

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

## **Eightieth Annual Meeting**

# **Program**

**Minneapolis Marriott City Center  
Minneapolis, Minnesota**

**October 16 – 19, 2024**



October 16, 2024

Dear Colleagues:

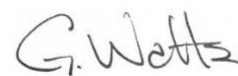
Welcome to Minneapolis and the 80<sup>th</sup> Annual Meeting of the National Association of Schools of Art and Design. The Executive Committee, Board of Directors, the National Office staff, and I look forward to a conference schedule filled with opportunities for information sharing, fruitful collaborations, and substantive interactions.

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

It is important to remember that 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 fields. NASAD's work is accomplished by individuals from its member institutions; you are an essential part of that work. The participation of each attendee is vitally important to the success of our collective efforts. 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 yours,



Greg Watts  
President

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**NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN**  
**80<sup>th</sup> Annual Meeting**  
October 16 – 19, 2024

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

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

**October 16 – 19, 2024**

**Commission Activities**

**PLEASE NOTE:**

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

**Saturday, October 12**

12:00 noon – 5:00 p.m.	<b>COMMISSION ON ACCREDITATION</b>	<b>Lafayette (8<sup>th</sup> Fl)</b>
3:00 p.m. – 5:00 p.m.	<b>COMMISSION ON ACCREDITATION BRIEFING</b>	

**Sunday, October 13**

9:00 a.m. – 5:00 p.m.	<b>COMMISSION ON ACCREDITATION</b>	<b>Lafayette (8<sup>th</sup> Fl)</b>
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**Monday, October 14**

9:00 a.m. – 5:00 p.m.	<b>COMMISSION ON ACCREDITATION</b>	<b>Lafayette (8<sup>th</sup> Fl)</b>
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**Tuesday, October 15**

9:00 a.m. – 5:00 p.m.	<b>COMMISSION ON ACCREDITATION</b>	<b>Lafayette (8<sup>th</sup> Fl)</b>
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**Wednesday, October 16**

8:00 a.m. – 5:00 p.m.	<b>COMMISSION ON ACCREDITATION</b>	<b>Lafayette (8<sup>th</sup> Fl)</b>
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**Thursday, October 17**

9:00 a.m. – 12:00 noon	<b>COMMISSION ON ACCREDITATION</b>	<b>Lafayette (8<sup>th</sup> Fl)</b>
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# NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

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

October 16 – 19, 2024

### Pre-Meeting Workshops

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**PLEASE NOTE:**

- *Separate registration is required for NASAD Pre-Meeting Workshops.*
- *Please consult the hotel map for meeting room locations.*

#### Wednesday, October 16

10:00 a.m. – 6:00 p.m.     **REGISTRATION**     **Atrium (4<sup>th</sup> Fl)**

1:00 p.m. – 5:30 p.m.     **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO  
ART AND DESIGN HIGHER EDUCATION ADMINISTRATION**     **Spring Park Bay (8<sup>th</sup> Fl)**  
*(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 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 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

## Wednesday, October 16 (Continued)

1:00 p.m. – 5:30 p.m.

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

Spring Park Bay (8<sup>th</sup> Fl)

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

administrators work to promote excellence and continued improvement among faculty and staff? How should administrators evaluate results and how can these results 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:* Carlos F. Jackson, University of Michigan

#### 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/design unit both on and off campus.

Together, attendees 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 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 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 them to address efficiently and effectively the number and pace of questions, challenges, and issues that arise.

## Wednesday, October 16 (Continued)

1:00 p.m. – 5:30 p.m.      **PRE-MEETING WORKSHOP FOR INDIVIDUALS NEW TO ART AND DESIGN HIGHER EDUCATION ADMINISTRATION**      **Spring Park Bay (8<sup>th</sup> FI)**  
(Continued)

4:15 p.m. – 5:30 p.m.      **Goals, Planning, and Time Management (Continued)**

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—WORKING WITH NATIONAL STANDARDS AND GUIDELINES**      **Grand Ballroom 3 (4<sup>th</sup> FI)**

This workshop is designed for 1) individuals attending the 2024 NASAD *Workshop for Visiting Evaluators*, 2) individuals attending the 2024 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 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 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 17 from 9:00 a.m.–5:00 p.m.], and/or the Briefing for Evaluators [Thursday, October 17 from 1:15 p.m. to 2:30 p.m.] are asked to attend this session in preparation for these invitational training sessions.)*

*Presenters:*            Denise Amy Baxter, University of North Texas  
                                 Jim Hopfensperger, Western Michigan University

*Staff Resource:*      Stephen Cannistraci, NASAD National Office

5:30 p.m. – 6:30 p.m.      **RECEPTION FOR PRE-MEETING WORKSHOP ATTENDEES**      **Atrium (4<sup>th</sup> FI)**  
(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 17

7:30 a.m. – 6:00 p.m.      **REGISTRATION**      **Atrium (4<sup>th</sup> FI)**

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

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



## Thursday, October 17 (Continued)

8:00 a.m. – 1:15 p.m.

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

Spring Park Bay (8<sup>th</sup> Fl)

#### 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 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 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

## Thursday, October 17 (Continued)

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

11:00 a.m. – 12:15 p.m.      **Community Relations and Fundraising (Continued)**

development of community support groups can enhance fundraising opportunities. Methodologies for connecting educational goals and objectives with community development goals will be explored.

*Presenter:*              Michael Henderson, Sam Houston State University

12:15 p.m. – 1:15 p.m.      **Box Lunch and Open Conversation with Individuals      Wayzata Bay/Gray's Bay (8<sup>th</sup> Fl)**  
**Attending the New and Experienced Administrators'**  
**Workshops and Members of the NASAD Board of Directors**

*Board Members:* Dana Clancy, Boston University  
Chris Garvin, University of South Florida

8:00 a.m. – 1:15 p.m.      **PRE-MEETING WORKSHOP FOR EXPERIENCED ADMINISTRATORS**      **Lake Calhoun (8<sup>th</sup> Fl)**

*(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 experienced 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 16 from 1:00 p.m.–5:30 p.m., and Thursday, October 17 from 8:00 a.m.–1:15 p.m.

*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      Wayzata Bay/Gray's Bay (8<sup>th</sup> Fl)**  
**Attending the New and Experienced Administrators'**  
**Workshops and Members of the NASAD Board of Directors**

*Board Members:* Dana Clancy, Boston University  
Chris Garvin, University of South Florida

# NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

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

October 16 – 19, 2024

### Annual Meeting Program

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#### Thursday, October 17

7:30 a.m. – 6:00 p.m.      **REGISTRATION**      **Atrium (4<sup>th</sup> Fl)**

9:00 a.m. – 5:00 p.m.      **WORKSHOP FOR VISITING EVALUATORS**      **Deer Lake (4<sup>th</sup> Fl)**

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. Service as a member of an NASAD visitation team 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 2025.)*

*(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 16 from 3:30 p.m.–5:30 p.m.)*

**Facilitators:**      Denise Amy Baxter, University of North Texas  
                              Beth Elicker, Maine College of Art and Design

**Staff Resource:**    Stephen Cannistraci, NASAD National Office

9:00 a.m. – 5:00 p.m.      **WORKSHOP FOR EXPERIENCED EVALUATORS**      **Elk Lake (4<sup>th</sup> Fl)**

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 a member of an NASAD visitation team 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 2025.)*

*(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 16 from 3:30 p.m.–5:30 p.m.)*

**Facilitators:**      Jim Hopfensperger, Western Michigan University  
                              Brockett Horne, Boston University

**Staff Resource:**    Stephen Cannistraci, NASAD National Office

## Thursday, October 17 (Continued)

11:45 a.m. – 12:15 p.m.    **BRIEFING FOR FACILITATORS, MODERATORS, AND RECORDERS**    **St. Croix I (6<sup>th</sup> Fl)**

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:*        Troy Richards, Fashion Institute of Technology

*Staff Resource:*    Ann B. Stutes, NASAD National Office

12:15 p.m. – 1:15 p.m.    **EXECUTIVE COMMITTEE LUNCHEON MEETING**    **Lake Harriet (8<sup>th</sup> Fl)**

*(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**    **St. Croix I (6<sup>th</sup> Fl)**

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. Emphasis will be placed on 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:  
ACCREDITATION AUDIT, AFFIRMATION STATEMENT,  
SUPPLEMENTAL ANNUAL REPORT, HEADS DATA SURVEY**    **Grand Ballroom 4 (4<sup>th</sup> Fl)**

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**    **Minnesota (6<sup>th</sup> Fl)**

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

## Thursday, October 17 (Continued)

- 1:15 p.m. – 2:30 p.m.      **BRIEFING FOR NASAD EVALUATORS**      **Grand Ballroom 3 (4<sup>th</sup> Fl)**
- 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 2025.)*
- (Please note: Individuals attending this training session are encouraged to participate in the Pre-Meeting Workshop: The NASAD Handbook—Working with National Standards and Guidelines on Wednesday, October 16 from 3:30 p.m.–5:30 p.m.)*
- Presenter:*      Karen P. Moynahan, NASAD National Office
- 2:45 p.m. – 3:00 p.m.      **THE 80<sup>TH</sup> ANNUAL MEETING: A WELCOME OFFERED BY THE PRESIDENT OF NASAD**      **Grand Ballroom 1 (4<sup>th</sup> Fl)**
- The NASAD Annual Meeting provides an opportunity for art and design executives to gather in community to consider and discuss issues important to the fields of art and design; to explore options and possibilities that enable art/design executives to advance their work and that of their institutions; to share good practices and lessons learned that inform planning and projections; and to establish and nurture life-long professional relationships and personal friendships—those that are rekindled without pause or hesitation at the onset of every NASAD Annual Meeting. NASAD welcomes you to this extraordinary community of administrators, academicians, educators, practitioners, colleagues, and friends and hopes that you will participate actively in all aspects of the NASAD Annual Meeting.
- Presenter:*      Greg Watts, Cleveland Institute of Art
- 3:00 p.m. – 4:15 p.m.      **HARNESSING AI AS A USEFUL TOOL IN THE ART AND DESIGN CURRICULUM**      **Grand Ballroom 1 (4<sup>th</sup> Fl)**
- Art and design administrators continue their efforts to deepen their understanding of the breadth and depth of AI's capacity, and in doing so, to consider whether and how aspects of AI can/should be harnessed, used, and implemented as useful tools in the education and training of students enrolled in art and design study. Working to keep pace with unfolding AI technology, attendees will consider not only AI's place within the landscape of collegiate education, but its potential impact on the fields of art and design. In 2023, attendees merely scratched the surface when they considered AI's effect on aspects such as Authorship, Authenticity, Originality, Critical Thinking, Intellectual Curiosity, Adaptability, Ethics, and Integrity. During today's session, attendees will probe more deeply into the impact AI is having on the ability of artists and designers to create authentic work. Questions such as the following will be considered: What role should/does AI play in the creation of student work? At what point does the work move from artist-conceived to computer-defined; from artist-created to computer-generated? Must teaching strategies and assessment mechanisms be altered to address technology-enhanced

## Thursday, October 17 (Continued)

3:00 p.m. – 4:15 p.m.      **HARNESSING AI AS A USEFUL TOOL IN THE ART AND DESIGN CURRICULUM**      **Grand Ballroom 1 (4<sup>th</sup> Fl)**  
*(Continued)*

student engagement? If so, in what ways? Attendees will have the opportunity to share examples of successful uses of AI, as well pitfalls to be avoided. Time for open conversation will be provided.

*Presenters:*      Rick Dakan, Ringling College of Art and Design  
Stewart Leith, Ringling College of Art and Design  
Meena Khalili, University of South Carolina

4:30 p.m. – 5:45 p.m.      **PLANNING AND PROJECTION: USING HEADS STATISTICAL DATA TO ENHANCE INSTITUTIONAL DECISION-MAKING**      **Grand Ballroom 1 (4<sup>th</sup> Fl)**

The institutional research data gathered and compiled by the Higher Education Arts Data Services project constitute a unique and invaluable resource for art and design executives leading degree-granting institutions. Statistical information addressing a number of areas, including, but not limited to, enrollment, degrees offered, operational budgets, faculty salaries, and ethnic and gender breakdown of faculty and students, can provide deep insight into current institutional practices and motivation for planning beyond the status quo. This session will highlight ways this data can be used to assist, support, and guide local planning, conversations, and decision-making. Following a brief overview of the HEADS Project, including the data collected through and compiled annually from HEADS Data Surveys and the use of HEADS Navigational Dashboards, art and design administrators will share strategies for capturing, analyzing, and presenting available data to support art and design unit initiatives within and beyond the institution. Time for open discussion and questions will be provided.

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

5:45 p.m. – 6:45 p.m.      **RECEPTION FOR THE ASSOCIATION**      **Atrium (4<sup>th</sup> Fl)**  
*(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.

6:15 p.m. – 6:30 p.m.      **BOARD OF DIRECTORS NEW MEMBER ORIENTATION**      **Lake Calhoun (8<sup>th</sup> Fl)**  
*(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**      **Lake Calhoun (8<sup>th</sup> Fl)**  
*(Please note: This event is for Board of Directors members only.)*

## Friday, October 18

7:00 a.m. – 5:00 p.m.      **REGISTRATION**      **Atrium (4<sup>th</sup> Fl)**

7:15 a.m. – 8:30 a.m.      **CONTINENTAL BREAKFAST FOR THE ASSOCIATION**      **Grand Ballroom 3 (4<sup>th</sup> Fl)**

8:30 a.m. – 9:45 a.m.      **PLENARY SESSION: BUSINESS MEETING**      **Grand Ballroom 1 (4<sup>th</sup> Fl)**

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

## Friday, October 18 (Continued)

8:30 a.m. – 9:45 a.m. **PLENARY SESSION: BUSINESS MEETING** **Grand Ballroom 1 (4<sup>th</sup> Fl)**  
(Continued)

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. – 1:15 p.m. **MANAGING CURRICULAR CHANGE**

10:00 a.m. – 11:00 a.m. **INTRODUCTION AND OVERVIEW** **Grand Ballroom 1 (4<sup>th</sup> Fl)**

Monitoring curricular programs on an ongoing basis can be challenging. Without a concerted effort, aspects of a program that may need, at very least, a little polish, or at most, a substantial overhaul, can get lost in the shuffle of daily challenges faced by art and design administrators. Implementing proactive initiatives intended to ascertain on a systematic basis the ongoing effectiveness and relevance of current offerings may quickly move down the list of administrative priorities. Such being the case, it may not take long for a program to drift off course and lose its way. A critical aspect of this process is the need to manage change, in particular, the tensions that can arise when considering the evolving nature of a discipline with well-established foundational training practices long considered essential for student success.

Once the decision is made to embrace a programmatic change, questions such as “what must be added” and “what must be taken away” can begin to monopolize the conversation, draining attention from equally important considerations, such as identifying faculty with appropriate expertise to design and teach new coursework, ascertaining and ensuring that resources necessary to support the changes desired are readily available, and designing and implementing relevant student and program assessment strategies. To assist art/design administrators to address and weather these challenges, and to remove barriers that may inhibit forward progress, proactive planning that rests on the shoulders of focused research, clear communication, and collaborative efforts which ensure alignment between mission and goals, becomes integral to overall success.

Presenters will offer their perspectives on six fundamental aspects necessary to explore when considering curricular change. They include: 1) the foundations component—its role and purpose; 2) art and design history—ensuring its place as an integral curricular component; 3) degree majors and concentrations—how title choices impact curricular content; 4) disciplines in combination—the benefits which result from combined efforts; 5) emerging disciplines—what are they and what do we do with them; and 6) graduate study—how it can best serve the needs of students preparing to enter the creative economy. Following overview thoughts shared by the presenters, attendees will gather in roundtable discussion groups by topic of interest, each guided by a facilitator, and each intended to explore the topic in further detail. At the conclusion of the morning roundtable discussions, attendees will recess to lunch, during which time dialogue will continue. Luncheon tables will be marked by topic.

### **The Foundations Component: Its Role and Purpose**

*Presenters:* Nicole Condon-Shih, Cleveland Institute of Art  
Binod Shrestha, University of North Texas

## Friday, October 18 (Continued)

10:00 a.m. – 1:15 p.m. **MANAGING CURRICULAR CHANGE (Continued)**

10:00 a.m. – 11:00 a.m. **INTRODUCTION AND OVERVIEW**  
(Continued)

**Grand Ballroom 1 (4<sup>th</sup> Fl)**

### **Art and Design History:**

#### **Ensuring Its Place as an Integral Aspect of Undergraduate Study**

*Presenters:* Michael Carrasco, Florida State University  
Tim Hossler, University of Kansas

### **Degree Majors and Concentrations:**

#### **How Title Choices Impact Curricular Content**

*Presenters:* James Hopfensperger, Western Michigan University  
Andrew Martin, Texas Tech University

### **Disciplines in Combination:**

#### **The Benefits That Result From Combined Efforts**

*Presenters:* Deborah Christiansen, Indiana University  
Laura Vandenburg, University of Oregon

### **Emerging Disciplines:**

#### **What are They and What Should We Do With Them?**

*Presenters:* Nancy Palmeri, Southeast Missouri State University  
Gregg Perkins, University of Tampa

### **Graduate Study:**

#### **How Can It Best Serve the Needs of Students Preparing to Enter the Creative Economy?**

*Presenters:* Colin Greene Blakely, University of Arizona  
Vagner Mendonça-Whitehead, Pennsylvania State University

11:15 a.m. – 12:15 p.m. **ROUNDTABLE DISCUSSION GROUPS**

Attendees are asked to choose and participate in one of the six roundtable discussions below. Attendees may continue the discussion during the luncheon hour or explore a second topic of interest. Facilitators will guide discussions and address questions. Ample time for dialogue will be provided.

### **The Foundations Component: Its Role and Purpose**

**St. Croix I (6<sup>th</sup> Fl)**

Historically, the foundations component of an undergraduate degree has assumed a critical place in the curriculum, serving to a certain extent as the foundation upon which the rest of the undergraduate experience is built. Attendees will consider the role and purpose of the foundations component—its relationship to other components such as the major area of study, any area(s) of concentration, the art/design history sequence of coursework, and its contribution to the overall effectiveness of the degree program.

*Facilitators:* Nicole Condon-Shih, Cleveland Institute of Art  
Binod Shrestha, University of North Texas

*Recorder:* Lara Kuykendall, Ball State University

### **Art and Design History:**

**Excelsior Bay (8<sup>th</sup> Fl)**

#### **Ensuring Its Place as an Integral Aspect of Undergraduate Study**

Whether serving in a supportive role or major area of study, the study of art and design history remains a critical component of every degree program. Attendees will consider this dual role, exploring the breadth and depth of the study of historical periods and various cultures necessary in each. Consideration will also be given to the alignment of



## Friday, October 18 (Continued)

10:00 a.m. – 1:15 p.m. **MANAGING CURRICULAR CHANGE (Continued)**

11:15 a.m. – 12:15 p.m. **ROUNDTABLE DISCUSSION GROUPS (Continued)**

choices with program mission and purpose, and expectations as they pertain to the evolving nature of art and design history.

*Facilitators:* Michael Carrasco, Florida State University  
Tim Hossler, University of Kansas

*Recorder:* Natasha Seaman, Rhode Island College

### **Degree Majors and Concentrations: Minnesota (6<sup>th</sup> FI)** **How Title Choices Impact Curricular Content**

NASAD standards and guidelines affirm that degree titles must be consistent with content and that practices of member institutions should support the system of academic currency that allows degrees to be broadly understood and widely accepted. Institutions are cautioned to avoid misalignment between title and content, as such may lead to the misrepresentation of information provided to students and the public. Attendees will consider the purpose and nature of both majors and areas of emphasis/tracks/concentrations offered within liberal arts and professional undergraduate degree programs. Attendees will explore the multitude of title variations possible, including expectations for competency development aligned with each.

*Facilitators:* Jim Hopfensperger, Western Michigan University  
Andrew Martin, Texas Tech University

*Recorder:* Melanie Johnson, University of Central Missouri

### **Disciplines in Combination: Wayzata Bay (8<sup>th</sup> FI)** **The Benefits That Result From Combined Efforts**

Today's students often express interest in combining art/design study with other disciplines for the purpose of assisting them to prepare to enter the workforce. This interest is often aligned with that of institutions interested in offering to students and faculty opportunities to combine disciplinary perspectives. Regardless of the motivation, such possibilities can greatly enhance the collegiate experience for students, provide opportunities for faculty, and assist units within institutions to create productive alliances which may enable the combination of resources and expertise. Attendees will explore alliances that might be beneficial to both students and the art/design unit, and how such alliances might be created, built, and nurtured. Attendees will share practices that have resulted in positive and productive outcomes as well as examples of efforts which, though ultimately not resulting in established opportunities, nonetheless built productive connections within the academic community.

*Facilitators:* Deborah Christiansen, Indiana University  
Laura Vandenburg, University of Oregon

*Recorder:* Nate Theisen, Belhaven University

### **Emerging Disciplines: Deer Lake (4<sup>th</sup> FI)** **What are They and What Should We Do With Them?**

The fields of art, and particularly design, are expanding exponentially and at a frenetic pace. The emergence of new disciplines and the technologies that drive and support them have become the norm. Although this requires effort on the part of both art/design units and their institutions to develop and maintain working knowledge and currency as pertinent to new disciplines, sub-disciplines, and associated technologies, it also offers exciting opportunities for faculty and students to explore possibilities, and for institutions to create and implement innovative curricular programs and to expand the reach of art and design well into the future. Attendees will take a moment to consider

## Friday, October 18 (Continued)

10:00 a.m. – 1:15 p.m. **MANAGING CURRICULAR CHANGE (Continued)**

11:15 a.m. – 12:15 p.m. **ROUNDTABLE DISCUSSION GROUPS (Continued)**

some of the emerging trends. With a general sense in mind, time will then be devoted to consideration of the place emerging disciplines and technologies hold or should hold in the art/design unit's initiatives and curricular offerings.

*Facilitators:* Nancy Palmeri, Southeast Missouri State University  
Gregg Perkins, University of Tampa

*Recorder:* David Hanlon, Saint Louis Community College at Meramec

### **Graduate Study:**

**Elk Lake (4<sup>th</sup> Fl)**

#### **How Can It Best Serve the Needs of Students Preparing to Enter the Creative Economy?**

Graduate study in art and design not only advances the knowledge and skills of the students enrolled, it also often serves as a gateway into the creative economy. Attendees will consider the needs of these students as they make the transition, and the success of academic experiences to prepare them for the realities that await ahead. What must today's graduate students know and be able to do? What skills must they have mastered? What can the academy do to enhance the preparedness of graduate students?

*Facilitators:* Colin Greene Blakely, University of Arizona  
Vagner Mendonça-Whitehead, Pennsylvania State University

*Recorder:* Kira Enriquez Loya, Indiana State University

12:15 a.m. – 1:30 p.m. **LUNCHEON FOR THE ASSOCIATION**

**Grand Ballroom 3 (4<sup>th</sup> Fl)**

With an intention to continue and advance discussions begun during the morning sessions, luncheon tables will be identified by the six morning breakout topics. Attendees may select their table based upon the desire to either continue conversations begun during the morning or choose a new topic to explore with session presenters and other interested colleagues.

1:45 p.m. – 3:00 p.m.

### **INVOLVING FACULTY IN THE INSTITUTIONAL PEER REVIEW PROCESS: ESTABLISHING BUY-IN AND OWNERSHIP**

**Grand Ballroom 2 (4<sup>th</sup> Fl)**

Institutional peer review, particularly that which is specifically focused on discipline-specific areas, is invaluable. Actions to approve/renew accreditation and new curricula applications represent an immediate indication of an institution's compliance with national standards. Such comprehensive undertakings provide to institutions opportunities to consider in thorough detail not only the success of their operations, but as well, the relevance and effectiveness of the curricular programs offered. Guided by proactive and thoughtful leadership, the process of comprehensive review often serves as a springboard from which institutions can engage in deep self-reflection, recognize areas in need of further consideration, and cultivate opportunities for continuous development, particularly with regard to initiatives that support student learning and therefore success. However, truly effective institutional peer review can only be accomplished if and when faculty buy-in and ownership exists, and when faculty are embraced and welcomed as an integral part of the process. In this session, the presenter will offer successful strategies for engaging faculty in the peer review process, such as framing and offering opportunities for fruitful conversations; fostering a spirit of collaboration; identifying shared goals; focusing efforts which lead to the continuous improvement of student outcomes; celebrating successes while identifying challenges; and recognizing the peer review process as an integral way to establish

## Friday, October 18 (Continued)

1:45 p.m. – 3:00 p.m.      **INVOLVING FACULTY IN THE INSTITUTIONAL PEER REVIEW  
PROCESS: ESTABLISHING BUY-IN AND OWNERSHIP**      **Grand Ballroom 2 (4<sup>th</sup> Fl)**  
(Continued)

community within the art and design unit. Attendees will have the opportunity to explore successful peer review models and the assistance well-planned initiatives can provide.

*Presenter:* Susan E. Cahan, Temple University

*Moderator:* Susanne Floyd Gunter, Converse University

1:45 p.m. – 3:00 p.m.      **ACHIEVING WORK/LIFE BALANCE: A FOCUS ON  
FACULTY, STAFF, AND ADMINISTRATORS**      **Grand Ballroom 1 (4<sup>th</sup> Fl)**

Aligned with the 2023 Annual Meeting session which explored the topic of student mental health, today's session will focus specifically on art and design faculty, staff, and administrators and how they might achieve work/life balance by minimizing their levels of stress. Left unchecked, these conditions can lead to depression, burnout, and early exit from the discipline at a time when experienced leadership is essential both in the classroom and across the institution. Facing shrinking budgets and reductions in personnel, faculty, staff, and administrators often witness expanding workload responsibilities, which can lead to increased physical exhaustion, persistent anxiety, and concern with regard to job security. External issues, such as declining professional respect for the work of the academy and increasing public attacks on higher education, often exacerbate these realities. Balancing internal and external conditions coupled with the responsibility to assist and serve the needs of students can be overwhelming. In today's session, attendees will explore a number of considerations such as: How might faculty, staff, and administrators begin or continue to prioritize personal wellbeing so that a reasonable and realistic balance between work and life can be achieved? What assistance and resources are available to help navigate current challenging realities? What boundaries must be drawn by institutions, by individuals? How might faculty, staff, and administrators collaborate to enhance or redefine institutional expectations of productivity and identify avenues of support that align better with current realities in the discipline? Time for questions and open conversation will be provided.

*Presenter:* Nadine J. Kaslow, Emory University

*Moderator:* Donna Sweigart, Rowan University

2:00 p.m. – 4:15 p.m.      **MEETINGS WITH NASAD STAFF**

These individually assigned and scheduled appointments are intended to provide to Annual Meeting attendees who indicated interest in advance an opportunity to meet with staff to discuss topics of an accreditation nature.

3:15 p.m. – 4:30 p.m.      **ARTICULATING THE VALUE OF ART/DESIGN STUDY:  
DEVELOPING EFFECTIVE TALKING POINTS**      **Minnesota (6<sup>th</sup> Fl)**

The need to articulate clearly and definitively the importance of art and design study has never been more important, particularly as institutions search for ways to reduce costs in the face of low enrollments and dwindling support, and consider as viable options the scaling back of curricular programs or their discontinuation altogether. A systematic approach entertained by many institutions when it comes to consideration of a program's viability is a simple bottom-line calculation. Unfortunately, these calculations often do not reflect the intangible benefits study in art/design provides, not only to the students enrolled, but also to an institution's community. Without proactive discussions which emphasize the benefits of art/design study, these disciplines are in jeopardy of being undervalued at best and disregarded at worst. Few can articulate better than those with expertise in art and in design the role, value, and importance of art/design study at all stages of human development. This critical responsibility often falls to the art/design administrator, whose role it is to protect, defend, and advance opportunities for study in art and

## Friday, October 18 (Continued)

3:15 p.m. – 4:30 p.m.      **ARTICULATING THE VALUE OF ART/DESIGN STUDY:  
DEVELOPING EFFECTIVE TALKING POINTS**      **Minnesota (6<sup>th</sup> FI)**  
(Continued)

design. Accepting this responsibility, the art/design executive must then develop, hone, and use with regularity “pitches” which not only speak to the need to maintain art and design as viable curricular forces which align with institutional mission, but also as important aspects in the everyday life of individuals. Attendees will work together to develop sets of talking points intended to target various constituencies (e.g., upper administrators, colleagues in other disciplines, parents, federal and state officials, etc.) that play a role in the future of art and design as ongoing and essential collegiate offerings.

*Presenters:*      Marie Bukowski, Wichita State University  
                          Jade Jewett, California State University, Fullerton  
                          Jack Risley, Washington University in St. Louis  
*Moderator:*      Jeffrey Hanson, Southern Utah University

3:15 p.m. – 4:30 p.m.      **ENSURING STUDENT SUCCESS:  
ENGAGING THE UNDERPREPARED STUDENT**      **Grand Ballroom 1 (4<sup>th</sup> FI)**

Regardless of institution type and size, students arriving to pursue certificates, two-year associate degrees, and four-year baccalaureate degrees often lack essential entry-level preparation, which may diminish their potential for success. The quest to increase enrollment, improve retention, and mentor students toward program completion—often tied to institutional, state, and federal funding—may be hindered as faculty encounter incoming students with little to no foundational art and design training. Compounding the situation is the expectation held by students and their families, upper administrators, and members of state and federal agencies, that students should progress quickly and efficiently through degree programs without the burden of extra cost or extended time to complete the scaffolding of coursework necessary for a student to develop competence in a chosen area of study. Identifying underprepared students and providing appropriate curricular support places a strain on program administrators as well as faculty mentors. In this session, attendees will explore issues such as: traditional and evolving entry-level expectations; methods for identifying underprepared students and measures that can be taken; mentorship strategies to assist these students to progress toward degree completion; and the resultant alignment of academic expectations, program outcomes, and related measures of student and program success. Time for open conversation and questions will be provided.

*Presenters:*      Stefanie Pettys, University of Cincinnati, Blue Ash  
                          Colleen Reilly, Houston Community College  
*Moderator:*      Stephen Halko, Ferris State University

4:45 p.m. – 5:45 p.m.      **BRIEFING: NASAD ADMINISTRATIVE SUPPORT RESOURCES**      **Minnesota (6<sup>th</sup> FI)**

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 successful programs in art and design.

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

4:45 p.m. – 5:45 p.m.      **COMMUNICATING WITH THE COMMISSION:  
CREATING EFFECTIVE WRITTEN ACCREDITATION MATERIALS**      **Grand Ballroom 2 (4<sup>th</sup> FI)**

Whether developing and preparing comprehensive applications for accreditation and reaccreditation, Responses, Progress Reports, and/or applications for Plan Approval, Final

## Friday, October 18 (Continued)

4:45 p.m. – 5:45 p.m.      **COMMUNICATING WITH THE COMMISSION:  
CREATING EFFECTIVE WRITTEN ACCREDITATION MATERIALS**      **Grand Ballroom 2 (4<sup>th</sup> Fl)**  
*(Continued)*

Approval for Listing, and/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.

*Presenters:*      Carlyle D. Johnson, Tennessee State University  
                         Robert V. Robbins, Miami University

*Staff Resource:*      Stephen Cannistraci, NASAD National Office

4:45 p.m. – 5:45 p.m.      **THE UNDERGRADUATE DEGREE:  
FACILITATING DESIGN, REVIEW, AND IMPLEMENTATION**      **Grand Ballroom 1 (4<sup>th</sup> Fl)**

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 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 16 from 3:30 p.m.–5:30 p.m.)*

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

5:45 p.m. – 6:45 p.m.      **RECEPTION FOR THE ASSOCIATION**      **Atrium (4<sup>th</sup> Fl)**  
*(Please note: This event includes a cash bar.)*

## Saturday, October 19

7:00 a.m. – 12:45 p.m.      **REGISTRATION**      **Atrium (4<sup>th</sup> Fl)**

7:15 a.m. – 9:00 a.m.      **CONTINENTAL BREAKFAST FOR THE ASSOCIATION**      **Grand Ballroom 3 (4<sup>th</sup> Fl)**

7:30 a.m. – 9:00 a.m.      **BOARD OF DIRECTORS BREAKFAST AND MEETING**      **Lake Calhoun (8<sup>th</sup> Fl)**  
*(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 Ballroom 1 (4<sup>th</sup> Fl)**

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,

## Saturday, October 19 (Continued)

- 8:00 a.m. – 12:30 p.m.     **WORKSHOP: PREPARING FOR NASAD EVALUATION**     **Grand Ballroom 1 (4<sup>th</sup> Fl)**  
*(Continued)*
- 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 16 from 3:30 p.m.–5:30 p.m.)*
- Presenter:*            Nora R. Hamme, NASAD National Office
- 8:00 a.m. – 12:30 p.m.     **MEETINGS WITH NASAD STAFF**
- These individually assigned and scheduled appointments are intended to provide to Annual Meeting attendees who indicated interest in advance an opportunity to meet with staff to discuss topics of an accreditation nature.
- 9:15 a.m. – 12:30 p.m.     **MEETINGS WITH EXPERIENCED ADMINISTRATORS**
- These individually assigned and scheduled appointments are intended to provide to Annual Meeting attendees who indicated interest in advance an opportunity to meet with experienced administrators to discuss topics related to the work of art/design executives.
- 9:15 a.m. – 10:45 a.m.     **EXECUTIVE COMMITTEE MEETING**     **Lake Calhoun (8<sup>th</sup> Fl)**  
*(Please note: This event is for Executive Committee members only.)*
- 9:15 a.m. – 10:45 a.m.     **OPEN CONVERSATION FOR NEW ADMINISTRATORS**     **St. Croix I (6<sup>th</sup> Fl)**
- This session will offer to attendees an opportunity to explore and discuss with other new 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.
- Moderator:*            Kate Bukoski, East Carolina University
- 9:15 a.m. – 10:45 a.m.     **OPEN CONVERSATION FOR EXPERIENCED ADMINISTRATORS**     **Gray's Bay (8<sup>th</sup> Fl)**
- This session will offer to attendees an opportunity to explore and discuss with other experienced 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.
- Moderator:*            Rebecca Coffman, Purdue University Fort Wayne
- 9:15 a.m. – 10:45 a.m.     **OPEN FORUM: ACCESSIBILITY**     **Wayzata Bay (8<sup>th</sup> Fl)**
- There is no question that students entering the workforce today must possess not only subject matter expertise, but also a robust depth of knowledge in, and awareness of, a multitude of issues related to their field of study. Depending upon a student's choice with regard to employment, one such area may be that of accessibility—a topic that is addressed in detail in the Americans with Disabilities Act (ADA) of 1990, as amended, and its associated regulations. Attendees will consider the issue of accessibility, specifically how institutions can heighten student awareness of this issue and seek to prepare them for what they may encounter as they enter the workforce. Participants will share information, ideas, and successful practices, and

## Saturday, October 19 (Continued)

- 9:15 a.m. – 10:45 a.m.     **OPEN FORUM: ACCESSIBILITY**     **Wayzata Bay (8<sup>th</sup> Fl)**  
(Continued)  
consider ways to build institutional cultures of awareness as they relate to both institutional mission and curricular offerings.  
*Facilitators:*     Rolando Méndez, Teach Access  
                               Kate Sonka, Teach Access  
*Moderator:*     David Y. Moon, California State University, Northridge
- 11:00 a.m. – 12:30 p.m.     **ROUNDTABLE FOR COMMUNITY AND TWO-YEAR COLLEGES**     **Gray's Bay (8<sup>th</sup> Fl)**  
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. Participants may wish to give consideration to topics of interest in advance. Attendance is open to all interested individuals.  
*Moderator:*     Michael Quintero, Saint Louis Community College at Florissant Valley
- 11:00 a.m. – 12:30 p.m.     **OPEN FORUM: FAITH-RELATED INSTITUTIONS**     **Minnesota (6<sup>th</sup> Fl)**  
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:*     C. Alison Miyauchi, University of Saint Francis
- 11:00 a.m. – 12:30 p.m.     **OPEN FORUM: HISTORICALLY BLACK INSTITUTIONS**     **St. Croix I (6<sup>th</sup> Fl)**  
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:*     Raimi Gbadamosi, Howard University
- 11:00 a.m. – 12:30 p.m.     **ROUNDTABLE FOR INDEPENDENT ART AND DESIGN INSTITUTIONS**     **Wayzata Bay (8<sup>th</sup> Fl)**  
Art and design executives from free-standing postsecondary institutions will have the opportunity to discuss topics of specific relevance or concern and consider 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. Participants may wish to give consideration to topics of interest in advance.  
*Moderator:*     Ann-Marie Richard, Sotheby's Institute of Art
- 11:00 a.m. – 12:30 p.m.     **ROUNDTABLE FOR SMALL ART AND DESIGN UNITS**     **St. Croix II (6<sup>th</sup> Fl)**  
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:*     Sarah Lemmon, Wayne State College
- 12:30 p.m.     **ADJOURNMENT OF THE 80<sup>th</sup> NASAD ANNUAL MEETING**

**National Association of Schools of Art and Design  
Eighty-First Annual Meeting**

**October 15 – 18, 2025**

**Hilton Long Beach  
Long Beach, California**



# NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

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

October 16 – 19, 2024

### 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 of individuals who are 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 app. An opportunity to share feedback is also provided to the full membership following the conclusion of the Annual Meeting. Discussion regarding Annual Meeting content is 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 forward to the National Office Annual Meeting suggestions, which are then placed on the Executive Committee's agenda. The 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 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, materials, technology, 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

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

October 16 – 19, 2024

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

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#### **PRESIDENT**

\*\*Greg Watts (2026)  
*Cleveland Institute of Art*

#### **VICE PRESIDENT**

\*\*Peg Faimon (2026)  
*Indiana University*

#### **SECRETARY**

\*\*Troy Richards (2025)  
*Fashion Institute of Technology*

#### **TREASURER**

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

#### **IMMEDIATE PAST PRESIDENT**

\* Vacant

#### **MEMBERS OF THE BOARD OF DIRECTORS**

- \* Jeffrey Bellantoni (2026)  
*Woodbury University*
- \* Susan E. Cahan (2025)  
*Tyler School of Art and Architecture*
- \* Dana Clancy (2025)  
*Boston University*
- \* Beth Elicker (2024)  
*Maine College of Art and Design*
- \* Chris Garvin (2026)  
*University of South Florida*
- \* Seda McKilligan (2024)  
*Iowa State University*

#### **COMMISSION ON ACCREDITATION**

- \*\*Chair (2026)  
*(To be filled by election in 2024)*
- Kate Bukoski (2026)  
*East Carolina University*
- Marie Bukowski (2026)  
*Wichita State University*
- Jade Jewett (2025)  
*California State University, Fullerton*
- Carlyle D. Johnson (2026)  
*Tennessee State University*
- 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 (2026)  
*Miami University*

\*Board of Directors

\*\*Executive Committee

#### **COMMISSION ON ACCREDITATION, Continued**

- James Sullivan (2024)  
*Southern Methodist University*
- William Wightman (2024)  
*James Madison University*
- Paige Williams (2025)  
*Endicott College*
- Vacant (2025)  
*(To be filled by election in 2024)*

#### **PUBLIC MEMBERS OF THE BOARD AND COMMISSION**

- \* Diana H. Mutz  
*Indianapolis, Indiana*
- \* Fran Tucker  
*Herndon, Virginia*

#### **COMMITTEE ON NOMINATIONS**

- Laura Vandenberg, *Chair* (2024)  
*University of Oregon*
- Jonathan Fahnestock (2024)  
*Maryville University of St. Louis*
- Greg Hull (2024)  
*Herron School of Art and Design*
- Deanne Pytlinski (2025)  
*Metropolitan State University of Denver*
- Angie To (2025)  
*University of Tennessee at Chattanooga*

#### **COMMITTEE ON ETHICS**

- Susanne Floyd Gunter, *Chair* (2025)  
*Converse University*
- Charles E. Boone (2026)  
*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 Publication*
- 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*

## **Eightieth Annual Meeting**

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

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