I understand my responsibility to create a more diverse and inclusive environment for doing research and learning, as well as the challenges we face as a community in achieving this goal. I have been fortunate to be part of a forward-looking department and research community, where I gained knowledge and experience from the various DEI initiatives.

My experience teaching a robotics class for preschoolers convinced me that *everyone can code*. I taught the course with fellow college students in an underserved neighborhood school in Rhode Island. We were assigned some of the youngest age groups who had little exposure to STEM education, and clearly had no experience in programming. Nevertheless, they were quick to pick up the functionality of each component in a block-based robot, and were able to arrange the blocks to make interesting movements. One important factor that contributed to their success was that they were learning and making discoveries together, and the diverse student body did not single out any group to be disadvantaged or excluded. Sharing their joyful discoveries made the long days short (we commuted 3 hours between Boston and Providence each day), and I cannot wait to participate in similar outreach programs again.

Since going to my first academic conference as an undergraduate student, I have been taking part in the Programming Languages Mentoring Workshop (PLMW) at every PL conference I have attended. A main goal of PLMW is to encourage underrepresented groups, in particular women, to learn about research in programming languages. The workshop provides various forms of support, including travel grants, to help students attend the conference. During the event, students also have the unique opportunity to meet and interact with many senior researchers in the field, in an informal setting. I have made many friends during the workshop, and many of us point to the workshop as the singular event that inspired us to apply to graduate school. On the large scale, the workshop has been extremely successful: PL conferences went from having some of the lowest percentage of women participants to one of the best across all of computer science. To contribute to the initiative, I have been serving as a SIGPLAN-M mentor, providing one-on-one mentoring to underrepresented students in computing. I have also been working to bring such a mentoring workshop to Database conferences. My goal is to hold the first DBMW at SIGMOD 2024.

In my own department at UW, I have served as an application reader for DEI applicants to our PhD program. Our DEI initiatives during the application process have attracted many talented students from unique backgrounds, including people of color and people with disabilities. They have contributed greatly to the research and culture at UW. A more diverse student body has also made us rethink the way we teach and conduct research, and we have renewed our practices to be more accessible and inclusive.

Another program I have taken part in is the Pre-Application Mentoring Service (PAMS). As a PAMS mentor, I helped underrepresented groups during their application process to graduate school. This involves answering questions about the application process and PhD life, and providing feedback on their application material. Many past participants in the program have shared that the feedback they received was invaluable to find the right match. At the same time, PAMS also helped schools with their diversity efforts by enhancing the visibility of DEI applicants.

I look forward to bringing my experience to my future department, and continuing to contribute to the DEI efforts in the broader community.