About the Contributors

Nicholas Daniel Hartlep is an Assistant Professor of Educational Foundations at Illinois State University, where he teaches courses on the Social and Cultural Foundations of Education. He earned his Ph.D. from the University of Wisconsin-Milwaukee’s Urban Educational Doctoral Program. He is the author of The Model Minority Stereotype: Demystifying Asian American Success (2013), editor of The Model Minority Stereotype Reader: Critical and Challenging Readings for the 21st Century (2014), co-editor of Unhooking from Whiteness: The Key to Dismantling Racism in the United States (2013), and co-editor of the forthcoming Killing the Model Minority Stereotype: Asian American Counterstories and Complicity. His research has been published in Equity and Excellence in Education, The Journal of Educational Foundations, and Educational Studies. His website, The Model Minority Stereotype Project, is a leading resource for locating research and writing on the stereotype of Asians/Asian Americans.

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Katherine C. Aquino is a doctoral student studying Higher Education Leadership, Management, and Policy at Seton Hall University, where she also works as a research assistant for the Center for College Readiness. She earned her B.S. at Fordham University and her M.A. at Georgian Court University. She also serves as a Behavioral Assessment Specialist for a nonprofit organization dedicated to supporting adults with developmental disabilities. Her scholarly interests include socio-academic transition and diversity issues among underrepresented student populations, students with disabilities, and first-generation students.

Rong Chang is a doctoral student studying curriculum and instruction with a concentration on teaching Chinese as a second language. She earned her B.S. at Radford University and her M.A. at Virginia Tech School of Education. She currently teaches Chinese at Roanoke College in Salem, Virginia.
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David W. Chih has been director of the Asian American Cultural Center, a unit of the Office of Inclusion and Intercultural Relations, at the University of Illinois at Urbana-Champaign since its founding in 2005. He also has been assistant dean of students for Asian Pacific American Affairs at Illinois since 1998. He previously worked at the Michigan State University Counseling Center. He earned a Ph.D. in counseling psychology and a B.A. in East Asian studies and psychology from Indiana University Bloomington and an M.S. in psychology from Purdue University. His professional interests include Asian American college student development, cultural centers, intercultural and international education, hate violence prevention and response, and multicultural counseling and training.

Chau-Sa T. Dang is a first year graduate student in the College of Public Health at Ohio State University, where she specializes in Health Behavior and Health Promotion. She received her B.A. in Communication from Ohio State University in 2009. Her undergraduate thesis, “Endorsing the Model Minority Myth: A Fine Line Between Social Support, Parental Perfectionism, and Depression Among Asian College Students,” was presented at the 2013 National Communication Association’s Annual Convention in the division of competitively selected papers about social support. Her research interests include Asian American use of social support, mental health, and the influence of model minority myth perceptions on Asian Americans.

Karen Sy de Jesus completed her M.A. in Education (Curriculum & Instruction) at Simon Fraser University in British Columbia, Canada. Born to Chinese parents in Manila, Philippines, Karen migrated to Canada over twenty years ago. Shaped by her life experiences in several cultures, her research focuses on the dynamics of race, multiculturalism, and colonialism.

Sanjukta Ghosh is a Professor of Media Studies in the departments of Communication and Women’s Studies at Castleton State College, Vermont. Ghosh worked as a journalist in her native India before joining the college in 1991, the year she completed her Ph.D. in Cultural Studies from the Ohio State University. Since then, Ghosh has published widely on South Asian representations in the U.S. media within American, European, and Indian journals. She has also contributed to a wide variety of anthologies, including Gender, Race and Class in Mass Media (2003), September 11th and Popular Culture (2009), and Gender and Genre in Sports Documentaries (2012). Her interest in expanding theory beyond the academic realm has led to numerous projects outside the university, including working with the Vermont Governor’s Commission on Women, activist media groups, and progressive grant foundations.
Michelle C. S. Greene holds a Ph.D. in Literacy, Culture, and Language Education from Indiana University, Bloomington. Her dissertation, “Curricular Agents: Adolescent Immigrant Students in a Third-Space-Imagined-Community,” is a practitioner research study of literacy practices in a student-led English as a Second Language (ESL) classroom. Greene has served as an urban middle school ESL Teacher and has been recognized for her outstanding teaching and scholarship as an Armstrong Teacher Educator and Fulbright Scholar. Greene has also taught classes at Indiana University and Butler University, expanding educators’ perspectives on language acquisition, immigration issues, cultural and racial identity development, and effective strategies for instruction and assessment for growing ESL populations.

Hyun-Sook Kang holds a Ph.D. in Educational Linguistics from the University of Pennsylvania. She is an Associate Professor in the Department of English at Illinois State University, where she teaches Second Language Education for teacher candidates. Her research addresses the linguistic, cognitive, and cultural factors in the learning of a second/foreign/heritage language in various instructional settings. Her work has appeared in peer-reviewed journals such as the International Journal of Bilingual Education and Bilingualism; Journal of Language, Identity, and Education; Language Learning; and Modern Language Journal. Kang is currently serving on the editorial board for the Journal of Language, Identity, and Education.

Eunyoung Kim is an Associate Professor of Higher Education and Student Affairs at Seton Hall University. She earned her B.P.S. at Ewha Womans University, South Korea, and her M.A. and Ph.D. at the University of Illinois, Urbana-Champaign. Her research focuses on college access and persistence, student development and learning, and diversity in higher education. Her research has been published in The Review of Higher Education, Community College Journal of Research and Practice, Journal of Negro Education, Journal of College Student Development, Journal of The First-Year Experience & Students in Transition, and About Campus. She is a recipient of the 2013 American College Personnel Association Emerging Scholar Award.

Susan L. Kline is an Associate Professor in the School of Communication at Ohio State University. Her research focuses on the development of communication skills and message design practices in persuasion, argumentation, and interpersonal support. She is especially interested in the relationship of social cognitive structures and processes to effective message design. She has published in a wide range of journals such as Communication Research, Communication Monographs, Journal of Social and Personal Relationships, Journal of Health Communication, Argumentation, and The International Journal of Intercultural Relations.
Guy Lowe is a recent graduate of the M.Ed. in Bilingual-Bicultural Education program at DePaul University (Chicago, IL). He was born in Sydney, Australia, after his family emigrated from Taishan, China. As a Chinese-Australian, he has experienced firsthand the joys and struggles of growing up bicultural, including the model minority stereotype. His academic interests include race, culture, and ESL education. This is Lowe’s first published paper.

Teresa Mok is a licensed clinical psychologist in independent practice. She received her undergraduate degree in psychology and Chinese from the University of Maryland Baltimore County and her master’s and doctoral degrees in clinical psychology from Purdue University. She has written and presented on numerous issues related to Asian American mental health including gender roles, media images and stereotypes, interracial and intraracial dating, and cross-cultural communication. Prior to opening her private practice, Dr. Mok worked in the Counseling Center at the University of Illinois at Urbana-Champaign, where she was the program chair of Asian American outreach, practicum coordinator, and adjunct assistant professor of educational psychology. Her own awareness of basketball was kindled several years ago, at the height of “Linsanity,” when her children first took notice of the sport.

Trish Morita-Mullaney earned her Ph.D. from Indiana University and currently works as an Assistant Professor in English Language Learning (ELL) at Purdue University. She is a licensed K-12 teacher and administrator within the states of Arizona and Indiana, where she lead ELL courses for adult, middle school, and elementary school educators. She also serves as President of the Indiana Chapter for Teachers of English to Speakers of Other Languages. Morita-Mullaney’s research examines the lived practices of educators within educational reforms and their impacts on ELLs. Her publications include the Indiana English Language Proficiency Standards, a book chapter on ELL assessment, and studies on Asian/American identity. She is currently working on a project of the identity of Asian/American females in school leadership. Morita-Mullaney is the recipient of multiple Purdue and state grants to support inquiry within the field of ELL.

Sarah L. Morris holds a Ph.D. in Curriculum and Instruction with a concentration in English Education and Composition Studies from the University of Maryland, College Park. She has published and presented on a variety of topics including phenomenological research methods; the use of the labyrinth in academic settings; movement meditation for teaching, writing, and thinking; pre-service teacher attitudes; and writing across the curriculum. Morris’s research focuses on human science phenomenology, embodiment awareness, wholistic language arts instruction, and writing process. Morris is a National Writing Project Fellow and Teacher
Consultant as well as a National Board Certified Teacher. She currently teaches English Composition and Methods courses at Georgia Gwinnett College. In 2007, she was honored as West Virginia’s Teacher of the Year.

**Sophia Rodriguez** earned a Ph.D. in Cultural and Educational Policy Studies and Sociology of Education from Loyola University, Chicago. She is currently an Assistant Professor of Educational Foundations at the College of Charleston. Rodríguez’s courses explore the historical, sociological, and philosophical foundations of education as well as the ways educational policy pertains to youth and communities. As an ethnographer, she examines issues related to educational policy studies, immigrants and education, community-school partnerships, and youth activism. Since 2011, Rodriguez has served as the Chair of the Foucault and Contemporary Theory SIG through the American Educational Research Association (AERA). Other professional memberships include the American Educational Studies Association (AESA), American Sociological Association (ASA), and Comparative and International Education Society (CIES).

**Tanya Velasquez** holds an M.A. from the University of Washington, Tacoma, where she currently teaches Ethnic, Gender, and Labor Studies courses for the School of Interdisciplinary Arts and Sciences. Prior to her teaching career, Velasquez worked as a Student Affairs Administrator. Growing up as a Chinese and Mexican American, Velasquez often fielded the “What are you?” question from peers and classmates. These experiences served as a foundation for her interest in critical race studies, identity formation, and intersectionality. As a faculty member, she mentors underrepresented students who are seeking careers in higher education. Velasquez lives in Olympia, Washington with her husband, Michael and their two children, Kainoa and Malia.

**Bita Zakeri** is a doctoral candidate in the Department of Literacy, Culture, and Language Education at Indiana University. Her research centers on socio-cultural and language education. She is especially interested in literacy development and practices as they pertain to the Iranian population. She has published and presented through both national and international conferences. Zakeri has served as a member of numerous academic organizations, including the Danesh Institute Board of Directors and the Indiana University Diversity Committee. She is a former Managing Editor of “Working Papers in LCLE” and a former undergraduate instructor at Southern Illinois University, Carbondale. She currently teaches at Indiana University, Bloomington.