DIVERSITY STATEMENT
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We are failing to achieve diversity both broadly in the field of computer science and specifically in computer science graduate school programs. This is a systemic problem, in which students from underrepresented minority (URM) groups are implicitly and explicitly excluded during childhood, at undergraduate institutions, and at graduate schools. To effect change, I plan to promote diversity across each of these stages of a student's career. Ultimately, my goal is to create a socially responsible lab culture, in which my graduate students are encouraged to take part in activities with a positive impact on diversity.

OUTREACH.   Women and people of color are disproportionately underrepresented in computer science undergraduate programs. Outreach activities that aim to encourage children to pursue STEM undergraduate degrees provide a good mechanism to increase representation. Since starting my undergraduate, I have participated in three activities ("A Call to College", "Techie Club" and "Discover Engineering") that encourage students, primarily from a low socioeconomic class, to pursue college degrees. In the future I plan to participate in events from organizations such as the Anita Borg Institute and CMD-IT that focus specifically on encouraging women and minorities to pursue careers in computer science.

EXPOSURE.   Many undergraduates, especially those from underrepresented minority groups, do not pursue graduate studies in computer science simply because they lack exposure to computer science research. Anecdotally, even though I was exposed to computer science research in algorithms, I was unaware of the problems that systems research tackles as an undergraduate. It was not until after I graduated and worked in industry that I realized that my passion lies in system research rather than software development. To increase the research exposure of URM students, I plan to actively encourage these students to participate in my research projects as undergraduates. At the University of Michigan, I have seen firsthand how Baris Kasicki's group constructs digestible projects for undergraduate students; I plan to follow in this mold.

MENTORSHIP.   Students from underrepresented groups face unique challenges in undergraduate and graduate studies. In my teaching statement, I discuss how I plan to foster an equitable learning environment in which all students can succeed regardless of their backgrounds. In addition to these efforts, I plan to help students build support groups in order to foster equity and diversity. While I can provide mentorship and support, as a white male, I do not have the same experiences as students from underrepresented groups. So, I plan to lean on my connections to help students from underrepresented groups connect with mentors who have shared backgrounds.

CONCLUSION.   As a leader in computer science, I believe that it is my responsibility to promote diversity in my field. Concretely, I plan to actively promote diversity in computer science by encouraging URM students to pursue degrees in STEM, exposing URM students to research, and helping students build strong support structures. I plan to create a socially responsible lab culture by encouraging my graduate students to partake in similar efforts.