

My pedagogy is informed by experiences with a broad range of subject matter, creative proficiencies, and student engagement. I have determined tenets across numerous courses and disciplines which I use to facilitate learning and growth. My classes empower students to develop a self-motivated practice and become effective, creative problem-solvers. I seek to facilitate dynamic experiences that cultivate marketable skills and graduate thoughtful cultural citizens. I have been privileged to work with students from diverse backgrounds, identities and personalities, and my principle objective is to help each find passion and purpose in their practice. The challenges and successes of artistic endeavors motivate them to explore the versatility of a creative mind.

My experience teaching across arts disciplines, from foundational to advanced levels, has allowed me to build courses around consistent, reoccurring themes that transcend media and occupy the essential core of an arts education. When teaching basic printmaking classes, I introduce a wide range of materials, techniques, and content within traditional printmaking methods, then gradually incorporate alternative processes to expand the possibilities of what a print can be and how it can be presented, contextualized, and disseminated. As students develop their skillset, I help align concepts to the most effective methods for execution. Inevitably, students discover the printmaking process that compels them toward self-directed investigation, a key step to building confidence and motivation. My advanced courses are structured to help students find their artistic voice, develop an intentional practice, and continue honing critical thinking and problem-solving skills. This entails substantial one-on-one instruction, working with students to develop parameters which suit their vision, and peer collaboration to share ideas and cultivate community. Assignments challenge students to execute ideas with thoughtfulness and nuance as they delve into content, complex techniques, and projects oriented towards exhibition, dissemination, and professional practice. Printmaking is a potent field for developing these skills because the versatility and diversity of processes lead to innovation and experimentation, allowing students to develop methods which are uniquely their own.

Emphasizing diversity in printmaking instruction is important because it presents a complete picture of the discipline. Printmaking is a global technology and maintaining an inclusive context to its origins of distribution and dissemination is paramount to understanding the spread of knowledge and information. Historical perspectives must be discussed through a global scope, for example, acknowledging the contributions of China to the invention of movable type and the cultural impact of Japanese Ukiyo-e prints on the world, rather than defaulting to a euro-centric lens. Equitable representation also enriches modern examples, as more diverse experiences address a wider range of themes and include more innovative use of media. Alison Saar makes a great example for students with her use of alternative substrates in her relief prints. Printing on repurposed sugar sacks and other ephemera is a concise example of how a concept is enhanced by materials. The clarity and intention of her process informs a student's developing practice.

Experience with emergent technology allows students to develop marketable skills and build understanding of the expanded field of printmaking. Incorporating 3-D printers, laser-engravers, CNC routers, and digital platforms into an arts curriculum facilitates experimentation and improvisation, while the opportunity to *play* with this technology can be a catalyst for innovation. The process-oriented focus of printmaking, not to mention its role in technological and industrial evolution, makes it a natural partner for emergent technologies and supports a broader mandate of interdisciplinary practice. I encourage work that intersects various disciplines to develop creative confidence, sophisticated concepts, and thoughtful visual representation. I facilitate these endeavors by combining processes throughout the spectrum of print media and across disciplines. Whether developing research for printing onto ceramic forms, co-teaching a hybrid course on Printmaking and 1970's Movie Culture, or team-teaching studio art in a nursing program to enhance tactility, empathy, and abstract reasoning, the arts decisively elevate creative outcomes and impart students with resilience, patience, engagement, and passion. All students can benefit from this type of cross-disciplinary investigation. Visual art challenges students to investigate the impact of visual communication, how it is embedded into society, and how design knowledge can be transposed into any discipline. Practice in creative problem-solving primes an active and critical mind to tackle wide-ranging issues with clarity and innovation.

Teaching at a Hispanic Serving Institution has informed my practice and given me the opportunity to help facilitate a diverse community with inclusive ideas and collaborations. My ethos is to treat every student as an individual, address their personal strengths and weaknesses, and make no assumptions about anyone's status, motivation, or circumstance. I communicate with each student about their personal interests, access to support, and individual needs. I make a point to promote collaboration and community among students. Studio activities that facilitate communication strengthen the camaraderie and respect that students have for their peers, promoting a network of emotional support. I enable continued success by helping students to seek opportunities outside the classroom, including exhibitions, opportunities to teach, and jobs in the arts. This not only helps our diverse student body enter arts professions, but it also helps diversify the arts community, enriching and expanding it, strengthening the cycle of inclusive participation. If students see a more diverse cohort of organizers in the community, they are more empowered to pursue opportunities themselves. These are actions I take to promote diversity, equity, and inclusion in my teaching practice. Each student is an individual with unique background, circumstances, and perspectives. Acknowledging, accommodating, and celebrating those differences allows for an enriched, equitable, unified, learning community.