

Faculty Learning Community
2005-2006 Portfolio

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Section 1

Statements

Philosophy of Teaching

When I entered the teaching profession here at RIT, I came straight from working in the graphic arts industry, and was never formally trained in the art of teaching. The teaching experience was, to me, the polar opposite of working on the job. This was an environment where I faced students who had either had basic knowledge of the art and design skills required on the job, or had absolutely no knowledge whatsoever of the expected skills in software and the design skills that were expected on the job. Here was an environment where people made mistakes, made excuses, and for some, acted in an unprofessional manner. My philosophy of work had to evolve into my philosophy of teaching.

This evolution was a tricky shift in my thinking, having to change the focus of my goals from producing designs and illustrations for clients, to showing students “how” to do the work, what the mental approaches behind developing the designs were, and how to articulate their ideas to peers and teachers alike.

The change in role from working designer to college professor forced me to revisit my beginnings as a student and try to figure out how I should be able to teach my students. At the beginning, I took the easy way and emulated the teachers I admired in college, copying their methods of lecturing and their demonstrations of design pieces, and their critiques. After a quarter of trying this method, I noticed that my students were doing “OK,” but I was left with a feeling of dissatisfaction with myself and how I felt the students should be doing after they left my class.

I looked back again to my time as a student, and realized that when I was a student, there were things that I wished the teachers had done when I was in class. These things were a mixed bag of issues and methods that I was unhappy with during my experiences as a student. Some of these things were issues such as, “I wish the professors would stop talking **at** us and start talking **to** us” and “Boy, the professor does talk a lot about good and bad design concepts, but where are the visual examples?” and “The professor does a lot of talking, but when is the teacher going to ‘walk the talk’ and show us some examples of their work? I’m interested in seeing what they’re doing and whether they practice what they preach!” and I was continually frustrated that I rarely had a chance to get to see the professors after class for help or just for some discussion about ideas that I had that needed some guidance. This part, especially on the job, requires some customer service skills and is very important if one hopes for repeat business and satisfied clients (and a chance of getting a regular check)

So with this in mind, I started a philosophical shift from ‘teaching as I was taught’ to ‘teaching my students as I *want* to be taught.’ So far, this philosophy and guidelines I’ve developed have served me well. In each class I teach, I strive to follow the following 4 guidelines in teaching:

1. Make my classroom a friendly, yet professional environment where students and professor alike share knowledge, keep an open mind to ideas, and present information in a clear, easy to understand manner with lots of visual examples shown.
2. Make the contents of my course relevant to what is expected on the job in the field in which I teach.
3. Keeping the skills that I use and teach in class updated on a regular basis. Old, outdated methods or techniques will be updated or replaced.
4. Remind students that “This is your opportunity to *try new things, do your work on time, and make mistakes!*” This is important, as the academic environment provides opportunity for students to explore their interests and exercise their skills and intellect in a safe environment.

These guidelines do not make for an easy job teaching the course materials, but it does keep things fresh, challenging, and enjoyable for both the students and I!

Metaphor for Teaching

As a member of the FLC, we were encouraged to develop a metaphor that we wanted to use as a “model” of our teaching philosophy. Watching students over the years in my classroom, and then watching my son open his Christmas presents, I decided to use a *gift* as my metaphor for teaching.

The way I see it, teaching is a lot like giving a gift of knowledge. With this gift, all we as teachers can do, is to give it to the students and try to package it in a way that gets their attention and makes them curious to open it, find out what it is, and use it in the way we hope they should.

Many times what happens with students is that they are more interested in the box itself, and that they open it up, take the contents out, and play with the box and ignore the real gift inside. That leads to some problems in teaching design, where students get caught up in the ‘style’ not the ‘substance’ and forget what the real purpose of what we are trying to teach them.

Other times, students open up the box, toss away the box, and pick up the gift and ask, “What is this? What does it do?” and we have to tell them what it is, and how to use it. This happens very often with the new students, and this makes up the meat of what we do in the program.

And on the rare occasion, the students look at the gift, open up the box, toss away the box, pick up the gift and say, “Wow!” and then take off running with the gift while using their imagination to forge brave new worlds for themselves. This is a rare gift for me as a teacher to see happen, and this is what I hope that all students are able to achieve with the gifts we give them.

Section 2

FLC Project

Name: Kurt Stoskopf

Course(s): Introduction to Web Design

Project Name: "Pay attention!"

Date: Spring Quarter, 20053

Problem:

Getting Deaf students to stay focused during lectures and demonstrations of HTML coding and use of software applications in a hands-on lab environment with active Internet connections. Encouraging students to watch and apply information from lectures to sample projects simultaneously without missing too much information in the time it takes to watch the lecture and look at the computer and follow along with demonstrations.

There are two parts to the problem I face in my courses:

1. Students depend mainly on visual input and not so much on auditory input; consequently, pacing lectures and demonstrations is difficult. Students' attention span runs out fast and is hard to keep occupied for a four-hour block of time.
2. Internet connections on computers allow for non-class related activities to occur.

Goal:

Develop course structure, presentation materials, and reading materials in such a way that can be used in real-time lectures and demonstrations, while keeping students actively involved in course materials throughout the 4 hour scheduled block of time for the course.

Target Students:

The target group of students will be Deaf or Hard-of-Hearing students in the NTID Arts and Imaging Studies department who are currently in their fourth and fifth quarters in the program.

Hypothesis/Proposed Solution:

Deaf students' short attention span in classes, especially during lectures and demonstrations is due to fatigue from having to watch and focus on the material for a long period of time and trying to remember information without stopping to take notes or do work on the computer.

Part of the problem of focusing and remaining motivated in classes may stem from students' frustration due to their inability to remember/process information and apply it in a timely manner. Another part of the problem may arise from students' level of understanding of instructor's sign language dialects, understanding and use of sign language in general, and level of proficiency in English, both in reading and writing.

My proposed solution to this would be to structure class into chunks of time spread over the first 2 hours of the 4-hour block of time. Also to provide multiple streams of information designed for Deaf students such as:

1. Handouts
2. Lectures with PowerPoint slides using an emphasis on visual presentation rather than emphasizing textual presentation
3. Web-based notes, and/or videotaped lectures with closed captioning for students with minimal sign language comprehension.
4. PDF files with embedded Quick Time movie clips of demonstrations.
5. Blocking access to AIM clients, web sites, and non-class related applications for the duration of the lecture/demonstrations.

Progress Point:

Still under progress. Information gathering and preliminary testing completed Spring Quarter 20053. I plan on continuing this project next year with applications in one course while using another course as a control. This will be an ongoing project.

Course Syllabus

(On following page)

Introduction to Web Design

Art & Computer Design

Name: _____

Course Syllabus

About this course:

Introduction to Web Design is a required course in the Art & Computer Design major. This course is a prerequisite for the Web Design concentration and for the advanced classes in the major. The skills acquired in this course are skills that are used by graphic artists who design and develop web sites.

Objectives

This course will explore the potential of design applied for the WWW. In this course, students will learn how to develop concepts of design for web pages, understand the design restrictions inherent in web design, as well as acquire understanding of basic HTML programming and Macromedia Dreamweaver. Throughout the quarter, students will learn the vocabulary and skills necessary to create basic to intermediate skill level designs for the web.

You will learn how to:

- Describe and discuss the history of the Internet/WWW,
- Apply the Web Design process,
- Use various Web Design strategies to solve common Web Design challenges,
- Use HTML programming to create web pages,
- Use Adobe GoLive to create web pages and manage web sites,
- Implement user interactivity by including hypertext links,
- Develop navigation systems for web sites,
- Publish web pages on the Internet/WWW.

You will practice learning Web Design concepts by completing exercises, and you will be tested on how well you have learned the vocabulary taught in this course. There will be a skill test at the end of the quarter to test how well you have learned all the skills.

What you will need for this course:

You will be provided with *project papers* and other handouts and reading assignments.

There will be URL's provided by the instructor each week for reading assignments. You must provide your own computer disks. Make sure you have enough money deposited in your account to pay for computer prints.

You will also need markers and a layout pad to do thumbnail sketches and rough layouts.

What you will do:

You will complete the following projects:

1. Introduction to Web Design- history of the internet/ what is web design?
2. Web Design Process- design theories & applications
3. HTML programming
4. Using Adobe GoLive
5. Publishing on the WWW
6. Skill Test

How your final grade will be determined:

You will receive a final grade based on your *projects*, and *attendance/professional attitude*.

Projects/Tests

This course is competency-based, so you will practice a skill until you learn it well. Each *project* will concentrate on a skill that is important to learn in this course. *Vocabulary tests* (part of the projects) will evaluate how well you know the vocabulary and terminology related to these skills.

You will have a skill test at the end of the quarter to determine how well you have learned and remembered all the skills you have learned in this course.

- Each *project* is worth a maximum of 50 points. You must earn at least 35 points for a passing grade.

$$50 - 45 = A$$

$$44 - 40 = B$$

$$39 - 35 = C$$

If you earn a grade that is less than 35, you must re-do the project and turn it in again for evaluation.

- The *skill test* is worth 200 points.

$$200 - 180 = A$$

$$179 - 160 = B$$

$$169 - 150 = C$$

- You should hand in projects and tests by the suggested due dates, so you have enough time to finish all your projects.
- You can hand in work *before* the due date, and if the work is acceptable, you may go ahead to the next project.

Attendance/professional attitude

You will receive a maximum of 5 points each week for A/P. You will earn all 5 points if you show up on time for class, leave class on time, work productively in class and outside of class, show a positive attitude about learning, and show respect toward others. Here is more about A/P:

- If you miss a class, contact me the *same day* to explain your absence, and be ready to have proof of absence (doctor's excuse, etc.).

My e-mail address is:

kwsnda@rit.edu

Our secretary's TDD / voice tel. # is:

475-6779

Please remember to give your *name* and the reason you are absent.

- If you are more than 10 minutes late for a class, you will be counted "absent".
- If you miss a class, arrange a time with me to make up the class. If you do not make up the class, you will lose the full 5 points.
- You can lower your final grade if you lose A/P points.
- If you miss more than 2 classes without an acceptable excuse, you will receive an automatic F for the quarter, regardless the quality of your projects and skill test. This is not only course policy, it is department policy.

Important information about attendance/professional attitude

Of course you need to have good art skills! What is also very critical to your success is for you to have good work and study habits, and a good attitude about learning.

To be successful in this course, you should:

- attend all classes unless you have a serious reason for not attending; if you are absent, contact the instructor the same day to explain your absence, and be ready to have proof of absence (doctor's excuse, etc.).
- come to class on time, take short breaks, and don't leave class early.
- be ready to work – have all your papers, supplies, ID, and money in your account to pay for supplies.
- concentrate on learning - don't socialize too much, and don't fool around or waste time.
- pay attention during lectures - don't fall asleep, chat with friends, or otherwise be rude.
- if you are frustrated, take a break, calm down,

and try again - expect to make mistakes when you are first learning a new skill!

- if you are on a team in class, be a good team member by contributing ideas, being open-minded, giving positive feedback, sharing the workload and getting your part of the project done on time.
- work with people in a professional manner, and show a positive attitude and patience with others.
- get enough sleep, exercise and eat well. There is no way you can function in class if you don't take care of yourself outside of class!
- do your best - use whatever effort is needed to make your artwork the very best you can.
- **PROOFREAD!** check your work for errors in spelling, grammar, punctuation, measurement, placement; missing type/images.
- explore design possibilities. Be creative and try new ideas. Open your mind! Be willing to experiment with typefaces, color and composition!
- be aware of current design trends - what is happening in the design world. How? Read Communication Arts, Print, and other graphic design magazines; look at graphics all around you!
- put an effort into reading project papers, reading assignments. If you don't understand what you are reading, ask me for help.
- try your best to complete your work on your own first - try not to depend too much on me or other students for help; but if you don't understand, then ask me for help.
- do your work in an orderly, organized way.
- keep a calendar, and look at it daily – record when projects should be done.
- break down big projects into smaller parts – do some work on your projects each day.
- work outside of class on your projects – don't expect to finish all your work in class.
- and last, but very important, don't procrastinate, don't postpone... **DON'T WAIT** until the **LAST MINUTE** to finish your work!

Other grading information

Incomplete Grades:

Incomplete grades will not be given unless there is an exceptional reason, such as serious illness. Important! You must complete at least 4 projects, hand them in **BEFORE** exam week, and pass them, to qualify for an incomplete grade. Incomplete grades are ultimately my decision.

Exam week

A final due date will be set during exam week when all revised work is due.

Some things to know about exam week:

- It is a time for making minor revisions to projects you have already handed in, to improve your grade if you choose.
- It is not a time for instruction – don't expect me to take the time to teach you new skills when you have not paid attention during lectures and/or skipped classes.
- It is not a time to start new projects.
- It is not a time to turn in all your work at once.

Introduction to Web Design

Art & Computer Design

Name: _____

Your Course Progress Record

Project List

	Possible Points	Points Earned
1. Introduction to Web Design- history of the internet/ what is web design?	50	
2. Web Design Process- design theories & applications	50	
3. HTML programming	50	
4. Using Adobe GoLive	50	
5. Publishing on the WWW	50	
Skill Test- Personal Biography	200	
Project Total	<hr/> 450	<hr/>

Weekly A/P Points

10 weeks x 5 points each week = 50 possible points

Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
1	2	3	4	5	6	7	8	9	10
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

A/P Total

Total for Final Grade

your points: _____

your letter grade: _____

Letter grade equivalents:

500 – 450 = A

449 – 400 = B

399 – 350 = C

Section 3

Reflections

Reflections on the Faculty Learning Community

I would like to thank Susan Donovan for the opportunity to participate on this year's FLC. Being a member of the 2005-2006 Faculty Learning Community has been an awesome experience for me. The community allowed me to see how faculty in other departments and other colleges at RIT teach, how they think, and how they structure their classes. Being an art and design faculty is worlds apart from engineering and computer science faculty, but I was able to appreciate their philosophies and approaches to teaching. The FLC benefited me the most in the areas of learning more about the various philosophies of teaching, and the discussions of the various methodologies of teaching that are used across campus and at other schools.

One of the benefits of being a member of the FLC is that we get to attend the Lilly Conference on College Teaching at Miami University in Oxford, Ohio. At that conference, we had the privilege of attending various workshops and presentations covering various topics of teaching at the college level. Many of these workshops and presentations were thought-provoking and covered issues that pushed me beyond my comfort zone and made me think more about how I could do things that would benefit the students rather than playing it safe and treating teaching as a "job." Two workshops in particular, "Building communities in the classroom" by Louis Schmier and "Humor in the Classroom" by Ron Berk, encouraged me to involve the students more and make the class more personalized and significant to them through group activities, discussions, being open to students' questions, using humor and putting unexpected things in lectures and demonstrations, and speaking to them from the heart. My students commented that after I came back from the conference, I was more energized and motivated to teach and had a more friendly and dynamic approach to the subjects I taught. They said I was making things more interesting and less technically boring. The only difference was that I was able to bring the students into the projects they were working on, and making my lectures and demonstrations cover the same subject, with the change of making the information shown more relevant to their generation.

Being the only Deaf faculty member in the FLC group, communication slowly became an issue, and I noticed that there was some hesitation on other faculty members' parts to communicate with me in the beginning because they had little or no experience with Deaf faculty before, I became a little frustrated and after the Lilly conference, and after talking to Louis Schmier over a lunch, he inspired me to try something that I had initially been reluctant to bring up at one of the FLC meetings.

At the first meeting of the winter quarter, Susan Donovan, the FLC leader, gave me the opportunity to speak to the group about this issue. I stood up and gave a short talk using only sign language with no spoken words and signed to the group how I felt about communication, and how I felt about the FLC and what I wanted the FLC to be for everyone. After I finished the signed part of the presentation and seeing how the other members responded, I passed out a written transcript of what I said, and had them read it.

The transcript reads:

(First given in Sign Language with no voice-over by Sign Language Interpreter, then transcript given to members of the Faculty Learning Community to read afterwards)

I wanted to begin the first meeting of the winter quarter's Faculty Learning Community (FLC) by introducing myself. After meeting several incredible people at the Lilly Conference over Thanksgiving break and having some thought-provoking conversations with each of them, I realized a lot of things about myself and how I interact with others.

I also realized that even though I know all of your names, where you teach, and what subjects you teach, I still do not know what your favorite color is, which sports teams you love, which ones you love to hate, and what your favorite movie is. I still do not know what you talk about in the halls, I do not know what you say when you talk in asides to others in the room when we have our discussions about how to become better teachers.

My name is Kurt Stoskopf. I was born on New Year's Day, and am 31 years old. If you want to figure out the year, you do the math. My favorite color is Orange, which is a nice color to have when teaching here at RIT. I can read and write French, German (both High and Low dialects), basic Spanish. I am also fluent in Signed Exact English, American Sign Language, and have been known on occasion to use something that is classified as Pidgin Signed English. I have a beautiful wife, Dani, and a 2 and a half-year-old son, Dante, who already knows more than I do about cars and trucks, and also what people are saying on TV. I also share my home with two cats who dictate my every move from the hours of 5 a.m. to 7 a.m. and from midnight to 1 a.m.

The thing on my belt that looks like a pager isn't a pager at all. It is my Insulin Pump. It has been known to make strange beeping sounds or has a tendency to make vibrating noises at the most inopportune moments. I have had Diabetes since I was 14 years old. I use an Insulin Pump to help control my blood glucose levels.

I graduated from RIT with a BFA in Graphic Design in 1995, and started my studies for a MFA in Computer Graphics Design that same year. I finished my courses in 1997, but a bout with procrastination and a job offer got in the way of completing my Thesis project until the summer of 2000. I worked in Greece, New York, as an illustrator and graphic designer for a software company, creating clip art illustrations and promotional materials ranging from brochures, cards, newsletters, convention booth displays (of which my company won 'Best Booth Design'), and working with software programmers and trying and partially succeeding in designing an usable user interface for the flagship program made by that company.

I began teaching at NTID, which is the National Technical Institute for the Deaf, one of the colleges at RIT, in 1998 and have worked my way up from adjunct faculty, lecturer, visiting instructor, instructor, and finally, assistant professor. I am currently in a tenure track position and will be up for tenure review this coming fall. On top of this, I run a freelance illustration business in the evenings and have run my business since 1994. I also participate in a variety of RIT committees and especially this year's Faculty Learning Community. I am also Deaf.

Yes, you heard me right, I am Deaf.

What does being Deaf mean? It doesn't mean that I am "deaf and dumb" or "deaf and mute." Being Deaf only means that my ears don't work. I am in perfect possession of all my faculties with the exception of being slightly unresponsive to auditory stimulation. It may, at times, be easy to mistake me as being "deaf and mute" due to the fact that I have to use my eyes to see, track who is talking, then focus on the person who is talking and read your body language, your moving mouths, and try to divine the meaning of what you are verbally expressing to everybody in the room. The closest thing I can use to explain this effect is to imagine everybody sitting at the bottom of a swimming pool talking all at once, seeing the bubbles come out of your mouths, and keeping an eye out for sharks.

As any guppy in the Sea World aquarium might tell you, when swimming in an aquarium all alone, surrounded by many different kinds of fishes, not knowing who the other fishes are (but having a sneaking suspicion that there may be some hungry barracudas lurking around somewhere), what their intentions are, and how they might react when put in a situation where they would have to interact with you, is pretty damn tiring. Can you imagine doing this for 16 hours a day, every day of your life? Take it from me; I can't imagine anyone even wanting to try.

But here I am. I am sitting in the room with all of you. I am, thankfully, assisted by sign language interpreters who help translate auditory information into visual representations of information, called Sign Language, which I can understand. I attribute the reason why I am sitting in this room with all of you to the fact that I can be downright stubborn when I have to be, or when I want to be.

During the Lilly conference, I had the opportunity to meet people who had never seen a Deaf person or a Sign Language interpreter before, and were interested in learning more about this. They were not afraid to ask questions, and were motivated to go the distance to learn some Sign Language. Almost all of them remarked at one time or the other that it must be frustrating trying to communicate, and all acted embarrassed because they weren't sure how to talk to me.

The simple truth to this is this: I don't bite. Just talk to me, the Sign Language interpreter will convey the information to me in the form of manual hand signs and gestures, or as some not-so-nice professors here at RIT have referred to as "flapping hands." If I don't understand you, I will stop you and ask you to repeat what was said until I understand what has been said, and then the conversation can proceed. The same thing goes for when there is no Sign Language interpreter present. I can lip-read, or as some not-so-nice Deaf people here at RIT have referred to as "flapping lips." I will stop you if I don't understand what you are saying. Inversely, I would expect you to do the same thing. If you don't understand me, please don't feel afraid to say "I'm sorry, I didn't catch the last thing you said, could you please repeat that?" I will be more than happy to do so.

So with this, I ask for your patience and understanding as I struggle to make sense of what is said and if I misunderstand, my responses may not be what you expected. Keep in mind that when you talk, you talk differently than the person sitting next to you. Some people are easy to read, very clear when enunciating each word, and some people mumble, and some people talk like robots. I have to adjust to the variances when switching between people.

As a last resort, there is always the tried and true method of writing things down on paper. Most Deaf people, and as I do, carry a pen and some paper around as backup.

The most frustrating experience I have had as a faculty member here, OK, maybe the second-most frustrating experience aside from students who don't want to learn, and who roll over and play dead in class, are dealing with other faculty members. At a learning and teaching institute like RIT, I started teaching with the idea that the Institute is one large community and that everybody is pursuing the same goal: getting our students to learn and sharing our knowledge and experience with each other. This is unfortunately not the case when it comes to Deaf and Hearing faculty interaction.

I can sum up the typical response by Hearing faculty when approached by Deaf Faculty or Deaf students in 4 examples:

1. Stiffen up; smile and nod, then immediately disavow any knowledge of the existence of the Deaf individual.
2. Take on a patronizing tone and talk to Deaf individuals in baby words and get upset when spoken to.
3. Say, "I'm busy", and then refer Deaf individuals to the support offices.
4. Listen and treat us just like everybody else.

The majority of responses that I have experienced in my 7 years of teaching here tend to fall in the first three examples. There are a few who fall in the fourth category, and to them, they make my existence here at the Institute enjoyable and give me the energy and inspiration to work with students and the faculty who fall in the first 3 categories.

There is a misperception amongst faculty that Deaf people are dumb, to put it simply. “Their English is atrocious, and they can’t understand simple instructions!” and also the classic, “Their behavior in the classroom is distracting and immature!” was what I was told when I asked one why they behaved that way to their students.

To explain why many Deaf people are the way they are, many Deaf people were sent to institutional schools when their parents found out that they were Deaf, and were raised by the teachers and support personnel at those schools. Others were mainstreamed into public schools, but were isolated by their peers because of the communication gap that divides the span of words and sign. Sign Language provides a bridge to close the communication gap, but it still does not convey the precision of the spoken word. There are many words in the English language that do not have corresponding signs. Thus, there are some words that share a single manual signed word. Also, the rate at which words are spoken do not make it easy to be transliterated exactly, so Deaf individuals often get an condensed version of what is said. This is similar to the movies that are shown on TV with the epithet, “Edited for time and content.”

So, to end this, just remember that no matter how uncomfortable you may feel at first when trying to communicate, remember I feel the same way too. It’s a wonderful thing when we can share ideas, and I believe that we all can contribute to something greater here at the Institute no matter who or what we are.

My name is Kurt. I look forward to learning more about who you are and how we can all become better teachers this year in our Faculty Learning Community here at RIT.

After this, the FLC group and I had a good discussion about the questions they were afraid to ask about Deaf people and how to communicate with them. They also shared their experiences and ideas with each other. At the end of the discussion, I noticed that the other members of the group were a little more comfortable with how to communicate with me both in and out of the meetings. I appreciate their efforts to accommodate me and it made the FLC that much more enjoyable for me.

Having no formal training as a teacher before this, I have, through the experiences in the FLC, learned to appreciate how important the role of a professor is in the lives of students on campus. Through the ways we teach, the ways we talk to our students, and the way we listen to our students, we can encourage students to strive for greatness or discourage

them from ever taking risks and attempting things outside the boundaries of “safe” academic performance and expectations. This is a responsibility that many professors neglect, and the FLC community helped make me aware of this.

With all the experiences and learning opportunities that were made available through the FLC, I have grown, both personally and professionally, and have become more confident in myself as a teacher. I look forward to the creative challenges and experiences that my students and I will have in my classes.

I was given the opportunity to give something back to the FLC community after getting so much out of it. Susan Donovan asked me to design the logo for the FLC and after getting the FLC community’s approval; one of my logo designs was selected for use in the FLC materials. It is my hope that this logo will serve the FLC well.



In this logo design, I tried to emphasize two different things– The elegance of the art of learning and sharing ideas, and the concept of community. The black and orange bar highlights the words “Faculty Learning” while making the word “Community” stand out in the open area of the logo design. The orange part of the black and orange bar highlights the “C” of the FLC acronym that represents “Community. The combination of the antique script typeface and the more modern typeface in the lettering of the logo reflects what RIT values with the focus on forward-thinking technology combined with the understanding of the traditions.