

TEACHING

2006 – PRESENT

PROFESSOR (TENURED), GRAPHIC DESIGN
FROSTBURG STATE UNIVERSITY

COURSES DEVELOPED [REQUIRED]:

ART 207 GRAPHIC DESIGN, FALL-SPRING SEMESTERS, FRESHMAN THROUGH SENIORS 3 CREDITS

Fundamental components of design theory and typography are incorporated with problem definition to provide students with valuable experience in the ideation, execution and presentation of print-based and online projects. Students use creative thinking to solve communication problems. Lectures and visual media provide a broad introduction to professional opportunities. Recently, I modified this course to include a more project-based curriculum that satisfies even the most demanding student.

ART 414 ADVANCED GRAPHIC DESIGN: 2D FLASH ANIMATION, FALL SEMESTER 2006/2009, SENIORS 3 CREDITS

Introduction to the world of animation, in particular 2D digital animation, using adobe flash. This course enables the student to evaluate cartoon styles and techniques to storyboard and to manage an animation project. They record and synchronize dialog and sound effects, build believable repetitive motion cycles, manage backgrounds and camera movements, and publish a completed cartoon. The emphasis is on creating cartoons that make the most of flash software, i.e. cartoons that feature appealing characters, convincing movement, and dynamic sound.

ART 414 GRAPHIC DESIGN: DIGITAL VIDEO, SPRING SEMESTER 2007/2008, SENIORS 3 CREDITS

Introduction to the skills and concepts used in digital video production. Includes exposure to industry standard high-definition equipment, terminology, and digital video production skills in experimental arts context. Basic research areas include field production, field and studio lighting, intermediate nonlinear editing, digital audio, compositing, and digital effects. Focuses specifically on student research with alternative cinematic strategies in an experimental arts context.

ART 414 GRAPHIC DESIGN: 3D ANIMATION, FALL SEMESTER 2007/2008, SENIORS 3 CREDITS

Introduction to fundamental techniques for the creation of graphics-based three-dimensional digital art using autodesk maya. Concepts and techniques include the use of scripting and modeling as methods for designing animations. Strong emphasis on aesthetics and the exploration of time-based art. Contextualizes navigable digital environments within the history of the visual arts. Utilizes sophisticated software tools to explore object modeling, environment construction, surface texturing, and image rendering. Through lectures, viewings, tutorials, and projects, students develop a multi-purpose skill set that can be used for innovative content creation, visualization, project planning, documentation, and cross-media integration.

ART 414 GRAPHIC DESIGN: 3D ANIMATION & DIGITAL VIDEO COMPOSITING, SPRING SEMESTER 2008, SENIORS 3 CREDITS

Focuses on advanced projects in video compositing and motion graphics using autodesk maya and apple shake. Building on non-linear editing, the students explore compositing computer graphics and live video, special effects, and design of titles and animated graphics. The work of professional art-based animators will be used to demonstrate techniques. Topics covered in this class include, digital representations of audio and video, spatial and temporal aspects of video, digital compositing and blending, and merging graphics with raw video. Participants in class will be required to generate special effects, critique and analyze effects from movies, develop skills and abilities to manipulate digital video and audio in order to express their technical and artistic skills.

ART 414 GRAPHIC DESIGN: INTERFACE DESIGN & WEB DEVELOPMENT, SPRING SEMESTER 2008/2010, SENIORS 3 CREDITS

Provides an introduction to user-interface design from a design principles perspective. The course covers such topics as accessibility, design ethics, psychological principles, interaction principles, requirements analysis, project management, I/O devices, standards and style guides, and visual design principles. The perspective is a pragmatic, applied view of design, with frequent practical design exercises in adobe dreamweaver. The learning objectives of the class are to enable students to plan, design, build, promote and maintain a fully functional interactive website.

ART 490 SPECIAL TOPICS IN ART: MULTI-DISCIPLINARY WEBSITE DESIGN FALL SEMESTER 2009/SPRING 2010, SENIORS 3 CREDITS

The Art 490 course was a multi-disciplinary class working with the departments of computer science and marketing and finance. The course worked through the various steps of interface design and technology requirements to produce a content-based management system website that allows city officials to easily manage and edit images and text on the City

of Frostburg website.

ART 490 SPECIAL TOPICS IN ART: MULTI-DISCIPLINARY WEBSITE DESIGN FALL SEMESTER 2009/SPRING 2010, SENIORS 3 CREDITS

The Art 490 course was a multi-disciplinary class working with the departments of computer science and graphic design. The course worked through the various steps of interface design and technology requirements to produce a comprehensive website for The Evergreen Heritage Center. This was an ongoing opportunity for students to engage in the full cycle of interface design and information architecture. The project will continue in the Spring Art 490 course with a projected launch date of the website in May 2010.

ART 414 ADVANCED GRAPHIC DESIGN: INTERNET PROTOCOL TELEVISION, FALL SEMESTER 2009, SENIORS 3 CREDITS

Introduction to Internet Protocol Television (IPTV) and the development of a broadband video distribution channel. Students will research, conceptualize, design, develop, and market a branded broadband channel (multiple websites with integrated broadband video players). Students will create all of the content for the site, including producing video content (webisodes) and traditional web content. In designing the broadband channel, the class will identify a target demographic, potential viewers, online-usage habits, and advertising or subscription revenue possibilities.

ART 336 DIGITAL IMAGING FOR THE FINE ARTS FALL-SPRING SEMESTERS 2013-2015 FRESHMAN THROUGH SENIORS 3 CREDITS

A visual art studio course exploring the realm of digital media through the creation, manipulation and critical interpretation of the digital image and its output to various printing devices such as a wide format 60" pigment printer and a 64" solvent printer, a laser cutter/engraver, as well as a 3D printer. This course introduces students to the principles of digital media creation through a combination of lectures, practical assignments, and studio seminars. Students will explore non-traditional applications of materials and various fabrication processes. Classroom time will include workshops and tutorials, viewings and presentations, discussions, studio work time, and student project critiques.

ART 414 GRAPHIC DESIGN: INTERFACE DESIGN & WEB DEVELOPMENT FALL SEMESTER 2012-2021 SENIORS 3 CREDITS

An advanced visual art studio course exploring web-based interface design and its respective methods. Students will learn basic and intermediate principles of building web pages/sites using web authoring software as well as web authoring terminology. This course will prepare students to develop and maintain an effective website using various web tools. The course will provide the student with the ability to construct online sites that will have the integrity of forward compatibility and durability. Classes will demonstrate different phases to create content and structure to build upon each preceding lesson in the construction of online design. Students will be exposed to a vocabulary of professional terms to communicate their ideas with their peers, and their future clients when creating interactive graphics. Classes will introduce new ideas with online examples to support and reinforce the student's understanding. It is the marriage of concepts with research that is core for attaining the goals of this class.

ART 414 GRAPHIC DESIGN: ANIMATION AND MOTION GRAPHICS SPRING SEMESTER 2016-2021 SENIORS 3 CREDITS

A visual art studio course exploring the basic concepts of adobe after effects animation and more complex motion graphics techniques. Students will develop an understanding of timing, rhythm, and composition, learn to create unique effects and apply them accordingly, master various methods of animating text and manipulating videos and explore after effects tools. Students will be introduced to strategies of visual communication through kinetic elements, focusing on form, speed, rhythm, orientation, color, texture, and quality of motion. Students will explore the expressive potential of letterforms in a variety of exercises dealing with dynamic typography and motion graphics. Through analyzing contemporary and historical examples, such as film and TV titles, music videos, commercials, as well as exemplary typography work in print design students will develop their own potential for expression through dynamic typography.

COURSES DEVELOPED [ELECTIVES]:

ART 414 GRAPHIC DESIGN: 3D ANIMATION [COMPUTER SCIENCE ONLY], FALL SEMESTER 2007, SENIORS 3 CREDITS

ART 490 GRAPHIC DESIGN: INDEPENDENT STUDY FALL-SPRING SEMESTERS, SENIORS 1-6 CREDITS

ART 499 GRAPHIC DESIGN: SPECIAL TOPICS IN ART FALL-SPRING SEMESTERS, SENIORS 1-6 CREDITS

OTHER TEACHING RELATED COLLEGE ACTIVITIES

UNDERGRADUATE ADVISING

I am usually assigned 10 +/- undergrads as advisees. Students come to my office regularly for advising on course work, registration questions, internal department issues, and simply to discuss their work. My door is always open and I am often around after class, sometimes late into the evenings. Students have access to my cell phone, and my personal email. I have had occasion to refer students to our chair. These are usually cases involving personal issues out of my realm of experience.

FACULTY DESIGN ADVISOR

- 1) for Department of Visual Arts and the College of Liberal Arts and Sciences websites
- 2) for gallery opening banners, posters and postcards
- 3) for departmental promotion DVD's, stickers, collateral

INDEPENDENT STUDY/SPECIAL TOPICS IN ART

I occasionally have taught both ART 490 Independent Study and ART 499 Special Topics in Art courses. Recently, I have grown much stricter about my requirements: a very tight proposal, timeline and schedule of meetings is expected from the student.

RELATED ACTIVITIES/FIELD TRIPS

I have organized buses, vans, and cars taking students to exhibitions, lectures, and events in Washington DC, Pittsburgh PA, and Cumberland MD.

LECTURES DEVELOPED AND PRESENTED AT FSU

- Electronic Art and Politics
- Alternative Digital Printmaking Processes
- Earth Day Poster Competition: Reduce, Recycle, Reuse Poster Session
- STEAM and the Meaning of the Arts

COLLEGE SERVICE

2006 – PRESENT

COMMITTEE WORK

- Council of University System Faculty, (CUSF) [2010-2017]
- Board of Regents Faculty Award Committee, [2013-2014]
- Maryland Higher Education Commission - Faculty Advisory Council, (MHEC) [2012–2014]
- College of Liberal Arts and Sciences Faculty Senate, [2012–2014, 2016-2017]
- College of Liberal Arts and Sciences Faculty Concerns Committee, [2012–2014, 2016-2017]
- College of Liberal Arts and Sciences Curriculum Committee, [2007-2008, 2010-2012, 2015-2016, 2018-2021]
- College of Liberal Arts and Sciences Curriculum Committee - Chair, [2020–2021]
- Center of Communications and Information Technology Committee, [2009-2014]
- CLAS Website Development Committee, [2010–2011]
- FSU Department Website Manager, [2008–2021]
- FSU Technology Advisory Group, [2015-2017]
- President's Experiential Transcript Group, [2011–2015]
- Frostburg Arts & Entertainment District Committee, [2017–2019]
- Department Curriculum Committee, [2007-2014, 2016, 2019, 2021-Chair in 2007-2008, 2019, 2020]
- Department Evaluation Committee, [2007-2009, 2011-2015, 2021-Chair in 2013-2015]
- Department Communications Committee, [2011-2014, 2020-Chair in 2014, 2020]
- Department Recruitment and Retention Committee, [2016, 2021-Chair in 2016]

DESIGN ACTIVITIES

- Designed Department of Visual Arts website and the College of Liberal Arts and Sciences website with student participation, employed content management system (CMS), worked closely with the Provost and Dean as well as academic computing
- Designed Department of Visual Arts promotional CD's and DVD's, stickers, flyers, posters
- Acquired Digital Signage for the Roper Gallery and designed content related to exhibitions
- Designed "FRACK FREE FROSTBURG" designs for the Frack Free Frostburg
- Designed "NO POTOMAC PIPELINE" designs for the Sierra Club
- Designed "CREATING JOBS IN WESTERN MARYLAND" designs for the Western Maryland Green New Deal
- Designed "NO LAYOFFS RALLY" designs for AFSCME

COMMUNITY SERVICE

- Designed in conjunction with five students the city of Frostburg's website employing a robust content management system (CMS) and trained city hall staff on web operation features.
- Designed in conjunction with seven students the Evergreen Heritage Center website employing CMS and interactive analysis educational projects.
- Created a series of lectures for Mountain Ridge High School regarding web design principles.
- Created a series of lectures on animation for the GEARUP program in Frostburg, MD.
- Created a series of lectures on visual arts for Parkside Elementary School in LaVale, MD.
- Recruited students at Corcoran College of Art & Design Portfolio Day, College of Southern Maryland Portfolio Day, Walt Whitman High School Annual Art School Forum, and Prince George's Community College Portfolio Night
- Judge for Allegany Arts Council's Annual Member's Exhibition
- Reviewer for Cumberland Creative Placemaking Summit

TEACHING [PRE-FSU]

THE CORCORAN COLLEGE OF ART + DESIGN, ADJUNCT PROFESSOR, WASHINGTON, DC, 1994 – 2001

Part-time faculty member, taught core curriculum courses (Interactive Web Design I, Interactive Web Design II, Digital Art, Digital Video Editing, 3D Animation). Advised students and participated in voluntary committee work. Co-designed the development of the three new multimedia labs with the former chairperson. Instrumental in the hiring of adjunct faculty and staff to the department.

COMMITTEES: Long Range Planning Committee, Design Department Curriculum Development Committee, America Online Advisory Committee

THE GEORGE WASHINGTON UNIVERSITY, ADJUNCT PROFESSOR, WASHINGTON, DC, 1998

Part-time faculty member, taught core curriculum courses (Digital Design, Interactive Graphics).

MONTGOMERY COLLEGE, ADJUNCT PROFESSOR, ROCKVILLE, MD, 1995 – 1996

Part-time faculty member, taught core curriculum courses (Three-Dimensional Design, Graphic Design I, Special Topics/Computer Graphics).

PROFESSIONAL WORK

JOBS AND CLIENTS

SENIOR USER INTERFACE DESIGNER, FILNET INC., ALEXANDRIA VA 2005 – 2006

Created innovative web-based frontend user interface (UI) designs for websites and online applications and assisted in implementation, using the latest web technologies, while working conjunctively with programmers. Responsible for designing, prototyping, and usability testing of web user interface applications across multiple platforms. Collaborated with project teams throughout the product development process, implementing and integrating user centered design methodology. DISCOVERY CHANNEL, ACADEMY FOR EDUCATIONAL DEVELOPMENT, DISTRICT OF COLUMBIA GOVERNMENT, PRINCE WILLIAM NETWORK, WALTER KAITZ FOUNDATION

WEB SPECIALIST, AMERICAN SOCIETY FOR MICROBIOLOGY, WASHINGTON DC 2002 – 2005

Developed and maintained association web sites. Managed development and implementation of custom online applications. Provided documentation and training for custom online applications and researched and recommended new technologies for internal use as well as for clients. Developed cost estimates for new proposals, interviewed clients and gathered project business and technical requirements. Analyzed and profiled existing websites for content inventory, code quality, and site navigation. Designed and developed graphical user interfaces that focused on usability.

INTERFACE DESIGNER / PRINCIPAL, EXPLOITMEDIA, WASHINGTON DC 1996 – 2002

Led and managed projects, established budget requirements, determine goals and timelines for the development of various Internet products. Directed the production of commercial web sites, supervised programmers and graphic artists in all aspects of layout and design. REUTERS NEWS SERVICE, MAPQUEST, UNITED STATES POSTAL SERVICE, WILLIAMS/GERARD PRODUCTIONS, MULTI-EMPLOYER PROPERTY TRUST, THE BERNSTEIN COMPANIES, TROUT CACHERIS, SCIENCE FOR ORGANIZATIONS, AMERICAN POSTAL WORKERS UNION, AT&T SOLUTIONS

EXHIBITIONS

CEPA, Metro Bus Exhibition, Buffalo NY
Cinematheque, Dual Channel Video Installation, San Francisco CA
Clara M. Eagle Gallery-Murray State University, Canvas Giclees, Murray KY
Corcoran Gallery of Art, Single Channel Video Installation, Washington DC
Desotorow Gallery, Canvas Giclees, Savannah GA
Graphica, Mixed Media, Rome Italy
Herbert F. Johnson Museum of Art, Large Scale Photographs, Ithaca NY
Herron School of Art and Design, Dual Channel Video Installation, Indianapolis IN
Light, Space and Time Gallery, Digital Images, Jupiter FL
PS122 Gallery, Large Scale Photographs, New York NY
San Francisco Cinematique, Film/Video Installation, San Francisco CA
Saville Gallery, Mixed Media, Cumberland MD
Sundry Gallery, Canvas Giclees, Vienna VA
Stephanie Roper Gallery, Film/Video Installation, Frostburg MD
Tyler Art Gallery, Large Scale Photographs, Oswego NY
University of Wyoming Art Museum, Color Photographs, Laramie WY
Upstream People Gallery, Canvas Giclees, Omaha NE
Walter McBean Gallery, Video Installation, San Francisco CA
White Columns, Single Channel Video Installation, New York NY
WPA, Book Art, Washington DC

AWARDS

Artists Space, New York NY
University of Florida, Miami Film Festival, Miami FL

PROFESSIONAL AFFILIATIONS

American Institute of Graphic Arts
College Arts Association

EDUCATION

GRADUATE STUDIES

Master of Fine Arts - San Francisco Art Institute, 1985
MFA – Filmmaking
Secondary Focus: Video

UNDERGRADUATE STUDIES

Bachelor of Fine Arts - University of Wisconsin - Milwaukee, 1982
BFA – Filmmaking
Secondary Focus: Photography

TEACHING PHILOSOPHY

My position as a visual arts educator at Frostburg State University has given me the opportunity to teach students with a variety of career interests and abilities. My philosophy is that learning is a journey. I embark with my students on this journey, so that we both take an active part in completing the mission. I find, therefore, that teaching is a process of continuous learning on my part. I believe that having students engage in projects of interest to them is essential, not only for helping them to develop good design practices, but also for pushing them to use various media as a way of critically exploring and coming to their own conclusions about the material with which they are working. No matter what the medium, my primary goal in teaching is to always support my students as they experiment with various perspectives, generate new ideas, and work to consider the challenging issues that influence how their positions are received by others. Further, I believe that while introducing students to new design technologies is important, this should always be done in support of pedagogical goals, rather than for the sake of the technology itself. Without this approach, technology instruction risks being taught as a set of decontextualized skills that is unrelated to the purposes and objectives of a design

course. I also believe in the learner forming hypotheses, interpretations or models of problem solving as possible solutions to a certain problem, challenge or proposition. This methodology communicates to today's computer/Internet-based student more effectively than the traditional deductive pedagogy common to most academicians.

Activities within the classroom should be implemented to teach and reinforce the critical thinking process and the idea of self-reliance as a means to greater understanding. By instilling such disciplined thought processes within the class structure, professors position students to succeed beyond the coursework. This approach provides students with practical strategies and tools for communicating and encourages them to become involved in larger discourses and intellectual activities.

Although my education has given me the theoretical foundation necessary to succeed, my professional experience has tested, refined and furthered my understanding of the field. The dot com boom changed the landscape of my profession as I rode the Internet wave and excelled in the new media field. I do my best to take students out of the classroom thinking by re-creating the design firm, agency environment or global collaborative landscape. Through this exercise students become less focused on pleasing the professor and more focused on developing the ideas that solve their client's problems.

Over the years I have found that my students' interest and achievement in academics has improved dramatically when they have been able to make connections between what they are learning and how that knowledge will be used in a workplace and/or in the larger society in which they will live and work. Thus, I've arranged paid internships for students to work on design or interface projects within the "agency" framework. I offer a real-world experience for students to apply and prove the concepts they have acquired. After the class has been completed, I ask them to return and share their work experience in order to inspire and educate other students. This demonstrates how much I believe in a challenging education by nurturing students to build meaningful relationships. I have collaborated with faculty members from the College of Liberal Arts and Sciences and the College of Business to develop courses where we have sought to blend optimal amounts of art and science content as well as pedagogical strategies. In the last two years, I have also assisted local high school teachers to teach in a way that will help them encourage students to develop a passion for the visual arts. The best part of my job is the immense amount of opportunity I have to touch the lives of my students in ways that are above and beyond the normal teaching responsibilities. The driving force for all my endeavors has been to connect with my students in a way that is more than just being a professor in the classroom, but by being an advisor and confidant who they feel comfortable coming to after class.

Teaching is a practice I approach with considerable enthusiasm and energy. My student evaluations consistently illustrate that I am thoughtful and thorough in my preparation of assignments and class activities, as well as in responding to student work. I enjoy teaching not only because it allows me to unite disciplinary theory and practice, but also because it is an opportunity to open up intellectual possibilities for students, whether it is in class discussions or one-on-one conferences. Working with students is an intensely satisfying and rewarding experience for me.