

Daniel Dale

Candidate for At-Large Trustee



Affiliation: University of Wyoming

Position/Title: Associate Dean / Harry C. Vaughan Professor of Astronomy

PhD institution: Cornell University, 1998

Areas of scientific interest:

- Nearby galaxies
- Star formation
- Dust SED modeling
- Stellar clusters

AAS and/or Division leadership positions and dates:

- Member, Advisory Committee, National Osterbrock Leadership Program, 2023 – present

Other relevant positions, experience, and dates:

- Associate Dean, College of Engineering & Physical Sciences, University of Wyoming, 2022 – present
- Planetarium Director, University of Wyoming, 2017 – present
- Astronomy REU Director, University of Wyoming, 2012 – present
- Head Coach, University of Wyoming Women's Hockey Team, 2009 – present
- Director or Assistant Director, Wyoming Astro Camp, 2003 – present
- Associate Dean, College of Arts & Sciences, University of Wyoming, 2021 – 2022
- Interim Dean, College of Arts & Sciences, University of Wyoming, 2020 – 2021
- Associate Dean, College of Arts & Sciences, University of Wyoming, 2018 – 2020
- Member, Executive Council of the Science Advisory Committee, ngVLA, 2017 – 2021
- Department Head, Physics & Astronomy, University of Wyoming, 2008 – 2017
- Director, Wyoming Infrared Observatory, 2006 – 2008

Statement:

It is an honor to be considered for the AAS Board of Trustees. I have substantial experience in academic leadership, large research collaborations, public outreach, and mentoring. Since 2008 I have served as either Department Head, Associate Dean, or Interim Dean. I am the PI/Director of an NSF-funded astronomy REU program, and I raised private funds to support important K-12 ventures for which I additionally serve as Director: my university's planetarium and an

astronomy camp for middle school children. I have had the privilege of working with a cross-disciplinary group to improve mentoring and teaching strategies using research-based practices. Over the years I have also visited 100+ K-12 classrooms for hands-on experiments and activities. From a research perspective, my career has benefited tremendously from participating in large international teams. The access to rich datasets and combined brainpower is unparalleled when working in a dynamic and diverse team.

If elected to serve on the Board, my aim would be able to leverage these experiences, with a particular focus on supporting our society's youngest members who represent the lifeblood of our field and for whom we face several challenges in adequately serving. A shockingly high number of undergraduate and graduate students suffer from mental health issues. The demand by students interested in meaningful research internships far outstrips what our community can collectively provide. Providing effective guidance on careers and professional development for the next generation is a never-ending struggle for mentors, and from a financial standpoint, we all understand the challenges students face in funding participation at conferences on top of funding their own education.

The AAS has some important programs in place to support our youngest members including the undergraduate reception that kicks off each winter AAS meeting. It is always a chaotic, joyful experience that is focused on the future. While standing next to my university's REU / grad school recruiting booth, I have many opportunities for brief but intense mentoring sessions, perhaps my favorite aspect of being a professor. In a similar vein, every time I attend the winter AAS meeting I come away with new collaboration ideas and feeling invigorated and excited about the future of our field. Meetings can be even more impactful for our junior members with the least experience. My goal as AAS Trustee would be to support existing programs and to explore new initiatives that further the development of our early-career members; I would like to explore creative ways to expand opportunities for our students to land internships and to present at meetings while also providing mentoring tools for mentors (e.g., FAMOUS grants; the Inclusive Graduate Education Network; the Equity-Minded Mentoring Toolkit, etc.). Well-run internships and professional meetings are not only critical steps along a student's career path but they also instill a strong sense of community and belonging which can have a powerfully positive impact and help limit feelings tied to imposter syndrome / stereotype threat.