

EDUCATION

San Francisco Art Institute-MFA-2013
San Francisco Art Institute-Post-Bacc-2011
Bard College-BA-2003

EXHIBITION HISTORY (solo marked with *)

- 2023 **All Of Us At The Same Time*, Magic Shop Studios Gallery, Petaluma, CA

 Studio Artist Selections, Magic Shop Studios Gallery, Petaluma, CA
- 2020 **In Between*, The Fourth Wall Gallery, Oakland, CA

 Salon Style, SFMOMA Artist's Gallery, San Francisco, CA
- 2019 *Fresh Focus*, SFMOMA Artist's Gallery, San Francisco, CA

 Fall Selections from the Artist's Gallery, SFMOMA Artist's Gallery,
San Francisco, CA

 Inequities, Asana, curated by SFMOMA, San Francisco, CA

 In Celebration of Women's History Month, TPG Global, curated by SFMOMA,
San Francisco, CA
- 2018 *Selections*, SFMOMA Artist's Gallery, San Francisco, CA
- 2017 *TAKEOVER*, Alter Space Gallery, San Francisco, CA

 Stepping Into The Radiant Future, Last Projects, Los Angeles, CA
- 2016 **Max Flux Floral*, Parking Lot Art Fair, San Francisco, CA

 Art Night SF, San Francisco, CA
- 2014 *Something Completely Different*, City Limits Gallery, Oakland, CA
- 2013 *Currency*, MFA Thesis Exhibition, The Old Mint San Francisco, CA

 Re-Memory:Infused Presence, Swell Gallery, San Francisco, CA

 The Haunting, Diego Rivera Gallery, San Francisco, CA
- 2012 *CONT-GRAD*, Diego Rivera Gallery, San Francisco, CA

 Art By Telephone: Re-Called, Swell Gallery, San Francisco, CA
- 2011 *Portraits*, San Francisco Art Institute San Francisco, CA

- Spring Show*, Diego Rivera Gallery, San Francisco, CA
- 2010 *Cannibal Flower*, private venue, Los Angeles, CA
- 2007 **Her Good Qualities*, Lavish on Melrose, Los Angeles, CA
- 2006 *Wall Hall*, private venue, Los Angeles, CA
- 2005 *ELAB III, ELAB IV, ELAB V*, Cinespace, Los Angeles, CA

SPECIAL PROJECTS

- 2015-2017 *The Painting Salon*, Co-Director, San Francisco, CA
- 2017 *TAKEOVER*, Writing and Art Contributor, curated by Serena Cole, San Francisco, CA

AWARDS, GRANTS & RESIDENCIES

- 2023 Arts Quick Grant Recipient, Center for Cultural Innovation
- 2021 Nominee, SECA Award
- 2018 Affiliate Artist, Headlands Center for the Arts
- 2018 Finalist, Tournesol Award, Headlands Center for the Arts
- 2016 Southern Exposure's Alternative Exposure Grant recipient for The Painting Salon
- 2011-2013 San Francisco Art Institute Graduate Grant recipient

ARTIST TALKS/LECTURES

- 2019 Asana, in conjunction with SFMOMA, San Francisco, CA,
TPG Global, in conjunction with SFMOMA, San Francisco, CA
- 2015 The Painting Salon (as presenting artist), San Francisco, CA
- 2013 MFA Slide Slam, Root Division Gallery, San Francisco, CA

CURATORIAL

- 2015-2017 *The Painting Salon*, Artist Lecture Series, various venues, San Francisco and Oakland, CA
- 2013 *Transcen.dio.Matic Method*, World Gallery, Costa Mesa, CA

PUBLICATIONS

- 2017 *TAKEOVER*, curated and published by Serena Cole, San Francisco, CA
- 2013 *Currency*, MFA Thesis Exhibition Catalog, San Francisco Art Institute, San Francisco, CA
- MFA NOW*, Archive Catalog, Root Division, San Francisco, CA
- Art by Telephone: Re-Called*, Exhibition and Archive Catalog, San Francisco, CA

WORK AND PROFESSIONAL EXPERIENCE

2023 *Adjunct Faculty*, College of Alameda, ART 50, 52, 53 -Beginning, Intermediate, Advanced Painting. This lecture/lab course explored various approaches to the study of painting. Students worked to build confidence in the basics of materials, tools, technique, composition and color throughout the course while working to develop a personal and thoughtful approach to painting. Students explored various styles, methodologies and subject matter related to painting while building on the skills of creative expression. Student paintings were based on personal and imaginative content as well as observations of the physical world. Demonstrations, lectures and readings were provided throughout the course both online and in person. I encourage the development of a personal voice through the medium of painting and supported that effort. Students were expected to work on assigned exercises and projects both in and out of class, culminating in works that address the main concerns of painting. Group and self critique as well as a writing assignment on an historical work of interest were also requirements.

2023 *Adjunct Faculty*, College of Alameda, ART 20, 22, 23 -Beginning, Intermediate, Advanced Drawing. This lecture/lab course explored various approaches to the study of drawing. Students worked to build confidence in the basics of materials, tools, technique, composition and color throughout the course while working to develop a personal and thoughtful approach to drawing. Students explored various styles, methodologies and subject matter related to drawing while building on the skills of creative expression. Student drawings were based on personal and imaginative content as well as observations of the physical world. Demonstrations, lectures and readings were provided throughout the course both online and in person. I encourage the development of a personal voice through the medium of drawing and supported that effort. Students were expected to work on assigned exercises and projects both in and out of class, culminating in works that address the main concerns of drawing. Group and self critique as well as a writing assignment on an historical work of interest were also requirements.

2022

Adjunct Faculty, College of Alameda, ART 6A-Modern Painting Portraiture. This lecture/lab course explored various approaches to the study of contemporary portraiture. Students worked to build confidence in the basics of materials, tools, technique, composition and color throughout the course while working to develop a personal and contemporary approach to portraiture. Students explored the various styles, methodologies and subject matter related to portraiture while building on the skills of creative expression. Student paintings were based on personal and imaginative content as well as observations of the physical world. Demonstrations, lectures and readings were provided throughout the course both online and in person. I encourage the development of a personal voice through the medium of painting and supported that effort. Students were expected to work on assigned exercises and projects both in and out of class, culminating in works that address the creative expression of portraiture through painting. Group and self critique as well as a writing assignment on an historical work of interest were also requirements.

Adjunct Faculty, College of Alameda, ART 6B-Modern Painting Realism. This lecture/lab course explored various approaches to the study of contemporary Realism. Students worked to build confidence in the basics of materials, tools, technique, composition and color throughout the course while working to develop a personal and contemporary approach to realism. Students explored the various styles, methodologies and subject matter related to realism while building on the skills of creative expression. Student paintings were based on personal and imaginative content as well as observations of the physical world. Demonstrations, lectures and readings were provided throughout the course both online and in person. I encourage the development of a personal voice through the medium of painting and supported that effort. Students were expected to work on assigned exercises and projects both in and out of class, culminating in works that address the creative expression of realism through painting. Group and self critique as well as a writing assignment on an historical work of interest were also requirements.

Adjunct Faculty, College of Alameda, ART 6C-Modern Painting Abstraction. This lecture/lab course explored various approaches to the study of contemporary Abstraction. Students worked to build confidence in the basics of materials, tools, technique, composition and color throughout the course while working to develop a

personal and contemporary approach to abstraction. Students explored the various styles, methodologies and subject matter related to abstraction while building on the skills of creative expression. Student paintings were based on personal and imaginative content as well as observations of the physical world. Demonstrations, lectures and readings were provided throughout the course both online and in person. I encourage the development of a personal voice through the medium of painting and supported that effort. Students were expected to work on assigned exercises and projects both in and out of class, culminating in works that address the creative expression of abstraction through painting. Group and self critique as well as a writing assignment on an historical work of interest were also requirements.

Adjunct Faculty, College of Alameda, ART 6D-Modern Painting Expressionism. This lecture/lab course explored various approaches to the study of contemporary Expressionism. Students worked to build confidence in the basics of materials, tools, technique, composition and color throughout the course while working to develop a personal and contemporary approach to expressionism. Students explored the various styles, methodologies and subject matter related to expressionism while building on the skills of creative expression. Student paintings were based on personal and imaginative content as well as observations of the physical world. Demonstrations, lectures and readings were provided throughout the course both online and in person. I encourage the development of a personal voice through the medium of painting and supported that effort. Students were expected to work on assigned exercises and projects both in and out of class, culminating in works that address creative expression through painting. Group and self critique as well as a writing assignment on an historical work of interest were also requirements.

Adjunct Faculty, Berkeley City College, youth ages 16-18 Beginning Painting for Dual Enrollment class at Oakland Tech. High School students take a college level painting class via Berkeley City College at their high school. This is a beginning lecture/lab course that introduces students to the foundational principles of painting. I want each student to feel confident in the basics of materials, tools, technique, composition and color by the end of the semester. Student paintings will be based on personal and imaginative content as well as observations of the physical world. Demonstrations, lectures and readings will be provided throughout the course. Students will keep a sketchbook of ideas, studies, and notes along the way. I encourage the development of a personal voice through the medium of painting and will support

that effort. Students are expected to work on assigned exercises and projects both in and out of class, culminating in a final personal project at semester's end.

Lead Artist/Teacher, City Studio, Drawing Portfolio Workshop. Students ages 12-14 spent two weeks building a drawing portfolio as a means to apply to the Ruth Asawa School for the Arts. Students learned the foundational skills of drawing including materials, tools, composition, line, value, contour, and form. Techniques such as sight-measurement, cross hatching, blending, stippling, and erasing helped students create 3 completed works over the course of the intensive. Working from life, students created self portraits and still-lives. Additionally students created a drawing of their choice which contained both imaginative and observed content. Additional short-form drawing exercises were examined throughout the course.

Lead Artist/Teacher, Project Activism, youth ages 12-19, exploring various issues surrounding the Chinatown community of San Francisco as means towards advocacy for equity, inclusion and against anti-Asian hate. Students worked in conjunction with the Chinese Historical Society of America to interview local Chinatown legends Arthur Dong and Norman Fong. Based off of these interviews, students created silk-screened prints to commemorate, celebrate and advocate. Through pop-up live events, students involved community members in teaching them to print. Additionally students collaboratively designed and painted a large-scale mural in Chinatown. Students also worked with local Chinatown musician, Son of Paper, to design posters for his upcoming album release "Mr. Chinatown".

2021

Lead Artist/Teacher, City Studio, youth ages 5-11 to create various projects exploring a variety of materials including painting and drawing, paper cutting and collage, weaving and assemblage. Topics of exploration include peer-to-peer collaboration, personal identity, sharing of ideas and group vs. personal goals and outcomes. Through an approach that emphasizes mindfulness, positivity, collaboration and personal identity, students work both on individual and group projects often trading work to help stimulate social skills as well as artistic realization. This position is in conjunction with the Boys and Girls Club Beacon Program at Washington Carver Elementary School, San Francisco CA

Lead Artist/Teacher, City Studio, youth ages 13-18 exploring feminism, LGBTQ+ issues and environmentalism through drawing and printmaking. Students viewed several major exhibitions in the Bay Area collectively

offering critique and engagement with the works on view. Additionally students interviewed several community members in conjunction with Indigenous Peoples Day and elders of the LGBTQ+ community residing in the adjoining Bob Ross housing. These experiences help inform the forthcoming work and students create both individual works while engaging collaboratively to help others realize their projects through active critique. This position is in conjunction with the Haight Street Art Center, San Francisco CA

Lead Artist/Teacher, Project Artivism, youth ages 13-18 interviewing residents of the Harrison Hotel to create large public facing mural portraits and screenprints. Students interviewed SRO residents and created individual works that helped to retell their stories visually. Each group then was tasked with joining their ideas to create large, collaborative wall murals that expressed a cohesive narrative. In addition students were able to each create a silkscreen design that was offered to the public during the opening day and mural reveal. Oakland CA

2020 *Lead Artist/Teacher, City Studio, youth ages 13-18 design and create collaborative public-facing murals addressing issues of identity, community, and crisis. Through multiple zoom classes students were exposed to the history of public murals in San Francisco and an artist talk from a local design architect about the process of creating public facing art from inception to completion. Students then presented individual ideas for public mural design exploring issues including Black Lives Matter, Covid-19 and Trans Rights. Students were then tasked with joining individual ideas to collaboratively design murals that they painted all over the city working with local businesses. San Francisco CA*

Instructor, City Studio, led an all-ages public, online, figure drawing workshop, San Francisco Art Institute

2013 *Teaching Assistant, Contemporary Practice, Professor Laura Boles Faw, San Francisco Art Institute*

2012 *Teaching Assistant, Painting I/II, Professor Bruce McGaw, San Francisco Art Institute*

2010-2011 *Tutor, youth ages 5-7 in English both written and verbal as well as mathematics, Garfield Elementary School, San Francisco, CA*

2008-2009 *Gallery Director, World Gallery, organized and curated a variety of exhibitions and managed day-to-day operations of gallery, Costa Mesa, CA*

