

Throughout my academic journey I have developed strong communication, presentation and problem solving skills via various mentoring and teaching opportunities. While pursuing my Ph.D. at Georgia Tech I served as a teaching assistant for the graduate-level advanced operating systems class and mentored junior Ph.D. students in research collaborations. Earlier, during my undergraduate studies at NTUA I was a volunteer lab assistant in the introductory programming class and moderated the school's online forum. These experiences and interactions with great teachers and mentors, together with my innate urge to mentor and natural talent in effective communication, have shaped my approach in teaching and mentoring.

**Teaching.** I take pride in the effectiveness of my teaching skills, with respect to delivering a clear and engaging instruction. Whenever I delivered a guest lecture for the advanced operating systems class, I put effort in preparing the material, creating presentations with engaging sequences and distinct summaries of key points. During the lecture, I would make sure to pause and encourage questions, even the ones students thought were simple. In this way, I could adjust and personalize my instruction to the learning capabilities and background of all the students. Similarly, I maintained proper structure, manageable deliverables and rich references in the project descriptions and other material I was responsible for as a teaching assistant. To my delight, students wrote in their evaluation that *'the teaching assistant could easily understand our questions and always gave crisp and relevant answers'*. The school recognized my outstanding teaching record and approved me to be the primary instructor for the undergraduate computer systems and networks class for the summer semester of 2020. Unfortunately, the circumstances of the Covid-19 pandemic did not allow me to pursue this opportunity.

Yet, I recognize that being a good teacher is far more than being an effective communicator and presenter. It is also about creating a circle of care, trust and community of students. As an instructor I build strong communication and collaboration among students, where they have the opportunity to learn from each other, not just me. During the office hours as a teaching assistant I would always drive group discussions and encourage other students to answer questions from their classmates. However, if students wanted to personally consult me I was always highly available and reachable in person or online. My outgoing personality and caring attitude enabled students to reach out to me not only about questions on the class, but general academic advice, which I thoroughly enjoyed giving. Building such a strong communication and support network with my students is one of my biggest priorities, especially under online instruction.

As a faculty member I look forward to instructing courses, putting to good use my effective presentation skills, creating a supportive and inclusive environment for my students. My technical experience across several domains – operating and distributed systems, high performance computing and big data, memory systems and interconnects – make me well prepared to teach a range of topics, and to relate technologies across domains. I can prepare and deliver lectures targeted to undergraduate and graduate students, as well as create content on special topics in the aforementioned research areas and their intersection with machine learning, that particularly excites me. I will also explore opportunities to organize lecture series or seminars with invited talks on the topic of practical machine learning in systems. I will seek to engage industry practitioners who rely on machine learning technology in the management and operation of real systems. I already have a rich network of connections I can use to this effect, due to my strong presence and participation in conferences and workshops, as well as through my industry and research internships as a graduate student.

**Advising.** The first step in my student advising approach is to create a direct and effective communication channel. Being approachable, available and caring are traits of my personality which are critical in student advising. I particularly value the mental well-being of students and encourage the proper boundaries in work life balance. Given my recent Ph.D experience, it took me a long time to recover from impostor syndrome and work guilt, which led to over-working, zero hobbies and ultimately being unproductive. Teaching my students how to overcome these struggles and be productive will be my top priority, especially when recruiting junior students with possibly no prior research experience. Overcoming the initial learning curve is challenging, but my approach in taking small steps has always been successful. Yet, everyone's personality is different so I will appropriately adjust my advising approach given the student's character, background and interests. Especially when grouping my advisees together in research projects I find very important that their skills and strengths compliment each other, and personalities match for an effective collaboration.

As a future research lab leader, I feel strongly about creating a positive, inclusive and non-competitive culture among my students. Transitioning my teaching vision into group advising, I find it essential to encourage communication and collaboration among my students, where they also learn from, support and

celebrate each others achievements. Social activities, constant communication, multi-cultural celebrations and well-being practices will definitely be part of my weekly lab agenda (probably refilling the box of chocolates, too). Also, encouraging the students to be an active member of their student community will be beneficial for their social well-being and help grow their experiences and support network. As a graduate student I would always volunteer to organize student activities at the school level and participate in the recruitment of PhD students and student evaluation of faculty and department chair candidates.

With respect to research guidance I believe it is critical that a student works on an exciting project, which helps grow their skill set and knowledge. Yet, incoming students do not always have a good sense of what excites them. To this extent, I will encourage students to solidify their fundamental knowledge on the topic, with related classes and paper readings. Then, I will match their current skill set and interests with a project, instilling my own excitement for the project itself, with clear examples and up-to-date technology use cases. My own experience tells me that as a student I thrived when I was working on a topic that excites me, using the best of my abilities and being highly productive in the comfort zone of my skills. I want my own students to feel enthusiastic and comfortable with their skills in their research project. Yet, I will highly encourage the broadening of their knowledge and skill set via classes, workshops and internship opportunities, as I accomplished during my graduate studies. Similarly, I will urge my students to attend invited talks and conferences to become active members of the their research community. There is no better place for a student to realize the importance of their research project, get excited, learn and build a network of support and collaborations, than being part of the community and seeing first hand the research and industry trends.

**Mentoring.** I feel strongly about broadening my mentoring outreach to students I do not regularly interact with in the academic community, where I serve as a role model. I recognize that not all students have the same experiences and opportunities in advising, especially the ones that are part of underrepresented minorities. I find very rewarding to participate in events where I can share more of my own experiences, especially with respect to mental well-being and life advice. For instance, I was selected to participate in the inspirational talk series ‘Illuminate Tech’ organized by Georgia Tech’s student government association. At this event I shared personal stories and struggles of how I manage my imposter syndrome, how I try to strike a work-life balance and overcome times when I feel particularly low. As a member of the faculty I want to have a strong presence, engage with student organizations, such as undergraduate and women in computing clubs, to motivate and support students in their academic journey. I especially feel passionate about strengthening the female representation in computing and particularly in my research area, where it is astonishingly low. I will actively pursue the recruitment of women and students from diverse backgrounds.