

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

PROGRAM

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Thirty-Second Annual Meeting

September 13-15, 2012

Hilton El Conquistador Resort  
Tucson, Arizona



# NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

SUSTAINING THE ARTISTIC AND SCHOLARLY PURPOSES OF DANCE  
IN INDIVIDUAL INSTITUTIONS

## Thirty-Second Annual Meeting

September 13-15, 2012

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*(Floor numbers follow the meeting room name)*

**LL: Lobby Level**

**UL: Upper Level**

### Thursday, September 13, 2012

8:30 a.m.-  
6:00 p.m.                    **ANNUAL MEETING REGISTRATION**                    **Coronado Foyer (LL)**

9:00 a.m.-  
4:00 p.m.                    **PRE-MEETING WORKSHOP FOR NEW  
DANCE ADMINISTRATORS**                    **Rincon (UL)**  
*(Pre-registrants only)*

Jim Hopfensperger, Western Michigan University  
Donna Jewell, University of New Mexico  
Cyrus Parker-Jeannette, California State University, Long Beach  
*Moderator:* Michelle Jarvis, Butler University

4:30 p.m.-  
9:30 p.m.                    **BOARD OF DIRECTORS MEETING AND DINNER**                    **Boardroom (LL)**  
*(Board of Directors members only)*

### Friday, September 14, 2012

8:00 a.m.-  
3:30 p.m.                    **ANNUAL MEETING REGISTRATION**                    **Coronado Foyer (LL)**

8:15 a.m.-  
9:10 a.m.                    **ORIENTATION TO NASD**                    **Joshua Tree (LL)**

This workshop will provide an overview of NASD: its services, publications, and role as an accrediting agency. Individuals attending the NASD meeting for the first time are especially encouraged to attend.

Mary Lisa Burns, New World School of the Arts  
Larry Attaway, Butler University

**Friday, September 14, 2012 (continued)**

9:15 a.m.-  
9:25 a.m.

**FIRST PLENARY SESSION**

**Coronado I (LL)**

Call to Order  
Determination of Quorum  
Welcome to Members and Guests  
Report of the Chair of the Commission on Accreditation  
Introduction of Newly Accredited Member Institutions  
Review of the Annual Meeting Theme and Agenda

9:30 a.m.-  
11:45 a.m.

**SUSTAINING THE ARTISTIC AND SCHOLARLY PURPOSES  
OF DANCE I: STRATEGIC LOCAL SITUATION ANALYSIS**

**Coronado I (LL)**

All institutions and programs share a common environment. Global, national, and regional situations affect the climate, conditions, and rhetoric that influence decisions. However, each institution and program works and makes decisions within a specific environment that contains a unique mix of conditions. Normally good local decision-making involves knowing and understanding the combinations of realities and prospects present in one's specific setting – not just administrative and funding proposals or directives, but the ideas behind the purposes behind the goals behind the proposals behind specific decisions dance leaders may need to respond to or make. Friday morning sessions are intended to provide in-depth exploration and mutual consultation about how to develop an in-depth strategic understanding of your local situation as a basis for making decisions regarding dance and dance teaching.

For example, what are some of the basic questions each executive might ask to develop an in-depth strategic local situation analysis? What are some productive approaches to making projections? How can conclusions about reasons for and levels of support be determined and used productively? How does an administrator maintain a positive relationship between realistic analysis and sustaining the artistic and/or scholarly purpose of dance as pursued in the institution?

Because these issues are pursued in different contexts, after introductory remarks, the topic will be addressed in two tracks, one focused on professional studio schools, and the other on colleges and universities.

Small group discussions will include but not be limited to developing questions such as the following associated with creating a Strategic Local Situation Analysis in individual institutions. These questions apply to every aspect of the institution and its work.

- What are our strengths? What have we done well up to this point?
- Why are we strong where we are? What is absolutely essential to keep us strong, including but going beyond financial support?
- Given our mission, what does sustaining artistic or scholarly or other dance-related purposes mean to our constituencies?
- How compatible are these understandings among our constituencies?
- How is success defined by various constituents of our school – students, faculty and administrators, company personnel, board members, funders, etc.?
- What is changing; what is not?
- What may change, what probably will not?
- What specific issues are we facing? Likely to face in the short-term?



**Friday, September 14, 2012 (continued)**

12:00 noon-  
12:50 p.m.

**SECOND PLENARY SESSION**

**Coronado I (LL)**

Reports: President  
Committee on Ethics  
Treasurer  
Election  
Action on Proposed *Handbook* Changes  
Report: Executive Director

1:00 p.m.-  
2:15 p.m.

**LUNCHEON FOR THE ASSOCIATION**

**Presidio V (LL)**

2:30 p.m.-  
5:30 p.m.

**WORKSHOP: PREPARING FOR NASD ACCREDITATION**

**Joshua Tree (LL)**

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, and for individuals interested in the accreditation process of NASD.

Karen P. Moynahan, NASD National Office

2:30 p.m.-  
3:45 p.m.

**LOCAL CREATIVITY AND THE UNDERGRADUATE CURRICULUM**

**Coronado I (LL)**

What about creativity and innovation in light of the relationship between curricula and sustaining artistic and scholarly purposes for dance? NASD curricular standards provide a consensus-based framework for liberal arts and professional undergraduate degrees in dance. They articulate foundation principles and expectations. By design, they do not deal in details. Clearly, specific curricular decisions are and should be made locally. Details are the responsibility of each institution.

This session explores ways to take advantage of the creative possibilities inherent in fulfilling this responsibility on local campuses, particularly at the present time. It will consider leadership possibilities in local creative exploration of issues such as: curricular relationships with the future of the profession – graduates may work in dance for the next 40 years, correlations of requirements with specific learning goals, making specific content choices, breadth and depth considerations, time and emphasis allocations, connections and integrations among curricular components, new instructional technologies, and the interests, knowledge and skills students are bringing with them. A set of short presentations will be the basis for an interactive session focused in part on sharing ideas about possible creative approaches, adjustments, and developments in curricula and the courses they contain.

*Presenters:* Marilyn Berrett, Brigham Young University  
Nancy Dickson-Lewis, Chapman University  
James Frazier, Virginia Commonwealth University

*Moderator/Presenter:* Mary Cochran, Barnard College

**Friday, September 14, 2012 (continued)**

2:30 p.m.-  
3:45 p.m.                    **M.F.A. AND PH.D. STUDY IN DANCE:  
DEFINITIONS, PURPOSES AND NEEDS**                    **Presidio I (LL)**

A continuation of the 2011 discussion on the M.F.A. and Ph.D., this open forum will explore definitions of the M.F.A. in relation to the B.F.A. and other undergraduate degrees, particularly with regard to continuities and distinctions between undergraduate and graduate study. What makes graduate study different? What makes it advanced? The forum will also explore definitions, purposes and needs shaping distinctions and relationships between the M.F.A. and the Ph.D. A major underlying issue for the entire forum is the relationship between sustaining the artistic and scholarly future of dance and sustaining and advancing graduate study in dance. Other issues inherent in these topics are the preparation of college-level dance teachers and the preparation of undergraduate students for graduate study.

*Presenters:*            Penelope Hanstein, Texas Woman's University  
                         Susan Van Pelt Petry, Ohio State University

3:00 p.m.-  
4:45 p.m.                    **ROUNDTABLE FOR PROFESSIONAL STUDIO SCHOOLS**                    **Santa Rita (UL)**

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 institutional Membership in NASD.

*Moderator:*            Renee Griswold, Milwaukee Ballet School

4:00 p.m.-  
5:00 p.m.                    **FORUMS**

These sessions will provide an informal opportunity for representatives to exchange reports of achievements, conditions, and challenges facing their institutions; and to explore and share problems and solutions.

**INSTITUTIONS WITH SMALL OR DEVELOPING  
DANCE DEPARTMENTS**                    **Presidio IV (LL)**

*Moderator:*            Holly Williams, University of Texas at Austin

**PUBLIC INSTITUTIONS**                    **Presidio I (LL)**

*Co-Moderators:*    Andrea Shearer, Kent State University  
                         Jory Hancock, University of Arizona

**PRIVATE INSTITUTIONS**                    **Coronado II (LL)**

*Moderator:*            Ellen Page Shelton, Texas Christian University

5:00 p.m.-  
6:15 p.m.                    **RECEPTION**                    **Sundance Courtyard & Gazebo (LL)**  
(Cash Bar)

Saturday, September 15, 2012

7:30 a.m.-  
8:30 a.m.

**CONTINENTAL BREAKFAST FOR THE ASSOCIATION**

**Presidio I (LL)**

8:45 a.m.-  
11:30 a.m.

**SUSTAINING THE ARTISTIC AND SCHOLARLY PURPOSES  
OF DANCE II: STRATEGIC LOCAL DECISION-MAKING**

**Coronado I (LL)**

This session builds on the concept of situation analysis discussed on Friday morning. Strategic Local Situation Analysis serves strategic local decision-making. Clearly, the present environment calls for decision-making that looks at everything in terms of fundamental sustainability, particularly in terms of continuing to fulfill artistic and scholarly purposes. Doing this well usually involves attending to issues such as: shaping principles that underlie and guide the entire effort; understanding, articulating, and maintaining the essentials for future success, particularly in terms of make-or-break variables; interacting in terms of ideas as well as in terms of personalities, events, or requirements; dealing with real or potential governance models and issues; dealing effectively with financial situations and challenges without letting them obscure all else; making distinctions among issues and concerns in terms of which are matters of survival and which are a matter of health or well-being; and shaping information, events, and rhetoric in ways that build long as well as short-term understanding and support.

Following a brief orientation, small group discussions will include but not be limited to the following questions associated with strategic local decision-making.

Two notes: Sustaining a basic purpose does not necessarily mean sustaining the content or means for achieving those purposes. In fact, sustaining purposes may result in significant change.

At times, it is important to distinguish clearly between function and conditions. For example, function: facilities that support dance teaching and learning; condition: new building. The condition may fulfill the function, but the condition is not the function. There are usually many ways to fulfill a specific function.

Based on our vision and mission, what do we need to do to sustain our dance-based purposes?

- How do we best determine the make-or-break variables associated with our specific local effort? These variables are things that we cannot give up under any circumstances if the entity we are considering is to continue to function and fulfill its purposes. It is critical to consider intangibles – for example, values, beliefs, images, assumptions; as well as tangibles – for example, curriculum, resources, personnel, funding.
- How do we develop means for testing every decision against our make-or-break variables and against our goals to ensure that we are not weakening our position or making ourselves vulnerable? What questions should we be asking ourselves?
- Based on the results of our strategic local situation analysis with regard to mission fulfillment, strengths, values, consensus levels, change, issues, opportunity, challenge, and threat levels, etc., what do we need to do to strengthen our position? What do we need to do to be ready and able to keep a strong position in a constantly changing environment?
- How do we work with the previous question in terms of specific decisions about courses, curricula, operational and funding issues, messages and images, advocacy?



**Saturday, September 15, 2012 (continued)**

11:45 a.m.-  
12:45 p.m.                      **POLICY BRIEFING**    **Joshua Tree (LL)**

This briefing will focus on the following national or federal policy issues and relate them to the work of dance institutions and programs.

- Ideas, their movements into various sectors, and their impacts on policy;
- Economic conditions, tax policies, state and federal funding, projections;
- Non-profit sector laws and regulations, charitable deduction policies, and dance funding;
- Federal higher education laws and regulations;
- Federal elementary/secondary laws and regulations;
- The relationships among these issues will also be addressed in terms of various sustainability issues facing dance programs in all types of higher education.

Samuel Hope, NASD National Office

12:00 p.m.-  
5:00 p.m.                      **WORKSHOP FOR VISITING EVALUATORS**    **Sonoran (UL)**  
*(By invitation only. Please bring your box lunch.)*

1:00 p.m.-  
4:00 p.m.                      **FORUM: PROMOTION AND TENURE**    **Rincon (UL)**

Sustaining the artistic and scholarly purposes of dance in many local institutions is directly related to promotion and tenure policies. In many cases the economic situation is creating significant pressures on the numbers of tenure track lines and the qualifications and review processes associated with tenure. In conjunction with the other arts accreditors, NASD has two extensive advisory documents regarding promotion and tenure. On-line access to these will be made available prior to the meeting so that those planning to attend this session can review what is available in addition to the NASD standards. The forum itself will focus on major promotion and tenure issues facing dance programs and consider the extent to which development of further NASD advisory information is advisable.

*Facilitators:* Donna Jewell, University of New Mexico  
Stephen Koester, University of Utah  
Sabrina Madison-Cannon, University of Missouri, Kansas City  
Paula Weber, University of Missouri, Kansas City  
Donna M. White, University of Utah

1:00 p.m.-  
2:30 p.m.                      **ORIENTATION TO THE HEADS PROJECT**    **Joshua Tree (LL)**

This session will provide an in-depth review of procedures for online submission of the HEADS Data Survey for degree-granting institutions. Primarily intended for first-time participants, this section-by-section overview of the survey will explain in detail the survey submission process, types of data collected, and how to calculate certain figures. The use of HEADS Special Reports used for comparisons among specific peer institutions will also be discussed.

Mark Marion, NASD National Office

**Saturday, September 15, 2012 (continued)**

1:00 p.m.-  
2:30 p.m.

**FORUM: ADDRESSING ADMINISTRATIVE  
STRUCTURAL CHANGES**

**Coronado I (LL)**

Probing deeper than was possible on Friday and Saturday mornings, this session will provide a roundtable setting for an attendee discussion of issues such as administrative reorganizing and restructuring, models of overall governance structures – schools, departments of dance, combined departments, programs within an arts and sciences or fine arts structure, etc., various types of administrative roles in relationship to faculty roles, the concept of collective leadership, evaluating real or potential changes in terms of sustaining the dance mission, understanding the impact of economic conditions on the development of local restructuring proposals, and readiness to analyze and debate proposals that seem inappropriate or unworkable.

*Facilitators:* Danny Lewis, Limon Institute  
Janet Lilly, University of North Carolina at Greensboro  
Jeff Rebudal, Wayne State University

1:00 p.m.-  
2:30 p.m.

**FORUM: EFFECTIVE LEADERSHIP AND THE WELL-BEING  
OF THE ADMINISTRATOR**

**Coronado II (LL)**

Leadership potential is enhanced by careful attention to health and the emotional stimuli present in any administrative role. The forum will provide an opportunity for open discussion about issues such as continuous development of emotional and social intelligence, dealing with stressful situations, managing successfully in times of uncertainty, maintaining health, transcending issue and panacea fatigue, encouraging faculty and others with regard to the same issues.

*Facilitators:* Jan Erkert, University of Illinois at Urbana-Champaign  
Patty Phillips, Florida State University

2:45 p.m.-  
4:00 p.m.

**FORUM: SUSTAINABILITY, DANCE, AND THE P-12 SECTOR**

**Coronado I (LL)**

The P-12 sector of dance encompasses a wide range of educational offerings and opportunities. Many students are engaged. Purpose and intensity of study vary widely. This forum will consider present situations and prospects regarding the P-12 sector with special emphasis on connections with various aspects of higher education. For example, dance has been making headway in establishing itself as an arts subject to be taught in public schools. Connections with higher education include the extent of entering student interest in dance courses and majors, levels of knowledge and achievement prior to entry, readiness for professionally oriented study, teacher preparation, and so forth. Other examples come from P-12 efforts in professional studio schools, arts magnet schools, private dance schools, and summer intensive programs, to name a few. What are the prospects for sustainability and growth in this sector? What areas face the largest challenges? What roles can higher education play in working on the sustainability issues with P-12 colleagues?

*Facilitators:* Frederick Curry, Rutgers University  
Stephen Pier, The Hartt School  
Julia Ritter, Rutgers University

Saturday, September 15, 2012 (continued)

2:45 p.m.- 4:00 p.m.	<b>FORUM: COMMUNITY ENGAGEMENT PARTNERSHIPS</b>	<b>Coronado II (LL)</b>
	<p>The arts world is full of discussion about community engagement. Much attention seems focused on relationships with the local community. Partnership is the regnant word. But there is another important dimension. This forum will consider two communities and their relationship: the local community and the dance community. How might partnerships in each area be strengthened to the mutual benefit of dance, and particularly the development of community understanding and support? How might various sectors of dance work together in local community settings? How might professional studio schools, colleges, and universities provide examples and leadership? The forum will include the results of an empirical case study of community engagement partnerships, and significant time will be devoted to mutual exploration of experiences and creative ideas.</p> <p><i>Facilitators:</i> Ivan Pulinkala, Kennesaw State University Endalyn Taylor, Dance Theatre of Harlem</p>	
4:15 p.m.- 5:15 p.m.	<b>BOARD OF DIRECTORS MEETING</b> <i>(Board of Directors members only)</i>	<b>Boardroom (LL)</b>
6:45 p.m.- 7:30 p.m.	<b>RECEPTION</b> (Cash Bar)	<b>Last Territory (LL)</b>
7:30 p.m.- 9:30 p.m.	<b>ANNUAL DINNER</b>	<b>Last Territory (LL)</b>
	<p><i>Speaker:</i> John Wilson, University of Arizona, <i>Emeritus</i></p>	
9:30 p.m.	<b>ADJOURNMENT</b>	

**The Thirty-Third Annual Meeting of the  
NATIONAL ASSOCIATION OF SCHOOLS OF  
DANCE**

**September 11 – 13, 2013**

**Don CeSar Beach Resort  
St. Pete Beach, Florida**