VCT ADVISORY COMMITTEE
Minutes
Wednesday, December 9, 2009
11:30 a.m. – 1:00 p.m.
Board Room, 1000 Building

Committee Members Present: Daniela Birch (Theorem), Dennis Bishop, Aisha Bowers (Hidden City Games, Inc), Brian Earl (Labor Rep), Micheal Ellsworth (Dumb Eyes), Betty Hageman (Visual Art & Graphic Design), Brad Hutcheson (Enter The Studio, LLC), Mark Notermann (GA Creative), Brayden Olson (Novel Conception, LLC), Charla Reid (The Frye Art Museum)

Faculty & Other Staff Present: Brad Coulter, Bob Hutchinson, Jim Reddin, Christine Shafner, Al Yates, Mary Bonar, Norma Goldstein, Tony Costa, Robert Shields
Charla Reid started the meeting with minutes to approve from May 15. Roster was distributed for changes and approvals.

Minutes were moved and seconded for approval – no changes.
Introductions for all around the table.

ACTION: Christine Shafner introduced changes for the VCT degrees and asked for advice and input and changes for the future. (So far with all input from various sources, this makes version 19 with revisions!)

Start with Graphic Design degree. Previous degree had six series graphic design classes – analysis of curriculum showed overlap so final class was deleted and incorporated into other classes. Web VCT 170 is added as requirement. Norma explained the degree forms and how the sheet should read. General Education classes are required. VCT Foundation requirements are required. Total credits are 113-116 – what could be cut? The College target for other degrees is 90 credits – what to look at? Many members stated that while credit counts may be important that looking at graduates and placement – that can be more powerful than credit count. If students are not getting jobs because the content is cut, it makes an argument for more classes.

Members also stated that they come from different focus areas in the industry – so may get different feedback – hard to give input that would reflect a consensus outside of those present.

Brian asked specifically about computer graphics and whether illustration should be taught versus page layout as most important. Several members described that vector based design is still important. All logos are done in illustrator – have to use illustrator for native files and keep separate. The knowledge of vector art is useful for flash work. Indesign is final stage – workflow may include the use of Photoshop and Illustrator and bring into InDesign for final production. Understand for use and vital for graphic design. Curriculum – illustration for use for poster/text layout or web not just for illustration. Illustrator is different tool for industry. Logos always done in Illustrator for eps files. Faculty explained that class is for composition skills – functions and applied products – they do illustration – how to think about creative projects for use in applied
subject areas. Aisha said at her workplace, their particular workflow called for illustration to be done in flash not in illustrator – so Illustrator isn’t important. Members asked about Internships – how many students do internships? (10-20% depends on quarters and loads – really essential for real world experience.) Digipen requires internships and students have to find them – required. Experience and networking – being in the network helps get them employed. A question on whether Digipen hires Interns or by contract?

If classes must be cut out of the degree: Some members involved in multimedia felt that possibilities included Photography or drawing. Printing – could offset/inkjet combine to one class? Faculty explained that the Inkjet class incorporated demonstration and use of equipment, profiles, client, field trips, production and graphic design, overlapping industry and clients, and color testing. Several members commented on how the program can’t be everything to everybody – depends on agency and the agency needs whether the skills/class is regarded. Regarding web, CSS is the standard, but taught in VCT 170 with CSS layout – , like InDesign page layout. iPhone – CSS java. The discussion ended with several advisory members stating that ‘training someone in the skills required by the design industry is very difficult, even in a 4-year program’, so its difficult to pare down classes as these are tied to essential workplace skills.

Al brought up best practices as a question or goal – introduce to pieces of all or the standards of the industry. Member and former graduate Mark N. wanted more core GD skills – pure design, not technical. But picked up technical skills as part of the learning. Explain value of all the aspects. All valid career paths depending on the person.

Faculty explained that all technical classes have design components. Have to wear a lot of hats once employed – so they instill that in the classroom.

Can students declare a specialty? Will students get lost, help students find what they are good at, so they can specialize. Faculty do help with this during assignments, advising and student reflection.

Photography is not marginalized – small agencies need a photographer – take images, composition, lighting for web/color, how to get images for use. Veer – marketplace for royalty images.

2 year degrees fit in with Short-term cert. Brian spoke to Photoshop skills and the need to consider output – Photo and design history – exposure to both helps students.

Lunch Break and continuation.

**Motion** to move from GD to other options

Talk about Multimedia and specifically Flash class – and the development of the 3rd level class?

- 2nd level flash is passed around for topics and content and Dennis gives summary of 1st level – Actionscript-based files or timeline-based projects.
• Projects – 1st – interface, tweening types, layer keyframes, functional, web banners – web link and code – file size compression, interactive games, intro to concept, negative and positive feedback and bar with photo sequence to create animation with armature.

• 2nd – interface design or website series of buttons, audio import fob, preloaders, Halfway point – projects half done, weak areas and fix and continue to build, research existing flash content to use within, mostly web and game.

• Animators and illustrators and developers for games, Actionscript, C+ -deep understanding of programming, Flash- developer and designer are usually two different people. Its ok to train a student for just one, so long as they are aware

Notes and Scenarios:
AS 3. – artist with 3.0 – animations through AS – takes load off of developers to do work on the art side. Build art to strict template, need to work within the template, how big are file sizes of attributes on template – 7 or so, all are critical, production time on art side.

Flash houses – proprietary – could be different, assemble templates – in house vs Agency – introduce students to the concept of following specific workflows and directions so that they can succeed in learning the process and workflow of the next situation.

How to share files – terminal – file exchange – set up to templates. Naming conventions, conventions, labels – conventions throughout document, used to work with parameters.

• Ability to create in flash – proficient in illustrator, integration of CS4 - flash knowledge
• Hiring contractors – not entry level – after working in industry,
• At Hidden City Games – portfolio – art/drawing skills for concept – drawing skills are foundation, not correlated to illustration, broad or deep skills,
• History in general, design – aesthetics, taste style for visual communication. – Can’t teach? Related to art history? Trends? Eye training, mimic styles.
• History and drawing for animation – action styles, building in styles, add drawing.

Discussion on Flash 3, skills?
• 1st – course add more drawing skills, and push other content to 2nd course, Flash for use, Flash for storyboarding, Video component – crossover with flash, using flash for preproduction. Silverlight by MS, site has to be Silverlight, build both. Silverlight developers $225/hr. Hedge bets – industry for – Would Flash skills overlap with Silverlight? No.
• Silverlight – developer plus designer. Platform development goes beyond Flash – weakness and content into code. Monopoly to implement.

Powerpoint and word.doc

Trying to maintain balance with development or programming? Or allowing specialization in more classes ? Awareness for both, successful at one or another –

DRAW, draw in Flash and on paper, animate, understand motion, dabble in Actionscript in templates, Animation? Banners or character,
Scripting?
Casual Game network –
Flash developers or programmers – 3rd class – project based, team based for experience and portfolio – divide students – outsource reflect industry requirements. Separate divisions and be able to work together. 3rd level collaboration. Substitution – drawing for animation –vs drawing classes.

- Gaming – right now there is excitement about jobs – education curriculum for teaching. Is Seattle the place and we focus on gaming – entry level or broad based experiences in Flash? Web development and rich media is not going away.
- Good Design should still be the focus for the curriculum.
- Brad sees the degree as broad which makes it easy to go on for further education. Or send students to work – may be too broad for some specialties. It is vital to have broad background, but need to be able to specialize, to get a job.
- Employees need to continue to improve skills, and upgrade software when necessary.
- 2 year schools has 2 roles– either specialize to get a job or go on to school or more.

**ACTION**
After 2 years of advisory committee feedback, industry input and acting on revisions as thoroughly as possible, VCT degree options will move forward for approval through college process.

Meeting adjourned.