

# Tyler A. Young, MA

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## *CURRICULUM VITAE*

### **Objective**

I want to contribute to an educational institution as an effective leader by applying my strong communication, motivational, planning, organizational, and teaching skills.

### **Education**

#### **Degrees:**

**Master of Arts in Political Science**, Texas State University  
San Marcos, Texas; Received December 2005.

**Bachelor of Science in Political Science and Social Sciences**, West Texas A&M University  
Canyon, Texas; Received August 2003.

#### **Graduate Certificate:**

**Graduate Certificate in Professional Ethics** from Texas State University awarded 2005.

### **Professional Experience**

#### **Administrative Position:**

**Chair of Social, Behavioral and Earth Sciences at Collin College – Central Park Campus**  
McKinney, Texas (August 2010 – August 2016)

As the chair of social and behavioral sciences I was the primary administrative contact for approximately 35 part-time faculty members in the disciplines of environmental science, geology, political science, history, sociology and psychology. I report directly to the Dean of Academic Affairs and my primary responsibilities include the following:

- Interviewing potential part-time faculty for the disciplines of political science, history, psychology, sociology, environmental science, physics and geology.
- Conducting classroom observations and submitting evaluations of part-time instructors to the Dean of Academic Affairs.
- Acting as a liaison between students and part-time faculty members as the need arises.
- Ordering textbooks for full-time and part-time faculty in the disciplines of political science, history, psychology and sociology courses held at Central Park Campus.
- Scheduling part-time faculty into available course offerings.
- Keeping accurate employment and performance records of appropriate part-time faculty.

### **Unique Leadership/Administrative Training:**

During the academic year of 2011-2012 at Collin College I have participated in the Academy of Collegiate Excellence (ACE) which is a nine-month institutional leadership development program which exposes participants to a variety of administrative positions and decision-making protocols dealing with issues of compliance, ethics and effective pedagogy.

In the spring semester of 2013 I was a participant in Collin College's inaugural *Dean Immersion* program which gave me the opportunity to work closely with a Vice-President/Provost, deans and directors to gain insight into their jobs and decision-making.

I am currently a doctoral candidate with the University of North Texas in their Higher Education program. My studies revolved around executive leadership with a great deal of the work focusing on the community college. I anticipate graduation in Fall of 2013.

### **Teaching Positions: (To date I have taught over 130 classes)**

#### **Full-Time Faculty at Collin College – Central Park Campus**

McKinney, Texas (Fall 2010 – Current)

I taught the following courses at this institution:

Government 2301: 17 times (once online and four times as a hybrid).

Government 2302: 17 times (five times online and once as a hybrid).

Government 2304: 2 times

Government 2305: 6 times

Government 2306: 11 times (five times online)

**College Service:** I have contributed outside of the classroom to this institution by serving on a scholarship committee, the Constitution Day committee, The Distinguished Speakers Series committee, three hiring committees for full-time faculty positions; I am also serving on the Core Objectives Assessment Team or *COAT* committee which is charged with meeting objectives in adherence to accreditation policies, and by representing faculty from my campus as a Faculty Council Representative. I have also presented a lecture in the ongoing "Brown Bag" series which invites students and the public to campus to discuss contemporary and academic issues; I presented a discussion about unique challenges facing capitalist economies. I am currently serving on All College Council which works to increase morale and present the institution in a positive manner.

#### **Part-Time Faculty at University of Texas at Dallas**

Richardson, Texas (Spring 2013-Spring 2014)

I taught the following courses at this institution:

Government 2301: 1 time online

Government 2306: 1 time online

**Teaching Positions (continued):**

**Part-Time Faculty at Northeast Texas Community College**

Mt. Pleasant, Texas (Fall 2009-Current)

I taught the following courses at this institution:

Government 2305: 15 times, all online

Government 2306: 8 times, all online

Philosophy 1301: 2 times, both online

Philosophy 2306: 8 times, all online

**Full-Time/Part-Time Faculty at Hill College**

Hillsboro, Texas (Fall 2009-August 2010, and Fall semester 2013)

I taught the following courses at this institution:

Government 2305: 7 times

Government 2306: 7 times, once online

Psychology 1100: 2 times, both online

College Service: During Summer 2010 I headed-up Hill College's effort to present the "College Readiness Seminar" to high school teachers in nearby schools. This was an extension of a statewide effort by the Texas Higher Education Coordinating Board and the final result was a four-day workshop where collegiate standards and goals were expressed to the teachers and teaching techniques were examined to find effective ways to prepare students for college.

**Full-Time (Temporary)/ Part-Time Faculty at Temple College**

Temple, Texas (Summer 2006-Summer 2008)

I taught the following courses at this institution:

Government 2301: 9 times

Government 2302: 7 times

Philosophy 1301: 1 time

Philosophy 1304: 1 time

Philosophy 1316: 2 times, once online

Philosophy 1317: 2 times, once online

**Instructional Assistant at Texas State University**

San Marcos, Texas (2004-2006)

I taught twelve lab sections of Philosophy 1305.

*I have provided full descriptions of classes taught at the end of this CV.*

**Publications**

Young, Tyler, "Community College Leadership and Administration: Theory, Practice, and Change (review)." *The Review of Higher Education*, Volume 35, Number 2, Winter 2012, pp. 351-353.

## Conferences

Western Political Science Association, 2015 Annual Meeting, Las Vegas Nevada, April 2015. Co-presented a paper with my colleague titled “Hispanics, Women, and Cowboy Boots: Projecting Partisan Change Deep in the Heart of Texas.”

The Chair Academy, 23<sup>rd</sup> Annual International Leadership Conference, *Gateway to Leadership*, St. Louis, Missouri, April 2014.

Texas Community College Teachers Association 67<sup>th</sup> Annual Convention, San Antonio, Texas, February 2014.

Texas Completes, *Texas Completion Summit*, Lone Star Community College, The Woodlands, Texas, September 2013.

Texas Higher Education Law Conference: Special Conference, *Violence on Campus*, The University of North Texas, Denton, Texas, July 2013.

The Chair Academy, 22<sup>nd</sup> Annual International Leadership Conference, *Sustainability Through Leadership*, Phoenix, Arizona, April 2013.

Texas Higher Education Law Conference, 17<sup>th</sup> Annual Conference, The University of North Texas, Denton, Texas, March 2013.

Texas Community College Teachers Association, *Leading From the Middle*, Sugar Land, Texas, July 2012.

National Institute for Staff and Organizational Development, 34<sup>th</sup> Annual International Conference on Teaching & Leadership Excellence, Austin, Texas, May 2012.

Texas Community College Teachers Association 65<sup>th</sup> Annual Convention, Frisco, Texas, March 2012.

Texas Community College Teachers Association 64<sup>th</sup> Annual Convention, San Antonio, Texas, January 2011.

## Other Professional Experience

### **Licensing and Governmental Affairs Consultant (2008-2009)**

*Lone Star License, Compliance and Public Policy Consulting*, Austin, Texas

- Assisted with state and municipal license and regulation compliance for companies seeking state-issued licenses and permits.
- Consult on a number of local-option elections conducted within Texas.
- Regularly traveled around the state and deal with clients on an array of different issues

## **Personal Skills**

- Proficient use of Microsoft Office, comfortable with most PC hardware and software and other office technology including aptness of internet usage, typing speed of 60 wpm.
- Effective communication skills, proficient utilization of interpersonal skills in dealing with others. I fit easily into any organizational structure.
- Hard working, goal-oriented, eager to learn and highly motivated to succeed; solid analytical skills and a team player; optimistic and excited about the future.

As an instructor at the college level I have done many things to improve myself professionally. I continually adopt new technologies and teaching techniques including hybrid class designs as well as interactive video. I regularly utilize the aid of PowerPoint presentations and current news items to keep my material fresh and relevant. I have taught a number of courses online and look forward to offering more courses in that format in the future.

I have also worked through an accreditation review of my department while I was at Temple College and help set the guidelines for course evaluation for Government 2301.

I feel that I have learned to effectively communicate difficult material to the students both in the classroom setting as well as individually. I have an open door policy in regards to meeting with my students and I realize that they are the reason that I have the opportunity to do what I love in the first place.

I embrace utilizing advanced statistical design to arrive at relevant conclusions and embrace new technologies as they become available to help evolve the institution into the best and most responsive that it can be.

I completed a semester-long Teacher Academy Certificate program at Northeast Texas Community College in Spring 2014 which included student motivation, teaching techniques and other relevant pedagogical techniques relevant for contemporary learners.

## **Other Academic Contributions**

- As a graduate student I was the Graduate Representative to the Dean of Liberal Arts and was also a member of the Graduate House of Representatives.
- While at Texas State University I conducted four presentations under the campus-wide "Dialogue" series with the following titles: 'Problems with Capitalism,' 'Capitalism's Need for Democracy,' 'Democracy's Need for Capitalism,' 'Capitalism and Wall Street,' and 'Objectivism and the Fountainhead.'
- During my time as an undergraduate I was elected Student-Body Vice-President and served on various campus-wide committees including Student Government, campus curriculum, campus beautification, Interfraternity council and study abroad.
- I served as a reviewer for W.W. Norton Publishing Company on the very popular *We The People: An Introduction to American Politics*, 8<sup>th</sup> Edition in preparation for the 9<sup>th</sup> edition.
- I served as a reviewer for W.W. Norton Publishing Company on the very popular *We The People: An Introduction to American Politics*, 10<sup>th</sup> Edition in preparation for the 11<sup>th</sup> edition.

## **Groups/Hobbies/Interests**

- I have volunteered for various organizations such as the High Plains Food Bank, Special Olympics, Amarillo Discovery Center, West Texas A&M Univ. and Texas State University.
- I have volunteered for various local, state and national political campaigns.
- Member of Phi Sigma Tau – National Philosophy Honor Society, 2006-current.
- Member of Ancient Free and Accepted Masons of Texas, 2005-current.
- Board of Director Member for the City of Temple Library Board, 2007-2008.

## **Professional Organizations**

- Member of American Society of Public Administrators; since 2008
- Member of Association for Public Policy Analysis and Management; since 2008
- Member of American Political Science Association; since 2005
- Member of Texas Community College Teachers Association (TCCTA); since 2010; Statewide Chair for Government professors 2011-2012, campus representative 2011 to present.
- Member of Association for the Study of Higher Education, 2011 to present

## **Descriptions of Classes Taught:**

### **Government 2301 – American and State Government I**

This course surveys the origin and development of the U.S. and Texas Constitutions, federalism, interstate relations, political parties, interest groups, political campaigns, and elections. I have taught this course 28 times.

### **Government 2302 - American and State Government II**

Primary emphasis is on the legislative, executive, and judicial systems of local, state, and federal governments as established in the Texas and U.S. Constitutions. Included is the bureaucracy and selected problems in making public policy. I have taught this course 24.

### **Government 2304 – Introduction to Political Science**

This class is an introduction to the history and methods of political science. Examines basic concepts of politics and political behavior, provides overview of the history of the discipline, explores scope and methods of political inquiry, and explores basic models of politics that operate in the modern world. I have taught this course once.

### **Government 2305 - American Government**

This class covers the origin and development of constitutional democracy in contrast with other governmental organizations; the federal system, the individual voter, political parties and pressure groups. It includes an analysis of the executive, legislative, and judicial branches of the government in relation to foreign relations, national defense, finance, business, commerce, conversation, labor, and welfare. I have taught this course 24 times.

*Descriptions of Classes Taught (continued):*

**Government 2306 - Texas State and Local Government**

This course is a study of the Texas Constitution and the nature, organization and general principles of government in the state of Texas and on the local level. Topics include federal and city government, political processes, rural and urban problems with special reference to legislative, executive and judicial aspects of Texas state government. I have taught this course 21 times.

**Philosophy 1301- Introduction to Philosophy** - A study of universal philosophical problems and their solutions with a view toward developing clear thinking about knowledge, belief, and value. About one half of this course will focus on the student's critical thinking skills. I have taught this course four times.

**Philosophy 1304 – Introduction to World Religions** - A study of the origins and development, sacred writings, beliefs, ethics, and practices of the major world religions-Hinduism, Buddhism, Taoism, Confucianism, Islam, Judaism and Christianity. Attention will also be given to the impact of these faiths upon the current world scene. I have taught this course once.

**Philosophy 1305 – Introduction to Western Philosophy** - A study of universal philosophical problems and their solutions with a view toward developing clear thinking about knowledge, belief, and value. Approximately one half of this course will focus on the student's critical thinking skills. I have taught this course twelve times.

**Philosophy 1316 – History and Literature of Ancient Judaism** - A study of the history and literature of the Hebrew people during the Old Testament period with emphasis upon the development of their social, political and religious institutions and ideas. I have taught this course twice.

**Philosophy 1317 – History and Literature of Early Christianity** - A study of the history and literature of the Christian movement during the New Testament period with emphasis upon the origins, development, and expansion of its religious institutions and ideas. I have taught this course twice.

**Philosophy 2306 – Introduction to Ethics** - The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value. I have taught this course eight times.

**Psychology 1100 – College Orientation** - A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. I have taught this course twice.