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Striving for academic excellence necessitates strong support for diversity, equality and inclusion (DEI), because evaluation and judgment must be based on academic merits, but not different identities such as ethnic, socioeconomic, racial, gender, sexual orientation, disability, and cultural differences. This is especially true for HKUST with focus on science and technology.

Recent experiences on campuses indicate that failure in implementing proper DEI support is *worse* than doing nothing at all, making the institution vulnerable to procedural and power abuse as well as malicious attack on innocent faculty, leading to more injustice and defamatory damages and thus legal recriminations against the institution.

***DEI in the research laboratory.*** I support DEI in my research group by supervising and mentoring both graduate and undergraduate students. In particular, presently two out of five PhD students are female. I have supervised three female undergraduates in their final year projects, and they went to top US universities after graduation just like other male undergraduates I supervised: three to Carnegie Mellon (MS) and one went to U of Toronto (PhD). Equally importantly, all male and female students are likewise evaluated based on academic merits only. My research group consists of students and alumni from India, Taiwan, Hong Kong and Mainland China, and English is used inside and outside of the lab in our communications.

***DEI in the undergraduate dormitory.*** During my three-year tenure as the Residence Master in HKUST Undergraduate Hall VIII, I recruited Hall Tutors who are HKUST graduate students from China, Hong Kong, India, Korea, Malaysia, Philippines, and the UK, while balancing the gender ratio as much as possible. HKUST is an international university recruiting undergraduate students from all over the world. Most of our rooms are double occupancy, so differences in culture, habits and thus conflicts are bound to occur. The hall education program I introduced to Hall IV consists of a) hall orientation at the beginning of each semester, where concrete advices are given ranging from understanding hall rules, on how to meet new roommates, to fostering friendship with people of different identities as well as handling of sexual harassment, and b) weekly sharing sessions, where my hall tutors hold 30 minutes session in the common room for the next seven weeks (before everybody will be busy for coursework and midterms). Residents on the same floor are gathered from different cultural backgrounds to discuss current issues, DEI included. Such informal education helps to prepare our undergraduates for meeting future challenges which require skill sets beyond academic knowledge learned in classrooms and laboratories.

***DEI in the University level.*** My main contribution to promoting diversity at the University level derives mainly from my service in the CSE Departmental Substantiation and Promotion Committee (DSPC). For over ten years, I have served as the chair (mostly) or elected member of the Committee, I am proud to say that all the CSE faculty promotion and tenure cases were conducted in the highest rigor on par with the same high standard in top CS departments in North American universities, where official teaching evaluations (on teaching) are sought for and external references from reputable scholars (on research) are solicited during deliberations in all levels: Department, School and University. When deciding the list of external referees to be solicited worldwide, only academic factors (i.e., research impact, academic contributions and reputation) are considered. The resulting external referee composition will organically satisfy DEI criteria where reputable researchers of different ethnic origins, races and genders are included. Equally importantly, all faculty evaluation and judgment are based on academic merits but not different identities. Any internal deliberations otherwise were quickly reminded of and stopped during committee meetings and faculty consultations. Female and male faculties are treated equally, with the exception that female faculties have a choice to defer their tenure clock for one year due to maternal leave. Before my service at DSPC, I served as the chair of the CSE Departmental Merit Salary Review Committee, where same standards were used in appraising faculty's performance in teaching, research and service.