Solutions** **Grand 4 (2)**

Recorders from each discussion group will present brief summary reports which will provide overviews of the salient issues discussed, as well as ideas for consideration. Time for open discussion will be provided.

Presenters: Ferol Carytsas, Center for Arts and Medicine, College of the Arts, University of Florida

Jenny Baxley Lee, UF Health Shands Arts in Medicine, University of Florida

Tina Mullen, Center for Arts and Medicine, College of the Arts, University of Florida

Moderator: Jade Jewett, California State University, Fullerton

5:45 p.m. – 6:45 p.m. **RECEPTION FOR THE ASSOCIATION** **Grand Foyer (2)**
(Please note: This event includes a cash bar.)

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

6:15 p.m. – 6:30 p.m. **BOARD OF DIRECTORS NEW MEMBER ORIENTATION** **Boardroom 4 (3)**
(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** **Boardroom 4 (3)**
(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** **Grand Foyer (2)**

7:15 a.m. – 8:30 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Grand Foyer (2)**

8:30 a.m. – 9:45 a.m. **PLENARY SESSION: BUSINESS MEETING** **Grand 4 (2)**

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

Friday, October 14 (Continued)

- 8:30 a.m. – 9:45 a.m. **PLENARY SESSION: BUSINESS MEETING (Continued)** **Grand 4 (2)**
- 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
- 10:00 a.m. – 11:00 a.m. **KEYNOTE ADDRESS TO THE ASSOCIATION** **Grand 4 (2)**
- NASAD Citation:* Patricia A. Moore, MooreDesign Associates
- Speaker:* Patricia A. Moore, MooreDesign Associates
- Title:* Creating A New Norm: Re-Defining, Re-Imagining, Re-Surg-ing by Design
- Moderator:* Sally McRorie, Florida State University
- 11:15 a.m. – 12:30 p.m. **THE ROLES AND VALUES OF STUDIO CRITIQUES** **Grand 4 (2)**
- In yesterday’s session which focused in part on the 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 knowledge and expertise.
- During this session, attendees, guided by the presenters, 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 roles 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 will engage in conversation moderated by the panelists, during which time the assembly 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.
- Panelists:* Sarah Nance, Southern Methodist University
 Ebitenyefa Baralaye, College for Creative Studies
 Anthony Warnick, Kansas State University
- Moderator:* Kate Bonansinga, University of Cincinnati

Friday, October 14 (Continued)

- 12:30 p.m. – 1:45 p.m. **LUNCHEON FOR THE ASSOCIATION** **Grand 1/2/3 (2)**
- Speaker:* Charles J. Bruce, M.D., Mayo Clinic Jacksonville
Title: An Innovator’s Journey: Inspiring, Building, Leveraging—
How You Can Impact Millions
Moderator: Sally McRorie, Florida State University
- 2:00 p.m. – 3:30 p.m. **A CONVERSATION WITH THE KEYNOTE SPEAKER** **St. Johns (3)**
- Participants will have the opportunity to explore in further depth the issues and ideas that were introduced during the keynote address, pose questions, and engage in direct conversation with the keynote speaker.
- Speaker:* Patricia A. Moore, MooreDesign Associates
Moderator: Sally McRorie, Florida State University
- 2:00 p.m. – 3:30 p.m. **DESIGN STUDY—CONSIDERING THE CHALLENGES AHEAD** **Grand 4 (2)**
- Rapid changes in the things designers make, and the processes through which they make them, present new challenges for collegiate design programs. We live in a dynamic information and service economy that is increasingly dependent on socio-technical *systems*, not on the freestanding messages, objects, and spaces of the past. A world where data are a “material” asks designers to do more than simply convert physical things to screens. To remain relevant, professional degree programs must prepare their graduates to design at the level of systems as well as for time horizons beyond the next edition.
- These changes in design practice are not only technological, they are also social and environmental, and present economic implications. They call for participatory methods and theories of change informed by national, regional, and local issues. The business of design is now the design of business; it addresses organizational purpose, governance, and infrastructure. And it is through these deeper, slower changing levels that design makes substantive and sustainable contributions to a global future.
- It is not clear that the twentieth-century academic response to industrial-era problems has embraced with intention the task of preparing design students for this new context. Modernist curricular principles are embedded in today’s professional design programs, such that many faculty see them as *natural*, rather than *constructed* to meet the conditions of another time. Despite compelling evidence of declining employment in the kinds of work they were designed to support and enrollment competition from less expensive micro-credentialing programs that fill the gap, these curricular practices persist.
- This session will explore new competencies intended to enable design graduates to evolve with current and emerging conditions for design practice. It will interrogate longstanding curricular and pedagogical approaches for their continuing relevance to the professional context and their impact on the strategic environment for degree programs. Discussions with attendees will explore the opportunities and implications of change for programs and their institutions.
- Presenter:* Hugh Dubberly, Dubberly Design Office
Moderator: Matt Greenwell, University of Tennessee at Chattanooga
- 3:45 p.m. – 5:15 p.m. **BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES** **Clearwater (3)**
- NASAD maintains an extensive library of supplemental publications designed to assist member institutions. These publications touch upon issues including faculty work, promotion, and tenure; the duties of administrators; planning and future analysis; assessment; and communication with others which explain the principles, aspirations, and suggested considerations for the development of effective and quality programs in art and design. This session will include a brief

Friday, October 14 (Continued)

- 3:45 p.m. – 5:15 p.m. **BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES (Continued)** **Clearwater (3)**
- look at the NASAD website, highlighting the location of various online resources designed to assist institutions to develop and maintain effective and high-level programs in art and design.
- Presenter:* Stacy R. Fletcher, NASAD National Office
- 3:45 p.m. – 5:15 p.m. **COMMUNICATING WITH THE COMMISSION:
CREATING EFFECTIVE WRITTEN ACCREDITATION MATERIALS** **St. Johns (3)**
- 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 addressing 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 who are in the process of developing materials for Commission review and for those who plan to develop materials for review in the future.
- Presenters:* Jennifer Krantz, Milwaukee Institute of Art and Design
James Sullivan, Southern Methodist University
- Staff Resource:* Stephen Cannistraci, NASAD National Office
- 3:45 p.m. – 5:15 p.m. **AN OPEN CONVERSATION: ACCOMMODATING THE NEEDS OF STUDENTS** **Grand 3 (2)**
- This facilitated session will provide to attendees an opportunity to explore and discuss with their colleagues the topic of student accommodations, specifically trends observed as they pertain to the education and training of art and design students and approaches which can be employed by institutions to address student needs and assist students to complete successfully their courses of study. Consideration will be given to the necessity for institutions to craft and implement policies that are ethical, attentive to state and federal requirements, and effective.
- Presenter:* Clair Harris, Ringling College of Art and Design
Moderator: Beth Elicker, Maine College of Art and Design
- 3:45 p.m. – 5:15 p.m. **THE UNDERGRADUATE DEGREE:
FACILITATING DESIGN, REVIEW, AND IMPLEMENTATION** **Grand 4 (2)**
- 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.

Friday, October 14 (Continued)

3:45 p.m. – 5:15 p.m. **THE UNDERGRADUATE DEGREE: FACILITATING DESIGN, REVIEW, AND IMPLEMENTATION (Continued)** **Grand 4 (2)**

(Please note: Individuals attending this session may wish to attend the Pre-Meeting Workshop: The NASAD Handbook—Working with National Standards and Guidelines on Wednesday, October 12, 2022, from 3:30 p.m.–5:30 p.m.)

Presenter: Karen P. Moynahan, NASAD National Office

3:45 p.m. – 5:15 p.m. **USING HEADS STATISTICAL DATA FOR INSTITUTIONAL PLANNING AND PROJECTION** **Grand 1 (2)**

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 degree-granting HEADS Data Summaries (the aggregate reports compiled annually from HEADS Data Surveys), the use of HEADS Data Summaries and Special Reports for comparison among specific peer institutions, and potential uses for HEADS data in administrative planning.

Presenter: Nora R. Hamme, NASAD National Office

5:15 p.m. – 6:30 p.m. **RECEPTION FOR THE ASSOCIATION** **River Terrace 1 (3)**
(Please note: This event includes a cash bar.)

6:30 p.m. – 9:00 p.m. **BOARD OF DIRECTORS DINNER AND SEMINAR MEETING** **Boardroom 4 (3)**
(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** **Grand Foyer (2)**

7:15 a.m. – 8:45 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Grand Foyer (2)**

7:30 a.m. – 8:45 a.m. **EXECUTIVE COMMITTEE BREAKFAST AND MEETING** **Mathews (4)**
(Please note: This event is for Executive Committee members only.)

8:00 a.m. – 12:30 p.m. **WORKSHOP: PREPARING FOR NASAD EVALUATION** **Grand 1&2 (2)**

This session will provide information and guidance concerning the self-study and visitation processes for members whose institutions are to be visited in the next two to three 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 addressed during this nuts-and-bolts session. All interested individuals are welcome.

(Please note: Individuals attending this training session may wish to attend the Pre-Meeting Workshop: The NASAD Handbook—Working with National Standards and Guidelines on Wednesday, October 12, 2022, from 3:30 p.m.–5:30 p.m.)

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

Presenter: Nora R. Hamme, NASAD National Office

Saturday, October 15 (Continued)

9:00 a.m. – 10:45 a.m. **DIALOGUE SESSION** **City Terrace 12 (3)**

This dialogue session will provide an opportunity for attendees to meet with the Chair of the NASAD Commission on Accreditation. The session is intended to offer opportunities for open and informative discussion. Although the Commission Chair will be unable to comment on accreditation actions or issues specific to a particular institution, questions pertaining to accreditation policy and procedures will be addressed, and suggestions with regard to NASAD standards and accreditation procedures will be welcomed.

Commission Chair: Matt Greenwell, University of Tennessee at Chattanooga
Staff Resource: Karen P. Moynahan, NASAD National Office

9:00 a.m. – 10:45 a.m. **ADVOCACY AT THE READY: DEVELOPING AND SUSTAINING AN EFFECTIVE CAMPAIGN** **St. Johns (3)**

Art and design administrators today face pressures resulting from relentless challenges which question the value of discipline-specific study in the fields of art and design. These pressures result from a number of conditions; paramount among them is the propensity of upper administrators to focus predominantly on appealing indicators such as return on investment and enhanced prestige in considerations which guide decision-making pertaining to the availability of support offered for discipline-specific study. Accordingly, the flexibility to allocate resources, which may result in financial gains, or at least minimal loss, can play a large part in decision-making processes which pertain to postsecondary degree offerings and their continuation.

In light of these pressures, art and design administrators are faced with the need to advocate constantly and constructively for their disciplines. This requires the creation and maintenance of campaigns that stand at the ready to be proactively and reactively deployed—campaigns that describe, discuss, and defend the value of art and design study. The end goal is to assist others to develop and embrace an understanding of the inestimable value of study in the fields of art and design, and the contributions made by those with expertise in art and design.

The presenters will frame the outline and flesh out key talking points that must be developed and used when engaging in conversations with institutional leadership, community members, and the public. While the goal of advocacy efforts remains the same—to support, promote, advance, and protect art and design study at the collegiate level—the need to vary approaches and delivery methods depending upon the audience addressed and the issues at hand is necessary. As examples, effective advocacy campaigns must be couched in the “language” of the listener, they must confirm genuinely an understanding of and empathy for the challenges faced, they must result in a “win/win” or “do no harm” outcome for all involved, such that the results of the initiative contribute to the greater good—the students, the unit, the institution, and the community as appropriate. It is incumbent upon the creators of art and design campaigns to emphasize why, and that, art and design study and the positive results to which it leads, are indispensable aspects of institution-wide plans.

Attendees will consider the following: What benefits are derived from the initiatives of the art and design unit and art and design study—for students, the institution, the community, the region, and possibly beyond? What is the economic impact of graduates on the local economy? How should advocacy campaigns be introduced, delivered, and nurtured? What is the ongoing role of the art and design executive in maintaining attention to the needs of the art and design unit and its students, faculty, and staff? When must the current campaign be modified to keep the listener engaged/interested? Attendees will explore these issues, developing a broad set of talking points and approaches which may assist them to address specific issues faced by individual institutions. Attendees will also have the opportunity to share successful and unsuccessful practices, which may assist others to shape their campaigns in effective and productive ways.

Saturday, October 15 (Continued)

- 9:00 a.m. – 10:45 a.m. **ADVOCACY AT THE READY: DEVELOPING AND SUSTAINING AN EFFECTIVE CAMPAIGN (Continued)** **St. Johns (3)**
- Presenters:* Emily Stokes-Rees, Syracuse University
Chris Garvin, University of South Florida
Moderator: John Eric Ligon, University of North Texas
- 9:00 a.m. – 10:45 a.m. **ADDRESSING THE NEEDS OF INDIVIDUALS WITH DISABILITIES: FRAMING THE ISSUES** **Grand 3 (2)**
- According to 2019 U.S. Census Bureau data, approximately 22.5% Americans today (74.7 million) are living with at least one disability. The Bureau categorizes these difficulties as: ambulatory, cognitive, hearing, independent living, self-care, and vision. Although advancements continue which result in the enhancement of the quality of life for many, barriers exist which often prohibit individuals with disabilities from taking full advantage of various services, activities, and opportunities.
- This session will frame the issues, first, by exploring the nature and function of several existing approaches in play at the present time, such as human-centered design, user-centered design, and universal design; and second, by engaging attendees in open conversation intended to broaden perspectives, deepen awareness, and spur consideration of how collegiate experiences and opportunities may be created, or if existing, enhanced, such that student interest and engagement is heightened, and knowledge and skills advanced. Considerable time for questions and dialogue will be provided.
- Presenters:* Chris Downey, Architecture for The Blind, San Francisco
Moderator: John Drew, California State University, Fullerton
- 11:00 a.m. – 12:30 p.m. **ROUNDTABLE FOR COMMUNITY AND TWO-YEAR COLLEGES** **City Terrace 12 (3)**
- 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, and credit-hour transfer between 2- and 4-year institutions. Participants will be encouraged to share information and issues of concern faced in their daily work, as well as initiatives and successes. Attendance is open to all interested individuals.
- Moderator:* David Hanlon, Saint Louis Community College at Meramec
- 11:00 a.m. – 12:30 p.m. **OPEN FORUM: FAITH-RELATED INSTITUTIONS** **Clearwater (3)**
- This session is designed to provide a forum where ideas and concerns relevant to faith-related institutions may be explored and discussed. Attendance is open to all interested individuals. Participants may wish to give consideration to topics of interest in advance.
- Moderator:* Lee Benson, Union University
- 11:00 a.m. – 12:30 p.m. **OPEN FORUM: HISTORICALLY BLACK INSTITUTIONS** **St. Johns (3)**
- This session is designed to provide a forum where ideas and concerns relevant to historically Black institutions may be explored and discussed. Attendance is open to all interested individuals. Participants may wish to give consideration to topics of interest in advance.
- Moderator:* Jimmy Mumford, Middle Tennessee State University
- 11:00 a.m. – 12:30 p.m. **ROUNDTABLE FOR INDEPENDENT ART AND DESIGN INSTITUTIONS** **City Terrace 11 (3)**
- 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

Saturday, October 15 (Continued)

11:00 a.m. – 12:30 p.m. **ROUNDTABLE FOR INDEPENDENT ART AND DESIGN INSTITUTIONS** **City Terrace 11 (3)**
(Continued)

planning, allocation of resources, curricular planning and programming, connecting with the community, mergers and acquisitions, and higher education law and regulation will be addressed, 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.

Moderator: Paige Williams, Art Academy of Cincinnati

11:00 a.m. – 12:30 p.m. **ROUNDTABLE FOR SMALL ART AND DESIGN UNITS** **Grand 3 (2)**

Administrators from small art/design units, typically with fewer than 100 majors, will have the opportunity to discuss topics of specific relevance or concern with 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.

Moderator: Anne Toner, Northwest College

12:30 p.m. **ADJOURNMENT OF THE 78th NASAD ANNUAL MEETING**

**NASAD Seventy-Ninth Annual Meeting
October 11 – 14, 2023
Hyatt Regency St. Louis at The Arch
St. Louis, Missouri**

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

78th Annual Meeting

October 12 – 15, 2022

NASAD Annual Meetings

Over the years, the NASAD Annual Meeting has become an important and helpful gathering for visual artists and designers in the higher education community. As the Association continues to grow, the Annual Meeting continues to evolve to meet new conditions and emerging interests of the membership. This document presents the factors that are considered in planning and operating Annual Meetings.

Purpose

The NASAD Annual Meeting is primarily concerned with professional development for individuals with executive responsibilities in institutions that educate and train visual artists and designers. The Annual Meeting is also the venue for conducting official Association business such as the development and ratification of standards for accreditation, adjustments to NASAD's legal organizational documents, and official meetings of the Board of Directors and Executive Committee. In carrying out these interrelated functions, the Annual Meeting is structured to cover a variety of issues in a variety of formats. The most appropriate format is sought for each discrete issue. Program planners also work to facilitate the informal interchange among art and design executives, which is one of the most important aspects of each meeting.

Host and Management

NASAD hosts and manages its Annual Meeting. This is consistent with the objective position appropriate for an accrediting association. After broad consultation, the Executive Committee establishes specific policies, overall goals, and programs. Once the content and schedule of the meeting have been determined, NASAD staff manages the logistics of preparing and operating the meeting.

Dates

As stipulated in the Bylaws, the NASAD Annual Meeting is held the second or third weekend of October, normally running Thursday through Saturday. This meeting time has been traditional for NASAD for many years, and these dates are coordinated with the NASAD accreditation cycle; the Commission on Accreditation holds its fall meeting prior to each Annual Meeting.

Attendees

NASAD welcomes any individual concerned with visual arts and design issues. The majority of attendees, however, are seasoned executives responsible for the management of visual arts and design programs in higher education. The result is a group who are well traveled, experienced in addressing professional issues, and interested in having as much individual control over their own time as possible. For these reasons, NASAD meeting planners schedule free time in the evenings so that attendees may enjoy specific attractions of the host city on their own schedule.

Program Selection

The Association gathers information from a variety of sources to determine specific content. One of the most important of these is the Annual Meeting questionnaire contained in the Annual Meeting packet and in the Annual Meeting app. This questionnaire may be given to any staff member during the Annual Meeting, mailed to the National Office at any time after you return home, or submitted within the Annual Meeting app. Discussion about Annual Meeting content is also a regular agenda item for the Board of Directors. After careful consideration of all available advice, the Executive Committee of NASAD, in conjunction with the staff, plans the program content of Annual Meetings as far in advance as possible. Normally, the basic outline of an Annual Meeting is structured 12 months prior to its occurrence.

NASAD meeting planners are anxious to feature work of NASAD members related to the professional development objective of the conference as a whole. Outstanding contributions over the years have benefitted NASAD Annual Meeting attendees. Members have been faithful in writing the National Office with Annual Meeting suggestions, which are then placed on the Executive Committee agenda. The Vice President, other members of the Executive Committee, and the staff encourage members to continue and expand this tradition.

Site Selection

NASAD strives for geographical rotation of the meeting site. Many factors go into the selection of a meeting site. However, given the fact that the NASAD Annual Meeting always occurs during a prime meeting season, it is a challenge to obtain hotel space of the quality commensurate with the importance of the meeting at a price that is reasonable for most attendees. For this reason, the Association often meets in smaller cities. Meeting in mid-October in major metropolises using quality hotels would cause our costs to rise considerably.

After expressing its preferences, the NASAD Executive Committee empowers the National Office staff to establish the final Annual Meeting site. The NASAD staff is experienced and successful in finding outstanding hotel values. The staff is also responsible for the success of meeting logistics, and it is thus appropriate that staff should have responsibility for choosing the particular property with which they must work. The staff watches the hospitality industry closely with respect to site opportunities for the NASAD Annual Meeting and maintains a network of contacts with convention and visitors' bureaus, hotel companies, and other association executives. This network provides far more accurate information than any individual experience as a hotel guest. The staff is also balancing negotiations within regions rather than among cities and, when the Executive Committee approves, will forego regional rotation in order to obtain an appropriate rate.

The Association appreciates expressions of interest on the part of members who wish to have their city serve as the site of the Annual Meeting. However, each specific site decision must be made after balancing a variety of factors, including the setting of cost precedents that influence the price of the meeting for years to come.

Tours and Entertainment

NASAD is a growing organization, and as indicated above, this growth has an impact on the structure of the Annual Meeting. Given the combination of a large attendance for a meeting conducted essentially in a seminar format, and the sophistication and independence of most attendees, experience demonstrates that it is not cost-effective to over-schedule tours and entertainment for the whole group of attendees. While specific exceptions exist, the quality of service one receives in large groups is usually not commensurate with the price one pays, particularly in large group food situations. The incredible logistics involved in moving a large group of people to a variety of sites is not the most productive use of the Association's resources, particularly when a significant number of attendees do not wish to have their time so tightly scheduled. The Association particularly wishes to avoid

disappointment for meeting planners and for local hosts who often go to significant trouble in preparation for the membership, only to have less than a fraction of the attendees actually attend an event. As a general policy, the Association offers specific touring opportunities on a pay-as-you-go basis only if such opportunities would not otherwise be available.

A specific NASAD policy governs events at member schools during the Annual Meeting. Consistent with Bylaws statements on Annual Meetings and conflict of interest, the Association welcomes invitations from member schools to open houses, exhibitions, and other events, but will not use Annual Meeting fees or other Association funds to provide transportation or other support for such events.

Finances and Resources

The fee charged for the NASAD Annual Meeting supports all aspects of Annual Meeting operations, including group food services, printing, and the expenses of guests and staff among many other items. As veteran attendees know, the most precious resource expended in preparation for an Annual Meeting is the time of volunteers and staff who work throughout the year on program content and the myriad logistical details involved in a successful conference. The NASAD Executive Committee operates under the principles that our time resources, both among volunteers and staff, should be focused on the substance of the Annual Meeting, and that the primary purpose of the NASAD National Office staff is to concentrate on excellent operation of NASAD's accreditation, professional development, institutional research, and policy analysis efforts. Therefore, staff resources devoted to the preparation of the Annual Meeting are structured to minimize involvement in the heavy logistical requirements of tours and entertainment, and to maximize staff attention to program content. This policy is particularly important as the Association addresses current and future issues of professional education and training.

Information, Suggestions, Participation

For further information, or to make suggestions, please contact the NASAD National Office. Specific program suggestions and requests concerning participation are gratefully received by the Executive Director, who, in turn, places these items before the Executive Committee or the Board of Directors as appropriate. The Association encourages members to communicate with program planners and staff whenever there are questions, concerns, or ideas. Professional development ideas and suggestions about substantive issues are welcomed.

Seventy-Eighth Annual Meeting

National Association of Schools of Art and Design

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