

In this issue:

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- 01 **President's Message**
- 03 **Master Class: Teaching
Advice from Award-Winning
KACA Members**
- 07 **2018 KACA-ICA**
- 09 **2018 KACA-AEJMC**
- 11 **2017 KACA-NCA Report**
- 12 **Letters to My Younger Self
on the Mythical Work-Life
Balance**
- 14 **Member News**
- 15 **Financial Report &
Member Contributions**
- 16 **Membership Dues**
- 17 **Amazon Smile**

President's Message



Eyun-Jung Ki, Ph.D.

*Professor,
University of Alabama
KACA President 2017-2019*

Dear KACA Fellows, Families, and Friends,

Although nature is taking its first steps toward spring, in academia we have already been in full swing. I hope your semester has been pleasant and constructive and that we can breathe and move forward now.

Believe it or not, my time serving as the president of KACA has reached the six-month mark. KACA has been in my thoughts daily. Indeed, during the past six months, we made sustainable progress in implementing the three top priorities: (1) preparing 40th anniversary, (2) securing financial stability, and (3) broadening our networks beyond KACA-in addition to other ongoing regular KACA business. Here is a brief update:

First, in August 2018, KACA will mark its 40th anniversary in conjunction with the Association for Education in Journalism and Mass Communication in Washington, DC. To celebrate this milestone, the KACA 40th anniversary planning committee, chaired by Dr. Hye-ryeon Lee at the University of Hawaii at Manoa and Dr. Seungahn Nah at the University of Oregon, has met monthly. The Call for Papers and Call for Awards were announced. The calls are available at <http://www.thekaca.org/40-years/>. Please consider submitting your paper for the 40th anniversary conference sessions and nominating your colleagues for the award.

To honor the 40 years of scholarship related to Korea, two volumes are on their way to being published: (1) Korea's Communication, Digital Media, and Popular Culture, edited by Dr. Dal Young Jin (Simon Fraser) and Dr. Nojin Kwak (Michigan) and (2) Korean Communication, Media, and Culture: An Annotated Bibliography, edited by Dr. Kyu Ho Youm (Oregon) and Dr. Nojin Kwak (Michigan). For both volumes, all of the chapters are in and are being diligently edited. I believe that both volumes will be available at the 40th anniversary.

KACA Executive Committee

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Dr. Eyun-Jung Ki
University of Alabama

ICA Vice President

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James Madison University

AEJMC Vice President

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University of Nevada, Reno

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University of Southern California

Jeyoung Oh

University of Alabama

Second, to secure financial sustainability, I formed an ad hoc fundraising committee consisting of the following six members: Dr. Juoak Kim (Texas A&M International University), Dr. Moonhee Cho (University of Tennessee), Yeunjae Lee (Purdue University), Jooyoung Jang (University of California-Davis), Joon Yea Lee (University of Alabama), and me (chair). We have reached out to several institutions to ask for sponsorship for the 40th anniversary and to become institutional KACA members. The donation drive for individuals-\$40 for 40 Years-will begin on March 23rd and conclude on April 30. .

Third, to broaden our networks beyond KACA, we will establish an Asian Communication Association in conjunction with the Chinese Communication Association and other Asian associations. Its inaugural conference likely will be held in 2018 (specific venue and dates will be announced). Moreover, the KACA accepted an invitation by the Korean Society for Journalism and Communication Studies (KSJCS) to hold a joint conference starting in this May. Dr. Eun-Ho Yeo (Plymouth State University) graciously has agreed to be in charge of the joint effort with the KSJCS.

For our regular business, I attended the National Communication Association (NCA) as the KACA president. Dr. Eun-Ho Yeo, KACA NCA vice president, successfully organized the sessions and social events (see NCA report by Dr. Yeo in this newsletter for more detailed information about events at NCA). I want to note particularly that Dr. Sun Young Lee (Texas Tech University) received the 2017 KACA Distinguished Service Award. Dr. Lee served KACA for eight years, first as a student representative for two years and then as the treasurer for six years. I wholeheartedly congratulate her on being the winner of the award and appreciate her dedicated and continued service to KACA.

One of the first things I changed soon after I became the KACA president was to replace the paper award certificates with plaques. Starting in 2017, all of the awards for research, service, and teaching are plaques. Recipients of student travel grants will continue to receive a paper award certificate along with the travel grant. I plan to create better and more opportunities for KACA members, especially graduate students and junior faculty members, to grow in their careers. You can be a part of expanding such opportunities by renewing your membership each year and encouraging your colleagues and friends to sign up.

In 1978, KACA was formed by a handful of Korean American communication scholars, and, as of 2018, we have nearly 600 members and are continuing to grow. We cannot thank you enough for your loyalty and support.

Master Class: Teaching Advice from Award-Winning KACA Members

Within the KACA community, we talk a lot about research. We take pride in and applaud our research productivity. We count numbers and measure impacts. Indeed, KACA scholars have excelled in research. No doubt about it.

But being a professor is more than doing research. Obviously, one of the most visible characteristics of professorship to people outside of academia is teaching. Try explaining what we do to bank tellers! Increasingly, professors also engage with the public outside the university, even if community outreach occupies only a small section in our tenure files.

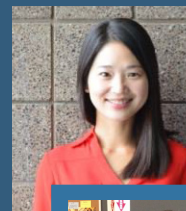
There are many reasons why we do not talk as much about teaching and education within the KACA community. In addition to the research-intensive reality of academia, there's also our limited familiarity with American students' way of life, as many of our KACA members are migrants ourselves. Truth be told, we are already so overwhelmed juggling our daily responsibilities we can't afford time to ponder the significance of us taking part in American higher education.

What does 'teaching at a higher education institution' mean to you?

Joonghwa: I used to think it simply as a means (to get a job) or a duty. During doctoral student years, I had little chance to hear about what makes a good teacher. I landed my first job at MTSU, which is a teaching-centered institution, and it was a shame that I had no idea what to do in the classroom. At first, teaching well in the U.S. was to me the same thing as 'being fluent in English'. I was so intimidated at times my shirt would turn wet after lectures. Gradually, I realized that teaching in the U.S. is not merely about English. In fact, I think students are basically the same in any country. My goal as a teacher is to make less motivated students, who would lie back and daydream in back rows, attend the class and take at least one lesson from it (Not that I neglect motivated students --they will excel anyway).



Dr. Joonghwa Lee
Assistant professor
University of North Dakota



Dr. K. Hazel Kwon
Assistant Professor
Arizona State University



Claire Shinhea Lee
Ph. D. Candidate
University of Texas at Austin

For this issue, we wanted to start a discussion by interviewing three of the most successful scholar-teachers among our brood.

Drs. Joonghwa Lee and Soojung Kim – the couple faculty – are assistant professors at the University of North Dakota (UND). Previously, Joonghwa Lee served assistant professor at the Middle Tennessee State University (MTSU) where he received a Ed Kimbrell Excellence in Teaching Award.

Dr. Minjeong Kim is associate professor at Hankuk University of Foreign Studies in South Korea, and previously served assistant professor at Hawaii Pacific University (HPU) and associate professor at Colorado State University (CSU). At HPU, she received the Golden Apple Award for Distinguished Graduate Teaching in 2007.

Master Class: Teaching Advice from Award-Winning KACA Members

Now I wholeheartedly enjoy teaching. To me, caring and loving students are more important prerequisites of teaching than delivering know-hows. To me, teaching is like performing a concert orchestrated with my students. One promise I've made to myself about teaching is that I won't mind course evaluations too much. The first rule for me, instead, is to make sure I'm available to students as much as possible. The more a teacher shows genuine interests in their successes, the more students are willing to engage with the class.



Dr. Soojung Kim
Assistant professor
University of North Dakota

Soojung: They say Joonghwa's teaching evaluation has a "ceiling" effect (to mean there is no more room to do better). Teaching prep can take up hours and hours unless you stop at one point, but Joonghwa keeps pouring his time and effort constantly. Students sense it very well how much time their teacher spends for them and how much he or she enjoys teaching them. Efforts and outcomes are directly proportional.

Speaking of me, I had challenges with teaching at first mainly because I didn't have much exposure to students of various spectrums, meaning I used to judge students that I couldn't understand. My mindset has changed a lot over time. Most students we teach are not interested in academic careers like us: they will eventually go out to the real world. I'd rather give them enjoyable learning experiences, rather than pushing them to learn more and more.

Minjeong: It means a lot to me that I teach the next-generation of society at their final educational destination. It sounds like a cliché, but professorship is really a vocation, not just a job. It threads into all facets of my life. It defines me. That's why we need to reflect steadfastly on our social roles. It must be more than an economic means or a status marker.

Focusing too much on financial rewards could make us forget our fundamental role: to educate the next-generation of our society. I'm alarmed by the recent trend that emphasizes too much on faculty salary (as in individual career success) and the university's financial growth (as in organizational achievement).

Speaking of "caring teachers", I have seen them more commonly in the U.S. than in Korea. Light teaching loads (2:2) and service demands in the U.S. allows faculty for more time spent in teaching preps and mentorship. In contrast, I teach more courses per semester here (in Korea) and am expected to take more admin responsibilities. And my institution is not an exception in Korea. However, I love teaching here because Korean students show far more respects and appreciations for the same amount of efforts I put into teaching as in the U.S. Above all, it's meaningful that I educate the next-generation of my own country.



Dr. Minjeong Kim
Associate professor
Hankuk University of Foreign Studies

Any anecdotal memories that you may call 'teaching high' moments?

Soojung: I taught an advertising campaign course, for which the final project was to make a campaign book. I put an extra effort to outreach and lucked out to work with the Downtown Development Association (DDA) as the client. As the class progressed, I realized that it is "our" client, and I should treat my students as collaborators rather than who I assigned the project. We, together, edited the products tirelessly, and had multiple presentation rehearsals. I rented a hall located in downtown, invited a number of city officials as audiences, and had students present in front of them. It was successful, of course.

Master Class: Teaching Advice from Award-Winning KACA Members

Joonghwa: I once told my students in class about my childhood that I couldn't play with Legos enough because it was too expensive. At the end of the class, the student remembered my story, and gifted me a little Lego with a thank-you card. At UND,

Soojung and I were invited by some family graduation parties from students and met their parents. Parents expressed their sincere appreciations, which was another meaningful moment as a teacher.

How do you think your racial & gender identity/ cultural background affect the ways in which you interact with students in the U.S.?

What possibilities and limitations do you recognize?

Minjeong: Looking back, however, the language barrier was more of the 'perceived' barrier rather than the actual one that bothered me. Also, the language barrier could be partly compensated by content strategies. Many Korean professors are very skillful at content organization. It could be because many of us (Korean professors) had received --for better or worse --tightly structured education in Korea.

It is apparent that Korean faculty could bring an international presence to the learning environment. And, it is a wonderful thing. I'm not sure whether overemphasizing this aspect is always desirable, though. Despite acculturation as a matter of course, an overemphasis of non-American side of our identity could result in inculcating an unrealistic imagery about 'who we really are' in the minds of our colleagues and students.

Joonghwa: Here in North Dakota, 95% of the students are white. My 2-year-old son is the very first Asian kid in this 30-year old daycare center. This kind of environment seems to make me an even more interesting professor to students. I often introduce cultural flavors to my class, for example showing them Kakao Talk emoticons. So far, my students enjoy it.

Soojung: American culture embraces age differences, which I find advantageous for me as a young faculty. I started this career at a bit younger age than others. Further, sometimes I have non-traditional students who are much older than me. If I were in Korea, it would be an awkward relationship between the older student and me as a professor.

Have you ever involved in any public event/project as a college professor outside the University?

Would you share your thoughts on how similar or different the role of college professors in each country is?

Soojung Kim & Joonghwa Lee: Unfortunately, I (Soojung) don't have a professional experience, which I consider as my weakness as faculty of advertising. To compensate it, I reach out and invite clients to the class, and make students connected to local organizations. For instance, we had a very special opportunity to engage with the City of Grand

Forks last year. The whole story started during Soojung's visit to OB/GYN doctor, who turned out to be the Mayor of Grand Forks. We talked with him about the needs for experiential learning for our students. The doctor-mayor was then willing to be a liaison for us to get connected with potential clients. Thanks to him, students in our campaign course

Master Class: Teaching Advice from Award-Winning KACA Members

(taught by Joonghwa) and research methods course (taught by Soojung) could involve in the City's three initiatives: to strategize city-wide event promotions; expand young adults' engagements; and outreach Native American students. The two classes held a mini-conference together in the city hall. It was very successful: students loved it; mayor and city staffs were impressed; and the department really liked it, too.

Minjeong: I learned from serving on the merit committee that many professors in the U.S. contribute to society in a localized and specialized manner as “educators” of a given community. In contrast, in Korea professors are expected to bring broader impacts on the society. Especially, their role is more

like “opinion leaders” for the public. For example, the requests for media commentary are very frequent: a predominant proportion of Op-Eds/Columns is indeed written by college professors. Similar logic applies to conferences, too: In the U.S., I submit my paper, and attend conferences because I want to share it. In Korea, I attend conferences --not all but many --because of the invitation to serve a panel or discussant. You can say living as a professor in Korea is too busy to prioritize academic autonomy and flexibility. Professors in the U.S. can take advantage in this sense as they can autonomously allocate enough time to their research and teaching.

Have you ever experienced a conflict or dispute (or even threat?) with students during lecture or advising? How have you resolved it?

Minjeong: At CSU, I once had a confrontational student. For example, if I gave an assignment, she would challenge like, why on earth she should do the assignment. As the tension got worse, I consulted the department chair, who volunteered to send a warning email to the student. Luckily, the student changed her attitude completely after the chair's email, so we didn't have to go through the next step. The lesson I took from it was that you don't have to deal with student conflicts all by yourself. Most American universities have an institutional procedure and system to deal with intricate situations with students. The organizational intervention could be more effective to resolve the conflict than dealing with it personally. In Korea, conflict with a student is a rare event, and institutional support systems for conflict resolution are largely absent.

Soojung: Years ago, I had a non-traditional veteran student, much older than me. Maybe because he had professional experiences in advertising, sometimes I felt he looked down on me. Joonghwa advised me that I shouldn't think of teacher-student relationship as a vertical, top-down relationship like in Korea. A few weeks later, he requested one-on-one meeting to complain something about the class. I told him during the meeting that I valued his industry experience and we could learn from each other. That meeting changed his attitude. We are so used to our Korean culture we unconsciously expect students to respond to us with deference. It's better to approach these students with the “learn from each other” mindset.

KACA-ICA Committee

Dr. Chang Wan (Isaac) Woo

Associate Professor
James Madison
University

Dr. Jinae Kang

Associate Professor
East Carolina University

Dr. Yeojin Kim

Assistant Professor
Central Connecticut
State University

Sungeun Park

Doctoral Student
The University of
Alabama

Dr. Yeonsoo Kim

Assistant Professor
James Madison
University

Jiyoung Lee

Doctoral Student
Syracuse University

Dr. Kyunsoo Kim

Associate Professor
Chonnam National
University

Dr. Sukyoung Hong

Associate Professor
Hansei University

2018 KACA-ICA Program

May 25, Friday, 15:30 – 16:45
Hilton Old Town, M – Mozart I

The 2018 International Communication Association (ICA) convention will be held in Prague, Czech Republic (May 24-28) at the Hilton Prague Hotel. KACA will hold two joint research sessions with the Chinese Communication Association (CCA), a business meeting, an off-site social, and a graduate student social.

CCA & KACA JOINT RESEARCH SESSION:

Dynamics of News in East Asia

Chair: Shuhua Zhou, University of Alabama

Respondent: Bu Zhong, Pennsylvania State University

Mapping and explaining gender differences in consuming science and health news: Findings from WeChat

Yilang Peng, University of Pennsylvania

Lin Shi, Tsinghua University

Speaking Up on Social Media: A moderated Medication Model of Social Media Use for News, Further News Seeking, and Political Knowledge on Political Expression on Social Media

Yonghwan Kim, Dongguk University

Bumsoo Kim, University of Alabama

Joon Yea Lee, University of Alabama

Cooperative or Confrontational? Research on the Aggressive Responses by Chinese Foreign Ministers in Press Conferences, 1996–2016

Feng Wu, Xi'an Jiaotong University

The Role of News Media Literacy in Predicting Personalized and Participatory News Use

Md Asraful Alam, Chonnam National University

Namhee Cho, Chonnam National University

Kyun Soo Kim, Chonnam National University

Does social media context affect your estimations of media effects? Testing third-person effect in news consumption via online news sites and Facebook

Sangki Lee, Arkansas Tech University

Inter-media agenda setting on air pollution issues: Examining five-years traditional media agendas

Pei Zheng, Ithaca College

KACA & CCA JOINT RESEARCH SESSION:

Voices, Effects and Apps in Korean and Chinese Contexts

Chair: Sukyoung Hong, Hansei University

Discussants:

Irkwon Jeong, Kwangwoon University

Hyoungkoo Khang, The University of Alabama

Entitled to Benevolence? South Korea's Government – Sponsored Volunteers as Public Diplomacy and Development Actors.

Kyung Sun Lee, University of Texas at Austin

Structural Threats: The Impact of Internet Censorship on Young Adults' Political Expression and Protest in China.

Jiayin Lu, Sun Yat-Sen University

Yupei Zhao, Sun Yat-Sen University

Protest Participation Experiences of Networked Publics in City Streets: A Conceptualization and Empirical Examination.

Yeji Kwon, Yonsei University

Euikyung Shin, Yonsei University

Ahra Cho, Yonsei University

Jihyun Kim, Yonsei University

Yong-Chan Kim, Yonsei University

Examining Factors Influencing Smartphone Addiction among Organizational Workers in China.

Li Li, Yunnan University

Trisha Lin, National Chengchi University

Attention to eSports Advertisement: Effects of Ad Administration and In-game Dynamics on Viewers' Visual Attention.

Young-Nam Seo, Nanyang Technological University

Minkyung Kim, Kyung Hee University

Doohwang Lee, Kyung Hee University

Younbo Jung, Nanyang Technological University

Communication with Mosheng Ren in China by Means of a Location-Based Social Networking Application.

Deya Xu, Chinese University of Hong Kong

Call for 2018 AEJMC Papers

The 40th Anniversary Conference & AEJMC KACA Research Sessions August 6-9, 2018, Washington, D.C.

Renewed Role of the Press in Building, Transforming, and Restoring Democracy: Korea and Beyond

The Korean American Communication Association (KACA) invites paper submissions for its 40th Anniversary Conference on August 9, 2018 and for KACA Research Sessions during the annual meeting of Association for Education in Journalism and Mass Communication (AEJMC), August 6 – 9, 2018. Both KACA's 40th anniversary conference and KACA research sessions will be at Renaissance Washington DC.

For the 40th anniversary conference, papers that address the conference theme are particularly welcome, but submissions in any areas of communication research on Korea-related topics are encouraged as well. For AEJMC's KACA sessions, any communications research on Korea-related topics is welcome.

The theme of the 40th Anniversary Conference, "Renewed Role of the Press in Building, Transforming, and Restoring Democracy: Korea and Beyond" aims to facilitate our scholarly discussions on renewed role of the press in changing media and political environments in Korea and elsewhere. Though compromised from time to time, freedom of the press has become an essential part of Korean politics. Nonetheless, the contribution of the press to Korean democracy continues to be the subject of intense debate among scholars, political elites, and average citizens. Particularly, the recent turmoil in Korean politics presents need to reassess the role of the press not only in building but in transforming and restoring democracy.

Also, the wide availability of digital platforms for social networking has fundamentally changed the way citizens become politically engaged, redefining the notion of democratic citizenship. Any potential mismatch between new democratic citizenship and current journalism further justifies need to investigate renewed role of the press in Korea and in other democracies.

As the media have power to influence national political discourse, the notion of free and open media is essential to a healthy democracy. KACA seeks to bring together regional and international media scholars to discuss issues relating to media and democracy and to propose solutions to problems (if any) identified in Korea and in Asian and other countries. Our emphasis on democracy is intended to link up with various communication theories and research approaches that take on the interplay of democracy and media as presented through any forms of data or perspectives. Any topics linking the media to democracy are welcome, including but not limited to:

- Whether/how free media serve or harm democracy once they have been established.
- How to conceptualize and operationalize media's contribution to democracy. What are potential indicators?
- How traditional and/or emerging media have (re)shaped democratic citizenship, particularly the way citizens obtain and share information and the way they participate in democratic decision making.

Call for 2018 AEJMC Papers

- How to (re)conceptualize freedom, democracy, and justice in the 21st century media and political environment.
- How to (re)conceptualize the watchdog, guard dog, and lapdog role of the press in the 21st century media and political environment.
- How new technology affects the principles of democratic journalism and the notion of freedom of the press.
- How market principles and competitions affect journalistic practices.
- The relationship between the media and the government and its potential consequences.
- How new democratic citizenship and changing media environment affect political campaigns and elections.
- The relationship between the media, political activism, and social movement.
- How to preserve freedom of expression and the public sphere in the new media environment.
- Private and public ownership of media organizations and implications for democracy.
- Unintended outcomes of new technologies (e.g., digital divide, fake news, data journalism, Virtual Reality, Artificial Reality, Mixed Reality) and implications for democracy.
- How social and mobile media have changed political communication and how traditional media can complement or compete with the newer forms of technology.
- The role of alternative and independent media outlets as they relate to democratic processes.
- Histories of media reform movements
- Media policies and regulations designed to arrange for democratic communication.

1. Deadline: All submissions must be made no later than Friday, April 13, 11:59 pm, EST, 2018.

2. Categories of Submissions: Two categories of submissions will be accepted: full papers (20 pages plus tables, figures, and references) or extended abstracts (4-5 pages plus references, tables, and figures), though full papers are preferred. Extended abstracts should contain literature review, research questions/hypothesis, method section, and findings. Abstracts only with literature review or research questions/hypotheses will not be considered.

3. Author Identification: Names and other information that may identify the author(s) should not appear anywhere in the paper other than on the cover page.

4. Cover page: The cover page should include the following information: Title, names of the authors, affiliations, mailing addresses, email addresses, and phone numbers.

5. Submission Method: All submissions should be in either MS Word or PDF format and sent by email to Seok Kang (seok.kang@utsa.edu).

Selected papers will be assigned to either the 40th Anniversary Session (August 9) or the KACA-AEJMC Session (date TBD) for presentation. Papers that received the best reviews will be recognized in the sessions (for both the Anniversary Conference and AEJMC KACA Research Sessions).

Additional information about the KACA and the conference can be found at KACA website: <http://www.thekaca.org/about-kaca/>. For inquiries about this call, please contact the Program Committee: Seok Kang (seok.kang@utsa.edu), Seihill Kim (KIM96@mailbox.sc.edu), or Gi Woong Yun (gyun@unr.edu).

KACA-NCA Committee

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University of Arkansas

Dr. Eunyong Kim

Assistant Professor
Auburn University
at Montgomery

Dr. Hanna Park

Assistant Professor
Middle Tennessee
State University

Ji Won Kim

Doctoral Student
Syracuse University

Soyoung Jung

Doctoral Student
Syracuse University

2017 KACA-NCA Report

The 103rd annual convention of the National Communication Association

KACA sponsored/ cosponsored the following five research sessions.

S.1: Asian Communication in Full Display: From Nationalism, Social Talk and Social App to Korean Expatriates Social Capital and Adaptation (10:00 AM-12:15 PM, November 17, 2017)

S. 2: Media Analysis and Public Opinion (12:30-1:45 PM, November 17, 2017)

S. 3: The Sole Root of Democracy: Communicative Public Activism and Impeachment of President of South Korean (Panel Discussion) (8:00-9:15 AM, November 18, 2017)

S. 4: The Legacy and Relevance of Korean Communication Studies: Establishing a New (Panel Discussion)(9:30-10:45 AM, November 18, 2017)

In 2017, KACA expanded its outreach by developing co-sponsored sessions with Asian/Pacific American Communication Studies Division (APACSD) and Chinese Communication Association (CCA). KACA-NCA committee thanks Dr. Lisa Hanasono (Bowling Green State University) and Dr. Shuhua Zhou (University of Alabama) for their collaboration with KACA.

THE HIGHLIGHTS OF THE PRESENTATIONS

Top faculty paper: "The role of gender identity at workplace: Comparative study of Korean women attending women's schools and coeducational schools" by Hee Sun Park (Korea University), Mikyoung Kim (Hongik University), Hye Eun Lee, (Ewha Womans University), and Ezgi Ulusoy (Ewha Womans University).

Top student paper: "Framing Electronic Carcinogens: A Content Analysis of South Korean E-cigarette Websites" by Taewook Ham (University of Georgia). The authors were acknowledged with certificates during KACA social gathering.



KACA SOCIAL GATHERING

November 17, 2017 6:00 PM

Approximately 22 people attended the KACA social gathering at a local Asian restaurant. During the meeting, KACA Distinguished Service Award (Sung Young Lee, Texas Tech University) and KACA Graduate Student Travel Grant Award (Yeunjae Lee, Purdue University) were recognized.

2018 NCA in Salt Lake City

The 2018 NCA convention will be held in Salt Lake City, Utah (November 8-11, 2018). The 104th convention theme is "Communication at Play." KACA looks forward to meeting many Korean and Korean American scholars there.

Letters to My Younger Self on the Mythical Work-Life Balance

“I highly recommend getting your career established and then having children.”

“I think became more productive through not having children.”

“Having children with someone is the real bond.”

“I wasn’t interested in having children of my own. I know what would’ve happened – I’d have been left at home to look after the kids, and my career would have been over while my husband travelled the world.”

“Having children is my greatest achievement. It was my savior. It switched my focus from the outside to the inside. My children are gifts, they remind me of what’s important.”

“Having children showed me a whole different kind of love that I had never known. It was something that had always been missing. Complete love. I would die for them.”

This collection of quotes from a quick Google search, with the search query “What would you tell your younger self about work-life balance” reveals what those of us with the impossible task of balancing family (especially childcare) with career necessities and ambitions already know: there are good days, and then there are the ones that make you heave a sigh and think deeply about your life choices. The “mirage” of work-life balance, as some would call it, has become ever more unobtainable with both (or single) parents often working similar hours. As a recent article in *The Atlantic* put it aptly, we are “Having it all-and Hating It.”

On the surface, highly capable parents with multiple higher-education degrees, stable incomes, and an adorable child—what more could you want? But on average, faculty participants of a recent study reported working 61 hours per week, which is more than 50 percent more than the traditional 40-hour work week. Those on the tenure track might see tenure as the light at the end of the tunnel. Think again. In the same study, full professors reported working slightly longer hours both during the week and on weekends than associate and assistant professors. The “baby penalty” of academic careers is a hotly debated topic and multiple studies have demonstrated that having children can negatively impact scholars’ prospects of earning tenure and therefore a salary increase. Especially so if you happen to be female.



Dr. Sun Joo (Grace) Ahn
Associate Professor
University of Georgia

However, the identification of such problems with work-life balance has already been covered extensively in other publications and this article is not an attempt to add another data point. So what are some tips and pointers that can help us out? Perhaps one of the best approaches to learning how to do something might be to gain wisdom from the experienced and learn from their mistakes. I set out to interview several people who have spent a number of years struggling to strike a balance between their careers and child(ren) and asked them the same question, “If you could tell your younger self one or two things about balancing work and family life with children, what would that be?” To obtain a wide perspective, the interviewees span across a wide spectrum, ranging from graduate students to tenured professors, men and women, from those that have one child to those that have multiple children, and from Koreans to non-Koreans (emphasis by editor).

Letters to My Younger Self on the Mythical Work-Life Balance

Dear Younger Self

You think you are balanced because you have a huge number of things on both sides of the scale. I guess you are balanced, in a way, BUT YOUR SCALE IS GONNA BREAK HOMIE. **Lower the number of projects/responsibilities/meetings/friends/etc., focus only on those that give you joy.**

Also, I know I sound like an old fuddy buddy, but the leisure/life activities you've chosen to pursue outside of work are not great long-term choices. Drink less, sleep more. Go for a run. Start with a block. Then double that. Then train for a 5K. Then a half marathon. Trust me, you can do it... and better than I can, if you start earlier than I did. But if you do, then maybe I wouldn't be giving you this advice in the first place... how can I be sure that I even exist!!?!?! Okay, the end.



Dr. Rabindra (Robby) Ratan

Assistant Professor
Michigan State University
4 children: 7 years old, 5 years old,
two 3-month old twins

Make a list of things that will make you happy. Rank their priorities. Keep the one on the top, the rest you will at some point have to sacrifice for either work or your kids. Hey! But it's worth it!

Your kids can be both a stressor and a destressor, the difference is in your mindset. **Also, don't forget to care for your partner. It's easy to be consumed by work and kids, but remember that you're partners in crime.**



Dr. Yu-Hao Lee

Assistant Professor
University of Florida
2 children: 5 years old, 3 years old

*Of course, I would have to close this story with my own few words to my younger self, trying to "make-it-or-break-it" in a new tenure-track job, freshly off the moving truck in a new state with a six-week old infant, with no family and friends nearby to help out. I think I would tell her to learn to be okay with imperfection, to embrace the inevitable failures along the way. And most importantly, that no matter how impossible something may seem at the moment, **"this, too, shall pass."***

Don't move to other places often (even though you have help there) when your child is very young. I spent the first 6 months in US, then the next 6 months in Korea, then again in US for 6 months, and then back in Korea 6 months until my boy became 2 years old. I didn't have any support in US and my husband and I are both Ph.D. students. So, I assumed if we go back to Korea we can get familial help from both side of our parents. However, even though we made a lot of good memories and they helped us a lot, it was a very hard time since the environment for our baby boy changed and we had to buy everything all again or live without it. **Changing environment seems to be one of the worst thing for the baby and the parents in the first two years.**



Claire Shinhea Lee

Ph.D. Candidate
University of Texas-Austin
1 child: 3 years old

There are so many task management strategies that are critical for parents trying to balance work and life. Those are important, but I think the most important thing to do is build and maintain a village of people to be with you on this journey. **Try to find at least a few people who have nothing to do with your work life and show up for them.** I know it seems easier to try to do it all yourself and it seems impossible to find the time for friendship. I wish I had known how much richer life would be after I started making time for friends and allowing people to get close. Those parents listen, support, and just show up for me and help me feel less alone on this journey and it makes all the difference.



Dr. Kristine Nowak

Associate Professor
University of Connecticut
2 children: 13 years old, 15 years old

Member News

TENURE, PROMOTION & APPOINTMENTS

Dr. Seungahn Nah, associate dean for graduate affairs and research at the School of Journalism and Communication at the University of Oregon, was promoted to full professor.

Dr. Seok Kang was promoted to full professor in the Department of Communication at the University of Texas at San Antonio.

Dr. Suman Lee, previously associate professor at Iowa State University, joined University of North Carolina at Chapel Hill in January 2018.

Dr. Jiyoun Kim, joined University of Maryland as assistant professor in fall 2017.

Dr. Dam Hee Kim, lecturer at University of Michigan, will join University of Arizona as assistant professor in fall 2018.

Dr. Soojin Kim, previously of Singapore Management University, recently joined the University of Technology Sydney as lecturer, which is the American equivalent of assistant professor.

Yeunjae Lee, Ph.D. candidate at Purdue University, will join University of Miami as assistant professor in fall 2018.

AWARDS & RECOGNITIONS

Dr. Gi Woong Yun, an associated professor at University of Nevada, has been awarded a \$35,000 grant by the Online News Association through the Challenge Fund for Innovation in Journalism Education. The grant will be used in partnership with Reno Public Radio and Meedan, a San Francisco tech firm known for its work with global media firms, to improve local coverage of immigration and refugee issues.

Dr. Donghee Yvette Wohn, an assistant professor at New Jersey Institute of Technology, was awarded a research grant by the Mozilla Foundation to understand moderation practices of female and LGBT live streamers who are harassed online.

NEW BOOKS

Dr. Ji-Hyun Ahn (University of Washington Tacoma) published a book titled “Mixed-Race Politics and Neoliberal Multiculturalism in South Korean Media” (2018).

Dr. Tae-Jin Yoon (Yonsei University) and **Dr. Dal Yong Jin** (Simon Fraser University) published an edited book, “The Korean Wave: Evolution, Fandom, and Transnationality” (2017).

Dr. Dal Yong Jin published a book titled “Understanding the Business of Global Media in the Digital Age” (2017) with Dr. Micky Lee.

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Financial Report

GENERAL OPERATION ACCOUNT	INCOME	EXPENSES	BALANCE
Balance from August 2017			6015.00
Membership dues (September 2017–January 2018)	437.79		
AmazonSmile	6.11		
PayPal Giving Fund bonus	8.49		
KACA general operation account bank check order		11.97	
NCA Award Plaque		354.58	
Mailing NCA student travel award certificate		6.23	
Transfer to the Founder account to keep the minimum Total		25.00	
Income to Account September 2017–January 2018	452.39		
Total Expenses to Account September 2017–January 2018		397.78	
End of January 2018 Balance			6,070.15

GRADUATE PROGRAM ACCOUNT	INCOME	EXPENSES	
Balance from August 2017			4263.34
Contribution from membership dues (Sep. 2017–Jan. 2018)	244.05		
Remaining balance deposit from the previous KACA graduate program account	1000.00		
KACA dissertation award		1000.00	
KACA student representative travel grant		100.00	
KACA general program account bank check order		11.97	
KACA NCA student travel grant		300.00	
Total Income to Account September 2017–January 2018	1244.05		
Total Expenses to Account September 2017–January 2018		1411.97	
End of January 2018 Balance			4095.42

A SPECIAL THANKS TO THE FOLLOWING PLATINUM, GOLD, SILVER, & PRIME MEMBERS:

*Based on membership dues paid from August 19, 2017–February 14, 2018.

PLATINUM	GOLD	SILVER	PRIME
Chan-Souk Kim	Dal Yong Jin Seok Kang Kyounghee Hazel Kwon Sun Kyong Lee Jangyul Robert Kim Hye-ryeon Lee Jisu Huh Sun Young Lee	Hyojung Park	Hyun Jee Oh Seung Mo Jang Jin-Ae Kang

Membership Dues

ANNUAL MEMBERSHIP DUES	KACA MEMBERSHIP CATEGORIES	HOW THE MEMBERSHIP DUES ARE USED	BENEFITS
\$ 20	Student Member	KACA Operational Account	*All membership benefits
\$ 30	Regular Member	KACA Operational Account	*All membership benefits
\$ 50	Prime Member	KACA Operational Account (\$30) + Graduate Student Supporting Fund (\$20)	*All membership benefits + Name recognition on the newsletter, blog and Web site
\$ 75	Silver Member	KACA Operational Account (\$30) + Graduate Student Supporting Fund (\$45)	*All membership benefits + Name recognition on the newsletter, blog and Web site
\$ 100	Gold Member	KACA Operational Account (\$30) + Graduate Student Supporting Fund (\$70)	Silver Member benefits + Name recognition at the Conferences
At least \$200	Platinum Member	KACA Operational Account (\$20) + Establishment / contribution to a special fund	Gold Member benefits + As a platinum member, you can choose to direct your dues to one or more of the special funds

**All membership benefits include the Newsletter and the KACA Members Page.*

How to Pay:

- 1) Go to <http://www.thekaca.org/membership/>
- 2) Once you click the “Join Now” button at the bottom of the page, you will be directed to the application form page.
- 3) Please fill out your information in the form. Please fill out the form even if you are an existing member.
- 4) Once you submit the form, you will be directed to the PayPal page where you can pay either through your PayPal account or by credit card. You can pay by credit card even if you don’t have a PayPal account.

If you have any questions or problems with paying your membership dues, please contact the KACA treasurer, Jiyoung Cha, at kacabusiness@gmail.com.



You Shop at Amazon. Amazon gives to the KACA!

How many of you shop at Amazon.com?

Here is another way you can support the KACA while shopping at Amazon.

Since the KACA is a 501(c)(3) organization, it was able to join the AmazonSmile program in 2015. AmazonSmile is an Amazon's program to support nonprofit organizations. Amazon donates 0.5% of the price of customers' purchases to the nonprofits that the customers designate.

What that means to us is that if you shop on AmazonSmile instead of on the regular website, Amazon.com, Amazon will donate 0.5% of the price of your Amazon purchases to the KACA whenever you shop on AmazonSmile. AmazonSmile is the same as Amazon on your end—the same products, same prices, and same Amazon Prime benefits. The only difference is that if you use AmazonSmile instead of the regular Amazon website, we at the KACA receive some funding from it. This is a great way to support the KACA without any additional cost!

How:

1. Click the following link: <http://smile.amazon.com/ch/30-0800053> (this is the KACA-designated AmazonSmile link).
2. Log in with your Amazon account and start shopping at AmazonSmile.
3. The rest of process is exactly same as when you shop at Amazon.com!

This is the page you will see, depending on your login status.

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2. If you are already logged in at Amazon, you will see this under the search bar.



Please use the KACA's AmazonSmile program when you shop at Amazon! Your shopping will help the KACA continue to grow and give back to Korean scholars and students in many ways.

If you have any questions regarding AmazonSmile, please contact the KACA treasurer, Jiyoung Cha, at kacabusiness@gmail.com

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