

My personal and professional goal is to identify and address systematic oppression and eliminate stigmas associated with age, race, gender, sexual orientation, cultural background and disability. Born in a Chinese working-class family when the one-child policy was in effect and the older generations still hold strong son preference, I was the unwanted girl in my grandparents' eyes. Growing up fighting the endless war against sexism, I learned how helpless and desperate people can be when they are systematically oppressed—the family system, the education system, the policy system, and the culture are not on their side. My experience studying in the US as an Asian immigrant and a first-generation graduate student exposed me to limited financial support and inadequate guidance navigating the higher education system. All these experiences have informed my commitment to making the higher education system and the world we lived in more inclusive and equitable by examining the intersection of age, gender, social class, immigration status, race/ethnicity, and culture, challenging the system that reinforced social inequity, and transforming research into actions to ignite social changes.

DEI commitment in research

I use the lens of social determinants of health framework and multidimensional model in my research to examine the micro-, mezzo- and macro-level factors causing health inequity in accessing high quality care among people who are affected by cancer. I value culturally responsive research and have been practicing in my work from the step of problem formulation to recruitment and assessment. When collecting original data, I have always considered factors that might exclude marginalized group from participating, such as language, time and transportation. I reached out to community organizations that work with cancer survivors who are in rural areas, racial/ethnic populations, and LGBTQ in the US. I prepared recruitment materials in English and Mandarin to reduce the language barriers in research participation of immigrants. I provided diverse communication modalities of evaluation from mailing paper-copy questionnaires to videoconferencing to accommodate people with different needs. These efforts allow me include a diverse sample in my research work and establish the trust and show respect to my research participants, in order to ensure accurate and representative data collection.

As an Asian woman in the field of integrated behavioral health, it disturbed me to discover that even given substantial evidence of the disparities in accessing mental health, palliative, and hospice care services among Asian population, the definition of NIH on underrepresented groups still does not include Asian. This has resulted in funding disparities in mental health and palliative care research and in training clinicians who can provide culturally appropriate services for Asian populations. Therefore, I would continue to advocate for Asian populations for their long ignored mental health and end-of-life care needs and service gaps by conducting secondary data analysis using national representative sample to demonstrate the significance of the issue and community-participatory research to uplift their voices.

DEI commitment in Teaching

I believe the power of education in changing people's ways of thinking and thus eliminating stigma and discrimination and pushing the change of policy and society. My very first teaching experience was being a teaching assistant for an undergraduate level signature course in my college, *Social Gender and Plural Cultures*. It was a course designed to challenge students' stereotypes and misunderstanding about LGBTQ population at a time when homophobia was still widely sustained in Chinese society. I led class discussion on different topics, for example, the

social construction of gender identity and the health disparities in older LGBTQ adults. I also organized after-class activities such as a gay pride parade on May 17, to help students learn how to be involved with civil movement of anti-discrimination. I witnessed how changes ignited by education happened organically and spread from campus to larger society. Therefore, I continue to incorporate participatory approaches in my pedagogy, such as bringing in guest speakers who can talk about their own experiences being systematically oppressed and introducing approaches such as community-based participatory research that can engage community leaders to push for policy changes.

I am aware of the importance of mentorship for students of color. Being newly immigrated to the States seven years ago, I had a difficult time adapting to new cultural norms and learning new expectations. Because I understand how hard it is to navigate a new system without adequate support and to be excluded as an immigrant, I am dedicated to mentor students of color, immigrants, and first-generation college students to fight against systematic racism, xenophobia, colonialism and to be successful in schools and careers by sharing my own experiences overcoming obstacles. I have been actively engaged in peer mentoring program for bachelor, master and doctoral students in the school. I have also advised students of color in other disciplines such as pre-med and communication on submitting scholarly abstracts to national conferences and applying for doctoral training programs.

DEI commitment in professional services

Outside of the classroom, I have served as an international representative on the student council at the school of social work in the University of Pittsburgh and at the DEI committee in the school of social work at UT Austin. I organized activities for international students to gather and support each other. I advocate for more resources on academic success and career development for international students. I also check the language of communication materials, for example, I will make sure the requirement of nationality and citizenship status is stated in the eligibility of federal financial aid and scholarships that are restricted to US citizen to avoid making international students feel invisible and as though applying will waste their time. When I served on the strategic planning workforce of the American Psychosocial Oncology Society for the year of 2021 to 2022, I help draft the vision, mission and specific objectives of the society to advocate for the inclusion of community organizations as strategic partners and to provide more support for early career scholars of color. I am also on the DEI committee of Association of Oncology Social Work and I am committed to improve the work environment for immigrant social workers who understand the culture and language of their clients and are highly valuable in building the trust and connecting them with cultural appropriate resources.

I recognize my privilege as an able-bodied, cisgender, well-educated person and I still have so much to learn about DEI. As my career in academia progresses, I know that I will continue to be challenged by my privileges and biases and I will never shy away from honest conversations with my colleagues, students, and fellow social workers to learn how to see beyond them. And I will devote my every effort to be a humble listener for marginalized populations, a steadfast supporter for equity and justice, and a passionate doer for social changes.