Teaching Philosophy Statement

As a professor in a career program, my first priority is to prepare my students for employment in the local marketing communications industry. This requires being in touch with current industry standards and the range of employment opportunities available in our region. Being an active graphic design professional consulting on freelance projects outside of my Parkland obligations is one way to stay in touch with the local marketing community. Bringing in clients and guest speakers into the classroom is another. I also try to take my students on as many field trips as possible.

Since graphic design is a creative endeavor, I like to emphasize exploration and discovery in the classroom. Often, there is no one right answer to a design problem. In all project assignments, I ask my students to explore all the possibilities in order to find the best solution. My job is to guide the discovery process by providing resources and options, and then to help students edit the results. The final solution should be work that is balanced between a student's personal style and what I believe is acceptable in today's marketplace.

The best possible way to learn graphic design is through an apprenticeship. Since this no longer possible in today's real-world environment, I try to create a workshop environment in the classroom which emulates an apprenticeship. I encourage students to look at each other's work-in-progress and to observe how I work with other students. I often say to my students, "It's your job to steal as much information from me as possible."

In the spirit of simulating a real-world work environment, I try to assign at least one project each semester that requires team collaboration. Since good communication is a prerequisite in this profession, I also require written assignments, verbal presentations, discussion board posts as well as small group discussions. Since technology is constantly evolving, I also try to experiment with and make use of latest technology for communication and collaboration.

The core of my curriculum is project-based learning, problem-based learning and active hands-on exercises. I understand that different student have different learning styles, and I try to accommodate most students by making content available in multiple formats: lecture, discussion, homework reading, and hands-on exercises. Ultimately, what I'm hoping students will learn is that everyone must take ownership of their own education. No teacher can teach a student everything they need to know. My contribution to my student's education is simply to give them a guided tour to the possibilities available to them. Ultimately, it will be up to them to seek out the knowledge they need to meet their own goals.

I have an open door policy and make myself available to students whenever I am at Parkland. I encourage students to consult with me individually on anything that may be on their mind, whether it relates to class or not.

Paul Young
Professor
Fine & Applied Arts Department
217-351-2403
pyoung@parkland.edu
virtual.parkland.edu/pyoung

Letter of Recommendation
from my department chair

February 28, 2012

To the Members of the ICCTA Awards Committee;

This letter stands as my unequivocal support of Paul Young as a candidate for the 2012 Illinois Community College Trustees Association Outstanding Full-Time Faculty Member Award. I have known Paul for over six years and have found him to be a strong advocate for student development as well as a creative resource and inspiration for the Department and College as a whole.

Paul provides students with not only the tools to be successful in the field of Graphic Design, but also with a real world example of the attitude, drive and motivation that it takes to attain that success. Through his own experience in the field, and through his professionalism, Paul models for his students the work ethic required for success, the communication style needed when working with clients, and the creative approach to problem solving that is the mark of a gifted designer.

Paul has developed curriculum that takes the student out of the textbook and into the marketplace, bringing actual clients into the classroom and guiding students through a process of inquiry, exploration, differentiation, revision and explanation that leads to a viable design that meets the client's needs. Throughout the process, Paul teaches software use, design concept, marketing strategies, presentation skills, and the art of compromise. Our Graphic Design program has earned a reputation of high regard among educational institutions because of Paul's dedication to quality and integrity in the field. His careful screening of potential projects for the students ensures that their portfolios will reflect experience with a variety of styles and methods and will provide strong support for their readiness to transfer to a four year institution or enter the workforce.

Paul's vision for development extends beyond his own classroom to encompass collaboration with other faculty in Fine and Applied Arts as well as in other Departments. He has taken the lead in developing a unique entrepreneurial opportunity for our Graphic Design and Mass Communication students in partnering with faculty in Advertising, Public Relations and Photography to create a studio course that allows the students to run their own firm, emphasizing developing of both design and marketing skills. Paul has collaborated with Art and Design faculty to enhance the transfer experience through the further development of portfolio classes, and he acts as our primary liaison with four year institutions in the development of transfer agreements.

Paul lends his talent and time to the Department, and to the College, by advising in questions of design, marketing and curriculum development. His models for advising students and for sharing documents, as well as his method of coordinating scheduling across programs, have helped the Department expand services and consolidate efforts. Paul was instrumental in helping FAA enter a new era of imaging and promotion by designing and implementing websites for all programs within the Department and assisting other faculty and staff in developing content and learning how to maintain those sites. He has willingly helped other areas of the College with promotional efforts and has served on numerous committees when ever asked. Paul is well respected in the community, active in efforts to promote the arts and to further knowledge and understanding of creativity across disciplines. His efforts on behalf of our students, our department, our college and our community truly do engage all others in learning. I cannot think of a better representative of our College's mission.

Sincerely,
Nancy A. Sutton
Department Chair
Fine and Applied Arts

Letter of Recommendation
from a faculty peer

February 20, 2012

RE: ICCTA Award Nominee Paul Young
TO: PCA Awards Committee

I am pleased to write this recommendation for Paul Young. He deserves the ICCTA award for teaching excellence.

For the last several years I have participated in Paul's classes as his students prepare for a variety of oral presentations. I have seen Paul interact with his students and he is excellent at engaging them in a variety of ways. He focuses on making projects they are working on real and engaging by having them work for local non-profit organizations. The students benefit from having to work with a client outside of academics and the non-profit client benefits by having professional quality materials developed for them that would normally not be a part of their budget.

These community projects also improve the image of Parkland in the community. For example, several years ago students did a logo project for the 150th Anniversary of the City of Champaign. Committee members interacted with students several times during the creative process and then were invited to the students' final logo presentations. The committee chose a student designed logo that was used for the 150th anniversary events. Committee members all commented on how impressed they were with the quality of the students work. Many committee members were not aware of our graphics program before the project and now not only know about it but have a positive impression.

I also attended a variety of events that Paul has organized for his students and the entire Parkland community. He has brought to Parkland graphic design professionals that act as inspiration and models for his students. He has coordinated with the Parkland Art Gallery to bring documentaries such as Helvetica to students and local community members. He also is very active part of the Fine Arts Department helping the department to develop quality materials for our website.

Paul is a good role model for his students by keeping current with trends in graphic design and continuing to work in the design area outside of academics. Overall I think that Paul demonstrates commitment to excellence in teaching, engagement in both professional activities and in the community.

Sincerely,
Jody Elder Littleton
Associate Professor, Communication
Fine & Applied Arts Department

Letter of Recommendation
from a faculty peer

20 February 2012

To Whom It May Concern:

I have known Paul Young as a fellow faculty member at Parkland College for the past twelve years. I have had the pleasure and honor of working and collaborating with him on a wide variety of coursework, programs, exhibits, and community venues in the areas of graphic design, web design, and digital media.

Students are extremely fortunate to have Paul as an educator in his position as Professor in graphic and web design at Parkland College. I can attest to his teaching excellence from personal observation and the high caliber of work from his students. His students acquire a masterful blend of theory and practiced craft in his classrooms. Due to his background as a professional graphic designer, Paul excels in providing "real-world" scenarios in his classrooms and works tirelessly to provide his students with the experiences of working with actual clients in their project work. Paul regularly goes beyond the call of duty for his students in efforts to promote and market their work to prospective employers. Demonstrating this fact, Paul gives of himself to coordinate the annual student design exhibit at Parkland College. Since Paul has taken up this task, this event has become a prestigious event showcasing some of the best student work in graphic and web design. These exhibits help attract the attention of local companies and design firms and often lead to actual employment opportunities for his students. Paul is also avidly involved in the local graphic design community and regularly organizes events and presentations often bringing in well-respected and successful designers to speak with his students.

Perhaps what sets Paul apart from other instructors is his continual pursuit of new technology and its incorporation into the classroom. As a designer and instructor in the digital age, Paul continually seeks out new software technology and immediately seeks to acquire and integrate relevant skills into his classroom. His students reap the benefits of his efforts as they are equipped with leading-edge, practical skills making them marketable and job-ready. Paul knows no bounds in order to learn and apply new technology for his students. As an example, he even enrolled in my 3d computer animation classes. By embracing such technology, Paul was once again able to better instruct and guide his students in the ever-changing digital media landscape. Presently, Paul is investigating skills and technology necessary for designing interfaces for apps running on mobile devices such as phones and tablets.

Without a doubt, Paul is one of the most talented and caring educators I have worked with during my career as Director for the Digital Media program at Parkland College. Paul's experience as a professional designer combined with his teaching excellence is well demonstrated through the work and success of his students. I consider Paul Young an outstanding educator, designer, and colleague worthy of the 2012 ICCTA Award for Teaching Excellence.

Presently, I am Associate Professor and Director for Digital Media at Parkland College and a visualization research programmer and animator at the National Center for Supercomputing Applications. I also hold a MFA from the University of Illinois at Urbana-Champaign. Please feel free to contact me if I can provide any further information.

David Bock, Associate Professor
Parkland College

Supporting Documentation

In what ways has this educator demonstrated excellence in teaching?

Today, graphic design is a technology-driven profession. To train students to become designers, one must immerse them with technology as much as possible. The following are some examples of how technology is used in my classroom.

■ **Paperless Classroom:** With the exception of a welcome letter, I produce virtually no other paper handouts for most of my classes. All course material is presented in HTML on a class web site or inside Angel. Writing assignments that need to be submitted are e-mailed to me. Projects that need to be critiqued are published as JPEGs on a student-authored web page. Even sign-up sheets for individual portfolio reviews are online with the help of Google Docs. (See an example of a class web site: gds.parkland.edu/gds/120)

■ **Student Blogs:** In almost all my classes, every student is required to maintain a blog throughout the semester as a graded assignment. Blogs are ideal tools for recording research and reflection. A blog does not necessarily mean research on the web. In fact, often I require all blog research to be sourced from printed periodicals and books. (See an example of a student blog: cpetersgds.blogspot.com)

■ **Wikis:** Wikis are great collaboration tools for team writing. In some of my classes, I ask my students to collaboratively author an article in a wiki environment. Articles that meet my standards are then published for other students to access.

■ **Google Docs:** In my Graphic Design History class, I require students to work together as a team to create a "Powerpoint" presentation. To make collaboration easier, I urge them to use Google Doc's Presentation software. This software resides in the cloud and can be accessed by multiple editors at the same time. Student feedback indicates that Google Docs is more efficient and convenient than Powerpoint.

■ **Graphic Design History Lectures:** In my Graphic Design History class, I have authored a series of "slide show" lectures with over 1000 images. Instead of using Powerpoint which can not retain fonts and can be very large files, I have chosen to produce these "slide shows" in a web-friendly HTML and XML format that can be viewed in any browser. The slides in these lectures can be easily updated every semester as needed. (See an example of a "slide show" lecture: gds.parkland.edu/gds/!lectures/history/1890/artnouveau.html)

■ **Student Success:** After teaching more than 12 years at Parkland College, many of my former students are now successfully employed in the local marketing communication industry. You can view the bios of these former students here: gds.parkland.edu/pages/alumni.html

■ **Program Assessment:** The Graphic Design Program is assessed in GDS 293 Portfolio Seminar, a course I developed. This is the capstone course that students take prior to graduation. In addition to preparing students for job hunting and interviewing, we also invite local industry professionals to come in and do mock interviews with the students. After each interview, the interviewer fills out a scoring sheet for each student assessing their skills (i.e. conceptual thinking, execution, design skills, typography skills, illustration skills, production skills, computer software skills, portfolio presentation). The assessment data is shared among all GDS instructors and course content is revised as needed to address weak areas. The data shows an overall improvement from year-to-year in most areas over the last four years.

What has this educator initiated or helped to develop in the area of innovative programs used in two-year postsecondary institutions?

■ **Real-World Projects:** Whenever possible, I try to bring one or two "real" clients into the classroom every semester. I choose the clients carefully to make sure the students get to work with good communicators and appreciative people. For students, this is an opportunity to solve a real-world problem and they always rise to the challenge. Using real clients elevates the project to a higher priority for the students and they are motivated to work harder to find creative solutions.

Supporting Documentation

■ **Entrepreneurship Class:** I developed this class to essentially function as a student-run ad agency with the instructor acting as creative director. Students work on service-learning projects but are required to "pitch" clients, make presentations, write conference memos, prepare estimates and produce invoices. Seminars teach students the business side of the marketing communications industry. (See class web site: gds.parkland.edu/gds/292)

■ **"Meet the Pros" Lecture Series:** In 2011, I initiated this lunch-time lecture series featuring local heroes from the Champaign-Urbana creative community. Industry professionals come to Parkland six times a year to make a presentation to our students. (See lecture promotion web site: gds.parkland.edu/pros/home.html)

■ **Annual Student Exhibition:** We are very proud of the quality of our student work. Unfortunately, our annual student show is up in the Art gallery for only one month. Since 2001, I've produced an online catalog every year so that the exhibition can be viewed on the web even after it closes in the gallery. To manage this huge annual project, I designed a custom online form that collects the data from hundreds of student submissions. The database also accepts student-submitted JPEGs which are eventually incorporated in the web catalog. Every year, I produce a unique catalog design which frames the annual exhibition. Online web catalogs from the past 10 years can be viewed here: http://gds.parkland.edu/pages/exhibition.html

■ **Art Chantry Exhibition:** In 2008, influential graphic designer Art Chantry came to Parkland College and attended the opening of his one-man show in the Parkland Art Gallery. I was the person who proposed this exhibition and assisted in the promotion of the show. (See exhibition catalog: www.artchantry.parkland.edu)

■ **Illustration Exhibition:** In 2005, I guest curated an illustration exhibition for the Parkland Art Gallery. This exhibition introduced students to some of the most influential commercial artists working today. (See exhibition catalog: gds.parkland.edu/illustrators)

How has this educator served on technical or special committees serving two-year postsecondary education, and how did this effort affect the college program in the community, state or nation?

■ 2011: Search Committee, Marketing & Creative Services (advisor). Assisted in hiring a new full-time graphic designer.

■ 2011: Mobile Tablet Pilot Committee, Online Learning (participant). Tested an Android tablet and made recommendations for educational use.

■ 2010–2011: Sabbatical Committee (member). Reviewed sabbatical applicants and made recommendations for improving proposals.

■ 2010: Web Governance Team (member). Participated in making policy decisions regarding Parkland's web site.

■ 2010: Search Committee, Fine & Applied Arts Dept (member). Assisted in hiring a full-time communications instructor.

How has this educator provided leadership in helping to solve challenges to two-year postsecondary institutions?

In the past 10 years, I've arranged for out-of-town field trips, special exhibits, movie premieres and other special events for educational purposes. These cultural enrichment opportunities help our students stay engaged to our curriculum and also make learning fun. Some examples of these special events are listed below. Additional details can be viewed here: gds.parkland.edu/pages/events.html

■ Wayzgoose Type Conference, Two Rivers WI: In 2011, I hosted a field trip to this international typography conference at Hamilton Wood Type Museum.

■ "Typeface" Movie Premiere: In 2010, I organized a movie premiere at Parkland Theatre with the director attending.

■ SEEK Design Conference, DeKalb IL: In 2009, I hosted an out-of-town field trip for my students and invited community members to attend this regional design conference hosted by Northern Illinois University.

Supporting Documentation

■ Tribune Showprint student field trip, Idaville IN: In 2008, I hosted a field trip to the oldest continuously running letterpress print shop in the USA.

■ "Helvetica" Movie Premiere: In 2007, I organized a movie premiere at Parkland Theatre for this important new documentary

■ Out-of-town Field Trips to: In 2001, 2002, 2003, 2004, and 2006, I hosted field trips to St. Louis and Chicago, giving students opportunities to visit major ad agencies and design firms as well as participate in cultural events.

How has this educator been active in developing, organizing, or supporting state and/or national two-year postsecondary education associations?

■ 2008: Presented at the AIGA Massaging Media 2 Conference in Boston MA, a national conference for design educators attended by both 4-year and 2-year college professors. Topic of presentation: "Blogs and Wikis: Tools for Research and Collaboration."

■ 2007: Presented at the AIGA Intent/Content Conference in Nashville TN, a national conference for design educators attended by both 4-year and 2-year college professors. Topic of presentation: "Commercial Art in An Art Gallery Setting: Curating An Illustration Exhibition"

■ 2006: Attended the AIGA Design Frontier Conference in Denver CO. AIGA is a highly respected professional design organization. This national conference was the first AIGA education conference focusing on the issues facing graphic design educators in small programs and non-urban regions.

What awards or honors has this educator received in recognition of leadership in the college or community?

■ 2012: NISOD Teaching Award (nomination)
■ 2011: 40North/88West Best Teacher ACE Award (nomination)
■ 2001: Parkland Perkins Grant Program Outstanding Academic Service Award

How does this educator keep pace with current theories and practices in his/her discipline?

■ 2011–present: Board member of CUDO (Champaign-Urbana Design Organization)

■ 2009–present: Professional member of CUDO (Champaign-Urbana Design Organization)

■ 2008–present: Teach various technical workshops for Parkland's Business Training Center

■ 2000–present: Exhibit professional work annually in the Parkland Art & Design Faculty Exhibition in the Parkland Art Gallery

■ 1992–present: Partner in a graphic design studio. Consult on various marketing communication projects for clients (see www.electric-pictures.com)

■ 2012: Volunteered to design a web template for Parkland Online Learning's "Online Science" conference

■ 2012: Volunteered to design an advertising campaign for Parkland Theatre's production of "Frozen"

■ 2011: Attended a letterpress printing workshop at Hamilton Wood Type Museum in Two Rivers WI

■ 2011: Re-designed the web site for University YMCA as a sabbatical project

■ 1999–2011: Designed various exhibition promotions & catalogs for Parkland Art Gallery

■ 2010: Presented a workshop on Acrobat Professional for Parkland's CETL

■ 2010: Presented a workshop on Flash for Educators for Parkland's CETL

■ 2010: Presented in front of an audience of 300 at Pecha Kucha #2 on the topic of creativity

■ 2009: Presented at an International Association of Administrative Professionals (IAAP) meeting on the topic of creating flyers & brochures