**Diversity Statement**

As an immigrant, I have spent equal time in China and Canada and have absorbed a diverse set of world views throughout my life. I completed preschool and kindergarten in Vancouver, attended elementary school in Shenzhen, and finished high school in Toronto. From these diverse environments, I have developed a propensity for recognizing alternative views, and in doing so I have come to appreciate the importance of helping those less represented and underprivileged.

China's rural population has long suffered from a lack of educational resources compared to urban settings. Curious as to the consequences of such disparity, I volunteered as an English teacher at a rural elementary school in China during the summer of my first year. The school was located in an ethnic minority village in Yunnan province, with about two hundred students in six classes. I immediately realized that the core issue regarding rural education was not a lack of funding, but an inability to attract and develop talented teachers. There were no English teachers in the school, despite English being a required subject for elementary students. In addition to our duties as educators, my classmate and I designed a mini-curriculum for an English course, which we prepared, taught, and evaluated. Seeing my students embrace curiosity when introduced to a new language, I felt accomplished as a teacher and knew that my role was meaningful.

I remember once asking the class what they wanted to do when they grew up. The majority wanted to be live-streamers on TikTok or farmers, as these were the only occupations to which they had ever been exposed. It immediately struck me that these children were ignorant to the vast number of opportunities outside the confines of their village. For these students, it was not simply a lack of educational resources, but a lack of vision and knowledge of the outside world that really enlarged the gap between rural and urban education. Thus, our roles as volunteer teachers were not simply to help students "catch up" on English skills, but to introduce them to the unlimited possibilities that can be pursued in life, possibilities to which I had been exposed from my earliest days in urban Canadian cities. Returning to university, I joined the student club that had organized this event and worked my way to vice president, responsible for organizing similar summer programs. Ultimately disrupted by COVID-19, we continued our efforts to bring an outside view of the world to students in rural Chinese schools by delivering English classes remotely and actively communicating with other rural school boards in China to expand our program into different regions.

Having dedicated a considerable portion of my undergraduate time to providing equal education opportunities, it is encouraging to know that Stanford shares a similar vision. I would be honored to have the opportunity to continue my work whilst contributing to Stanford's commitment to building a diverse and inclusive community.