

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

**Seventy-Ninth Annual Meeting**

**Program**

**Hyatt Regency St. Louis at The Arch  
St. Louis, Missouri**

**October 11 – 14, 2023**



October 11, 2023

Dear Colleagues:

Welcome to St. Louis and the 79<sup>th</sup> 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 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, 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, please 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 colored 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,



Greg Watts  
President

GW:abs

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

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

**October 11 – 14, 2023**

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

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

**October 11 – 14, 2023**

## **Commission Activities**

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**PLEASE NOTE:**

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

### **Saturday, October 7**

12:00 noon                      **MATERIALS AVAILABLE**                      **Park View (4<sup>th</sup> Floor)**

### **Sunday, October 8**

9:00 a.m. – 5:00 p.m.                      **COMMISSION ON ACCREDITATION**                      **Park View (4<sup>th</sup> Floor)**

### **Monday, October 9**

9:00 a.m. – 5:00 p.m.                      **COMMISSION ON ACCREDITATION**                      **Park View (4<sup>th</sup> Floor)**

### **Tuesday, October 10**

9:00 a.m. – 5:00 p.m.                      **COMMISSION ON ACCREDITATION**                      **Park View (4<sup>th</sup> Floor)**

### **Wednesday, October 11**

9:00 a.m. – 5:00 p.m.                      **COMMISSION ON ACCREDITATION**                      **Park View (4<sup>th</sup> Floor)**

### **Thursday, October 12**

9:00 a.m. – 12:00 noon                      **COMMISSION ON ACCREDITATION**                      **Park View (4<sup>th</sup> Floor)**

# NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

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

October 11 – 14, 2023

### **Pre-Meeting Workshops**

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#### **PLEASE NOTE:**

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

#### **Wednesday, October 11**

10:00 a.m. – 6:00 p.m. **ANNUAL MEETING REGISTRATION** **Grand Registration Office (4<sup>th</sup> Floor)**

1:00 p.m. – 5:30 p.m. **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION** **Gateway West (18<sup>th</sup> Floor)**  
*(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**

Greg Watts, Cleveland Institute of Art

1:15 p.m. – 2:30 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

**Wednesday, October 11 (Continued)**

1:00 p.m. – 5:30 p.m.    **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION**    **Gateway West (18<sup>th</sup> Floor)**  
(Continued)

*(Please note: A separate fee is required, and advance registration is recommended for this Pre-Meeting Workshop.)*

1:15 p.m. – 2:30 p.m.    **Managing and Evaluating Personnel (Continued)**

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 appropriate professional distance, necessary confidentiality, and levels 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

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



**Wednesday, October 11 (Continued)**

1:00 p.m. – 5:30 p.m.    **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION**    **Gateway West (18<sup>th</sup> Floor)**  
(Continued)

*(Please note: A separate fee is required, and advance registration is recommended for this Pre-Meeting Workshop.)*

2:45 p.m. – 4:00 p.m.    **Working with the Academic Community (Continued)**

springboards, providing opportunities for attendees to discuss the myriad leadership 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.    **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 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

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—**    **Gateway East (18<sup>th</sup> Floor)**  
**WORKING WITH NATIONAL STANDARDS AND GUIDELINES**

This workshop is designed for 1) individuals attending the 2023 NASAD *Workshop for Visiting Evaluators*, 2) individuals attending the 2023 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 individuals who will have the responsibility for leading the accreditation process and/or writing Self-Studies, and 5) individuals preparing materials

## Wednesday, October 11 *(Continued)*

3:30 p.m. – 5:30 p.m.    **PRE-MEETING WORKSHOP: THE NASAD HANDBOOK—  
WORKING WITH NATIONAL STANDARDS AND GUIDELINES**    **Gateway East (18<sup>th</sup> Floor)**  
*(Continued)*

for review by the Commission on Accreditation. The primary focus of the workshop will be the *NASAD Handbook* and will include discussion of the *Constitution, Bylaws, Rules of Practice and Procedure, Code of Ethics, Standards for Accreditation, and 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. Attendees will have the opportunity, using case study materials, to consider various scenarios which will explore the application of standards and guidelines.

*(Please note: Individuals attending the Workshop for Visiting Evaluators or Workshop for Experienced Evaluators [Thursday, October 12 from 9:00 a.m.–5:00 p.m.], and/or the Briefing for Evaluators [Thursday, October 12 from 1:15 p.m. to 2:30 p.m.] are asked to attend this session in preparation for these invitational training sessions.)*

*Presenters:*     James A. Hopfensperger, Western Michigan University  
                         Chris Myers, University of the Arts

*Staff Resource:* Stephen Cannistraci, NASAD National Office

5:30 p.m. – 6:30 p.m.    **RECEPTION FOR PRE-MEETING  
WORKSHOP ATTENDEES**    **Regency Club (17<sup>th</sup> Floor)**  
*(Please note: This event includes a cash bar.)*

All pre-meeting workshop attendees, presenters, and facilitators are invited to this informal reception, which will provide an opportunity for individuals to meet, greet, advance conversations, establish mentor/mentee connections, and cultivate valuable professional relationships with other art and design administrators. Attendees are welcome and encouraged to continue the conversations begun during the day's sessions.

## Thursday, October 12

7:30 a.m. – 6:00 p.m.    **ANNUAL MEETING REGISTRATION**    **Grand Foyer (4<sup>th</sup> Floor)**

8:00 a.m. – 1:15 p.m.    **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO  
ART AND DESIGN HIGHER EDUCATION ADMINISTRATION**    **Gateway West (18<sup>th</sup> Floor)**  
*(Continued from Wednesday)*

*(Please note: A separate fee is required, and advance registration is recommended for this Pre-Meeting Workshop.)*

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 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

## Thursday, October 12 (Continued)

8:00 a.m. – 1:15 p.m. **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION** Gateway West (18<sup>th</sup> Floor)  
(Continued)

*(Please note: A separate fee is required, and advance registration is recommended for this Pre-Meeting Workshop.)*

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

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. **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.

*Presenter:* Kate Bonansinga, University of Cincinnati

11:00 a.m. – 12:15 p.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

**Thursday, October 12 (Continued)**

8:00 a.m. – 1:15 p.m. **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION** Gateway West (18<sup>th</sup> Floor)  
(Continued)

*(Please note: A separate fee is required, and advance registration is recommended for this Pre-Meeting Workshop.)*

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:* Dale Merrill, The Hartt School

12:15 p.m. – 1:15 p.m. **Box Lunch and Open Conversation with Individuals Attending the New and Seasoned Administrators' Workshops and Members of the NASAD Board of Directors** Grand G (4<sup>th</sup> Floor)

*Board Members:* Judy Bullington, Belmont University  
Chris Garvin, University of South Florida

8:00 a.m. – 1:15 p.m. **PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS** Sterling 9 (2<sup>nd</sup> Floor)

*(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. However, individuals new to art and design administration may wish to attend the Pre-Meeting Workshop for Individuals New to Art and Design Higher Education Administration offered on Wednesday, October 11 from 1:00 p.m.–5:30 p.m., and Thursday, October 12 from 8:00 a.m.–1:15 p.m.

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

**Thursday, October 12 (Continued)**

8:00 a.m. – 1:15 p.m. **PRE-MEETING WORKSHOP FOR SEASONED ADMINISTRATORS** Sterling 9 (2<sup>nd</sup> Floor)  
(Continued)

*(Please note: A separate fee is required, and advance registration is recommended for this Pre-Meeting Workshop.)*

12:15 p.m. – 1:15 p.m. **Box Lunch and Open Conversation with Individuals** Grand G (4<sup>th</sup> Floor)  
**Attending the New and Seasoned Administrators’**  
**Workshops and Members of the NASAD Board of Directors**

*Board Members:* Judy Bullington, Belmont University  
Chris Garvin, University of South Florida

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

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

October 11 – 14, 2023

**Annual Meeting Program**

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**Thursday, October 12**

7:30 a.m. – 6:00 p.m.    **ANNUAL MEETING REGISTRATION**    **Grand Foyer (4<sup>th</sup> Floor)**

9:00 a.m. – 5:00 p.m.    **WORKSHOP FOR VISITING EVALUATORS**    **Gateway East (18<sup>th</sup> Floor)**

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 2024.)*

*(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 11 from 3:30 p.m.–5:30 p.m.)*

*Facilitators:*    Jeffrey Bellantoni, Woodbury University  
                          Jed Jackson, University of Memphis

*Staff Resource:* Stephen Cannistraci, NASAD National Office

9:00 a.m. – 5:00 p.m.    **WORKSHOP FOR EXPERIENCED EVALUATORS**    **Sterling 3 (2<sup>nd</sup> Floor)**

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. Service as an NASAD visiting evaluator is highly recommended. Representatives from accredited institutional members interested in becoming NASAD evaluators are encouraged to contact the National Office staff for consideration for training in 2024.)*

**Thursday, October 12 (Continued)**

9:00 a.m. – 5:00 p.m.    **WORKSHOP FOR EXPERIENCED EVALUATORS**    **Sterling 3 (2<sup>nd</sup> Floor)**  
(Continued)

*(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 11 from 3:30 p.m.–5:30 p.m.)*

*Facilitators:*    James A. Hopfensperger, Western Michigan University  
Chris Myers, University of the Arts

*Staff Resource:* Stephen Cannistraci, NASAD National Office

11:45 a.m. – 12:15 p.m.    **BRIEFING FOR FACILITATORS, MODERATORS, AND RECORDERS**    **Grand C (4<sup>th</sup> Floor)**

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:*    Kate Bonansinga, University of Cincinnati  
*Staff Resource:* Ann B. Stutes, NASAD National Office

12:15 p.m. – 1:15 p.m.    **EXECUTIVE COMMITTEE LUNCHEON MEETING**    **Mills 2 (4<sup>th</sup> Floor)**  
*(Please note: This event is for Executive Committee members only.)*

1:15 p.m. – 2:30 p.m.    **AN ORIENTATION TO NASAD:**    **Grand A (4<sup>th</sup> Floor)**  
**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 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 encouraged to attend. Time for questions will be provided.

*Presenter:*    Ann B. Stutes, NASAD National Office

1:15 p.m. – 2:30 p.m.    **ANNUAL REPORTING REQUIREMENTS:**    **Grand B (4<sup>th</sup> Floor)**  
**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. Time for questions will be provided.

*Presenter:*    Nora R. Hamme, NASAD National Office

**Thursday, October 12 (Continued)**

1:15 p.m. – 2:30 p.m.    **BRIEFING: FEDERAL ISSUES FOR ART AND DESIGN ADMINISTRATORS**    **Grand C (4<sup>th</sup> Floor)**

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:*        Stephen Cannistraci, NASAD National Office

1:15 p.m. – 2:30 p.m.    **BRIEFING FOR NASAD EVALUATORS**    **Grand F (4<sup>th</sup> Floor)**

This annual briefing is offered for individuals currently trained and serving as NASAD visiting evaluators. It will provide an opportunity for evaluators to refresh their knowledge of NASAD procedures, protocols, and standards, with particular focus on recent changes to the *Procedures* and the *Handbook*. Helpful reminders regarding the format, preparation, and required content of Visitors' Reports will be provided. The potential impact of the activities of external constituencies, such as the federal government, states, and other review bodies, which may impact the accreditation process, will be discussed. Documentation required of institutions and evaluators will be highlighted, as well as sources and uses of helpful and informative publications aimed to assist institutions in the preparation of Self-Studies and evaluators in the preparation of Visitors' Reports.

*(Please note: This session is by invitation only. Service as an NASAD visiting evaluator is highly recommended. Representatives from accredited institutional members interested in becoming NASAD evaluators are encouraged to contact the National Office staff for consideration for training in 2024.)*

*(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 11 from 3:30 p.m.–5:30 p.m.)*

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

2:45 p.m. – 4:00 p.m.    **NAVIGATING EXTERNAL FORCES AND FACTORS THAT IMPACT STUDENT SUCCESS**    **(Rooms Noted Below)**

Students today face many external challenges that have the potential to impinge upon their success, whether involving the inclusivity of dialogue within the classroom, mental health obstacles, or access to education and skill-building prior to entering college. The following three sessions will explore each of these topics in detail, offering robust discussion and possible options available to address some of the current challenges that students studying art and design in higher education face today.



## Thursday, October 12 (Continued)

2:45 p.m. – 4:00 p.m.    **NAVIGATING EXTERNAL FORCES AND FACTORS THAT IMPACT STUDENT SUCCESS**    **(Rooms Noted Below)**  
(Continued)

*(Please note: The following three sessions will be repeated from 4:15 p.m.–5:30 p.m., allowing attendees to choose one of the three sessions to attend from 2:45 p.m.–4:00 p.m., and another session to attend from 4:15 p.m.–5:30 p.m.)*

### **Guiding Effective Dialogue in the Classroom**    **Grand C (4<sup>th</sup> Floor)**

It is imperative to establish a classroom culture which welcomes thought, considers contributions, and explores ideas—the diversity and breadth of which enrich the in-class experience—and lays the groundwork for successful teaching and participatory learning. Conversations must be professional and sensitive to existing conditions and those that may develop. This session will explore how to develop an approach that ensures proactive attention to sensitivities that must be navigated. Attendees will consider obstacles which can prevent effective conversations, such as: what can or cannot be said and by whom, and when and how can it be said; inappropriate uses of power and authority; the role empathy plays in establishing trust; and biases—what they are and how they might be avoided. Time for open conversation and questions will be provided.

*Presenters:*    Kari Weaver, Cleveland Institute of Art

*Moderator:*    Angela Rajagopalan, University of North Carolina at Charlotte

### **Mental Health**    **Grand D (4<sup>th</sup> Floor)**

Mental health and general wellness continue to be important issues our students face day-in and day-out. Such conditions affect not only students, but also administrators and faculty, who may find themselves facing challenging, if not critical-care, situations. Without the appropriate tools necessary to guide or assist students, all involved in conversations may be at risk—students, faculty, and administrators alike. Attendees will explore in some detail current realities; today’s shifting landscape and what might be expected in the future as it pertains to student behavior; approaches that may be employed to address various scenarios that may arise; and accommodations—their role and value, and how accommodations might impact teaching and learning in the classroom by altering participation, deadlines, and expectations, all of which may affect the ability of the student to advance academic progress. Student success is predicated on a multitude of factors, health and wellbeing among them. Noting that art and design administrators and faculty play a predominant role in guiding student success, possession of the tools necessary to assist students who may be in jeopardy remains imperative. Today’s presenter will discuss the issues above with the intent to broaden awareness and assist art and design administrators to be prepared for the challenges they may face. Time for open conversation and questions will be provided.

*Presenter:*    Nadine Kaslow, Emory University

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

### **Student Preparedness in the Classroom**    **Grand A (4<sup>th</sup> Floor)**

Given variations in social, cultural, and economic backgrounds, and the availability of and access to pre-collegiate education, training, and experiences, not all art and design students arrive with the same level of training, and therefore expertise.

**Thursday, October 12 (Continued)**

2:45 p.m. – 4:00 p.m.    **NAVIGATING EXTERNAL FORCES AND FACTORS THAT IMPACT STUDENT SUCCESS**    **(Rooms Noted Below)**  
*(Continued)*

**Student Preparedness in the Classroom**    **Grand A (4<sup>th</sup> Floor)**

Attendees will explore how institutions address admission criteria, as well as curricular approaches, to ensure that students are provided appropriate opportunities to learn the subject matter. Presenters will consider how differences in student backgrounds might be managed through admission, enrollment, and curricular decisions. Questions to be addressed by participants will include: What accommodations may be necessary to assist and challenge students of varying entry levels to progress and achieve learning outcomes? As art and design administrators work to maintain compliance with national curricular standards, how do they handle training and education plans for students who arrive with a range of expectations, backgrounds, and training? This session will address and offer examples of how each institution might create space for all levels and backgrounds of students. Time for open conversation will be provided.

*Presenters:*    Stefanie Pettys, University of Cincinnati  
                      Angie To, University of Tennessee at Chattanooga  
*Moderator:*    Linda Jarvin, Paris College of Art

4:15 p.m. – 5:30 p.m.    **NAVIGATING EXTERNAL FORCES AND FACTORS THAT IMPACT STUDENT SUCCESS**    **(Rooms Noted Below)**

*(Please note: The following three sessions are a repeat of the 2:45 p.m.–4:00 p.m. sessions, allowing attendees to choose one of the three sessions to attend from 2:45 p.m.–4:00 p.m., and another session to attend from 4:15 p.m.–5:30 p.m.)*

**Guiding Effective Dialogue in the Classroom**    **Grand C (4<sup>th</sup> Floor)**

It is imperative to establish a classroom culture which welcomes thought, considers contributions, and explores ideas—the diversity and breadth of which enrich the in-class experience—and lays the groundwork for successful teaching and participatory learning. Conversations must be professional and sensitive to existing conditions and those that may develop. This session will explore how to develop an approach that ensures proactive attention to sensitivities that must be navigated. Attendees will consider obstacles which can prevent effective conversations, such as: what can or cannot be said and by whom, and when and how can it be said; inappropriate uses of power and authority; the role empathy plays in establishing trust; and biases—what they are and how they might be avoided. Time for open conversation and questions will be provided.

*Presenters:*    Kari Weaver, Cleveland Institute of Art  
*Moderator:*    Angela Rajagopalan, University of North Carolina at Charlotte

**Mental Health**    **Grand D (4<sup>th</sup> Floor)**

Mental health and general wellness continue to be important issues our students face day-in and day-out. Such conditions affect not only students, but also administrators and faculty, who may find themselves facing challenging, if not critical-care, situations. Without the appropriate tools necessary to guide or assist students, all involved in conversations may be at risk—students, faculty, and administrators alike.

**Thursday, October 12 (Continued)**

4:15 p.m. – 5:30 p.m.    **NAVIGATING EXTERNAL FORCES AND FACTORS THAT IMPACT STUDENT SUCCESS**    **(Rooms Noted Below)**  
*(Continued)*

**Mental Health**    **Grand D (4<sup>th</sup> Floor)**

Attendees will explore in some detail current realities; today’s shifting landscape and what might be expected in the future as it pertains to student behavior; approaches that may be employed to address various scenarios that may arise; and accommodations—their role and value, and how accommodations might impact teaching and learning in the classroom by altering participation, deadlines, and expectations, all of which may affect the ability of the student to advance academic progress. Student success is predicated on a multitude of factors, health and wellbeing among them. Noting that art and design administrators and faculty play a predominant role in guiding student success, possession of the tools necessary to assist students who may be in jeopardy remains imperative. Today’s presenter will discuss the issues above with the intent to broaden awareness and assist art and design administrators to be prepared for the challenges they may face. Time for open conversation and questions will be provided.

*Presenter:*    Nadine Kaslow, Emory University  
*Moderator:*    Charles E. Boone, College of DuPage

**Student Preparedness in the Classroom**    **Grand A (4<sup>th</sup> Floor)**

Given variations in social, cultural, and economic backgrounds, and the availability of and access to pre-collegiate education, training, and experiences, not all art and design students arrive with the same level of training, and therefore expertise. Attendees will explore how institutions address admission criteria, as well as curricular approaches, to ensure that students are provided appropriate opportunities to learn the subject matter. Presenters will consider how differences in student backgrounds might be managed through admission, enrollment, and curricular decisions. Questions to be addressed by participants will include: What accommodations may be necessary to assist and challenge students of varying entry levels to progress and achieve learning outcomes? As art and design administrators work to maintain compliance with national curricular standards, how do they handle training and education plans for students who arrive with a range of expectations, backgrounds, and training? This session will address and offer examples of how each institution might create space for all levels and backgrounds of students. Time for open conversation will be provided.

*Presenters:*    Stefanie Pettys, University of Cincinnati  
                         Angie To, University of Tennessee at Chattanooga  
*Moderator:*    Linda Jarvin, Paris College of Art

5:30 p.m. – 6:30 p.m.    **RECEPTION FOR THE ASSOCIATION**    **Grand Foyer (4<sup>th</sup> Floor)**  
*(Please note: This event includes a cash bar.)*

This reception offers an opportunity for attendees to gather in community, establish connections with individuals new to art and design administration, and rekindle and advance existing professional relationships. The President of the Association will offer a greeting and introduce the members of the NASAD Board of Directors.

**Thursday, October 12 (Continued)**

6:15 p.m. – 6:30 p.m. **BOARD OF DIRECTORS NEW MEMBER ORIENTATION** Mills 3 (4<sup>th</sup> Floor)  
*(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** Mills 3 (4<sup>th</sup> Floor)  
*(Please note: This event is for Board of Directors members only.)*

**Friday, October 13**

7:00 a.m. – 5:00 p.m. **ANNUAL MEETING REGISTRATION** Grand Foyer (4<sup>th</sup> Floor)

7:15 a.m. – 8:30 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** Grand E (4<sup>th</sup> Floor)

8:30 a.m. – 9:45 a.m. **PLENARY SESSION: BUSINESS MEETING** Grand D (4<sup>th</sup> Floor)

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

10:00 a.m. – 12:15 p.m. **CURRICULUM CONSIDERATIONS:** (Rooms Noted Below)  
**AN INVITATION TO EXPLORE, CREATE, AND IMPLEMENT**

10:00 a.m. – 11:00 a.m. **Presentation** Grand D (4<sup>th</sup> Floor)

A great deal of current discussion is focused on the necessity for institutions to innovate, in particular, to offer “innovative” curricular programs. Unfortunately, and similar to other terms that have entered the higher education lexicon over the years, the definition of innovation as it applies to curricular programs is broad, and therefore, vague. What makes a curricular program innovative—new subject-matter content, new approaches, a new discipline; the replacement of existing content; the retooling of an existing program? Can a time-honored traditional program be considered innovative? What about existing content delivered through new or various modes of delivery? A case could be made to describe each as “innovative.” Attendees will consider innovation in terms of relevance, taking into account the desires and needs of students entering the academy who are drawn by programs that pique their curiosity and interest, the pressures from parents who are interested in the perceived earning power and employability of their children, and demands of the marketplace that will dictate to students entering the profession the skills and knowledge required. How do we as art/design administrators ensure the relevance and survival of the field?

**Friday, October 13 (Continued)**

10:00 a.m. – 12:15 p.m. **CURRICULUM CONSIDERATIONS: AN INVITATION TO EXPLORE, CREATE, AND IMPLEMENT** (Rooms Noted Below)  
(Continued)

10:00 a.m. – 11:00 a.m. **Presentation (Continued)** **Grand D (4<sup>th</sup> Floor)**

Today's presenters will share with attendees approaches taken to consider, design, and implement innovative curricular programs. Each presenter will offer a case study example that speaks to the following questions: 1) Why did the institution pursue this curricular program? What problem was the curriculum intended to solve? 2) What challenges/barriers were faced along the way and how were they addressed? 3) What is the result? To date, has the outcome aligned with the intent?

Following the introductory session, attendees will divide into breakout groups by size and type of institution. Breakout groups will have the opportunity to explore in further depth curricular design and implementation.

*Presenters:* Kate Bukoski, East Carolina University  
Dana Clancy, Boston University  
Carissa Massey, Pennsylvania College of Art and Design  
Joanne Mitchell, Otis College of Art and Design  
Dee Nicholas, Drexel University  
Ann-Marie Richard, Sotheby's Institute of Art

*Moderator:* Jeffrey Bellantoni, Woodbury University

11:00 a.m. – 11:15 a.m. **Break**

11:15 a.m. – 12:15 p.m. **Roundtable Discussion by Size and Type of Institution (Rooms Noted Below)**

Each roundtable discussion group will consider issues as they pertain to the previous presentation which focused on curriculum consideration and design, and the case studies presented. Attendees are encouraged to explore topics deeply through discussion, inquiry, and open conversation.

Discussion groups will be organized as follows:

**Roundtable 1: Free-Standing Art and Design Institutions** **Mills 9 (4<sup>th</sup> Floor)**

*Moderator:* Allison Puff, Kansas City Art Institute  
*Recorder:* Paige Williams, Art Academy of Cincinnati

**Roundtable 2: Community and Two-Year Colleges** **Mills 6 (4<sup>th</sup> Floor)**

*Moderator:* William J. Niebauer, The Community College of Baltimore County  
*Recorder:* Stephen Cannistraci, NASAD National Office

**Roundtable 3: Private Institutions (Enrollment 1–150)** **Mills 3 (4<sup>th</sup> Floor)**

*Moderator:* Cathleen Fleck, Saint Louis University  
*Recorder:* Stephanie Chambers, University of Mary Hardin-Baylor

**Roundtable 4: Private Institutions (Enrollment 151+)** **Grand A (4<sup>th</sup> Floor)**

*Moderator:* Chris Valle, University of Tampa  
*Recorder:* Audrey E. Goldstein, Suffolk University

**Friday, October 13 (Continued)**

10:00 a.m. – 12:15 p.m. **CURRICULUM CONSIDERATIONS:** (Rooms Noted Below)  
**AN INVITATION TO EXPLORE, CREATE, AND IMPLEMENT**  
(Continued)

11:15 a.m. – 12:15 p.m. **Roundtable Discussion by Size and Type of Institution** (Rooms Noted Below)  
(Continued)

**Roundtable 5: Public Institutions (Enrollment 1–150)** Grand B (4<sup>th</sup> Floor)

*Moderator:* Valerie A. Zimany, Clemson University  
*Recorder:* Ann B. Stutes, NASAD National Office

**Roundtable 6: Public Institutions (Enrollment 151–300)** Grand C (4<sup>th</sup> Floor)

*Moderator:* Nancy Palmeri, Southeast Missouri State University  
*Recorder:* Jeffrey Hanson, Southern Utah University

**Roundtable 7: Public Institutions (Enrollment 301–500)** Grand F (4<sup>th</sup> Floor)

*Moderator:* Jeff Garland, Georgia Southern University  
*Recorder:* Critz Campbell, Mississippi State University

**Roundtable 8: Public Institutions (Enrollment 501+)** Grand G (4<sup>th</sup> Floor)

*Moderator:* Kate Bukoski, East Carolina University  
*Recorder:* Colin Greene Blakely, University of Arizona

12:15 p.m. – 1:45 p.m. **LUNCHEON FOR THE ASSOCIATION** Grand E (4<sup>th</sup> Floor)

*Speaker:* Joan Stack, Curator of Arts Collections  
The State Historical Society of Missouri  
*Title:* “Confluence: 10 Artworks that Help Us Understand the St. Louis Region”  
*Moderator:* Greg Watts, Cleveland Institute of Art

2:00 p.m. – 3:30 p.m. **PEER REVIEW AS AN EFFECTIVE CATALYST** Grand D (4<sup>th</sup> Floor)  
**FOR ADVANCING THE WORK OF THE ART AND DESIGN UNIT**

Peer review in the form and function of accreditation has been an indispensable aspect of the advancement of higher education and discipline-specific study for over 100 years. Accreditation as a framework has served as a catalyst, spurring and driving conversations and considerations which bring institutional communities together in common cause to consider what is, what could be, and what must be; to be self-reflective; to conduct “self-study.” These conversations and subsequent initiatives have served as crucial drivers to advance the education and training of students enrolled in collegiate study. Achievement is evident on many levels. Benefits inure to students, institutions, communities, and the creative economy. Individual fields of study—the realm of those with associated expertise and responsibility for the fields’ futures—advance in their sophistication and potential contributions.

In today’s session, presenters and attendees in conversation will explore questions such as: Why peer review? Why discipline-specific peer review? Why self-study? Why peer-to-peer dialogue? Why national standards? What is the result? What is the benefit? These questions are intended to assist attendees to develop a deeper and clearer understanding of the purposes of specialized accreditation and the benefits of peer review. Participants will consider the ways in which NASAD peer review supports, encourages, and promotes strategic thinking, dialogue, consensus-building,

**Friday, October 13 (Continued)**

2:00 p.m. – 3:30 p.m.    **PEER REVIEW AS AN EFFECTIVE CATALYST**    **Grand D (4<sup>th</sup> Floor)**  
**FOR ADVANCING THE WORK OF THE ART AND DESIGN UNIT**  
*(Continued)*

and discovery; assists institutions to consider both short- and long-term aspects as they pertain to institutional mission, relevance, and national needs; and spurs creativity and supports innovation. The similarities and substantial differences between discipline-specific and “regional” accreditation will be discussed.

Attendees will consider avenues opened through peer-to-peer dialogue that result in productive opportunities for conversations and the sharing of information and good practices; and how these connections bring together experts guided by collective purpose who can and must continue to serve as powerful advocates, ready and able at every turn to discuss the value of art and design study, and why art and design are indispensable disciplines. The presenters will share ways in which NASAD’s accreditation initiatives have assisted and will continue to assist institutions engaged in the process; have supported and will continue to support the collective and united voice of art and design institutions; and have protected and will continue to protect and advance art and design study as integral aspects of our national landscape.

*Presenters:*     Peg Faimon, Indiana University  
                         Jennifer Krantz, Milwaukee Institute of Art and Design  
                         Jack Risley, Washington University in St. Louis  
*Moderator:*     Kate Bonansinga, University of Cincinnati

3:45 p.m. – 5:15 p.m.    **BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES**    **Grand A (4<sup>th</sup> Floor)**

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 futures analysis; assessment; and communication with others which explains the principles, aspirations, and suggested considerations for the development of effective and quality programs in art and design. This session will include a brief 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:*     Ann B. Stutes, NASAD National Office

3:45 p.m. – 5:15 p.m.    **COMMUNICATING WITH THE COMMISSION:**    **Grand F (4<sup>th</sup> Floor)**  
**CREATING EFFECTIVE WRITTEN ACCREDITATION MATERIALS**

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, 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.

## Friday, October 13 (Continued)

3:45 p.m. – 5:15 p.m. **COMMUNICATING WITH THE COMMISSION:  
CREATING EFFECTIVE WRITTEN ACCREDITATION MATERIALS** **Grand F (4<sup>th</sup> Floor)**  
(Continued)

*Presenters:* Gregory M. Elliott, University of Texas at San Antonio  
Paige Williams, Art Academy of Cincinnati

*Staff Resource:* Stephen Cannistraci, NASAD National Office

3:45 p.m. – 5:15 p.m. **THE UNDERGRADUATE DEGREE:  
FACILITATING DESIGN, REVIEW, AND IMPLEMENTATION** **Grand C (4<sup>th</sup> Floor)**

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: Individuals attending this session may wish to attend the Pre-Meeting Workshop: The NASAD Handbook—Working with National Standards and Guidelines on Wednesday, October 11 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 G (4<sup>th</sup> Floor)**

The institutional research data gathered and compiled by the Higher Education Arts Data Services project constitute a unique and valuable resource for art and design executives at degree-granting institutions. This session will highlight many of the ways the data can be used to assist, support, and possibly guide local planning, conversations, and decision-making. The session will offer a detailed overview of statistics contained in the HEADS Project (the data compiled annually from HEADS Data Surveys), and the use of HEADS navigational dashboards. In addition, attendees will also learn how to create longitudinal reports, and consider together how such reports can be used to capture, analyze, and present available data in ways which may convincingly support art and design unit initiatives.

*Presenter:* Nora R. Hamme, NASAD National Office

5:15 p.m. – 6:30 p.m. **RECEPTION FOR THE ASSOCIATION** **Grand Foyer (4<sup>th</sup> Floor)**



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

## **Saturday, October 14**

7:00 a.m. – 12:45 p.m. **ANNUAL MEETING REGISTRATION** **Grand Foyer (4<sup>th</sup> Floor)**

7:15 a.m. – 9:00 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Grand E (4<sup>th</sup> Floor)**

7:30 a.m. – 9:00 a.m. **BOARD OF DIRECTORS BREAKFAST AND MEETING** **Mills 1 (4<sup>th</sup> Floor)**

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

8:00 a.m. – 12:30 p.m. **WORKSHOP: PREPARING FOR NASAD EVALUATION** **Grand FG (4<sup>th</sup> Floor)**

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 11 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

9:15 a.m. – 10:45 a.m. **EXECUTIVE COMMITTEE MEETING** **Mills 1 (4<sup>th</sup> Floor)**

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

9:15 a.m. – 10:45 a.m. **OPEN FORUM: A CONVERSATION WITH SEASONED ADMINISTRATORS** **Grand D (4<sup>th</sup> Floor)**

This session will offer to attendees an opportunity to explore and discuss with colleagues and several seasoned administrators, topics of note, interest, and concern. Offered as an open forum, all meeting registrants are welcome to attend and participate. Open dialogue and exchange are encouraged.

*Facilitators:* Beth Elicker, Maine College of Art and Design  
Gregory M. Elliott, University of Texas at San Antonio  
Amy Hauft, Washington University in St. Louis  
Chris Myers, University of the Arts  
Shari R. Rethman, Sinclair Community College

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

9:15 a.m. – 10:45 a.m. **OPEN FORUM: AI—A HELPFUL TOOL OR DANGEROUS DISTRACTION?** **Grand C (4<sup>th</sup> Floor)**

AI has not only arrived on the doorstep of the academy; it has assumed a place at the table. Both the higher education and art and design communities, much like many others, are working to find where and how AI might fit in the collegiate experience and

as an aspect of the experience of art/design students. In this open forum, attendees will explore the impact AI is, will, and could have on the education and training of art and

**Saturday, October 14** *(Continued)*

9:15 a.m. – 10:45 a.m. **OPEN FORUM: AI—A HELPFUL TOOL OR DANGEROUS DISTRACTION?** **Grand C (4<sup>th</sup> Floor)**

*(Continued)*

design students. Discussion will focus on: 1) Authorship (Who is the author? How is this verified?); 2) Authenticity (Where does AI end and student work begin?); 3) Originality (Will new work be created or existing work merely be recast?); 4) Critical thinking (How does critical thinking guide creation?); 5) Intellectual curiosity (Does intellectual curiosity still matter?); 6) AI's use as a tool (Will the student remain in control or become directed by the technology? Will the tool limit or advance the creation of work?); 7) Adaptability (How should AI be integrated into the curriculum, if at all?); 8) Ethics (Who becomes the rightful owner of thought, creativity, and innovation?); and 9) Integrity (Who will know and why will that matter?). Open discussion is encouraged.

*Facilitators:* Rick Dakan, Ringling College of Art and Design  
Stewart Leith, Ringling College of Art and Design  
*Moderator:* Dale Newkirk, Southeastern Louisiana University

11:00 a.m. – 12:30 p.m. **ROUNDTABLE FOR COMMUNITY AND TWO-YEAR COLLEGES** **Mills 7 (4<sup>th</sup> Floor)**

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:* Sean Barton, East Central College

11:00 a.m. – 12:30 p.m. **OPEN FORUM: FAITH-RELATED INSTITUTIONS** **Mills 6 (4<sup>th</sup> Floor)**

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:* Joel Whitaker, University of Dayton

11:00 a.m. – 12:30 p.m. **OPEN FORUM: HISTORICALLY BLACK INSTITUTIONS** **Mills 3 (4<sup>th</sup> Floor)**

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:* Ann E. Ford, Virginia State University

11:00 a.m. – 12:30 p.m. **ROUNDTABLE FOR INDEPENDENT ART AND DESIGN INSTITUTIONS** **Mills 2 (4<sup>th</sup> Floor)**

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, and higher education law and regulation will be addressed, as will those topics of interest to participants.

**Saturday, October 14** *(Continued)*

11:00 a.m. – 12:30 p.m. **ROUNDTABLE FOR INDEPENDENT ART AND DESIGN INSTITUTIONS** Mills 2 (4<sup>th</sup> Floor)  
*(Continued)*

Participants may wish to give consideration to topics in advance. The session is open to all interested individuals.

*Moderator:* Jennifer Krantz, Milwaukee Institute of Art and Design

11:00 a.m. – 12:30 p.m. **ROUNDTABLE FOR SMALL ART AND DESIGN UNITS** Mills 8 (4<sup>th</sup> Floor)

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:* Cetin Oguz, Delta State University

12:30 p.m. **ADJOURNMENT OF THE 79<sup>th</sup> NASAD ANNUAL MEETING**

**National Association of Schools of Art and Design  
Eightieth Annual Meeting  
October 16 – 19, 2024  
Minneapolis Marriott City Center  
Minneapolis, Minnesota**

# NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

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

October 11 – 14, 2023

### **NASAD Annual Meetings**

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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.

# NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

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

October 11 – 14, 2023

### Officers, Board, Commission, Committees and Staff

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#### President

\*\* Greg Watts (2023)  
*Cleveland Institute of Art*

#### Vice President

\*\* Vacant

#### Secretary

\*\* Judy Bullington, *pro tempore* (2023)  
*Belmont University*

#### Treasurer

\*\* Kate Bonansinga (2024)  
*University of Cincinnati*

#### Immediate Past President

\*\* Vacant

#### Members of the Board of Directors

- \* Jeffrey Bellantoni (2023)  
*Woodbury University*
- \* Susan E. Cahan (2025)  
*Tyler School of Art and Architecture*
- \* Dana Clancy (2025)  
*Boston University*
- \* Chris Garvin (2023)  
*University of South Florida*
- \* Beth Elicker (2024)  
*Maine College of Art and Design*
- \* Vacant (2024)

#### Commission on Accreditation

- \*\* Matt Greenwell, Chair (2023)  
*University of Tennessee at Chattanooga*
- Gregory M. Elliott (2025)  
*University of Texas at San Antonio*
- Jade Jewett (2025)  
*California State University, Fullerton*
- Carlyle D. Johnson (2023)  
*Tennessee State University*
- Jennifer Krantz (2023)  
*Milwaukee Institute of Art and Design*
- Barbara JK Nwacha (2024)  
*Southern Illinois University Edwardsville*
- Rod Parker (2025)  
*Louisiana State University*
- Jack Risley (2024)  
*Washington University in St. Louis*
- Robert V. Robbins (2023)  
*Miami University*
- James Sullivan (2024)  
*Southern Methodist University*

\*Board of Directors

\*\*Executive Committee

#### Commission on Accreditation (Continued)

- William Wightman (2024)  
*James Madison University*
- Paige Williams (2025)  
*Art Academy of Cincinnati*
- Vacant (2023)

#### Public Members of the Board and Commission

- \* Diana H. Mutz  
*Indianapolis, Indiana*
- \* Wendy Nilsson  
*Minneapolis, Minnesota*

#### Committee on Nominations

- Shari Rethman, Chair (2023)  
*Sinclair Community College*
- Mark Bartley (2023)  
*Howard University*
- Jonathan Fahnstock (2024)  
*Maryville University of St. Louis*
- Greg Hull (2024)  
*Herron School of Art and Design*
- Laura Vandenberg (2023)  
*University of Oregon*

#### Committee on Ethics

- Susanne Floyd Gunter, Chair (2025)  
*Converse University*
- Charles E. Boone (2023)  
*College of DuPage*
- Gina Moore (2024)  
*Benedict College*

#### National Office Staff

- \*\* Karen P. Moynahan, *Executive Director*
- Stephen Cannistraci, *Accreditation Specialist*
- Jane Creagan, *Visitation Management Assistant*
- Angie K Elkins, *Accreditation Systems Coordinator*
- Nora R. Hamme, *Associate Director for Accreditation and Research*
- Jenny Rebecca G. Kuhlmann, *Management Associate for Communications and Publications*
- Tracy L. Maraney, *Management Director for Finance and Operations*
- Stacy A. McMahon, *Management Associate for Office Operations*
- Justin Medlen, *Accreditation and Materials Assistant*
- Lisa A. Ostrich, *Management Associate for Meetings and Projects*
- Ann B. Stutes, *Assistant Director for Accreditation and Programming*

## **Seventy-Ninth Annual Meeting**

### **National Association of Schools of Art and Design**

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