

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

Forty-Second Annual Meeting

Program

**Snowbird Resort
Snowbird, Utah**

September 15 – 17, 2022

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

September 15, 2022

Dear Colleagues:

Welcome to Snowbird and the Forty-Second Annual Meeting of the National Association of Schools of Dance. We are pleased that you are here and hope this will be a positive and meaningful experience for each registrant.

The participation of each attendee is important. The expertise, experience, and dedication assembled here for these days surely provide a tremendous resource for all of us. We represent a large array of institutions and programs, from professional studio schools, to liberal arts colleges, to doctoral degree-granting institutions. Our work encompasses the gamut of responsibilities from performance and creation to education, research, and scholarship. Therefore, the NASD Annual Meeting represents an important time to make connections across the whole field and to gain a deepening perspective of the unique role that we and our institutions play across the entire dance effort.

Making and renewing connections is an important aspect of this Annual Meeting. If you see an asterisk on a name badge, it indicates that the individual is attending the NASD meeting for the first time. Please make these individuals feel welcome. A colored dot on a name badge signifies a member of the NASD Board of Directors. We hope you will take time to get to know your fellow attendees.

NASD is a service-oriented organization. It exists to help institutions, program administrators, and faculties do their best work. If there is any way that the Association can assist you during this conference or after you have returned home, we hope you will not hesitate to ask.

Please accept my best wishes for a successful, inspirational meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry Attaway". The signature is fluid and cursive, with a large loop at the beginning and a long, sweeping tail that curves back under the name.

Larry A. Attaway
President

LA:jp

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NATIONAL ASSOCIATION OF SCHOOLS OF DANCE
42nd Annual Meeting
September 15 – 17, 2022

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NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

42nd Annual Meeting

September 15 – 17, 2022

Program of Events

PLEASE NOTE:

- *Separate fees are required for the NASD Pre-Meeting Workshops 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 15

8:00 a.m. – 6:00 p.m. **ANNUAL MEETING REGISTRATION** **Lobby Level (L)**

9:00 a.m. – 5:00 p.m. **COMMISSION ON ACCREDITATION** *(Continued)* **Superior (L)
*(Commission members only)***

9:00 a.m. – 4:00 p.m. **PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS** **Primrose A (L)**
(Advance registration and separate fee required)

9:00 a.m. – 9:10 a.m. **Introductions and Orientation**
Facilitator: Ann Dils, University of North Carolina at Charlotte

9:10 a.m. – 9:15 a.m. **Welcome from the President of NASD**
Larry A. Attaway, Butler University

9:15 a.m. – 10:15 a.m. **Managing and Leading in the Institutional Community**
As members of the institutional community, dance administrators must work to establish and cultivate relationships between the dance unit and various communities which exist both within and beyond the institution. This session will focus on 1) developing relationships with other administrators and leaders in various communities, 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 work of the dance unit to all communities.

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?

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,

Thursday, September 15 (Continued)

9:00 a.m. – 4:00 p.m. **PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS** Primrose A (L)
(Continued)

9:15 a.m. – 10:15 a.m. **Managing and Leading in the Institutional Community**
(Continued)

providing opportunities for attendees to discuss the myriad responsibilities of dance administrators, such as people management, oral and written communication, resource allocation, and planning.

Presenter: Lea E. Marshall, Virginia Commonwealth University

10:30 a.m. – 11:30 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 the necessity for careful and balanced cultivation among multiple constituencies. Therefore, goal setting becomes a necessary and effective way to establish personal, institutional, and community priorities. When successful, this effort lays the groundwork for and focuses planning initiatives. Successful administrators are able to set goals, plan, 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 ever-increasing number 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: Angela M. Gallo, Coker University

11:45 a.m. – 12:45 p.m. **Box Lunch for New Dance Administrators Workshop Attendees**

1:00 p.m. – 2:00 p.m. **Financial Management and Fundraising**

Dance programs are complex. Such complexities create expenses on many levels and in many dimensions, some of which require fundraising efforts. Technology compounds this issue by generating additional 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 advocate for the dance unit in ways that will generate funding or revenue. 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 fundraising efforts; developing and maintaining sound fiscal policies and procedures; and ways to approach

Thursday, September 15 (Continued)

9:00 a.m. – 4:00 p.m. **PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS** **Primrose A (L)**
(Continued)

1:00 p.m. – 2:00 p.m. **Financial Management and Fundraising**
(Continued)

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. – 3:15 p.m. **External and Community Relations**

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, whether through outreach events, public performances, masterclasses offered to local training programs, or partnerships with local arts organizations. This session will consider the nature of strong relationships which can be established between a dance unit and its current and potential future external partners. Attendees 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 opportunities for students, faculty, and administrators. Methodologies for connecting educational goals and objectives with community development goals will be explored.

Presenter: Ann Dils, University of North Carolina at Charlotte

3:30 p.m. – 4:00 p.m. **Summary Discussion and Closing Remarks**

Moderator: Ann Dils, University of North Carolina at Charlotte

Please Note: Participants should plan to attend the Open Conversation for All Pre-Meeting Attendees from 4:15 p.m.–5:15 p.m., and the Reception for Pre-Meeting Attendees from 5:30 p.m.–6:30 p.m.

1:00 p.m. – 4:00 p.m. **PRE-MEETING WORKSHOPS FOR SEASONED 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. These pre-meeting workshops—one designed especially for seasoned administrators from degree-granting institutions and one for seasoned administrators from professional studio schools—will offer opportunities for administrators to discuss various issues. Suggestions for topics will be solicited in advance from attendees and may include but not be limited to: the changing role of the dance administrator; working with faculty, students, and staff; evaluating the level of student work; communicating with upper administrators/board members; working with members of the community; financial management of the dance program; marketing the dance program 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 may participate. However, new dance administrators may wish to attend the Pre-

Thursday, September 15 (Continued)

- 1:00 p.m. – 4:00 p.m. **PRE-MEETING WORKSHOPS FOR SEASONED DANCE ADMINISTRATORS**
(Continued)
- Meeting Workshop for New Dance Administrators offered on Thursday, September 15, 2022, from 9:00 a.m.–4:00 p.m.
- Please Note: Participants should plan to attend the Open Conversation for All Pre-Meeting Attendees from 4:15 p.m.–5:15 p.m., and the Reception for Pre-Meeting Attendees from 5:30 p.m.–6:30 p.m.*
- DEGREE-GRANTING INSTITUTIONS** **Primrose B (L)**
- Facilitators:* Mary Lisa Burns, New World School of the Arts
Elizabeth Gillaspay, Texas Christian University
- PROFESSIONAL STUDIO SCHOOLS** **Wasatch A (L)**
- Facilitators:* Michelle Manzanales, Ballet Hispánico School of Dance
Sharon Story, Atlanta Ballet Centre for Dance Education
- 4:15 p.m. – 5:15 p.m. **OPEN CONVERSATION FOR ALL PRE-MEETING WORKSHOP ATTENDEES** **Maybird (L)**
- Facilitators will recap and provide a summary of the day’s discussions. In addition, an opportunity for open conversation will be provided for all pre-meeting workshop attendees, presenters, and facilitators, enabling both new and seasoned administrators to meet and discuss topics of interest, including shared issues that permeate all levels of administrative experience. Attendees of the Pre-Meeting Workshop for New Dance Administrators and the Pre-Meeting Workshops for Seasoned Dance Administrators from Degree-Granting Institutions and Professional Studio Schools are invited and asked to attend.
- Facilitators:* Mary Lisa Burns, New World School of the Arts
Ann Dils, University of North Carolina at Charlotte
Sharon Story, Atlanta Ballet Centre for Dance Education
- 5:15 p.m. – 5:30 p.m. **BOARD OF DIRECTORS NEW MEMBER BRIEFING** **Magpie (L1)**
(Board of Directors members only)
- 5:30 p.m. – 6:30 p.m. **RECEPTION FOR PRE-MEETING WORKSHOP ATTENDEES** **Golden Cliff (L1)**
(Cash bar)
- All pre-meeting workshop attendees, presenters, and facilitators are invited to this informal reception, which will provide an opportunity to meet, greet, and cultivate valuable professional relationships with other dance administrators. Attendees are encouraged to continue the conversations begun during the day’s workshops and Open Conversation session. All registrants are welcome to attend.
- 5:30 p.m. – 9:00 p.m. **BOARD OF DIRECTORS BUSINESS MEETING AND DINNER** **Magpie (L1)**
(Board of Directors members only)

Friday, September 16

- 7:30 a.m. – 6:00 p.m. **ANNUAL MEETING REGISTRATION** **Ballroom 1 Foyer (L1)**
- 8:00 a.m. – 9:00 a.m. **ORIENTATION FOR EXECUTIVES NEW TO NASD** **Superior A (L)**
- 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:* Nora Ambrosio, Slippery Rock University
Stephen Pier, University of Hartford
- 8:30 a.m. – 9:00 a.m. **BRIEFING FOR FACILITATORS, MODERATORS, AND RECORDERS** **White Pine (L)**
(By invitation only)
- This briefing will offer instructions, expectations, and helpful guidelines to Annual Meeting session facilitators, moderators, and recorders. All individuals who have agreed to serve in one of these capacities should plan to attend this briefing.
- Facilitator:* Mary Lisa Burns, New World School of the Arts
Staff Resource: Stacy R. Fletcher, NASD National Office
- 9:00 a.m. – 10:00 a.m. **GENERAL SESSION: PLENARY BUSINESS MEETING** **Ballroom 1 (L1)**
- 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
Announcements
Report of the Executive Director
Election of Officers
Report of the President
New Business
Adjournment
- 10:15 a.m. – 12:15 p.m. **ADVANCING THE ARTFORM DURING TIMES OF ADVERSITY** **Ballroom 1 (L1)**
- During the past two years, dance administrators have faced the need to review many, if not all, aspects associated with the education and training of dance students. Physically separated from students, feedback regarding technique has been delivered through virtual rather than in-person means; approaches to teaching have been dictated by the spaces available to students and to faculty; the creation of work became insular absent the participation of community. These and other examples demonstrate that long-practiced and comfortable traditions have had to be revisited, reconsidered, and adjusted. Considering this, challenges abound, particularly as they relate to advancing the artform through teaching and learning. What are the differences between pre- and post-pandemic approaches to teaching dance? What has been lost since March 2020? What has been gained? What did we learn? How has this affected our approach to dance training? What effect will these changes have on

Friday, September 16 (Continued)

10:15 a.m. – 12:15 p.m. **ADVANCING THE ARTFORM DURING TIMES OF ADVERSITY**
(Continued)

Ballroom 1 (L1)

student learning? How will these changes advance the development of student expertise?

Simultaneously, administrators, faculty, staff, and students must be guided to re-dedicate efforts to nurturing a sense of buy-in to the creative approaches that have been established, or may need to be re-established, within institutions. Those involved in dance unit activities may need assistance, if not persuasion, as they work to re-engage in initiatives and re-establish an understanding of the value their contributions can make to the advancement of the field of dance within the classroom and beyond. Communicating these intentions to students may help in the transition back to “normal” studio learning. What are the best approaches to re-building community and re-establishing shared vision within dance units and institutions as we emerge from two years of change and upheaval? How can administrators best re-communicate and re-affirm to faculty and students the goals and intentions of dance study? What efforts are needed to empower students to advance their own knowledge of the artform? How can faculty members best pursue their creative endeavors, and in doing so, advance the causes of their institutions and the level of expertise of their students? Attendees will explore these issues together and in small discussion groups.

10:15 a.m. – 11:15 a.m. **Panel Discussion**

Panelists: Anjali Austin, Florida State University
Carol Hess, University of Maryland, Baltimore County
Michelle Manzanales, Ballet Hispánico School of Dance
Moderator: Catherine Horta-Hayden, Towson University

11:15 a.m. – 11:30 a.m. **Break**

11:30 a.m. – 12:15 p.m. **Roundtable Discussions**

(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 forums to discuss various issues from the preceding panel discussion, Advancing the Artform During Times of Adversity. 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 to attendees 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 that have the potential to inform the future work of NASD will be provided to and considered by the NASD Board of Directors.

Friday, September 16 (Continued)

10:15 a.m. – 12:15 p.m. **ADVANCING THE ARTFORM DURING TIMES OF ADVERSITY** **Ballroom 1 (L1)**
(Continued)

11:30 a.m. – 12:15 p.m. **Roundtable Discussions**
(Continued)

Roundtable #1: Institutions Offering Non-Degree-Granting Curricular Programs **Magpie A (L1)**

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

Moderator: Melanie Person, The Ailey School

Recorder: Sharon Story, Atlanta Ballet Centre for Dance Education

Roundtable #2: Institutions Offering Undergraduate Degree Programs (Liberal Arts Degrees) **Magpie B (L1)**

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

Moderator: C. Noelle Partusch, Mercyhurst University

Recorder: Nicholas Blaylock, Southern Utah University

Roundtable #3: Institutions Offering Undergraduate Degree Programs (Professional Degrees) **Superior A (L)**

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

Moderator: Gregory Patterson, Oakland University

Recorder: Curt Holman, Brigham Young University

Roundtable #4: Institutions Offering Master of Fine Arts Degree Programs **Superior B (L)**

Primarily for institutions that offer terminal degree programs in dance practice areas.

Moderator: Elizabeth McPherson, Montclair State University

Recorder: Sarah M. Barry, University of Alabama

Roundtable #5: Institutions Offering Graduate Research Degree Programs **White Pine (L)**

Primarily for institutions that offer graduate research degree programs.

Moderator: Jordan Fuchs, Texas Woman's University

Recorder: Brian Palmer, Jacksonville University

12:15 p.m. – 1:45 p.m. **LUNCHEON FOR THE ASSOCIATION** **Golden Cliff (L1)**

Speaker: Adam Sklute, Ballet West

Topic: Ballet West: An American Legacy

Moderator: Larry A. Attaway, Butler University

2:00 p.m. – 4:00 p.m. **DEVELOPING EFFECTIVE INSTITUTIONAL CULTURES** **Ballroom 1 (L1)**

During the morning session, dance administrators considered the impact realities faced during the last two years have had on the education and training of students. During this session, attendees will advance these considerations, exploring the role, value of, and necessity to implement well-conceived, tailor-made dance unit cultures that serve to support discipline-specific initiatives of institutions offering dance study; advance the work of, and opportunities available to, those engaged in the artform;

Friday, September 16 (Continued)

2:00 p.m. – 4:00 p.m.

DEVELOPING EFFECTIVE INSTITUTIONAL CULTURES
(Continued)

Ballroom 1 (L1)

establish and ensure effective avenues of communication; and assist to insulate dance units and their offerings from the effects of future challenges.

Developing an effective institutional culture hinges in large part on the institution's efforts to establish trust and respect among all involved—individuals who by their actions and words support conditions that build and maintain atmospheres of inclusion, open-mindedness, and engagement. Attendees will consider together the following: How conversations enriched by diversity of thought, approach, and voice can inform effective decision-making and advance institutional initiatives; how dance administrators can establish or change inculcated cultures so that consensus, rather than personal positions, guide conversations and inform decisions which serve the institution, its students, and the greater good; how to remove barriers that prevent the institution from building healthy conditions, engagements, and traditions; how the nature of conversation, the language used, and the perceptions established can affect outcomes; how the creation of safe spaces can promote conditions that establish trust and celebrate the advancement of creative work.

What role does a well-defined and implemented culture play in creating productive traditions, building trust within the unit, supporting purposes, advancing missions? How are dance unit cultures developed? Who is responsible? Who participates in the formulation? Of what value is the existence of a well-understood, accepted culture which is embraced by all? What role can such play as an institution plans for the unknowns that cannot be predicted, but will arise in the future? While these and other questions will be explored, attendees will also have the chance to discuss various approaches and consider good practices.

2:00 p.m. – 3:00 p.m.

Panel Discussion

Panelists: Megan Slayter, Western Michigan University
Charles O. Anderson, Ohio State University
F. Lee Merwin, American Ballet Center, Joffrey Ballet School
Moderator: Vladimir Conde Reche, University of New Mexico

3:00 p.m. – 3:15 p.m.

Break

3:15 p.m. – 4:00 p.m.

Roundtable Discussions

The roundtables are intended to serve as forums to discuss various issues from the preceding panel discussion, Developing Effective Institutional Cultures. 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 that have the potential to inform the future work of NASD will be provided to and considered by the NASD Board of Directors.

Friday, September 16 (Continued)

2:00 p.m. – 4:00 p.m. **DEVELOPING EFFECTIVE INSTITUTIONAL CULTURES** **Ballroom 1 (L1)**
(Continued)

3:15 p.m. – 4:00 p.m. **Roundtable Discussions**
(Continued)

Roundtable #1: Private Institutions **Magpie A (L1)**

Moderator: Julianne O'Brien, Chapman University

Recorder: Krista Bower, Belhaven University

Roundtable #2: Public Institutions, Enrollment 1–50 **Magpie B (L1)**

Moderator: Jodi Youmans-Jones, Casper College

Recorder: Kyla Olson, Texas Tech University

Roundtable #3: Public Institutions, Enrollment 51–100 **Superior A (L)**

Moderator: Lea E. Marshall, Virginia Commonwealth University

Recorder: Maura Keefe, University of Maryland, College Park

Roundtable #4: Public Institutions, Enrollment 101+ **Superior B (L)**

Moderator: Betsy Cooper, California State University, Long Beach

Recorder: Jennifer Keller, Slippery Rock University

4:15 p.m. – 5:30 p.m. **ANNUAL REPORTING REQUIREMENTS** **Superior A (L)**
AND ADMINISTRATIVE RESOURCES

This session will provide an overview of specific reporting requirements for accredited institutional members of NASD 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 location of various online resources, will be offered.

Presenter: Nora R. Hamme, NASD National Office

4:15 p.m. – 5:30 p.m. **COMPREHENSIVE REVIEWS: ENHANCING THE DIALOGUE** **Superior B (L)**

This session will offer an in-depth look at the NASD *Handbook*, the various procedures of NASD, and the role of the Association's accreditation decision-making body, the Commission on Accreditation. During discussion of the *Handbook*, 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. The various accreditation and reaccreditation procedures and documents of NASD will be addressed, including the Self-Study; applications for Plan Approval, Final Approval for Listing, and Substantive Change; the institution's Optional Response to the Visitors' Report; Responses; and Progress Reports. Helpful tips for creating, writing, and submitting materials to the Commission will be offered. The mandatory and effective use of the NASD *Handbook* in preparing submissions to the Commission will be discussed. Individuals new to NASD, and those currently involved in an accreditation review

Friday, September 16 (Continued)

4:15 p.m. – 5:30 p.m. **COMPREHENSIVE REVIEWS: ENHANCING THE DIALOGUE** **Superior B (L)**
(Continued)

process, are strongly encouraged to attend. Individuals attending the Workshop for Self-Study or the Workshop for Visiting Evaluators offered on Saturday at 12:45 p.m. may find this session helpful.

Presenter: Karen P. Moynahan, NASD National Office

4:15 p.m. – 5:30 p.m. **BRIEFING ON FEDERAL ISSUES FOR DANCE ADMINISTRATORS** **White Pine (L)**

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: Stacy R. Fletcher, NASD National Office

5:30 p.m. – 6:45 p.m. **RECEPTION FOR THE ASSOCIATION** **Golden Cliff (L1)**
(Cash bar)

Saturday, September 17

7:30 a.m. – 4:00 p.m. **ANNUAL MEETING REGISTRATION** **Ballroom 1 Foyer (L1)**

7:45 a.m. – 9:00 a.m. **CONTINENTAL BREAKFAST FOR THE ASSOCIATION** **Golden Cliff (L1)**

9:00 a.m. – 12 noon **COMPASSIONATE CARE: UNDERSTANDING AND ADDRESSING** **Ballroom 1 (L1)**
THE HUMAN CONDITION

The need to consider and react to realities affecting the health and well-being of dance students, faculty, and administrators has become increasingly important within postsecondary education. Before administrators can take initiatives that promote health and well-being within the dance unit, specific challenges must be identified, researched, tracked, and considered. In this multi-part session, attendees will first be provided an overview of the effects recent challenges have had and will likely have on administrators, faculty, staff, and students, such as blurred boundaries between academic and professional pursuits, constrained social interactions, anxieties brought about by ever-changing conditions, the loss of concessions offered during the pandemic, and other important changes. Second, attendees will have the opportunity to discuss these issues in a roundtable setting. Third, an exploration of concrete tools available to administrators, which may serve to assist in addressing specific issues, will be offered. Following both the “Facing Challenges” and “Addressing Needs” presentations described below, attendees will remain at their table rounds and

participate in open discussion. During these table discussion sessions, the presenter will visit each table to address questions and concerns raised by the attendees.

Saturday, September 17 (Continued)

9:00 a.m. – 12 noon **COMPASSIONATE CARE: UNDERSTANDING AND ADDRESSING
THE HUMAN CONDITION** **Ballroom 1 (L1)**
(Continued)

9:00 a.m. – 9:30 a.m. **Facing Challenges**

Challenges faced by dance students today extend far beyond the physical and can include social, emotional, and behavioral obstacles as well, all arising in various forms and leading to results of varying intensities. For example, competitiveness can breed anxiety; poor body image can result in a debilitating lack of confidence; bullying in person or on social media can lead to suicidal ideation; a fear of failure can cause a lack of educational and artistic engagement; worry and anxiety can be a precursor to self-doubt; lack of connection or a sense of belonging can lead to isolation. The effects of the pandemic, as well as social conditions brought about by national events, have increased the responsibilities and pressures faced by students. Simultaneously, dance faculty and administrators face their own realities that can also be tied to mental health, such as issues related to workload, in particular balancing in-person and online teaching responsibilities and maintaining an appropriate workload-to-life balance; lack of support and opportunities for and acceptance of artistic/creative work and endeavors; and power dynamics which can dissolve necessary professional boundaries and lead to burnout, frustration, detachment. How can administrators best identify the issues facing colleagues and students within the dance unit? Are certain initial responses to these issues better than others? What resources are available to address ongoing issues? Within the dance unit, to what extent are cultural factors at play—factors which may impede one’s ability to communicate issues with the individuals who could play a role in devising solutions? These and other questions will be explored.

Presenter: Nadine J. Kaslow, Emory University

Moderator: Larry A. Attaway, Butler University

9:30 a.m. – 10:15 a.m. **Discussions at Table Rounds**

10:15 a.m. – 10:30 a.m. **Break**

10:30 a.m. – 11:00 a.m. **Addressing Needs**

During the *Facing Challenges* portion of this morning’s session, attendees received an overview of salient issues related to well-being as they pertain to students, faculty, and administrators within institutions offering dance study. The subsequent roundtable discussions offered to participants an extended amount of time for peer-to-peer discussion of the present-day realities facing dance administrators, with a focus on where problems lie and how administrators can facilitate conversations and guide initiatives forward as they navigate the intricacies of human conditions and interactions.

In the next session, attendees will consider potential approaches to the issues previously discussed, considering not only the benefits of developing an understanding of mental health-related issues, but how resources can be

Saturday, September 17 (Continued)

12:45 p.m. – 5:00 p.m. **WORKSHOP FOR SELF-STUDY: SPECIFICALLY DESIGNED FOR REPRESENTATIVES FROM DEGREE-GRANTING INSTITUTIONS** **Maybird (L)**

This session will provide information and guidance concerning the Self-Study and on-site visitation processes for individuals representing degree-granting institutions with programs in dance 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: Nora R. Hamme, NASD National Office

12:45 p.m. – 2:45 p.m. **WORKSHOP FOR SELF-STUDY: SPECIFICALLY DESIGNED FOR REPRESENTATIVES FROM NON-DEGREE-GRANTING PROGRAMS IN DANCE** **Magpie A (L1)**

This session will provide information and guidance concerning the Self-Study and visitation processes for individuals representing non-degree-granting professional training programs 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: Stacy R. Fletcher, NASD National Office

3:00 p.m. – 4:15 p.m. **MUSIC LICENSING: REQUIRED PERMISSIONS AND ASSOCIATED RISKS** **Superior A (L)**

There is no question that the use of live music contributes to the creation and presentation of work, and additionally, enhances performance experiences. However, wading through current law, regulation, and issued guidance pertaining to the use of live music can be daunting. Issues to consider include whether permissions are required, and if so, the steps that must be taken to secure necessary permissions as they pertain to intended use. As well, administrators are well-served by information which outlines the inherent risks of use, absent required permissions. Today's presenter will discuss these issues including, but not limited to, the use of music in live performance settings, classroom teaching, and student and faculty work. Time for questions will be provided.

Presenter: Christian Matijas-Mecca, University of Michigan

Moderator: Dale A. Merrill, University of Hartford

3:00 p.m. – 4:15 p.m. **BRIEFING FOR NASD EVALUATORS** **Superior B (L)**

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 the *Procedures* and the *Handbook*. Helpful reminders regarding the format,

Saturday, September 17 (Continued)

3:00 p.m. – 4:15 p.m. **BRIEFING FOR NASD EVALUATORS** **Superior B (L)**
(Continued)

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. Institutional representatives from accredited institutions interested in becoming NASD evaluators are encouraged to contact the National Office staff for consideration for training in 2023.

Presenter: Karen P. Moynahan, NASD National Office

4:30 p.m. – 6:00 p.m. **FORUMS** **(Rooms Noted Below)**

These discussion-based sessions will provide an opportunity for individuals to consider in further depth the issues raised during Annual Meeting sessions, as well as those of common interest. 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.

Professional Studio Schools **Cirque (L)**

This forum will provide an opportunity for attendees from professional studio schools to connect and discuss issues of common concern.

Moderator: F. Lee Merwin, American Ballet Center, Joffrey Ballet School

Recorder: Kristin Dimmer, Milwaukee Ballet School and Academy

Institutions with Small or Developing Dance Departments **White Pine (L)**

This forum will provide an opportunity for attendees from small or developing dance departments to connect and discuss issues of common concern.

Moderator: Carol Hess, University of Maryland, Baltimore County

Recorder: Jeffrey Marc Rockland, Kent State University

Public Institutions **Superior A (L)**

This forum will provide an opportunity for attendees from public institutions to connect and discuss issues of common concern.

Moderator: Stephanie L. Milling, University of South Carolina

Recorder: Hilary Peterson, Southeast Missouri State University

Private Institutions **Wasatch B (L)**

This forum will provide an opportunity for attendees from private institutions to connect and discuss issues of common concern.

Moderator: Matthew Farmer, Hope College
Recorder: Heather Klopchin, St. Olaf College

Saturday, September 17 *(Continued)*

4:30 p.m. – 6:00 p.m.	BOARD OF DIRECTORS SEMINAR MEETING <i>(Board of Directors members only)</i>	Magpie (L1)
6:45 p.m. – 7:30 p.m.	RECEPTION FOR THE ASSOCIATION <i>(Cash bar)</i>	Golden Cliff (L1)
7:30 p.m. – 9:30 p.m.	ANNUAL DINNER	Ballroom 1 (L1)
9:30 p.m.	ADJOURNMENT OF THE 42nd NASD ANNUAL MEETING	

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE
Forty-Third Annual Meeting
September 13 – 15, 2023
Hilton El Conquistador Tucson
Tucson, Arizona

Forty-Second Annual Meeting

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