

I strive to use my roles as an educator, researcher, and community member to increase the inclusivity of teams who design and build technology, and ultimately to improve the quality and inclusivity of technology itself. I approach this goal with eagerness to learn from people whose experiences are different than my own, and also with personal experience as a woman in Computer Science.

Undergraduate Research. My first undergraduate research position as an incoming junior in EECS was transformative. My sense of belonging in CS and technical skills improved thanks to the individual project mentorship and detailed feedback I received. After just my first summer in research, I participated more often and performed better in my classes. Thus, throughout my career I have encouraged undergraduates in underrepresented groups to participate in CS research by: serving on panels and giving presentations about my own research experience to groups promoting diversity like WICSE and CS Scholars, providing informal mentorship to people referred to me (*e.g.*, by staff members who work with undergraduates), and by explicitly encouraging participation in on-campus undergraduate research in my guest lectures and classes. I recruited 3 lab mentees (2 women, both continued onto graduate school) through the latter approach alone. Personally, I have individually mentored undergraduates on research projects, career trajectories, and applications. Almost all of the 11 undergraduate students mentored on projects are from underrepresented backgrounds at graduate levels of CS, including women, students with disabilities, and students from smaller CS schools; and four of these students have already continued onto PhD programs (UC Berkeley, UW, Columbia, and UCLA). I see recruiting and providing positive research experiences for undergraduate students as a key way to promote learning-by-doing and *technologist identities* for students for whom that identity may come less naturally. I will recruit undergraduate researchers through panels and postings with on-campus groups for underrepresented minorities, as well as through undergraduate staff and guest lectures. To ensure more equitable access to positions, I will hire students for paid summer positions.

Campus and local communities. While undergraduate research can provide community and ownership to students that might otherwise churn from CS programs, I also want to broaden the set of people that consider CS as a career path in the first place. To encourage people without CS majors to consider CS, I taught CS Kickstart (a course for incoming students interested in CS but without prior experience), and I've taught guest lectures to non-CS major courses. As a postdoc, I co-founded the Accessibility Lunch Seminar at CMU to bring together accessibility researchers across departments, interested students, and community members to present research or experiences, discuss future work, and read literature. The seminar served as a landing place for students interested in accessibility research (from within CS and departments such as public policy) to find research positions and form collaborations. In Spring 2020 with the rise of COVID-19, I and other group members shared resources to support local disability communities, and I led a research project to understand the accessibility of technology during the pandemic. I have taught guest lectures to non-major CS classes (*Beauty and Joy of Computing* and *Data Science for Digital Humanities*) to introduce students to human-centered computing and HCI research. I've also taught beyond campus including teaching an engineering curriculum to elementary school students in Berkeley. I co-founded and led the CMU Tech Help Desk at a small business incubator (Community Forge in Wilkesburg, PA). For three hours a week, I went to the community center incubator to help members to develop their websites, debug existing hardware and software, and adapt to using new technologies in their businesses. We continue to adapt this service to remote, asynchronous help. In my career, I aim to seek out opportunities to further university relationships with local communities.

Research. Ultimately, I aim to improve the representation of people with disabilities in STEM through personal recruiting, but also through building technology to provide equitable access to media and communication. In my research, my approach is to include users at every stage of the research process, such that the created technology accurately reflects and supports end-user goals.