

Diversity Statement

Equitable and Inclusive Design Research

Ignoring how methods and tools reproduce inequities in the design process can further embed these issues into the educational tools we create. Design processes reinforce white supremacy through hoarding power, prioritizing innovation, and valuing expertise over lived experience. My work shifts these underpinnings in design to position community members as decision-makers, prioritize their expertise and lived experience, and use methods that prioritize care, well-being, and trust. In my research, I explore how equitable design processes with communities address interdisciplinary problems in education.

Equity and inclusion are the backbone of my work in many ways and one of the motivating reasons why I chose to research educational design processes. My work deconstructs the ways design processes, and its outcomes, reproduce inequities and white supremacy. Designs created to support teachers and students hold assumptions and biases of those that design them; one way I mitigate this and build more inclusive educational tools is to center the voices of people who bear the brunt of negative impacts from the designs. However, simply including stakeholders' voices does not resolve issues related to equity and inclusion within designs. My research uses and studies equity-centric methods to design educational resources, tools, and technologies to address critical problems in education.

Priority of Diversity and Equity as a Mentor and Educator

As a mentor, I have worked with a diverse group of students, in terms of identity and expertise, to explore the critical problems in education that are central to my work. However, in higher education, I recognize that not all students come to this space with the same access or experiences. I create equitable experiences for my mentees, acknowledging that different students need different types of support to be successful. This means providing a range of support, such as inviting students who have never written scholarly work to write and submit manuscripts collaboratively and individually and recommending students explore communities that they identify with to help combat isolation and build inclusion in higher education. As a postdoc in my current lab, in collaboration with current graduate students, we facilitate discussions on issues of ethics and equity related to educational technologies. These conversations are important for moving our work forward in equitable ways but also how we continue learning together through interactions such as reading groups and project and group reflections.

As an instructor, I find ways to embed conversations about issues of diversity and equity. One example, I co-developed a course on *Justice, Equity, Diversity, and Inclusion (JEDI) in HCI*. The course was taught virtually and offered to students, faculty, and staff at CMU, and introduced the class to critical perspectives in HCI, understand how our work as HCI researchers and practitioners is tied to power and oppression, and discuss ways of dismantling structural inequities. I taught the module, *Ethical, Inclusive, and Critical HCI Research Processes*, where I led discussions on co-design methods of design and creating ethical collaborations with users.

Exploring these topics with students and colleagues is critical to understand how to shift our work and collaborations to be more equitable and inclusive.

My Positionality in Higher Education

As a white woman in higher education, I exist at the intersection of a dominant and marginalized group. I recognize that my privilege and training in fields made up of predominantly white women have played a significant role in my career thus far. While I have experienced challenges based on my gender, I also recognize the importance of my intersectionality, and how gender has been used to weaponize whiteness against racial minorities. This means I have a responsibility to combat white supremacy and am in a position from which to do it. As a researcher, mentor, and educator, I will continue learning, examining, and interpreting how my identity and whiteness impacts BIPOC in higher education. I will continue actively supporting anti-racist agendas, courses, and projects. In my roles, I step back and uplift my students and collaborators whose voices and experiences must be centered to improve higher education for those who have been historically excluded.