

Teaching Statement

Education should cultivate joy, intellectual rigor, and personal transformation. My teaching philosophy integrates three complementary frameworks: Alfred North Whitehead's rhythmic approach to learning, bell hooks' vision of education as liberation, and Carl Jung's depth psychological insights into individuation and collective transformation.

During a semester I work to help students engage in contemplative reflection with active engagement of any material we cover. Building on this foundation, I incorporate an understanding of education as the practice of freedom. Contemporary education sometimes fragments mind from body, self from world, and individual from collective. My approach seeks to provide holistic education that honors these interconnections within disciplinary frameworks.

Learning follows natural rhythms that honor cycles of activity and rest. Students progress through recurring phases of romance (wonder and freedom), precision (disciplined skill-building), and generalization (synthesis and creative application, with increasing sophistication as they learn). I cultivate the emotional energy of the romantic stage by empowering student voices in classroom discussion and assignments, creating encounters with material that generate excitement and the thrill of discovering ideas rich with unexplored possibilities. Precision becomes meaningful only when grounded in genuine interest. When discipline develops from curiosity, it fulfills a natural desire for wisdom that enriches raw experience. I ensure students understand why precision matters for their own goals, using case narratives and field experiences to illustrate its necessity.

I establish learning environments where students feel safe to bring their authentic selves and diverse experiences. This requires actively challenging the banking concept of education—where teachers deposit information into passive student receptacles—and instead creating spaces for genuine dialogue where all voices receive value. Also, professors who embrace their own growth create more engaging pedagogical practices, and I engage in continuing education particularly as it pertains to pedagogy. I believe educators must develop a relationship with their own unconscious to avoid perpetuating unconscious dynamics in the classroom. While maintaining professional boundaries, I bring my authentic self into these spaces, remaining aware of both my positions of privilege and lack thereof.

Learning assessment in my courses is aligned with transformative educational goals. Successful students demonstrate the capacity for creative and critical thinking, the ability to

integrate different domains of information into coherent knowledge and show a willing engagement with challenging assignments. They develop the ability to see learning from the inside out, integrating knowledge into new personal understandings of themselves, their relationships, and their role in the wider world. Helping students develop critical consciousness, the ability to read both the word and the world is a passion of mine.

Every day, I work hard to contribute to an educational environment that serves both the individual and the collective learning body as a whole. The university is a community, each of us faculty and student, reliant on the other's perspectives, gifts, and offerings. Being a part of that community as a teacher, a club advisor, and a facilitator of university programs is part of building the culture of care at its center. Teaching is my purpose and creating community is my joy.

I have taught the following courses: Principles of Counseling, Group Dynamics and Interpersonal Communication, Introductory Psychology, Abnormal Psychology, Introduction to Depth Psychology, Understanding Addiction, Social Psychology, Developmental Psychology, Introductory Sociology, Research Methods in Social Sciences, Marriage and Family, Wellness, Psych Seminar, American Minorities, and Psychology Seminar.

Research Statement

My research examines interdisciplinary analysis of language, gender, and cultural phenomena, through a depth psychology lens. Operating within Jungian analytical psychology, this work extends traditional frameworks to address contemporary questions regarding metaphor, gender identity, religious expression, and education in constrained environments. The theoretical foundation builds upon Carl Jung's analytical psychology, particularly his concepts of the collective unconscious and archetypal dynamics.

The interdisciplinary nature of my work positions depth psychology in dialogue with religious studies, cultural analysis, social psychology, and other fields demonstrating the continued relevance of depth psychological concepts for understanding contemporary psychological and cultural dynamics. My research contributes to scholarly discourse regarding meaning-making, identity, and collective psychological processes in modern contexts while maintaining grounding in established depth psychological theory.

Current Research Contributions

Moral Injury in Faculty Members of Prison Education Programs in New York State

I am in the Institutional Review stage at SUNY Poly for this research proposal.

Dreams and Archetypal Dynamics in Carceral Educational Settings

My current research uses depth psychological analysis to examine the dreams of incarcerated students, investigating how the unconscious expresses itself within the constrained environment of prison educational programs. This work explores how dreams function as vehicles for psychological transformation and meaning-making within carceral contexts.

Doctoral Dissertation

America's Golden Calf: QAnon and the religious function of the psyche

My doctoral dissertation examines the QAnon conspiracy theory as a psychological manifestation of exiled religious function seeking expression through alternative mythological structures. This research applies depth psychological analysis to demonstrate how religious fundamentalism's rigid control of numinous experience creates conditions where archetypal content emerges in distorted yet compensatory forms.

Other Published Work

Metaphor and the Collective Unconscious

This published research addresses how metaphor shapes our relationship with ideas and examines Jung's definitional metaphors for the collective unconscious and archetypes, analyzing how these convey underlying metaphysical concepts. The investigation incorporates *sphota* theory

Gender Theory and Archetypal Consciousness

This published work addresses the evolution of gender understanding beyond traditional binary frameworks within depth psychology. It reconsiders depth psychology's concepts of gender in light of contemporary non-binary and gender-fluid expressions of identity. This work contributes to post-Jungian theoretical developments by proposing alternative consciousness frameworks that accommodate contemporary gender complexity.

Research Presentations and Connection to Contemporary Psychology

I have presented conference papers on practical applications of the above theoretical frameworks, particularly regarding Hestian consciousness in therapeutic contexts. These presentations examined how depth psychological insights can inform clinical practice with individuals whose experiences fall outside traditional frameworks.

This research contributes to psychology by expanding theoretical frameworks to address contemporary cultural questions. The cultural analysis demonstrates how depth psychology can illuminate contemporary cultural phenomena and provide frameworks for understanding collective psychological processes.

Future Research Directions

Future research will further develop interdisciplinary connections between depth psychology, religious studies, social psychology, history, and cultural analysis. This work will continue exploring how depth psychological concepts can contribute to understanding contemporary cultural complexes, transformation processes, and the role of healing narratives.

Future research will continue examining how archetypal patterns manifest in contemporary cultural movements and meaning-making systems. This work will expand the methodological approach developed in my QAnon analysis to investigate other contemporary phenomena where traditional religious or meaning-making structures have been displaced or transformed.

Building upon my current research on dreams of incarcerated students and the archetypal nature of higher education in prison, I plan to develop a comprehensive framework for understanding psychological transformation within carceral educational contexts. This research will examine how educational access functions as a catalyst for archetypal activation and personal development in understudied educational environments. I am also developing a quantitative research project to examine moral injury in higher education faculty who teach in carceral spaces.

Diversity Statement

Both lived experience and scholarly engagement with systemic barriers have shaped my understanding of diversity, equity, and inclusion. I recognize that diversity encompasses multiple dimensions of identity and experience, including socioeconomic background, mental health status, family structure, sexual orientation, and race. Equity requires acknowledging that students arrive with different resources and encounter different obstacles, necessitating differentiated support systems rather than uniform treatment. True inclusion means creating environments where all students can authentically participate and achieve academic success.

As a white woman, I acknowledge the privilege my racial identity affords me, even as I have navigated other forms of marginalization. This awareness of intersectionality informs my understanding that individuals experience multiple, overlapping forms of both privilege and oppression. My commitment to equity includes using my privilege responsibly to advocate for and amplify the voices of those who face greater systemic barriers. Through my academic journey, I have witnessed how structural inequities create additional challenges for students from underrepresented backgrounds. This perspective has deepened my commitment to creating educational environments that recognize and address these disparities while building on the strengths that diverse students bring to academic communities.

My personal experiences provide unique insights into challenges that students from non-traditional backgrounds face. During my first two years of college, I experienced significant homelessness and housing instability, which provided direct understanding of how basic needs insecurity affects academic performance and student retention. This demonstrated the importance of recognizing invisible struggles and the critical role that supportive faculty play in student persistence.

As a single mother pursuing higher education, I navigated the complex intersection of academic demands and caregiving responsibilities. This experience enhanced my understanding of the time management challenges, financial pressures, and institutional barriers that affect many student parents, particularly women. I learned to advocate for accommodations and support systems that recognize the diverse life circumstances of non-traditional students.

Through raising a biracial daughter, I gained insight into the complexities of racial identity development and the importance of representation in educational materials and institutional leadership. This experience enhanced my understanding of how multiracial individuals navigate

identity in educational settings and the importance of creating spaces that affirm complex identities.

My identity as a member of the LGBTQ+ community provided awareness of the importance of inclusive language, policies, and practices in creating welcoming academic environments. My professional work as a counselor serving LGBTQ+ youth and adults deepened this understanding. Through this work, I developed expertise in understanding the unique challenges that sexual and gender minorities face, including family rejection, discrimination, identity development, and minority stress. This professional experience equipped me with skills in creating affirming environments, addressing internalized stigma, and supporting individuals through identity exploration and coming-out processes.

During the 1990s, my experience providing care for a close friend who died of AIDS strengthened my commitment to LGBTQ+ advocacy. This experience during the AIDS crisis provided direct understanding of health disparities affecting marginalized communities, the impact of stigma on healthcare access, and the importance of community care and solidarity during times of crisis. Later, as a surrogate for gay male friends facing societal barriers to adoption, I again confronted the medical and legal barriers that LGBTQ+ families often face and the continued struggle for bodily autonomy affecting our community.

My teaching experience in carceral spaces provided profound insights into the dynamics of power and authority within educational institutions, as well as the intersection of race, class, and institutionalization in shaping educational access and outcomes. Working with incarcerated students illuminated how systemic inequities manifest throughout the criminal justice system and how educational barriers contribute to cycles of marginalization. This experience deepened my understanding of the foster care-to-prison pipeline and the ways in which early educational disruptions, often compounded by trauma and instability, lead to involvement with the justice system. Teaching in these environments taught me to recognize how institutional power structures can either perpetuate or interrupt patterns of exclusion, and reinforced my commitment to education as a tool for empowerment and social transformation.

As someone who has recovered from PTSD, this has deepened my understanding of mental health challenges in academic settings and the importance of trauma-informed approaches to education. This experience highlighted the need for faculty awareness of how trauma affects learning, concentration, and classroom participation. It led me to study trauma-informed

pedagogical practices, including understanding how trauma manifests in academic settings, recognizing signs of trauma responses in students, and implementing teaching strategies that promote safety, trustworthiness, and collaboration. This personal experience, combined with my professional counseling background, has equipped me with practical knowledge of creating psychologically safe classroom environments and educational programs that support all students' learning.

In my role as a faculty member, I commit to advancing diversity, equity, and inclusion through teaching, research, and service.

Teaching Practice

I implement inclusive pedagogical approaches that accommodate different learning styles MBTI and Gardeners MI and life circumstances. This includes designing courses with flexible deadlines and multiple pathways to demonstrate learning, incorporating diverse voices and perspectives in curriculum materials, and creating classroom environments where students feel safe to share their experiences and viewpoints.

Central to my teaching philosophy is the implementation of trauma-informed pedagogical practices. Drawing from both personal experience and professional training, I create learning environments that recognize the prevalence of trauma among student populations and design instructional approaches that promote emotional safety and student agency. This includes establishing clear expectations and consistent routines, offering multiple ways to engage with material, providing content warnings when appropriate, and recognizing that student behaviors may reflect trauma responses rather than disengagement. I ensure that classroom policies avoid re-traumatization while maintaining academic rigor and supporting all students' educational goals.

I actively mentor students from underrepresented backgrounds, drawing on my own experiences navigating higher education as a non-traditional student. I provide practical guidance on accessing campus resources, managing competing demands, and developing professional networks. I understand the importance of supporting first-generation college students, student parents, LGBTQ+ students, and justice-impacted students in my field. My experience teaching in carceral spaces has prepared me to work effectively with students who have encountered the justice system, understanding the unique challenges they face in accessing and persisting in

higher education, including navigating disclosure decisions, addressing gaps in educational history, and overcoming stigma.

Research and Service

Through my research agenda, I contribute to scholarship that addresses questions relevant to diverse populations and incorporates community-engaged methodologies. I prioritize research partnerships that benefit underserved communities and ensure that research findings reach broader audiences beyond academic circles.

In service to the institution, I eagerly anticipate participating in diversity, equity, and inclusion initiatives and collaborating with existing programs and offices that support underrepresented students. I engage in professional development to continuously improve my understanding of best practices in inclusive education and remain current on scholarship related to diversity, equity, and inclusion in higher education. This includes participating in workshops on topics such as inclusive pedagogy, bias interruption, and trauma-informed teaching practices. I maintain a strong commitment to staying current with research on trauma-informed educational approaches, as this represents a critical intersection of mental health awareness and inclusive pedagogy that serves students who have experienced adverse childhood experiences, systemic oppression, or other forms of trauma.

My experiences as a formerly homeless student, single mother, LGBTQ+ individual, and trauma survivor have provided both empathy for students facing similar challenges and practical knowledge of effective support strategies. I commit to using my faculty position to create more inclusive academic environments, support student success across diverse populations, and contribute to institutional efforts to advance equity and inclusion. I believe that diversity strengthens academic communities by bringing multiple perspectives to scholarly inquiry and enriching the educational experience for all students.