

CALL FOR PARTICIPATION - INTEGRATED MEDIA

Hi All,

Utilizing the availability of resources within The Cleveland Institute of Art, I have recently completed *Dialogues in the Realm of Managing as Designing* a discussion series co-edited with Fred Collopy-Weatherhead School of Management, I move to my next adventure.

I call for participation of those interested in submitting their ideas to compile a comprehensive reader (book) based on a series of lectures held over the next year. Papers may be redirected for publishing, if necessary, and should be submitted in draft form limiting papers to 15 pages.

Working Title: **Integrated Media**
Theoretical and Pragmatic Approaches towards Comprehensive Curricula

The terminology "Integrated Media" is not widely established but defined as a standard term and used by some art and design programs in higher education to describe "new" programs and disciplines. Thus, the terminology "Integrated Media" presents a need for us to contribute to discussion, define and clarify the program's approach.

Our Mission in Integrated media states:

"The Integrated Media Environment is a combination of programs encompassing art and design and a profound merging of media and culture. The combination of art and design programs nurtures a pedagogical philosophy, reflecting the challenge of creativity, information, communication and interaction within diverse media. Its purpose is to examine, develop, and sustain a transdisciplinary educational platform as well as, strive to develop culture through collaboration, cooperation and inquiry.

Integrated Media's innovative program stands at the confluence of tradition and new media, which enables the preparation of a dynamic student body to interact in an increasingly complex world.

As defined, we overcome the duality between art and design and does this mean -

- a) that we define creativity as intelligence – in certain ways, can be developed and that in the midst of a flood of unconnected and chaotic data, allows one to discover connections that others do not discover, see differences that others do not see, and, as a consequence, produce new and surprising integrations (Hofstadter, Douglas. Goedel, Escher, Bach. NY:Vintage 1979).
- b) does the electronic machine sets the pace for transdisciplinary education and how the involved disciplines do change and evolve?
- c) what is the core of our curricula in an increasing complex world where the struggle between breadth and depth accelerates daily?
- d) do the changes we conceive through the history of our discipline provide us a framework for comprehensive curricula?

These questions are posed to inspire. You can expand on it. Please submit your idea/title and a short abstract (200 words) no later than **August 15th 2005**.

Sincerely,

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