

University of Massachusetts Boston Asian American Studies Program



Tagging history... AASO/AASSP/AsAmSt Brick by Brick collaborative mural project, 2 May 2012

Graduation Celebration 2011-2012

23 May 2012

Asian American Studies Program Affiliated Faculty (expected for Fall 2012)

Ping-Ann Addo, Associate Professor, Anthropology
Michael Ahn, Assistant Professor, Public Policy & Public Affairs
Kiran Kaur Arora, Assistant Professor, Marriage & Family Therapy Program, Counseling & School Psychology
Pratyush Bharati, Associate Professor, Management Science and Information Systems, College of Management
Lisa Buenaventura, Assistant Vice Chancellor for Co-Curricular Learning & Assessment and Instructor, Asian American Studies
James Dien Bui, Instructor, Asian American Studies
Connie Chan, Professor and Chair, Dept of Public Policy and Public Affairs
Elora Chowdhury, Associate Professor, Women's Studies
Patrick Clarkin, Associate Professor, Anthropology
Loan Dao, Assistant Professor, Asian American Studies
Xiaogang Deng, Associate Professor, Sociology
Christopher S. Fung, Instructor, Anthropology and Asian American Studies
Richard Hung, Associate Professor, Human Services, College of Public & Community Service
Eunsook Hyun, Professor, Curriculum & Instruction and Associate Provost for International and Transnational Affairs
Sari Kawana, Assistant Professor, Modern Languages
Peter Kiang, Professor, College of Education & Human Development and Director, Asian American Studies
Marlene Kim, Associate Professor, Economics
Hae-ok Lee, Associate Professor, College of Nursing & Health Sciences
Andrew Leong, Associate Professor, College of Public & Community Service
Giles Li, instructor, Asian American Studies
Raymond Liu, Associate Professor, Marketing, College of Management
Lusa Lo, Associate Professor, Special Education Program, Curriculum & Instruction
Patricia Nakamoto Neilson, Director, AANAPISI Asian American Student Success Program and Instructor, Asian American Studies
Jin Ho Park, Assistant Professor, Psychology
Shiho Shinke, Instructor, Asian American Studies and University Advising Center
Rajini Srikanth, Professor, English; Director, Honors Program; and Associate Provost for Faculty Affairs
Lakshmi Srinivas, Assistant Professor, Sociology
Karen Suyemoto, Associate Professor, Psychology and Asian American Studies
Shirley Tang, Associate Professor, Asian American Studies
John Tawa, Instructor, Asian American Studies and Psychology
Paul Watanabe, Associate Professor, Political Science and Director, Institute for Asian American Studies
Zong-guo Xia, Professor, Vice Provost for Research & Strategic Initiatives, and Dean of Graduate Studies
Wenfan Yan, Professor and Chair, Department of Leadership in Education
Mai See Yang, Instructor, Asian American Studies and Gerontology

The Program

UMass Boston's Asian American Studies Program offers culturally-responsive instruction in the classroom with holistic practices of mentoring, community-building, service-learning, and advocacy to address the social and academic needs of students as well as the critical capacity-building needs of local Asian American communities. The program offers the most Asian American Studies courses, faculty, and community linkages of any university in New England. The program's alumni include teachers, social workers, health care providers, business entrepreneurs, and leaders of local Asian American community organizations. By grounding our curriculum, teaching, and applied research in the realities of local Asian American communities and by respecting the knowledge and bilingual/bicultural skills that many UMass Boston students bring to the classroom, the AsAmSt Program creates powerful learning environments for all students to gain critical understanding about the historical experiences, voices, contemporary issues, and contributions of diverse Asian populations in the U.S. Graduate students from any area who have Asian American Studies interests can serve as teaching/research assistants, mentors to undergraduates, and special project developers for the program. High school students in UMass Boston's pre-collegiate programs such as Urban Scholars and those involved with the Coalition for Asian Pacific American Youth (CAPAY) are encouraged to take advantage of the program's learning opportunities. Community members and organizations as well as alumni participate in our activities in short- and long-term ways. UMass Boston is the only research university in New England designated and funded by the U.S. Department of Education as an Asian American Native American Pacific Islander Serving Institution (AANAPISI).

Celebrating our 2011-2012 Graduates in Asian American Studies

During 2011-2012, we are proud to recognize nine outstanding undergraduate students who completed the six-course AsAmSt program-of-study: Jeremy Cala, Hazel Cheng, Joo Yun Kim, Phil Le, Soramy Le, Linda Nguyen, Naoko Otake, Sable Smith, Kevin Tan, and William Wu. We also honor the master's degree completion of two graduate students whose active participation with the Asian American Studies Program has been exemplary: Clinical Psychology M.A. student Fanny Ng and M.Ed. student, Chris Ward.

Among many highlights of the year, we note the continuing accomplishments of our 2011 Individual Major in Asian American Studies, ChuYu Huang (黃楚瑜), whose efforts were recognized at a "Champions of Change" national ceremony in Washington, D.C. by the White House Initiative on Asian Americans and Pacific Islanders (WHIAAPI), based on her collaborative video project produced with Chinese immigrant students from Charlestown High School through the Boston Chinatown Neighborhood Center's Chinese Immigrant Student Leadership (ChíSL) Program which ChuYu coordinates.



UMB AsAmSt alumna, ChuYu Huang (third from right), at the White House, 5 April 2012.

Program-of-Study in Asian American Studies

Jeremy Angelo Cala

I am a Filipino, born in the Philippines and raised in Australia for eight years until my family moved to the United States when my father was offered a job. I lived in California for a little less than a year and then moved to Boston. After all this moving in my younger years, I found Boston to be my home over time. I am completing a major in Criminal Justice with Asian American Studies as a program-of-study.

My involvement in Asian American Studies started in my third year at UMass Boston. I actually took Peter Kiang's class Southeast Asians in the U.S as an elective just to fulfill a requirement. It never really interested me to take these courses in the first place. I just wanted to pass and get the requirement over with. Something about that class, though, interested me more. A class project enabled me to get closer with one of my friends who is Laotian. After that, I started taking more AsAmSt courses and began learning a lot about Asian American struggles — the same struggles my family was and still is going through. I learned about organizations that help the Asian American community, including some that were right around the corner of my house. I learned about my grandfather being a big influence for the Filipino Community in San Francisco.

It just astonished me to make these connections after taking the Asian American classes. I never realized how taking one course just to fulfill a requirement can lead to a concentration that establishes my thinking about the Asian American community and connects me more deeply to my friends and family. As a senior, I have participated in the Asian American Leadership Opportunities Program with four other AsAmSt students, including Kevin and Hazel who are also graduating. We have helped organizations with research, such as analyzing demographic data about the Vietnamese Community in the Boston area for Viet-AID. I had never thought about being involved directly in the Asian American Community until taking Asian American Studies courses.

In the future, I plan to work for the government and go for my master's degree when I have more financial stability. I do want to be more involved in the Asian American Community. For now, I know I will use my knowledge from the Asian American Studies Program to share what I've learned with others. And if I ever do work with a community or organization, I will apply what I have learned here as a tool.



Hazel Hiu Ching Cheng

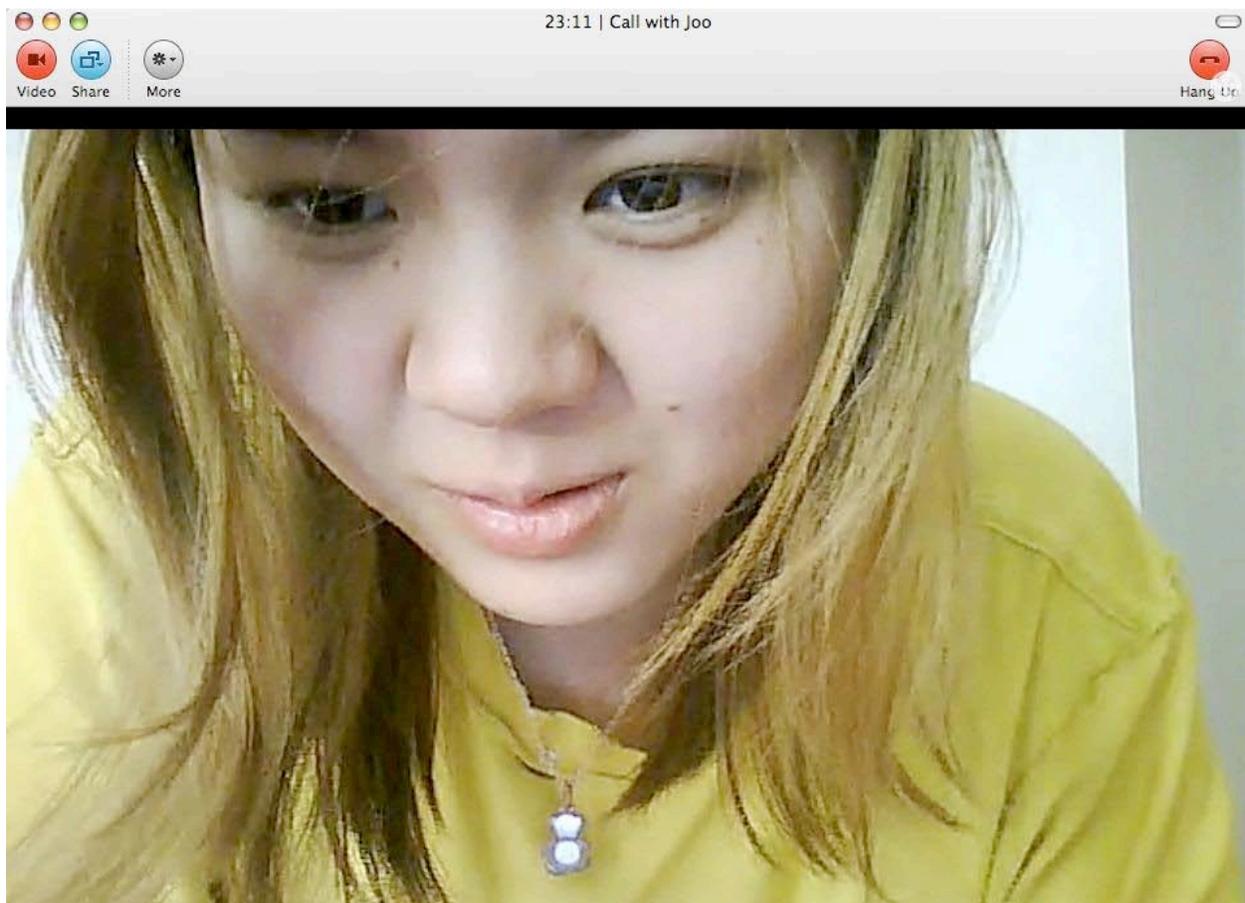


I am Chinese, born in Canada, but raised in Hong Kong. I immigrated to the U.S. with my mom in 2002. I decided to include Asian American Studies in my activities at UMass Boston because professors around me were encouraging and, most importantly, the AsAmSt courses inspired me to better understand the meaning of community. Community, to me, used to be something followed with a question mark. But now, I see it followed by an exclamation mark!

My involvement with Asian American Studies has helped me to know and experience what it like to be part of a community as well as to clarify what I can do to help others. Asian American Studies has given me a sense of belonging on campus and broadened my horizon in terms of recognizing many complex issues within Asian American communities. I am capable of making a difference by actively doing something that improves the well-being of people. Seeing connections after connections across all my AsAmSt courses and projects, I have slowly realized that the Asian American community is part of me. It is part of my identity.

I do not have a concrete future plan for now. But I do see myself helping the Chinese population, especially in immigrant communities, in terms of social, cultural, and mental health issues such as language barriers, inter-generational conflicts, and access to resources. I will be involved with Asian American Studies work wherever I go in the future by staying connected with others and by pursuing my plans with the heart of helping others.

Joo Yun Kim



Philip Le



I am 1.5 generation Vietnamese American. I grew up part of my life in Quincy (MA), but lived most of it in Randolph. Over time, I started seeing my town changing to include a growing Vietnamese community. As more Vietnamese business started up in my town, I began to wonder why. It was Fall 2007. I hadn't been in school for three and a half years. I started taking non-degree courses to test out if I wanted to stay and continue another semester. Some classes were core requirements and others were electives. My first Asian American Studies course was Southeast Asian in the US. At first, I wasn't an outspoken person and I didn't like to get picked on to talk in class. But the course was really interesting and I started getting involved with a lot of the discussions. I continued taking more Asian American Studies courses and listened to a lot of deep and personal stories shared by my classmates as well as myself. My future plans for now are to go to graduate school and work on my MBA. Education is a never-ending process. Asian American Studies has given me a lot of confidence and empowerment to pursue whatever is out there for me. I will always be involved with my community in the future and stay connected with Asian American Studies.

Soramy Le



Linda Nguyen

I wouldn't say that my life has been difficult, but rather, it was stressful for a young girl.

I am a second generation Vietnamese-American daughter to the two most wonderful parents that I know.

I did everything I could to please them (get straight As, take Tae Kwon Do, and even tried piano lessons) because I understood the sacrifices they made, and continue to make, for me to have the best life possible.

But it always seemed like it was never enough.

Many times in my life, I felt lost.

Sometimes I still giggle about when I first transferred to UMass Boston.

I tried my hardest to avoid the Asian American Studies (AsAmSt) office.

Oh my goodness, I was so wrong!!!

I soon found myself fully submerged in it!

It really helped me to survive not only college, but survive life.

The AsAmSt courses helped me to reflect on our history, community, and life experience.

But the AsAmSt people helped me to reflect on myself.



It may be a cliché to say, but if it weren't for these wonderful people, I wouldn't be where I am today! Especially for Dr. Peter Kiang who handed me a pamphlet one day from the College of Education. I currently hold a Bachelor of Arts in Early Childhood Education and Care in Inclusive Settings. I am now working as a developmental specialist in early intervention (EI). And someday soon, I will be working with young children and their families in the Asian American community. Maybe I'll open my own day care or EI program one day!

Naoko Otake

After I sent most of my belongings to Japan, I became very emotional about leaving Boston and going back to my home. I really appreciated this opportunity to study in UMass Boston. Asian American Studies gave me a tremendous opportunity to learn who I am in relation to the society surrounding me, and to understand the international relations of the U.S. government. I am now very confident about myself and who I am. I do not have to change, but am able to be. This confidence will never change even when I go back to the Japanese society which has become a strange society for me now. I am sure that having Asian American Studies with a political science major makes me unique.

I appreciate having Asian American Studies at UMass Boston. It is very sad that I have to leave my "community" here and have to re-create my community all over again in Japan. But, I believe that I will find my own way to live wherever I go. While I hold my identity as a Japanese, it will be possible for me to handle and hold each of the cultures where I live in my future. If there is a term, "global citizen", the meaning of the global citizen is a person who holds his or her "root" as his or her foundation in becoming a member of this "globe."

Another term, "sustainability," becomes famous in these years, too. My personal opinion, after doing my Boston's Asian American Communities class project with Lowell's Cambodian community focusing on poverty, hunger, and inequitable food distribution and production is that doing development work anywhere has to take sustainability into account and carefully consider for whom the development is planned.

I would like to continue my way of learning about international development studies and rural and agricultural development as my biggest interest. But everything I've learned in Asian American Studies is always connected to each other and to what I see in front of me. This has been my joy of learning. [reflections from Spring 2003; photo from Fall 2007]



Sable A. Smith



I am multiracial Black with a cultural affinity for Japanese and Korean culture. I am a Social Psychology major with a particular interest in the interactions between race and culture.

I began taking courses in Asian American Studies partly out of curiosity and partly because of my cultural affinity. After taking my first class I was hooked. I gained more out of one class in Asian American Studies than I had gotten in a full semester previously at UMass Amherst. This isn't to say that my education from those other courses wasn't informative, but I found the courses in Asian American Studies to be particularly personally meaningful.

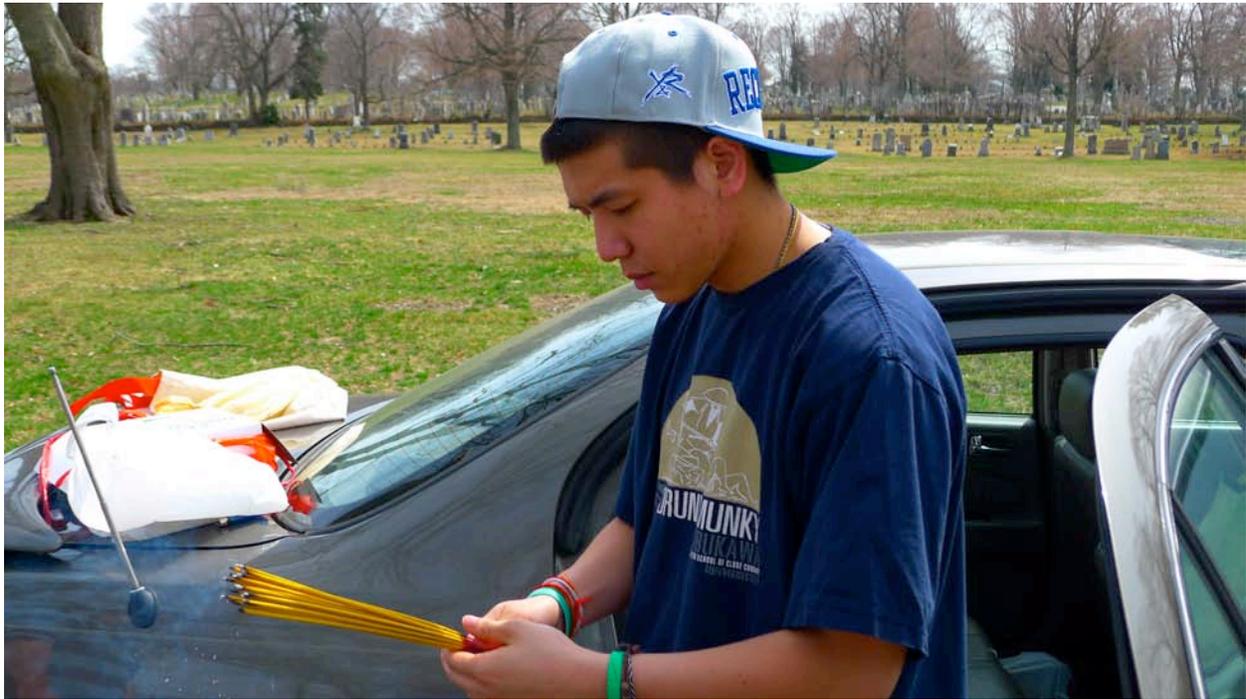
Courses in Asian American Studies have made me more aware of the Asian American experience. I would very much like to strive to be an ally to Asians and Asian Americans by learning, listening, and looking beyond myself. I'm hoping to carry the lessons learned and experiences shared within Asian American Studies courses with me wherever I go. I know that's a little cheesy, but I mean it!

Kevin S. Tan

I am a Cambodian/Chinese American originally from Lowell, MA. From first grade up until high school, I lived with my aunt and uncle so I could attend a better-resourced public school system. After high school, I found myself attending a number of colleges before finally settling at UMass Boston. I am now graduating as a management major with a concentration in international management and also with a program-of-study in Asian American Studies.

Before coming to UMB, I had no idea what Asian American Studies was. I knew I was Asian and I knew I was American, but I never connected the two together. In Fall 2008 when I saw a course listed "Southeast Asians in the US," I thought, hey, that's me... It was intriguing to me to find a class that taught about my family's background. I didn't even know that schools offered things like that. I always had this desire to be active in my community, but I never knew how to go about it on my own.

Through taking Asian American Studies courses, I had many chances to learn not only in the classroom but also in real community settings. The networks and the opportunities that I've developed were because of my involvement in the program. It only made sense to complete the program-of-study and more, so I would be able to learn as much as possible about the different needs, support systems, and directions that our communities are moving towards.



Somewhere down the road, I'd like to work internationally in community development. I hope to take advantage of the connections that I've made through the Asian American Studies Program to collaborate with some of the researchers and community partners I've met or simply continue to learn about the work that other alumni like me are doing.

Something important I have learned in Asian American Studies that I will take everywhere I go in the future is that "teaching" and "learning" can happen anywhere and everywhere. There is no telling whom you can learn from, and what you can learn. No matter what I do, I will always feel a connection to Asian American Studies because of the perspectives I've gained through our program.

William N. Wu (吴肇宁)



I've been in the program for the past three years and have taken multiple Asian American Studies courses throughout all these semesters. Before entering the program, I remember that classes used to be just classes: go in and just wait for class to end, then leave. But three years ago I was introduced to my first Asian American Studies class, "Asians in the US" taught by professor Peter Kiang. I actually felt motivated to go to class each day. I remember it being scheduled as my last class in the afternoon. Classes at that time were usually the least animated ones for me to go into, but that was never the case for this AsAmSt course. I actually looked forward to going into that class every day. Throughout that course and others in Asian American Studies, I've met numerous friends and have maintained strong relationships with them until this day. It was Asian American Studies that made me choose the career path that I'm actively taking today which is to serve the community and help it grow strong. This program has taught me things that I would have never learned otherwise — especially historical events that were never mentioned in any other classes.

Graduate Student Contributions in Asian American Studies

Fanny Ng, M.A., Clinical Psychology

I identify as a second generation Asian American of Chinese descent, born and raised in New York City. My experience growing up as the eldest daughter of Chinese immigrants and being deeply entrenched in the Asian American communities at home has led me to pursue a career with opportunities to impact larger societal change and contribute to closing gaps in societal disparities for Asian Americans and other underserved communities. I came to UMass Boston in 2009 to work with Dr. Karen Suyemoto and her research team to develop my research and clinical interests in working with Asian Americans and exploring issues of race, culture, and empowerment. After completing three years of graduate school in pursuit of a Ph.D. in Clinical Psychology, I am graduating with a non-terminal Master's Degree in Clinical Psychology in August of 2012. My master's thesis investigates racism-related stress and its relation to racial identity, ethnic identity, and psychological empowerment related to racism in Asian Americans.

I became involved with Asian American Studies in order to further my understanding of the issues pertinent to the people and communities whom I hoped to make a difference for beyond my personal experiences. Along the way, I also took up a leadership position reviving PAASSAGE (Pacific Asian American Students & Studies Association in Graduate Education), an organization that connects graduate students across disciplines around a shared interest in Asian American Studies or a shared Asian American identity. As a full-time graduate student in a doctoral program, it has been a constant challenge but nonetheless a rewarding experience to have served as the President of PAASSAGE in the last 2 years and work with my peers to organize educational and community building events. The sense of community that I have found through the Asian American Studies Program has deeply enriched my three years at UMass Boston, and the connections that I have made have become invaluable to me.

My experiences within the Asian American Studies program and my relationships with students, peers, faculty, and staff have served as a source of constant support, encouragement, and motivation for me in the last three years as I worked towards the completion of my doctoral degree in Clinical Psychology. As I continue moving forward, I hope to continue expanding on my connections and background in Asian American Studies to strengthen the foundations for my future work in psychology that aims to address issues of race and culture and their relationships to identity, well-being, and developmental processes for Asian Americans.



Christopher M. Ward, M.Ed., Learning, Teaching & Educational Transformation

My mother is about 90-something percent French with a sliver of Native American. She grew up in Worcester (MA) and spoke French at home before learning English as a child. Her grandparents came to the U.S. from France by way of Canada. My father was also born and raised in Worcester. He is a mixture of English, French, and Portuguese. I never learned to speak French, and I have never felt a strong connection to these ethnic roots.



Then there's my personal background. I'm a latch-key kid. I come from a broken home where my mom worked sixty-plus hour weeks as a social worker and case manager at a local hospital to ensure my younger brother and I had everything we needed to get by. I found myself drifting through high school and getting into trouble. I think I met with my high school guidance counselor twice over the entire four years. After high school and attending classes for a year at a local community college, I was persuaded to move out to the city. I first enrolled at UMass Boston as an undergraduate, majoring in History with a minor in American Studies. It was through my coursework in American Studies under Professor Shirley Tang that I first became aware of and involved with the Asian American Studies Program.

When I think about the impact that the Asian American Studies Program, faculty, staff, and students have had on me as both an undergraduate and graduate student here at UMass Boston, it's difficult to sum it all up in words. One of the most significant moments during my time as an undergraduate was in the spring semester of my senior year. Professor Tang asked me what I was going to do after graduation, and I answered that I wasn't really sure. She then suggested that I should consider a graduate degree in education. Through this dialogue, Professor Tang helped me to realize the potential I had to make an impact on others.

Upon my continuation at UMB as a graduate student I had the opportunity to take a course entitled, "Teaching and Learning in Asian American Studies" taught by my advisor, Professor Peter Kiang. This course provided me with concepts and practice relevant to pedagogy and curriculum design in the field, and it challenged me to think about how I engage with students of diverse backgrounds. Furthermore, it gave me the opportunity to develop deeper connections with other students involved in the program and the University. I also appreciate how Peter encouraged me to challenge myself in the courses I enrolled in.

From that course and my involvement as a graduate assistant working with Boston Public School students at the South Boston Education Complex, it came to my attention that UMass Boston did not have an after-school program to assist Vietnamese immigrant high school students and other English language learner (ELL) students from all backgrounds in developing their language skills at the University. It was frustrating to hear this, and I couldn't just walk away from this issue without trying to find a solution. This became the core idea for my M.Ed. capstone project which focuses on designing a holistic approach to support high school ELL students through an after-school program model based on UMass Boston's pre-collegiate program structure, using classroom content-based instruction, paired with additional social, cultural, and financial reinforcements to develop students' English language skills.

The Asian American Studies Program and the people involved in it helped me to develop my voice as an individual and challenged me to think about my own identity and the world around me. Most importantly, the Asian American Studies faculty and students I have created connections with made me feel like this was a place I could call home. This is something truly special that I am thankful for, and will take with me wherever I go. I hope that I can inspire others through my own work in the education field as this program has inspired me.

UMB's 2012 Doctoral Mentor Award for Karen Suyemoto

Though Asian American Studies is primarily organized as an undergraduate-focused curriculum unit, Dr. Karen Suyemoto's contributions to Asian American Studies through her doctoral student mentoring have been organic, profound, and powerful. We are proud that Karen is the inaugural recipient of the university's Doctoral Mentor Award in 2012.

During the past ten years, Karen has been directly responsible for leading a research team of doctoral students in Clinical Psychology, most of whom are Asian American and came to UMass Boston specifically to work with Karen and to have access to the interdisciplinary Asian American Studies resources of our campus. Her research lab has been extraordinary -- tightly organized and clearly conceptualized with very high expectations for both process and outcomes in the short-term and long-term. Under her guidance, they have produced an important, cumulative body of empirical research on the profiles, needs, and transformative educational experiences of Asian American students at UMass Boston.

Karen has also relentlessly advocated for the interests and well-being of her doctoral students vis-à-vis Asian American Studies by connecting them individually and collectively to our robust community and professional networks as well as to service and teaching opportunities within our program. Several of her doctoral students such as John Tawa, have taught ASAMST/PSYCH 238L Asian American Psychology or ASAMST 326 Multiracial Experiences. Karen's former advisee, Dr. Phuong Thanh Nguyen was able to teach ASAMST 294 Resources for Vietnamese American Studies three times, in addition to conducting his own pathbreaking research on Vietnamese American identity under her supervision. Phuong is one of just a handful of Vietnamese Americans in the US who has attained a Ph.D. in Clinical Psychology, and he was the first Vietnamese American doctoral degree recipient at UMass Boston, thanks in large part to Karen's guidance, mentorship, and leadership.

The continuing synergy between Clinical Psychology and Asian American Studies sustained by Dr. Suyemoto is inspiring and deeply valued. She is richly deserving of the university's first Doctoral Mentor Award, both because of the specific ways she has mentored individual students in Clinical Psychology and because of the collective connections and contributions that she has enabled for those students across the university, in communities, and in our fields.



UMB's 2012 Beacon Awards for Unsung Hero and Graduate Student Leadership to Pratna Kem

UMB AsAmSt alumnus and current graduate student Teaching Assistant, Pratna Kem, was honored twice at UMass Boston's 2012 Beacon Leadership Awards ceremony. Pratna will complete his M.Ed. with teacher certification in 2013. He intends to become a high school English teacher for an urban school district such as Revere, Lynn, or Lowell where significant Cambodian American populations reside.



Beacon Awardee Pratna Kem with Vice Chancellor of Student Affairs, Patrick Day, 2 May 2012

Pratna's 2012 Beacon Awards recognize, in part, his contributions to Prof. Shirley Tang's AsAmSt 370 Asian American Media Literacy course through offering technical support and critique for students' digital story products and in AsAmSt 270 Cambodian American Culture and Community — one of only four such courses taught in the US — by enhancing students' critical reading skills and by thoughtfully modeling Khmer American educational engagement.

Students in Chinese Community Service (SCCS) 2011-2012



Thanks to a second year of generous investment by Mr. Stanley Chen in the Asian American Studies Program, five UMB students collectively contributed over 1200 hours of community service as interns in community sites, including the Boston Chinatown Neighborhood Center (BCNC), Multicultural Home Care in Quincy, and Viet-AID in Fields Corner, Dorchester. Two of the five students — Jiaxian Cen and Kevin Tan are graduating in 2012 — while Maryanne Chow, Stanley La, and Thomas Nguyen will continue as students in 2012-2013. In addition, 2010-2011 awardees, Elaine Chen and Raymond Chiu successfully completed their remaining community service commitments at BCNC and Quincy Asian Resources Inc (QARI).

We offer special gratitude to the SCCS students' community site supervisors, including UMB AsAmSt-affiliated alumni Sophia Kim, Giles Li, and Lola Tom, plus Sandra Lee, Jessica Ranucci, Mofei Xu and Peter Tam. Thanks also to UMB SCCS alumni, Soning Lau, Yan Hua Liang, Matt Seto, and Richard Sann for continuing their active "older sister/brother" participation with this heartfelt and strategic commitment to support students, communities and the principle of reciprocity in Asian American Studies at UMass Boston.

The Asian American Studies Program also recognizes with appreciation:

- our AsAmSt students who received honors in 2011-2012, including: Henry Ho and Kim Soun D. Ty whose AsAmSt 370-produced digital stories were selected as finalists for the WGBH “Short Waves: Stories Shaping Our Community” film competition in conjunction with the 2012 Boston Asian American Film Festival; and Maryanne Chow who received the Institute for Asian American Studies 2012 Anthony Chan Award.
- AsAmSt faculty who authored scholarly books published in 2011-2012, including Elora Halim Chowdhury’s *Transnationalism Reversed: Women Organizing against Gendered Violence in Bangladesh*, Rajini Srikanth’s *Constructing the Enemy: Empathy/Antipathy in U.S. Literature and Law*, and Karen L. Suyemoto’s *Conceptualization and Treatment Planning for Effective Helping* (with Barbara F. Okun).
- AsAmSt faculty who received grant awards in 2011-2012 focusing on Asian American Studies-related research, training, and project development, including Loan Dao, Haeok Lee, Lakshmi Srinivas, Shirley Tang, and Paul Watanabe.
- Joan Huser Liem, Professor of Psychology and former Dean of Graduate Studies and Intercollegiate Programs, who is the 2012 Chancellor’s Distinguished Service Award recipient; and Zong-Guo Xia, Professor of Environmental Earth and Ocean Sciences and Vice Provost for Research, who was appointed as Dean of Graduate Studies and Intercollegiate Programs.
- AsAmSt program-of-study alumna, Widad Al-Edanie, who completed an outstanding year of teaching Arabic in UMB’s Department of Modern Languages.
- everyone who participated in UMB’s Asian American Student Success Program (AASSP)’s ambitious and successful second year of AANAPISI activities, services, and institutional capacity-building initiatives led by Patricia Neilson and funded by the US Dept of Education.

Finally, we applaud our alumni, community partners & donors as well as our affiliated faculty, staff, and dedicated AASO students. And we offer our warmest wishes to all graduating students who have taken AsAmSt courses with us during their time at UMB.

For more information, visit the Asian American Studies Program in W-2-097, call 617-287-5658, or see: www.umb.edu/asamst and www.facebook.com/UMB.AsAmSt.