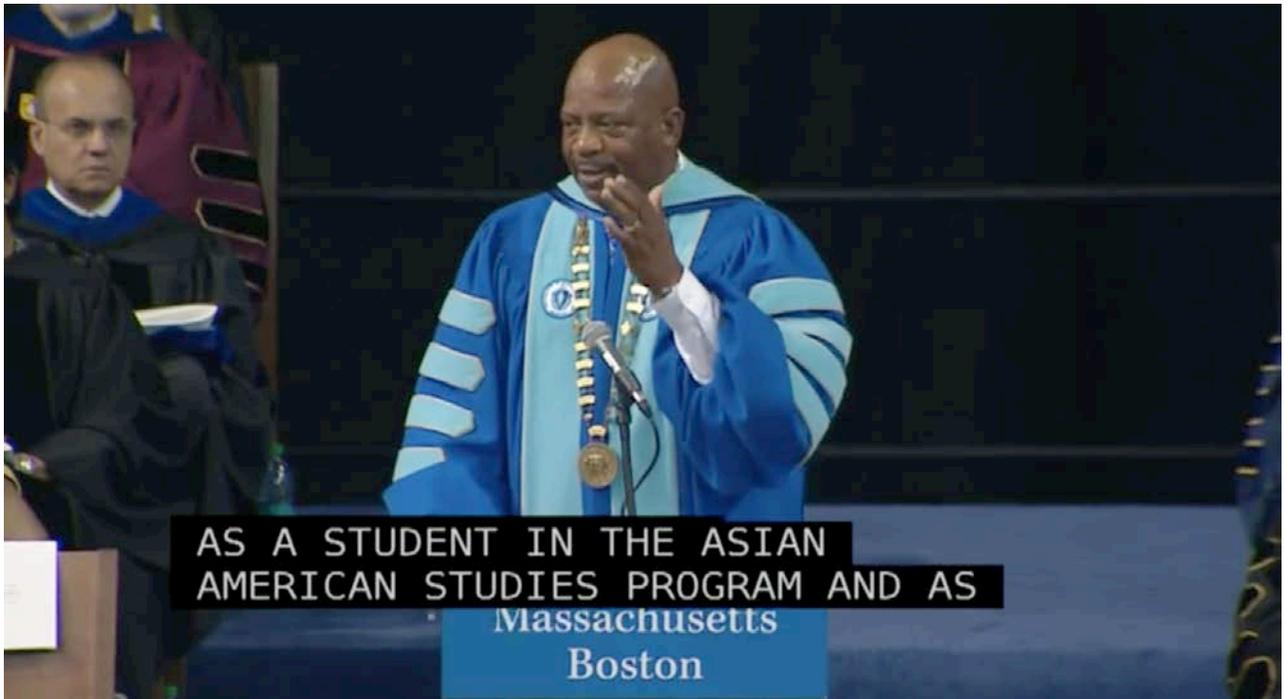


University of Massachusetts Boston
Asian American Studies Program



Graduation Celebration
2016-2017

23 May 2017

Asian American Studies Program Affiliated Faculty – May 2017

Ping-Ann Addo, Associate Professor, Anthropology
Michael Ahn, Assistant Professor, Public Policy & Public Affairs
Pratyush Bharati, Associate Professor, Management Science and Information Systems, College of Management
Sara Boxell, Instructor, Asian American Studies and Program Coordinator, Asian American Student Success Program
Connie Chan, Professor, Public Policy and Public Affairs, and Associate Dean, McCormack Graduate School
Elora Chowdhury, Associate Professor and Chair, Women's and Gender Studies
Patrick Clarkin, Associate Professor, Anthropology
Loan Dao, Assistant Professor, Asian American Studies, School for Global Inclusion and Social Development
Xiaogang Deng, Associate Professor, Sociology
Christopher S. Fung, Instructor, Anthropology and Director, Native American & Indigenous Studies minor
Danielle Godon-Decoteau, Instructor, Asian American Studies and Psychology
Richard Hung, Associate Professor, Human Services
Sari Kawana, Associate Professor, Modern Languages
Denise Khor, Assistant Professor, American Studies
Peter Kiang, Professor and Director, Asian American Studies, School for Global Inclusion and Social Development
Marlene Kim, Professor, Economics
Son Ca Lâm, Instructor, Asian American Studies
Haeok Lee, Professor, College of Nursing & Health Sciences
Andrew Leong, Associate Professor, Philosophy and Law
Raymond Liu, Professor and Chair, Marketing, College of Management
Lusa Lo, Associate Professor, Special Education Program, Curriculum & Instruction
Patricia Nakamoto Neilson, Director, AANAPISI Asian American Student Success Program
Rajini Srikanth, Professor, English; Founding Dean, Honors College
Lakshmi Srinivas, Associate Professor, Sociology
Karen Suyemoto, Professor, Psychology & Asian American Studies; Director, Transnational, Cultural and Community Studies
Shirley Tang, Associate Professor, Asian American Studies, School for Global Inclusion and Social Development
John Tawa, Instructor, Asian American Studies and Psychology
Linda Thiem, Instructor, Asian American Studies
Leslie Kim Wang, Assistant Professor, Sociology
Paul Watanabe, Professor, Political Science and Director, Institute for Asian American Studies
Zong-guo Xia, Professor, Environmental, Earth & Ocean Sciences; Vice Provost for Research; and Dean, Graduate Studies
Wenfán Yan, Professor, Department of Leadership in Education

The Program

UMass Boston's Asian American Studies Program offers intellectually-challenging, emotionally-engaging, 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. AANAPISI students from Bunker Hill Community College and high school students in UMass Boston's pre-collegiate programs or those from partnering community youth programs are encouraged to take advantage of AsAmSt's learning opportunities. Community members and organizations as well as alumni participate in our activities in short- and long-term ways. Since 2010, UMass Boston has been 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 2016-2017 Graduates in Asian American Studies

We proudly honor nine undergraduate students who have fully completed, and, in most cases, far exceeded the six-course requirements of our program-of-study in Asian American Studies: Sokpagna Chuon, Emily Em, Erica Lam (林佩欣), Madeline Le (黎裕玲), Jessica Leigh Greaves, Zainab Salejwala, José Gabriel Soto, Phi Tran (Trần Ngọc Phi), and John Nguyen Vo. Doctoral and master's degree students being recognized for their extensive AsAmSt connections and contributions across teaching, research, service, and advocacy include: Minjin Kim (김민진) (Nursing), Baifeng Sun (孙柏凤) (Leadership in Urban Schools), Mai See Yang (Gerontology), PenhSamnang Kan (កន ពញ្ញសំណាង) (Global Inclusion and Social Development), and Kim Soun Ty – our first AsAmSt alumna to complete the Master of Science degree in Transnational, Cultural and Community Studies (TCCS) – a transdisciplinary, ethnic studies-centered graduate program that we played a founding role in envisioning, establishing, and co-leading. We also warmly cheer the many dozens of graduating students who have contributed to and benefited from our many AsAmSt courses, but are not formally acknowledged here.

Thank you always to our students, faculty, staff, alumni, and community partners and to the AANAPISI Asian American Student Success Program for generous AASSP support! Special appreciation to alumna Phil Le for faithfully donating again to this year's graduation. Most importantly, love and honor to Chancellor Motley for countless contributions, big and small.



AsAmSt alumna Phil Le joined Chancellor Motley, Provost Langley, and 2016 Distinguished Teaching Awardee Shirley Tang with graduating TCCS advisee, Kim Soun Ty in November 2016.

Program-of-Study in Asian American Studies

Sokpagna Chuon



I am a 1.5 generation Cambodian American, majoring in Art with a program of study in Asian American Studies. I was born and raised in Chbar Ampov on the outskirts of Phnom Penh, Cambodia where I spent 10 years growing up around my family of women and alongside my brother. With the help of my aunt and grandmother living in the United States, my mom, brother and I immigrated to the United States in the summer of 2004 and made Lowell, MA our new home. At a young age, I tried very hard to assimilate into the American culture and tried so much to fit into a different group of friends that I neglected my own culture and language. Soon, I lost my proficiency in reading, writing, and speaking Khmer. Losing these aspects of my identities helped open my eyes to see the importance of keeping my culture and native language alive while learning a new one.

Through AsAmSt, I found an on-campus community at UMass Boston. In my second year at UMB, I took AsAmSt 270 Cambodian Culture and Community. This course opened my eyes to my history and important issues facing Cambodian Americans living in the United States. Having AsAmSt courses as part of my education in college helped me to see the importance of documenting stories and learning from the experiences of our community members, such as our parents and grandparents who hold valuable stories

that are important to the Asian American experience. Having taken different courses in AsAmSt, I was able to connect with many of the experiences of other Asian Americans, especially in terms of migration stories and the challenges that come with being an immigrant living in the United States. Learning about the survival and resilience of Southeast Asian refugees in depth through classroom-sharing and family documentation, their stories inspire me to use photography and video to document my own family's story as refugees and survivors of the Khmer Rouge.

With the lessons I've learned in Asian American Studies, I want to give back to my community in Lowell or other Cambodian communities by teaching Cambodian youth about the history of their people both in Cambodia and here in the United States. I wish there had been K-12 classes in school that had taught me about Southeast Asian history and experiences, especially in Lowell because of our large Southeast Asian population there. I definitely want to bring more photo and video documentation to the youth in Lowell High School to encourage them to learn about their family members and their own community.

Emily Em

I am a second generation Cambodian American woman, the daughter of refugees. I was raised by my aunts and grandparents who taught me my values, but my parents showed me what hard work and persistence looked like. That was what got me through college despite the many times I wanted to drop out because I thought I couldn't handle the many stresses and obstacles that higher education brought to me. My family raised me to be grounded in the fact that despite all of the struggles that life brings, there is nothing that can stop me from reaching and achieving my dreams. Walking the stage to graduate means more to me than just getting my undergraduate degree; It means overcoming what I once thought was impossible and giving my parents hope that their daughter is capable of taking care of them so that they may finally rest. I am truly thankful and blessed.

Asian American Studies was something that I felt was following me during my college career. As a freshman, I had no idea what it was or that such a thing even existed. When I discovered my first two courses, Asian American Media Literacy (AsAmSt 370) and Cambodian American Culture and Community (AsAmSt 270), it was the first time I saw my people in a curriculum and the first time I learned about the war my family went through. I experienced a culture shock and remained confused and saddened by this news for the next few years. Because of these emotions, I enrolled in more Asian American Studies courses because I wanted to search for an answer to rid me of this sadness I was feeling for my family. I learned that I was able not only to cope but to grow further as I took an advanced Teaching and Learning in Asian American Studies course and peer-mentored where I gave a public speech with the purpose of educating people about what a second generation Cambodian American point of view looks like, taught a workshop on mental illnesses for Asian Americans and helped other students with telling their stories through mentoring. I realized that giving back was what I needed to do and was my calling. The support from the professors and peers in the Asian American Studies Program provided me a safe space on campus and helped me grow into this person I had never imagined I would ever become.



Currently, I am working on a documentary video about the intergenerational gap in the lives of second generation Cambodian Americans from the perspective of my life and my relationship with my parents. In my documentary, I am telling the stories of my past growing up because of this gap. The foundation and knowledge I was able to gain through my Asian American Studies program-of-study gave me what I needed to start this project which I have dreamt of doing for a long time. To make my project become a reality, I am working with Mike Siv, the award-winning Cambodian American documentary filmmaker of “Daze of Justice” and “Refugee”, whom I was able to connect with when he visited the Asian American Studies courses for which I was peer mentoring in Fall 2016. Eventually, I hope my completed documentary can be shown to future AsAmSt classes to help other Cambodian Americans know that there is someone who shares similar struggles as them, and to empower them to move forward and strive in life, just as much as I am trying.

Erica Lam (林佩欣)

I am a second generation Chinese-Vietnamese American graduating with a bachelor's degree in psychology and a program-of-study in Asian American Studies. My interest in Asian American Studies started with my High School Teacher who decided to create her own curriculum and teach us Asian American History because she felt that we all, being in a Boston Public School in Chinatown filled with Asian Americans and immigrants, should know about our own history. Her passion to make sure we knew about our ancestors' stories stayed with me throughout my first few years in higher education. Coming to UMB, my coaches at Success Boston opened the path for me as I told them my interest and helped me pick my first Asian American Studies class: Asians in the U.S (AsAmSt 223L). I had no clue what I was in for, but by the end of the semester, I found myself falling more and more in love with the Asian American Communities. I started seeing communities not as places, but as places with history and people with resilience. I wanted to know more. That's where my Teacher's passion became mine.

As a psychology major, I didn't see how I could've connected Asian American Studies until I met some students getting their masters and Ph.Ds in Clinical Psychology at UMass Boston. Getting to know them and their passion, I found how I could connect both my degrees together to do more for my own community in Chinatown. One of my goals is to tackle mental health within the Asian American Communities, so by connecting my psychology degree with my AsAmSt program-of-study, I'm able to learn more about the different communities and challenge the lack of mental health education that helped me stay motivated to change it around.

Being part of my community has always been in my heart, whether as a youth in a community organization starting out to becoming someone who advocates for youth in the community now. I hope, with everything that I've learned, I can work with and teach others about the history of Asian Americans and the importance of Chinatown and what it means to have a place of familiarity away from home for our people as well as to support local businesses and organizations in our community so that we can continue to grow together rather than be alone.



Madeline Le (黎裕玲)

I am a second generation Asian American woman from Brockton, MA. I had known that I was Chinese and that my father's family had come from Vietnam, but until taking Asian American Studies, I didn't really understand what that meant. I knew about the Vietnam War and I knew about refugees but I hadn't really connected it to my own family history.



When I was in high school, I was introduced to Asian American Studies by my AP US History teacher, Ms. Tracy Ciulla, herself an alumna of the AsAmSt Program. During a fast-paced class designed to prep us for the AP exam near the end of the semester, she still took the time to delve into a more in-depth Japanese American Internment unit. After the exam, while other classes goofed off and watched movies, she instead had us participate in a unit about the Southeast Asian diaspora. After that, I wanted to know more. And then I took a class and I wanted to do more.

When I started college, I wasn't really sure what I wanted to do or major in. I took a little bit of everything, but found that I kept returning to Asian American Studies. A couple of Asian American Studies classes were cross-listed as Sociology classes, so that became the route I took – combining the larger theories in Sociology with the realities of Asian American Studies.

After graduation during Summer 2017, I will be interning with the Chinese Historical Society of New England (CHSNE) in collaboration with the National Park Service and other organizations to plan a Chinese Heritage Trail, using my experiences with Asian American Studies as a foundation. From there, I hope to be able to continue working in local Boston Asian American communities, either in a community-based organization or in a leadership position where I can make pathways for local communities to achieve their own success.

Jessica Leigh Greaves

I am Trinidadian American, born and raised in Boston, Massachusetts. Graduating with a major in Anthropology and a program-of-study in Asian American Studies gives me the hopes of making a deeper connection and contribution to my community in the near future. Throughout college, I have been involved in clubs on and off campus. I have been a treasurer of the Khmer Culture Association and the president of the UMass Boston Dragon Boat Club which I plan to remain active in after graduation.

My first experience with Asian American Studies was when I was a freshman at UMass Lowell where I was introduced to Cambodian culture and language studies courses. This glimpse of Southeast Asian experiences resonated so deeply with me that I decided to transfer to UMB to further those studies in the Asian American Studies Program. I wanted to learn about my ethnic heritage and clear up some confusion I had with my cultural identity. As a result of the enriching curriculum and engaging learning opportunities, I was able to further my understanding of the Asian diaspora and Asian American experiences in many ways, including my own family's migration history from India to Trinidad to Boston. The Asian American Studies courses I have taken over the years have helped me to become more brave by allowing me to be a part of some unique spaces on and off campus. I have had many community engagement opportunities such as being able to participate in the national APAHE conference, Golden Age Center activities in Chinatown, and personal narrative sharing in various public activities. My university experience has been deeply enriched by the Asian American Studies Program and I am very grateful for the program, professors, and highly supportive staff and alumni and classmates who have helped to shape my college experience and broaden my horizons.

When I started college, I had no idea what I wanted to do and, in some ways, I still don't know exactly. But my goal for a career is to utilize my experiences and the knowledge I've gained from the program to serve people in marginalized communities. I feel that the Asian American Studies Program has given me so many of the skills I need and more to be prepared for that type of work. After graduation, I hope to work in local Asian American communities to help improve the lives of others. One of my long-term goals is to create an after school dragon boat program that provides Asian American high school students with access to a powerful sport, a strong close knit community, and access to academic support.



Zainab Salejwala

I am a South Asian American Muslim. I was born and raised in Boston and am a product of the Boston Public Schools system. I am a daughter of two Indian immigrant parents. And a granddaughter to grandparents who have scrubbed dirty restaurant dishes and strangers' toilets, who have broken dreams and speak in broken English, but think and cook in fluent homeland, to support the American dreams of their children and their grandchildren.

I took my first Asian American Studies course because my advisor recommended it to me. I was honestly skeptical about it, but, in retrospect, it was the best decision I made at UMB. I decided to minor in Asian American Studies because throughout my K-12 experience, I never saw myself, my culture or communities in the curriculum and I didn't know that was actually possible until my first Asian American Studies class. I felt my experience was being validated for the first time. There was finally a real purpose of going to school every day because I was learning the history, issues, and realities of my people. I realize how important it can be to have a teacher who looks like you, understands your experience and even teaches you about things that are directly related to the communities that you are a part of. Asian American Studies has given me the tools to help me help my students who are learning English as a second language while being culturally competent and preventing myself from unintentionally inflicting psychological wounds on them or perpetuating and maintaining a system of inequality via language. I have also learned to think critically and act consciously in my role as the eldest cousin to first generation South Asian American baby cousins who are going to enter into the education systems soon.

Through Asian Americans Studies, I was also given the opportunity to be a part of a panel presenting at the Asian Pacific Americans in Higher Education (APAHE) national conference which was an eye opening and amazing experience because I was able to connect with students and professionals across the country on issues that I hold dear which would not have happened otherwise. I witnessed and directly experienced historical sites that I've only read about in books and seen in films. Memories are etched into my mind and I will carry them in my heart. This trip would not have been possible without the support of the AANAPISI federal grant, the Asian American Student Success Program, Dr. Pat Neilson, Pratna Kem, Sara Boxell, and Frances Chow. If I didn't stumble into the Introduction to Asian American Studies with Dr. Loan Dao, I would have dropped out after my first year. Dr. Dao has been such a fierce, caring and inspirational Asian American woman role model. It truly takes a village. Without the big and small impacts and the unfaltering support from Dr. Karen Suyemoto, Fanny Ng, Charles Liu, Alissa Gross, Danielle Godon-Decoteau, Thomas Chan, Tri Quach, Dr. Peter Kiang and my Asian American Studies courses, I would not have completed my degree and definitely would not have found nor realized the absence of meaningfulness and depth which was lacking throughout my entire educational journey. I found *home*, I found *ibasho*, I found *ghar* with laughter and tears, in my Asian American Studies classrooms, classmates, curriculum, teachers, the Clinical Psychology research team's lab, and the Asian American Studies office.



Wherever life takes me next, I know that through Asian American Studies, I have become a better person. My education (and debt) was worthwhile. I am leaning towards teaching ethnic studies, doing research and advising students in a minority serving institution or an AANAPISI. Asian American Studies has allowed me to see the impact it has on students, including myself, and I want to continue the work of empowering and educating with and for other students while embodying all the things I have learned from the program and my mentors. Our histories and realities matter even when we get messages that tell us otherwise. Please remember to own, tell, reclaim and celebrate these stories.

Keep going. Keep growing.

José Gabriel Soto

I identify as a Queer Multiracial Puerto Rican Cambodian American, who comes from a refugee background on his mother's side. I am also a transfer student, from different institutions within the Greater Boston area, completing my Bachelor's of Science in Psychology with a minor in Biology and a program-of-study in Asian American Studies. I served as Student Coordinator of the Asian Student Center from Fall 2014 to Spring 2016 and was the Festival Coordinator of the Boston Asian American Film Festival in 2015.

Growing up in three different communities, I have a wide range of experiences. I lived for most of my life in Latinx Jamaica Plain, on the weekends I journeyed back and forth to Khmer American Lynn, and then during my formative years, I had my life shifted when I moved to predominately White Milton, Massachusetts. While all these places are in Greater Boston, they are very different and offer a vastly different experience to a person like me. Due to what specific circumstances I was in, I had to continually ponder about my own place within the world and about where do I call home?

Being within the margins, the answer to "Where do I belong?" has always been in flux. As a Gay Multiracial Puerto Rican Cambodian American, I have always felt like I was looking into my own communities rather than looking from within. In the past, I had to compartmentalize my identities in order to process them, but the Asian American Studies Program at UMass Boston has given me the tools to deal with all the intersections that play a role in my being and has helped me to redefine my own positionality within these communities as my whole and complete self.

I came into the AsAmSt Program hoping to re/discover those missing parts of myself. Learning new things about the experiences of my family, finding validation of my own experiences, knowing that some of my peers had the same issues; I started not to feel so alone and instead of being on the borders of my identities, I found myself moving between them. As Coordinator of the Asian Student Center, I used this ability to move between different spaces of identity and actively made connections with other Centers to collaborate on events, such as bringing Dark Matter on campus, a Queer Trans-Non Binary South Asian American Spoken-Word Duo.

In the future, I want to use what I have learned to ensure that as few people as possible feel the loneliness I had to deal with growing up; that they don't have to choose one identity over another to feel whole. In order to do that, I wish to continue my education and learn how to better help people from diverse backgrounds. I want to help validate the experiences of marginalized individuals and continue to bring visibility to those that feel like they need to be seen or heard; to help them find their own sense of home.



As I reflect on my next steps, I continue to ponder on this idea of home, a concept that used to elude me as I shifted to different phases in my life. These last couple of years I have found it in the people I have come to know; bonds I formed because of, the Asian American Studies Program. I now see that home is not necessarily a physical place; it's the people you choose to be around and I choose to be around those who want to expand that feeling of acceptance and support to as many people as possible. These people are: ផ្ទះរបស់ខ្ញុំ, Mi Hogar, My Chosen Family, My Home.

Phí Tran (Trần Ngọc Phi)



I'm a Vietnamese American Immigrant who arrived in Dorchester in 1992 with my two parents and a family of five older brothers and my oldest sister. My family survived wartime Vietnam and post reconstruction era in SE Asia, and made the decision to immigrate to the US. I have lived in Dorchester for the first 25 years of my life and am still active in the political and social development of Dorchester's marginalized communities. Currently, I am working as the Vietnamese Speaking Paralegal at Great Boston Legal Services (GBLS), providing low-income Vietnamese people of Greater Boston with culturally and linguistically appropriate legal support and assistance.

In 2012, I decided to take time off from UMB to focus on community organizing in Dorchester's Vietnamese community. I thought going to school in my neighborhood would allow me to still be connected, but that proved more difficult than I thought, so I made the conscious decision to dedicate my focus in my desire to develop Dorchester. I worked at Viet-AID and AARW as a community organizer and program coordinator. I thought there was nothing I would be able to learn in a classroom that could prepare me for the work I really wanted to do; however, after a lot of reflection, I knew that living in a capitalistic society that measures worth by degrees and money, I had to go back to finish my bachelor's degree. From there I found the AsAmSt Program and joined two of Peter's courses to test it out (Asians in the US and Boston's Asian American Communities). These classes gave me something that my time in organizing was not able to give me: time for reflection. So often in community organizing, we are focused on the needs of our community, but seldom do we think about how we ourselves are critical to that community. AsAmSt has really allowed me to slow things down and express gratitude to those who built me up to who I am. By supporting my community understanding with a historical foundation, now I really love education and hope to continue down this path of community-based education.

Using my language and bicultural skills is essential to provide people who do not speak the language or understand the government to be able to access their rights. My learnings in AsAmSt not only taught me to be a better AsAm Scholar, but to be a scholar of people in developing empathy for all. Audre Lorde once said, "We can not tear down the master's home with the master's tools". New and revolutionary ideas that come from AsAmSt are essential for every student to experience at least once so that they can connect with their classmates beyond the shallow levels of majors and hobbies. AsAmSt allows us to use our critical thinking to go back generations with the people we meet. I hope to continue developing my educational pedagogy for youth to understand how their history and community are crucial to their personal development.

John Nguyen Vo

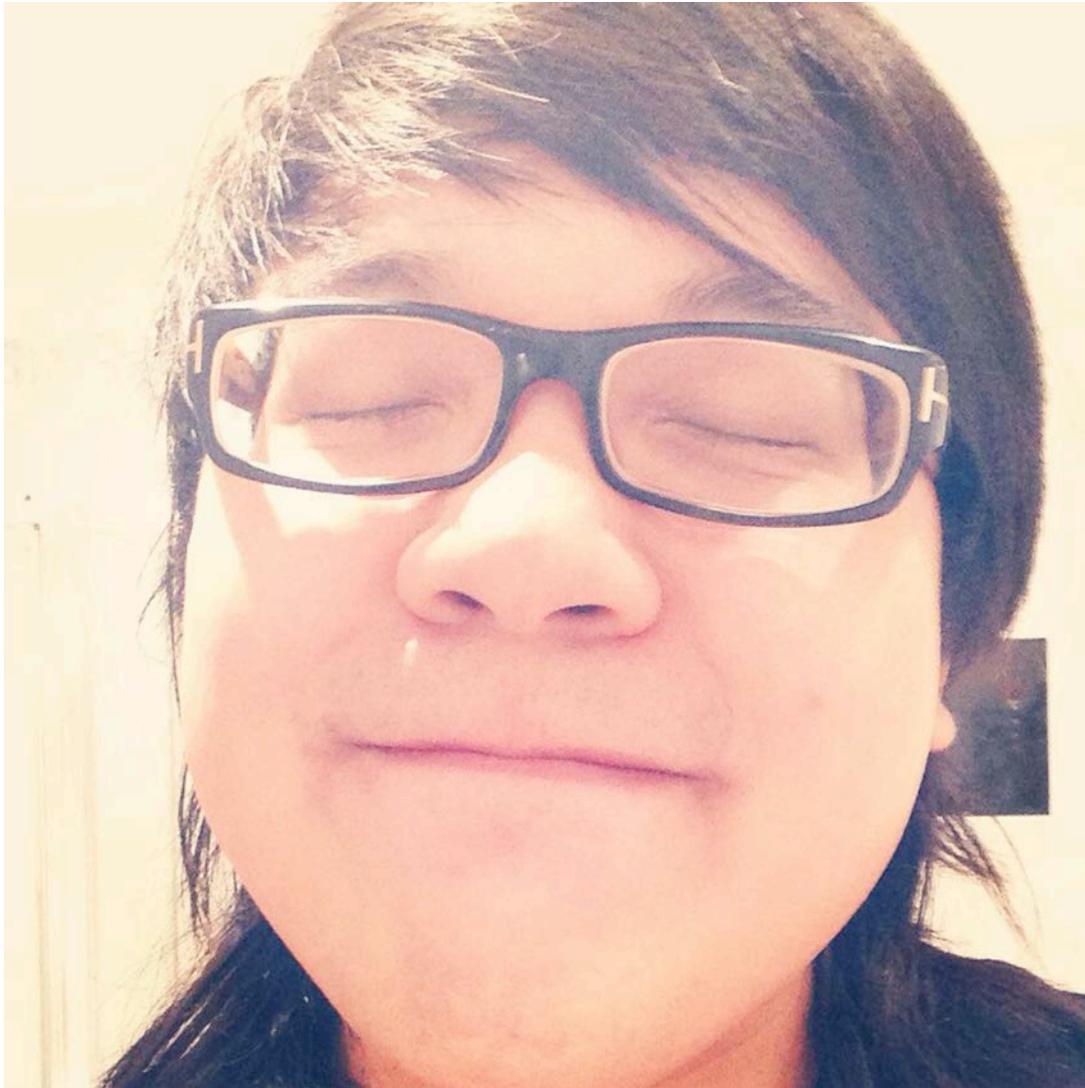
I am a second-generation Vietnamese American from a refugee background. During my time as a student in Newton North High School, I was fortunate enough to have a first glimpse of Asian American Studies. I took an Asian American Literature class taught by Michele Leong, and was exposed to a curriculum that knew more about me than I knew about myself. My college journey began at the University of Hawai'i at Manoa. However, I returned home after my freshman year and transferred to UMass Boston. Here, I majored in Asian Studies with a concentration in East Asia, accompanied with a minor in Japanese.

My first Asian American Studies course at UMass Boston was a first-year seminar taught by Professor Shirley Tang. I continued to take several other Asian American Studies classes here and there, which led to my discovery of being close to earning a program-of-study. I was drawn to the sense of community formed with other students in the courses. Over time I started to notice I was thinking a lot about the topics we discussed, and applying the things I learned in the classroom to real-life situations; something that I had not previously done in any other class.

In my Fall 2016 semester, I took Asian American Studies Media Literacy (AsAmSt 370) and understood the importance of collecting stories of the underserved and underrepresented. This course allowed me to create a meaningful product and to witness the impact storytelling has on others. This spring semester, I'm enrolled in Teaching & Learning in Asian American Studies (AsAmSt 498). This class has taken everything I had learned in previous courses and pushed me into thinking how I can transform an educational setting. I have seen effective methods of teaching and learning that are unconventional for a typical school setting. Because of this, I've been driven to think about other effective methods that challenge the norm.

Asian American Studies makes me humble. I'm always reminded that my prior knowledge will never be enough; there will always be something new to learn. I've been motivated to do more. I have served as an executive board member of the Vietnamese Student Association since Spring 2016, and am currently the Vice President. Asian American Studies has allowed me to understand my own identity, and acknowledge

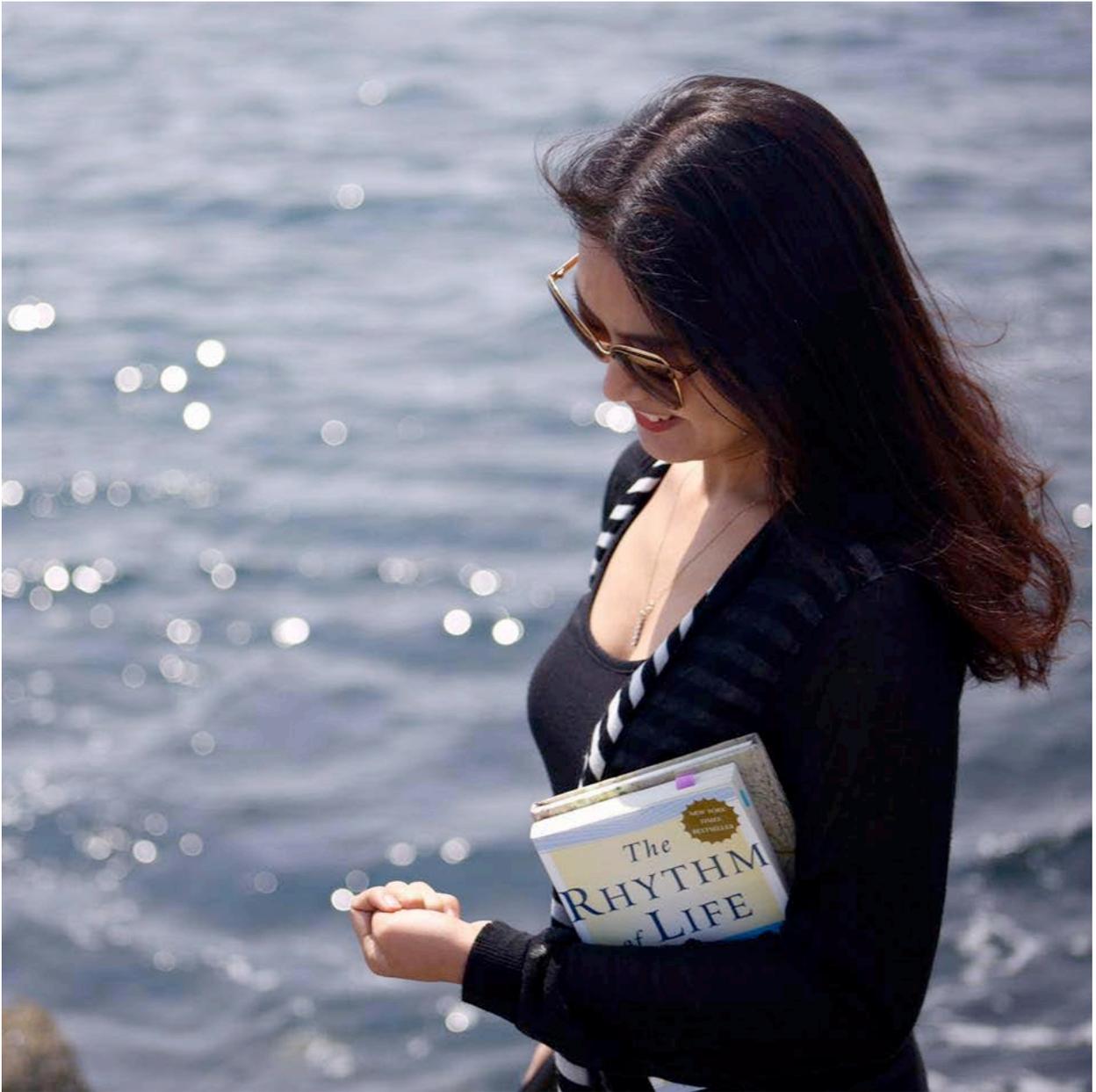
that my peers are going through the same process. I find ways to incorporate Asian American Studies in a student organization setting with the hope of connecting club members to things beyond cultural aspects. None of this would have happened, if I had not taken Asian American Studies at UMass Boston.



I'm currently at a point in my life where I am not sure what's next. My initial plan after graduating was to teach English in Asia. However, Asian American Studies has given me second thoughts about that decision. I feel like more work needs to be done to have the Asian American communities in Boston thrive. I want to find a way to support underserved youth living in suburbs. I don't want others to have to deal with what I've been through when I lived in the suburbs. I was lucky to have Ms. Leong as a resource; I want to be like her and be a resource for others. I realize that having a Bachelor's degree is simply not enough to do this, and graduate school has become a real possibility. Regardless of what I end up doing, Asian American Studies will always have an influence in the final decision I make.

Recognizing Graduate Student Contributions

Minjin Kim (김민진), Ph.D., Nursing



I was born in South Korea and have lived in the United States half of my life. So, I identify myself as a bicultural person. Though I face the struggle of being between two different worlds, this has also enriched my cultural, social, and linguistic background and helped me to be open to diverse ideas and to

appreciate different perspectives and values. I decided to pursue a PhD in nursing at UMass Boston because I was inspired by my advisor Dr. Haeok Lee's research on health disparities and cancer prevention among Asian Americans. I also gravitated to its student-centered pedagogy and because UMass Boston is the only such university in the region that is a federally designated Asian American Native American Pacific Islander Serving Institution (AANAPISI).

In working with Dr. Haeok Lee's research projects, I have learned that Asian Americans have a significantly higher burden of liver, cervical, and stomach cancers than other populations and that efforts to provide them with linguistically- and culturally-relevant education about cancer have been fairly limited. Being an Asian myself, I was not aware that Asian Americans are at high risk for some cancers, and I have become passionate about being a voice for Asian Americans in cancer prevention.

During my PhD program, I enrolled in the UMass Boston's Asian American Studies Program course - "Asian American Media Literacy" (AsAmSt 370) taught by Dr. Shirley Tang. This was an eye-opening experience for me. I learned how one's own personal, family, and community's voices can be generated through the story-sharing process. This course showed the potentials of using storytelling to promote health communication and behavior change, and allowed me to have a critical eye to explore the possibilities of creating culturally appropriate storytelling interventions to use in science and cancer prevention research. My Asian American Studies course experience also provided me with such a comfortable and inviting learning environment that I felt "at home" for the first time in my education in the U.S. Moreover, AsAmSt 370 provided me an opportunity to reflect on my own culture, history, and experiences and to translate my reflections into my own personal digital story. This process allowed me to regain my identity as a bicultural Korean.

The lessons learned from AsAmSt 370 and my research experiences with my mentors at UMass Boston were applied to my American Cancer Society-supported dissertation research which I am defending in May 2017, and provided an opportunity to develop a storytelling video intervention to improve HPV vaccination rates among Korean/Korean American female college students. Moreover, I have been fortunate to collaboratively teach the course Asian American Culture and Health Practices (AsAmSt 345) with Dr. Lee and to serve as a research fellow at the Institute for Asian American Studies.

I am humbled by the tremendous support that I have received from the Asian American Studies Program and Institute for Asian American Studies. I am deeply grateful to my advisor (Dr. Haeok Lee), mentors and friends/colleagues who have provided constant encouragement, guidance, and support throughout my doctoral education journey. My learning, research, teaching, and community service experiences at UMass Boston have become the foundation of my purpose to serve Asian American populations and communities. As a nursing educator and researcher, I will continue to conduct research, teach, and serve to reduce health disparities among Asian Americans. I hope to develop and implement culturally appropriate interventions to promote health and health behavior changes in underserved, under-researched populations.

Baifeng Sun (孙柏凤), Ed.D., Leadership in Urban Schools



After teaching middle school and high school in a small city in Northeast China and in Beijing for 13 years, I came to the United States in 1998 and became a teacher again. Whether as an English teacher in China or as a Chinese language teacher in America, I always really enjoyed teaching, and I learned to appreciate the similarities and differences in both countries. This inspired me to develop my skills and vision to create more educational bridges and opportunities between the US and China during the past decade.

I started work at UMass Boston in 2006 as one of the founding staff of the Confucius Institute, and continue to serve as its Director today. This role has provided me with many ways to look into American education and better understand American culture. In the past ten years, I established many Chinese cultural programs for local schools and communities and other activities for the campus to learn about China and Chinese culture, such as the well-known Chinese Bridge Speech Contest for high schools nationally and for colleges and universities in the New England area. The more I work within this field between the US and China, the more I realize how necessary it is for these two nations and peoples to understand and respect each other in order to work together for the long-term future of the world. Many critical issues facing the planet cannot be taken care of without the people of China and the US working cooperatively.

Having already completed a bachelor's degree in applied linguistics at Beijing Foreign Studies University and a master's degree in business and management at Cambridge College, I started the Leadership in Urban Schools Doctoral Program at UMass Boston in 2010 with Professor Wenfan Yan as my advisor and Peter Kiang as a committee member. This has been a hard-finish process for me and it would have been impossible to imagine if I were in China. Having the support of Asian American Studies staff and faculty on campus like Pat Neilson has been critical for me to persist. Pat once said, "Come to me if you want to cry any time!" Actually, I came to her not only to cry, but to get re-energized quite a few times.

When I finished my dissertation – a case study analyzing the instructional, transformational, and Confucian Chinese values-based leadership of Madame Pengzhi Liu (刘彭芝), the most influential female K-12 educational leader in contemporary China – I learned far more than I ever expected. As a teacher who believes wholeheartedly in the power of education, not only did I fulfill my own purpose to receive the highest level degree of the university, but I evolved to become a more confident person in my role as a leader grounded in Chinese cultural values. I look for new ways to innovate and be more resourceful and reciprocal between cultures. I know I can truly do more and contribute both in terms of sharing knowledge (教书) and cultivating people (育人). And as an Asian, I also appreciate how such practices of transformational cultural leadership have special meaning for Asian Americans and others with multilingual, multicultural backgrounds. I will be happy to give any help for the students in the Asian American Studies Program because I have been supported and helped by people like Pat myself.

Mai See Yang, Ph.D., Gerontology



Heaven on earth
We need it now
I'm sick of all of this
Hanging around
Sick of sorrow
Sick of pain
Sick of hearing again and again
That there's gonna be
Peace on earth
Where I grew up
There weren't many trees
Where there was we'd tear them down
And use them on our enemies
They say that what you mock
Will surely overtake you
And you become a monster
So the monster will not break you
And it's already gone too far
Who said if you go in hard
You won't get hurt?
Jesus can you take the time
To throw a drowning man a line?
Peace on earth
Tell the ones who hear no sound
Whose sons are living in the ground
Peace on earth
No whos or whys
No-one cries like a mother cries

I can still recall standing at the doorway of my sisters' and my bedroom while staring at my sister. She had the U2 song "Peace on earth" on repeat. Tears streamed down her face as she recited the words. I thought to myself, "How can someone so young feel so much pain and compassion for others?" Maybe it was our history, our awareness of the less privileged, our own internal struggles, and/or our connection to others on a raw level that helped my siblings and me understand and navigate through life differently from others.

I have been gone from my family for over 16 years in the pursuit of higher education. I am still not fully sure what my path will look like or become. I only have ideas. But that is the beauty of being able to mold and form my own pathway through learning and keeping my mind and heart open and clear.

For peace on earth
She never got to say goodbye
To see the color in his eyes
Now he's in the dirt
Peace on earth
They're reading names out over the radio
All the folks the rest of us won't get to know
Sean and Julia, Gareth, Ann and Brenda
Their lives are bigger than any big idea
Jesus, can you take the time
To throw a drowning man a line?
Peace on earth
To tell the ones who hear no sound
Whose sons are living in the ground
Peace on earth
Jesus, in the song you wrote
The words are sticking in my throat
Peace on earth
Hear it every Christmas time
But hope and history won't rhyme
So what's it worth?
This peace on earth
Peace on earth
Peace on earth
Peace on earth

(by U2, *Peace on Earth*)

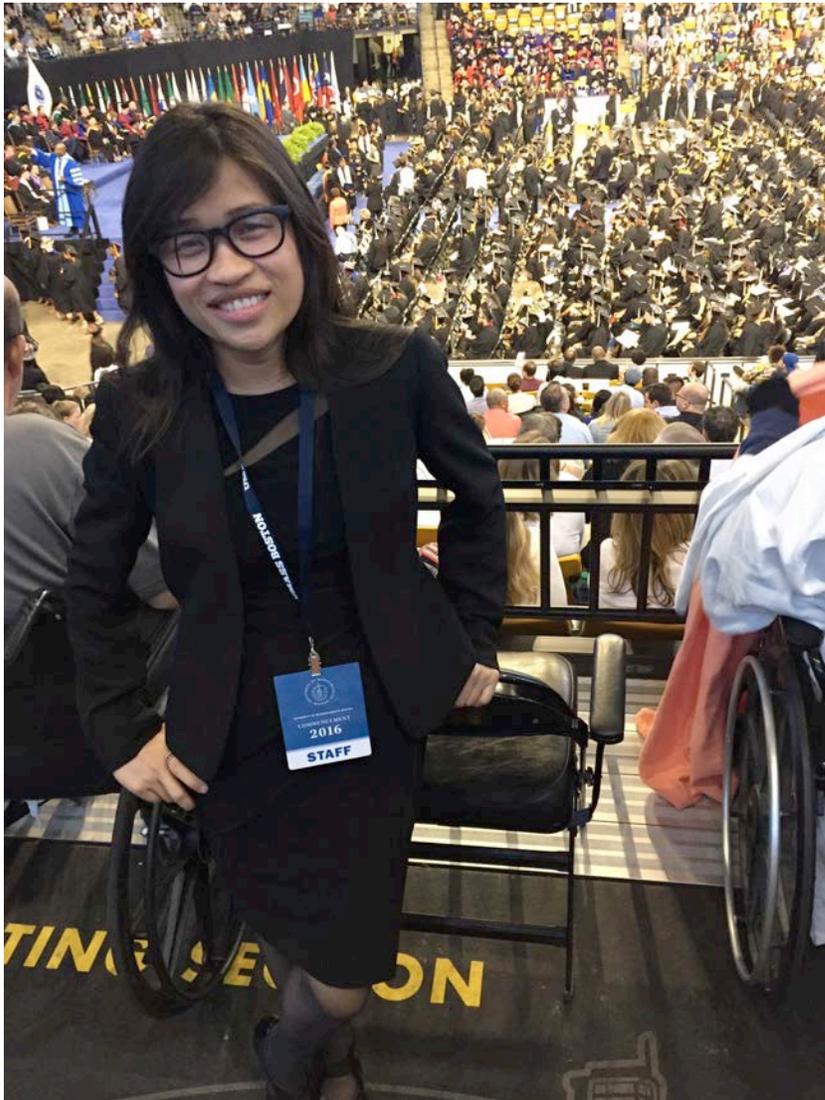
Teaching in the Asian American Studies Program has given me the opportunity to meet some of the most inspiring and dedicated students. Learning from my students has been one of the most humbling experiences for me as a teacher.

I hope future and current students, regardless of their heritage, will be able to explore and make mistakes, to understand how they will become accountable and open for the part they will each contribute to society. Only then will peace on earth be within our reach. Peace on earth.

Penhsamnang Kan (កិន ពេញសំណង់), M.A., Global Inclusion & Social Development

I am an international student from Cambodia, the second generation of parents who survived the genocide. I am the first person in my family to study in the United States, thanks to the School for Global Inclusion and Social Development (SGISD) and the Institute for Community Inclusion where I have worked as a graduate student assistant in film production and editing. My SGISD master's degree capstone research project is an organizational case study analysis and an original 30-minute documentary film focusing on the history, impact, and future vision of the Documentation Center of Cambodia (DC-Cam) in addressing memory, justice, and healing for people who survived the Cambodia genocide. I have a passionate interest in the role of documentary media and education to address the legacy of trauma and genocide in Cambodia and for the Cambodian diaspora. I have also actively worked with the digital storytelling in Asian American Studies co-production team under my faculty advisor, Dr. Shirley Tang. My education at UMass Boston has helped me find out who I really am and how I can apply my knowledge and research skills in a very meaningful and useful way as a producer to make deep, simple storytelling documentaries with messages that everyone in the audience can easily understand and connect with.

Attending courses in the AsAmSt Program made me feel deeply and understand more about the world today and many issues of American society. I watched some powerful storytelling videos in my first Asian American Studies course (AsAmSt 497) which made me curious: how can such a film be produced? Fortunately, in my second semester, I had a chance to observe the course responsible for producing those videos, Asian American Media Literacy with Dr. Shirley Tang. The AsAmSt 370 course allowed me to identify myself very clearly in relation to who I am and where I come from; to keep my original identity and confirm its importance. This course teaches students to identify clearly with the context of who they are, as a second or third generation from a refugee or immigrant family or as a first generation trying to seek a better life in the U.S. First generation stories are full of sacrifices made on behalf of their children; their efforts are very rich and wide. Learning about refugee and immigrant stories is not only Cambodian American, Vietnamese American, Lao American, Hmong American or Chinese American history, it is about American history, itself. I have been intensely involved with many younger generation Asian Americans at UMass Boston who enrolled in the Asian American Studies Program. AsAmSt storytelling teaches them about their own history, their own roots, their own cultures, and especially why they are here in the U.S. and how migrations across generations connect their pasts with their futures.



My education here at UMass Boston has enabled me to adapt and become stronger and more dedicated, to be brave enough to join the world. My teachers have given me a lot of space; they always model cultural competence in their classrooms. They make us feel very comfortable so we can absorb the deepest level of education that they are willing to share with us. AsAmSt staff and faculty give me a sense of “home” which I learn from my first class with Professor Kiang as “Ibasha”. Without this warmest, deepest heart-filled program, I couldn’t grow to be who I am right now. Thank you very much to Professor Kiang, Professor Tang, Gee, Kim, Stanley, Linda, Son Ca, José, Dr. Lee, MinJin, Deogwoon, and others in the AsAmSt Program and SGISD such as Kaitlyn, Alvaro, and Sheila who always support me no matter what. And thanks to my uncle Sonith Peou and my lovely aunt Eng Ly Peou, and my role model Dr. Phala Chea without whom I could not come here to study. Finally, special thanks to Mr. Youk Chhang and my beloved family and friends in Cambodia who always support and motivate me to improve and challenge myself to make the most of being “full of luck”.

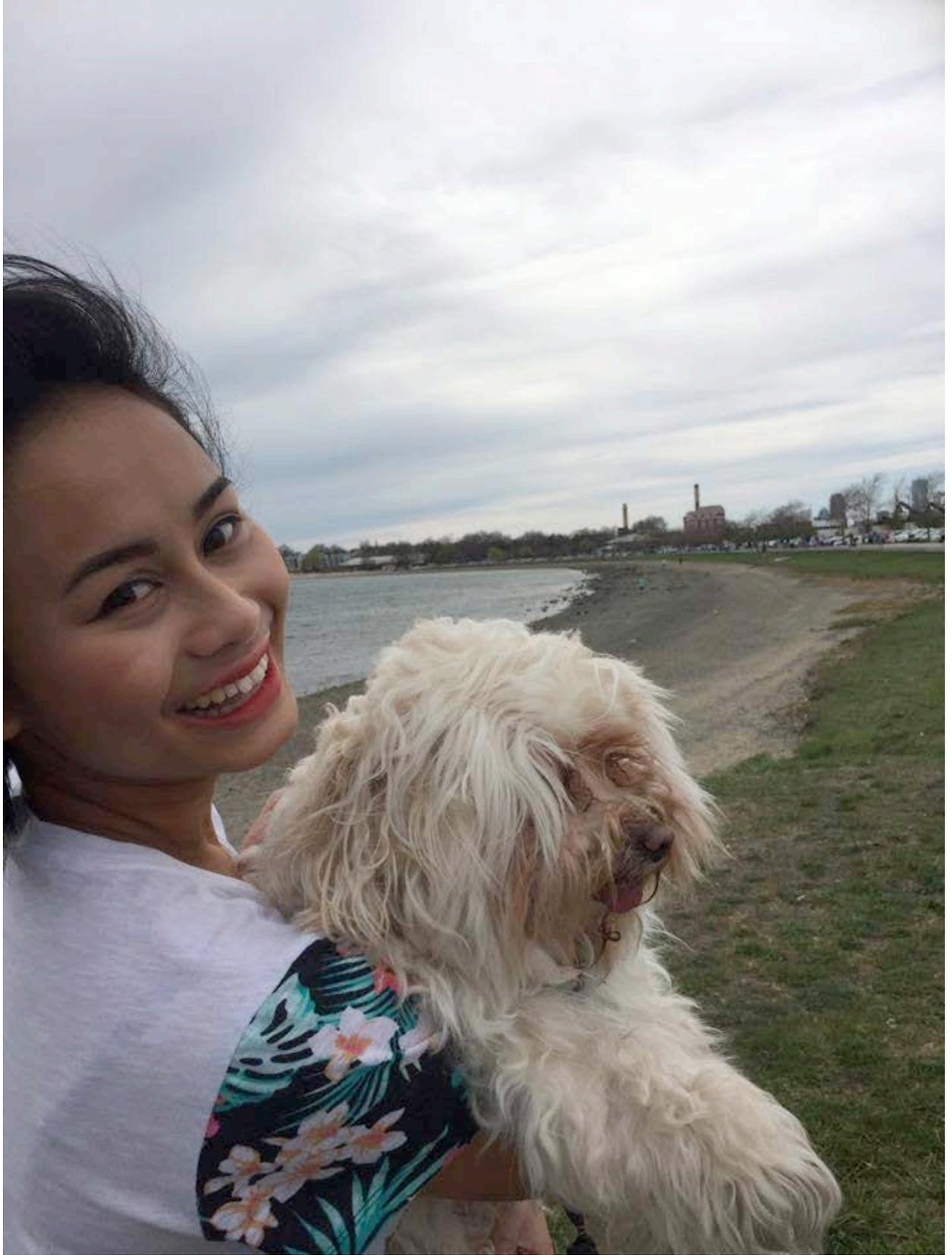
Kim Soun Ty, M.S., Transnational, Cultural and Community Studies (TCCS)

I am a second-generation Khmer American daughter of refugee parents, who grew up in Lynn and Dorchester, MA. Eating has always been one of my favorite things to do growing up. We were poor and couldn't afford much, but my parents always made sure I had something to eat. Whether it was a plethora of dishes or just simply soy sauce and rice, I always ate. Along with the food came the stories. I remember leaving some grains of rice on my dish and getting lectured by my mom. She told me that she had nothing to eat during the genocide times. How she would have killed for just the grains of rice I left on my plate. I grew up knowing that I was privileged to have food every day. Today, I am a voracious eater, and I am hungry for my family stories that ground me time after time. Eating has been my access to stories of hunger, pain, survival, life and death. Even before I knew what oral histories were, I accessed my mom's memory and wisdom through eating. My sources of purpose—of anger, love, appreciation, respect—start with my family, my core, my heart. Home is where I stay grounded.

The Asian American Studies Program at UMB is my second home. This program has constantly challenged me, pushing me to grow in all areas of my life. In Fall 2016, I was a teaching assistant for AsAmSt 370 where I co-produced powerfully moving real life, real stories. I engaged with familiar and unfamiliar students, who courageously told their stories. Similar to my family stories, the AsAmSt student and community stories sustain me and my work. I also watched the peer mentors, who were former AsAmSt 370 students, hone their unique leadership skills and grow into confident leaders. I am inspired by our students' growth. They remind me why it is so important to teach in innovative, inspiring, and intentional ways. Teach to move. Teach to change.

I would not be here today without Dr. Shirley Tang and Dr. Peter Kiang, who have been incredible teachers in my life. My master's capstone project, documenting lead poisoning in the Lynn Cambodian American community during the refugee resettlement era of the 1980s-1990s, would not be possible without their mentorship. I learned research skills that will be applicable to many future projects. I also learned how difficult it is to tackle a project in an under-researched and underserved community. But even more so, I learned why it is so important for those of us who come from these communities to take on these projects.

As a Cambodian American, my Master's degree is so important and meaningful. As a voracious daughter of refugee parents and the Asian American Studies Program, I am still hungry. I will next pursue a doctoral degree and continue the research begun through my capstone project. In the future, I will return home as an Asian American Studies professor who aspires to teach and research in my own innovative, inspiring, and intentional ways, feeding others every day with the same commitments modeled by my refugee parents.



Recommended for Tenure and Nominated for the Manning Prize Dr. Loan Thi Dao



Dr. Loan Dao [shown above speaking with Viet-AID youth in December 2016] was reviewed and recommended by all levels of the campus for tenure and promotion in Asian American Studies (AsAmSt) and the School for Global Inclusion and Social Development (SGISD). This major accomplishment for Loan and the Asian American Studies Program awaits final review and hopeful approval by the UMass Board of Trustees in Summer 2017. Loan was also recommended for UMB's 2017 Manning Prize for Excellence in Teaching. Nominating statements from AsAmSt and SGISD Dean William Kiernan read, in part:

Dr. Dao was hired, in part, to create long-term teaching and mentoring opportunities for the large number of Vietnamese American students at UMass Boston and their engagements with the historic Vietnamese community in Dorchester. In her teaching role, she revitalized AsAmSt 294 Resources for Vietnamese American Studies by attracting new resources such as funding support from the Community Engaged Scholars Initiative (CESI) and she developed student research projects associated with Fields Corner community history, Vietnamese American women's leadership, and Vietnamese immigrant elder care... Professor Dao has demonstrated a deep commitment to interdisciplinary studies and research, a strong community engagement and a clear focus on community based participatory research addressing the issues in the transnational Asian American communities of Boston, nationally, and internationally... Her research and teaching in these ways are closely integrated and highly impactful for both her undergraduates and her graduate students.

AsAmSt Program Sampling from 2016-2017



Innovative AsAmSt courses offered during 2016-17 included: AsAmSt 226 Becoming South Asians with Prof. Elora Chowdhury, AsAmSt 397 Applied Research in Asian American Studies with Prof. Son Ca Lam, and AsAmSt 370 Asian American Media Literacy with Prof. Shirley Tang.



The 2016 Melon Challenge in AsAmSt 423 Boston's Asian American Communities featured Thomas Chan, Pat Neilson, Gee Quach, and UMB-Sodexo Executive Chef Kareem Michael as judges. Home-grown melons and squash were provided by current students and alumni Ray Chiu and Maryanne Chow. The winning cooks/storytellers were Sam Fadrigan and Nía Duong.

Community Commitments



Among several dozens of examples of active community engagement by AsAmSt students through courses and AASSP activities as well as through their own networks and initiatives, organizations such as Boston Chinatown Neighborhood Center – Quincy Branch (left), the Next Step Adult Education Program of the Asian American Civic Association (center), and Iskwelahang Pilipino in Bedford (right) each served as important sites of collaboration, education, and resource-sharing throughout 2016-17, along with many others.



With AASSP facilitation, Khmer American AsAmSt students and alumni conducted bilingual outreach and education at Lynn's city-wide Khmer New Year Festival in April 2017.



Thanks to sustained, coast-to-coast support from Mr. Stanley Chen and family, the SCCS program has continued to provide AsAmSt students and alumni with scholarship funds, peer mentoring, community service and professional networks, and precious lessons of inter-generational communication and caring.

Appreciating Leadership



In December 2016, multiple-degree UMB alumnus, Imari Kenya Paris Jeffries, was appointed by Governor Baker to the UMass Trustees. Imari's career-long, equity- and justice-centered leadership in Boston's communities of color and his own lived experience as a multiracial Korean African American and Gulf War I Army student veteran are unique and unprecedented among all current and former UMass Trustees. No other Trustee has ever had such direct, deep, personal understanding of and engagement with the curricular and pedagogical purpose and power of AsAmSt and ethnic studies at UMB. Imari's wise voice and critical vision are urgently needed on campus and throughout the public university system. We are profoundly proud and appreciative of Imari's continuing trust, advocacy, and accomplishments.



We offer deep gratitude to AsAmSt alumnus and former American Legion Chinatown Post #328 Commander, Matt Seto, for his leadership as Outreach Coordinator of Veterans Resources in UMB's Office of Veterans Affairs. Matt was a co-founder of the SCCS program in AsAmSt and one of his many curricular contributions involved organizing a classroom panel discussion in April 2017 with current Asian American student veterans, Ches O'Brien (Air Force) and Douglas Do (Marines). Matt takes a new professional staff position at MIT in June 2017. .

Student Achievements



Continuing an eight-year commitment of active involvement, UMB students Wendy Jamsri, Parmita Gurung, and Katie Mai were selected for the 2017 Asian American Women's Political Initiative (AAWPI) based at the Massachusetts State House. Katie and Wendy, with AAWPI/AsAmSt students/alumnae Helen Ngo and Chu Huang, also shared insights about Asian American women's leadership for current AsAmSt students in April 2017.



In defending her dissertation, "The Impacts of Life Events on Depression in Later Life in Older Hmong Immigrants," in March 2017, Mai See Yang became the first Hmong American Ph.D. in UMass Boston history. Following in Mai See's pioneering footsteps, Mai Hu Vang completed her first year in the Higher Education Doctoral Program and actively participated in AsAmSt course activities throughout 2016-17 while deepening her passionate research/practice interests in AANAPISI student success and Hmong Studies.

APAHE 2017 and National Impact



Through generous AANAPISI funding support, students in AsAmSt 498 Teaching & Learning in Asian American Studies traveled to Oakland to present two panels at the April 2017 national Asian Pacific Americans in Higher Education (APAHE) conference. In addition, Hung Nguyen represented UMB at a conference plenary session featuring national student leaders.

Following the APAHE conference, the AsAmSt 498 students participated in two days of community field trips led by UMB AASSP staff, Sara Boxell and Pratna Kem, to see the historic Angel Island immigration detention center and the International Hotel site maintained by the Manilatown Heritage Foundation in San Francisco.

AANAPISI Partnerships and BHCC-UMB Pathways



After a third and final year of NEH-supported AsAmSt curriculum and faculty development with Bunker Hill Community College, BHCC President Pam Eddinger lauded the impact and inspiration of BHCC's intimate partnership with AsAmSt as being foundational for the launch of BHCC's new five-year initiative as a US Department of Education-funded AANAPISI. In 2016, BHCC and Middlesex Community College joined UMB as funded AANAPISIs in Massachusetts.



In support of BHCC's expanding commitments as an AANAPISI, eight AsAmSt students and one alumna presented their creative work in BHCC's campus art gallery for a six-week showing by local Asian American women's artists, titled *Mother Tongue*. Nia Duong and Ammany Ty exhibited mixed media canvases and paintings while Darlene Dao, Ky-Viet Dang, Nia Duong, Madeline Le, Parmita Gurung, and Ammany Ty each exhibited video excerpts from their original digital stories co-produced in the Fall 2016 AsAmSt 370 Asian American Media Literacy taught by Shirley Tang. An additional AsAmSt 370 digital story co-produced by BHCC Academic Records clerk, Linda Cheng, when she was a UMB Asian American Studies student in 2011, was also featured in the exhibition.

SGISD Commitments, Art-Making, and Creative Urgency



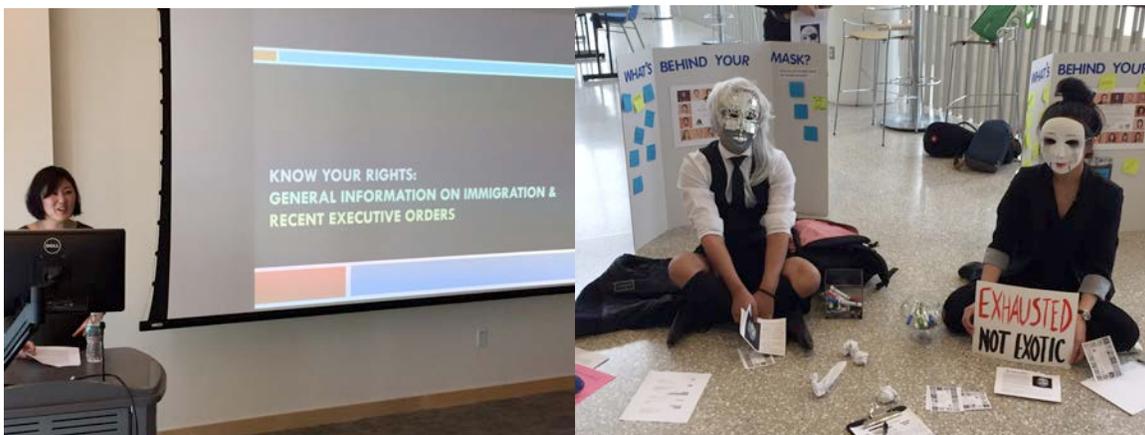
AsAmSt students, staff, and faculty continued to contribute to the vitality of our School for Global Inclusion & Social Development (SGISD) homeplace during 2016-17 through a variety of projects and program initiatives, including the second annual symposium on Art for Cultural Inclusion and the 2016 Tomodachi Disability Leadership Training Program.



Art-making within Asian American Studies educational settings and local community contexts took on greater meaning, purpose, and urgency in 2016-17 – reflecting not only the changing conditions on campus and across the country, but also the wider options of majors and interests that have accompanied the generational shift from refugee/immigrant to US-born/raised AsAmSt students.

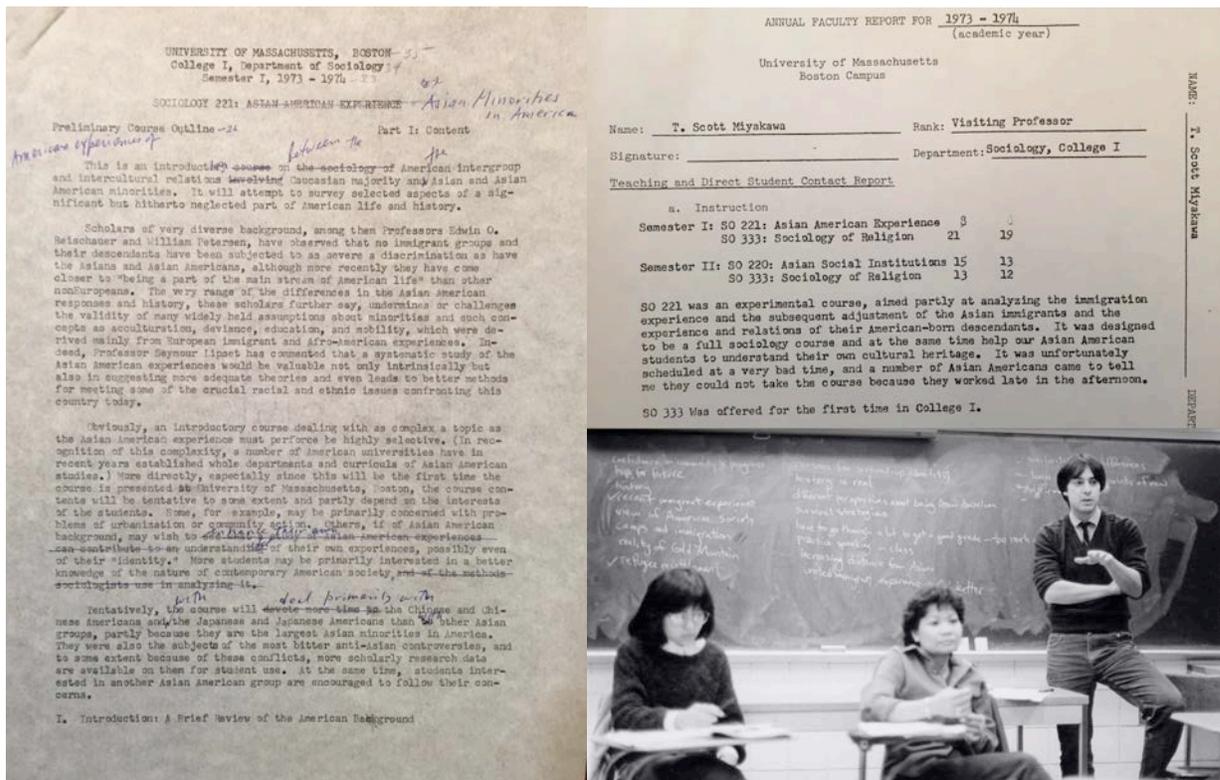


Many locally-rooted, young generation, AsAmSt-connected, Southeast Asian American artists and filmmakers shared powerful examples of creative work in 2016-17, including CAPAY alumnae Sahra Nguyen and Tran Vu (left) and UMB seniors Sokpagna Chuon and Nia Duong (right).



Amidst severe threats to the political, social, cultural, and legal status and well-being of students and communities who are central to the purposes of AsAmSt and UMB's urban public mission, numerous faculty, staff, and students actively responded, including Prof. Denise Khor (left), students José Gabriel Soto and Parmita Gurung (right), and many more, thanks, in part, to coordination and leadership initiated by Karen Suyemoto, Rajini Srikanth, Loan Dao, Ping-Ann Addo, Andrew Leong, Paul Watanabe, and others.

Remembering the AsAmSt Seeds Planted by Prof. T. Scott Miyakawa



Spring 2017 marks the 30th year that AsAmSt courses have been offered every semester without fail at UMass Boston. This three-decade long curricular and pedagogical commitment began in Spring 1987 with Peter Kiang's revitalization of a dormant, but already-approved course listed in the UMB catalogue as Sociology 323 Asian Minorities in America, and shown in the above b/w photo taken by Hien Tran, a Vietnamese refugee student in that first class. The sociology course was later renamed and renumbered as AsAmSt 223L Asians in the US, as it is still offered today.

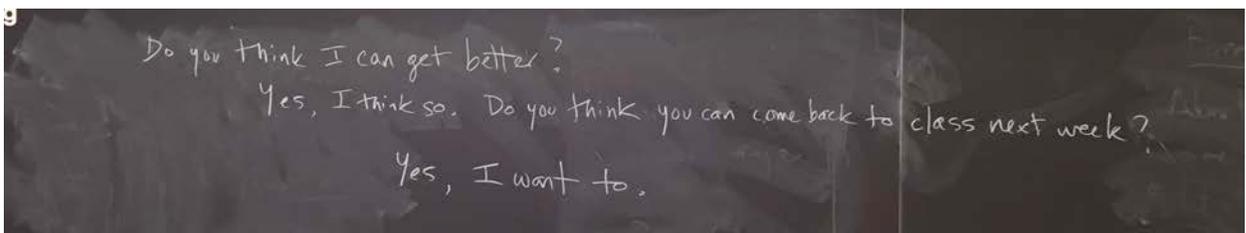
Such strategic access into UMB's existing curriculum was made possible by the late Dr. T. Scott Miyakawa, Professor Emeritus and former Sociology Department Chair who created the course in 1973. Perhaps the foremost scholarly authority with regard to the East Coast Issei experience, Professor Miyakawa passed away in 1981, leaving no one else on the faculty willing or able to offer the university's sole Asian American Studies course, so it remained inactive until 1987. Scott's typed first page of his Fall 1973 experimental Sociology 221 Asian American Experience (Asian Minorities in America) course syllabus with hand-written edits and his annual faculty report for 1973-74 are also shown above. His AFR notes that the student enrollment for the first-time offering of the Asian American Experience course was low because many of the interested Asian American students had to work at the time when the class was offered, a reality we still appreciate today. The Tetsuo Scott Miyakawa Papers, from which these photographic images were taken, are housed in the UCLA Library's Department of Special Collections.

November 2016 marked the 110th anniversary of Prof. Miyakawa's birth, a moment we honor, as his curricular legacy in creating UMB's first Asian American Studies course in 1973 still thrives.

Looking Forward



In maximizing the impact of two concurrent US Department of Education's Asian American Native American Pacific Islander Serving Institution (AANAPISI) Program grants for another 3-4 years through 2020, the continuing alignment of AsAmSt curricular capacities and commitments with the student success goals and deliverables of AASSP is critically important, and may be unrivaled in reach and vision among AANAPISI models nationally.



Although the fiscal and political challenges facing UMass Boston have been daunting and discouraging during 2016-17, the institution's AANAPISI profile and praxis have continued to be sources of strength and pride that should be more fully embraced campus-wide and system-wide, as we strive to move forward in the coming years.

The Asian American Studies Program recognizes with appreciation:

- Becky Lam Hsu, Wichian Rojanawon, and Connie Chan who each retired from UMB in 2016-17. Becky's 35-year career culminated in her leadership as Assistant Vice Chancellor for Human Resources; Wichian served as founding director of the Osher Lifelong Learning Institute; Connie was a founding co-Director of the Institute for Asian American Studies and Professor/Dean in both CPCS and McCormack Graduate School.
- Mai See Yang who was selected as the university's 2017 graduate student commencement speaker; Helen Ngo who received a 2017 Seeding Change national fellowship to work with the Minneapolis Asian American Organizing Project; Madeline Le who was selected as the 2017 CRDIP Public History Chinese Heritage Outreach Intern through the National Park Service; and all AsAmSt student recipients of 2017 scholarship awards through the Asian Pacific Islander American Scholarship Fund (APIASF), including Hieu Le, Bradford Mei, Hang Phan, Cindy Tao, and Ammany Ty.
- Cara Pekarck, science teacher and UMB alumna who has taught many Asian American students at North Quincy High School and was honored as the 2017 Massachusetts Teacher of the Year; Liza Talusan, whose 2016 UMB PhD dissertation, "The Formation of Scholars: Critical Narratives of Asian American Doctoral Students in Higher Education," was selected as 2017 Dissertation of the Year by the American Educational Research Association's Research on the Education of Asian Pacific Americans Special Interest Group.
- Andrew Alves, a former AsAmSt student of Salvadoran and Cape Verdean heritage from Revere who passed away unexpectedly in March 2017 and is greatly missed.
- newly admitted UMB doctoral students with AsAmSt connections: Sara Boxell and Imari Kenya Paris Jeffries (Higher Education) and Cindy Bui (Gerontology); and newly admitted master's degree students: Zainab Salejwala and Penhsamnang Kan (TCCS).
- Lakshmi Srinivas, whose new book, *House Full: Indian Cinema and the Active Audience*, was published by University of Chicago Press; Peter Kiang, who received a lifetime Faculty Legacy Award from UC Berkeley's Asian American and Asian Diaspora Studies Department in October 2016.
- Coalition for Asian Pacific American Youth (CAPAY) alumni – Nga-Wing Anjela Wong who was recommended for promotion to Associate Professor of Education at University of Wisconsin-Eau Claire; Sahra Nguyen whose documentary film, "Deported," was released by NBC Asian America Presents in March 2017; Ngoc-Tran Vu, who was awarded a \$10,000 grant from the New England Foundation for the Arts to create a Vietnamese cultural community mural in Dorchester during Summer 2017.
- all of the AsAmSt teaching faculty for 2016-17, and everyone involved with the critical work of UMB's US Department of Education AANAPISI Program-funded Asian American Student Success Program (AASSP) led by Dr. Patricia Neilson with core staff, Sara Boxell, Frances, Chow, and Pratna Kem and with Vice Provost Joan Becker as project PI and co-PIs, Peter Kiang, Paul Watanabe, and Shirley Tang.

For more information, visit UMB's Asian American Studies Program at www.umb.edu/asamst and the Asian American Student Success Program at <http://www.umb.edu/academics/vpass/aassp>.