

Graphic Design Subcommittee Meeting November 2, 2009

Attending; Susie Antcliff, Mike Davis, Chad Bennett, Kathy Lookingland, Brian Bishop, Peter Lusch, Diana Grinwis.

Chad opened the meeting by requesting we look into creating Math level requirements for ARTS 171 and 173. The EISD instructors are finding a number of students without the basic math skills to handle simple computations required in those courses. Brian will poll the FT faculty for opinions, but as course revisions were due last week it may be too late to change this for the 09-10 school year.

The group began developing a mind map regarding the issue of the culture of the graphic design, and in essence, the program area. Chad and Brian are working toward creating an interactive mind map that all may access and contribute to for next meeting, urls and registrations to follow via email if successful.

The secondary areas of the map to be investigated were determined. They were: Best Practices, Gallery/Critique space, Monitoring, Communication, Tools, Student Input, Community, Pedagogy, Required skill sets, Time, and Letting Go.

It was agreed by those present that the culture of the area (and program) has been very conservative. The debate over what is the optimum path to best serve our students regarding transfer vs. occupational or variations within was begun, but tabled until we really determine what we feel is best overall for the students in the area vis-à-vis culture.

The first topic, and one that appeared to be of prime importance to those participating, was that of Community. It was noted that since we moved away from AOF that presence has been lacking. AOF was a dirty, leaky, cockroach-infested pit, but it was our pit. Everyone was crammed together in a dirty arty facility and we had a sense of autonomy. To this end it was suggested there be faculty identification photos up in the halls, visual activity of an artistic nature in the halls, and a gallery/critique room established for a communal meeting spot. The major point raised was one of curriculum. One group of artists, one unified curriculum as a point to bring things together. This point will be discussed again in further meetings.

The second area of discussion regarded pedagogy. It was agreed upon by all present that future methodology could:

- a. Be process oriented with final product in mind.
- b. Require multiple paper sketches, writings, before work on computer began
- c. Maintain a consistency of process expectation through all faculty
- d. Teach specific software tools only where necessary by industry standards (bleeds, print output, web compression, etc.) Otherwise, teach students to learn software themselves.

This topic is just beginning, and discussion will continue in subsequent meetings.

It was agreed by all present that the skill sets required for grads was adequately determined in last years meetings. I am copying them here for review for next weeks meeting.

To be reviewed, discussed, and retained/amended/added to:

Skill sets required for a Graphic Design Graduate 10/10/08

- Working knowledge of CS?, Word, PowerPoint, Apple iTools
- Have the ability to learn software on their own
- Ability to work with multiple software in single images
- Create unified and functional imagery for print, web, motion, and/or e-publishing
- Have a working knowledge of current prepress techniques
- Be capable of visual storytelling in a variety of media
- Ability to conceive, create, and produce in a variety of physical materials
- Understand how traditional art forms blend with current technology to create new genres

- Draw roughs
- Draw conceptually
- Apply the principles and elements of 2D design to creative solutions
- Work with 2D, 3D, and 4D imagery
- Work in teams
- Understanding and implementation of the group critique process
- Understand how to analyze artwork effectively based on design, value, complexity, aesthetics

- Public speaking
- Persuasive speaking
- Creative and business writing skills
- Publications, print and digital
- Information Design
- Branding
- Symbolic representation
- Typography – hand made, digital, and in motion
- Working imagery with typography
- Workflow

Learning Outcomes for LCC Graphic Design Graduates

Create and develop visual response to communication problems, including understanding of hierarchy, typography, aesthetics, composition and construction of meaningful images. Students will utilize visual and verbal forms of communication to convey ideas and information.

Solve communication problems including identifying the problem, researching, analysis, solution generating, prototyping, and outcome evaluation

Broad understanding of issues related to the cognitive, social, cultural, technological and economic contexts for design

Ability to respond to audience contexts recognizing physical, cognitive, cultural and social human factors that shape design decisions

Demonstrate an understanding of their responsibility to client and audience — determining needs, structuring problems and solving problems creatively.

Demonstrate the ability to utilize tools and technology. Embrace technology as a vehicle of communication: Students will demonstrate the ability to use new and emerging technology as a vehicle of effective communication and a means for the invention of expressive form.

Ability to be flexible, nimble and dynamic in practice

Management and communication skills necessary to function productively in large interdisciplinary teams and “flat” organizational structures

Ability to construct verbal arguments for solutions that address diverse users/audiences; lifespan issues; and business/organizational operations

Ability to collaborate productively in large interdisciplinary teams

Students will solve communication problems with a focus on their positive ethical impact upon culture and society.

Brainstorming will continue. The next meeting will be scheduled for Monday, November 9, at 5:00 pm in the MAIT conference room.