"No, it's not imposter syndrome; I'm *actually* not smart enough to be here." I've heard this refrain from all kinds of (extremely smart) people–international PhD friends, first-gen students in the classes I teach, and from my past self. For people from historically marginalized backgrounds, this feeling that we don't belong persists, even when we are aware of the imposter phenomenon [1]. I am committed to nurturing a culture of care and belonging in my university, academic community, and society at large. Specifically, I support diverse recruitment efforts, promote equity in access to academic resources, advocate for students in my department, and make social good a core tenet of my teaching and research.

**Recruitment**  I have participated in a range of initiatives to recruit women and other under-represented minorities into computing-related graduate programs, such as through volunteering at my university's booth at the Grace Hopper Celebration and mentoring undergraduate students on research projects as part of Michigan's exploreCSR program to support women in computer science research. I have also been deeply involved with the Widening NLP organization as a two-time workshop participant. In the future, I plan to expand my recruitment efforts by working closely with NLP/AI affinity groups (e.g. Queer in AI, LatinX in NLP, Black in AI, Masakhane) and connect with students from minority-serving institutions through guest lectures and seminars.

**Equity in access**  While recruitment is important, it is not the panacea to inequality in academia. Even after admission, students from marginalized backgrounds are often further disadvantaged relative to their peers because of the "hidden curriculum": the unspoken norms and values assumed to be inherently well-understood by everybody in the system, such as the importance of networking, the purpose of office hours, and the availability of mental health resources [2]. As an educator, I have worked to lift the veil of the hidden curriculum. I consciously avoid assumptions about what students should already know, and am available to talk to students about non-course related concerns. In my most recent teaching experience, for example, I helped a student navigate the PhD application process, and connected another student with an on-campus food pantry and emergency funding. To support all students, particularly those with disabilities, I actively embrace different learning styles and ways of thinking in the classroom.

**Peer advocacy**  I promoted equity among PhD students through multiple departmental service roles. As a peer mentor for two years, I supported early-stage PhD students acclimate to graduate school, such as by introducing them to relevant seminars and by breaking down the tacit expectations of grant and fellowship applications. As a member of the student-run Doctoral Executive Committee in 2021-2022, I organized community-building social events, town halls to understand student concerns, and program milestone panels where senior students discuss their experiences and give honest advice to junior students for progressing through the program. As the student representative on the faculty Doctoral Committee in 2023-2024, I have advocated for doctoral program policy changes to support vulnerable students, particularly those at risk of dismissal.

**NLP for social good**  My teaching and research highlight how we can use NLP, linguistics, and data science as tools for promoting social good. As a TA for an undergraduate NLP course, I designed an assignment in which students built classifiers to predict whether text messages in the aftermath of natural disasters were requests for aid. This assignment has continued to be used in the past five iterations of the course, providing about 1500 students with hands-on experience in applying NLP to support humanitarian efforts. As a TA for an African American English course, I helped students learn to recognize linguistic discrimination outside of the classroom and

led discussions about how to intervene when family or friends express harmful linguistic prejudices against marginalized communities. As a graduate student instructor for an introductory data science course, I have highlighted how course concepts could be applied to study gender, age, and racial biases across domains, and further used to assess the efficacy of potential interventions and mitigation strategies.

My research uses computational methods to better understand how the people use language to attack or uplift marginalized communities, and the implications of these linguistic choices [3–7]. I have constructed and publicly released new datasets and NLP models to uncover subtle but harmful rhetoric across domains, including dehumanizing language about LGBTQ people in mass media [3], anti-immigrant sentiment in social media [4], and covert racist appeals in historical political speech [6]. My work has implications for designing systems to make the world a safer and more welcoming place for people from all identities. In the future, I plan to collaborate with nonprofit organizations, social media platforms, and community partners to make this goal a reality.

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