I share my experience regarding diversity, equity, and inclusion, and how I plan to continue pursuing them.

Diversity: Promoting participation from underrepresented groups

Experience. I have worked to increase the research participation of underrepresented groups (URG) in my field. For example, **three out of four students whom I closely mentored are from URG**, among which one is a black, first-generation, male student and the others are international female students. I guided the first student on his summer research project, which led to a publication at NAACL. Both female students described me as their role model, and they are now pursuing research as a career.

When I was the only female team lead (among seven teams) in the benchmarking effort at Stanford Center for Research on Foundation Models, I **made sure our team was gender-balanced**; I recruited 15 Postdocs, Ph.D. students, and Master's students among which **eight were female and seven were male**. Quite unexpectedly, this resulted in female students volunteering to lead all five sub-teams within our team. From my past projects with predominantly male collaborators, I understood the challenges of speaking up, assigning tasks, and navigating conflicting opinions. With this awareness, I supported the sub-team leads in gaining confidence and guided them when they needed to mediate team members' differing personalities and needs.

For the broader research community, I extended my effort to **reach out to a more diverse set of students** by participating in the Stanford CS Undergraduate Mentoring Program, geared towards undergraduates from URG. Through this program, I mentored and counseled several first-generation and/or low-income students, as well as female students. From this mentoring experience, I realized how hard it is for these students to "break in" to research, let alone understand the pros and cons between industry and academic career options. When selecting speakers for the First Workshop on Intelligent and Interactive Writing Assistants, we **invited those from URG and with relatively less visibility in the community**. As a result, our keynote speakers consisted of two women, one being a person of color and the other with low visibility.

Action items. As a faculty member, I will continue my effort to promote URG as follows.

1. **Provide financial support and research training for undergraduate students.** I plan to lead an initiative to propose a National Science Foundation Research Experiences for Undergraduates (NSF REU) Site to conduct research on human-AI interaction. As a former undergraduate researcher who was inspired by my advisor to pursue a Ph.D., I deeply believe that early access to research opportunities for underrepresented groups is critical to improving diversity at the graduate and faculty levels.
2. **Recruit and retain diverse graduate students.** When recruiting graduate students, I will reach a diverse pool of candidates by considering a broad set of colleges, including Historically Black Colleges and Universities (HBCU) and teaching-focused institutions. I believe that, at the pre-application stage, we must strive to provide students with the necessary information about graduate school as early in their careers as possible. After students enter the program, I will make every effort to retain each student by fostering a sense of belonging (see the last section of this document for my philosophy on inclusion).

Equity: Democratizing information to demystify academia

I strongly believe that knowledge is power, and by sharing information, we distribute power more evenly. This is particularly important for URG, who have traditionally been denied or lacked access to important resources.[1]

Experience. In 2017, before leaving Korea to start my Ph.D. program at Stanford, I **published a book summarizing my process of applying to graduate schools in the US to make the process more approachable and encourage more Korean students to pursue advanced degrees**. Before the book, this type of information was strictly limited to a few top-ranked institutions in Korea and only shared amongst the students at the same institution. This asymmetric access to information was unfair to the many talented students across the

country who simply did not "know the right people" and I became determined to document my experience. The book sold over 2400 copies and inspired many students across the country.

In addition, I have **counseled over 100 students** who reached out after reading the book via email, many of whom were female or from rural parts of Korea. From interacting with these students, I learned that lack of information easily deters students from pursuing higher education (e.g., not knowing that they can apply to Ph.D. programs without MS degrees; not knowing that Ph.D. programs are usually funded by advisors or departments). Over the five years, I received many thank you emails from the readers who were admitted to schools such as Stanford University, Carnegie Mellon University, Princeton University, University of Texas—Austin, and Georgia Institute of Technology. This experience reinforced my belief that accessibility of information is key to promoting opportunity and diversity.

Action items. Based on what I learned, I will continue democratizing information in the following ways.

1. **Make information accessible.** For undergraduate students, I will teach a 1-unit course or host a workshop on *Applying to Graduate Programs*, which covers various topics such as finding schools, creating curriculum vitae, writing statements of purpose, and asking for recommendation letters.
2. **Invest in creating information.** For graduate students, I will document and share my knowledge about academic careers so that they can make more informed decisions about their future career paths. Concretely, I plan to write a book (in English) on navigating Ph.D. programs and pursuing academic jobs.

Inclusion: Fostering a sense of belonging

Students thrive when they feel a sense of belonging. However, it is known that many students feel out of place in academia,[2,3] especially if they are from URG, which can lead to not only poorer academic performance but also anxiety, depression, and impostor syndrome; I was not an exception.

Experience. When I **shadowed a professor at Foothill College (a local community college)** through the Preparing Future Professors program, I saw first-hand how much importance he placed on building a sense of belonging. For example, he made a point to learn each student's name and get to know them as individuals. I could see that students felt seen, heard, and comfortable communicating with him and their classmates.

As part of the program, I delivered a lecture on random numbers and lists to the class. The composition of the class was quite different from the courses at Stanford, and **included many students from non-traditional backgrounds**, such as high school students, professional chefs, and grocery store managers. Therefore, as I prepared my teaching materials, I made sure to pay special attention to who my students are, their level of academic preparation, language barriers, working situations, cultural considerations, and learning differences.

Action items. I will work to create a climate of inclusion in which all individuals feel respected and valued.

1. **Hold open office hours.** I will hold weekly open office hours where all students can come to ask questions, share concerns, or chat and connect. For students in my research group, I will schedule monthly group coffee chats or lunches as a way to interact outside of research, celebrate accomplishments, and create a stronger community within the research group.
2. **Employ culturally responsive teaching.** I will strive to provide culturally relevant, engaging lectures and design projects that connect to students' unique backgrounds and interests. Similar to What I Wish My Professor Knew at Stanford, I will also proactively solicit feedback from students and help faculty (including myself) understand how classroom practices and statements can make students from URG feel less alienated and more supported.

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[1] Lack of access to computer science resources, not lack of interest, negatively impacts students from underrepresented groups in Forbes (September 2021)
[2] In academia, lower socioeconomic status hinders sense of belonging in Science (October 2022)
[3] PhDs without tears: how academics can help ease students' minds in Times Higher Education (January 2019)