

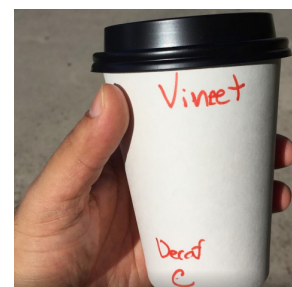
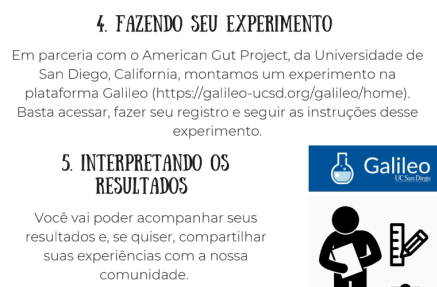
I have been committed to promoting diversity and inclusion in research, teaching, and service.

**Create a research program that actuates people's diverse expertise:** By sharing their personal experiences about drinking water with high fluoride content in Latin America and consuming fermented foods in South Asia, citizens from 30 countries have generated new knowledge for institutional researchers using my research systems (Figure 1). Lyme disease disproportionately affects women but health practitioners have traditionally paid less attention to women's self-reports. I am collaborating with three Lyme Disease community leaders from San Diego, Pittsburgh, and Seattle for their community to design experiments to generate evidence. Moving ahead, I intend to deepen the contributions that diverse citizens can make by supporting different experimentation methods and by forging collaborations with more diverse global communities.

**Foster a lab environment that supports and promotes traditionally underrepresented students:** Throughout my research, I've collaborated and worked extensively with women scientists: 3 of 7 of my collaborators from microbiology are women; and 3 women computer & cognitive science PhD students and I share our office. Working alongside them, I have learnt of the frustration caused by sexist comments on department email threads or at conferences. As an Indian man in Computer Science, I have been spared these experiences (outside my HCI research, my work in algorithms/systems is co-authored entirely with men). My initial experience in HCI research was shaped by Laura (TA for my first HCI course) and Catherine (mentor for my first major HCI research project) who patiently taught me about research methods and encouraged my ideas [1]. I've tried paying forward my mentors' kindness and patience by mentoring underrepresented groups and plan to continue doing so.

In my research, 10 undergraduates (4 international students, 4 women) have spent time in the trenches alongside me. After mentoring a student from a Southern California community college, I encouraged her to apply to a summer internship at Microsoft Research, provided feedback, and introduced her to researchers (the internship opportunity didn't work out); she has now transferred to a top-tier university. With the UCSD Graduate Women in Computing group, I mentored first year graduate students for an academic year. For all mentees, I use gender-neutral and value-neutral language. I help them prepare for interviews and poster presentations by working closely with them through multiple iterations. I like to involve short-term visitors in the research process to imbibe a spirit of doing. Two women high school students from Tijuana and Toluca (Mexico) observed a pilot study to learn about human-centered design. Two visiting Greek undergraduate students were exposed to HCI research for the first time by trying my software. Scaling up 1 on 1 mentorship is a difficult problem. I plan to use my experiences towards building systems that support this; I reflected on this in CHI 2016 workshop paper calling for collaboration with researchers who study learning across diverse communities [2].

**Support culturally diverse discussions:** The UCSD Design Lab comprises people of varying expertise (12 departments); experience (high-school students to accomplished researchers); and gender,



**Figure 1** Diversity creates new opportunities to educate, learn, and create via research, teaching, and life experiences. **A)** A kombucha experimenter from Rio, Brazil created a poster in Portuguese for her experiment on my research platform, **B)** See the squeezed-in first "e"? I request baristas in San Diego to guess my name's spelling before telling them, converting an awkward situation to a fun teaching moment

cultural, and national identities. My labmates have radically different life experiences that inform their values and views on research. Their questions, feedback, and coffee conversations have broadened my understanding, both generally and specific to my research. For example, brainstorming about kefir and kombucha (called mushroom tea in Russia) with a Russian anthropologist labmate taught me about her culture's folk theories and difficulties in running experiments. To enable one ESL undergraduate to share his excellent ideas and develop confidence, we white-boarded more than plain talking. I have presented my research to high school students to inspire them to consider continuing studying science and attended the Workshop Uniting the Californias ([wuc4.star-uci.org](http://wuc4.star-uci.org)). Aghast at the government's sudden ban on 7 Muslim majority countries, I helped organize and promote a campus-wide meeting for students discussing its implications and how others could help. I plan to provide my students similar opportunities to learn and grow across both research and teaching by creating a diverse lab setting. Specifically, I intend to collaborate with researchers working on similar problems from other international universities and encourage our lab to host/visit them.

To summarize, diversity brings great opportunities (e.g. multiple points of view) and some challenges (e.g. creating common ground across lived experiences, cultures, disciplines). As a faculty member, I will stay committed to reaching and mentoring diverse students and providing a great environment for everyone to learn and enjoy working together.

## References

- 1 Catherine M Hicks, Vineet Pandey, C Ailie Fraser, and Scott Klemmer. 2016. Framing feedback: Choosing review environment features that support high quality peer assessment. In *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems*, 458–469.
- 2 Vineet Pandey. Education across borders: Technology supported mentoring and teambuilding. In *HCI Across Borders workshop, CHI 2016*.