

Academic Responsibility

During my tenure at Winthrop, I have worked diligently to participate in all department, college, and university level faculty and staff meetings. It has been a pleasure to attend both the graduate and undergraduate commencements since joining Winthrop, in addition to additional graduate celebrations planned by the department and college to celebrate our successful, and award winning, students. I have attended all required events for the New Hire Mentoring Program, led by Associate Provost of Academic Affairs, Meg Webber, and my mandatory HR training sessions are complete and up to date.

I continue to be actively engaged with the following committees: Winthrop University Rules, Fine Arts DEI (university level [DEI certificate](#) achieved for attending 5+ sessions, to be awarded in Fall 2022), Recruitment, Scholarship and Awards, and Health and Safety. I look forward to putting my name forward for a Chair position for one or more of these committees for the 2022/2023 academic year.

I have assisted my fellow colleagues with regular improvement reports that satisfy the mission and goals of the department, college and university at-large. As a result, the clarification of terminology and requirements for Foundation, Sophomore, and Capstone / Senior Review, have been rigorously overhauled providing more consistent, useful feedback to the students. This collaborative effort has allowed for more streamlined grading rubrics, an essential enhancement in advancing the department's work toward assessment re-certification.

As mentioned under my Student Intellectual Development section, there have been extensive improvements made to the [ARTT112 Introduction to Fine Arts](#) and [ARTS491 Professional Practices](#) courses. The content updates and modifications are requisite for aligning with the learning needs of our fine arts students and continuing to serve them post-graduation.

Academic advising has become a highlight of my position at Winthrop. As students often unofficially seek out advice and course scheduling assistance from me, I am eager to help plan course pathways that balance a healthy lifestyle with educational requirements. I shadowed Professor [Sutton](#) and Director of Student Services, [Anna Fredericks](#), in order to more fully understand the university systems (Wingspan, DegreeWorks, etc) which ultimately allowed me to better serve, and advise, our students.

Multiple students from the Design and Illustration programs seek out my [ARTS335 Screenprint](#) and [ARTS336 Relief Printmaking](#) courses, which are excellent elective pairings and strong examples of where our two departments could overlap in the future. An example of one such pairing was the fusion of [Persuasion and Propaganda](#) ([Dulemba](#) and Calvert, VCOM425 and ARTS373), mixing illustration and fine arts students, Spring 2021. I see these advising times as an opportunity to expand interest within printmaking and the fine arts, in general.

In an attempt to provide a smoother transition into the first year experience, the majority of classes have turned to an online or hybrid model. To facilitate this shift, I helped organize an art supply pick-up event in Fall 2020 in order to meet new students in person and bridge the virtual gap. The success of this event was echoed by the recognition of parents who acknowledged our efforts to go above and beyond. I further engaged my students by inviting my global network of arts professionals to participate in virtual demonstrations, lectures, and guest critique sessions. A more detailed account of this work can be found under Student Intellectual Development.

Prior to my contractual hire, I connected Fine Arts faculty with the global [Hello World](#) project based out of Boston, MA, organized by [Professor Mary Sherman](#), Interim Director of MIT's Program in Art, Culture, and Technology. The project's aim was to bring institutions and artists together during the difficult early stages of Covid-19. I worked with our previous Director of Communications, Whitney Hubbs, to dedicate traffic and departmental web space for this growing endeavor. This began my constant interaction with the colleges social media platform hashtag [#ArtsWinthrop](#) / [#FineArtsWinthrop](#), and the beginning of the printmaking focused [@PrintmakingWinthrop](#) Instagram account, which I manage and maintain to support college branding standards.

I was responsible for Senior advising during my four years at Alfred University (2016-2020) in addition to a full 3/3 course load. This advising consisted of weekly 1:1 meetings about personal practice and creative direction and bi-weekly group meetings for peer feedback and evaluation. Additionally, it is worth noting that students choose their advisor and their advisor did not have to be directly related to their specialism. Because of this, each advising session reached capacity and contained a diverse grouping of students from across the college (video, sound, printmaking, sculpture, painting, and drawing). I am grateful for this experience and have incorporated several aspects forward into my Intermediate and Advanced Printmaking courses at Winthrop. Though uncommon for a Visiting Professor to be allocated to this responsibility, I was honored to engage at that level with the students and continue to unofficially advise Alfred students to this day.

Although not required, I gladly attended all faculty and university meetings, including graduation ceremonies, retreats and weekend events. One such event is my attendance at the [Albright-Knox Art Gallery](#) in Buffalo, NY. I spent the day meeting potential students, reviewing portfolios, speaking to parents, and promoting the courses and pathways available. I was pleased to see many of these students again the following Fall, while teaching the Foundations 2D course.

Within my [course evaluations](#) students regularly noted how available and accessible I was outside of scheduled class times. Because my office was located within the printmaking studio (24hr student access area), I utilized the same facilities as my students as I worked on personal research. Students came to understand that, if my door was open, I was eager to assist them, regardless of the hour. This generous and sustained student interaction allowed me to establish trusting relationships that encouraged the creation of several, successful projects. As a result, I

was comfortable escorting these same students to numerous conferences and external opportunities. Highlights can be found in Student Intellectual Development.