

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

Thirty-Fifth Annual Meeting

Program

**Hilton Tucson El Conquistador Resort
Tucson, Arizona**

September 17 – 19, 2015

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

Thirty-Fifth Annual Meeting

September 17-19, 2015

Program of Events

PLEASE NOTE:

- *Advance registration is required for each of the NASD Pre-Meeting Workshops and the Annual Meeting. A separate fee, in addition to the Annual Meeting registration fee, is required for the Pre-Meeting Workshop for New Dance Administrators.*
- *The hotel floor level follows the meeting room name. Please consult the hotel map for the location of meeting rooms on each level.*

Thursday, September 17

8:00 a.m. – 6:00 p.m.	ANNUAL MEETING REGISTRATION	Satellite Desk (Ballroom Foyer, Lobby Level)
9:00 a.m. – 5:00 p.m.	COMMISSION ON ACCREDITATION (Continued) <i>(Commission members only)</i>	Santa Rita (Upper Level)
9:00 a.m. – 4:00 p.m.	PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS <i>(Advance registration and separate fee required)</i>	Joshua Tree (Lobby Level)
9:00 a.m.	Introductions and Orientation Michelle Jarvis, Butler University	
9:10 a.m.	Welcome from the President of NASD Madeleine Scott, Ohio University	
9:15 a.m.	Managing and Leading in the Academic Community <p>As members of the academic community, dance administrators must work to establish and cultivate relationships between the dance 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 dance as an indispensable academic discipline within the institution and community, and 3) accurately and positively representing the dance unit both on and off campus.</p> <p>Together, the group will consider the following questions: What are some examples of effective leadership styles for dance 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 dance unit? Do different issues require different styles? How can a leader improve his/her leadership skills?</p> <p>Several short examples describing leadership successes and failures will be provided and are intended to assist attendees to explore ways of finding their own leadership styles. These vignettes will serve as springboards, providing opportunities for attendees to discuss the myriad responsibilities of dance administrators, such as people management, oral and written communication, resource allocation, and planning.</p> <p><i>Presenter:</i> Damon Rago, Loyola Marymount University</p>	

Thursday, September 17 (Continued)

- 9:00 a.m. – 4:00 p.m. **PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS** **Joshua Tree (Lobby Level)**
(Continued) *(Advance registration and separate fee required)*
- 10:30 a.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 dance administrator today requires an awareness of, and the necessity for careful and balanced cultivation among multiple constituencies. Therefore, goal setting becomes a necessary and effective way to establish both 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 relationship 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 plethora and pace of questions, challenges, and issues that arise.
- Suggestions with regard to setting goals, developing approaches to planning, and successful ways to think about time and its effective use will be presented.
- Presenter:* Michelle Jarvis, Butler University
- 11:45 a.m. **Box Lunch for Workshop Attendees**
- 1:00 p.m. **Financial Management**
- Dance programs are complex. Such complexities create expenses on many levels and in many dimensions. Technology compounds this issue by producing new budget pressures in terms of equipment and the need to maintain its currency. Successful financial management, therefore, requires not only detailed knowledge of costs, but also the savvy required to advocate budget needs, the ability to allocate and manage funds effectively, and the wherewithal to exercise fiscal responsibility—while at the same time dealing with issues that range from scholarship to facility maintenance/repair to faculty compensation.
- This session will begin with an introduction of existing realities and the pressures they bring to bear on institutions, and specifically, dance 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:* F. Lee Merwin, American Ballet Center, Joffrey Ballet School
- 2:15 p.m. **Community Relations and Fundraising**
- Many successful dance administrators maintain extensive contacts in their local and regional communities. These contacts can prove valuable when interests arise in developing institution/community collaborations. 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 dance administrator must face.
- This session will consider the strong relationship between community relations and fundraising. It will consider how presentations of dance, relationships with dance 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:* Andrew Vaca, California State University, Long Beach

Thursday, September 17 *(Continued)*

9:00 a.m. – 4:00 p.m. **PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS** **Joshua Tree (Lobby Level)**
(Continued) *(Advance registration and separate fee required)*

3:30 p.m. **Summary Discussion and Closing Remarks**

Moderator: Michelle Jarvis, Butler University

1:00 p.m. – 4:00 p.m. **PRE-MEETING WORKSHOP FOR SEASONED** **Sonoran (Upper Level)**
DANCE ADMINISTRATORS *(Advance registration required)*

The responsibilities of the dance administrator are complex 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 seasoned administrators, will include both short presentations and discussions related to various issues affecting the work of dance administrators. Topics will include but not be limited to: working with faculty, students, and other administrators within and across disciplines; communicating with upper administrators; issues of promotion and tenure; financial management of the dance unit; marketing the dance unit to prospective students and the public; strategies for dealing with difficult situations; and succession planning. Attendees from all types of institutions and from all levels of administration are welcome.

Facilitators: Susan Van Pelt Petry, Ohio State University
 Janice H. Roberts, Saint Olaf College
 Sharon Story, Atlanta Ballet Centre for Dance Education

5:15 p.m. – 5:30 p.m. **BOARD OF DIRECTORS NEW MEMBER BRIEFING** **Boardroom (Lobby Level)**
(Board of Directors members only)

5:30 p.m. – 9:30 p.m. **BOARD OF DIRECTORS BUSINESS MEETING AND DINNER** **Boardroom (Lobby Level)**
(Board of Directors members only)

Friday, September 18

8:00 a.m. – 6:00 p.m. **ANNUAL MEETING REGISTRATION** **Satellite Desk (Ballroom Foyer)**

8:00 a.m. – 9:00 a.m. **ORIENTATION FOR EXECUTIVES NEW TO NASD** **Joshua Tree (Lobby Level)**

This session will provide an overview of NASD: its services, publications, and role as an accrediting agency with special attention to the benefits and responsibilities of accredited institutional membership. Discussion will emphasize ways the Association and its work can assist administrators to fulfill the many and varied aspects of their local responsibilities. Individuals attending the NASD Annual Meeting for the first time are especially encouraged to attend.

Presenters: Larry A. Attaway, Butler University
 Mary Lisa Burns, New World School of the Arts

8:30 a.m. – 9:00 a.m. **BRIEFING FOR MODERATORS AND RECORDERS** **Agave I (Lobby Level)**

This briefing, conducted by NASD staff, will present instructions, expectations, and helpful hints to Annual Meeting moderators and recorders. All individuals who have agreed to serve as moderators and/or recorders should plan to attend this briefing.
(By invitation only)

Facilitator: Sarah Yount, NASD National Office

Friday, September 18 (Continued)

9:15 a.m. – 10:15 a.m. **FIRST GENERAL SESSION: KEYNOTE ADDRESS** **Coronado I/II (Lobby Level)**

Welcome to Members and Guests
Introductions and Announcements
Keynote Address

Speaker: Ben Cameron, Doris Duke Charitable Foundation
Title: “The Role of Dance in the New Millennium”

10:30 a.m. – 11:30 a.m. **ROUNDTABLES BY TYPE OF INSTITUTION** **(Rooms noted below)**

(Please note: Institutions offering more than one type of curricular program should choose a roundtable based on their current primary interest.)

The roundtables are intended to serve as a forum to discuss various issues from the preceding keynote address. Individuals may also raise topics of general concern and/or propose topics of particular local interest for discussion by and advice from the entire group. Participants are asked to give thought to such topics in advance. Each roundtable will provide an opportunity to share issues and expertise across a broad range of topics germane to each type of institution and to dance in higher education. Participants may attend their session of choice. Discussion comments and issues noted by session recorders will be considered by the NASD Board of Directors in the future work of the Association.

PROFESSIONAL STUDIO SCHOOL PROGRAMS **Agave I (Lobby Level)**

Primarily for institutions that offer postsecondary non-degree professional training in dance.

Moderator: Sharon Story, Atlanta Ballet Centre for Dance Education
Recorder: Colleen Barnes, American Ballet Center, Joffrey Ballet School

UNDERGRADUATE (A) **Coronado I/II (Lobby Level)**

Primarily for institutions that offer only liberal arts (B.A./B.S.) baccalaureate programs.

Moderator: Debra Noble, California State University, Fullerton
Recorder: Carol Hess, University of Maryland, Baltimore County

UNDERGRADUATE (B) **Joshua Tree (Lobby Level)**

Primarily for institutions that offer professional (B.F.A.) baccalaureate programs.

Moderator: Joan Frosch, University of Florida
Recorder: Jin-Wen Yu, University of Wisconsin-Madison

MASTER OF FINE ARTS **Agave II (Lobby Level)**

Primarily for institutions that offer the terminal degree in a dance practice area.

Moderator: Holly Williams, University of Texas at Austin
Recorder: Rubén Graciani, Point Park University

GRADUATE RESEARCH PROGRAMS **Agave III (Lobby Level)**

Primarily for institutions that offer graduate research programs.

Moderator: Maura Keefe, The College at Brockport, State University of New York
Recorder: Sherril Dodds, Temple University

DANCE EDUCATION PROGRAMS **White Dove (Lobby Level)**

Primarily for institutions that offer undergraduate and/or graduate degrees in dance education.

Moderator: Kevin Warner, Appalachian State University
Recorder: Jeff Rebudal, Wayne State University

Friday, September 18 (Continued)

- 11:45 a.m. – 12:15 pm **ROUNDTABLE REPORTS** **Coronado I/II (Lobby Level)**
- Moderators from each of the six previous roundtables will present a brief summary report of their group’s findings, including major issues and concerns, to all attendees.
- Moderator:* Jory Hancock, University of Arizona
- 12:15 p.m. – 1:45 p.m. **LUNCHEON FOR THE ASSOCIATION** **Presidio V (Lobby Level)**
- Speaker:* Steven J. Tepper, Arizona State University
Title: “Artists & Intersections and Opportunities in an Age of Convergence”
Moderator: Madeleine Scott, Ohio University
- 2:00 p.m. – 3:00 p.m. **COLLABORATION BETWEEN PROFESSIONAL TRAINING SCHOOLS AND COLLEGES AND UNIVERSITIES** **Joshua Tree (Lobby Level)**
- Although the administrative structures and operations of professional dance training programs differ from those that exist within colleges and universities, dance programs share a common goal: to provide exceptional education and training in dance to students who come anxious and willing to learn. In a climate where dwindling resources seem to be the norm, establishing connections between and among institutions can assist with the pooling and sharing of resources and expertise.
- Successful collaborations and partnerships between professional training programs and dance programs within colleges and universities can often yield exceptional results with regard to resource access and utilization. As well, such connections can have the effect of deepening the educational experience for all students, as access to a broader pool of faculty expertise and availability of additional coursework is expanded. These win-win situations can benefit not only the institutions, students, and faculty, but can also create positive results for surrounding communities.
- This session will provide an opportunity for attendees to share examples of current collaborations and partnerships, propose and examine new models of collaboration, and engage in specific discussion centered on the consideration of specific and potential for future collaborative efforts involving faculty, students, facilities, and curricular coursework.
- Presenters:* Cornelius Carter, University of Alabama
 Renee Griswold, Milwaukee Ballet School and Academy
- 2:00 p.m. – 3:00 p.m. **DEVELOPING AND ARTICULATING STUDENT COMPETENCIES I: THE DEVELOPMENT OF THE DANCER** **Coronado I/II (Lobby Level)**
- Central to study in any discipline-specific area is the existence of clearly articulated expectations with regard to the development of competencies in the major and associated fields. Such requirements should be aligned with the goals of the curricular programs, and the mission of the unit in concert with the mission of the institution. These competencies should be expressed using the vernacular of the field to ensure clear and pervasive understanding. Dance units hold the responsibility to clearly describe what is expected of students throughout a course of study. These expectations should result in the development of a body of knowledge and skill, which serves as a basic foundation for work and continuing growth.
- This session will offer participants an opportunity to explore various approaches used to develop student competencies in dance and related areas. Associated issues, such as the availability of faculty expertise sufficient to deliver training, defining levels and clearly articulating level-placement requirements, constructing syllabi that describe expectations, and developing grading systems that track student progress will be discussed.
- Presenters:* Jan Erkert, University of Illinois at Urbana-Champaign
 Susan Levine Ourada, University of Nebraska – Lincoln

Friday, September 18 (Continued)

- 3:15 p.m. – 4:15 p.m. **DEVELOPING AND ARTICULATING STUDENT COMPETENCIES II: Coronado I/II (Lobby Level)**
ARTICULATING EXPECTATIONS AND RESULTS
- Once decisions have been made with regard to competency expectations and development, what follows is the task of articulating 1) these competencies, 2) the importance of competency development, 3) student success in developing competency, and 4) the institution’s success in educating students. This is of particular importance because, from time to time, the dance unit will be called upon to articulate the value and importance of competency development to a variety of audiences in a variety of settings, both in oral and written form.
- This session will offer attendees an opportunity to explore strategies that will assist them to 1) prepare clearly articulated competency expectations and cogent results, 2) define success with regard to competency development, and 3) formulate ways to effectively articulate the work, importance, and value of dance study to administrators, external reviewers, and the public.
- Presenters:* Nora Ambrosio, Slippery Rock University
Genevieve Durham DeCesaro, Texas Tech University
- 3:15 p.m. – 4:15 p.m. **ENVISIONING THE FACULTY OF TOMORROW Joshua Tree (Lobby Level)**
- In this era of near-constant change and technological advance, it seems likely that the realities that will exist for the faculty of tomorrow will be, in many ways, quite different from those that exist today. New demands and expectations seem to be constants in the conversation. The faculty of tomorrow will need to possess deep and wide proficiencies and skills. The faculty of tomorrow will need to be flexible and nimble. Faculty members will be expected to engage not only in the conversation in the classroom, but in the institutional-community conversation as well.
- Attendees will consider issues such as the nature of professional work within and outside the dance unit; how delivery systems may impact delivery methods and teaching; the importance of developing effective communication skills; the ever-growing body of knowledge and the concomitant need to develop and maintain faculty expertise; and the value of creating and maintaining collaborative and collegial relationships. After short presentations, which will frame the issues, opportunity for questions, answers, and open dialogue will follow.
- Presenters:* Brian Palmer, Jacksonville University
Paula Weber, University of Missouri, Kansas City
- 4:30 p.m. – 5:30 p.m. **FORUMS (Rooms noted below)**
- These sessions will provide an informal opportunity for representatives from like-kind institutions to exchange reports of achievements, conditions, and challenges facing their institutions, and to explore and share problems and solutions. Discussion comments and issues noted by session recorders that have the potential to inform the future work of NASD will be provided to and considered by the NASD Board of Directors.
- INSTITUTIONS WITH SMALL OR DEVELOPING DANCE DEPARTMENTS Agave II (Lobby Level)**
- Moderator:* Kay Andersen, Southern Utah University
Recorder: Jodi Youmans-Jones, Casper College
- PUBLIC INSTITUTIONS White Dove (Lobby Level)**
- Moderator:* Stacy Reischman Fletcher, University of Southern Mississippi
Recorder: Gregory Patterson, Oakland University
- PRIVATE INSTITUTIONS Agave III (Lobby Level)**
- Moderator:* Stephen Pier, The Hartt School
Recorder: Nancy Dickson-Lewis, Chapman University

Friday, September 18 (Continued)

- 4:30 p.m. – 5:30 p.m. **BRIEFING FOR EXPERIENCED EVALUATORS** **Joshua Tree (Lobby Level)**
- This annual briefing is offered by invitation for individuals currently trained and serving as NASD visiting evaluators. It provides an opportunity for evaluators to refresh their knowledge of NASD procedures, protocols, and standards, with particular focus on recent changes to the *Procedures for Institutions*, 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. Individuals interested in becoming NASD evaluators are encouraged to contact the National Office staff for consideration for training in 2016.)*
- Presenter:* Karen P. Moynahan, NASD National Office
- 4:30 p.m. – 5:30 p.m. **ROUNDTABLE FOR PROFESSIONAL STUDIO SCHOOLS** **Agave I (Lobby Level)**
- This session will provide an opportunity for attendees to raise issues of common concern and to pose questions for discussion and advice from attendees. Topics may be determined in advance or raised during the roundtable. Attendees may wish to continue the conversation started during the morning session entitled "Collaboration Between Professional Training Schools and Colleges and Universities." This roundtable is open to all attendees.
- Moderator:* Melanie Person, The Ailey School
- 5:30 p.m. – 6:30 p.m. **RECEPTION FOR THE ASSOCIATION** **Sundance Courtyard**
(Cash Bar)

Saturday, September 19

- 7:30 a.m. – 1:00 p.m. **ANNUAL MEETING REGISTRATION** **Agave Desk (Lobby Level)**
- 7:30 a.m. – 8:45 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Presidio V (Lobby Level)**
- 9:00 a.m. – 10:00 a.m. **SECOND GENERAL SESSION: PLENARY BUSINESS MEETING** **Coronado I/II (Lobby Level)**
- Call to Order
Determination of Quorum
Minutes
Report of the Commission on Accreditation
Introduction of Newly Accredited Institutional Members
Report of the Committee on Ethics
Report of the Treasurer
Report of the Executive Director
Election of Officers
Report of the President
New Business
Adjournment

Saturday, September 19 (Continued)

- 10:15 a.m. – 11:15 a.m. **ENROLLMENT MANAGEMENT I: RECRUITMENT** **Coronado I/II (Lobby Level)**
- The savvy dance administrator knows that student recruitment successes have lasting implications for the long-term health and development of the dance unit. Although a good track record and word of mouth are invaluable, today, proactive interaction and information sharing are necessities. No longer can institutions merely wait for the next cohort to arrive.
- Presenters will address issues such as the use of online marketing and social media, recruitment opportunities at regional dance conferences and competitions, the engagement of alumni in recruitment efforts, and various strategies for answering questions related to program cost and student outcomes. Open discussion will follow.
- Presenters:* Janet Lilly, University of North Carolina at Greensboro
 Timothy Melady, Nutmeg Ballet
- 10:15 a.m. – 11:15 a.m. **THE CARE AND FEEDING OF THE ADMINISTRATOR I:
CARING FOR THE INDIVIDUAL** **Agave (Lobby Level)**
- Dance administrators spend countless hours ensuring that all facets of dance unit operations are running smoothly in order to produce essential artistic and educational results. The needs, wants, and desires of others, and assigned responsibilities, are given top priority. Consideration of the personal well-being of the dance administrator is relegated to tomorrow, if not to an indefinite, “whenever.” Given the various external and internal demands placed upon dance administrators, individuals often find themselves not only pulled in various directions, but also inundated by the near-constant flurry of activity at their institutions. Although driven by a passion for the discipline, which provides fuel for even an empty tank, over time, fatigue and weariness can set in and take a toll on the mental and physical wellness of the dance administrator.
- This session will prod administrators to consider and discuss how to 1) develop strategies to address, manage, and balance administrative demands, and 2) create, build, and nurture healthy lifestyles and behaviors in order to help mitigate daily pressures. Open discussion will follow brief presentations.
- Presenters:* Mary Linda Graham, Hope College
 Cynthia A. Newland, Belhaven University
- 10:15 a.m. – 11:15 a.m. **COMPREHENSIVE REVIEWS I:
UNDERSTANDING AND USING THE NASD HANDBOOK** **Joshua Tree (Lobby Level)**
- This session will offer an in-depth look at the NASD *Handbook* and its various parts, including the Rules of Practice and Procedure, the Code of Ethics, the Standards for Accreditation, and the Appendices. Particular attention will be given to curricular requirements located within the Standards for Accreditation. Distinctions among standards, guidelines, and recommendations will be offered, followed by discussion addressing the application of standards and guidelines. Individuals new to NASD, and those currently involved in an accreditation review process, are strongly encouraged to attend.
- Presenter:* Karen P. Moynahan, NASD National Office
- 11:30 a.m. – 12:30 p.m. **ENROLLMENT MANAGEMENT II: RETENTION** **Coronado I/II (Lobby Level)**
- For many students, the road from matriculation to graduation can appear long, complex, daunting, and challenging. For those students who enter college intending to study dance, the results vary. Some may complete an undergraduate degree in four years; others may take a more leisurely path. Some may change majors, degree programs, or specializations mid-flow; others may decide to transfer to other institutions. Some may simply drop out. For dance administrators and faculties, the questions become: “How can we make the long view shorter,

Saturday, September 19 (Continued)

the complex more simple, the process less daunting, and success more feasible?" "How can we assist all students to advance and flourish?" "How can we help them maneuver through and balance their many and varied student responsibilities?"

Presenters will consider various challenges with regard to student retention and will discuss various strategies related to ensemble building, mentoring, and advising. Student support mechanisms, such as counseling services, writing centers, and tutors, will also be addressed. Open discussion will follow.

Presenters: Jory Hancock, University of Arizona
Nina M. Nelson, Western Michigan University

11:30 a.m. – 12:30 p.m. **THE CARE AND FEEDING OF THE ADMINISTRATOR II: FEEDING THE MIND** **Agave (Lobby Level)**

The body of written, visual, and digital material available today, and the ease with which it may be accessed, provides the dance administrator with an unencumbered path to endless sources of information. Seminars, webinars, lectures, meetings, and the like offer opportunities to connect, consider, and learn from others. Performance opportunities in various shapes and fashions abound. Opportunities to feed and expand the mind are inexhaustible. Unfortunately, the moments of time that the dance administrator may devote to these materials and experiences are not.

It is important for the dance administrator to ensure that a portion of each day is devoted to exercises that feed and expand the mind, benefitting both the individual and, hopefully, the institution. The first step to success in this regard is to realize that no one individual can keep up with the pace of released information or its sheer volume. Therefore, the astute administrator must sift through the available information and opportunities, decide what is salient, devour the content, and, as appropriate, incorporate its wisdom into the daily routine.

This session will offer time for attendees to share tried-and-true practices, as well as time to pose and discuss questions.

Presenters: Lisa Fusillo, University of Georgia
E. Gaynell Sherrod, Virginia Commonwealth University

11:30 a.m. – 12:30 p.m. **COMPREHENSIVE REVIEWS II: WORKING WITH NASD PROCEDURES** **Joshua Tree (Lobby Level)**

This session will offer an in-depth look into the various procedures of NASD, including those that address accreditation/reaccreditation; Plan Approval/Final Approval for Listing, the Optional Response, Responses and Progress Reports; and Substantive Change. The intended purpose and use of each will be discussed. *(Please note: It is recommended that individuals planning to attend this session also attend the earlier session entitled "Comprehensive Reviews I: Understanding and Using the NASD Handbook.")*

Presenter: Karen P. Moynahan, NASD National Office

12:30 p.m. – 1:30 p.m. **BOX LUNCH FOR THE ASSOCIATION** **Presidio V (Lobby Level)**
(Please feel free to take your box lunch to the afternoon sessions.)

12:45 p.m. – 4:00 p.m. **WORKSHOP FOR VISITING EVALUATORS** **Sonoran (Upper Level)**

This annual workshop will provide training to dance administrators interested in becoming visiting evaluators for NASD. Fundamentals of the accreditation process will be described in detail. Considerable time will be spent discussing expectations with regard to Self-Studies and Self-Study documentation. An overview of the *Handbook* and its constituent parts will be presented. Standards and guidelines and their application to applicant institutions will receive considerable attention as potential evaluators are guided through the process of on-site review and Visitors'

Saturday, September 19 (Continued)

Report preparation. (Please note: This session is by invitation only. Institutional representatives from accredited institutions interested in becoming NASD evaluators are encouraged to contact the National Office staff for consideration for training in 2016.)

Presenters: Nora Ambrosio, Slippery Rock University
Karen P. Moynahan, NASD National Office

12:45 p.m. – 4:00 p.m. **WORKSHOP FOR SELF-STUDY** **Joshua Tree (Lobby Level)**

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 NASD 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 Self-Study formats, on-site reviews, the Visitors' Report, the Optional Response, and Commission action. Questions may be posed during this nuts-and-bolts session. All interested individuals are welcome.

Presenter: Anne Curley, NASD National Office

1:45 p.m. – 2:45 p.m. **ESSENTIAL ASPECTS OF THE STUDENT EXPERIENCE** **Agave (Lobby Level)**

Students who leave the academy planning to pursue opportunities in dance or other related fields face a variety of challenges, both in the short- and long-term. Therefore, students must not only become expert in their discipline, but must also work to develop knowledge and skills in related areas that will 1) enable a smooth transition from the world of the academy to the world of employment, 2) assist them to immediately recognize and understand the working vernacular, and 3) position them well to be able to receive, process, and address the unknowns that will come their way in the future. The well-rounded dancer will need to have amassed expertise, tools, approaches, understandings, and sensibilities, and be able to organize, differentiate, balance, and synthesize all of these conditions.

This places a great burden on institutions to pack the collegiate experience full of training and experiences that address current, developing, and sight-unseen needs. Questions arise such as, "What other necessary skills development should be part of the overall 'student experience'?" "How can courses or seminars in management, business, and community relations benefit dance students?" "Should this training be incorporated into the curriculum, or should students gain these skills and experiences elsewhere?"

This session will enable attendees to anticipate probabilities and explore possibilities. Presenters will frame the issues and then open the floor for conversation and discussion.

Presenters: Elizabeth Gillaspay, Texas Christian University
Tauna Hunter, Mercyhurst University

1:45 p.m. – 2:45 p.m. **BRIEFING ON FEDERAL ISSUES FOR DANCE ADMINISTRATORS** **Coronado I/II (Lobby Level)**

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. Issues to be addressed include economic realities and projections; public and private funding sources and trends; and prospects for new policies, laws, and regulations concerning higher education, P-12 education, and the arts. This briefing will take a non-partisan policy analysis approach, looking at the ramifications and effects of various options and probabilities.

Presenter: Sarah Yount, NASD National Office

Saturday, September 19 (Continued)

- 3:00 p.m. – 4:00 p.m. **ANNUAL REPORTING REQUIREMENTS
AND ADMINISTRATIVE RESOURCES** **Coronado I/II (Lobby Level)**
- This session will provide an overview of specific reporting requirements for NASD member institutions including the Accreditation Audit, Affirmation Statement, Supplemental Annual Report, and the HEADS Data Survey. It will also enumerate and explain the purposes of several sets of NASD publications designed to assist institutions in the formulation of local proposals and policies. These supplemental publications touch upon issues including faculty work, promotion, and tenure; the duties of administrators; planning and futures analysis; assessment; and communicating with others, explaining the principles, aspirations, and suggested considerations for the development of effective and quality programs in dance. A brief look at the NASD website, highlighting the placement of various online resources, will be offered.
- Presenter:* Sarah Yount, NASD National Office
- 3:00 p.m. – 4:00 p.m. **HEARING: NASD STANDARDS FOR GRADUATE STUDY** **Agave (Lobby Level)**
- NASD is beginning a multiyear review of its accreditation standards. This hearing will take comments on the present text concerning graduate study. An electronic copy of the hearing text will be sent to all Annual Meeting attendees in advance of the meeting. Participants are encouraged to bring a marked copy to the hearing.
- Moderator:* Madeleine Scott, Ohio University
Recorder: Karen P. Moynahan, NASD National Office
- 4:15 p.m. - 5:30 p.m. **BOARD OF DIRECTORS SEMINAR MEETING** **Boardroom (Lobby Level)**
(Board of Directors members only)
- 6:45 p.m. – 7:30 p.m. **RECEPTION FOR THE ASSOCIATION** **Last Territory (Outdoor)**
(Cash bar)
- 7:30 p.m. – 9:30 p.m. **ANNUAL DINNER** **Last Territory (Outdoor)**
- 9:30 p.m. **ADJOURNMENT**

**NATIONAL ASSOCIATION OF SCHOOLS OF DANCE
Thirty-Sixth Annual Meeting
September 15-17, 2016
Omni Richmond Hotel
Richmond, Virginia**

Thirty-Fifth Annual Meeting

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