

Teaching Philosophy

...a person is a fluid process, not a fixed and static entity; a flowing river of change, not a block of solid material; a continually changing constellation of potentialities, not a fixed quantity of traits.

—Carl R. Rogers

Student Experience and Emergent Identity in Scholarship

A student's own experience and conception of social life begins as they craft their identity as scholars. Nothing in their worlds is unimportant or should be discarded, everything should remain open to investigation. A student's ongoing dialectical engagement with scholarship is a conversation that should be facilitated and protected by those in mentorship positions. In so doing, the teachers and institutions will themselves change; our students are our future leaders, to be engaged with prescient, discerning care.

Student Learning, Curriculum, and Production of Knowledge

My pedagogical approach is synthetic. Whether I am addressing theoretical or applied subject matter, I work to situate student experience within historical and multi-cultural contexts. My priorities are to create and support:

- learning-centered environments that facilitate critical inquiry and knowledge acquisition
- inclusive learning-environments that serve diverse student populations effectively
- critically relevant rubrics that facilitate timely assessment of written, creative and oral work
- current and emergent technology that serves responsive and alternate curriculum delivery
- connection to critical scholarship by my own example, with collegiate register and professionalism required to effectively administer college policy and classroom practice.

Scholarship and the Practice of Teaching

I approach my role in teaching as one to inspire and engender new ways of seeing and investigating in a socially responsive way being-in the-world. For me, emergent discourses of difference and inclusion, race and gender identity, economy and ecology, and social justice, are underlying studies that are critical to scholarly engagement with the current global realities.

My scholarship is inextricable to my teaching practice. My own studies in the Humanities, regarding what it means to engage another person (as opposed to "other" people), remind me of Carl Rogers' notion to "accept oneself as a stream of becoming." Roger's framing of social action embodies much of what a student-centered approach to education in the Humanities has come to mean to me—a processes of cultivating personal willingness to accept oneself as "a continually changing constellation of potentialities." For this teacher and learner, it is this manner of critically introspective agency that is the key to helping students engage the emergent worlds they inherit, of civil society and people in need—worlds not of an "other," but of *one-another*. That is the theory of my teaching philosophy, and theory in action is the destination I have in mind.