

Applicant's name have been omitted to protect privacy.

Work Experience

If applicable, please share information about your internships and work experience (full-time and part-time) in the space below. These experiences provide context about your professional path to date and your opportunities to demonstrate our selection criteria.

You may enter a maximum of six work experiences on this page. Please list the six most recent experiences here. If you would like to share more, you may include the additional employers and dates of employment under Additional Information.

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| Organization Name | Fulbright/Michigan State University |
| Position/Title | Fulbright Scholar for Chinese Teaching |
| Organization's Activities | Advance mutual understanding for international goodwill through cultural exchange, collaborative networking, and global service projects. |
| Your Responsibilities | Teach Chinese language classes, organize cultural activities, and take American Cultural and Historical Studies. |
| Your Accomplishments | Initiated online forum of 100+ participants bringing together Indigenous communities in the U.S., Taiwan, Canada, and the global Fulbright community. |
| Your Challenges | I live on campus during the pandemic. I created a network with 40 Native American communities and invited Indigenous people to my classrooms. |
| Reason for Leaving | Current position |

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| Organization Name | International Chinese Language Program, National Taiwan University |
| Position/Title | International Student Affairs Coordinator |
| Organization's Activities | Established in 1962 by Stanford as the Stanford Center offering intensive Chinese language courses for academic research and professional use. |
| Your Responsibilities | Plan and guide cultural trips and activities, organize promotional events overseas, and manage student counseling, emergencies, housing, scholarships. |
| Your Accomplishments | Designed 82 educational trips increasing student participation 10-fold. Nominated to promote Chinese Studies for the Taiwanese government in the U.S. |
| Your Challenges | Encouraged mutual understanding between 200 students per quarter and local communities and managed emergencies for everyone's safety and satisfaction. |
| Reason for Leaving | To empower Indigenous Taiwanese communities through my global Fulbright multicultural network. |

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| Organization Name | Ruichi University Prep School |
| Position/Title | English Lecturer |
| Organization's Activities | Provide academic training and career counseling for high school students. |
| Your Responsibilities | Create engaging lesson plans, advise students on educational goals, and facilitate communication between students, parents, and the school directors. |
| Your Accomplishments | One of my 12th grade classes requested to give up their summer vacation and continue my course an extra six months after their graduation. |
| Your Challenges | Inspiring the children of wealthy families already attending the best private schools, often lacking self-motivation, to excel in academic goals. |
| Reason for Leaving | To take language-teaching training courses to further enhance my practical teaching skills. |

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| Organization Name | National Center for Theoretical Sciences |
| Position/Title | International Conference Coordinator |
| Organization's Activities | Promote interdisciplinary projects for math, sciences, technology, medicine, and economics with global science institutes. |
| Your Responsibilities | Organize international conferences, promote global collaboration in interdisciplinary research, write newsletters, and recruit international postdocs. |
| Your Accomplishments | Nominated to promote global visiting scholar programs overseas and organized promotional events increasing the applications by 40%. |
| Your Challenges | Bridged communication barriers among interdisciplinary teams of visiting professionals from different countries. |
| Reason for Leaving | Offered a position in my field (language studies) that included language teaching. |

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| Organization Name | Wangyao University Prep School |
| Position/Title | English Lecturer |
| Organization's Activities | Provide academic training and career counseling for high school students. |
| Your Responsibilities | Create engaging lesson plans, advise students on educational goals & facilitate communication between students, parents, & the school directors. |
| Your Accomplishments | 70% of my students improved their English proficiency to be able to read CNN and BBC news articles. My class size increased 50%. |

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| Your Challenges | Keeping the students who attended a full day of school engaged in the evening while maintaining high energy myself after working a full-time job. |
| Reason for Leaving | Commuting to the school took 2 hours. I was offered a similar position closer to my full-time job. |

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| Organization Name | Office of International Affairs, National Taiwan University |
| Position/Title | International Student Advisor |
| Organization's Activities | Expand the university's international partnerships and collaborations. |
| Your Responsibilities | Organize educational trips and global cultural events, Chinese teaching, develop and present orientation programs, and manage student emergencies. |
| Your Accomplishments | The university's Vice President for International Affairs designated me as the speech writer for important global conferences to create partnerships. |
| Your Challenges | Simultaneously managed 6 summer study abroad programs in different disciplines while catering to 300 international students age 18 to 55. |
| Reason for Leaving | Nominated to study at Queen's University in Canada as an exchange student. |

Activities and Interests

We want to understand what matters to you and how you spend your time beyond your academic and professional pursuits. If applicable, please list up to three activities and/or interests in order of significance to you, with the most meaningful listed first (i.e., item #1 on the list should be the activity or interest that matters most to you).

If there are additional activities you wish to tell us about, you may include them on your resume.

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| Organization or Activity | Participate in Native American ceremonies and teachings |
| Role(s) | Learner and facilitator for global Indigenous exchanges |
| Why did you get involved? | With a Taiwanese Indigenous background, I have been taking Native American Studies through my Fulbright Scholarship. On my own initiative, I connected with the leaders of 45 Native American communities in 3 months, had deep conversations online, and was invited to their in-person ceremonies. |
| What did you achieve and/or learn? | I connected a Navajo school and a Taiwan Truku school for live cultural sharing. Through the event, a Navajo child feeling suicidal |

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| | felt empowered meeting other Indigenous friends on the other side of the world. The Navajo children sent Navajo stories to the kids in Taiwan for long-term friendships. |
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| Organization or Activity | Traveling to and interviewing Indigenous Taiwanese communities |
| Role(s) | Learner and facilitator for international education |
| Why did you get involved? | As part of my previous job planning activities for international students, I wanted to show non-tourist locations and offer diverse cultural perspectives. I started to explore the tribes I knew nothing about and that inspired my long-term mission to help Indigenous cultures. |
| What did you achieve and/or learn? | The trips I organized inspired the families of multiple generations to relearn their traditions. The Indigenous youth gained confidence through the platforms I created for storytelling. I helped a tribe start a tourism business. International students became aware of Indigenous communities globally. |

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| Organization or Activity | Taiwan-America Student Conference |
| Role(s) | Public Relations Director and Roundtable Topics Planner |
| Why did you get involved? | A week before joining the team I was a victim of abuse. I chose to heal myself by working on a global team to prevent future disparity-fueled violence, meaning issues based on inequality, inequity, injustice, and historical trauma. |
| What did you achieve and/or learn? | I designed networking sessions between 40 international experts, 20 American delegates, and 20 Taiwanese delegates to find multidisciplinary solutions to global educational inequities. I obtained funding from 5 sponsors for our visits to 5 international organizations working on educational issues. |

Awards and Honors

If applicable, please tell us about awards or honors here. Add up to three awards in order of significance to you, with the most meaningful listed first (i.e., item #1 on the list should be the award or honor that matters most to you).

If there are additional awards you wish to tell us about, you may include them on your resume.

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| Award | Fulbright Scholarship for Foreign Language Teaching |
| Basis of Selection | I was a language teacher, worked creatively and cooperatively in an international environment, self-reliant, flexible, willing to learn, and demonstrated maturity, dependability, integrity, and professionalism. I was nominated with 20 delegates by Fulbright Taiwan to the U.S. Dept. of Sates in 2020. |

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| Why is this award or honor meaningful to you? | It united my work with Indigenous communities globally by connecting particularly with Native American families and confirmed my ambition to create resources (curricula, language materials), extending my role as a multicultural bridge integrating youth within their own countries & between nations. |
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| Award | Scholarship for Polish learning and graduate programs in Poland |
| Basis of Selection | I was one of 5 recipients selected by the Polish National Agency for Academic Exchange and the Taiwanese Ministry of Education in 2016. Criteria included, leadership vision, multicultural perspective, independence of thought, adaptability, and resilience. |
| Why is this award or honor meaningful to you? | Receiving this award empowered me to find a more global mission. Initially, I was content to apply to most any institution after college. Once I received recognition, I was inspired to elevate my goals and work toward multiculturalism for minorities worldwide. |

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| Award | Scholarship for English Studies at University of Belize |
| Basis of Selection | I was required to be a cultural ambassador and demonstrate leadership skills. 3 grantees were selected by the Belizean Ministry of Education and the Taiwanese Ministry of Foreign Affairs in 2016. |
| Why is this award or honor meaningful to you? | Similar to the Polish graduate award, receiving this award inspired me to expand my career goals. I became a cultural ambassador of Taiwan through Chinese teaching and I began teaching courses in a global context. |

Short Answers and Essay

The short-answer and essay questions invite you to share in your own words what you have done, who you are, and what you aspire to do in the future. Remember that you have listed activities and accomplishments in your resume and background information, so take this opportunity to show your more personal side. There are no right answers, topics, or formats — only you can tell your own story. The strongest responses are so personal to you that no one else could have possibly written them.

Short Answer 1

*After graduating from Stanford, what are your immediate and long-term intentions? How will your Knight-Hennessy Scholars experience prepare you to realize your intentions?** (Limit: 250 words)

My goal is to facilitate Indigenous communities worldwide to sustain their cultural heritage through international education by sharing strategies with communities to foster their recovery from historical trauma, environmental injustice, health disparities, and educational inequity that have kept youth from assimilating their traditions.

First, I will expand my current Indigenous storytelling forum from America, Taiwan, and Canada to the entire world. I have already helped many children gain self-confidence in overcoming hopelessness on the reservations and raising public awareness of global Indigenous cultures. A collaborative platform bridges the Indigenous educational institutes worldwide to incorporate the cultural sharing into regular school curricula.

Second, I will launch global Indigenous teacher exchanges between tribal schools in which educators will be empowered by leadership trainings to forge lasting connections with other Indigenous communities worldwide. They will share traditions, practices, and cultural heritage with specific tribes overseas and equip Indigenous students back home to become effective leaders toward the same goals.

Third, I aspire to establish the United Indigenous Nations using the Knight-Hennessy model in order to preserve Indigenous people's identity and culture. Education leaders from Indigenous Nations worldwide with multidisciplinary backgrounds will gather regularly to discuss and collaborate on global youth empowerment and Indigenous immersion education.

Indigenous knowledge is essential to solve global issues and cultural revitalization is an urgent global mission because tribal leaders are aging. The goal is to combat this global attrition, returning to Indigenous traditional wisdom that advocates harmony with nature and incorporating their knowledge into many current global issues.

Short Answer 2

Please tell us when and how you: (Limit: 150 words for all three responses combined)*

- **Made someone particularly proud of you**

The Fulbright Director told me: "You are doing more online in one year (during a pandemic) than most people do in person in a lifetime!" "You are really the model of the cultural ambassador that we envision for the Fulbright program, sharing so much of yourself with your warm heart and bright smile." "Michigan is locked down again. How you stay so positive is amazing to me!"

- **Were most challenged**

During college, I took on the responsibility as a live-in caretaker for my grandma with Alzheimer's, and for my uncle, who was unconscious and on life support in a long-term care facility.

- **Did not meet expectations**

My parents wanted me to have a business career, but I felt called to Indigenous youth on the reservations. Their initial concern is that I am not Indigenous. However, once they observed my passion and effectiveness, along with changed lives of youth, they began to support my mission.

Short Answer 3

Please tell us eight improbable facts (things that are unlikely but true) about you. (Limit: 150 words for all eight responses combined)*

1. My mom's mom, my mom, and I were all born on July 4.
2. I traveled to 25 Native American reservations in 10 states, without my own car this summer.
3. In 2020, I hiked over 20 miles on 40 different mountains.
4. I traveled to 60 cities in 10 countries, walking 10+ hours per day.
5. I traveled to 10 Native American sacred sites sleeping in a truck for three weeks.
6. I empowered an extremely reserved, Indigenous Taiwanese girl suffering from family trauma to share her culture in English with 100 Americans.
7. Within one week of traveling abroad for the first time, I obtained safer housing by soliciting 10 parties, and got out of our two contracts with full refunds.
8. My grandmother attempted suicide when I was 6. I stopped her by telling her I loved her.

Essay

Connect the dots. How have the influences in your life shaped you?(Limit: 600 words)*

Major influences that shaped my life included violence and intimidation. Domestic violence characterized my life until age 20. My father would beat me and my mom was neutral, sharing that my dad had issues. My recourse was to flee, sometimes barefoot and bleeding, to the police who did little. Bullies at school compounded the abuse, but I chose to learn independence. So, during high school, I joined leadership conferences to develop communication skills to help my family. While enduring the pain of abuse, I simultaneously endured the stress of the intense Taiwanese education system. Yet, I achieved top ranking in my class of 400 every year. While learning to forgive my parents, I initiated anti-violence workshops, teaching children to protect themselves from bullying. In addition, I earned ten literature awards for my stories of overcoming violence.

One week before my college entrance exams, I was abused again, but I never stopped pursuing excellence. I vowed to get into the best university. The first year of college, surrounded by elites from all over Taiwan, I was intimidated and overwhelmed. I sought counsel from those with life experience (elders) and began studying humanities to understand the underlying reasons for human behavior. I became empathetic toward my parents, realizing they also had serious problems to deal with. I laid hold of support from others, rising above trauma while achieving academic success, and was captivated by those who lack support to conquer their trauma. I felt compelled to observe more of the world, especially to learn how other people face adversity in life.

I studied abroad in Canada, Germany, and China, traveling alone and facing many adversities. Nevertheless, I embraced gratitude for the strength and resilience I acquired through my difficult upbringing. I made a connection with my parents based on the beauty of the world I was experiencing, learning to seek deeper truth and understanding that my parents suffered and

projected their pain onto me. I could see through other's pain, becoming a focused listener and learning from other people's perspectives and stories.

Traveling broadened my perspectives and helped me overcome the intimidation and darkness I felt from my peers and past situations. I developed a deep empathy for indigenous people around the world who have endured a history of violence and intimidation, especially Native Americans. I met disheartened youth on the reservations who endured so much violence. Many dropped out of school feeling that education could not change their hopelessness nor produce a positive life. Mothers wailed as they prayed for their children's loss of purpose in life. On the contrary, I was empowered by witnessing some pray for healing and forgiveness, surpassing my own ability to pray, leading me into a spiritual life, and teaching me to respect the sacredness of the universe, both seen and unseen.

Humility and appreciation now characterize my view of how everything happens for a reason, and how everything is connected. I feel enlightened by the power of gentleness interwoven with balance and harmony among all creatures on Mother Earth. However, many youths have lost this precious wisdom because of the cycle of violence due to historical trauma.

Because of my family experience, I feel connected with Native American youth and aspire to share my courage with them by showing them love and creating resources to connect them with their elders, their lands, themselves, and the world. I will catalyze international opportunities for the Indigenous youth to rediscover the beauty of their traditions, learn about the beauty of the world, and stay hopeful for the beauty life has to offer.