

### TEACHING PHILOSOPHY STATEMENT

I persistently interrogate and reimagine the traditions in my field and my true measure of success is when students become fluent enough to join me on that journey. I avidly consume pedagogical innovations and when I find an approach that is more inclusive and effective, I am keen to put it into practice. Invariably, that leads to moments when things don't work as planned. I see that behavior, risk-taking and questioning, as something I can model for my students. I construct a collaborative environment where learning is a shared endeavor and where risk-taking is rewarded. My coursework puts theories into practice, but also interrogates those theories as students develop their individual artistic identities.

Accessibility and multi-modal representation are central to my teaching. In connection to my research on best practices for creating inclusive actor training curricula, universal design has been an essential part of every class I create. It impacts the way I approach any topic. For example, my multi-modal approach to teaching phonetics includes traditional text-based work, interactive online work, as well as "phonetic pillows," 3-dimensional representations of symbols that have color and texture. This allows me to gamify learning while giving visual and tactile learners a way in to this work.

Inclusivity is likewise something I aim to instill in my students. In performance classes, my students learn about the complexity of identity as they develop nuanced characters and voices. In theatre classes as well as English language learning classes, I avoid arbitrary aesthetics or standards of correctness, giving students multiple tools to enhance their intelligibility, eloquence, versatility, and connectedness without privileging certain dialects over others.

I believe that performance is a vital, indispensable part of any education, because the act of performing encourages empathy. The act of creating and examining performance can be a way of understanding culture and embracing difference in our local and global communities. In all of my classes, I aim to turn my students into culturally conscious global citizens that are equipped to meet the ever-changing demands of their future careers.

I provide goals, leadership, and feedback, while fanning the flames of each student's creativity and individuality. Whenever possible I allow my students to learn by doing and I guide rather than profess, because I believe that the most lasting and meaningful discoveries are the ones students make on their own. I aim to inspire individual students to become lifelong learners that think critically about the function of art in our society.