

Diversity and inclusion statement – [REDACTED]

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I find myself working for the same regional community, though in different ways.

Yet I think he would not be surprised to see the vast inequalities that still persist in our country, especially as they play out in our educational system. My perspectives have been shaped by my national service in Idaho, by my teaching experience in Arizona schools, my work co-founding and growing the University of Arizona's Sky School, my experience teaching at Arizona State University, and my experience as trustee at the University of Oxford's oldest college. I have seen many contrasts in wealth and privilege. I have also seen the challenges to making change. Yet supporting diversity efforts through greater inclusion of underserved populations is the only way in which we will succeed.

We recently published a piece on the importance of inclusion in successful diversity efforts (Puritty *et al.*, *Science* (2017)). A key message arising from this work is the importance of allowing people to bring their whole selves to work – that is, building classrooms and research environments that not only recruit people from diverse backgrounds, but also retain them by making them feel welcome and valuable – and critically, by being willing to change an organization's approaches and assumptions in order to achieve this. These large challenges are not easily addressed, but should stimulate important conversations around institutional change.

My approach is best reflected by the University of Arizona's Sky School, which I co-founded in late 2011. We are an outdoor science school providing inquiry-based science education to underserved populations in the region. We connect students from underperforming schools with trained graduate instructors. Over the course of overnight or weeklong programs, small groups of students explore the desert and mountains while conducting original research facilitated by mentors. We now annually serve 1000+ students from primarily Title-I eligible schools over 15000+ contact hours via 15+ graduate instructors. Quantitative instruments also have demonstrated increases in student content knowledge as well as student attitudes toward science. We also have run research apprenticeship programs where students design year-long field-based research projects with guidance from graduate mentors. Our students primarily come from underrepresented backgrounds and have received state and national science fair awards at rates ~10x higher than average entrants do. These parallel approaches promote inclusion by helping students to connect with relevant role models, to begin to care for local places and issues, and to find ways of being scientists that are compatible with their own life experiences. Our work was recognized in 2014 by the Obama White House 'Champions of Change' award focused on environmental stewardship and conservation. We are now working on professional development opportunities for teachers, and are developing in-school and after-school programs that will enable these approaches to reach more communities. Efforts like our program, at both K-12 and university levels, are critical for engaging and including the next generation of engaged citizens and leaders.

I have taken actions in my own research and teaching to improve inclusivity. As detailed in my teaching statement, I build courses with structures, content, and critical pedagogy that have been shown to promote success for many students from underrepresented backgrounds. I also provide opportunities for service-based learning and local community engagement through these courses. I provide close mentoring in my lab, and try to ensure that my teams have a diverse set of people in leadership positions to provide role models for students just starting out. I also ensure that all lab members receive either financial support or academic credit for their work, in order to minimize inequalities in participation, and work with a range of organizations (e.g. SACNAS) in order to recruit members from diverse backgrounds. I feature students' work and contributions in order to promote their successes and build engagement with their future colleagues.

I feel that it is important to work towards more just and equitable outcomes for all, and hope to use my position in the university system to contribute my small part.