

Name Gary E. Cuddington

Due May 30 each year

Department Art & Archaeology

Academic Year & Summer FY 18

I. Teaching and Advising

A. Undergraduate and Graduate Courses* (Summary evaluation sheets for each course may be attached):

Course Number & Title	Credit Hours	Term		Class Hrs/Week	Lab Hrs/Week	Other Formal contract Hrs/
		F	SP			
ARTS 123 Drawing I	3		F			
ARTS 123 Drawing I (tutorial, 1 student)	(3)		F			
ARTS 222 Tech in Watercolor	3		F			
ARTS 338 Painting II	3		F			
ARTS 339 Painting III	[3]		F			
ARTS 469 Business of Art	2		F			
ARTS 316O Phantasmagoria	2		SP			
ARTS 470 Senior Seminar	3		SP			
ARTS 224 Drawing II (tutorial, 2 students)	(3)		SP			
ARTS 237 Painting I (tutorial, 1 student)	(3)		SP			
ARTS 324 Drawing II (tutorial, 2 students)	(3)		SP			
Note: ARTS338/339 were taught concurrently						
YEAR TOTALS	16 (&12 tutorial)					

* If a course was co-taught, please indicate.

B. Directed Activities in the Undergraduate Program (Independent Study, X-hours, Fieldwork, Student Teaching Supervision, Internship, Practicum)

Student	Topic	Course Number	Credit Hours
Shana Hafele	Portraits exploring multiple painting styles	ARTS 375	2
Shana Hafele	to fulfill ARTS 339 requirement	ARTS 375	3
Maggie Tien	Mixed media vegetation & still life	ARTS 375	3
YEAR TOTALS			8

C. Directed Activities in the Graduate Program (Thesis supervision, Independent Research, Internship)

Student	Topic	Thesis Adviser	Thesis Committee	Fieldwork
YEAR TOTALS				

D. Academic Advising

List the number of students in each class:

Freshmen: 1	Sophomores:
Juniors:	Seniors: 8
Graduate:	Non-degree:

E. Course and/or Curriculum Development

List all courses taught for the first time during the past academic year, any courses now being developed, and other curricular contributions.

- I taught ARTS 123: Drawing I, ARTS 237: Painting I, ARTS 224: Drawing II and ARTS Drawing III as tutorials for the first time.
- Fleshing out the final details and collecting information, in the pursuit of developing an Art Therapy major (building a proposal). This is a collaborative effort with Ingrid Farreras, Professor of Psychology and Chair of the Department of Psychology.
- Working with Jennifer Ross and Martha Bari to revive and revamp ART 306: Writing for Art and Archaeology
- Continually refine all classes; updating materials/information, incorporating technology (iPads, Projectors, Mac lab)

F. Guest Lectures in Classes and Demonstrations

- Worked with Gallery Director, Jenna Gianni, to bring in photographer Antonio McAfee; he gave an artist talk, participated in a group discussion and did individual studio visits to students.
- Filmmaker/Cinematographer/Musician Chris Ernst, as a visiting artist for the Studio Art Seniors. Chris gave an artist talk, participated in a group discussion and did individual studio visits to students.
- Mixed media/Instillation artists Jenn Figg and Matthew McCormack, as visiting artists for the Studio Art Seniors. Jenn and Matthew gave a joint artist talk, participated in a group discussion and did individual studio visits to students.

II. Scholarship and Professional Development

List activities related to professional development, such as books, articles, or reviews published, accepted for publication, circulating, or in preparation; recitals, artistic exhibitions, grants, and fellowships; papers read at conferences, conventions, or other professional meetings; memberships and offices in scholarly or professional organizations; workshops, institutes, or conferences attended.

- Constructed a dossier (now on blackboard), for my three year faculty review, as Assistant Professor of Art, Hood College
- Member of the MD Society of Portrait Artist, FATE, Foundations in Art: Theory and Education, the Creative Alliance, Baltimore
- Gallery 788, Baltimore, MD: 1st & 2nd installment, Artdromeda Art Show, group show, Jan 26 & Feb 2, Group show, Sept 8
- Hood College Faculty Exhibition, Hodson Gallery, Jan 25
- Grand Opening Group Show, Clearlight Studios, Berlin, MD, Aug 11
- The Big Show, Creative Alliance, Baltimore, MD, June 24
- Series in-progress; "The Mystic's" painting and sound installation, solo show, "Forbidden Planet" large cinematic painting and light installation, "High Strangeness" multi-media collaboration with cinematographer/musician, Christopher Ernst

III. Service to the College and the Community

- A. College Committees, task forces, ad hoc groups; advising of student organizations, etc. (specify member or chair)
- Curriculum Committee Member (2nd year of service) and a sub committee on course numbering
 - Grievance Board for Harassment (2018-20) -Advisor to the Art & Archaeology art club, "The Arts Collective"
 - Presented two student senior exhibitions and student five gallery talks for senior capstone exhibitions in photography, painting, ceramics and installation art; one group exhibition reception on April 26 and the next on May 3. Prior to installation of artwork, I was involved in oversight of framing and finishing work, preparation for the exhibitions and exhibit design. Coordination between students, Duplicating Services, the Gallery Director and Gallery Assistant.
- B. Service to Hood College (including admissions and special events, scholarship review, developing campus projects, directing programs, chairing departments, field trips, etc.)
- Attended faculty workshops, August 15 and department, faculty and faculty senate meetings
 - Attended Marissa Gouker's departmental Honors presentation practice run to act as audience and offer feedback.
 - Attended opening reception for the Hood College Faculty Exhibition and the Student Juried Exhibition
 - Attend/participate in Hood College Open House, October 14, and The Hood College Majors Fair on February 21
 - Participated in the review of April Morris's dossier, for her three year review, with other Art & Archaeology faculty
 - As of Donna Bertazonni's retirement I will be the Graphic Design Minor Coordinator
- C. Service to the external community related to your academic interests (including speeches and presentations to local and regional organizations, review panels, consultant services, etc.)
- In consultation with Yemi Fagbohun, Frederick, MD artist, to propose one or multiple murals at Hood College. This project would entail hands on involvement of students, faculty and staff in conceptual and physical construction.
 - In consultation with Phil Berneburg of Washington Street Studios, Harpers Ferry, WV and former instructor of Hood College Graduate ceramics courses to design and paint one or two murals at Washington Street Studios. This project could involve current students, alumni, faculty and potentially staff in conceptual and physical construction.
- D. Other Community Involvement
- On June 1st, I will judge artwork at the Frederick Arts Festival Juried Art Contest
 - Participated in the Annual Arts College Night, at Governor Thomas Johnson High School, organized by their Jason Patellis, the Academy for the Fine Arts Coordinator (for GTJ High School) (recruiting event)

IV. **Professional Development Plan**

The plan should identify short-term and long-term teaching, professional development, and service goals and objectives. (Please comment on the past year's progress toward accomplishing the stated goals and objectives.) The plan should also include an analysis of resources that could be provided by Hood College and/or external grants and fellowships.

Teaching

-I am exploring further combination of drawing and painting courses, by concurrently running courses of either medium that share the same skill and knowledge level. These courses also parallel enough in content, such as still life, landscape, the figure and when to add deeper concept to technique. This may have a few other cross-pollinating benefits; students of the opposing medium may see and be interesting adding courses of a new medium, and the interaction with additional students and different medium tends to open up students to new and exciting ways to work

In the fall I am teaching ARTS 123: Drawing I concurrently with ARTS 237: Painting I

-Continue bringing in a wide range of visiting artists to give talks, exhibit, do workshops and give studio visits. I am focusing on artists that have thriving careers in the arts and are also to channel their passion into their artwork.

-Develop workshops that building interest in courses and assist current students and potentially alumni:

Refining Portfolios - Dynamic and Organic research and experimentation - The Power of an Experimental Sketchbook

Digital Sketching & Vision Boards - Digital and Analog Binders for Inspiration/Research

-Complete the final stages of developing a proposal for an Art Therapy Major, in collaboration with Ingrid

-Explore additional experiential opportunities for students, such as mural projects within Frederick

-Integrate more media to the classroom to allow for fluid and dynamic exchanges of information of ideas

Whenever possible blend traditional media with digital and electronic media, to open more realms for experimentation, and prepare students to adapt and utilize the evolving technological world and art world.

Studio Practice

-Continue submitting on my grants for large personal and public projects

-Focus on continuing to build relationships with Baltimore galleries and find a few for potential solo exhibitions. Currently I have a two-person exhibition that I'm building up to a solo show, two potential series in-progress and multi-media collaboration.

Teaching studio art requires a finesse that can be challenging. Small class size allows me to explore our students' individual strengths and interests. I design my courses to with a solid core set of concepts/goals, technical training and experience; but students need to be challenged and engaged, so I work to flex and finesse lessons to entice discussion and collaboration, and reward experimentation and taking on a challenge. A thriving studio practice stay requires an ability to tap into passion. This is something I build into my own studio practice and it's what I work to tease out of every student. In addition to the basics of learning technique, I constantly develop ways unpack students strengths and interests. A few key things tend to work best, a lot of critical and informal discussions (individual and group), collaborations/team projects, rather talking at students I engage them and I build in projects that promote experimentation and allow for mistakes. In alignment with the idea of liberal arts I teach students to think and respond to

develop and communicate their interests, desires and concerns. Dynamic and flexible tools I continually explore utilize my access to technology; Office 365 apps, Sway, Teams, OneNote, SharePoint, Class Notebook and Forms, in conjunction with projectors, iPads, laptop and desktop computers and the large Promethean touch screen, introduced to me during a meeting with Jeff Welsh, Head of IT. In the past few years I have introduced and encouraged a blend of analogue and digital technology; overhead, slide and digital projector, seamless movement from traditional to mark-making to digital editing and back again. Resources that would provide assistance include, peak functioning wifi in all classrooms/studios, small digital projectors for students/faculty use, continuing to update programs on every desktop and sufficient upkeep on studio equipment. Our faculty, staff, are excellent and our facilities and good, but our PR is lacking. Placing resources into promotion and recruitment is of utmost importance.

I have reviewed this report and agree that it accurately reflects the faculty member's workload. I have also discussed the professional development plan with the faculty member.

Chairperson's Signature