

**NATIONAL ASSOCIATION OF SCHOOLS OF DANCE**

**Forty-Fourth Annual Meeting**

**Program**

**Hyatt Regency Milwaukee  
Milwaukee, Wisconsin**

**September 12 – 14, 2024**



# NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

September 12, 2024

Dear Colleagues:

Welcome to Milwaukee and the Forty-Fourth 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 A. Attaway". The signature is fluid and cursive, with a large initial "L" and a long, sweeping underline.

Larry A. Attaway  
President

LA:abs

11250 ROGER BACON DRIVE, SUITE 21 • RESTON, VIRGINIA 20190-5248

Telephone: (703) 437-0700 • Facsimile: (703) 437-6312 • Email: [info@arts-accredit.org](mailto:info@arts-accredit.org) • Website: [nasd.arts-accredit.org](http://nasd.arts-accredit.org)



**NATIONAL ASSOCIATION OF SCHOOLS OF DANCE**

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

**September 12 – 14, 2024**

**Table of Contents**

Program of Events .....1

    Commission Activities.....1

    Pre-Meeting Workshops.....2

    Annual Meeting .....6

Next Annual Meeting.....16

Officers, Commissioners, Committees, and Staff for 2024.....17



NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

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

September 12 – 14, 2024

**Commission Activities**

**PLEASE NOTE:**

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

**Sunday, September 8, 2024**

12:00 noon                      **MATERIALS AVAILABLE**                      **Crystal (2<sup>nd</sup> FI)**

**Monday, September 9, 2024**

9:00 a.m.–5:00 p.m.                      **COMMISSION ON ACCREDITATION**                      **Crystal (2<sup>nd</sup> FI)**

**Tuesday, September 10, 2024**

9:00 a.m.–5:00 p.m.                      **COMMISSION ON ACCREDITATION**                      **Crystal (2<sup>nd</sup> FI)**

**Wednesday, September 11, 2024**

9:00 a.m.–5:00 p.m.                      **COMMISSION ON ACCREDITATION**                      **Crystal (2<sup>nd</sup> FI)**

**Thursday, September 12, 2024**

9:00 a.m.–5:00 p.m.                      **COMMISSION ON ACCREDITATION**                      **Crystal (2<sup>nd</sup> FI)**

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

44<sup>th</sup> Annual Meeting

September 12 – 14, 2024

**Pre-Meeting Workshops**

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**PLEASE NOTE:**

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

**Thursday, September 12**

8:00 a.m. – 6:00 p.m.      **REGISTRATION**      Regency Prefunction (2<sup>nd</sup> FI)

9:00 a.m. – 5:00 p.m.      **COMMISSION ON ACCREDITATION**      Crystal (2<sup>nd</sup> FI)  
*(Commission members only)*

9:00 a.m. – 4:00 p.m.      **PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS**      Executive D (2<sup>nd</sup> FI)  
*(Advance registration and separate fee required)*

9:00 a.m. – 9:10 a.m.      **Introductions and Orientation**  
*Facilitator:*      Anjali Austin, Florida State University

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 develop one’s 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 existing leadership skills?

Several short examples describing leadership successes and failures will be provided and are intended to assist attendees to explore ways of finding their own leadership styles. These vignettes will serve as springboards, providing opportunities for attendees to discuss the myriad responsibilities of dance administrators, such as people management, oral and written communication, resource allocation, and planning.

*Presenter:*      Krista Bower, Belhaven University



## Thursday, September 12 (Continued)

9:00 a.m. – 4:00 p.m.      **PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS**      **Executive D (2<sup>nd</sup> FI)**  
(Continued)

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 achievable 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 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:*      Jodi Youmans-Jones, Casper College

11:45 a.m. – 12:45 p.m.      **Box Lunch for New and Seasoned Dance Administrators Workshop Attendees**      **Executive AB (2<sup>nd</sup> FI)**

*(Attendees of both workshops will enjoy lunch together, offering an opportunity to all to connect and develop potential mentoring relationships.)*

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 for 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 fiscal stability in order to ensure the ongoing financial viability of the institution or unit.

*Presenter:*      Maura Keefe, University of Maryland, College Park

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 public and private schools, and the

## Thursday, September 12 (Continued)

9:00 a.m. – 4:00 p.m.     **PRE-MEETING WORKSHOP FOR NEW DANCE ADMINISTRATORS**     **Executive D (2<sup>nd</sup> FI)**  
(Continued)

2:15 p.m. – 3:15 p.m.     **External and Community Relations**  
(Continued)

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:*             Anjali Austin, Florida State University

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

*Facilitator:*             Anjali Austin, Florida State University

*Please note: Participants should plan to attend the Box Lunch for New and Seasoned Dance Administrators Workshop Attendees from 11:45 a.m.–12:45 p.m., Open Conversation for All Pre-Meeting Attendees from 4:15 p.m.–5:30 p.m., and the Reception for Pre-Meeting Attendees from 5:30 p.m.–6:30 p.m.*

11:45 a.m. – 4:00 p.m.     **PRE-MEETING WORKSHOPS FOR SEASONED DANCE ADMINISTRATORS**  
(Advance registration required)

11:45 a.m. – 12:45 p.m.     **Box Lunch for New and Seasoned**     **Executive AB (2<sup>nd</sup> FI)**  
**Dance Administrators Workshop Attendees**  
(Attendees of both workshops will enjoy lunch together, offering an opportunity to connect and develop potential mentoring relationships.)

1:00 p.m. – 4:00 p.m.     **Facilitated Discussion**

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, individuals new to dance administration may wish to attend the Pre-Meeting Workshop for New Dance Administrators offered on Thursday, September 12, 2024, from 9:00 a.m.–4:00 p.m.

*Please note: Participants should plan to attend the Box Lunch for New and Seasoned Dance Administrators Workshop Attendees from 11:45 a.m.–12:45 p.m., Open Conversation for All Pre-Meeting Attendees from 4:15 p.m.–5:30 p.m., and the Reception for Pre-Meeting Attendees from 5:30 p.m.–6:30 p.m.*

**DEGREE-GRANTING INSTITUTIONS**     **Milwaukee B (2<sup>nd</sup> FI)**

*Facilitator:*             Rebekah J. Kowal, University of Iowa

**PROFESSIONAL STUDIO SCHOOLS**     **Executive C (2<sup>nd</sup> FI)**

*Facilitators:*             Mary Lisa Burns, New World School of the Arts  
Melanie Person, The Ailey School



# NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

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

September 12 – 14, 2024

### Program of Events

#### Friday, September 13

- 7:30 a.m. – 6:00 p.m.     **REGISTRATION**     **Regency Prefunction (2<sup>nd</sup> FI)**
- 8:00 a.m. – 9:00 a.m.     **ORIENTATION FOR EXECUTIVES NEW TO NASD**     **Lakeshore AB (1<sup>st</sup> FI)**
- This session will provide an overview of NASD services and its role as an accrediting agency, with special attention to the benefits and responsibilities of accredited institutional membership, and a summary of salient publications. 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:*     Melanie Person, The Ailey School  
                               Stephen Pier, The Hartt School
- 8:30 a.m. – 9:00 a.m.     **BRIEFING FOR FACILITATORS, MODERATORS, AND RECORDERS**     **Executive D (2<sup>nd</sup> FI)**  
*(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:*     Stephen Cannistraci, NASD National Office
- 9:00 a.m. – 10:00 a.m.     **GENERAL SESSION: PLENARY BUSINESS MEETING**     **Regency C (2<sup>nd</sup> FI)**
- 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  
Action on Proposed *Handbook* Changes  
Election of Officers  
Report of the President  
New Business  
Adjournment
- 10:15 a.m. – 5:00 p.m.     **WORKING SESSION: CURRICULAR CONSIDERATIONS**     **Regency C (2<sup>nd</sup> FI)**
- During this day-long working session, attendees will have the opportunity to delve deeply into issues pertaining to the dance curriculum of today and tomorrow—specifically, the exploration of options and opportunities, the development of student expertise, program evaluation and how this feedback can be employed to advance considerations, and building pathways which facilitate lifelong support for and access to dance study. Each of these four topics will be

## Friday, September 13 (Continued)

10:15 a.m. – 5:00 p.m.

### **WORKING SESSION: CURRICULAR CONSIDERATIONS** (Continued)

Regency C (2<sup>nd</sup> FI)

introduced by presenters who will frame the issue and begin the conversation. Subsequent to each presentation, the presenters will open the floor for questions and discussion. Following the Luncheon for the Association, attendees will gather once again in plenary session to delve more deeply into the connections and relationships among topics. At the conclusion of the afternoon's plenary session, attendees will divide into roundtable discussion groups organized by the four topics. These groups will offer attendees the opportunity to share insights, successes, challenges, and problems faced. The roundtables are intended to assist dance administrators to develop approaches which may enhance institutional efforts to consider options and contemplate desired outcomes. The discussion groups will be repeated once, offering participants the opportunity to attend two sessions of their choice.

*Facilitators:* Gerald Casel, Rutgers University, The State University of New Jersey  
Carl Flink, University of Minnesota, Twin Cities

### 10:15 a.m. – 12:15 p.m. **PRESENTATIONS**

#### 10:15 a.m. **The Curriculum: Possibilities, Options, and Opportunities**

The field of dance is evolving exponentially. As it advances, our concepts of and approaches to existing forms of dance are being challenged, requiring us to contemplate whether and how new forms and styles of dance should be embraced and incorporated into the dance curriculum. Many factors influence institutional considerations and pursuits in this regard, such as student demand, availability of faculty with dedicated expertise, resources necessary to support curricular initiatives, time-honored traditions and an institution's interest in maintaining these traditions, the receptivity of upper administrators, and more. This session will assist dance administrators to explore possibilities, consider curricular necessities, and envision the trajectory of dance education. Debunking the myth that NASD reviews only certain types of dance programs, attendees will consider how NASD standards might be used to support and advance curricular initiatives and innovation.

*Presenters:* Gerald Casel, Rutgers University, The State University of New Jersey  
Sara Hook, University of Illinois Urbana–Champaign

#### 10:45 a.m. **Developing Student Expertise**

Having considered possibilities, options, and opportunities as they pertain to curricular offerings, attendees will explore the steps that must be taken to ensure that students develop discipline-specific competencies and acquire associated knowledge and skills necessary for them to both begin and advance their work as dance professionals. What is necessary to ensure students advance through and reach levels of achievement defined and expected for graduation? What are these levels of achievement and how do they differ between and among curricular programs offered at both undergraduate and graduate levels?

*Presenters:* Carl Flink, University of Minnesota, Twin Cities  
Rebekah J. Kowal, University of Iowa

#### 11:15 a.m. **Evaluating Student Success and Program Effectiveness**

Having articulated curricular expectations and required levels of achievement for various curricular programs, what techniques, procedures, requirements of time, resources, specific methodologies, and the like should be developed/employed by institutions to enhance existing systems of evaluation and planning, and to ascertain the success of both the students enrolled and the curricular programs offered? Should evaluative criteria be aligned with specific programs? If so, how might this be accomplished? How might findings be used to inform both current practice and future

## Friday, September 13 (Continued)

10:15 a.m. – 5:00 p.m.

### **WORKING SESSION: CURRICULAR CONSIDERATIONS** (Continued)

Regency C (2<sup>nd</sup> FI)

11:15 a.m.

#### **Evaluating Student Success and Program Effectiveness** (Continued)

initiatives? Attendees will share practices that have resulted in positive and productive outcomes, as well as those that have resulted in invaluable lessons suggesting what to avoid. Dance administrators will also consider how their findings might be collected and framed as talking points to be used in discussions which articulate the importance and continued inclusion of dance study at the collegiate and precollegiate levels.

*Presenters:* Jordan Fuchs, Texas Woman's University  
Megan Slayter, Western Michigan University

11:45 a.m.

#### **Promoting Dance Study: The Importance and Value of Lifelong Participation**

In large part, institutions focus their efforts on the present—the education and training of students enrolled in their programs—and rightfully so. An integral part of these efforts includes a focus on the work necessary to seek out and enroll students as well as to prepare students for the next phase of their involvement in dance. In today's session, dance administrators will explore how they might create and build networks that facilitate the progression of students from precollegiate to collegiate study. Attendees will explore possibilities such as how institutional initiatives and resources might be aligned, and how creative and enduring partnerships might be established. Noting the wealth of opportunities offered by dance institutions, in addition to considerations regarding establishing connections between precollegiate and collegiate programs, participants will explore how individually and collectively they might implement and advance initiatives that promote the importance and value of participation in dance from early childhood through adult life. Consideration will be given to how institutions might strengthen their messaging, promoting not only the existing wealth of opportunities available, but as well, advocating for individuals to become lifelong participants in the art form.

*Presenters:* James Robey, Radford University  
Kevin S. Warner, Appalachian State University

12:15 p.m. – 1:30 p.m.

#### **LUNCHEON FOR THE ASSOCIATION**

Regency B (2<sup>nd</sup> FI)

1:45 p.m. – 2:30 p.m.

#### **CURRICULAR CONSIDERATIONS – OPEN DISCUSSION**

Regency C (2<sup>nd</sup> FI)

Attendees will return in plenary session to delve more deeply into the salient aspects of the morning's presentations, developing connections between and establishing relationships among topics.

2:45 p.m. – 3:45 p.m.

#### **Roundtable Discussions – Curricular Considerations**

The roundtable sessions will enable attendees to explore in further depth the considerations offered by each presentation. Roundtables will be repeated, offering attendees the opportunity to participate in two sessions of their choice.

##### **The Curriculum: Possibilities, Options, and Opportunities**

Executive A (2<sup>nd</sup> FI)

*Moderator:* Gerald Casel, Rutgers University, The State University of New Jersey  
*Recorder:* Sara Hook, University of Illinois Urbana–Champaign

##### **Developing Student Expertise**

Executive B (2<sup>nd</sup> FI)

*Moderator:* Carl Flink, University of Minnesota, Twin Cities  
*Recorder:* Rebekah J. Kowal, University of Iowa

## Friday, September 13 (Continued)

10:15 a.m. – 5:00 p.m. **WORKING SESSION: CURRICULAR CONSIDERATIONS**  
(Continued)

2:45 p.m. – 3:45 p.m. **Roundtable Discussions – Curricular Considerations**  
(Continued)

**Evaluating Student Success and Program Effectiveness** **Executive C (2<sup>nd</sup> FI)**

*Moderator:* Jordan Fuchs, Texas Woman’s University  
*Recorder:* Megan Slayter, Western Michigan University

**Promoting Dance Study: The Importance and Value of Lifelong Participation** **Executive D (2<sup>nd</sup> FI)**

*Moderator:* James Robey, Radford University  
*Recorder:* Kevin S. Warner, Appalachian State University

3:45 p.m. – 4:00 p.m. **Break**

4:00 p.m. – 5:00 p.m. **Roundtable Discussions (Repeated)**

**The Curriculum: Possibilities, Options, and Opportunities** **Executive A (2<sup>nd</sup> FI)**

*Moderator:* Sara Hook, University of Illinois Urbana–Champaign  
*Recorder:* Gerald Casel, Rutgers University, The State University of New Jersey

**Developing Student Expertise** **Executive B (2<sup>nd</sup> FI)**

*Moderator:* Rebekah J. Kowal, University of Iowa  
*Recorder:* Carl Flink, University of Minnesota, Twin Cities

**Evaluating Student Success and Program Effectiveness** **Executive C (2<sup>nd</sup> FI)**

*Moderator:* Megan Slayter, Western Michigan University  
*Recorder:* Jordan Fuchs, Texas Woman’s University

**Promoting Dance Study: The Importance and Value of Lifelong Participation** **Executive D (2<sup>nd</sup> FI)**

*Moderator:* Kevin S. Warner, Appalachian State University  
*Recorder:* James Robey, Radford University

5:15 p.m. – 6:30 p.m. **THE NASD HANDBOOK: AN IN-DEPTH LOOK AT THE STANDARDS AND THEIR APPLICATION** **Lakeshore AB (1<sup>st</sup> FI)**

This session will offer an in-depth look at the NASD *Handbook*. Particular attention will be given to operational and curricular requirements found within the sections of the *Handbook* entitled Standards for Accreditation and Appendices, as well as aspects of the *Rules of Practice and Procedure* and *Code of Ethics*. The effective use of the NASD *Handbook*, including distinctions among standards, guidelines, recommendations, benchmarks, and norms will be discussed. Attendees will review procedures which address the preparation and submission requirements as related to the preparation of self-study dossiers, Plan Approval and Final Approval for Listing applications, Substantive Change applications, Optional Responses to the Visitors’ Report, and Responses and Progress Reports. Helpful tips for creating and writing materials which speak to an institution’s attention to and compliance with national standards will be offered.

*(Of Note: This session is designed for 1) representatives of institutions scheduled for NASD comprehensive accreditation reviews within the next three years, as well as for individuals who will have the responsibility for leading the accreditation process and/or writing Self-Studies;*

## Friday, September 13 (Continued)

5:15 p.m. – 6:30 p.m.      **THE NASD HANDBOOK: AN IN-DEPTH LOOK  
AT THE STANDARDS AND THEIR APPLICATION**      **Lakeshore AB (1<sup>st</sup> FI)**  
(Continued)

2) currently trained NASD visiting evaluators; 3) individuals attending the 2024 NASD Workshop for Visiting Evaluators; and 4) individuals attending the 2024 NASD Workshop for Experienced Evaluators.)

*Presenters:*      Nora Ambrosio, Slippery Rock University  
Catherine Horta-Hayden, Towson University

5:15 p.m. – 6:30 p.m.      **ANNUAL REPORTING REQUIREMENTS  
AND ADMINISTRATIVE RESOURCES**      **Executive B (2<sup>nd</sup> FI)**

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

5:15 p.m. – 6:30 p.m.      **BRIEFING ON FEDERAL ISSUES FOR DANCE ADMINISTRATORS**      **Milwaukee AB (2<sup>nd</sup> FI)**

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:*      Stephen Cannistraci, NASD National Office

5:15 p.m. – 6:30 p.m.      **OPEN FORUM: NON-DEGREE-GRANTING PROGRAMS**      **Executive D (2<sup>nd</sup> FI)**  
(This session will be continued on Saturday from 5:00 p.m. – 6:30 p.m.)

This forum will provide an opportunity for representatives from both professional studio schools and precollegiate dance schools to connect and discuss issues of common concern. It is recommended that participants give prior thought to issues they would like to explore during this Open Forum.

*Moderator:*      Timothy Melady, Nutmeg Ballet  
*Recorder:*      Mary Lisa Burns, New World School of the Arts

6:30 p.m. – 7:45 p.m.      **RECEPTION FOR THE ASSOCIATION**      **Vue North (21<sup>st</sup> FI)**  
(Cash bar)

## Saturday, September 14

7:30 a.m. – 6:30 p.m.      **REGISTRATION**      **Regency Prefunction (2<sup>nd</sup> FI)**

7:45 a.m. – 9:00 a.m.      **CONTINENTAL BREAKFAST FOR THE ASSOCIATION**      **Atrium (2<sup>nd</sup> FI)**



## Saturday, September 14 (Continued)

9:00 a.m. – 3:00 p.m.

### WORKING SESSION: LEADING DURING CHALLENGING TIMES

Regency C (2<sup>nd</sup> FI)

Following the approach employed yesterday, during today's working session, attendees will have the opportunity once again to roll up their sleeves, delve deeply into, and consider issues faced by dance administrators—specifically, those related to student expectations and issues, the use and value of artificial intelligence as an aspect of dance study and/or in the dance curriculum, the various roles dance administrators must assume and the different hats they must wear, and the development of advocacy campaigns. Each of these four topics will be introduced by presenters who will frame the issue and begin the conversation. Subsequent to each presentation, the presenters will open the floor for questions and discussion. Following a short break, attendees will return in plenary session to allow participants to delve more deeply into the challenges faced by dance administrators, in particular focusing on approaches that can be implemented to address these challenges. At the conclusion of the morning's sessions, attendees will enjoy a box lunch and divide into smaller roundtable discussion groups organized by the four topics, so that conversation begun during the plenary session may continue.

*Facilitators:* Rubén Graciani, James Madison University  
Dale A. Merrill, The Hartt School

9:00 a.m. – 11:00 a.m.

### PRESENTATIONS

9:00 a.m.

#### Addressing Student Expectations and Requests

Students often arrive on campus with pre-conceived notions about what they should learn and how they should be taught, what parts they should be assigned, and accommodations they should receive. Mismatched expectations may lead to consequences which not only affect the student's path to program completion, but the paths of fellow students as well. This places on the dance administrator pressure to address and resolve issues in a timely and efficient fashion for the sake of all involved. Attendees will consider the more common expectations held by current students, where appropriate assistance ends and enabling begins, and when and under what circumstances the issues require expertise beyond that available within the dance unit. Attendees will have the opportunity to share best practices, as well as those that should be avoided.

*Presenters:* Larry A. Attaway, Butler University  
Kristin Dimmer, Milwaukee Ballet School and Academy

9:30 a.m.

#### AI: A Helpful Tool or Unnecessary Distraction?

AI has not only arrived on the doorstep of the academy, it has assumed a place at the table. Many in higher education, including those in the dance community, are focused on considering whether AI should be included in the dance curriculum and/or in the collegiate dance experience. Attendees will explore aspects such as: Authorship (Who is the author? How is this verified?), Authenticity (Where does AI end and student work begin?), Originality (Will new work be created, or existing work merely be recast?), Critical thinking (How does critical thinking guide creation?), Intellectual curiosity (Does intellectual curiosity still matter?), AI's use as a tool (Will the student remain in control or become directed by the technology? Will the tool limit or advance the creation of original work?), Adaptability (How should AI be integrated into the curriculum, if at all?), Ethics (Who becomes the rightful owner of thought, creativity, and innovation?), and Integrity (Who will know and why will that matter?).

*Presenters:* Marsha Barsky, Kennesaw State University  
Andrea Knowlton, Kennesaw State University

## Saturday, September 14 (Continued)

9:00 a.m. – 3:00 p.m.	<b>WORKING SESSION: LEADING DURING CHALLENGING TIMES</b> (Continued)	<b>Regency C (2<sup>nd</sup> FI)</b>
9:00 a.m. – 11:00 a.m.	<b>PRESENTATIONS</b> (Continued)	
10:00 a.m.	<b>The Dance Administrator as Leader, Teacher, Mentor, Peacemaker, Advocate: How to Balance the Many Roles and Responsibilities</b>  Today’s dance administrator is a jack of many trades and a wearer of many hats. Considering the basic responsibilities held by dance administrators to oversee the operation of the dance unit and manage the curricular programs offered, it seems hard to imagine how dance administrators are able to simultaneously keep the many balls they must juggle in the air. To compound the situation, typically each issue faced is original in nature and therefore tried, tested, and true answers are not readily at hand. Today, it is increasingly likely that issues are of such complexity that further study, expert consultation, and thorough consideration are necessary. In this session, attendees will devote time to working with colleagues to explore good practices that might assist them to address how the various challenges faced can be approached. Participants will also give thought to those issues that would benefit from expertise found beyond the dance unit.  <i>Presenters:</i> Rubén Graciani, James Madison University Dale A. Merrill, The Hartt School	
10:30 a.m.	<b>Developing an Advocacy Strategy: What Is It and Why Is It Important?</b>  The need to articulate clearly and definitively the importance of dance study has never been more important, particularly in light of the current need for institutions to find ways to reduce costs in the face of low enrollments and dwindling support. These efforts may result in a scaling back of programs or their discontinuation altogether. A systematic approach entertained by many institutions when it comes to consideration of a program’s viability simply focuses on the bottom line. Unfortunately, these calculations often do not reflect the intangible benefits dance provides, not only to the students enrolled, but also to the institutional community. Without proactive discussions which emphasize the benefits of dance study, the art form is in jeopardy of being undervalued at best, and at worst, possibly disregarded. Few can articulate better than those with expertise in dance, the role, value, and importance of dance and dance study at all stages of human development. This critical responsibility often falls to the dance executive, to protect, defend, and maintain all things dance. Dance administrators must develop, hone, and use with regularity “pitches” which not only speak to the need to maintain dance as a viable curricular force within the institution, but also as an important aspect in the everyday life of individuals. Attendees will work together to develop sets of talking points intended to target various constituencies (i.e., upper administrators, colleagues in other disciplines, parents, state officials, etc.) that, to a certain extent, play a role in the future of dance as a collegiate offering.  <i>Presenters:</i> James Frazier, Florida State University F. Lee Merwin, American Ballet Center, Joffrey Ballet School	
11:00 a.m. – 11:15 a.m.	<b>Break</b>	
11:15 a.m. – 12:00 noon	<b>LEADING DURING CHALLENGING TIMES – OPEN DISCUSSION</b>  Remaining in plenary session, attendees and presenters will delve more deeply into the salient aspects of the morning’s presentations.	<b>Regency C (2<sup>nd</sup> FI)</b>
12:00 noon – 12:45 p.m.	<b>BOX LUNCH FOR THE ASSOCIATION</b> (Attendees should feel free to take their box lunch to the afternoon sessions.)	<b>Atrium (2<sup>nd</sup> FI)</b>

## Saturday, September 14 (Continued)

9:00 a.m. – 3:00 p.m.

### **WORKING SESSION: LEADING DURING CHALLENGING TIMES** (Continued)

12:45 p.m. – 1:45 p.m.

#### **Roundtable Discussions – Leading During Challenging Times**

The roundtable sessions will enable attendees to explore in further depth the considerations offered by each presentation. Roundtables will be repeated, offering attendees the opportunity to participate in two sessions of their choice.

##### **Addressing Student Expectations and Requests**

**Executive D (2<sup>nd</sup> FI)**

*Moderator:* Larry A. Attaway, Butler University

*Recorder:* Kristin Dimmer, Milwaukee Ballet School and Academy

##### **AI: A Helpful Tool or Unnecessary Distraction?**

**Executive C (2<sup>nd</sup> FI)**

*Moderator:* Marsha Barsky, Kennesaw State University

*Recorder:* Andrea Knowlton, Kennesaw State University

##### **The Dance Administrator as Leader, Teacher, Mentor, Peacemaker, Advocate: How to Balance the Many Roles and Responsibilities**

**Executive B (2<sup>nd</sup> FI)**

*Moderator:* Rubén Graciani, James Madison University

*Recorder:* Elizabeth McPherson, Montclair State University

##### **Developing an Advocacy Strategy: What Is It and Why Is It Important?**

**Executive A (2<sup>nd</sup> FI)**

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

*Recorder:* Michael Estanich, University of Wisconsin–Stevens Point

1:45 p.m. – 2:00 p.m.

#### **Break**

2:00 p.m. – 3:00 p.m.

#### **Roundtable Discussions (Repeated)**

##### **Addressing Student Expectations and Requests**

**Executive D (2<sup>nd</sup> FI)**

*Moderator:* Kristin Dimmer, Milwaukee Ballet School and Academy

*Recorder:* Larry A. Attaway, Butler University

##### **AI: A Helpful Tool or Unnecessary Distraction?**

**Executive C (2<sup>nd</sup> FI)**

*Moderator:* Andrea Knowlton, Kennesaw State University

*Recorder:* Marsha Barsky, Kennesaw State University

##### **The Dance Administrator as Leader, Teacher, Mentor, Peacemaker, Advocate: How to Balance the Many Roles and Responsibilities**

**Executive B (2<sup>nd</sup> FI)**

*Moderator:* Rubén Graciani, James Madison University

*Recorder:* Kyla Olson, Texas Tech University

##### **Developing an Advocacy Strategy: What Is It and Why Is It Important?**

**Executive A (2<sup>nd</sup> FI)**

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

*Recorder:* Gretchen Alterowitz, University of North Carolina at Charlotte

12:45 p.m. – 5:00 p.m.

### **WORKSHOP FOR SELF-STUDY: SPECIFICALLY DESIGNED FOR REPRESENTATIVES FROM DEGREE-GRANTING INSTITUTIONS**

**Regency A (2<sup>nd</sup> FI)**

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

## Saturday, September 14 (Continued)

- 12:45 p.m. – 5:00 p.m.     **WORKSHOP FOR SELF-STUDY: SPECIFICALLY DESIGNED FOR REPRESENTATIVES FROM DEGREE-GRANTING INSTITUTIONS**     **Regency A (2<sup>nd</sup> FI)**  
*(Continued)*
- 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.
- Please note: Individuals attending this training session may wish to attend The NASD Handbook—An In-Depth Look at the Standards and Their Application, which will be offered on Friday, September 13 from 5:15 p.m. – 6:30 p.m.*
- Presenter:*            Nora R. Hamme, NASD National Office
- 12:45 p.m. – 5:00 p.m.     **WORKSHOP FOR VISITING EVALUATORS**     **Crystal (2<sup>nd</sup> FI)**
- This annual workshop will provide training to dance administrators interested in becoming visiting evaluators for NASD. Fundamentals of the accreditation process will be described in detail. Considerable time will be spent discussing expectations with regard to Self-Studies and Self-Study documentation. An overview of the *Handbook* and its constituent parts will be presented. Standards and guidelines and their application to applicant institutions will receive considerable attention as potential evaluators are guided through the process of on-site review and Visitors' Report preparation.
- Please note: This session is by invitation only. Institutional representatives from accredited institutions interested in becoming NASD evaluators are encouraged to contact the National Office staff for consideration for training in 2025.*
- Please note: Individuals attending this training session may wish to attend The NASD Handbook—An In-Depth Look at the Standards and Their Application, which will be offered on Friday, September 13 from 5:15 p.m. – 6:30 p.m.*
- Presenters:*            James Frazier, Florida State University  
                              Dale A. Merrill, The Hartt School
- Staff Resource:*     Stephen Cannistraci, NASD National Office
- 12:45 p.m. – 3:00 p.m.     **WORKSHOP FOR EXPERIENCED EVALUATORS**     **Milwaukee B (2<sup>nd</sup> FI)**
- This workshop will provide training to dance administrators who have been trained previously as evaluators and who have served as members of visitation teams. The role and responsibilities of the visiting team chair will be discussed. Detailed expectations regarding the review of Self-Studies, the on-site visit, and the Visitors' Report will be reviewed. Attendees will have the opportunity, using case study materials, to consider various scenarios that may arise during on-site reviews.
- Please note: This session is by invitation only. Representatives from accredited institutional members interested in becoming NASD evaluators are encouraged to contact the National Office staff for consideration for training in 2025.*
- Please note: Individuals attending this training session may wish to attend The NASD Handbook—An In-Depth Look at the Standards and Their Application, which will be offered on Friday, September 13 from 5:15 p.m. – 6:30 p.m.*
- Presenters:*            Nora Ambrosio, Slippery Rock University  
                              Penelope Hanstein, Texas Woman's University
- Staff Resource:*     Stephen Cannistraci, NASD National Office

## Saturday, September 14 (Continued)

3:15 p.m. – 4:30 p.m.

### **BRIEFING FOR NASD EVALUATORS**

**Regency C (2<sup>nd</sup> FI)**

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, 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 2025.*

*Please note: Individuals attending this training session may wish to attend The NASD Handbook—An In-Depth Look at the Standards and Their Application, which will be offered on Friday, September 13 from 5:15 p.m. – 6:30 p.m.*

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

3:15 p.m. – 4:30 p.m.

### **WORKSHOP FOR SELF-STUDY: SPECIFICALLY DESIGNED FOR REPRESENTATIVES FROM NON-DEGREE-GRANTING INSTITUTIONS**

**Milwaukee B (2<sup>nd</sup> FI)**

This session will provide information and guidance concerning the Self-Study and on-site visitation processes for individuals representing non-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:* Stephen Cannistraci, NASD National Office

5:00 p.m. – 6:30 p.m.

### **FORUMS**

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.

#### **Non-Degree-Granting Programs**

**Executive D (2<sup>nd</sup> FI)**

*(This is a continuation of the session offered on Friday from 5:15 p.m. – 6:30 p.m.)*

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

*Moderator:* Timothy Melady, Nutmeg Ballet

*Recorder:* Mary Lisa Burns, New World School of the Arts

#### **Institutions with Small or Developing Dance Departments**

**Executive A (2<sup>nd</sup> FI)**

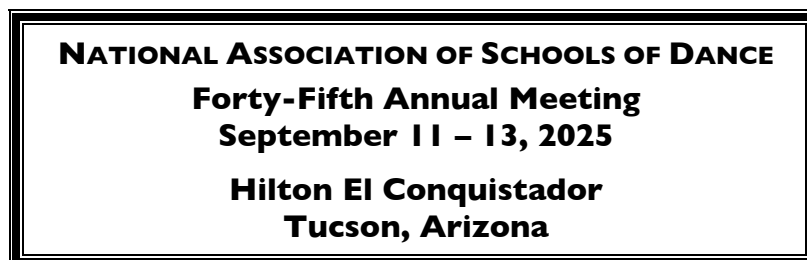
This forum will provide an opportunity for attendees from small or developing dance departments to connect and discuss issues of common concern.

*Moderator:* Melinda Blomquist, Community College of Baltimore County

*Recorder:* Emily Berry, Queensborough Community College

**Saturday, September 14 (Continued)**

5:00 p.m. – 6:30 p.m.	<b>FORUMS (Continued)</b> <b>Public Institutions</b> This forum will provide an opportunity for attendees from public institutions to connect and discuss issues of common concern. <i>Moderator:</i> Melonie B. Murray, University of Utah <i>Recorder:</i> Colleen Dunagan, California State University, Long Beach <b>Private Institutions</b> This forum will provide an opportunity for attendees from private institutions to connect and discuss issues of common concern. <i>Moderator:</i> Krista Bower, Belhaven University <i>Recorder:</i> Amanda Ling, Columbia College	<b>Executive B (2<sup>nd</sup> FI)</b>      <b>Executive C (2<sup>nd</sup> FI)</b>
5:00 p.m. – 6:30 p.m.	<b>BOARD OF DIRECTORS SEMINAR MEETING</b> <i>(Board of Directors members only)</i>	<b>Gilpatrick (1<sup>st</sup> FI)</b>
6:30 p.m. – 7:15 p.m.	<b>RECEPTION FOR THE ASSOCIATION</b> <i>(Cash bar)</i>	<b>Vue East (21<sup>st</sup> FI)</b>
7:15 p.m. – 9:30 p.m.	<b>ANNUAL DINNER</b>	<b>Vue North (21<sup>st</sup> FI)</b>
9:30 p.m.	<b>ADJOURNMENT OF THE 44<sup>th</sup> NASD ANNUAL MEETING</b>	



# NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

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

September 12 – 14, 2024

### Officers, Commissioners, Committees, and Staff

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#### President

- \* Larry A. Attaway (2024)  
Butler University

#### Vice President

- \* Mary Lisa Burns (2024)  
New World School of the Arts

#### Secretary

- \* Brian Palmer (2025)  
Jacksonville University

#### Treasurer

- \* Melanie Person (2026)  
The Ailey School

#### Immediate Past President

- \* Sharon Story (2024)  
Atlanta Ballet Centre for Dance Education

#### Members of the Board of Directors

- \* Charles O. Anderson (2025)  
Ohio State University
- \* Anjali Austin (2024)  
Florida State University
- \* Rebekah J. Kowal (2026)  
University of Iowa
- \* Stephen Pier (2026)  
The Hartt School

#### Public Members of the Board of Directors

- \* Richard Males  
Cincinnati, Ohio
- \* Cari Peretzman  
Lewisville, Texas

#### Commission on Accreditation

- \* Janet Lilly, *Chair* (2024)  
University of North Carolina Greensboro
- Carol Hess (2026)  
University of Maryland, Baltimore County
- Catherine Horta-Hayden (2024)  
Towson University
- F. Lee Merwin (2025)  
American Ballet Center, Joffrey Ballet School
- Position Open*

#### Committee on Nominations

- \* Sharon Story, *Chair* (2024)  
Atlanta Ballet Centre for Dance Education
- Angela M. Gallo (2026)  
Coker University
- Julianne O'Brien (2024)  
Chapman University
- Megan Slayter (2025)  
Western Michigan University
- Jodi Youmans-Jones (2026)  
Casper College

#### Committee on Ethics

- Maura Keefe, *Chair* (2025)  
University of Maryland, College Park
- Elizabeth Gillaspay (2024)  
Texas Christian University
- Michelle Manzanales (2026)  
Ballet Hispánico School of Dance

#### NASD National Office Staff

- \* Karen P. Moynahan, *Executive Director*
- Stephen Cannistraci, *Accreditation Specialist*
- Jane Creagan, *Visitation Management Assistant*
- Angie K Elkins, *Accreditation Systems Coordinator*
- Nora R. Hamme, *Associate Director for Accreditation and Research*
- Jenny Rebecca G. Kuhlmann, *Management Associate for Communications and Publications*
- Tracy L. Maraney, *Management Director for Finance and Operations*
- Stacy A. McMahon, *Management Associate for Office Operations*
- Justin Medlen, *Accreditation and Materials Assistant*
- Lisa A. Ostrich, *Management Associate for Meetings and Projects*
- Ann B. Stutes, *Assistant Director for Accreditation and Programming*

- \* Board of Director

## **Forty-Fourth Annual Meeting**

**NATIONAL ASSOCIATION OF SCHOOLS OF DANCE**

11250 Roger Bacon Drive, Suite 21

Reston, Virginia 20190-5248

Telephone: (703) 437-0700

Facsimile: (703) 437-6312

[info@arts-accredit.org](mailto:info@arts-accredit.org)

<https://nasd.arts-accredit.org>