

Diversity and Inclusion Statement

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I am committed to fostering an environment of diversity and inclusion in my research group and in the courses I teach. I will do so by establishing group and classroom structures that require the respect, tolerance, and safety of all members; and by continuing to mentor students who are from underrepresented groups and ensuring they have access to support structures designed to help them with additional challenges they face.

Creating an Inclusive Environment To foster inclusion in my research group and in my classes, I will create explicit policies, clearly communicated to all members, that require members to treat others with respect and tolerance, in accordance with the university's harassment and discrimination policies. I will ensure that the paths to reporting violations and accessing support are clear. I believe that doing so is critical to establishing a culture of inclusion, and is the most effective way to address problems.

I also take seriously my responsibility as the leader of my research group and classrooms to set a tone of inclusion with my behavior. To me, that means using inclusive language in lectures and conversations, using inclusive and diverse examples when teaching, and ensuring that all students have their ideas heard in group settings. I will also encourage those I supervise, such as teaching assistants, postdoctoral researchers, and graduate students to do the same.

Mentoring I have demonstrated a commitment to mentoring students from underrepresented groups in computer science. It is a priority for me that all students have access to high-quality mentoring. For example, I mentored Golnoosh Farnadi as she developed and published her research on probabilistic soft logic, which was recognized with a **Best Student Paper Award** at the 2015 International Conference on Inductive Logic Programming (ILP) [1] and published in extended form in *Machine Learning* [2]. I also mentored Himabindu Lakkaraju, a Ph.D. student at Stanford, as she worked on interpretable machine learning, which led to our paper at the 2016 Conference on Knowledge Discovery and Data Mining (KDD) [3]. Other women I have mentored at Stanford include Ines Chami (computer vision for document understanding, now applying to Ph.D. programs) and Paroma Varma (weak supervision for image and video analysis, currently a Ph.D. student).

As a faculty member, I will continue to help students from underrepresented groups develop their careers. I will do this by encouraging them to participate in networking and development opportunities such as conferences like Women in Machine Learning (WiML), and ensuring that funding is available for them to do so. I will participate in programs offered at my future university that teach faculty how to be better mentors and allies to all students, as well as those that provide ways to demonstrate (signs, stickers, etc.) that my office is a place where they will be treated with respect regardless of their personal identity.

References

- [1] G. Farnadi, S. H. Bach, M. Blondeel, M.-F. Moens, L. Getoor, and M. De Cock. Statistical relational learning with soft quantifiers. In *International Conference on Inductive Logic Programming (ILP)*, 2015.
- [2] G. Farnadi, S. H. Bach, M. Blondeel, M.-F. Moens, L. Getoor, and M. De Cock. Soft quantification in statistical relational learning. *Machine Learning*, 2017.
- [3] H. Lakkaraju, S. H. Bach, and J. Leskovec. Interpretable decision sets: A joint framework for description and prediction. In *ACM SIGKDD Conference on Knowledge Discovery and Data Mining (KDD)*, 2016.