Diversity Statement—Phillip T. Conrad

June 30, 2017

This diversity statement is prepared for a career review for promotion to Senior LSOE. The review period is from initial appointment as LPSOE, November 1, 2007, to June 30, 2017; this statement summarizes my contributions related to diversity during this period.

The Academic Personnel Manual of the University of California highlights a few specific ways that faculty are invited to contribute to "equity in every facet of the university's mission", including:

- ... efforts to advance equitable access to education...
- ... public service that addresses the needs of California's diverse population...
- ... research in a scholar's area of expertise that highlights inequalities...
- ... mentoring and advising of students ... particularly from underrepresented and underserved populations... (APM 210)

In this statement, I will try to highlight some of my contributions to these efforts during the review period. In somes cases, these contributions overlap with items already highlighted on my other case materials—however, since the APM specifically invites consideration of this dimension separately, this statement collects these for the convenience of the reviewers.

Animal Tlatoque Project

The Animal Tlatoque project (already described in detail on my statement of Professional Activity) was an NSF grant directly addressing issues of underrepresentation in Computer Science—in particular, among women, and Latina/Latinos.

In the course of that project, Diana Franklin (from UCSB CS) and I partnered with Gerardo Aldana from UCSB's department of Chicana and Chicano Studies, to develop a culturally-relevant curriculum for teaching programming through digital storytelling. As detailed in our SIGCSE 2011 publication, we were successful at attracting the target audience—out of 46 applicants, only 3 were outside of our target population. We were also successful at changing attitudes towards computing: before the camp, only 7 of the 46 campers indicated that they were considering a career involving computer science. After the camp, 21 campers indicated CS as a possible career choice.

The program also provided opportunities for undergraduate students, including students from underrepresented groups, to be involved in the research. Twelve undergraduates were co-authors on one or more publications resulting from the project—of these, seven of these were women, and three were of Latina/Latino ethnicity

Support of Student Organizations

I have accepted invitations to speak at the meetings of three College of Engineering student organizations dedicated to supporting the diversity of CoE students (in one case, a joint meeting of two such organizations).

National Society of Black Engineers, UCSB student chapter
Lecture "What is Computer Science"? 05/06/2013

SACNAS and oSTEM, Joint Meeting of UCSB student chapters
Lecture: "Broadening Participation in Computer Science" 11/17/2014

SACNAS is the "Society for the Advancement of Chicanos/Hispanics and Native Americans in Science." oSTEM is "a national society dedicated to educating and fostering leadership for LGBTQA communities in the STEM fields".

Creating a respectful environment in my courses

While it is always important to maintain a respectful environment at UCSB, because some groups—including women, and certain racial and ethnic groups, are underrepresented in Computing—it is even more important to be aware of ways that unconscious bias can create inequities in our learning environments.

I try to be aware, for example, of the use of inclusive language. I used to be very aware of alternating pronouns (he/she, her/him, his/hers, etc.). As my own students have made me more aware of differences around gender identity, I have committed to shifting, where possible to the singular "they/them/their".

When discussing sample data for programming applications, I try to be aware of the gender and culture implied by "placeholder names". Rather than "John Smith", I might choose "Chris Garcia" and "Pat Chen".

I have educated myself about stereotype threat, and imposter syndrome, and try to promote a "growth mindset" rather than a "fixed mindset". I emphasize that differences in outcomes are often more attributable to prior experience and effort, rather than innate talent.