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Statement of Teaching Philosophy

As a designer and educator, I believe in training thinkers and communicators. Theatre, as a communicative art form is, in essence, a medium in which a story is told. The challenge for many students, however, is to develop an understanding and appreciation for the ideologically and emotionally sensitive set of responses all artists must articulate through the creation of their work. It is my resolute belief that in the undergraduate liberal arts setting we, as educators, bear the responsibility of advocating for the process in which art is created in tandem with the artistic product itself.

In the theatrical classroom setting, it is common to interact with students who either benefit from, or lack, previous exposure to the material at hand. Furthermore, the relative breadth of interest level in the curriculum, as it relates to personal and professional goals for the students, is often wide. Acknowledging this, I seek to champion elements of theatrical curriculum which foster artistic, academic, and social growth within each student, regardless of their life pursuits, while paying specific attention to the development of those who seek more professional training.

A department's curriculum and the way in which it is offered must remain, at all times, a fluid and malleable entity with an acute focus on equity, diversity and inclusion. Development of new curriculum, with regard to contemporary professional practice, student need, and cultural evolution is essential to the quality of the academic majors offered. This practice must, at all times, benefit from the input of the entire department to which it applies. Faculty and students alike, communally shoulder the responsibility of continuing to develop and propel a supportive and responsive campus community.