

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

Ninety-Fifth Annual Meeting

# Program

November 22 – 26, 2019

Hilton Chicago  
Chicago, Illinois



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# Commissions Activities and Workshops for Evaluators

## PLEASE NOTE:

- *The following information regarding Commissions activities and Workshops for Evaluators is not repeated in the Annual Meeting program that begins on page 13.*
- *The hotel floor follows the meeting room name. Please consult the hotel map for the location of meeting rooms on each floor.*

## Sunday, November 17

12:00 p.m – 5:00 p.m. Boulevard (Second Floor)  
**COMMISSION ON ACCREDITATION**  
*(Commission members only)*

## Monday, November 18

9:00 a.m. – 5:00 p.m. Boulevard (Second Floor)  
**COMMISSION ON ACCREDITATION**  
*(Commission members only)*

## Tuesday, November 19

9:00 a.m. – 5:00 p.m. Boulevard (Second Floor)  
**COMMISSION ON ACCREDITATION**  
*(Commission members only)*

## Wednesday, November 20

9:00 a.m. – 5:00 p.m. Boulevard (Second Floor)  
**COMMISSION ON ACCREDITATION**  
*(Commission members only)*

3:30 p.m. – 5:00 p.m. PDR 5 (Third Floor)  
**COMMISSION ON COMMUNITY COLLEGE ACCREDITATION**  
*(Commission members only)*

## Thursday, November 21

8:00 a.m. – 5:00 p.m. Boulevard (Second Floor)  
**COMMISSION ON ACCREDITATION**  
*(Commission members only)*

9:00 a.m. – 5:00 p.m. PDR 5 (Third Floor)  
**COMMISSION ON COMMUNITY COLLEGE ACCREDITATION**  
*(Commission members only)*

## Friday, November 22

8:00 a.m. – 12:00 noon Boulevard (Second Floor)  
**COMMISSION ON ACCREDITATION**  
*(Commission members only)*

9:00 a.m. – 12:00 noon PDR 5 (Third Floor)  
**COMMISSION ON COMMUNITY COLLEGE ACCREDITATION**  
*(Commission members only)*

## Friday, November 22 (Continued)

**10:00 a.m. – 5:30 p.m. South Registration Desk (Lobby Level)**  
**REGISTRATION**

**2:00 p.m. – 5:30 p.m. Williford C (Third Floor)**  
**WORKSHOP FOR VISITING EVALUATORS**  
*(Continued on Saturday at 9:00 a.m.)*

This annual workshop will provide training to music administrators interested in becoming visiting evaluators for NASM. 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 current NASM *Handbook* and its constituent parts will be presented. Standards and guidelines and their application to applicant institutions will receive considerable attention as potential evaluators are guided through the process of on-site review and Visitors' Report preparation. *(Please note: This session is by invitation only. Individuals interested in becoming NASM evaluators are encouraged to contact the National Office staff for consideration for training in 2020.)*

*Facilitators:* Daniel Goble, Colorado State University  
Edward Kocher, Duquesne University  
*Resource:* Kyle D. Johnson, NASM National Office

**2:00 p.m. – 5:30 p.m. Williford A (Third Floor)**  
**WORKSHOP FOR EXPERIENCED EVALUATORS**  
*(Continued on Saturday at 9:00 a.m.)*

This annual workshop will provide training to music administrators who have previously been trained as evaluators and who have served as members of visitation teams. Expectations regarding the review of Self-Studies, the on-site visit, and the Visitors' Report will be reviewed. Responsibilities specific to the visit chair will be presented. *(Please note: This session is by invitation only. Individuals interested in becoming NASM evaluators are encouraged to contact the National Office staff for consideration for training in 2020.)*

*Facilitators:* Mary Ellen Poole, University of Texas at Austin  
Jamal J. Rossi, Eastman School of Music  
*Resource:* Adèle-Marie Buis, NASM National Office

**6:00 p.m. – 7:30 p.m. Williford B (Third Floor)**  
**WORKSHOP FOR VISITING EVALUATORS**  
**DINNER MEETING** *(by invitation only)*

**6:00 p.m. – 7:30 p.m. PDR 2 (Third Floor)**  
**WORKSHOP FOR EXPERIENCED EVALUATORS**  
**DINNER MEETING** *(by invitation only)*

## Saturday, November 23

**8:00 a.m. – 5:00 p.m. South Registration Desk (Lobby Level)**  
**REGISTRATION**

**9:00 a.m. – 5:00 p.m. Williford C (Third Floor)**  
**WORKSHOP FOR VISITING EVALUATORS**  
*(Continuation of Friday, 2:00 p.m. – 5:30 p.m.)*

**9:00 a.m. – 5:00 p.m. Williford A (Third Floor)**  
**WORKSHOP FOR EXPERIENCED EVALUATORS**  
*(Continuation of Friday, 2:00 p.m. – 5:30 p.m.)*

## Saturday, November 23 (Continued)

10:00 a.m. – 12:30 p.m.

PDR 1 (Third Floor)

### **WORKSHOP FOR VISITING EVALUATORS OF COMMUNITY AND TWO-YEAR COLLEGES**

This workshop will provide training to music administrators of community and two-year colleges interested in becoming visiting evaluators for NASM. Fundamentals of the accreditation process, and the roles and responsibilities of visiting evaluators will be described in detail. Significant time will be spent discussing NASM expectations with regard to Self-Study submissions and Self-Study documentation. An overview of the current *Handbook* and its constituent parts will be provided. 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. Further specific attention will be devoted to guidelines that speak to the preparation of Visitors' Reports. *(Please note: This session is by invitation only. Individuals interested in becoming NASM evaluators are encouraged to contact the National Office staff for consideration for training in 2020.)*

*Facilitators:* Eric W. Unruh, Casper College  
Paul J. Florek, NASM National Office

10:00 a.m. – 12:30 p.m.

PDR 2 (Third Floor)

### **WORKSHOP FOR VISITING EVALUATORS OF NON-DEGREE-GRANTING INSTITUTIONS**

This workshop will provide training to music administrators of non-degree-granting institutions interested in becoming visiting evaluators for NASM. Fundamentals of the accreditation process, and the roles and responsibilities of visiting evaluators will be described in detail. Significant time will be spent discussing NASM expectations with regard to Self-Study submissions and Self-Study documentation. An overview of the current *Handbook* and its constituent parts will be provided. 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. Further specific attention will be devoted to guidelines that speak to the preparation of Visitors' Reports. *(Please note: This session is by invitation only. Individuals interested in becoming NASM evaluators are encouraged to contact the National Office staff for consideration for training in 2020.)*

*Facilitators:* Margaret Quackenbush, David Hochstein Memorial  
Music School  
Karen P. Moynahan, NASM National Office

# Pre-Meeting Workshops

## PLEASE NOTE:

- *The following information regarding Pre-Meeting Workshops is not repeated in the Annual Meeting program that begins on page 13.*
- *Advance registration for each Pre-Meeting Workshop is required. Please check with the NASM registration desk concerning space availability and any possible fees.*
- *The hotel floor follows the meeting room name. Please consult the hotel map for the location of meeting rooms on each floor.*

## Friday, November 22

**10:00 a.m. – 5:30 p.m. South Registration Desk (Lobby Level)  
REGISTRATION**

**2:00 p.m. – 5:00 p.m. Continental C (Lobby Level)**

### **PRE-MEETING WORKSHOP:**

### **NEW MUSIC ADMINISTRATORS IN HIGHER EDUCATION**

*(Continued on Saturday at 8:15 a.m.)*

This workshop has been designed to address several of the most important areas of concern for administrators. Each segment will involve a basic briefing on a topic, followed by ample opportunity for interaction and discussion. The content will focus on principles and approaches applicable to all types of institutions.

*Moderator:* Ann B. Stutes, Wayland Baptist University

**2:00 p.m. – 2:15 p.m.**

**Introduction, Orientation, and Welcome from the President**

**2:15 p.m. – 3:30 p.m.**

**Goals, Planning, and Time Management**

This session will focus on the value of and suggested procedures for establishing realistic goals and objectives, which serve as the basis for effective long-range planning, and enable realistic considerations, which govern the productive use of time. The work of the music administrator today requires an awareness of, and the necessity for careful and balanced cultivation among multiple constituencies. Goal setting becomes a necessary and effective way to establish personal, institutional, and community priorities. This effort lays the groundwork for and focuses planning initiatives. Successful administrators are able to set goals, plan, and manage time—and understand the relationship between and among these three important aspects. Establishing a firm foundation based on carefully articulated goals enhances the administrator's ability to develop multiple skills and acquire detailed subject matter knowledge that will assist the administrator to address efficiently and effectively the plethora and pace of questions, challenges, and issues that arise. Suggestions with regard to setting goals, developing approaches to planning, and successful ways to think about time and its effective use will be presented.

*Presenters:* Michael R. Sitton, The Crane School of Music  
Ann B. Stutes, Wayland Baptist University

## Friday, November 22 *(Continued)*

2:00 p.m. – 5:00 p.m.

Continental C (Lobby Level)

### PRE-MEETING WORKSHOP:

#### NEW MUSIC ADMINISTRATORS IN HIGHER EDUCATION *(Continued)*

3:45 p.m. – 5:00 p.m.

#### Working with the Academic Community

Music administrators are faced with the ever-increasing need to work not only with individuals in their own units but also with peers in other departments and disciplines, administrators at upper levels, and community officials. Dealing with each of these constituencies requires a skill set specific to the nature of the current or desired conversation. This session will include a discussion of the relationship of music administration to academic communities within and beyond the institution. Attendees will consider the role institutional mission plays in the conversation and the importance of ensuring that institutional priorities inform the work of the music unit. Developing strong and collaborative relationships with other administrators, explaining and advocating the program within the academic community, and representing and presenting the music unit will be addressed. Maintaining multiple relationships between and among the various elements of administrative responsibility will be considered as they relate to the purpose(s) of the music unit.

*Presenters:* Patricia J. Flowers, Florida State University  
John W. Richmond, University of North Texas

3:30 p.m. – 5:30 p.m.

Continental A (Lobby Level)

### PRE-MEETING WORKSHOP:

#### CREATING EFFECTIVE FORMAT A SELF-STUDIES

*(Continued on Saturday at 8:15 a.m.)*

This workshop is especially for institutions scheduled for NASM accreditation reviews in the next three years, and for individuals who will have the responsibility of leading the process and/or writing the Self-Study. Those who have never led or written an NASM Self-Study are especially encouraged to attend. Please note that this workshop will focus specifically on Format A. It will not consider in detail Formats B or C. However, since some sections of Self-Studies in all formats are interchangeable, those preparing Self-Studies in Formats B and C are welcome. The primary focus on this first day of the workshop will be the *NASM Handbook*. *(Please note: Attendees should bring either a hard or downloaded electronic copy of the current NASM Handbook and come prepared to ask questions.)*

*Presenters:* S. Kay Hoke, Gettysburg College  
Dale E. Monson, University of Georgia

*Resource:* Paul J. Florek, NASM National Office



## Saturday, November 23

**8:00 a.m. – 5:00 p.m.**      **South Registration Desk (Lobby Level)**  
**REGISTRATION**

**8:15 a.m. – 3:45 p.m.**      **Continental C (Lobby Level)**

**PRE-MEETING WORKSHOP:**

**NEW MUSIC ADMINISTRATORS IN HIGHER EDUCATION**

*(Continuation of Friday, 2:00 p.m. – 5:30 p.m.)*

**8:15 a.m. – 9:30 a.m.**

**Financial Management**

Music programs are expensive on many levels and in many dimensions. Technology compounds this issue by producing 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 exercise fiscal responsibility—while at the same time dealing with issues that range from scholarships to facility maintenance and repair to faculty compensation. This session will begin with an introduction of existing realities and the pressures they bring to bear. Predominant focus will be placed on financial planning, both short- and long-range; ideas and approaches regarding budget advocacy; tips regarding budget management and the oversight and ongoing maintenance of costs and expenditures; and methods by which to approach fiscal stability in order to ensure the ongoing financial viability of the unit.

*Presenters:*      Ronald Caltabiano, DePaul University  
                                 Teresa L. Sumpter, Mars Hill University

**9:45 a.m. – 11:00 a.m.**

**Working with the Faculty**

Music schools and departments are complex. Inherent in complexity are challenges that must be addressed. For instance, administrators often find themselves in charge of, and having to work across, multiple discipline-specific units; responsible for a broad array of degrees by level, major, and area of emphasis; in need of finding commonalities so that resources can be maximized while at the same time emphasizing and promoting the attributes of specific areas of study. A key factor in addressing these challenges and ensuring that the complexities support, rather than constrain institutional mission, is the role assumed by the faculty. Keen leadership abilities and skills are required to navigate these circumstances, as well as manage and direct faculty resources and address the needs of faculty members. This session will focus on approaches that can assist to create and develop cultures that stress the importance of participation and collaboration, the assumption of responsibility and ownership, and the value of establishing camaraderie and respect, as well as cultures that offer permissions which enable, and protections which safeguard, innovation. The session will also focus on nuts-and-bolts issues such as hiring and firing; conducting annual performance reviews; promotion, tenure, and reward systems; and faculty development opportunities. A variety of situations will be presented, each followed by time for discussion.

*Presenters:*      Ernie M. Hills, California State University, Sacramento  
                                 Keith C. Ward, University of Denver

## **Saturday, November 23 (Continued)**

**8:15 a.m. – 3:45 p.m.**

**Continental C (Lobby Level)**

**PRE-MEETING WORKSHOP:  
NEW MUSIC ADMINISTRATORS IN HIGHER EDUCATION  
(Continued)**

**11:15 a.m. – 12:30 p.m.**

**Community Relations and Fundraising**

Many successful music administrators maintain extensive contacts in their local and regional communities. These contacts can prove valuable when interests arise in developing institution/community collaborations. They can also provide opportunities to develop and cultivate beneficial fundraising relationships. Fundraising, once solely the purview of the upper administration, is now a challenge and responsibility which the music administrator must face. This session will consider the strong relationship between community relations and fundraising. It will consider how performances of music, relationships with music programs in the public and private schools, the development of community support groups, and fundraising are all interlinked. Methodologies for connecting educational goals and objectives with community development goals will be explored.

*Presenters:* Jean M. Newton, Music Conservatory of Westchester  
Gwyn Richards, Indiana University

**12:30 p.m. – 1:15 p.m.**

**Box Lunch**

**1:15 p.m. – 2:30 p.m.**

**Leading and Managing from the Middle**

Most music executives hold responsibilities that require them to lead and to manage—in all directions. This means that they are constantly responding to various and divergent constituencies, and therefore must develop a nimbleness that enables them to change gears quickly while balancing many balls at a time. Often music executives serve as the communication mechanism between faculty/students/staff on the one hand and upper administration on the other, between alumni/donors and appropriate institutional representatives, and between external constituencies and the institution. Maintaining open lines of communication between and among constituencies is essential and ensures that all constituencies are kept abreast of events, receive current information, and are cognizant of their ability to participate in any ongoing conversation. This presentation will provide insights into how middle managers can function effectively given the demands of the position and the delicate balance needed to be maintained, and in so doing, become leaders as well as managers.

*Presenters:* Karen M. Bryan, University of South Florida  
Peter J. Cooper, Southern Adventist University

**2:45 p.m. – 3:45 p.m.**

**NASM and the Music Executive**

This briefing will provide an orientation to various relationships between the work of NASM and the work of music executives. Particular attention will be given to responsibilities of serving as an institutional representative to NASM. Attendees are encouraged to read the NASM document, *Getting Your Bearings*, prior to the session. There will be brief discussions of the role of music executives in accreditation reviews, how to use NASM resources when addressing management challenges and making decisions,

## Saturday, November 23 (Continued)

**8:15 a.m. – 3:45 p.m. Continental C (Lobby Level)**

**PRE-MEETING WORKSHOP:  
NEW MUSIC ADMINISTRATORS IN HIGHER EDUCATION  
(Continued)**

**2:45 p.m. – 3:45 p.m.**

**NASM and the Music Executive (Continued)**

and relationships between the NASM policy analysis function and the professional development of music executives.

*Presenter:* Kyle D. Johnson, NASM National Office

**8:15 a.m. – 3:45 p.m. Continental A (Lobby Level)**

**PRE-MEETING WORKSHOP:  
CREATING EFFECTIVE FORMAT A SELF-STUDIES  
(Continuation of Friday, 3:30 p.m. – 5:30 p.m.)**

This workshop is especially for institutions scheduled for NASM accreditation reviews in the next three years, and for individuals who will have the responsibility of leading the process and/or writing the Self-Study. The primary focus on this second day of the workshop will be the NASM Self-Study and the entire self-study process. *(Please note: Attendees should bring either a hard or downloaded electronic copy of the current NASM Handbook and come prepared to ask questions.)*

*Presenters:* Judy Bundra, Cleveland Institute of Music  
M. Todd Queen, Louisiana State University

*Resource:* Nora Hamme, NASM National Office

**9:00 a.m. – 3:45 p.m. Williford B (Third Floor)**

**PRE-MEETING WORKSHOP:  
ROUNDTABLE FOR ASSISTANT DIRECTORS/ASSOCIATE DEANS**

This roundtable is an interactive workshop for music administrators serving as assistant directors/associate deans. Presentation topics include first-generation student engagement strategies; dealing with issues surrounding enrollment of international music students; diversity as it relates to the makeup of the student body and faculty, and curricular offerings within the music unit. Attendees will also consider self-selected topics and case study materials dealing with issues pertinent to assistant directors/associate deans today.

*Facilitators:* Michael N. Jacobson, Baylor University  
Sandra Schwartz, West Virginia University  
John E. Simons, Azusa Pacific University

**9:00 a.m. – 3:45 p.m. Continental B (Lobby Level)**

**PRE-MEETING WORKSHOP: BUILDING AND  
RENOVATING FUTURE-READY FACILITIES**

Ensuring access to and use of facilities which not only support adequately an institution's current curricular offerings and activities in music but provide to an institution the latitude to advance its planned initiatives as well as to prepare for and address future unknowns, are critical components of an institution's ability to deliver its educational programs and experiences to music students and to engage with the community effectively. Whether designing new or renovating existing spaces, these considerations, as well as those related to health and safety, multi-functionality of space, technology and associated advancements such as distance delivery and cyber collaboration, and audience interaction and engagement, must be considered

## Saturday, November 23 (Continued)

**9:00 a.m. – 3:45 p.m. Continental B (Lobby Level)**

### **PRE-MEETING WORKSHOP: BUILDING AND RENOVATING FUTURE-READY FACILITIES (Continued)**

and factored appropriately into decision-making processes. A panel of experts will provide an overview of a variety of basic architectural and acoustical topics related to the planning, designing, and construction of new facilities, as well as the renovation of existing facilities.

*Presenters:* David A. Kahn, Acoustic Distinctions  
Rebecca Krull Kraling, HGA Architects and Engineers  
Joseph W. A. Myers, Kirkegaard Associates  
Stephen Weeks, Bora Architects  
Todd Wilson, Michigan State University

*Facilitator:* James B. Forger, Michigan State University

**1:15 p.m. – 3:45 p.m. Astoria (Third Floor)**

### **PRE-MEETING WORKSHOP FOR COMMUNITY AND TWO-YEAR COLLEGES: THE SELF-STUDY PROCESS**

Community and two-year colleges offering programs in music study represent a growing number of institutions within the NASM membership. This workshop, which will acknowledge and address many of the characteristics unique to these institutions, will provide information and guidance concerning the NASM self-study and visitation processes. A step-by-step walk-through of the nuts-and-bolts of the accreditation process will be provided. The benefits of NASM accredited institutional membership will be discussed. Participants are encouraged to pose questions during this session. Interested individuals representing community and two-year colleges at all stages of the self-study process are welcome.

*Facilitator:* Paul J. Florek, NASM National Office

**1:15 p.m. – 3:45 p.m. PDR 2 (Third Floor)**

### **PRE-MEETING WORKSHOP FOR NON-DEGREE GRANTING INSTITUTIONS: AN OPEN CONVERSATION**

This session will provide an opportunity for representatives from institutions holding accreditation with NASM and the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS), NASM post-secondary degree-granting institutions offering precollegiate and community arts programs, and NASM post-secondary non-degree-granting institutions an opportunity to come together to share and discuss issues of common connection, interest, and concern. In addition to the discussion of topics attendees wish to propose for consideration during the session, the following questions will be explored: In what ways can programs/institutions offering non-degree-granting study in music work together to align their efforts, resources, and activities in ways that best serve the needs of today's students, local communities, and the field of music? In what ways can pre-collegiate and collegiate programs/institutions partner to create, expand, and open pipelines that enable pre-collegiate students to embark upon paths that will enable them to successfully pursue and enroll in music study at the collegiate level? Programs/institutions are welcome to send more than one administrative representative.

*Facilitators:* Kirsten Morgan, The Diller-Quaile School of Music  
Karen P. Moynahan, NASM National Office

# Ninety-Fifth Annual Meeting

## **PLEASE NOTE:**

- *Advance registration is required for the NASM Annual Meeting.*
- *The hotel floor follows the meeting room name. Please consult the hotel map for the location of meeting rooms.*
- *Please see pages 4 – 6 of this program for meeting times and locations for Commissions Activities and Workshops for Evaluators. Pre-Meeting Workshops may be found on pages 7 – 12. The information in those sections is not repeated below in the body of the Annual Meeting program.*

## **Friday, November 22**

**10:00 a.m. – 5:30 p.m. South Registration Desk (Lobby Level)  
REGISTRATION**

**12:00 noon – 2:00 p.m. Astoria (Third Floor)  
EXECUTIVE COMMITTEE LUNCHEON MEETING**  
*(Executive Committee members only)*

**2:30 p.m. – 3:00 p.m. Waldorf (Third Floor)  
ORIENTATION FOR NEW BOARD MEMBERS**  
*(Board of Directors members only)*

**3:00 p.m. – 5:00 p.m. Waldorf (Third Floor)  
BOARD OF DIRECTORS MEETING**  
*(Board of Directors members only)*

## **Saturday, November 23**

**8:00 a.m. – 5:00 p.m. South Registration Desk (Lobby Level)  
REGISTRATION**

**8:00 a.m. – 9:30 a.m. Waldorf (Third Floor)  
BOARD OF DIRECTORS BREAKFAST SEMINAR MEETING**  
*(Board of Directors members only)*

**4:00 p.m. – 5:00 p.m. Waldorf (Third Floor)  
ORIENTATION FOR MUSIC EXECUTIVES NEW TO NASM**

Attendees will be welcomed to NASM with a brief orientation and introductions to Board members, Regional Chairs, and staff. The presentation of general overview information will be followed by small roundtable discussions led by Regional Chairs. Those who register in advance will be guided to review website information about NASM prior to the Annual Meeting.

*Presenters:* Dan Dressen, St. Olaf College  
Karen P. Moynahan, NASM National Office

**5:15 p.m. – 6:30 p.m. Marquette (Third Floor)  
WELCOME ROUNDTABLE FOR WOMEN MUSIC EXECUTIVES**

Attendees will enumerate some of the most salient current issues facing music administrators today. Guided by the facilitator, the music executives in attendance will consider together and discuss the challenges, opportunities, and realities posed by each.

*Facilitator:* Kathleen Hacker, University of Indianapolis

**6:15 p.m. – 7:30 p.m. Grand Ballroom (Second Floor)  
RECEPTION FOR THE ASSOCIATION**

*Hosted by:* Yamaha Corporation of America

## Sunday, November 24

**6:45 a.m. – 5:00 p.m. South Registration Desk (Lobby Level)**  
**REGISTRATION**

**7:00 a.m. – 8:45 a.m. Grand Ballroom (Second Floor)**  
**CONTINENTAL BREAKFAST FOR THE ASSOCIATION**

*Hosted by:* Wenger Corporation

**7:30 a.m. – 8:00 a.m. PDR 3 (Third Floor)**  
**BRIEFING FOR MODERATORS AND RECORDERS**

All individuals serving as moderators or recorders for the Sunday afternoon roundtables should plan to attend this informative briefing. A member of the NASM Executive Committee and staff will offer guidance, advice, and expectations.

*Facilitator:* Michael D. Wilder, Wheaton College

*Resource:* Paul J. Florek, NASM National Office

**8:00 a.m. – 8:45 a.m. (Rooms noted below)**  
**REGIONAL MEETINGS: ELECTIONS AND DISCUSSION**

These sessions are designed to enable the regions to welcome attendees, conduct their formal business, and begin discussion pertaining to issues of common interest and concern. Regions 7, 8, and 9 shall conduct regularly scheduled elections of all officers. Any open officer positions in other regions shall be filled by election during these meetings. Programmatic sessions developed by Regions 2, 4, 6, and 8 will be presented Monday, 1:45 p.m. – 3:00 p.m.; sessions developed by Regions 1, 3, 5, 7, and 9 will be presented Monday, 3:15 p.m. – 4:30 p.m.

**Region 1 PDR 2 (Third Floor)**  
*Arizona, California, Hawaii, Nevada, New Mexico, Utah*  
Fred Cohen, San José State University, Chair

**Region 2 PDR 1 (Third Floor)**  
*Alaska, Idaho, Montana, Oregon, Washington*  
Keith Kothman, Montana State University, Chair

**Region 3 Joliet (Third Floor)**  
*Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming*  
Julia R. Gaines, University of Missouri, Columbia, Chair

**Region 4 Williford A (Third Floor)**  
*Illinois, Iowa, Minnesota, Wisconsin*  
Mark Smith, Chicago State University, Chair

**Region 5 Williford B (Third Floor)**  
*Indiana, Michigan, Ohio*  
Kathleen Hacker, University of Indianapolis, Chair

**Region 6 Williford C (Third Floor)**  
*Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia*  
Armenio Suzano, Jr., Houghton College, Chair

**Region 7 Waldorf (Third Floor)**  
*Florida, Georgia, North Carolina, Puerto Rico, South Carolina, Virginia*  
John P. Henry, Jr., North Carolina A&T State University, Chair

**Region 8 Continental B (Lobby Level)**  
*Alabama, Kentucky, Mississippi, Tennessee*  
Caterina Bristol, Alabama State University, Chair

## Sunday, November 24 (Continued)

8:00 a.m. – 8:45 a.m.

### REGIONAL MEETINGS (Continued)

#### Region 9

*Arkansas, Louisiana, Oklahoma, Texas*

David E. Scott, Texas A&M University – Commerce, Chair

#### Continental C (Lobby Level)

9:00 a.m. – 10:15 a.m. International Ballroom (Second Floor)  
(Access through Grand Ballroom or escalator from Lobby Level)

### FIRST GENERAL SESSION: PLENARY BUSINESS MEETING

#### Call to Order and Welcome

Dan Dressen, NASM President

#### Greetings from the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC)

Eirik Birkeland, AEC President

#### Reports of the Commissions

Commission on Community College Accreditation

Commission on Accreditation

#### Introduction of Newly Accredited Member Institutions

#### Report of the Treasurer

#### Report of the Committee on Ethics

#### Announcements

#### Consideration of Proposed *Handbook* Amendments

#### Report of the Nominating Committee

#### Report of the President

10:30 a.m. – 11:30 a.m.

Astoria (Third Floor)

### RECEPTION FOR SPOUSES AND GUESTS

This reception provides an opportunity for spouses and guests of Annual Meeting attendees to meet and engage in fellowship. Light refreshments will be served.

*Welcome:* Adèle-Marie Buis, NASM National Office  
Ben Karnes, NASM National Office

10:30 a.m. – 4:00 p.m.

(Rooms noted below)

### ENROLLMENT PLANNING: CONSIDERING DEMOGRAPHICS, DEVISING STRATEGIES, DISCUSSING SOLUTIONS

The need to proactively consider, study, monitor, and react to events and realities that will directly impact the number of students interested in entering the academy and in music study has become an important part of the music executive's daily regimen. In this three-part session, attendees will receive a briefing which outlines trends and projections, and their anticipated impact on post-secondary institutions; consider approaches and strategies that can not only assist music administrators to stem the coming tide but help them to manage aspects of the tide in ways that can result in positive outcomes for music programs; and devise together creative solutions that will ensure the health and vitality of music study and the institutions in which music study resides.

10:30 a.m. – 11:45 a.m.

Continental A (Lobby Level)

### Enrollment Planning: Considering Demographics

Given the decline in the birthrate attributed to the effects of the 2008 financial crisis, it is predicted that the number of students entering the academy will drop precipitously between 2025 and 2029. The decline is expected to continue for several years thereafter, although it is not expected to be as dramatic. Such predictions speak resoundingly to the need for institutions to

## Sunday, November 24 (Continued)

10:30 a.m. – 4:00 p.m.

### **ENROLLMENT PLANNING: CONSIDERING DEMOGRAPHICS, DEVISING STRATEGIES, DISCUSSING SOLUTIONS (Continued)**

**10:30 a.m. – 11:45 a.m. Continental A (Lobby Level)**  
**Enrollment Planning: Considering Demographics (Continued)**

review their long-range plans and planning initiatives. In doing so, prudence would suggest that the research available be studied carefully and our consideration be informed by questions such as: What trends are being observed? What impact will these trends have on the academy—specifically on large, small, public, private, free-standing music, community and two-year institutions? Will the impact differ among community and two-year, baccalaureate, master's, and doctoral degree-granting institutions? Will the drop be equally distributed among all institutions? Will it affect some regions of the country more than others? What impact will these trends have on an institution's ability to find, hire, and retain faculty? What is the anticipated impact on teaching, on learning? What might be the impact on curricular offerings—will institutions need to discontinue, add, modify curricular programs? How will the landscape change? What are music programs and institutions likely to experience in the next year, five years, ten years? Attendees will give considerable thought to these questions, as their answers will become critical components in an institution's decision-making processes.

*Presenter:* Peace Bransberger, Western Interstate Commission for Higher Education (WICHE)

*Moderator:* Stacy Maugans, Valparaiso University

**1:15 p.m. – 2:30 p.m. Continental A (Lobby Level)**  
**Enrollment Planning: Devising Strategies**

Noting the nature and speed of change today and understanding that change is a constant over which music administrators have no guaranteed control, and willingly accepting the assured turmoil change will bring on a regular if not daily basis, when faced with change, music executives have two choices—acquiesce, giving way to change and allowing it to become the agent of action or lack thereof, or engage, using the opportunities change presents to creatively work problems that will arise and devise strategies to address them. If our goal is to ensure the long-term health and well-being of collegiate music study, then it is important to remember that our collective efforts supportive of the field are as important as our individual efforts supportive of local initiatives. A problem of the magnitude which music in higher education will face over the next decade will require engaged buy-in and collective effort. In this session, attendees will explore areas over which they may have some control, and that given thoughtful attention, can directly impact their endeavors to maintain, if not bolster, enrollments. These areas include, but are not limited to: establishing recruitment pipelines; developing marketing strategies; establishing local advocacy campaigns; strategically using merit-based aid; reaching non-traditional students; enhancing campus visit and audition day experiences; reviewing curricular offerings in terms of degree levels, majors, areas of emphasis, and minors; reviewing the transferability of coursework; managing resources; optimizing funding sources; optimizing learning environments and performance opportunities; providing on-campus support



## Sunday, November 24 (Continued)

10:30 a.m. – 4:00 p.m.

### **ENROLLMENT PLANNING: CONSIDERING DEMOGRAPHICS, DEVISING STRATEGIES, DISCUSSING SOLUTIONS (Continued)**

1:15 p.m. – 2:30 p.m. **Continental A (Lobby Level)**  
**Enrollment Planning: Devising Strategies (Continued)**

mechanisms; leveraging technology to advance both learning opportunities and avenues of communication; creating student success and retention initiatives; developing outreach initiatives; forging connections with high schools and community music groups; engaging alumni; and the like. Consideration will be given to the effective use of research results to inform conversations, considerations, and decision-making. Successes that offer examples of good practices, possible ideas, and helpful tools will be provided.

*Presenters:* Heather Landes, Arizona State University  
Karl Paulnack, Ithaca College

*Facilitator:* Tayloe Harding, University of South Carolina

2:45 p.m. – 4:00 p.m. **(Rooms noted below)**  
**Enrollment Planning: Discussing Possible Solutions**

Having considered the changing demographics anticipated and strategies that can be employed to address future enrollment declines, participants in each breakout group are asked to explore in depth and detail initiatives that could be employed to address that which may await ahead. Rather than restate the concerns at hand, participants are asked to creatively and innovatively design and articulate viable solutions.

**Roundtable #1** **Continental A (Lobby Level)**  
**Large Public Institutions (Attendee First Name A-I)**

*Moderator:* Brian A. Shook, Lamar University

*Recorder:* Diane Helfers Petrella, University of Missouri, Kansas City

**Roundtable #2** **Marquette (Third Floor)**  
**Large Public Institutions (Attendee First Name J-O)**

*Moderator:* Linda Kline, Boise State University

*Recorder:* Miguel Chuaqui, University of Utah

**Roundtable #3** **Joliet (Third Floor)**  
**Large Public Institutions (Attendee First Name P-Z)**

*Moderator:* Robert Hansen, West Texas A&M University

*Recorder:* Randall Goldberg, Youngstown State University

**Roundtable #4** **Astoria (Third Floor)**  
**Mid-Size Public Institutions (All)**

*Moderator:* Lauren Schack Clark, Arkansas State University

*Recorder:* Elisa C. Koehler, Winthrop University

**Roundtable #5** **PDR 1 (Third Floor)**  
**Small Public Institutions (Attendee First Name A-J)**

*Moderator:* Angela Morgan, Augusta University

*Recorder:* C. David Ragsdale, University of Alabama in Huntsville

**Roundtable #6** **PDR 2 (Third Floor)**  
**Small Public Institutions (Attendee First Name K-Z)**

*Moderator:* Lori Hicks, Kentucky State University

*Recorder:* Mary-Jo Grenfell, Salem State University

**Roundtable #7** **PDR 3 (Third Floor)**  
**Medium to Large Private Institutions (All)**

*Moderator:* Kristen Queen, Texas Christian University

*Recorder:* John N. Roberts, Concordia College

## Sunday, November 24 (Continued)

10:30 a.m. – 4:00 p.m.

**ENROLLMENT PLANNING: CONSIDERING DEMOGRAPHICS, DEVISING STRATEGIES, DISCUSSING SOLUTIONS (Continued)**

2:45 p.m. – 4:00 p.m. (Rooms noted below)

**Enrollment Planning: Discussing Possible Solutions (Continued)**

**Roundtable #8 PDR 4 (Third Floor)  
Small Private Institutions (Attendee First Name A-D)**

*Moderator:* Dori Waggoner, Central Methodist University

*Recorder:* Daniel J. Masterson, Bethany College

**Roundtable #9 Conference Room 4K (Fourth Floor)  
Small Private Institutions (Attendee First Name E-J)**

*Moderator:* Gary W. Cobb, Pepperdine University

*Recorder:* Julia Randel, University of Dayton

**Roundtable #10 Conference Room 4A (Fourth Floor)  
Small Private Institutions (Attendee First Name K-P)**

*Moderator:* Marva G. Duerksen, Willamette University

*Recorder:* Kathryn L. Fouse, University of Mary-Hardin Baylor

**Roundtable #11 Conference Room 4F (Fourth Floor)  
Small Private Institutions (Attendee First Name Q-Z)**

*Moderator:* Timothy Westerhaus, Gonzaga University

*Recorder:* Sarita Kwok, Gordon College

10:30 a.m. – 4:00 p.m. (Rooms noted below)

**DEFINING EXPECTATIONS FOR AND DEVELOPING SUBJECT MATTER EXPERTISE IN UNDERGRADUATE DISCIPLINE-SPECIFIC AREAS**

Over time, the field of music has developed sophisticated and well-established approaches to and indicators of achievement and quality. These guide our daily work and serve as the foundation upon which expectations related to the acquisition of subject matter knowledge and skills rest. Although these approaches are tried and true, and although students demonstrate deep and abiding understandings and abilities, it is, from time-to-time, of worthy and appropriate purpose to revisit our expectations, particularly given changes and advancements that are taking place in the field of music and its sub-disciplines.

Ten topic areas will be discussed: Music Education, Music History, Music Therapy, Performance/Ensembles (Solo Performance, Small Ensembles, and Large Ensembles), Composition, Music Business/Music Industry/Commercial Music, and Sacred Music. Sessions pertaining to Music Education, Music Theory, Performance/Ensembles, and Composition will be repeated. Attendees will have the opportunity to choose three among the ten. Facilitators will open and guide discussion, challenging participants to consider each sub-discipline anew—to not only reaffirm and recommit to aspects that are vital to the education and training of students, but as well, to consider aspects that will become necessary and critical components of the undergraduate experience in each sub-discipline. With regard to each sub-discipline, attendees are asked to consider issues of common interest as well as the following: What body of knowledge must students acquire? What skills? Why, what purpose(s) will they serve? How should this knowledge and these skills be developed/through what means? How will technology and technological advancements change approaches to teaching and learning?

## Sunday, November 24 (Continued)

10:30 a.m. – 4:00 p.m.

### **DEFINING EXPECTATIONS FOR AND DEVELOPING SUBJECT MATTER EXPERTISE IN UNDERGRADUATE DISCIPLINE-SPECIFIC AREAS (Continued)**

Should/must they? Are only new curricular initiatives innovative? Can a time-honored traditional program be innovative? In what ways? What are the earmarks of an innovative program?

At the conclusion of each session, attendees may wish to consider whether expectations held which relate to currently offered curricular programs have changed in any way, and if so, logical next steps. Those wishing to continue their considerations in this regard may wish to consult the document entitled, *Achievement and Quality: Higher Education in the Arts* found on the NASM website.

**10:30 a.m. – 11:45 a.m. (Rooms noted below)**

### **Defining Expectations for and Developing Subject Matter Expertise in Undergraduate Discipline-Specific Areas**

#### **Music Education Continental B (Lobby Level)**

*Facilitators:* Caroline Jetton, DePauw University  
John W. Richmond, University of North Texas

*Recorder:* Roseanne K. Rosenthal, VanderCook College of Music

#### **Music History Williford A (Third Floor)**

*Facilitators:* Susan C. Cook, University of Wisconsin – Madison  
Jason Geary, University of Maryland, College Park

*Recorder:* David J. Diehl, Trevecca Nazarene University

#### **Music Theory Williford B (Third Floor)**

*Facilitators:* Scott Harris, Columbus State University  
Ann B. Stutes, Wayland Baptist University

*Recorder:* M. Shawn Hundley, Bethune-Cookman University

#### **Music Therapy Marquette (Third Floor)**

*Facilitators:* Cynthia Colwell, University of Kansas  
Pamela Youngblood, Texas Woman's University

*Recorder:* John F. Paul, Benedictine College

**1:15 p.m. – 2:30 p.m. (Rooms noted below)**

### **Defining Expectations for and Developing Subject Matter Expertise in Undergraduate Discipline-Specific Areas**

#### **Composition Continental C (Lobby Level)**

*Facilitators:* Nickitas Demos, Georgia State University  
Amy Dunker, Clarke University

*Recorder:* Ian D. Coleman, William Jewell College

#### **Performance/Ensembles:**

##### **Solo Performance Waldorf (Third Floor)**

*Facilitators:* Dennis W. AsKew, University of North Carolina at Greensboro  
Tracy Cowden, University of Texas at San Antonio

*Recorder:* Hsien-Ann Meng, Howard Community College

##### **Small Ensembles (2-9 Players) Williford A (Third Floor)**

*Facilitators:* Mark Britt, Furman University  
Courtney Crappell, University of Houston

*Recorder:* Cindy Dewey, Utah State University

##### **Large Ensembles Williford C (Third Floor)**

*Facilitators:* Kathryn Gresham, Brevard College  
Paul D. Head, University of Delaware

*Recorder:* Mark W. Phillips, Prairie View A&M University

## Sunday, November 24 (Continued)

10:30 a.m. – 4:00 p.m.

**DEFINING EXPECTATIONS FOR AND DEVELOPING SUBJECT MATTER EXPERTISE IN UNDERGRADUATE DISCIPLINE-SPECIFIC AREAS (Continued)**

1:15 p.m. – 2:30 p.m.

**Defining Expectations for and Developing Subject Matter Expertise in Undergraduate Discipline-Specific Areas (Continued)**

**Music Business/Music Industry/ Commercial Music** Marquette (Third Floor)

*Facilitators:* Norah Duncan IV, Wayne State University  
Eric Honour, University of Central Missouri

*Recorder:* Alison Shaw, University of Wisconsin Oshkosh

**Sacred Music** Joliet (Third Floor)

*Facilitators:* Stephen P. Johnson, Azusa Pacific University  
Jacqueline Leary-Warsaw, The Catholic University of America

*Recorder:* Vernon M. Whaley, Liberty University

2:45 p.m. – 4:00 p.m. (Rooms noted below)

**Defining Expectations for and Developing Subject Matter Expertise in Undergraduate Discipline-Specific Areas**

**Composition** Continental C (Lobby Level)

*Facilitators:* Nickitas Demos, Georgia State University  
Amy Dunker, Clarke University

*Recorder:* Ian D. Coleman, William-Jewell College

**Music Education** Continental B (Lobby Level)

*Facilitators:* Caroline Jetton, DePauw University  
John W. Richmond, University of North Texas

*Recorder:* Roseanne K. Rosenthal, VanderCook College of Music

**Music Theory** Williford B (Third Floor)

*Facilitators:* Scott Harris, Columbus State University  
Ann B. Stutes, Wayland Baptist University

*Recorder:* M. Shawn Hundley, Bethune-Cookman University

**Performance/Ensembles:**

**Solo Performance** Waldorf (Third Floor)

*Facilitators:* Dennis W. AsKew, University of North Carolina at Greensboro  
Tracy Cowden, University of Texas at San Antonio

*Recorder:* Hsien-Ann Meng, Howard Community College

**Small Ensembles (2-9 Players)** Williford A (Third Floor)

*Facilitators:* Mark Britt, Furman University  
Courtney Crappell, University of Houston

*Recorder:* Cindy Dewey, Utah State University

**Large Ensembles** Williford C (Third Floor)

*Facilitators:* Kathryn Gresham, Brevard College  
Paul D. Head, University of Delaware

*Recorder:* Mark W. Phillips, Prairie View A&M University

4:15 p.m. – 5:30 p.m. Williford C (Third Floor)

**COMMUNICATING WITH THE COMMISSIONS:  
CREATING EFFECTIVE WRITTEN ACCREDITATION MATERIALS**

From time to time, member and potential member institutions of NASM must submit materials that will be reviewed by either the Commission on Accreditation or the Commission on Community College Accreditation, the Association's accreditation decision-making bodies. These Commissions are responsible for ascertaining an institution's current and projected compliance

## Sunday, November 24 (Continued)

**4:15 p.m. – 5:30 p.m. Williford C (Third Floor)**  
**COMMUNICATING WITH THE COMMISSIONS:  
CREATING EFFECTIVE WRITTEN ACCREDITATION MATERIALS  
(Continued)**

with applicable standards. This includes consideration of an institution's short-term solutions and long-term plans. This session will offer an overview of the Commissions' roles within the accreditation review process and will provide some helpful hints and tips for creating, writing, and submitting materials to the Commissions. Documents to be discussed include the Self-Study, the institution's Optional Response to the Visitors' Report, Responses, Progress Reports, applications for Plan Approval and Final Approval for Listing. The mandatory and effective use of the NASM *Handbook* in preparing submissions will be discussed.

*Presenters:* Dale E. Monson, University of Georgia  
Karl Paulnack, Ithaca College

*Resource:* Adèle-Marie Buis, NASM National Office

**4:15 p.m. – 5:30 p.m. Williford A (Third Floor)**  
**HEADS PART I: COMPLETING AND SUBMITTING THE HEADS  
DATA SURVEY**

This session will provide an in-depth review of procedures for online submission of the HEADS Data Survey for degree-granting institutions. A section-by-section overview of the Survey will explain in detail the Survey submission process, types of data collected, and suggested collection mechanisms. Questions will be taken at the end of the presentation. (*Please note: "HEADS Part I" will not be repeated. "HEADS Part II: Using Statistical Data for Institutional Planning and Projections" will be offered Monday, 4:45 p.m. – 6:00 p.m.*)

*Presenter:* Nora Hamme, NASM National Office

**4:15 p.m. – 5:30 p.m. Waldorf (Third Floor)**  
**BRIEFING FOR NASM EVALUATORS**

This annual briefing is offered by invitation for individuals currently trained and serving as NASM visiting evaluators. It provides an opportunity for evaluators to refresh their knowledge of NASM 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 affect 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: Individuals interested in becoming NASM evaluators are encouraged to contact the National Office staff for consideration for training in 2020.*)

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

**4:15 p.m. – 5:30 p.m. (Rooms noted below)**  
**DIALOGUE SESSIONS**

NASM hosts several dialogue sessions that provide opportunities for attendees to meet with Commission Chairs and the Chair of the Committee on Ethics. These sessions are intended to offer

## Sunday, November 24 (Continued)

**4:15 p.m. – 5:30 p.m.** (Rooms noted below)

### **DIALOGUE SESSIONS (Continued)**

opportunities for open and informative discussion. Although the Commission and Committee Chairs will be unable to comment on accreditation actions or issues specific to a particular institution, they will address questions about accreditation policy and procedures, and accept suggestions with regard to NASM standards and accreditation procedures. *(Please note: Dialogue sessions with the Chair of the Commission on Accreditation and the Chair of the Commission on Community College Accreditation will be repeated Monday, 8:00 a.m. – 9:00 a.m. The dialogue session with the Committee on Ethics will not be repeated.)*

**Commission on Accreditation**                      **Conference Room 4M (Fourth Floor)**

*Interim Chair:* Peter T. Witte, University of the Pacific

**Commission on Community College Accreditation**                      **Conference Room 4C (Fourth Floor)**

*Chair:* Kevin J. Dobreff, Grand Rapids Community College

**Committee on Ethics**                      **Conference Room 4D (Fourth Floor)**

*Chair:* Patricia J. Flowers, Florida State University

**4:15 p.m. – 5:30 p.m.**                      **Marquette (Third Floor)**

### **HEARING: SPECIFIC OPERATIONAL STANDARDS FOR FREE-STANDING MUSIC INSTITUTIONS OF HIGHER EDUCATION; SPECIFIC OPERATIONAL STANDARDS FOR PROPRIETARY INSTITUTIONS OF HIGHER EDUCATION**

*(Repeated Monday, 4:45 p.m. – 6:00 p.m.)*

2019 will mark the last year of the Association’s multiyear comprehensive review of its accreditation standards. This year’s hearing will take comments on two remaining sections of the *Handbook* which address accreditation standards: “Specific Operational Standards for Free-Standing Music Institutions of Higher Education” and “Specific Operational Standards for Proprietary Institutions of Higher Education.” An electronic copy of the hearing text will be sent to all Annual Meeting attendees in advance of the meeting. Participants are encouraged to bring a marked copy to the hearing. *(Please note: NASM welcomes comment pertaining to its accreditation standards. Feedback may be forwarded to the National Office at any time.)*

*Moderator:* Dan Dressen, St. Olaf College

*Recorder:* Michael D. Wilder, Wheaton College

**5:30 p.m. – 6:30 p.m.**                      **Astoria (Third Floor)**

### **INFORMAL GATHERING OF NEW MUSIC EXECUTIVES**

Individuals attending the NASM Annual Meeting for the first time, and those in the early years of their administrative careers, are encouraged to join other new executives for an informal gathering. This gathering provides an opportunity to meet, greet, cultivate valuable professional relationships, and to initiate conversations with other new music executives.

**6:15 p.m. – 7:30 p.m.**                      **Grand Ballroom (Second Floor)**

### **RECEPTION FOR THE ASSOCIATION**

*Hosted By:* Steinway & Sons

## Monday, November 25

**7:00 a.m. – 5:00 p.m. South Registration Desk (Lobby Level)**  
**REGISTRATION**

**7:15 a.m. – 8:45 a.m. Grand Ballroom (Second Floor)**  
**COFFEE AND ROLLS FOR THE ASSOCIATION**

*Hosted By:* Society of Pi Kappa Lambda

**8:00 a.m. – 9:00 a.m. (Rooms noted below)**  
**DIALOGUE SESSIONS**

*(Repeat of Sunday, 4:15 p.m. – 5:30 p.m.)*

**Commission on Accreditation PDR 2 (Third Floor)**

*Interim Chair:* Peter T. Witte, University of the Pacific

**Commission on Community PDR 1 (Third Floor)**  
**College Accreditation**

*Chair:* Kevin J. Dobreff, Grand Rapids Community College

**8:00 a.m. – 9:00 a.m. Williford C (Third Floor)**  
**BRIEFING: FEDERAL ISSUES**

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. Following a brief introduction to the higher education and policy landscapes, this session will address the current political climate; various pressures on institutions; and current and prospective federal policies, laws, and regulations affecting higher education and the arts. This briefing will take a non-partisan policy analysis approach, looking at the ramifications and costs of various options and probabilities. Time for questions and discussion will be provided.

*Presenter:* Paul J. Florek, NASM National Office

**8:00 a.m. – 9:00 a.m. Williford A (Third Floor)**  
**BRIEFING: LOCAL PROBLEM-SOLVING WITH NASM RESOURCES**

Although NASM's primary focus is accreditation, it also generates a wealth of resources applicable to non-accreditation-related issues. This session will provide an introduction to some of NASM's most frequently cited papers and advisory statements on topics including justification, curricular review, promotion and tenure, musician health, and others. A brief look at the NASM website, including the location of various online resources, will be included. Music executives new to NASM, or those unfamiliar with its online resources and publications, are encouraged to attend.

*Presenter:* Nora Hamme, NASM National Office

**9:15 a.m. – 10:00 a.m. International Ballroom (Second Floor)**  
**SECOND GENERAL SESSION**  
**Report of the Executive Director**  
**Election of Officers**

**10:15 a.m. – 11:15 a.m. International Ballroom (Second Floor)**  
**KEYNOTE ADDRESS TO THE ASSOCIATION**

*Speaker:* Vijay Gupta, Violinist and Social Justice Advocate

*Title:* "Moving Into Mutuality"

## Monday, November 25 (Continued)

11:30 a.m. – 12:30 p.m.

Continental A (Lobby Level)

### DEMYSTIFYING ADVOCACY: TAKING A FRESH LOOK AT A LONG-STANDING PRACTICE

Advocacy, simply defined, is an activity undertaken that aims to influence decision-making. The benefits of a well-conceived and executed advocacy plan are inestimable. On the other hand, the vacuum created by silence can render even the most accomplished program a best-kept secret, a hidden jewel that rarely benefits from the polish provided by local efforts to expand awareness, broaden exposure, and enhance support.

Advocacy campaigns come in various shapes and sizes; they can be delivered in various ways and with varying levels of intensity. The anticipation of designing an initiative given self-imposed pressures to include every conceivable facet, can be overwhelming. When this happens, we find ourselves in uncharted territories that employ approaches and make use of vernaculars that are not second nature—so we pause, or postpone, or stop altogether.

How then might music administrators avoid the pitfalls inherent in using advocacy as a technique rather than as a pathway to develop effective conversations—conversations that speak clearly and cogently to the indisputable and indispensable value of music study—with students, the institution, and the community? How then might music administrators employ advocacy techniques to announce, describe, promote, and seek support for music unit initiatives and efforts? A first and necessary step is to ensure that advocacy initiatives are undertaken on our own terms—terms that firmly align the value proposition with the pursuit of knowledge, skills, expertise, and approaches that develop in every music student the ability to think critically and reason intellectually; terms that articulate the ways in which such results are critical to an institution’s ongoing success. The second step is to ensure that the music program is a campus leader, an indispensable part of the productive life of the community, and that its work and contributions remain relevant.

Today’s session will provide to attendees an opportunity to imagine approaches that are grounded in the terms of music, and as well, to formulate together answers to ubiquitous questions which are posed with predictable frequency regarding music study, such as: Why is music study worth our time and investment? Are music majors employable—in music, in other areas? What other areas? Why? How are students assessed? What makes this assessment valuable? How do music schools know they are doing a good job? How is quality defined in music, in student achievement? How does music contribute to the greater good?

*Presenters:* David Gier, University of Michigan  
Kirsten Morgan, The Diller-Quaile School of Music  
Susan D. Van Vorst, Baldwin Wallace University

*Moderator:* Patricia J. Flowers, Florida State University

11:30 a.m. – 12:30 p.m.

Continental C (Lobby Level)

### TITLE IX: YESTERDAY, TODAY, AND WHAT MAY LIE AHEAD

Title IX, first introduced in 1972 as an amendment to the Higher Education Act, states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied



## Monday, November 25 (Continued)

**11:30 a.m. – 12:30 p.m. Continental C (Lobby Level)**

### **TITLE IX: YESTERDAY, TODAY, AND WHAT MAY LIE AHEAD (Continued)**

the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial aid.” In September of 2017, the Department of Education (1) rolled back Title IX guidance, specifically provisions included in the 2011 “Dear Colleague” letter and the 2014 Question and Answer set, (2) issued interim guidance pertaining to Title IX, and (3) published notice of its intent to renegotiate current regulations through the process known as Negotiated Rulemaking. It is safe to say that these activities have resulted in uncertainty as well as the absence of definitive information and guidance sorely needed by music executives and their institutions as they face and address issues unfolding on campus. This session will provide an overview of the law and current regulations, frame the anticipated outcome of the ongoing renegotiation process, and offer helpful interpretation of the interim guidance currently in force. Time for questions and discussion will be provided.

*Presenter:* Deborah L. Brake, University of Pittsburgh

*Moderator:* Thomas R. Webster, East Texas Baptist University

**11:30 a.m. – 12:30 p.m. Waldorf (Third Floor)**

### **AGING FACILITIES: CHALLENGES POSED; OPPORTUNITIES PRESENTED**

A reality often faced today by music administrators is that facilities, although built or retrofitted to suit the needs of the music program at a particular point in time, can become wanting in their ability to support current music program activities. This, in part, is due to a number of conditions—ever-changing student needs, ever expanding programmatic opportunities and curricular offerings, and ever more critical safety concerns. Yesterday’s buildings are hard-pressed to meet today’s demands. Left unchecked and lacking a systematic plan to address facilities needs, obsolescence can set in quickly, which can directly and negatively affect the ability of the music program to not only conduct its activities, but to carry out its mission.

This simple fact is that aging facilities give rise to a multitude of challenges that must be addressed in ongoing and deliberate fashions, paramount among them include issues related to health (i.e., noise levels, sound bleed, mold/mildew, etc.); safety measures (i.e., natural disasters, terrorism and active shooter events, etc.); and relevance (i.e., effectiveness of the space, adequacy of technology, ADA requirements, etc.).

Panelists will explore not only the issues faced, but offer insight and creative ways to enhance existing facilities so that they may be used to their best advantage. Time for questions and discussion will be offered.

*Presenters:* Linda Berna, Chicago College of Performing Arts,  
Roosevelt University

Eric Branscome, Austin Peay State University

Brian Lamb, University of Central Oklahoma

*Moderator:* Gwyn Richards, Indiana University

## Monday, November 25 (Continued)

11:30 a.m. – 12:30 p.m.

Williford C (Third Floor)

### **PROMOTING AND SUPPORTING COMPREHENSIVE STUDENT WELLNESS**

Over the course of the past several years, Annual Meeting attendees have come together to consider and deepen their understanding of the important health and wellness issues that students enrolled in collegiate music programs face today. Previous sessions have served to frame the issues, offer suggestions pertaining to broad and general approaches to student wellness, and outline the nature of psychological challenges in play. During today's session, attendees will continue the conversation by considering student trends that are advancing at an alarming rate given the pressures students face and the residual effects these pressures have on the physical, mental, social, and financial well-being of students. Discussion will include attention to and consideration of topics such as nutrition, personal finance, the potential effects associated with the use of social media platforms, engaging with professional colleagues, depression, suicide prevention, assisting students to identify struggling peers, as well as warning signs which may indicate the necessity to engage professional expertise.

Presenters will discuss the value of approaching the wellness of the "whole" student by way of making available an assortment of helpful and concurrent initiatives such as seminars, presentations, organized activities, and directed opportunities which together are intended to comprehensively address aspects of physical, mental, personal and social, and financial wellness.

Although there is no intention to suggest that music administrators become subject matter experts in these areas, it remains critical for administrators and faculty alike to be prepared to assist students as they face the ever-mounting pressures and challenges of everyday life. Following the presentation of salient information, time for questions and discussion will be provided.

*Presenters:* Jacqueline Mattingly, University of Nebraska – Lincoln  
Amir Zaheri, University of Alabama

*Facilitator:* Charles "Skip" Snead, University of Alabama

11:30 a.m. – 12:30 p.m.

Williford A (Third Floor)

### **OPEN DISCUSSION: AN INTERNATIONAL PERSPECTIVE— CONSIDERATION OF CONDITIONS AFFECTING MUSIC STUDY IN EUROPE AND THE UNITED STATES**

This session will provide an overview of the current realities and pressures faced by institutions located in Europe and the United States which offer higher music education programs. Consideration will be given to how such conditions and issues are impacting the education and training of music students enrolled at the collegiate level today, as well as how they may affect the future of music study. Panelists will frame the discussion by articulating commonalities and differences, and in doing so, spur attendees to expand understandings and perspectives, and consider together opportunities and possibilities. Music administrators will be asked to contemplate approaches that will not only lead to enhanced cooperation and communication but result in planning processes and action plans that will serve to advance the work of institutions to engage and educate music

## Monday, November 25 (Continued)

**11:30 a.m. – 12:30 p.m.** **Williford A (Third Floor)**

**OPEN DISCUSSION: AN INTERNATIONAL PERSPECTIVE—  
CONSIDERATION OF CONDITIONS AFFECTING MUSIC STUDY  
IN EUROPE AND THE UNITED STATES (Continued)**

students to the highest possible level. Time for discussion and questions will be provided.

*Presenters:* Eirik Birkeland, Association Européenne des Conservatoires,  
Académies de Musique et Musikhochschulen (AEC)  
Stefan Gies, Association Européenne des Conservatoires,  
Académies de Musique et Musikhochschulen (AEC)  
Ronda M. Mains, University of Arkansas  
M. Todd Queen, Louisiana State University

*Moderator:* Dan Dressen, St. Olaf College

**12:30 p.m. – 1:45 p.m.** **Astoria (Third Floor)**

**EXECUTIVE COMMITTEE LUNCHEON MEETING**

*(Executive Committee members only)*

**1:00 p.m. – 4:30 p.m.** **Continental B (Lobby Level)**

**SPECIFIC PROCEDURES FOR NASM EVALUATION**

This session will provide information and guidance concerning the self-study and visitation processes for individuals whose institutions are (1) scheduled to be visited in the next two years, (2) planning to begin the NASM evaluation process, (3) formally engaged in the process, or (4) contemplating the submission of original applications for accreditation. A step-by-step walk-through of the nuts-and-bolts of the accreditation process will be provided, including confirmation of timelines and deadlines, and information regarding accreditation procedures, Self-Study formats, on-site reviews, the Visitors' Report, the Optional Response, and Commission action. All three Self-Study formats (A, B, and C) will be discussed. All interested individuals are welcome. *(Please note: Attendees are welcome to bring their lunch to this session. All are encouraged to bring either a hard or downloaded electronic copy of the current NASM Handbook and come prepared to ask questions.)*

*Presenter:* Nora Hamme, NASM National Office

**1:45 p.m. – 3:00 p.m.** **(Rooms noted below)**

**PROGRAMS SPONSORED BY REGIONS**

*(Please note: All attendees are welcome to attend any of the programs sponsored by Regions scheduled from 1:45 p.m. – 3:00 p.m. and 3:15 p.m. – 4:30 p.m.)*

**Region 2** **Continental A (Lobby Level)**

*(Alaska, Idaho, Montana, Oregon, Washington)*

**"My Computer Is My Instrument: Auditioning, Admitting, and Teaching Music Majors Who Play Technology"**

Musicians have performed on contemporary technologies throughout the history of music: the piano is a wonderful machine itself. This practice continues in the music of today, with performers regularly taking the stage holding laptops, smartphones, turntables, and other technologies of the 21st century. From new pop works to laptop concertos performed with orchestra or orchestras made of laptops, technology-based performance has gone "mainstream." However, while many institutions have begun to offer music technology courses and degree programs, few indeed have welcomed music majors who

## Monday, November 25 (Continued)

1:45 p.m. – 3:00 p.m.

### PROGRAMS SPONSORED BY REGIONS (Continued)

#### Region 2 (Continued)

#### Continental A (Lobby Level)

perform on contemporary technology. Most often, these prospective students are told, “You must have an instrument to be a music major.” What should we do when the student answers, “But my computer is my instrument”? In this session, attendees will consider how institutions that audition and admit music majors whose instrument is technology-oriented work through the challenges and enjoy the benefits of this population of students. What are the audition requirements? In what ways, if any, does the admission process differ? What is involved in teaching these students? Are they or should they be limited to certain courses of study? Panel members will share their experiences and invite discussion.

*Presenters:* Eric Honour, University of Central Missouri  
Chris Kincaid, Indiana University – Purdue University,  
Indianapolis  
Rey Sanchez, University of Miami

*Moderator:* Keith Kothman, Montana State University

#### Region 4

#### Continental C (Lobby Level)

*(Illinois, Iowa, Minnesota, Wisconsin)*

#### “Music-Making to Inspire Inclusivity, Caring, and Social Change”

This session will open with discussion of community partnerships between a local university and individuals in the community experiencing homelessness, those in low-income senior housing, entities such as churches, hospitals, and an LGBT community center. How these partnerships have been embedded into the undergraduate curriculum beginning with the freshman experience will be discussed. The consideration of partnerships will continue with a recounting of how a local prison choir became the foundation for multiple collaborations between a local institution and the community’s medical center. Attendees will discuss innovative ways schools of music can affect meaningful social change. There will be opportunities for conversation and discussion.

*Presenters:* Linda Berna, Chicago College of Performing Arts,  
Roosevelt University  
Mary L. Cohen, University of Iowa

*Moderator:* Tammie Walker, University of Iowa

#### Region 6

#### Waldorf (Third Floor)

*(Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia)*

#### “The Local Effects of Declining Enrollment: Strategies for Recruitment and Growth”

Facing challenges presented by a variety of socio-economic factors in the region, including demographic decline, attendees will spend time considering how institutions might seek to find innovative solutions that can boost enrollment, all the while expanding the possibilities offered and available within traditional programs, particularly given infusions of fresh perspectives and the use of ever-expanding technological resources.

*Presenter:* Stephen Müller, Liberty University

*Moderator:* Armenio Suzano, Jr., Houghton College

## Monday, November 25 (Continued)

1:45 p.m. – 3:00 p.m.

### PROGRAMS SPONSORED BY REGIONS (Continued)

#### Region 8

#### Williford C (Third Floor)

*(Alabama, Kentucky, Mississippi, Tennessee)*

“Mentoring Beyond the Classroom”

Music executives are called to set unit-level expectations and emphasize the value of student mentoring beyond the traditional advisor/advisee roles. It is clear that music programs are responsible for mentoring an increasingly diverse student body—a body comprised of digital natives, particularly those with entrepreneurial mindsets, global aspirations, and interests in socially connected initiatives. Today, these students seek expert guidance as they pursue their paths to positions as “influencers” and cultural leaders. This session will identify high-impact practices that might be used to mentor music students throughout their development. The panel will discuss strategies for developing a holistic approach to student mentoring including career pathways, psychological health and well-being, and the legal issues related to these efforts.

*Presenters:* Carly Johnson, Alabama State University  
Jeffrey L. Pappas, University of Tennessee

*Moderator:* Caterina Bristol, Alabama State University

3:15 p.m. – 4:30 p.m.

(Rooms noted below)

### PROGRAMS SPONSORED BY REGIONS

#### Region 1

#### Continental A (Lobby Level)

*(Arizona, California, Hawaii, Nevada, New Mexico, Utah)*

“Generation Z: Teaching and Relating to the Next Generation of College Students”

Students born since 1997 – Generation Z – bring different work styles, learning preferences, and attitudes to positions of authority than those of generations before them. Operating online 24/7, quickly adapting to new technologies, infusing enhanced global perspectives into all aspects of their lives, and seeking high-intensity relationships with authority figures are just a few of the propensities Generation Z-ers bring to the classroom. Instructors therefore are challenged to be flexible and to consider how non-traditional sources of information, collaborative opportunities, global perspectives, student-centered learning environments, and other attributes can be used to enhance teaching and learning. This session will compare and contrast Millennials and Generation Z-ers, and explore how classroom approaches can be re-tooled to incorporate new practices.

*Presenters:* George Adams, University of Chicago  
Richard Dammers, Rowan University  
Glen Schneider, Wheaton College

*Moderator:* Fred Cohen, San José State University

#### Region 3

#### Continental C (Lobby Level)

*(Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming)*

“Applied Instruction: Managing Good Intentions and New Perceptions”

Evident in the current national dialogue, examples of inappropriate conduct are receiving heightened levels of

## Monday, November 25 (Continued)

3:15 p.m. – 4:30 p.m.

### PROGRAMS SPONSORED BY REGIONS (Continued)

#### Region 3 (Continued)

#### Continental C (Lobby Level)

attention. Given enhanced scrutiny, it may be prudent to consider the need to re-examine long-standing policies and approaches to interactions that have existed in applied music instruction. As an example, students entering the academy have varying levels of comfort with regard to issues such as personal space and privacy. The necessity for enhanced awareness on the part of administrators, faculty, and staff has never been more acute. Attendees will review good and problematic practices as they pertain to the creation of syllabi.

*Presenters:* Julia R. Gaines, University of Missouri, Columbia  
Dori Waggoner, Central Methodist University

#### Region 5

#### Waldorf (Third Floor)

*(Indiana, Michigan, Ohio)*

“Addressing Challenges Faced by Today’s Student–Working within the Bounds of Federal Requirements”

What are the opportunities and challenges presented by the students entering college today, those born between 1995 and 2010? According to the National Center for Education Statistics, undergraduate college students self-elected disability status at a rate of 19.4% in 2015-16, a significant increase from 9.2% in 2011-12. Autism, ADHD, and dyslexia are joined with PTSD, anxiety, and depression to expand higher education’s definition of neurodiversity. How should music units approach and become intimately aware of aspects of federal requirements? How can disability accommodations be customized to provide legally-mandated student support, without compromising efforts to develop discipline-specific competencies? What resources are available on campuses that support and promote disability and diversity training? This session will present case studies and offer an opportunity for open dialogue, focusing on productive student services initiatives which can support student success, spur curricular excellence, and develop inclusive, welcoming learning environments. Participants will have an opportunity to share ideas and best practices.

*Presenters:* Judy Bundra, Cleveland Institute of Music  
Carol Dusdieker, Heidelberg University  
Douglas Stoll, Heidelberg University

*Moderator:* Kathleen Hacker, University of Indianapolis

#### Region 7

#### Williford C (Third Floor)

*(Florida, Georgia, North Carolina, Puerto Rico, South Carolina, Virginia)*

“Addressing Current Issues and Developing the Next Generation of Leaders”

A panel of experienced administrators will consider issues currently faced by music units, such as the need and value of developing and maintaining a healthy rapport with upper administrators, and developing the next generation of leaders by employing methods and approaches resultant from strategic considerations as they pertain to recruitment and retention,

## Monday, November 25 (Continued)

3:15 p.m. – 4:30 p.m.

### PROGRAMS SPONSORED BY REGIONS (Continued)

#### Region 7 (Continued)

#### Williford C (Third Floor)

particularly in the area of music education.

*Presenters:* James Douthit, Appalachian State University  
John D. Kieser, New World Symphony  
Isaiah R. McGee, Claflin University  
Linda Apple Monson, George Mason University  
David L. Perry, Anderson University  
Christopher Uffers, Eastern Carolina University  
Aaron D. Vandermeer, University of North Carolina at  
Pembroke

Karen S. Fuller Veloz, Florida International University  
*Moderator:* John P. Henry, Jr., North Carolina A&T State University

#### Region 9

#### Williford A (Third Floor)

(Arkansas, Louisiana, Oklahoma, Texas)

#### “A Conversation with the Lyric”

Staff members from the Lyric Opera of Chicago will discuss the wide-ranging aspects of the company, including the audition process for singers and orchestra members, the structure of the young artist program, the growing demands of community engagement activities and the work of teaching artists, and the skills required of arts administrators. Attendees will have the opportunity to pose questions and to discuss ways our institutions can effectively prepare students to enter this sector of the profession.

*Presenters:* Cayenne Harris, Lyric Opera of Chicago  
Cory Lippiello, Lyric Opera of Chicago  
Nicholas Ivor Martin, Lyric Opera of Chicago  
Todd Snead, Lyric Opera of Chicago

*Moderator:* David E. Scott, Texas A&M University – Commerce

4:45 p.m. – 6:00 p.m.

#### Williford A (Third Floor)

### HEARING: SPECIFIC OPERATIONAL STANDARDS FOR FREE-STANDING MUSIC INSTITUTIONS OF HIGHER EDUCATION; SPECIFIC OPERATIONAL STANDARDS FOR PROPRIETARY INSTITUTIONS OF HIGHER EDUCATION

(Repeat of Sunday, 4:15 p.m. – 5:30 p.m.)

2019 will mark the last year of the Association’s multiyear comprehensive review of its accreditation standards. This year’s hearing will take comments on two remaining sections of the *Handbook* which address accreditation standards: “Specific Operational Standards for Free-Standing Music Institutions of Higher Education” and “Specific Operational Standards for Proprietary Institutions of Higher Education.” An electronic copy of the hearing text will be sent to all Annual Meeting attendees in advance of the meeting. Participants are encouraged to bring a marked copy to the hearing. (Please note: NASM welcomes comment pertaining to its accreditation standards. Feedback may be forwarded to the National Office at any time.)

*Moderator:* Dan Dressen, St. Olaf College

*Recorder:* Paul J. Florek, NASM National Office

## **Monday, November 25 (Continued)**

**4:45 p.m. – 6:00 p.m.**

**Waldorf (Third Floor)**

### **DESIGNING AN UNDERGRADUATE DEGREE**

From time to time, and for a variety of reasons, music units may decide to undertake the complex task of designing new undergraduate degree programs. There are many issues that must be considered, such as the existing mission of the institution and music unit, how the degree will dovetail with and support these missions, the students to be served, the coursework necessary to develop desired competencies, and the availability of applicable faculty expertise. As well, resources must be considered, and consensus must be built. Only with these understandings in hand can the architecture of a degree begin to take shape.

This session will focus on the structure of undergraduate degree programs. Differences between liberal arts and professional baccalaureate degrees will be addressed, as will structural differences between majors, minors, and areas of emphasis. Issues that arise regarding title and content consistency will be discussed. As well, the effective use of the standards to promote and embrace creative and innovative curricular programming will be explored.

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

**4:45 p.m. – 6:00 p.m.**

**Williford C (Third Floor)**

### **HEADS PART II: USING STATISTICAL DATA FOR INSTITUTIONAL PLANNING AND PROJECTIONS**

The institutional research data gathered and compiled by the Higher Education Arts Data Services project constitute a unique and valuable resource for music executives at degree-granting institutions. This session will highlight many of the ways the data can be used to assist, support, and possibly guide local planning, conversations, and decision-making. The session will offer a detailed overview of statistics contained in the HEADS Data Summaries (the aggregate reports compiled annually from HEADS Data Surveys), and the use of HEADS Data Summaries and Special Reports for comparison among specific peer institutions. In addition, attendees will also learn how to create longitudinal reports, and consider together how such reports can be used to capture, analyze, and present available data in ways which may convincingly support music unit initiatives.

*Presenters:* Peter T. Witte, University of the Pacific  
Nora Hamme, NASM National Office

**4:45 p.m. – 6:00 p.m.**

**Astoria (Third Floor)**

### **OPEN FORUM: HISTORICALLY BLACK INSTITUTIONS**

This session is designed to provide a forum where ideas and concerns of particular relevance to historically Black institutions may be discussed. Attendance is open to all interested individuals. Participants may wish to give consideration to topics of interest in advance.

*Moderator:* Anthony W. Randolph, Howard University

**4:45 p.m. – 6:00 p.m.**

**PDR 4 (Third Floor)**

### **ROUNDTABLE FOR SMALL MUSIC UNITS**

Music executives from small music units, typically with fewer than 50 majors, will have the opportunity to discuss topics of specific relevance or concern, and to pose questions to



## Monday, November 25 *(Continued)*

**4:45 p.m. – 6:00 p.m. PDR 4 (Third Floor)**  
**ROUNDTABLE FOR SMALL MUSIC UNITS *(Continued)***

colleagues facing similar challenges and opportunities. Attendance is open to all interested individuals. Participants may wish to give consideration to topics of interest in advance.

*Moderator:* Katherine Sekula, University of Science and Arts of Oklahoma

**4:45 p.m. – 6:00 p.m. PDR 2 (Third Floor)**  
**OPEN FORUM: ISSUES IN SACRED MUSIC/WORSHIP STUDIES**

This open forum will provide an opportunity to discuss topics of interest and importance to units offering sacred music/worship studies. Attendance is open to all interested individuals. Participants may wish to give consideration to topics of interest in advance.

*Moderator:* Donna M. Bohn, MidAmerica Nazarene University

**4:45 p.m. – 6:00 p.m. Williford B (Third Floor)**  
**ROUNDTABLE FOR COMMUNITY AND TWO-YEAR COLLEGES**

This interactive session will provide an opportunity to brainstorm and discuss ideas and best practices of particular relevance to community and two-year colleges. Participants will be encouraged to share information from their own institutions, followed by a time for reflection and discussion. Attendance is open to all interested individuals.

*Moderator:* Robert C. Rumbolz, Northwest College

## Tuesday, November 26

**8:00 a.m. – 9:30 a.m. Waldorf (Third Floor)**  
**BOARD OF DIRECTORS BREAKFAST SEMINAR MEETING**  
*(Board of Directors members only)*

**9:30 a.m.**  
**ADJOURNMENT**

**National Association of Schools of Music**  
**NINETY-SIXTH ANNUAL MEETING**  
**November 20 – 24, 2020**  
**Westin Kierland Resort**  
**Scottsdale, Arizona**

## **NASM OFFICERS, BOARD, COMMISSIONS, COMMITTEES, AND STAFF FOR 2019**

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*Gettysburg College*
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- Ronda M. Mains (2020)  
*University of Arkansas*
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## **Commission on Accreditation (Continued)**

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*Montana State University*

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*Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming*

\* Julia R. Gaines (2021)

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### **Region 4**

*Illinois, Iowa, Minnesota, Wisconsin*

\* Mark Smith (2020)

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### **Region 5**

*Indiana, Michigan, Ohio*

\* Kathleen Hacker (2020)

*University of Indianapolis*

### **Region 6**

*Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia*

\* Armenio Suzano, Jr. (2020)

*Houghton College*

### **Region 7**

*Florida, Georgia, North Carolina, Puerto Rico, South Carolina, Virginia*

\* John P. Henry, Jr. (2019)

*North Carolina A&T State University*

### **Region 8**

*Alabama, Kentucky, Mississippi, Tennessee*

\* Caterina Bristol (2019)

*Alabama State University*

### **Region 9**

*Arkansas, Louisiana, Oklahoma, Texas*

\* David E. Scott (2019)

*Texas A&M University – Commerce*

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