

Statement of Promoting Inclusion

-- Danny Dig --

"It's easy to pick the 'best and brightest' who look like us, act like us, and learn like us. The challenge is to identify the students who are even brighter and better than us, but don't look like us, act like us, or learn like us". [Mark Guzdial, CACM Vol. 52(12)]

I am proactively looking for opportunities to broaden the diversity of my group and of our undergrad and grad programs. I have a strong track record for involving minorities and other under-represented groups in research. I have worked with **four racial-minority students, six females, and one student with a physical disability**. I continue to broaden the diversity of my group, and tap into the pool of different resources like the McNair Scholars Program offered through the Office for Minority Students.

I am **proactive and intentional on creating an inclusive classroom** environment. I use several of the evidence-based resources from NCWIT. When I give feedback I emphasize an **incremental view of intelligence** [NCWIT 2013 – Talk About Stereotype Threat]. I also give students data that lets them *accurately* assess how they are doing (instead of incorrectly assuming they are worse than other people) [NCWIT 2008 – How do Stereotype Threats affect retention?]. In my classes I **deemphasize threatened social identities**, for example by not pointing out someone's gender. Moreover, during lectures I use in-class group activities; these opportunities for cooperation **increase feelings of belonging** to the community [NCWIT-2014]. When I ask questions (before and during class), I learn their names so that I can make a more personal connection with them throughout the term.

For my large undergrad course that I taught at CU last year, **I chose a Lead TA from an underrepresented community** (African-American). I provided weekly mentoring sessions for my TA, and I also met with the TA long after the course finished to provide career mentoring and support. In my class, I also offered 3 group mentoring sessions for women and other underrepresented groups, during 2-hour group sessions. To inspire the women and underrepresented groups in my class, I invited Rebecca Wirfs-Brock, a pioneer and leading author in the field of Agile Software Development and OO Software Design for a live interview in my class. During the interview, I asked questions to discover principles for how to be successful as a woman choosing an engineering career.

While I am not afraid to be a trailblazer and create new programs, my philosophy is to **leverage the existing Utah tremendous program infrastructure** (administration, marketing, registration, best-practices, etc.) that allows me to focus on delivering content and connecting with students.

Looking at SoC's programs, I am delighted to see the UCIC. I want to join forces and help promote the SoC, both for undergrads and grads, and boost recruiting efforts from underrepresented groups in Computing. In partnership with UCIC, I will continue to proactively reach out to universities in Latin America (previously I visited universities in Dominican Republic, Costa Rica, Paraguay, and Mexico) and here in the US, and to K-12 institutions from predominantly Hispanic schools. I also plan to come along others and help inspire and retain underrepresented students in Computing through the "Utah Fresh" program that President Randall announced during his inauguration address.

I will continue to proactively recruit under-represented students through programs such as those offered in the Colleges of Engineering and Science, e.g., ACCESS, MESA/STEP, TRIO, Student Success Advocates. I was happy to see that several such key programs exist at the U for the purpose of recruiting and retaining students from diverse and underserved backgrounds.

My ongoing and future plans are aligned with the key pillars outlined in President Randall's speech "Re-Imagine U: Inspiration, Innovation, and Impact," that builds on the U's foundational principles of equity, diversity, and inclusion. I am also excited to be partnering with the SoC on the ongoing efforts to create an environment where students of all backgrounds feel they deserve to be here, and they belong here.

In summary, I have a strong record of proactively targeting and working with under-represented groups. I continuously learn from my colleagues and mentors about how to be even more effective.

Together We Go Further,

Danny Dig