

## Adam Rule **Diversity Statement**

One of the reasons I thoroughly enjoy working in human-computer interaction, a field at the intersection of computing and social science, is the diversity of colleagues and students I get to work with. I aim to celebrate and foster that diversity in the way I teach, mentor, and serve.

### **TEACHING**

Having taught courses in HCI, medical informatics, and design, I have worked with students from diverse backgrounds. This has included not only diversity of major (e.g., how to simultaneously teach technical topics to computing and social science majors) but also diversity of career stage, socio-economic background, race, ethnicity, gender, and other factors. One of my main concerns in teaching is fighting imposter syndrome and helping less confident students from under-represented backgrounds succeed. I believe one of the best ways to do this is to **provide copious structure** in syllabi, assignment descriptions, rubrics, and lectures so expectations are clear and success is scaffolded [1]. Second, I work to **encourage discussion and questions**. Some of the techniques I have learned from mentors are small, such as rephrasing questions like “Do you have any questions?” to “What questions do you have?” and being comfortable with silence to let students know I expect questions, and asking them is not a waste of my or other students time. Similarly, when guiding meetings with the 8+ TAs for *Human-Computer Interaction Design* I became aware that the concerns or opinions of a single TA could dominate the meeting. To encourage contributions from everyone, I learned to start meetings by havening everyone add their concerns to a shared agenda. I have found this tactic of individually writing down ideas before sharing them fosters more diverse discussion with students (and faculty) as well.

### **MENTORING**

In research I have similarly found that adding structure encourages contribution and learning for diverse mentees. In particular, I have found Zhang et al’s **agile research studios** [1] helpful for the way they encourage regular checkpoints, mid-term contributions, and student-researchers mentoring one another. I also **intentionally recruit students** for my research groups who may be at greater risk of experiencing imposter syndrome including not only racial and gender minorities, but also first-generation students, transfer students from community colleges, and international students.

### **SERVICE**

Working in interdisciplinary domains I have learned that there is great diversity in research questions, contributions, and ways of knowing. One way I sought to encourage this kind of diversity while recently serving on the Student Paper Competition Committee for AMIA, the leading conference in medical informatics, was steering conversation to consider any implicit bias in the distribution of research methods represented in papers we were selecting for competition finalists. Whether in teaching, research, or service, I want diverse voices to have a say.

### **REFERENCES**

[1] [https://www.chronicle.com/interactives/20190719\\_inclusive\\_teaching](https://www.chronicle.com/interactives/20190719_inclusive_teaching)

[2] Zhang H, Easterday MW, Gerber EM, Rees Lewis D, Maliakal L. Agile research studios: Orchestrating communities of practice to advance research training. In Proceedings of the 2017 ACM Conference on Computer Supported Cooperative Work and Social Computing 2017 Feb 25 (pp. 220-232). ACM.