

## BIO

Kat Fon is an experienced educator who encourages students to actively participate, rather than passively learn, through projects, class work and lecture. She focuses on creating a secure, analytical environment where students can learn.

She maintains a strong interest in issues of design theory and its relation to interdisciplinary study and influence, typographic communication, and the role social responsibility plays for designers in the current world climate.

## TEACHING EXPERIENCE

### **Instructor, California State University Los Angeles (CSULA)**

Taught courses and developed course plans

#### **2008**

Spring Art313 Lettering and Typography

#### **2007**

Spring Art180 Introduction to Graphic Design

#### **2006**

Winter Art180 Introduction to Graphic Design

Spring Art180 Introduction to Graphic Design

Summer Art180 Introduction to Graphic Design

#### **2005**

Summer Art180 Introduction to Graphic Design

### **Lead Instructor, Institute of Design, Westwood College**

Taught courses and developed course plans

#### **2008**

March GD375 Color Theory

March GD121 Digital Illustration

January GD131 Digital Page Layout

January GD355 Advertising Design Concepts

#### **2007**

October GD375 Color Theory

October GD375 Color Theory

August GD332 3D Design Concepts-Packaging and Signage

August GD100 Introduction to Graphic Design

May GD280 Advanced Design Portfolio Review

January GD280 Advanced Design Portfolio Review

January GD332 3D Design Concepts-Packaging and Signage

#### **2006**

October GD131 Digital Page Layout

August GD280 Advanced Design Portfolio Review

August GD100 Introduction to Graphic Design

May GD306 History of Graphic Design and Applied Typography

May GD100 Introduction to Graphic Design

March GD131 Digital Page Layout

## TEACHING EXPERIENCE continued

March	GD100 Introduction to Graphic Design
January	GD211 Image Editing
January	GD100 Introduction to Graphic Design
<b>2005</b>	
October	GD100 Introduction to Graphic Design
October	GD131 Digital Page Layout
August	GD211 Image Editing
August	GD332 3D Design Concepts-Packaging and Signage
May	GD131 Digital Page Layout
May	GD131 Digital Page Layout
March	GD131 Digital Page Layout
March	GD332 3D Design Concepts-Packaging and Signage
January	GD311 Digital Production Techniques for Print
January	GD311 Digital Production Techniques for Print
January	GD131 Digital Page Layout
January	GD306 History of Graphic Design and Applied Typography
<b>2004</b>	
October	GD131 Digital Page Layout
October	GD131 Digital Page Layout
August	GD131 Digital Page Layout
August	GD100 Introduction to Graphic Design
May	GD332 3D Design Concepts-Packaging and Signage
May	GD311 Digital Production Techniques for Print
March	GD306 History of Graphic Design and Applied Typography
March	GD375 Color Theory
March	GD280 Advanced Design Portfolio Review
January	GD131 Digital Page Layout
January	GD100 Introduction to Graphic Design
<b>2003</b>	
October	GD241 Web Page Design
October	GD241 Web Page Design
August	GD131 Digital Page Layout
August	GD251 Multimedia: Presentation Graphics
May	EBM100 Trends in Electronic Business
May	GD131 Digital Page Layout
May	GD131 Digital Page Layout
March	GD131 Digital Page Layout
March	GD312 Digital Production Techniques for Screen
March	GD311 Digital Production Techniques for Print
January	GD211 Image Editing
January	GD100 Introduction to Graphic Design
<b>2002</b>	
October	GD306 History of Graphic Design and Applied Typography
October	GD306 History of Graphic Design and Applied Typography
August	GD100 Introduction to Graphic Design
August	GD131 Digital Page Layout
May	GD375 Color Theory
May	GD100 Introduction to Graphic Design
March	GD100 Introduction to Graphic Design
March	GD131 Digital Page Layout
<b>2001</b>	
August	GD280 Advanced Design Portfolio Review

## TEACHING EXPERIENCE continued

August	GD211	Image Editing
May	GD131	Digital Page Layout
May	GD241	Web Page Design
March	GD131	Digital Page Layout
March	GD131	Digital Page Layout
March	GD131	Digital Page Layout
January	GD211	Image Editing
January	GD211	Image Editing
January	GD121	Digital Illustration

**2000**

October	GD131	Digital Page Layout
October	GD211	Image Editing
August	ART100	Introduction to Graphic Design
August	GD100	Introduction to Graphic Design
August	GD241	Web Page Design
May	GD241	Web Page Design
May	GD241	Web Page Design

## CURRICULUM DEVELOPED

**Westwood College**

GD100 Introduction to Graphic Design  
 GD131 Digital Page Layout  
 GD311 Advanced Digital Page Layout and Printmaking Processes

## FACULTY TRAINING CONDUCTED

**Teaching to the Adult Learner**—California Regional Trainer

**Reaching Varied Learning Styles**—Adjusting Curriculum to varied Learning Styles

**Classroom Management Strategies**—Managing behavioral issues in the class

**Using Easy Grade Pro**®—Setting up grading software to reflect rubric based grading

**Incorporating Online Technology in Classroom**—EdLine® online teaching component into classroom curriculum

## TRAINING RECEIVED

Teaching Design Portfolio Classes, April 2008  
 Active Learning in the Classroom, March 2008  
 Education Philosophy and Teaching Techniques, January 2007  
 Classroom Management Techniques, January 2007  
 Higher Learning Commission Training, May 2007  
 Management Skills Training, November 2006  
 Information Literacy, September 2006  
 Best Practices in Adult Learning, September 2006  
 Assessment of Learning, June 2006  
 Excellence in Education, August 2005  
 Course Planning and Preparation, May 2005  
 Life Orientations Training, July 2004  
 Customer Service Training, September 2003  
 Excellence in Teaching: Adult Learning Core, January 2003  
 Reaching the Adult Learner, November 2002  
 California Association of Postsecondary Schools Training, April 2002  
 Enhance Performance Enhance Retention, April 2002  
 Authentic Assessment, March 2002  
 Teaching Learning and Assessment, October 2001

## EVENTS ORGANIZED

**Westwood EXPO**—Annual Exhibition of Student Work  
Annually 2001-2008

- › Worked with students to create collateral for event (invitations, signage, brochure, etc.)
- › Arrange for prizes for winning student work
- › Arrange for voting of student work
- › Worked with placement department to invite local businesses
- › Hang student work and create various forms of display for work

## COMMITTEE SERVICE

**Program Advisory Committee (PAC)**—Westwood College, 2002–2008  
reviews current programs with local employers to assess applicability to current industry standards

**Resource Development Committee**—Westwood College, 2002–2008  
work in conjunction with librarian and regional faculty to develop resources in library collection for design majors

**Student Health and Accessibility Committee (SHAC)**—Cal State LA, 1998–1999  
work with variety of campus representatives to determine accessibility and health services needs for students as well as to develop plans for meeting needs

## GUEST SPEAKING ENGAGEMENTS

**Cal Poly Pomona** Book Design and Book Binding—Spring 2008

**CSULA** Ergodic Postmodernism in Graphic Design—Fall 2007

**CSULA** Printing Processes and file preparation—Spring 2007

**CSULA** Tips and Tricks for working InDesign and QuarkXPress—Fall 2007

## ACTING PROGRAM DIRECTOR

**Westwood College**

- From April–August of 2007 filled in for Program Director, duties included:
- Managing Faculty—hiring faculty, conducting meetings and training, conducting faculty reviews and in class observations
  - Scheduling courses
  - Program development
  - Academic counseling

## EDUCATION

**Master of Fine Art**—Art, Design Option, December 2007  
California State University Los Angeles (CSULA), Los Angeles, CA

Research Interests: Typography, Post-modern Design Theory, and Ergodic Book Design

- › GPA 3.919
- › Cofounder and Vice President, GAUGE, AIGA Student Club, 2006–2007
- › Formed Graduate Study Group that met bi-weekly during summer terms, 2004-2007

**Bachelor of Art**—Art, Design Option, August 2000  
California State University Los Angeles (CSULA), Los Angeles, CA

- › President, Student Design Club, 1998–1999.
- › Volunteer, Cross Cultural Center Programs, 1998–1999

**Certificate in Graphic Design**, 1997

CSUN Extension Program, Northridge, CA

**Associates in Art**—Visual Arts, Three Dimensional, Spring 1993  
Glendale Community College (GCC), Glendale, CA

- › Artist's Assistant, Art Department, 1991–1992
- › Supplemental Instructor to ESL Students, History Department, 1991–1992

## CREATIVE PROJECT WORK

- Art Direction**, Design look and feel of collateral for California Academic and Research Libraries (CARL)  
“Going Global: Academic Libraries in the Age of Globalization”, 2008
- Graphic Design**, Swart Advertising, Glendale, CA, 2005-2007
- Graphic Design**, Design of Collateral For CSULA Graduate Studies Program, 2007
- Graphic Design**, Variety of exhibition opening invitations and posters, CSULA, 2006–2007
- Art Direction**, *Statement*, Literary Magazine for English Department, CSULA, 2006
- Titles Design**, EyeLumination, Los Angeles, CA, 2005-2006
- Art Direction**, Intranet Web Site, LAUSD, Los Angeles, CA, 2000
- Art Direction**, Intranet Classroom on EEO Laws, NSA, Los Angeles, CA, 2000
- Graphic Design**, Gr@ffix, University Student Union, CSULA, 1998-2000

## AWARDS RECEIVED

- Excellence in Education Award**, based on Faculty Course Evaluations, Westwood College, Received award annually 2000–2007
- Special Recognition in Graduate Studies**, CSU, Los Angeles, 2008
- Special Recognition in Graduate Studies**, CSU, Los Angeles, 2007
- Academic Grant Award**, California State University, Los Angeles, 2004–2005
- Instructor of the Year**, Westwood College, 2002
- Honors Award**, California State University, Los Angeles, 1998 and 1999
- Memorial Scholarship Award Recipient**, California State University, Los Angeles, Art Department, 1998–1999
- Dean’s List Honors**, Glendale Community College, 1990–1992

## RESEARCH

### **MFA Thesis Project**

Post-modern Ergodic Book Design: An Experimental Production of Tom Stoppard’s *Rosencrantz and Guildenstern are Dead*

This modular book design deconstructs Tom Stoppard’s *Rosencrantz and Guildenstern are Dead* into layers of meaning utilizing post-modern design theory and ergodic literary processes. The post-modern ergodic design is utilized to interpret the play in book format by incorporating a myriad of design styles, interactive qualities, and ultimately adding multiple possible interpretations without being obtrusive to the content.

## MEMBERSHIP

**AIGA** | 2004–Present

## SERVICE TO THE COMMUNITY

- › Volunteer Classroom Assistant, Northrup School, 2006–Present
- › Volunteer, AIGA Portfolio Day, 2006
- › Los Angeles County Library—Literacy Program  
Teaching adult learners reading skills, 1996-1999
- › Hospice in the Home—Fund-raising Events Volunteer, 1990-1998

REFERENCES available upon request

## OVERVIEW

“The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

~ Alvin Toffler, futurist, and author of *Future Shock*

I attempt to present my students not only information relating to design, design theory and contemporary technology, but also challenge them to develop critical thinking skills so they can continue to learn independently for years to come. I strive to create a classroom where it is safe to experiment and make mistakes, but also where a high level of expectation is expected.

My own teaching philosophy is guided by Chickering and Gamson’s *Seven Principles for Good Practice in Undergraduate Education*<sup>1</sup>

- Encourage student-faculty contact
- Encourage cooperation among students
- Encourage active learning
- Give prompt feedback
- Emphasize time on task
- Communicate high expectations
- Respect diverse talents and ways of learning

## METHODOLOGY

My goal is to develop an environment where students are encouraged to actively participate, rather than passively learn. When planning a course, I identify a set of objectives and skills. I then design projects within the course plan that emphasizes the application of design and technical skills, and the use of real world collaboration to facilitate problem solving and critical thinking skills. I also include activities in the daily instructional process designed to help students develop their design skills as they engage in learning content material.

My course design includes an evaluation component—clearly defined rubrics—focused on standardized outcomes and results tied to course goals and objectives. I create and use a rubric for each major project or presentation, to help provide feedback to students beyond verbal critique. The use of rubrics clarifies the grading process to students and reduces subjectivity of grading. I often ask students to self-evaluate individual progress—through written project reflections.

I encourage students to evaluate the course—what’s working, what’s not—both through Faculty Course Evaluations and also through open communication in the classroom so that I can continue to improve my delivery of course materials and manage classroom expectations.

<sup>1</sup> *Seven Principles for Good Practice in Undergraduate Education*  
Arthur Chickering & Zelda Gamson  
March 1987 | **AAHE Bulletin**

## EVALUATION METHODS

To measure student learning, I provide multiple assessment opportunities, such as:

- Traditional design projects and critique sessions
- Client/Designer studio simulations
- Client presentation simulation—involving digital media presentation
- Collaborative projects
- Formal research papers
- Teach-back presentations
- Quizzes and Review activities
- Traditional and Practical exams
- Written concept summaries—involving critical analysis of lecture, reading, projects, or out of class experiences

## SUMMARY

My philosophy of teaching asserts that students are entitled to quality instruction in an active and stimulating learning environment. Curriculum materials should be timely and relevant. Standards of excellence—high, yet attainable—should be used to facilitate student learning. Students should not only feel comfortable to question, act, and react in the classroom, but be encouraged to partake in these activities as part of the learning process. Finally, my teaching philosophy involves reflection on my part to improve the way material is delivered and to challenge students term to term.