

# Carlos Sanchez

## EDUCATION

**Wesleyan University**, Middletown, CT May 2014

- Bachelor of Arts
- Major: Studio Art (Concentration in Graphic Design)

**Sonora High School**, La Habra, CA June 2010

- General Education
- International Baccalaureate Diploma

**Art Center College of Design**, Pasadena, CA Summer 2009, 2010

- Participated in the Art Center at Night Continuing Education Program
- Selected Courses: Introduction to Graphic Design, Computer Graphics, Photography 1

## EXPERIENCE

**Type Club**, *Founder & Executive Designer*, Middletown, CT November 2011-Present

- Manage and direct a group of 25 student designers and marketers
  - Develop marketing campaigns and visual designs for student organizations and event planners

**Freelance Photographer**, Southern California Spring 2008-Present

- Commissioned by local musicians and artists
- Photographed live concerts and constructed promotional advertising pieces
- Published on iTunes, The Dailey Titan, Insomnia Radio and Swerved

**Dr. Zambrano's Medical Office**, *Office Assistant*, Bell, CA May-August 2011

- Inputted Data, adjusted medical charts as needed in addition to general office work
- Worked 28 Hours/Week

**California Aquatic Supply**, *Cashier*, La Mirada, CA Summer 2008, Summer 2010

- Provided fast, friendly and efficient service to all CAS customers
- Scanned and processed all customer orders.
- Maintained a safe, neat and clean work station

## SKILLS AND INTERESTS

### Interests

- Advertising
- Photography
- Social Design
- Typography
- Computer
  - Microsoft Word, Excel, Power Point Adobe Acrobat
  - Adobe Creative Suite (Photoshop, Illustrator, InDesign)

## AWARDS

**National Foundation for Advancement in the Arts** November, 2009

- Merit Award
- Submitted a comprehensive photography portfolio of a total of 30 images

## **Wesleyan University Summer Experience Grant Application**

### **Provide a brief overview of the organization for which you will intern or program/project you are developing.**

The Breaker Project is a 12 week alternative learning model founded by TED Senior Fellow Juliette LaMontagne that challenges 15 aspiring designers and social entrepreneurs to develop solutions to some of the world's most pressing issues. Each unique Breaker Project is a collaboration between the Visionary who proposes a challenge, the Breaker team, and the industry professionals who support the process. With New York as its resource, the program seeks to facilitate creative problem solving through design thinking with the help of professional mentorship. Breakers are introduced to a social issue, research that issue, and develop a service or product that directly addresses it in a span of three months.

### **Briefly provide details of the internship or experience, including responsibilities and tasks.**

Each Breaker Project is unique and the details are dependent on the nature of that term's challenge. Unfortunately, the challenge for the summer session won't be released until after the application deadline has passed. However, through conversations with Juliette, I've learned that the general timeline is as follows: During the orientation, the Breakers are introduced to the project at a kickoff led by the Visionary. In the Summer 2011 project, this was Tom Uglow of Google Creative Labs who challenged the breakers to consider the role of emerging technologies in addressing the rise of functional literacy in the US. In the following research phase, the team began exploring the logistics of how adolescents engage with texts of all kinds. They researched the middle school demographic inside and outside of schools in New York City and beyond, interviewing children, literacy experts, teachers and parents, in addition to reviewing the relevant studies. They were guided by professional mentors from various partners like MTV Scratch, Fuse project, Google and AOL as well as other specialists who visited the project headquarters in Brooklyn. The project culminated in a pitch of two viable services, Mobo and Unbound, to the edTech incubator Startl. Both projects are still in development. My individual responsibility will be to contribute to the collaborative nature of the process, providing the unique insight of my personal history and liberal arts background to the larger goal of developing a viable solution to the social issue we are handed.

### **How have you communicated with the employer and determined mutual interest?**

Juliete LaMontagne is a TED Senior Fellow and career educator. My correspondence with her has been through email, where we've discussed the details of past projects, like the one outlined in the previous response, and also my potential to engage in a program like Breaker. She believes my liberal arts background and experience in the development in TypeClub, which is described in the next

response, will allow me to contribute a unique insight to the project. Being a champion of equal opportunity in education, she was particularly excited that I was applying for the Summer Experience Grant, without which my prospective participation in the program wouldn't be possible. She can be reached at [juliettelamontagne@gmail.com](mailto:juliettelamontagne@gmail.com).

### **How will this experience enhance or broaden your career goals?**

The road that led me to my current curiosity with design and social entrepreneurship is composed of a series of choices that can be sourced to a moment in sixth grade. On a Saturday morning my Dad was cleaning out the garage, placing items to throw out in a large unorganized pile in our front yard. One such "junk" item was a broken Minolta X-700, an outdated SLR camera that was once property of my deceased Grandfather. With the okay from my Dad, I took the camera into my possession, fixed it with a dogged persistence and began my journey as an artist and designer. My work has made a progressive transformation from the simple documentation of California suburban life to commissioned fashion shows and

rock concerts. Such work eventually led to my meeting of LA based graphic artist Berkeley Stewart, who ushered me into the opportunistic world of design and continues to act as a guide and resource as I push forward in my career. Starry eyed by the initial glimpses into this fascinating practice, I dove in headfirst. I signed up for weekend courses at the Art Center College of Design to learn basic skills, which I then applied to my work as a freelance photographer by producing event flyers for the bands I had been photographing. I entered Wesleyan knowing that a career in design was well suited to my interests and strengths, but I was still a little unsure of where exactly I would fit.

Choosing to attend a Liberal Arts institution where I would develop skills like critical thinking and information literacy as opposed to an art school where I would be taught the mechanics of design is a decision in which, though I was initially apprehensive about, I am incredibly satisfied. Classes in the social sciences like Intro to Cultural Anthropology have expanded my knowledge of the very real issues in today's society and have compelled me to ask myself the question: "Is there any real change I can make in the world through design? Or is the field dictated by aesthetic form?" After months of research and questioning, I found that there is. In articles, I read about design thinkers who were asking themselves the same question and doing something about it. Such questioning led to the recent flourishing of the field of social design, which applies design thinking, typically used in visual problem solving, to social issues. Inspired, I decided to take action on Wesleyan's campus by creating the student organization TypeClub, a design cooperative that combines the love of aesthetic form with the desire to produce social change. We're working with other student groups to make the visual aspects of their social initiatives a reality. Our current project is a collaboration with the Sustainability Interns to develop a strategy to rid the campus of bottled water through the use of infographics and public art installations. The experience has shown me that a career involving the aesthetic elegance of design and the desire to produce social change is very possible. The logical next step in my exploration of the field is my participation in the Breaker Project.

My career ambitions are in a state of perpetual development, continually adjusting to my broadening interest in all fields of design. With each new experience, a more complete form of my future is constructed. As of now, I want to pursue and explore social design and the Breaker Project is the perfect introduction. The experience will allow me to apply the skills cultivated at Wesleyan towards solving a real world issue through design thinking. At the completion of the experience, I will have a better idea of what it takes to design a product or service that directly addresses a social issue from start to finish. With such knowledge, I will have a clearer vision of my future career and, thus, what my first step post-graduation will be.