



GOYAL, SOUMIL
FY, RD, Fall 2026, 02/08/2006
CEEB: 443405 CAID: 36268514
FERPA: Waived

Submitted: 01/05/2026

Profile

Personal information

Name	GOYAL, SOUMIL
Share different name	No
Birthdate	02/08/2006

Contact details

Email, Phone	soumil.goyal@yahoo.com.sg, +1.832-212-5160, Mobile, +65.85485804, Mobile
Permanent address	33 Margaret Drive #33-230 Singapore, 140033, SGP

Demographics

Gender Identity	Male
Sex	Male
Pronouns	He/Him
Military status	None

Language

Hindi	First Language, Speak, Read, Write, Spoken at Home
English	First Language, Speak, Read, Write, Spoken at Home
Mandarin	Speak, Read, Write

Geography and nationality

Citizenship status	Citizen of non-U.S. country
Birthplace	Mumbai, India 9 years US
Other citizenships	Singapore
Current US Visa	E-2 Dependent of Treaty Investor, 20222298780003 Issued: 09/23/2024

Common App fee waiver

Fee waiver requested Yes, Signed: SOUMIL GOYAL

Family

Household

Parents	Married
Home	Other, Living in Army barracks (not supported by any parents nor guardians)

Parent 1

Mother

Name	Mrs. Dolly Goyal (Mittal)
Email, Phone	dreamgirl2106@yahoo.com, +1.832-773-9978, Mobile
Occupation	Other, Dance Teacher, Self-Employed
Education	Graduated from trade school or community college Masters (2002), MKP College, New Road race course, Dehradun, Uttarakhand, India

Parent 2

Father

Name	Mr. Ashish Goyal
Email, Phone	ashigoyal1@gmail.com, +1.281-687-9342, Mobile
Occupation	Engineer, Employed, Sempra Infrastructure
Education	Graduated from trade school or community college Other (1999), Amravati University, New Express Highway, Ram Meghe Square, Badnera, Amravati, Maharashtra, India

Siblings

Dhruv Goyal, Age 14

Education

Current or most recent secondary school

**Mirabeau B Lamar Senior High School, 3325 Westheimer Rd, Houston, TX, USA,
Public, CEEB: 443405 (09/2020 - 06/2024)**

Progression	No change in progression
Graduation Date	06/2024

Colleges & universities

Grades

Rank	16 / 776, Weighted
GPA	4 / 4, Unweighted

Current or most recent year courses

First semester	Second semester
CALC - IB HL AA Mathematics - (IB)	CALC - IB HL AA Mathematics - (IB)
PHYS - IB HL Physics - (IB)	PHYS - IB HL Physics - (IB)
LANG - IB HL Mandarin Chinese - (IB)	LANG - IB HL Mandarin Chinese - (IB)
COMPSCI - IB SL Computer Sciences - (IB)	COMPSCI - IB SL Computer Sciences - (IB)
ENG - IB HL English Language and Literature - (IB)	ENG - IB HL English Language and Literature - (IB)
HIST - IB Psychology SL - (IB)	HIST - IB Psychology SL - (IB)
OTH/ELE - IB Theory of Knowledge - (IB)	HIST - Personal Financial Literacy & Economics - (GFTED)

Honors

39 Robotics trophies including Vex Worlds Inspiration All Star Award and National Quarterfinalist	State/Regional, National, International	10, 11, 12
2nd-Ranked Extemporaneous	State/Regional, National	10, 11

Speaker in NSDA South

Texas; 2x Debate

Nationals Qualifier

Autodesk University Industry Talk Host (2023) International 12

Ambition Accelerator Top Voted Idea & "Inspirational" - Mark King (Taco Bell CEO) National 11

Future Engineers Veterans' Pin Design Challenge National Finalist National 11

Community-based organizations

CBO 1 Lamar College Corner

Counselor

Email, Phone

CBO 2 Communities In Schools

CBO 3 Lamar Writing Lab

Future plans

Other, Roboticist, Doctorate

Testing

SAT tests

Evidence-based Reading and Writing	750	12/01/2023
Math	750	03/21/2023
Taken	2	
Planned	0	
SAT Essay	No	

AP Subject Tests

Government & Politics: United States	5	05/2023
World History	5	05/2022
Human Geography	5	05/2021

IB Subject Tests

Physics-HL-English	04/2024
Psychology-SL-English	05/2024
Computer Science-HL- English	04/2024
English A: Language and Literature-HL	04/2024
Mathematics Analysis and Approaches-HL	04/2024
Chinese B - Mandarin- HL	04/2024

Activities

Robotics

10, 11, 12
School, Break, Year
14 hr/wk, 40 wk/yr
Continue

Team Captain/President, DiscoBots: FRC, Vex, Combat Robotics, and Outreach Teams
Manage 80+ members & 10 teams to create industrial-level, internationally accomplished robots; made team history in most awards each season.

Research

10, 11, 12
Break
3 hr/wk, 20 wk/yr
Continue

Founder/President, Robust Adaptive Network Disaster Response System
Invent & lead a novel solution to disaster response with support of the Mayor of Houston, Taco Bell Foundation, DiscoBots, ION Houston, and more.

Athletics: JV/Varsity

9, 10, 11, 12
School, Break, Year
9 hr/wk, 40 wk/yr
Continue

Other Sport, Black-Belt & Jyokyonim (Instructor), Houston Center For Taekwondo
Learn & compete under the World Taekwondo Federation for sparring, forms, and weapons. Help guide ~10 state-level competing students.

Debate/Speech

10, 11, 12
School
6 hr/wk, 37 wk/yr
Continue

Team Captain/President , Lamar Competition Speech & Debate Team
Competed nationally; guide 50+ students in NSDA, TXFA, UIL and HUFL tournaments; managed through administration to handle organizational tasks.

Other Club/Activity

10, 11, 12
School
2 hr/wk, 30 wk/yr
Continue

Founder/President, Pedal Power Community Project
Solo community welfare project of off-grid, resilient, and climate aware power generation solutions. Won \$750 from NWF and installed the project.

Internship

11, 12
CA GOYAL, SOUMIL CEEB: 443405 Fall 2026

Intern & CNC Specialist, ION Houston Prototyping Lab

School, Break 4 hr/wk, 19 wk/yr Continue	Restored a professional CNC machine for community use; maintained this industrial facility's manufacturing & engineering equipment.
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Internship

10, 11, 12 School, Break 2 hr/wk, 30 wk/yr Continue	Web Developer/Designer, Steps For Dancing Learned to design, program, and launch websites; Create and maintain an online presence to help my mother's startup: https://www.stepsfordancing.com
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Theater/Drama

9, 10 School 12 hr/wk, 30 wk/yr Continue	Troupe Officer & Varsity Play Productions Actor, International Thespians Honours Society Acted in various lead, sub-lead, and technical roles for play productions; coordinated productions, rehearsals, and competitions amongst ~50 members.
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Science/Math

12 School 4.5 hr/wk, 36 wk/yr Continue	Team Captain/President, Lamar Competition Mathematics Team Compete at a regional and state level in 3 events; manage and mentor 15+ students in competition, SAT, UIL, and higher-level mathematics.
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Community Service (Volunteer)

10, 11, 12 School 1.5 hr/wk, 20 wk/yr Continue	Den Chief; Patrol Lead (2021), Boy Scouts of America (Troop 55) Achieved Star ranking in USA's largest troop; Volunteer to guide younger scouts in new skills & activities; organized camps and lessons for my patrol
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Responsibilities and circumstances

- Farm work or unpaid work for a family business
- Managing family or household finances, budget, or paying bills
- Working at a paid job to contribute to my household's income
- Living independently or living on my own (not including boarding school)

Writing

Personal essay

Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

"Let's walk around this way" someone says, but I can't hear them. While all the others are on their detour, I am spellbound by this hulking giant. Its rusty forks unfold with a practiced ease, aligning perfectly with the sleeves of the commercial waste unit. The machine raises this vessel with a confidence born of experience, feeling the weight through the depression of its front-axle suspension. Once ready, it swings the massive load over the front, resonating clanking vibrations that ripple through the surroundings, turning the mundane act of waste disposal into my captivating spectacle. As the payload is turned upside down, it's hung high over the receiving hopper, dumping an avalanche of waste. In this moment, the *dump truck* is more than just a machine; it's a reminder of my identity, interests, and mindset.

In the same way I was transfixed by the dump truck's machinery, whenever I find a fascinating piece of software, structure, or science, I lose track of time, putting myself in the position of that product developer. I ponder on the foresight the engineers had to make certain that the garbage truck's forks are still usable even if the vehicle is on an incline. I admire the programmers that created robust threads of continuous sensor-checks that protect from thousands of failures. I look up to the designers who had to ensure the garbage truck's center of gravity would remain positioned well enough that swinging the heavy bin over the front wouldn't be a hazard.

All these ingenious thinkers juggled countless factors like durability, cost, safety, manufacturing difficulty, regulations, repairability, and time-constraints to finish this spectacular product, an invention that serves as a backbone of essential infrastructure.

As I aspire to be part of that impactful community of makers, I am continuously thankful that I have the opportunity to lead in a similar way. For example, from my current experience as the team captain of a large, growing robotics team, I practice the intricate trade-offs, balances, and decision making required of a successful leader. While managing 80+ members across 7 separate schools to develop industrial-level, internationally competing robots, I regularly face crossroads where all decisions come with a list of cons and wishes of pros. Every path is uncertain: every path looks good, yet every path seems bad. Although such a position deters most minds, I find myself, again, spellbound by the role of this leader. I swiftly, yet level-headedly, analyze possibilities to proceed on the best-seeming path, conquering obstacles, failures, and surprises along the way.

Additionally, these successes never happen alone. Akin to the way that garbage trucks don't function without waste containers, and the whole system doesn't work without landfills, I recognize the vitality of collaboration and work with all to achieve greater accomplishments.

Furthermore, as I advance through this maze of choices, I make use of my deeply reflective nature to squeeze all the lessons learned from any result through the process. This builds a collection of clues and maps, an arsenal of experience to guide future journeys. Moreover, I am always ready to discard any opinion or notion proven wrong along the way, discipling myself that my attachment to any beliefs should not restrict my potential and my actions.

This combination of observation, decision-making, leadership, and reflection is a core mentality so meaningful to me that all my successes are attributed to this critical mindset. More importantly, all my failures are systematically reflected upon and built from to enhance my overall foresight and character for the future. With this approach, a cornerstone of my identity, I aim to leverage these traits in guiding teams towards collaborative success.

By weaving the harmony of curiosity, adaptability, and resilience into the fabric of leadership, I endeavor to inspire others in navigating our world's intricate terrains, unveiling unique, impactful solutions—each akin to their own dump truck, a critical culmination of multifaceted design with purposeful execution.

Additional information

In my activities section, I mentioned 'Robust Adaptive Network (RAN)' and 'Pedal Power'. RAN was inspired by my family and friends' experiences with the Mumbai Floods, Turkey Earthquakes, Hurricane Harvey, and Winter Storm Uri. It is a system of drones and rovers that delivers supplies, provides satellite communications, and relays live data during natural disasters. This project won \$1500 in the National Ambition Accelerator competition (as noted in the honors). I am developing this patent-pending innovation to disaster response technologies with the support of the Mayor of Houston's office, the Taco Bell Foundation, ION Houston, and others. Pedal Power is another project I founded. It's a stationary bicycle that charges electronic devices through the rider's pedaling. This project won \$750 from the National Wildlife Federation for its implementation. Pedal Power has now been installed in my school's common area; it encourages exercise, demonstrates off-grid power solutions, and raises awareness of electricity wastage.

Another important aspect of my educational journey I wish to highlight is my long-running mission of learning Mandarin. After my family moved from India to Singapore, I began learning Mandarin to better connect with the predominantly Chinese community. Through school and self-study, I gradually gained fluency comparable to native-speaker peers. However, after my family moved from Singapore to the US, learning Mandarin became much harder due to fewer resources and reduced daily use. Regardless, I persisted and have now won speech contests, can write essays, and hold fluent conversations in Mandarin. This journey was especially meaningful because I have no Chinese background or familial guidance, making the "hardest language in the world" even harder to learn.

Additionally, I would like to highlight my community involvement as reflected in my community hours log: <https://soumilgoyal.com/index.html#community-service-log>

Thank you for reviewing my application.

Education progression

Details

Education progression details No change in progression

Courses & Grades

Course levels legend

REG - Regular/standard
ACC - Accelerated
ADV - Advanced
AP - Advanced placement
Cambridge AICE AS A-Level - AS/A-level/International A-level, Cambridge AICE
C PREP - College prep
DUAL - Dual enrollment
ENRCHD - Enriched
Cambridge IGCSE - GCSE, IGCSE
GFTED - Gifted
HGH HNR - High honors
HON - Honors
INTSV - Intensive
IB - International Baccalaureate
PRE IB - Pre-international Baccalaureate
RGNTS - Regents
N/A - Not applicable

Non-numeric/letter grade legend

I - Incomplete
NG - No grade
F - Fail (Pass/Fail)
P - Pass (Pass/Fail)
S - Satisfactory
U - Unsatisfactory
W - Withdrawn
WF - Withdrawn (Failed)
ME - Medical excuse

Grade 9

Mirabeau B Lamar Senior High School, 3325 Westheimer Rd, Houston, TX, USA, CEEB: 443405

School Year 2020-21

Schedule Semesters

Subject	Course Name	Level	Grades (1-100)			Credits		
			S1	S2	Final	S1	S2	Final
OTH/ELE	SUBJ1	N/A	100	100		0.5	0.5	
MATH	ALG 2	PRE IB	100	100		0.5	0.5	
HIST	APHUMGEO	AP	99	98		0.5	0.5	
BIOL	BIO	PRE IB	99	98		0.5	0.5	
OTH/ELE	HLTH ED1	N/A		98			0.5	
ENG	ENG 1	PRE IB	100	100		0.5	0.5	
LANG	CHIN 2	PRE IB	100	100		0.5	0.5	
OTH/ELE	PRINBMF	GFTED	100	100		0.5	0.5	
ART	TH2	N/A	P	P		0.5	0.5	

Grade 10

Mirabeau B Lamar Senior High School, 3325 Westheimer Rd, Houston, TX, USA, CEEB: 443405

School Year 2021-22

Schedule Semesters

Subject	Course Name	Level	Grades (1-100)			Credits		
			S1	S2	Final	S1	S2	Final
HIST	APWHIST	AP	100	98		0.5	0.5	
CHEM	CHEM	PRE IB	99	99		0.5	0.5	
OTH/ELE	DEBATE 2 A	HON	99			0.5		
OTH/ELE	DEBATE 1 B	N/A		99			0.5	
ENG	ENG 2	PRE IB	99	99		0.5	0.5	
OTH/ELE	ENGDSPR1	N/A	100	100		0.5	0.5	
LANG	CHIN 3	PRE IB	100	100		0.5	0.5	
PRE-CALC	PRE CALC	PRE IB	99	99		0.5	0.5	
ART	TH2PROD	N/A	P	P		0.5	0.5	

Grade 11

Mirabeau B Lamar Senior High School, 3325 Westheimer Rd, Houston, TX, USA, CEEB: 443405

School Year 2022-23

Schedule Semesters

Subject	Course Name	Level	Grades (1-100)			Credits		
			S1	S2	Final	S1	S2	Final
HIST	APUSGOVT	AP	99			0.5		
OTH/ELE	DEBATE 1 A	N/A	100			0.5		
OTH/ELE	DEBATE 2 B	HON		100			0.5	
LANG	IBCHINHL	IB	99	99		0.5	0.5	
SCI	IBTACSSL	IB	97	99		0.5	0.5	
ENG	IBLANLTHL	IB	98	99		0.5	0.5	
CALC	IBMAAHL	IB	98	98		0.5	0.5	
PHYS	IBPHYSHL	IB	97	97		0.5	0.5	
HIST	US HIST	PRE IB	99	98		0.5	0.5	
OTH/ELE	IB TOK A	IB		98			0.5	

Grade 12

Mirabeau B Lamar Senior High School, 3325 Westheimer Rd, Houston, TX, USA, CEEB:

443405

School Year 2023-24
Schedule Semesters

Subject	Course Name	Level	Grades (1-100)			Credits		
			S1	S2	Final	S1	S2	Final
ENG	IBLANLTHL	IB	99	99	99	0.5	0.5	1
CALC	IBMAAHL	IB	99	98	99	0.5	0.5	1
SCI	IBPSYCSL	IB	100	99	100	0.5	0.5	1
HIST	PRSFNLTECO	GFTED		97	97		0.5	0.5
LANG	IBCHINHL	IB	100	98	99	0.5	0.5	1
COMPSCI	IBTACSSL	IB	100	97	99	0.5	0.5	1
OTH/ELE	IBTOK	IB	100		100	0.5		0.5
PHYS	IBPHYSHL	IB	99	99	99	0.5	0.5	1

Other courses

Mirabeau B Lamar Senior High School, 3325 Westheimer Rd, Houston, TX, USA, CEEB: 443405

School Year 2018-19
Schedule Semesters

Subject	Course Name	Level	Grades (1-100)			Credits		
			S1	S2	Final	S1	S2	Final
ALG	ALG 1	PRE IB	95	96		0.5	0.5	
GEOM	GEOM	PRE IB	6			0.5	0.5	
SCI	IPC	PRE IB	99	97		0.5	0.5	
ART	ART 1	N/A	100	98		0.5	0.5	
LANG	CHIN 1	N/A	100	100		0.5	0.5	

Stanford University questions

General

Entry Term	Fall 2026
Decision Plan	Regular Decision
Fee Waivers	I do not meet any of these criteria.
Citizenship	Citizen of a non-U.S. country
Financial Aid	Yes, I intend to pursue need-based financial aid from Stanford.
Interview Interest	Yes, I am interested in an interview. I understand that I may not be contacted for an interview due to school location or limited alumni volunteer availability. I acknowledge that my application will be complete with or without an interview.
Arts Portfolio Interest	No
Birth Country	India
Birth city	Mumbai
Years lived in U.S.	9
Years lived outside U.S.	10
Agree that work submitted is my own	I affirm that the work submitted in my application is ultimately my own.

Academics

First Academic Interest	Mechanical Engineering
Second Academic Interest	Computer Science
Third Academic Interest	Engineering Physics

Contacts

Previously applied	Yes 01/2024
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Reflections since last application

Starting Singapore's military service, every enlistee must choose whether to remain a soldier, try becoming a sergeant, or pursue command as an officer. Having spent most of my childhood in the US with little exposure to Singaporean culture, I sought advice from those around me. Nearly everyone warned me against striving for officership, citing extreme training, responsibility, and standards reserved only for those planning lifelong military careers.

Despite these warnings, I applied to Officer Cadet School to test my limits. During basic training, I became acutely aware that I was being observed as instructors pushed me beyond my comfort zone. By the end of training, I placed within the top 10% nationwide and was admitted into OCS.

Beyond soldiering skills, OCS challenged us to think critically under pressure, solve ambiguous problems, and defend our decisions. Reflecting on the training, I realise that I relied on skills developed long before my service. When presenting operational plans, I drew on debate experience to remain composed under intense questioning. When planning resupply routes, I approached logistical chaos programmatically, breaking problems into clear steps. When plans failed, I adapted like an engineer, iterating quickly to find workable solutions.

This experience reshaped how I view education. I now approach required coursework, unfamiliar disciplines, and academic exploration with purpose, knowing that their value may only emerge under future pressure. Just as my OCS training drew upon seemingly irrelevant skills, my military service taught me to pursue learning widely, trusting that diverse knowledge builds future decision-making.

Family

Siblings applying	No
Have any relatives ever enrolled in an undergraduate or graduate degree program at Stanford University?	No
Have any relatives ever been employed by Stanford University?	No
Parent different address	Yes
Which parent has a different address	Parent 1, Parent 2
Parent 1 Address	1415 Bonnie Brae St Apt F Houston, TX, 77006-5280, USA
Parent 2 Address	1415 Bonnie Brae St Apt F Houston, TX, 77006-5280, USA
Number of parents	2
PARENT 1 INFORMATION	Father
First Name	Ashish
Last Name	Goyal
Occupation	Engineer
Job Title	Quality Engineer at Sempra Infrastructure
Employment Status	Employed
Birth Country	India

PARENT 2 INFORMATION	Mother
First Name	Dolly
Last Name	Goyal
Occupation	Artist
Job Title	Dance Teacher at Steps For Dancing
Employment Status	Self-Employed
Birth Country	India
Number of siblings	1
SIBLING 1 First Name	Dhruv
Last Name	Goyal
Education Level	Some high/secondary school

Short Questions

Most significant challenge society faces

Our biggest challenge is societal lethargy. While the loud minority of 'bad-guys' and 'good-guys' shout misinformation and tell lies, we apathetically consume that rubbish until accidentally falling to a side. If we break free from our lethargy, we'll see that the true solution is neither side, but somewhere in between.

Last two summers

2024:

Joined the Army

Started living independently in Singapore

Ranked top 10% nationally and selected to be an officer

2025:

Won 2nd place in an Autodesk's design contest

Commissioned as an officer

Began command of the Army's Sea Terminal Company

Won the battalion's best Full-time National Serviceman for physical fitness.

Historical moment or event you'd like to witness

I'd love to witness Edison's journey of 10,000 failed lightbulbs and share the thrill of invention through persistence. While repeated failures frustrate many, I feel exhilarated when nothing works, emboldened by the resistance the universe has for inventions and confident that each setback brings me closer to a breakthrough.

Extracurricular activity, job, or family responsibility

As a platoon commander, I am accountable for my soldiers' training, morale, and discipline. I must constantly balance authority with approachability, and punishment with welfare. I have to be ready to make the tough calls when at the crossroads between my responsibility for my men or commitment to the mission.

Five things that are important to you

1. An education that teaches me how to learn.
 2. A family of close people I can fully trust.
 3. Opportunities to grow, lands to conquer.
 4. Collaboration with similar and differently minded people across communities.
 5. Flexibility by growing in all-areas and maintaining balance (both subject-wise and life-wise).
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Short Essays

Idea or experience that makes you excited about learning

Both a pencil and a cow require the same escape velocity to leave Earth (~ 11182 m/s)! This fact challenges my intuition. Typically, I'd assume that the greater weight of a cow would require a significantly higher escape velocity, but this initial assumption proves misleading. In this way, the idea of uncovering counterintuitive solutions excites my curiosity and compels me to delve deeper into the realms of learning.

My fascination with discovering these counterintuitive solutions was propelled during my exploration of physics. For instance, delving into the maths behind escape velocities unveiled the surprising truth that an object's weight has no bearing on its escape velocity. Fascinated by this result, I continued investigating to correct my underlying misunderstandings. I learned complex concepts like gravitational fields, potentials, and orbitals, enriching my understanding beyond the initial problem. Additionally, I gained a deeper understanding of fundamental concepts like weight, force, and speed which rewarded me with a more natural grasp of these subjects in future studies.

This pursuit of overturning assumptions and seeking counterintuitive solutions fuels my thirst for

knowledge. It's not just about discovering unexpected answers to seemingly straightforward problems, it's about initiating a cascade of inquiries that restructure my frameworks. This curiosity extends far beyond the boundaries of physics class; it's a lens through which I view the world. Whether in engineering, programming, debates, or other domains, I find myself drawn towards detecting patterns that herald surprising discoveries and I'm committed to nurturing this habit of fervently seeking the world's unexpected phenomena.

Note to future roommate

Dear Roommate,

Firstly, congratulations on your acceptance and attendance at Stanford University. You must be a fascinating person with interesting stories; I am excited to meet you! I wanted to kick-start our acquaintance with a little bit about myself. You'll easily find out all about my passions in robotics, engineering major, and whatever else later on. For now, I want to share my most significant trait, one that's harder-said, easier-written.

A major cornerstone of my character is that I'm a very open-minded guy. I see my opinions and beliefs as akin to an initial strategy in a chess game. I love playing chess, so I want you to attack me! Come counter my logic and defeat my plans. If you foil my tactics, I don't stubbornly adhere to the same approach. Instead, I adapt, learning from the experience and altering my strategy based on newfound insights. Likewise, when it comes to opinions and beliefs, I don't doggedly cling to them if they're challenged. I embrace the opportunity to learn, eagerly seeking to understand your alternative viewpoint and incorporate a new perspective into my thinking.

In essence, I invite you to challenge me. Argue with me, even if we agree, point out the gaps in my understanding, teach me about your background, beliefs, and alternative opinions. I know you have much to share, and I am eager to learn from you. I will be highly thankful if we can banter to make ourselves better.

Sincerely,

SOUMIL GOYAL (ProfessorPythagoras on chess.com)

Life experiences, interests and character that would help you make a distinctive contribution to Stanford

"If you don't kill it, you won't get points."

The army instructor's words put me in a jarring dilemma. Our team, 'stranded' deep in enemy jungle for the past eight days, was hungry and fatigued. We had just finished a grueling survival assessment of our shelters, water procurement, animal traps, and I, despite my exhaustion, had secured the highest score, putting me first in line for the prestigious *best trainee* award.

Then came the bird.

We were each handed a quail that we were tasked to kill and dress for food. I understood the skill,

but as a vegetarian whose culture teaches the sanctity of life, I realized I was not hungry enough to take its life, especially since the exercise was just 2 days from over. The instructor's words, a direct challenge to my ambition, hung in the air. The award and the recognition I had worked so hard for lay on one side; my core ethics lay on the other.

Despite their mounting pressure, I set the bird free. I explained that in a real, life-or-death scenario, I would have proceeded, but in training, I chose not to needlessly take a life. I was disqualified from the award, but managing that unexpected ethical dilemma taught me the real weight of my values. Months later, as my teammates still recalled the disturbing memory of the quail squirming in their hands as they twisted off the bird's neck, I knew the respect and moral clarity I gained outweighed any trophy.

Additional Background

Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action?

No

Affirmations

I confirm that I understand and agree to uphold the spirit and letter of the Stanford Honor Code and Fundamental Standard.

STANFORD UNIVERSITY RESERVES THE RIGHT TO WITHDRAW YOUR OFFER OF ADMISSION IF: 1) you show a significant drop in academic performance or fail to graduate; 2) there has been a

I confirm that I understand and agree to uphold the spirit and letter of the Stanford Honor Code and Fundamental Standard.

I certify that the information submitted in these application materials is current, complete and correct, and is my own work. I further understand and agree to the terms of the Stanford application instructions as posted at admission.stanford.edu, or as stated above, including Stanford's policies on the submission of the credentials noted above.

misrepresentation in the application process;
3) we learn that you have engaged in behavior prior to the first day of enrolled attendance that indicates a serious lack of judgment or integrity;
4) you alter your class/course schedule without prior approval from the Office of Undergraduate Admission; or 5) you are holding a place, past May 1, in the freshman class of a college other than Stanford. Further, Stanford reserves the right to require the applicant to provide additional information (and/or authorization for the release of information) about any such matter. Stanford also reserves the right in perpetuity to investigate the authenticity, accuracy, and authorship of materials submitted, information provided, and assertions made in connection with the application.

Mobile Phone Contact

I understand that those involved in the Stanford admission process may need to contact me at a mobile number provided in the Common App.

CONSENT TO PRIVACY POLICY By submitting this application, I hereby consent to Stanford University's collection and processing of any sensitive personal data contained in my application to evaluate my application for the

I hereby consent to Stanford University's collection and processing of any sensitive personal data contained in my application.

**other purposes
described in Stanford
University's Online
Privacy, Offline Privacy
Policy, and the Privacy
Notice for Admissions
and Financial Aid which
can be found at
privacy.stanford.edu.**

Affirmations

By submitting this application, I affirm my understanding of and agreement to the statements found here: <http://www.commonapp.org/affirmations>.