

Sarah Weiss

Teaching Portfolio: Curriculum Vitae

365 Goodrich Ave | St. Paul, MN 55102 | Home: 847.212.3688 | Sfweiss89@gmail.com Sarahweissart.com

Education

- 2016 MFA- Imaging Arts
Rochester Institute of Technology
Rochester, New York
Thesis: *7,223 Between*: Exploring the ideas of home and family through photography.
- 2012 BFA: Photography, Minor: Hebrew Studies
University of Wisconsin
Milwaukee, Wisconsin

Teaching Experience

- 2015-2016 **Rochester Institute of Technology**, Instructor of Record
Introduction to Digital Photography for Non-Photography Majors (Undergraduate)
Redeveloped this elective course to facilitate hands-on student exploration of the practice of digital photography and taught students editing, printing, and how to use critiques to enhance their project assignments.

Selected Group Exhibitions

- 2017 *Fantastic Fibers*, Yeiser Art Center, Paducah, KY
- 2017 RAW Artists *CUSP*, The Pour House, Minneapolis, MN
- 2016 *The Home as Sacred Space*, University of St. Thomas O'Shaughnessy Educational Center lobby gallery, St. Paul, MN
- 2016 MFA Thesis Exhibition, *7,223 Between*, William Harris Gallery, Rochester, NY
- 2016 *Plastic Crucible*, Makers Gallery, Rochester, NY
- 2016 *Fictional States*, Odile Truck Gallery, Rochester, NY
- 2014 MFA Workshare, William Harris Gallery, Rochester, NY
- 2014 *Great Expectations*, RIT Graduate CIAS Exhibition, Gallery R, Rochester, NY
- 2014 Pingyao International Photography Festival, Pingyao, China
- 2012 Continuum, Alumni Exhibition, Arts Center Gallery, Milwaukee, WI
- 2012 BFA Exhibition, INOVA Gallery, Milwaukee, WI
- 2012 BFA Senior Show, *Between Perception*, MOCT, Milwaukee, WI
- 2012 *The Bottom Line*, MPC, Bucketworks Gallery, Milwaukee, WI
- 2012 *Boundaries of the Subjective*, MPC, Foxglove Gallery, Milwaukee, WI
- 2011 38th Annual Juried Show, Union Art Gallery, Milwaukee, WI
- 2011 *Focus Show*, UWM Photo Club, Live Artists Studio, Milwaukee, WI
- 2010 *High-Res: Dimensions and Visions*, Club Anything, Milwaukee, WI

Organizations

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- | | |
|-----------------|---|
| 2017 | Minneapolis Photo Center, F-stop Group, Minneapolis, MN |
| 2014-2016
NY | Graduate Photography Association, Rochester Institute of Technology, Rochester, |
| 2011-2013 | Milwaukee Photographic Coalition, Co-Founder, Milwaukee, WI |

Blogs

- | | |
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| 2016 | Aline Smithson, "The 2016 signs of life Exhibition", Lenscratch Fine Art Photography Daily, October 21, 2016,
http://lenscratch.com/2016/10/the-2016-signs-of-life-exhibition/ |
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Work Experience in Photography Field

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|-----------|---|
| 2017 | Fast Foto Film Lab , Marketing Manager
Contracted position to redesign website, maintain social media and update advertising campaigns. Also, helped with regular daily lab maintenance, retouching/restoration editing, scanning and developing film. |
| 2016-2017 | National Camera Exchange , Sales Associate
Sold and Rented top of the line Digital Cameras and photography equipment. Evaluated used equipment for resale. Diagnosed cameras and equipment for repairs. Answered phones and helped customers with questions about photography and equipment. |
| 2014 | William Harris Gallery , Gallery Graduate Assistantship
Coordinated gallery openings and helped curate the gallery for exhibitions. Installed, prepped walls, and organized lighting displays for artworks. De-installed all types of artwork for gallery walls and pedestals. |
| 2013-2014 | Arts Cameras Plus , Lab and Sales Associate
Sold and rented top of the line digital cameras and equipment.
Printed photographs on Fuji Frontier Lab Printer
Converted analog video to DVD
Assisted community classes and gave individual consultations on photo projects and camera instruction. |
| 2012-2013 | Portrait Innovations , Seasonal Studio Photographer
Photographed young children, babies and families to capture memorable portraits, utilizing professional lighting techniques and posing positions. |
| 2012 | Art Milwaukee , Photo-booth operator
Photographed, printed, and sold photos for ART Milwaukee and other private events. Edited images, created templates for logos and advertisements. |
| 2012 | Dream Kitchens, Design and Instillation , Photographer
Photographed and edited remodeled kitchens and bathrooms for website. |
| 2011 | Third Coast Digest, Online Magazine , Photography Intern
Photographed Concerts and Events for articles and main website.
Edited numerous images for Internet usage. |

Related Experience

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- 2009-2014 **University of Wisconsin, Milwaukee, Art Department**, Office Assistant
Created data entry projects in Microsoft Excel, including scheduling timesheets and, incoming applications.
Utilized programs such as Ad Astra, Office Tracker for scheduling, used Microsoft Word to organize mailings for scholarships and admittance.
Responsible for daily office management.
- 2008-2012 **University of Wisconsin, Milwaukee, Art Department**, Photography Lab Monitor
Maintaining professional printers and scanners.
Helping students with questions and use of equipment.
Ran fully functional wet and dry darkroom along with a digital photography lab.
Mix and change chemistry for wet lab.

Skills & Abilities

Technical Skills

Proficient with photography equipment; including: Darkroom equipment, lighting, and Epson & Canon professional printers, All Epson flatbed scanners, Flextight X1 professional scanners, Fuji Frontier Dry Labs.
B&W Darkroom wet labs along with Film and Print development, including chemical mixing procedures.
Proficient with all forms of Film and Digital cameras including large format and medium format digital and analog systems.
Transferring Video: VHS, Hi-8 and DV tapes to DVD.
Other artistic skills in screen printing on fabric and glass, dyeing fabric, bookbinding and, other alternative darkroom processes.

Computer Skills

Able to type 60 wpm.
Proficient with Microsoft Office including: Word, Excel, Outlook, and PowerPoint.
Adobe Creative Suite including: Photoshop, Illustrator, InDesign, Acrobat-Pro, Bridge and, Lightroom.
Proficient in social media, Windows Operating Systems and Mac PowerPCs.

Additional Skills

Great work ethic, extremely hard worker, team player that can plan, execute and complete projects on time. Creative and critical thinker, good communicator in person, or via telephone, written letter or email. Always actively pursuing new professional skills.

References upon request

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Teaching Portfolio: Artist Statement

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For the past 15 years, I have been a visual artist working at the intersection of photography and fiber arts. By combining film photography with different substrates and installation techniques, I've created works of art that are representative of my personal histories. The photographs typically reflect atmosphere, transient interior spaces, landscapes and disconnected portraits, each of which are assembled into nonlinear narratives. My work is about relationships, family, and home, and through the lens of my experiences, explores how we create personal narratives. I use film photography as my medium of choice, because the quality of the way it captures light also reflects the subtleties of the relationships that I photograph. This work is influenced by emotional ties to family ideals of home and what that means in an age where, as was the case with my own experiences, families and individuals can be dispersed across wide geographic areas with an ease and fluidity that belies the difficulty of these separations.

Having a quiet quality that contemplates my own personal history as an artist with a widely dispersed immediate family, both in physical and emotional terms, my photographic practice is meditative, in such a way I hope extends to the viewer's experience of considering collective experiences and observations. Through depicting images of landscapes interrupted by atmospheric light, I hope to suggest moments that reflect a desire for escaping emotional realities. Taking these photographs and installing them onto delicate, floating translucent fabric surfaces creates a more interactive experience for the viewer. Not only does printing directly onto fabric create a type of "translucent image" that changes when viewed from different perspectives, but the technique also allows the images to interact with one another in a shared space creating a type of "double exposure".

After completing my MFA in photography at Rochester Institute of Technology, I moved to St. Paul for artistic opportunities and to be close to family who live nearby. I've been able to immerse myself in many aspects of the photographic and educational community. My career as an artist has allowed me to work in ways that let me express my passion and encourage others with theirs. While teaching in graduate school, I found joy in encouraging students to follow their passions and see where they take them. While working at camera stores, I have found that working directly with not only professionals, but also enthusiastic amateurs, has given me insights into how people use photographic tools in their day-to-day lives.

My series *New Recollection*, a continuation of the work from my MFA thesis, was shown at the Yesier Art Center in Paducah, Kentucky, in the *Fantastic Fibers* exhibition. Previously this series was shown in the St. Thomas O'Shaughnessy Educational Center Gallery for the *Home as a Sacred Space* exhibition in Saint Paul. These exhibitions gave me the opportunity to push these hybrid photographic and installation pieces into large spaces, a process I'd like to continue.

This current series *New Recollection* continues the use of this photographic imagery installed as a series of floating silk organza prints. In the coming year, I would like to continue to expand on it, with the ultimate goal of displaying it as a solo exhibition.

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Teaching Portfolio: Teaching Philosophy

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Taking an Art course allows people to view their own tangibility. Art gives us the tools to look inward and by doing so, we can experiment with how we understand and express ideas. This is how we begin to think differently, we challenge our own beliefs by pushing ourselves to find new ways of expressing them. Throughout a course, we can look back and see how our own vision of the world changes. The discovery of this power is what I help students find in themselves.

As an instructor of Photography, I encourage my students to think differently, help them cultivate a nurturing and inclusive community, and guide them to finding their own unique point of view. Over the course of this paper I will discuss the ideas stated below and how I implement in my classroom.

- Classroom management
- Fostering an inclusive community
- Thinking differently
- Finding your unique point of view/ Discovering personal growth

Classroom Management

Walk into my classroom, there you would see a balance between structure and freedom. Some students are in collaborative groups, engaged in discussion, others are independently practicing skills while still others are in a small group receiving direct instruction from me, either to enrich or remediate content. All are engaged, and all are working. Choice is evident, as is mutual respect for one another's differences and ideas. I think of myself as much as a facilitator as I do an instructor.

Fostering an inclusive community

Students thrive when they work together. Cooperative groupings cultivate a sense of purpose and community. I have found that when students work collaboratively they are more engaged, building the community feeling that will be necessary during their project critiques. Instead of talking at my students, I prefer to circle the desks and have shared discourse about a topic. Allowing the students to become a part of the lecture allows students to become the artist. We all learn from one another. Assignments begun with collaborative group work foster the skills needed for the project.

Class time is available for working towards each assignment. This time allows students to bounce ideas off each other and continue to build community within the classroom. If students are comfortable with each other when talking about their work in this small group setting, then they will be less timid about expressing their opinions to the class as a whole. Creating that inclusive community will also allow for constructive criticism in a way that is neither detrimental to the student nor to their experience in a classroom. Diversity in a classroom is celebrated the more voices we have in the community, the more perspectives there are. The result is more thought-provoking conversation, in which all who contribute are respected and valued.

Thinking Differently

Mistakes are valuable, because we learn more when we overcome obstacles. Everyone learns differently, realizing this I implement different learning strategies. I appreciated this because of my own experiences growing up with learning differences. Understanding the learning process played a huge role in my academic experience as well as my teaching. The goal is for everyone to stay engaged while in class. I want my students to work together, while also taking on the role of the instructor to have them teach each other. When someone teaches content, they retain more of what they learned in that content.

This method also applies to critiques. Every critique has its own style, and after each critique I ask the students their thoughts on how the critique went in order, to find the right fit for each class. It is important for

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students to get feedback from their peers as well as the professor, changing up the critique style promotes student participation. With these techniques working together, students can find what they want to say through their art.

Finding your unique point of view / Discovering personal growth

Knowing that art allows you to look inward and by doing so, we can experiment with how we understand and express ideas. If we challenge our own ideas by pushing ourselves to find new ways of expressing them, we can see our own growth. With each assignment students are encouraged to challenge themselves to think outside the box. When students challenge themselves, they will see their growth through the path that they charted throughout the semester. By learning to look inward we can see our own patterns. These patterns are the clues to our own unique way of seeing. The discovery of this way of seeing is what makes students ascertain their own point of view.

Conclusion

It is my job and my passion to bring students together and help them learn to connect. Someday they will form their own communities. The classroom should be a place of engagement and inquiry. It is a place to be creative and express one's originality. In my classroom, innovation is foundational. The best way to provide this atmosphere is to make the classroom fun and engaging. Students can challenge one another, as well as challenge themselves, in this inclusive environment. As a professor, I encourage my students to think differently and to try things that they have never done before, to innovate and find out how far you can take an idea. In this learning environment students are not afraid to take on the unknown.

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Teaching Portfolio: Diversity Statement

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During my time teaching at Rochester Institute of Technology I had the pleasure to work with many different students. Teaching at RIT has allowed me to work with students of diverse backgrounds and nationalities and as one of the largest deaf communities on the east coast I have worked with both hard of hearing and deaf students. RIT was lucky to have an incredible international studies program and allowed students from all over the world to study at RIT. This opportunity enriched our classrooms, as many of these students are not native English speakers. Students utilized accommodations including but not limited to interpreters and note takers. Note takers were other students who registered through student services office and volunteered to take notes. Working with interpreters created another dynamic to the classroom and especially the critique. With different aspects to the classroom I found that experimenting with different types of critiquing became essential to how all students participated. Changing the way we critique kept students engaged and allowed for all types of learning to take place.

All students were provided with handouts and PowerPoint presentations ahead of class via MyCourses, the online D2L platform that RIT utilized. MyCourses became a great way to provide extra resources for students, such as helpful videos or articles in addition to assignment materials. Assignments were uploaded to MyCourses for grading and hand written comments were always handed out in person to individuals with their graded assignments. I found that a grade and critique alone does not always give a student a way to remember what areas worked well and what areas needed more consideration. Integrating the online MyCourses platform into the student experience brought multiple interfaces of the learning environment to the classroom. These techniques and technologies cultivate an interactive environment in which students can express themselves freely. Students were very engaged in the online aspects of the course; having extra resources and full access to their assignments and lectures allowed students to navigate the course more individually if desired, while still having the structure of the classroom to guide their course experience. Every student learns differently, making me actively search for different ways to engage with my students and help them work towards the goals of the class as well as their own individual outcomes.











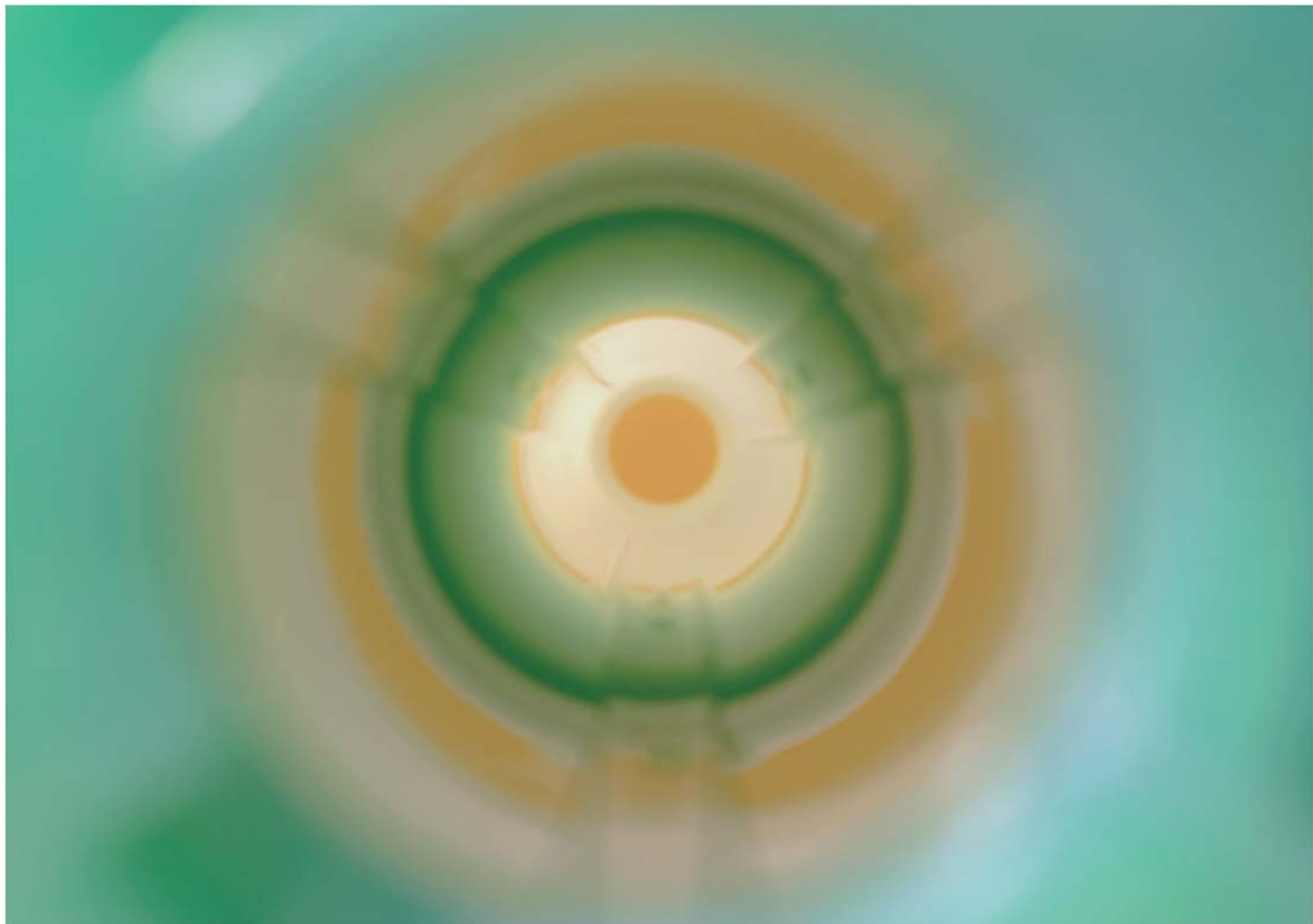










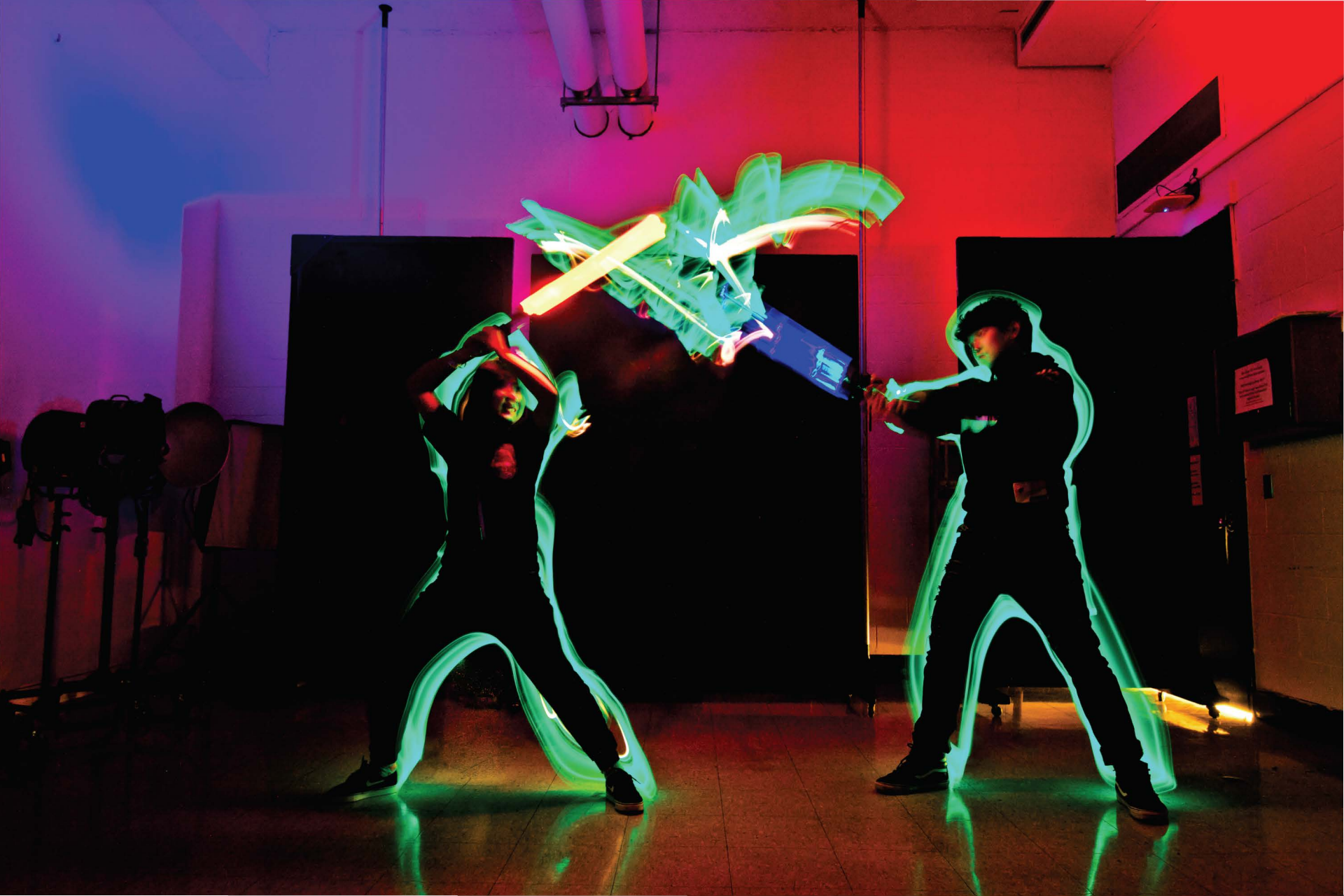




















Documentation of student work

Image List:

1. Bai Ran Final project
2. Chen Yi Landscape
3. Tymoni Correa-Buntley Portrait
4. Tymoni Correa-Buntley Portrait 2
5. Nicolai Dominguez Final
6. Jacob Polcyn-Evans Shutter speed
7. Jacob Polcyn-Evans Shutter speed 2
8. Joshua Saeli Color and Composition
9. Joshua Saeli shutter speed
10. Joshua Saeli Final
11. Mary Stalter Final
12. Mary Stalter Portrait
13. Christi Suchodolski Shutter Speed
14. Christina Thorpe Aperture
15. Christina Thorpe Portrait
16. Philip Tian Final
17. Rachel Walker Color Composition
18. Rachel Walker Final
19. Zhou Zhen Aperture
20. Zhou Zhen Color and Composition 2