CORI N. FAKLARIS - DEI STATEMENT

Diversity, equity, and inclusion (DEI) are core values. I have reflected on **my own implicit biases** [2,3] as a middle-class, U.S. citizen with **White privilege** [4,7]. I am a **nontraditional computer scientist myself,** and I draw on my experiences with **impostor syndrome** [1] and **stereotype threat** [5,6] to consciously seek to understand and empathize with those whose struggles may not be visible.

DEI IN RESEARCH

I have a track record of recruiting and working with research assistants who are also not White, Western, male-identifying in computer science (CS) and with non-CS students generally. My social-behavioral research does not require computational skills for assistants, because my methods are often interviews, surveys, and lab and field observations. This **enables me to actively recruit from outside the CS departments** — in social sciences, the arts, and humanities — **and to give CS students an introduction to human-centered methods**. I also **strive to recruit diverse participants** by reaching out to the local community, by hiring companies to fill a representative survey panel, and by placing ads and posts on internet platforms such as Google, Facebook, Craigslist, and Reddit. My work to date has explored **users' experiences with systems that are not designed for people like them**, such as romantic couples working around "1-user 1-account" designs for logins. I plan to continue such research and work with diverse assistants to design systems and studies that address diverse experiences and benefit society.

DEI IN TEACHING

In my syllabus and in other assigned readings and activities, I will strive to **incorporate diverse authors and perspectives**. Ruha Benjamin's *Race After Technology* can inform students' perspectives on how to design technologies that are anti-racist and to give them a vocabulary for discussing how to address inequalities. *Data Feminism*, from Catherine D'Ignazio and Lauren F. Klein, points to how numbers have been used to reinforce status quos, such as by excluding the context around metrics. I would enjoy leading a graduate seminar about the stakes of design and an undergraduate survey course to focus on thinkers and systems in this vein and to prompt reflections and discussion on DEI for tech.

I will actively look for ways to welcome students who are **not neurotypical**. Two examples of classroom activities that I will incorporate: (1) Using an anonymous comment form or polling apps in class to draw in students who are not comfortable with speaking up in class or with direct social interaction. (2) Making sure that some assignments are individual so that they have a chance to shine without engaging in stressful encounters with other people.

International students sometimes need scaffolding to socialize and to succeed on a level with U.S. students. I will continue to mix international students and U.S. students in groups for class activities and assign them to work together on course projects. This helps both types of students to get outside their friend bubbles and exchange ideas with someone with a different perspective. It also will ensure that non-native speakers have native speakers as colleagues to help and to support them.

DEI IN SERVICE

I plan to continue **organizing and speaking on panels** to nudge diverse students to consider graduate school and compete for high-quality jobs. I have developed materials along these lines for the Human-Computer Interaction Institute's **Research Experiences for Undergraduates (REU) program**. I also helped pilot the Computer Science Department's **seminar on DEI for Computer Science and Society**. I will adapt what I know about such programs for the benefit of my new institution.

As a new faculty member, I will be **glad to serve on the department's graduate admissions committee**. I will be an advocate for semi-blind review of applications at an early stage of the process. This will help to reduce our implicit biases that may color our views of the merits of certain applicants, by hiding clues to their gender or racial/ethnic identities.

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