

I thoroughly understand the need for increasing diversity, equity, and inclusion in academia largely through my own experiences. I am a hard of hearing individual and a person of color. In my academic journey, I have faced cultural, racial, and communication challenges, which are documented in my three auto-ethnographies [1,2,3]. Informed by these experiences, I have increased diversity and inclusion through my research, teaching, service, and community-building efforts, which I briefly summarize below before discussing future plans.

First, my research on accessibility is inherently centered around inclusion. My innovations have been deployed and publicly released, which directly benefit people with disabilities. For example, my indoor navigation system for visually impaired users was deployed in a public museum for two years and was used by more than 75,000 people. My SoundWatch app for deaf and hard-of-hearing people has been downloaded more than 600 times.

Second, I have been fortunate to mentor students from diverse backgrounds (*e.g.*, women, people with disabilities, people of color) and have provided guidance and help based on their individual needs and abilities. For example, one of my long-term mentees is visually impaired and I have helped with tasks such as: (1) making class and research materials accessible, (2) ensuring access is provided in university buildings and at academic conferences through regularly communicating with specific institutional agencies and conference chairs, (3) on collaborative projects, subtly ensuring that people are using accessible materials and tools and following accessibility best practices (*e.g.*, describing any visuals), and (4) helping with specific day-to-day activities (*e.g.*, accompanying to a grocery store or a doctor's appointment). As explained in my teaching statement, I have also ensured that the materials and the conversations in my classes are encouraging, inviting, and accessible.

Third, by serving on organizing committees of seven premier computer science conferences—including as accessibility co-chair of three—I have undertaken initiatives that advance diversity and inclusion in computer science communities broadly. For example, my role was particularly instrumental in setting up: (1) live captioning services for deaf and hard of hearing individuals at HCI conferences and (2) a new initiative: audio description files accompanied with posters to assist visually impaired attendees at ASSETS conferences. I also actively participate in panels on inclusion and diversity and use storytelling to spread awareness about disability and race.

Finally, I have participated in worldwide community-driven diversity initiatives, such as, to improve the accessibility of HCI conferences (AccessSIGCHI), increase representation of people with disabilities in computer science (AccessComputing), and increase perspectives of South-East Asian researchers in HCI (HCI4SouthAsia). For example, in a recent HCI4SouthAsia led initiative, I co-organized a workshop with an aim to diversify the perspective of people with disabilities from Asia and Oceania regions in HCI research.

As a faculty member, I will continue these diversity, equity, and inclusion efforts at multiple levels. For my research group, I will explicitly seek out students with diverse backgrounds, abilities, and genders. In my classes, I will practice storytelling, sharing my personal journey and background as a way to create a “safe space” for comfortable disclosure and self-expression. At the department level, I will push towards introducing courses and mandatory orientation on inclusion and diversity for both students and faculties. At the institute level, I will improve campus-wide support for underrepresented groups, particularly the office of disability services. Finally, I will continue serving in leadership roles to improve accessibility and inclusion at academic conferences.

[1] Jain et al., "Autoethnography of a Hard of Hearing Traveler". In ASSETS 2019; **best paper honorable mention**.

[2] Jain et al., "Navigating Graduate School with a Disability". In ASSETS 2020; **best paper honorable mention**.

[3] Mack et al., "Mixed Abilities and Varied Experiences: A Group Autoethnography of a Virtual Summer Internship". In ASSETS 2021; **best paper honorable mention**.