UMD Diversity Initiative
Final Report

Information

1. Name

   Hli Vang
   Director, Asian Pacific American Student Program

2. Department/College

   Office of Cultural Diversity, Student Life

3. Project Title

   Kao Kalia Yang: The Latehomecomer

4. Dollar Amount Received

   $3,000

5. Project Date

   Monday, April 9, 2012

6. Approximate number of students impacted by project

   100 students were counted and 25 faculty/staff, community members

7. Itemized budget

   Speaker Fee: $6000.00
   Hotel & Food: $400.00
   Publicity: $1000.00
   Lunch with students, Commission on Women and Diversity Commission: $375.00
   Travel/Mile: $400

   Total: $8175.00

8. Itemized Funds Received

   UMD Diversity Initiative Grant: $3000.00
   Asian/Pacific American Student Program: $1000.00
Asian Pacific American Association: $125 and In-kind donation for room reservation
Commission on Women Large Grant: $1000.00
Diversity Commission: $1000.00
English Department: $500.00
Women Resource and Action Center: $250.00
Women Studies Department: $50.00
Office of Cultural Diversity: $500.00
TCF Bank: $500.00

Project Summary

This project brought in a Minnesota Hmong American writer and author of The Latehomecomer: A Hmong Family Memoir. While on campus, she was able to do a public reading of her memoir The Latehomecomer (Coffeehouse Press, 2008), as well as a screening of her documentary “The Place Where We Were Born.”

Her public presentation touched more than 125 students, faculty and community members, and was able to meet with students in ENGL 2581: Women Writers. Goal 2 at UMD is to create a positive and inclusive campus climate for all by advancing equity, diversity, and social justice. This project met this goal by encouraged students to reflect on the issues of how they came to be here by listening to and processing Mrs. Yang’s personal stories of immigration and adjusting to life in America. It also allowed students to gather information from the presentation about the guest speaker's career path, and apply it, as applicable to their own especial refugee status students and students of color, fully engage students in the learning process.