

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

Thirty-Fourth Annual Meeting

Program

**“MENTORING FOR ADMINISTRATORS: THE ROLE AND VALUE
OF COMMUNICATION AND CONNECTION”**

**Snowbird Ski and Summer Resort
Snowbird, Utah**

September 11 – 13, 2014

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

34th Annual Meeting

September 11 – 13, 2014

Program of Events

PLEASE NOTE:

- *Separate fees are required for the NASD Pre-Meeting Workshop and the Annual Meeting.*
- *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 11

8:00 a.m. – 6:00 p.m.	ANNUAL MEETING REGISTRATION	Ballroom 1 Lobby (Level B)
9:00 a.m. – 5:00 p.m.	COMMISSION ON ACCREDITATION <i>(continued)</i> <i>(Commission members only.)</i>	Magpie (Level B)
9:00 a.m. – 4:00 p.m.	PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS <i>(Advance registration and separate fee required.)</i>	Wasatch (Level C)
9:00 a.m.	Introductions and Orientation Michelle Jarvis, Butler University	Wasatch (Level C)
9:10 a.m.	Welcome from the President of NASD Madeleine Scott, Ohio University	Wasatch (Level C)
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>	Wasatch (Level C)

Thursday, September 11 *(continued)*

PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS *(continued)* **Wasatch (Level C)** *(Advance registration and separate fee required.)*

10:30 a.m. **Goals, Planning, and Time Management** **Wasatch (Level C)**

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** **Wasatch (Level C)**

1:00 p.m. **Financial Management** **Wasatch (Level C)**

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, demands 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** **Wasatch (Level C)**

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 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 11 *(continued)*

	PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS <i>(continued)</i> <i>(Advance registration and separate fee required.)</i>	Wasatch (Level C)
3:30 p.m.	Summary Discussion and Closing Remarks <i>Moderator:</i> Michelle Jarvis, Butler University	Wasatch (Level C)
5:30 p.m. – 9:30 p.m.	BOARD OF DIRECTORS MEETING AND DINNER <i>(Board of Directors members only.)</i>	Summit (Level 10)

Friday, September 12

8:00 a.m. – 6:00 p.m.	ANNUAL MEETING REGISTRATION	Ballroom 1 Lobby (Level B)
8:00 a.m. – 9:00 a.m.	ORIENTATION TO NASD <p>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.</p> <p><i>Presenters:</i> Larry A. Attaway, Butler University Mary Lisa Burns, New World School of the Arts</p>	Maggie (Level B)
8:30 a.m. – 9:00 a.m.	BRIEFING FOR MODERATORS AND RECORDERS <p>This briefing will offer 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. <i>(By invitation only.)</i></p> <p><i>Presenter:</i> Sarah Yount, NASD National Office</p>	Ballroom 1 (Level B)
9:10 a.m. – 10:10 a.m.	FIRST PLENARY SESSION: BUSINESS MEETING <p>Call to Order Determination of Quorum Minutes Welcome to Members and Guests 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 Action on Proposed <i>Handbook</i> Changes Election of Officers Report of the President New Business Adjournment</p>	Ballroom 1 (Level B)

Friday, September 12 *(continued)*

10:20 a.m. – 11:20 a.m. **STAYING AFLOAT IN THE MIDST OF EVER-INCREASING RESPONSIBILITIES** **Ballroom 1 (Level B)**
(Repeated at 11:30 a.m.)

The responsibilities of administering a dance program are many in number and varied in type. Add to this the tasks, activities, and events that administrators deem indispensable in the maintenance of programs and units, and quickly, that which seemed manageable months, even days ago, can quickly become overwhelming. Still, the small voice in our head persuades us to “go ahead, jump in, get it done.” Administrators must work to achieve a balance between and among leading, managing, and supporting; creating, rehearsing, and performing; initiating, building, and maintaining; and reporting, defending, and advocating. At what point do time pressures and the weight of responsibilities become too much, become paralyzing? At what point does burnout kick in and anxiety take hold? At what point does fatigue deplete our spirit and dull our passion?

This session will consider these issues, as well as approaches to accepting responsibilities without being crushed by their burdens. Together, attendees will discuss and explore healthy practices such as deciding and defining how much is good enough, delegating and letting others take responsibility, and avoiding the trap of turning responsibilities into distractions that steal our attention away from our primary responsibility – the training of dancers.

Presenter: Sherril Dodds, Temple University

Moderator: Vincas Greene, Brenau University

10:20 a.m. – 11:20 a.m. **WORKING WITH FACULTY AGENDAS AND COMPLEX SITUATIONS** **Magpie (Level B)**
(Repeated at 11:30 a.m.)

Faculty members are the lifeblood of any program. The collective expertise of a faculty is invaluable; the work of a faculty can coalesce a unit through the sharing of a common purpose. But faculty issues can also bring progress to a halt, change the dynamic of interactions, and create an environment in which daily work becomes difficult to accomplish. Pressures from various internal and external sources such as waning funding, declining enrollment, and lukewarm support can exacerbate already strained conditions.

This session will focus on a range of faculty issues, including hiring; promotion, tenure, and reward systems; workload and compensation; poor teaching and diminishing performance; faculty development; developing and maintaining open and productive lines of communication; creating an atmosphere of respect for differences and commonalities among the specializations; and faculty activities and responsibilities beyond the institution. The dance administrator dons many hats – decision-maker, counselor, mediator, interpreter, bearer of good and bad news – and does so all while constantly working to maintain a stature and presence that are unflappable and endearingly supportive. The special leadership skills involved in making these circumstances productive, both for the unit as a whole and for each specialization, will be discussed. A variety of complex situations will be reviewed in discussion.

Presenter: Susan Van Pelt Petry, Ohio State University

Moderator: Susan Levine Ourada, University of Nebraska – Lincoln

10:20 a.m. – 11:20 a.m. **HOW TO ENSURE THAT THE DISCIPLINE AND EXEMPLARY TEACHING** **Superior (Level C)**
REMAIN AT THE CENTER
(Repeated at 11:30 a.m.)

Maintaining dance and dance training as the center of our artistic and scholarly purpose requires hard work given the number of tasks and distractions that arise on a daily basis. The tendency exists to address those small issues, easy-to-answer emails, and quick-fix decisions first, thus enabling others to move their important initiatives forward and us to clear our decks. Ideally, such a process would enable us to devote undeterred attention to dance and dance training. However, the reality of today’s pace means that the decks are seldom cleared, and that they are

Friday, September 12 (continued)

frequently re-cluttered with new and important tasks. Therefore, carving out and protecting time to teach, train, create, perform, and innovate is critical to the success of our students, programs, and the continuing success of our art form. This session will emphasize the necessity of finding, defining, and maintaining center, as well as the importance of using center as the guide by which to inform the decision-making process.

Presenter: Dale A. Merrill, Chapman University

Moderator: Andrea Shearer, Kent State University

11:30 a.m. – 12:30 p.m. **STAYING AFLOAT IN THE MIDST OF EVER-INCREASING RESPONSIBILITIES** **Ballroom 1 (Level B)**

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Presenter: Susan Van Pelt Petry, Ohio State University

Moderator: Susan Levine Ourada, University of Nebraska – Lincoln

Friday, September 12 (continued)

- 11:30 a.m. – 12:30 p.m. **HOW TO ENSURE THAT THE DISCIPLINE AND EXEMPLARY TEACHING REMAIN AT THE CENTER** **Superior (Level C)**
- Maintaining dance and dance training as the center of our artistic and scholarly purpose requires hard work given the number of tasks and distractions that arise on a daily basis. The tendency exists to address those small issues, easy-to-answer emails, and quick-fix decisions first, thus enabling others to move their important initiatives forward and us to clear our decks. Ideally, such a process would enable us to devote undeterred attention to dance and dance training. However, the reality of today's pace means that the decks are seldom cleared, and that they are frequently re-cluttered with new and important tasks. Therefore, carving out and protecting time to teach, train, create, perform, and innovate is critical to the success of our students, programs, and the continuing success of our art form. This session will emphasize the necessity of finding, defining, and maintaining center, as well as the importance of using center as the guide by which to inform the decision-making process.
- Presenter:* Dale A. Merrill, Chapman University
Moderator: Andrea Shearer, Kent State University
- 12:40 p.m. – 1:40 p.m. **LUNCHEON FOR THE ASSOCIATION** **Ballroom 2 (Level B)**
- The luncheon will feature a conversation with the co-founders of the Ririe-Woodbury Dance Company. The company, which is based in Salt Lake City, just recently celebrated its 50th anniversary.
- Speakers:* Shirley Ririe, Ririe-Woodbury Dance Company
 Joan Woodbury, Ririe-Woodbury Dance Company
Moderator: Marilyn Berrett, Brigham Young University
- 1:50 p.m. – 2:50 p.m. **ANNUAL REPORTING REQUIREMENTS: ACCREDITATION AUDIT, AFFIRMATION STATEMENT, SUPPLEMENTAL ANNUAL REPORT, HEADS DATA SURVEY AND DATA SUMMARIES** **Magpie (Level B)**
- Member institutions are required to submit information to NASD on an annual basis. This session will address specific reporting requirements, timelines, deadlines, and helpful suggestions aimed to ensure complete and accurate submission of the Accreditation Audit, Affirmation Statement, and Supplemental Annual Report. The predominant focus of this session will be 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, suggested collection mechanisms, and presentation of calculated data. The use of HEADS Data Summaries and Special Reports for comparison among specific peer institutions will also be discussed.
- Presenter:* Karen P. Moynahan, NASD National Office
- 1:50 p.m. – 2:50 p.m. **BRIEFING ON FEDERAL ISSUES FOR DANCE ADMINISTRATORS** **Superior (Level C)**
- 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

Friday, September 12 *(continued)*

- 1:50 p.m. – 2:50 p.m. **OPEN FORUM: NASD ACCREDITATION PROCESSES – PROCEDURES, STANDARDS, GUIDELINES, AND PRACTICES** **Ballroom 1 (Level B)**
- This forum will provide an opportunity for discussion of NASD requirements and procedures with regard to applications for accreditation/reaccreditation, Plan Approval/Final Approval for Listing, and Substantive Change, and use of the *Handbook* and application of standards. The forum will be guided by the questions posed by participants, which should be prepared in advance and focus on general, rather than specific institutional issues. All meeting attendees are welcome. *(Please note: It is recommended that individuals planning to attend the Saturday afternoon session entitled “Workshop: Preparing for NASD Accreditation” attend this Open Forum.)*
- Presenter/Moderator:* Anne Curley, NASD National Office
- 3:00 p.m. – 4:00 p.m. **DEVELOPING AND MAINTAINING RAPPORT WITH UPPER ADMINISTRATORS** *(Repeated at 4:10 p.m.)* **Ballroom 1 (Level B)**
- The artful and effective middle manager understands the necessity and value of not only managing “down” and “to the side,” but “up.” “Managing up” in this case does not refer to controlling or manipulating upper administrators; rather to actively participating in the creation of partnerships that enable middle and upper administrators to work together to assist each other in ways that are mutually beneficial to the students, program, and institution.
- Effective managing up includes learning the management styles and professional propensities of upper administrators, and in doing so, tailoring approaches and activities that mesh and complement these styles and propensities. The middle manager that consistently presents problems without suggested solutions, that is unable to give as well as take, that presumes his/her challenges to consistently trump those of others, will be seen by upper administrators as yet another problem to be addressed on an already long and tedious list. However, the middle manager who becomes known as an active problem-solver, a source of knowledgeable and helpful information, a good communicator and listener, and one who assists upper administrators to realize their own successes, can quickly become a valuable and indispensable ally, and consequently may find open doors and welcoming ears. This session will consider how to develop and cultivate such advantageous relationships. During the discussion period, attendees will be asked to share examples that have produced successful outcomes.
- Presenter:* Janice Roberts, Saint Olaf College
Moderator: Ursula Payne, Slippery Rock University
- 3:00 p.m. – 4:00 p.m. **COMMUNICATING AND NETWORKING WITH PEER ADMINISTRATORS** **Maggie (Level B)**
(Repeated at 4:10 p.m.)
- One of the many facets of administration is the necessity to work with other administrators in various contexts, and in related and unrelated disciplines. The assistance of peer administrators can be invaluable in assisting a dance administrator to address the aspirations of the dance unit. However, relationships and rapport, and trust and interest in working together, rarely spring forth without appropriate cultivation. Developing and maintaining connections requires that all involved bring to the table and employ attributes that will enable mutually beneficial results. Such helpful attributes include solid communication and organizational skills; confidence; abilities to skillfully delegate, facilitate, and negotiate; influence with long reach; and above all, an approach characterized by consistent respect, fairness, and integrity. The combined results of administrators in possession of such attributes, who are like-minded and hold complementary visions, can be powerful.
- This session will address some of the many principles and issues associated with developing rapport with fellow administrators. It will also attempt to address questions such as: How can the dance administrator establish rapport with fellow administrators? What actions and activities can enhance established rapport? What role can or should other administrators play in supporting the dance unit’s initiatives?
- Presenter:* Jan Erkert, University of Illinois at Urbana – Champaign
Moderator: Stephen Koester, University of Utah

Friday, September 12 *(continued)*

3:00 p.m. – 4:00 p.m. **ESTABLISHING CONNECTIONS AND ENHANCING PERCEPTIONS
IN THE COMMUNITY** *(Repeated at 4:10 p.m.)* **Superior (Level C)**

It is not uncommon for institutions to venture into local communities in search of relationships that might expand opportunities, provide access to additional resources, and result in the discovery of new funding sources. Institutions can benefit tremendously from such liaisons, but so can communities, as the value of such connections can be formidable, long lasting, and community sustaining. Often times, one small foot in the door can provide a gateway to cascading possibilities. The questions become where to start, who to involve, and what is the nature of the relationship.

This session will explore issues such as making and developing community connections; combining resources and using them to the maximum benefit of all involved; creating a positive image for dance in the local community; the dance unit's role in serving as a resource for dance efforts in the community; the assistance and support the dance unit can provide for various types of dance teaching; the value of connecting and cooperating with public and private schools focused on teaching dance; the use of performances, projects, and events to engage the community; and building community connections. Some time will be devoted to discussing the impact such initiatives can have on an institution's ability to enhance fundraising efforts.

Presenter: Susan Kirchner, Towson University

Moderator: Paula Weber, University of Missouri, Kansas City

4:10 p.m. – 5:10 p.m. **DEVELOPING AND MAINTAINING RAPPORT
WITH UPPER ADMINISTRATORS** **Ballroom 1 (Level B)**

The artful and effective middle manager understands the necessity and value of not only managing "down" and "to the side," but "up." "Managing up" in this case does not refer to controlling or manipulating upper administrators; rather to actively participating in the creation of partnerships that enable middle and upper administrators to work together to assist each other in ways that are mutually beneficial to the students, program, and institution.

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Presenter: Janice Roberts, Saint Olaf College

Moderator: Ursula Payne, Slippery Rock University

4:10 p.m. – 5:10 p.m. **COMMUNICATING AND NETWORKING WITH PEER ADMINISTRATORS** **Magpie (Level B)**

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Friday, September 12 (continued)

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Presenter: Jan Erkert, University of Illinois at Urbana – Champaign

Moderator: Stephen Koester, University of Utah

4:10 p.m. – 5:10 p.m.

ESTABLISHING CONNECTIONS AND ENHANCING PERCEPTIONS IN THE COMMUNITY

Superior (Level C)

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Presenter: Susan Kirchner, Towson University

Moderator: Paula Weber, University of Missouri, Kansas City

5:15 p.m. – 6:30 p.m.

RECEPTION FOR THE ASSOCIATION (Cash Bar)

Atrium Overlook (Level C)

Saturday, September 13

7:30 a.m. – 8:45 a.m.

CONTINENTAL BREAKFAST FOR THE ASSOCIATION

Ballroom 2 (Level B)

7:45 a.m. – 8:45 a.m.

BRIEFING FOR EXPERIENCED EVALUATORS

Superior (Level C)

This annual briefing is offered 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 may submit letters of interest and curricula vitae for consideration for training in 2015.)*

Presenter: Karen P. Moynahan, NASD National Office

Saturday, September 13 (continued)

8:00 a.m. – 2:30 p.m. **ANNUAL MEETING REGISTRATION** **Ballroom 1 Lobby (Level B)**

9:00 a.m. – 10:10 a.m. **SECOND PLENARY SESSION: KEYNOTE ADDRESS** **Ballroom 1 (Level B)**

Speaker: Diana Senechal, Brooklyn, New York
Title: “Courageous Disciplines: Lifting the Language of a Field”
Moderator: Madeleine Scott, Ohio University

10:20 a.m. – 11:20 a.m. **ROUNDTABLES BY TYPE OF INSTITUTION**

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

The roundtables are intended to serve as a forum for individuals to discuss the issues raised during the keynote address and to 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. The fundamental purpose of each roundtable is to provide a forum 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, which have the potential to inform the future work of NASD, will be considered by the NASD Board of Directors.

Professional Studio School Programs **Wasatch A (Level C)**

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

Moderator: Melanie Person, The Ailey School
Recorder: Corinne Cappelletti, Laban/Bartenieff Institute of Movement Studies, Inc.

Undergraduate (A) **Magpie A (Level B)**

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

Moderator: Katie Glasner, Barnard College
Recorder: Christie Zimmerman, Ball State University

Undergraduate (B) **Magpie B (Level B)**

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

Moderator: Patty Harrington Delaney, Southern Methodist University
Recorder: Rubén Graciani, Point Park University

Master of Fine Arts **Wasatch B (Level C)**

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

Moderator: Angela Kane, University of Michigan
Recorder: George de la Peña, University of Iowa

Graduate Research Programs **White Pine (Level C)**

Primarily for institutions that offer graduate research programs.

Moderator: Mary Williford-Shade, Texas Woman’s University
Recorder: Andrew Vaca, California State University, Long Beach

11:30 a.m. – 12:20 p.m. **ROUNDTABLE REPORTS** **Ballroom 1 (Level B)**

Moderators from each of the five previous roundtables will present a ten-minute summary report of the group’s findings, including major issues and concerns, to all attendees.

Moderator: Jory Hancock, University of Arizona

Saturday, September 13 *(continued)*

- 12:20 p.m. – 1:00 p.m. **BOX LUNCH FOR THE ASSOCIATION** **Golden Cliff (Level B)**
(Please bring your box lunch to the afternoon sessions.)
- 1:00 p.m. – 2:15 p.m. **ENHANCING THE EDUCATIONAL EXPERIENCE** **Ballroom 1 (Level B)**
UTILIZING VARIOUS ONLINE APPROACHES
- Traditionally, the education of tomorrow’s dancers has taken place primarily in the classroom and in the dance studio. Instruction has been face-to-face; contact has been scheduled and in person. However, with the advent and proliferation of digital technology, dance programs and institutions now have the opportunity to offer courses, credentials, and learning experiences through various non-traditional means. Across the country and around the world, institutions are exploring and engaging with various new content delivery systems such as open schedule, fixed time, computer-based, and hybrid. These delivery systems have opened the way to the dissemination of content through various types of courses such as broadcast, hybrid, online, and flipped. In this new era, degree structures range from completely on-ground to completely online. Although new technologies broaden delivery options, questions remain about whether, or to what degree, these new methods enhance and deepen the learning experience, the acquisition of knowledge and its application, and the development of specific and necessary competencies.
- This session will outline the strengths and weaknesses of these new and emerging delivery systems and course delivery methodologies. Consideration will be given to the appropriateness of delivering dance coursework via distance learning means, and whether such delivery systems and content presentation enhance student learning and therefore student success. Following a presentation by the panel, attendees will engage in an open discussion, at which time participants may share examples of past, current, and planned practices.
- Convener/Panelist:* Stephan Koplowitz, California Institute of the Arts
Panelist: Julia M. Ritter, Rutgers University, The State University of New Jersey
Moderator/Panelist: Karen Stokes, University of Houston
- 1:00 p.m. – 3:50 p.m. **WORKSHOP: PREPARING FOR NASD ACCREDITATION** **Superior (Level C)**
- This session will provide information and guidance concerning the self-study and visitation processes for members whose institutions are to be visited in the next two years, institutions planning to begin the 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 accreditation procedures, Self-Study formats, on-site reviews, the Visitors’ Report, the Optional Response, and Commission action. Questions will be taken during this nuts-and-bolts session. All interested individuals are welcome.
- Presenter:* Anne Curley, NASD National Office
- 1:00 p.m. – 3:50 p.m. **WORKSHOP FOR VISITING EVALUATORS** **White Pine (Level C)**
- 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. Significant time will be spent discussing expectations with regard to Self-Studies and Self-Study documentation. An overview of the *Handbook* and its constituent parts will be presented. Standards and guidelines and their application to applicant institutions will receive considerable attention, as potential evaluators are guided through the process of on-site review and Visitors’ Report preparation. *(Please note: This session is by invitation only. Individuals interested in becoming NASD evaluators may submit letters of interest and curricula vitae for consideration for training in 2015.)*
- Presenters:* Nora Ambrosio, Slippery Rock University
Karen P. Moynahan, NASD National Office

Saturday, September 13 (continued)

- 2:30 p.m. – 3:45 p.m. **THE HEALTH AND WELL-BEING OF THE DANCE STUDENT** **Ballroom 1 (Level B)**
- Hampered by health issues, dance students can be sidelined, missing valuable experiences and training opportunities necessary to ensure appropriate and ongoing physical and artistic development. Areas of potential concern span a wide range from musculoskeletal to emotional and psychological, and can extend throughout a dancer's career. Without proper attention and care, such issues can have long-lasting consequences for the dancer, such as the inability to continue study, or worse, the necessity to abandon the practice of dance altogether. Information provided to students in the early stages of study can assist in mitigating future issues. Access to information and acquisition of knowledge sufficient to enable students to recognize warning signs, take appropriate precautions and actions, and seek necessary assistance and treatment is vital to the short- and long-term health and well-being of the dancer.
- It is understood that many institutions have implemented programs and initiatives that address injury intervention, various facets of fitness and conditioning, and other aspects including nutrition and psychological health. The panel will discuss various examples of such initiatives, different operating models, available resources in establishing such initiatives, and the broader issues of how education in dancer health and wellness impacts students' future careers.
- Within the context of the dance unit, panelists will also discuss the appropriateness and availability of safe studio and performance space, and the development and implementation of safety policies and procedures within the dance unit or institution. At the conclusion of the panelists' presentations, time will be allotted for questions, answers, and general conversation.
- Presenters:* Kitty Daniels, Cornish College of the Arts
 Gary Galbraith, Case Western Reserve University
 Damon Rago, Loyola Marymount University
- Moderator:* Cynthia A. Newland, Belhaven University
- 4:00 p.m. – 5:00 p.m. **BRIEFING: NASD ADMINISTRATIVE SUPPORT RESOURCES** **Superior (Level C)**
- NASD has a number of resources available for institutions to assist in the formulation of local proposals and policies. This session will enumerate and explain the purposes of several sets of information. Areas of discussion will include 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. Information described above is available on the NASD website, as is detailed and extensive information helpful to the general public, students, administrators, dance administrators new to NASD, and those anticipating accreditation and reaccreditation applications. A brief look at the website, highlighting its offerings and uses, will be offered.
- Presenter:* Sarah Yount, NASD National Office
- 4:00 p.m. – 5:15 p.m. **ROUNDTABLE FOR PROFESSIONAL STUDIO SCHOOLS** **Magpie A (Level B)**
- This session will provide an opportunity to raise issues and pose questions for discussion and advice from attendees. It will begin with considerations regarding increasing the number of professional studio schools with accredited institutional membership in NASD.
- Moderator:* Renee Griswold, Milwaukee Ballet School
Recorder: Colleen Barnes, American Ballet Center, Joffrey Ballet School

Saturday, September 13 (continued)

4:00 p.m. – 5:15 p.m.	FORUMS 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. Conversation may emanate from topics presented and discussed during this Annual Meeting or those of interest to the participants. Discussion comments and issues noted by session recorders, which have the potential to inform the future work of NASD, will be considered by the NASD Board of Directors. Institutions with Small or Developing Dance Departments <i>Moderator:</i> Jodi Youmans-Jones, Casper College <i>Recorder:</i> Mary Linda Graham, Hope College Public Institutions <i>Moderator:</i> Joan Karlen, University of Wisconsin – Stevens Point <i>Recorder:</i> Nicholas Johnson, Wichita State University Private Institutions <i>Moderator:</i> Tauna Hunter, Mercyhurst University <i>Recorder:</i> Brian Palmer, Jacksonville University	Wasatch A (Level C) Wasatch B (Level C) Magpie B (Level B)
4:00 p.m. - 5:30 p.m.	BOARD OF DIRECTORS MEETING <i>(Board of Directors members only.)</i>	Summit (Level 10)
6:45 p.m. – 7:30 p.m.	RECEPTION FOR THE ASSOCIATION <i>(Cash Bar)</i>	Atrium Overlook (Level C)
7:30 p.m. – 9:30 p.m.	ANNUAL DINNER <i>Moderator:</i> Madeleine Scott, Ohio University	Ballrooms 1 & 2 (Level B)
9:30 p.m.	ADJOURNMENT	Ballrooms 1 & 2 (Level B)

**NATIONAL ASSOCIATION OF SCHOOLS OF DANCE
Thirty-Fifth Annual Meeting
September 17-19, 2015
Hilton El Conquistador Resort
Tucson, Arizona**