

I am dedicated to building research and teaching environments that are equitable and inclusive. During my doctoral studies, I have worked to actively promote these values in numerous settings.

Teaching Experience

Beginning in the first year of my doctoral studies, I worked with a visually impaired faculty member for five years as a teaching assistant for an *Acoustics and Psychoacoustics* course. Through that experience, I shared in the common challenges that this faculty member faces every day: grading answers to written exams, inserting auditory cues that indicate video replay in presentation slides, and struggling to enter scores into a newly developed course website that lacks alternative text (alt-text) with my eyes closed, among others. This valuable experience helped me to better empathize with the visually impaired, and with disabled persons in general.

I also worked as a tutor at the Office of Accessible Education at Stanford, teaching programming to students who require special accommodations. One student wanted to contribute to a team project despite a minimal background in programming, so I tutored the student, teaching the basic programming concepts. In the end, the student was better able to communicate with the other members of the team.

Research Experience

I have worked with a number of female students and underrepresented minorities within STEM as a mentor. I have mentored a total of six undergraduates and two master students at the University of Michigan. All of them co-authored and presented papers at top-tier conferences in the field; half of these students were female. Recently, one of them was invited to *Ada Lovelace Opera: A Celebration of Women in Computing* to give a talk, “Using Human Intelligence to Drive Effortless Creation”, which is about our recent paper presented at UIST.

While Asian males are a majority demographic in STEM and computing fields, that is not necessarily true of the field of computer music, specifically: in a few conferences (ICLC) that I attended, I was one of just three or four Asian participants. I strived to promote the field to the population by giving talks in my home country and mentoring students who are underrepresented in the field (an Asian male, a Hispanic female).

Outreach Experience

I have volunteered for any opportunity to reach out to K–12 students from underrepresented minority groups in the local community. For example, I created and led a workshop that the POSSE Foundation hosted for a group of high school students. In the workshop, I taught programming through algorithmic music composition. The students learned the fundamental concepts of programming, such as the use of variables and functions, to compose their own hip-hop tracks with programming code. It was a great moment for me when the workshop participants left a thank-you note in my mailbox, confessing that they “hated code” until they took the “most fun” workshop. Several students from the workshop were excited to write code more to publish their music and promised that they would send me their “mixtape”. I used a system called EarSketch, which developed from an NSF project #1138469: *Engaging African-Americans in Computing through the Collaborative Creation of Musical Remixes*, led by my previous advisor at Georgia Tech, Prof. Jason Freeman. I am currently planning to build a research project to address similar concerns in artistic contexts. In addition, I am continuing to reach out and participating as a mentor in the Wolverine Pathway program, which provides learning experiences and allows high school students from underrepresented minority groups in the greater Detroit area to explore and contribute to ongoing research projects.

I will continue to promote equity and inclusiveness as a faculty member while conducting research to make computational systems more accessible and inclusive.