Teaching Philosophy:

Art is a self-improvement degree. Similar to other social sciences, philosophy, sociology, and psychology; fine art and sculpture students should leave the classroom more empathetic, knowledgeable, and self-reflective. The choice to pursue a fine art degree should leave a student more well rounded. I want my students to leave better read, with an increased ability to think critically, an elevated ability to write, and generally with a broader perspective.

This is accomplished by both an intensive and academically rigorous curriculum in conjunction with exhaustive making. I push students to research their interests and their concepts extensively. To make meaningful work, it is crucial to encourage them to seek out what puts a fire in their belly. At any stage of learning it is vital for students to have a strong theoretical understanding of their work.

I expect a high level of craft with a thoroughly considered concept. Although a high level of finish and craft is expected, I encourage and expect students to take risks and experiment. It is important for students to make work that tests them conceptually and pushes their skill level. Fear of failure is failure by default.

As an educator, my goal is to empower students to think analytically and critically regarding their own work as well as contemporary art practices and art history as a whole. Students should be able to critique work presented to them and defend their own views, concepts, and theories around an art practice. This is only possible if the student is making work that they are deeply invested. To achieve this there must be a continuous dialogue between the class, individual students, and the instructor.

Community is vital. I believe in creating a self-sustaining environment of supportive peers that will be invested in each other’s success and push each other to reach their fullest potential. My goal is to create a studio/shop culture that continues to thrive in my absence. I want students to continue discussing work after class, to seek out each other’s opinions, encourage each other to make better work, and always ask each other ‘why?’ I engineer small assignments, slide shares, and presentations to inspire open dialog and create an opportunity to share their interests outside of the classroom. Through this mutual sharing and vulnerability, students make personal connections and friendships. While this may seem very banal, I believe it is critical to a safe, productive studio or shop environment. Particularly in a shop environment, students are responsible for keeping each other safe. Their peers are not the competition, they are their greatest asset.

I want my students to leave my class making the best work possible. This is only achieved through continued dedication and investment in my students. I believe once a student is in my class I am at their disposal as long as they require. I am fiercely passionate about the importance of quality education and the role that art plays in the larger academic context.