

### Diversity and Inclusion Statement:

As a well-educated rich hetero able white cis-man, probably the most important contribution I can make is to stop talking every once in a while and cede the floor to other viewpoints. But with only 447 words left to describe a continual drive in my life, I will note that I have:

- Developed a youth sports program to serve under-represented and under-resourced groups
- Given invited and keynote talks explicitly addressing best-practices in equitable and inclusive teaching in France, Colorado, Minnesota and with 13 different groups in Washington
- Participated in a state-sponsored cultural exchange in China as a winner of the Fellowship to Enhance Global Understanding
- Designed and taught a graduate course in diverse and equitable teaching practices
- Instigated best-practices for hiring of teaching faculty and staff at UW Biology
- Published papers focused on the outcomes for diverse students within STEM
- Co-designed two courses with members of indigenous communities to honor native ways of knowing
- Built a system of written exams that increases cognitive complexity while decreasing barriers for international and first-generation college students

I teach very large courses, lead programs and supervise 12+ staff. I have developed the following diversity-focused leadership habits:

- I place myself immediately within the sphere of human diversity to make clear to diverse students that I do not represent a default state of demographics and am aware of the history and patterns of inequity that exist for them. When I am not aware, I make clear that it is worth my time and effort to listen and find out.
- I seek out viewpoints and expertise far different than my own and give them opportunities for un-edited speech and project co-design even when I find this extremely uncomfortable.
- I am vocal about helping my demographic group-mates to intentionally self-monitor and give space to others who might productively use the attention, space and resources we naturally accumulate.
- I open conversations with questions and the space/time needed to direct the conversation wherever those answers or further questions require.

In my future position, I hope to be able to bring the following to my institution by:

- Championing the positive impacts of active learning for diverse students, I make mastery of STEM fields more available to all.
- Explicitly training micro-skills and design frameworks for equitable teaching, I will build inclusion skills in the next generation of instructors.
- Participating in conversations with colleagues without needing to be the focal point or the answer-keeper, I can help to improve the climate of my department.

I hope I have illustrated how much work I put into diversity and inclusion on a daily basis. I should end by making clear: Diversity and inclusion are not my ultimate goals but rather prerequisites for these goals. My true goals are better humans and better human understanding. Equity is crucial to improving the work that we do, and I strive towards inclusion because it is a necessary tool in the fights against climate change, obesity, war and poverty.