



KAERA

Korean-American Educational Researchers Association

재미한인교육연구자협회

Korean-American Educational Researchers Association (KAERA)

2022 Virtual Conference

“Cultivating Equitable Education for Korean/Korean Americans in the 21st Century.”

April 21, 22 & 29

Zoom

KAERA 2022

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Conference Program At-A-Glance

April 21 (Thursday) at 8pm ET

Keynote Speech “Race-Blind or Race-Conscious? The Role of Critical Quantitative Research for Educational Equity”

Dr. Jaekyung Lee (SUNY Buffalo)

Panel Discussion “Transforming *Asian Lives*: Overcoming Anti-Asian American Hate Crimes”

Dr. Hyunsoo Hur (KAERA, Naval Postgraduate School)

Dr. Showmei Lin (CAERDA, Tennessee State University)

Dr. Gilbert Park (KAERA, Ball State University)

Dr. Jason Zhang (CAERDA, Florida Gulf Coast University)

April 22 (Friday) at 8pm ET

Business Meeting

Research Paper Presentation Sessions

- Challenges During the Pandemic
- Higher Education in Transnational Context
- Early Childhood Education
- Special Education
- Quantitative Research in Education

April 29 (Friday) at 7pm ET

Mentoring Sessions

- Graduate Student Support Group
- Early-Career Scholar Support Group
- Mid-Career Scholar Support Group

About KAERA

The Korean American Educational Researchers Association (KAERA) was founded in 2009 to assist Korean American and Korean researchers and students to advance knowledge and practices in education, to encourage scholarly inquiry related to education, and to promote the use of research to improve educational conditions and serve the public good. Since then, KAERA not only has grown into an organization that serves more than 700 members, but it also stands as the only association in the United States dedicated to supporting and improving social status and conditions of Korean and Korean American educational researchers. KAERA is now the central hub for Korean and Korean American educational scholars inside and outside the United States.

The principal KAERA vehicles for member activities are:

- The KAERA Annual Meeting
A gathering of KAERA members is devoted to scholarly exchange, debate, and networking
- The KAERA Newsletter
An information document published once or twice a year by KAERA containing presidential greetings, news updates, and reports from KAERA.
- The KAERA Research Forum
A professional, referred journal published periodically by KAERA.

As a registered non-profit (501[c]3) organization in the United States, KAERA supports the activities of its members to:

1. To contribute to the improvement of social status and educational conditions of Korean- Americans and Korean communities through scholarly inquiries and innovative applications of knowledge in education.
2. To create opportunities for and nurture the environment of scholarly discourse, production, and collaboration among Korean American and Korean researchers to facilitate new scientific research and discovery in education.
3. To support professional development and equitable status of Korean American educational researchers through professional mentoring, knowledge sharing, and networking opportunities among members.
4. To support nurturing experiences for future generations of Korean American educational researchers.
5. To promote the global exchange of creative knowledge, wisdom, and skills to advance conditions of all students and educational institutions in the global community.

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Welcome Message from KAERA President

It is my honor and privilege to welcome you to the 2022 KAERA virtual conference as the President of KAERA. Committed to fulfilling the mission of KAERA, this virtual conference seeks to provide a forum for Korean and Korean American educational researchers, professionals and students who are committed to serve the public purpose of education for a more equitable society.



Today, we are still facing the social and political effects of the pandemic that started two years ago while more of us are becoming less concerned with health effects. We have seen that these effects worked to deny marginalized communities to fully access public spaces including public schools and universities via physical and verbal violence. In response, KAERA chose this year's theme as a way to critically analyze these forces and empower our own community through education towards equity for today's Koreans and Korean Americans.

This year's theme is "Cultivating Equitable Education for Korean/Korean Americans in the 21st Century." Dr. Jaekyung Lee of SUNY Buffalo who has served KAERA for a long time starts the conference as the Keynote Speaker. This is followed by a panel discussion featuring the representatives of KAERA and CAERADA (Chinese American Educational Research & Development Association) to overcome challenges associated with Anti-Asian American Hate Crimes. Research presentations will follow on the second day of the conference as a way to facilitate information exchange and foster future collaborations. A series of mentoring sessions are planned for the third day (4/29) to provide mutual support via mentoring as a way to build a stronger community for the KAERA members.

I would like to thank 2021-2 KAERA Executive officers, the Conference Program Co-Chairs, and the Board of Directors for their commitment for excellence in preparing for this year's conference. I would also like to extend my gratitude to Dr. Okhee Lee of New York University for her continued contribution to the Michael B. Salwen Scholars program, 한상신 교육관님 (The Embassy of Republic of Korea in the United States) for the continued support for KAERA and Oversea Koreans Foundation's 교류증진 및 권익신장 활동 지원 to support the mentoring efforts. Most importantly, I would like to thank the KAERA members' support.

Sincerely,

Gilbert C. Park
KAERA President
Ball State University

Keynote Speech

8-9 pm (EDT), April 21

“Race-Blind or Race-Conscious? The Role of Critical Quantitative Research for Educational Equity”

In light of increasing racial/ethnic diversity and growing inequity issues, this talk aims to provide critical insights into the role of education research for social changes. Can educational research, particularly quantitative research, help solve those problems, that is, racial/ethnic inequalities of learning opportunities and achievement gaps? Dr. Jaekyung Lee will discuss why and how we need to do race-conscious, critical research on educational policy/program interventions. In spite of increasing database and methodological rigor of educational research towards evidence-based policy (e.g., “*What Works*” clearinghouse), quantitative research remains more often than not race-blind, assuming neutrality (i.e., no bias) but failing to acknowledge the critical role of race/ethnicity as a social construct and to address the heterogeneity of educational access/impact among different racial/ethnic subgroups. Implications for research and policy will be discussed in both U.S. and Korea education contexts.

Keynote Speaker



Dr. Jaekyung Lee is a professor of education at the University at Buffalo, SUNY, a fellow of the American Educational Research Association (AERA) and a Fulbright Global Scholar. Lee specializes in educational policy, quantitative methods, and comparative education. His research focuses on the issues of educational equity and accountability, particularly policy interventions for closing educational inequalities and achievement gaps among diverse racial and ethnic groups. He has authored and edited books, including *The Anatomy of Achievement Gaps* (Oxford University Press, 2016) and *Centering Whole-Child Development in Global Education Reform* (Routledge, in press).

Panel Discussion

9-10 pm (EDT), April 21

Transforming Asian Lives: Overcoming Anti-Asian American Hate Crimes

In striving to *cultivate equitable education for Korean/Korean Americans in the 21st century*, this panel brings four representatives of KAERA and CARDEA to discuss ways to overcome Anti-Asian American Hate Crimes that affect us all. The discussion will be centered on questions like *what is Anti-Asian American Hate Crime? How do we make sense of it? What does this look like in our universities and workplaces? And how can we work together to overcome these?*

Panelists



Dr. Hyunsoo Hur is currently an Associate Professor at the Naval Postgraduate School. She has taught foreign languages, trained foreign language teachers at the government agency, and has worked on language project with MIT Lincoln Lab. Her area of interest includes applied linguistics, linguistic anthropology, language acquisition, teacher education, instructional technology, and intercultural communication. She presented at numerous conferences and published in various journals. She is actively involved in foreign language education research and practice. She serves KAERA as the Chair of the Board of Directors.



Dr. Show-Mei Lin received her Ph.D. in Instructional Leadership and Curriculum Planning from the University of Oklahoma. Currently, she is an Associate Professor in the Department of Teaching and Learning at Tennessee State University and serves as president-elect of Chinese American Educational Research and Development Association (CAERDA). A former elementary, middle, and high school teacher in Taiwan, Canada, and USA, she focuses her research on cultural/social/emotional aspects of learning, game-based learning/3D virtual learning environment design and development, and digital technology applications in Science, Technology, Engineering, and Mathematics (STEM) /Reading domains. Dr. Lin has been involved in several large-scale research grants funded by National Science Foundation (NSF) and Department of Energy. She has collaborated with faculty and researchers from various disciplines (e.g., computer science, science, nursing, and mechanical engineering) in various educational settings

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(e.g., from K12 to higher education). She has published several journal research articles and has presented her research findings at 19 international conferences, including 9 American Educational Research Association (AERA) conferences. Dr. Lin was the recipient of 2015 “Distinguished Paper Award” granted by Chinese American Educational Research and Development Association (CAERDA).



Dr. Gilbert Park is an Associate Professor of Social Foundations and Multicultural Education at Ball State University. His research focuses on school experiences of Asian immigrants and the potential for multicultural education to be used as a tool for advancing social justice. Specifically, he has been interested in the process of segmented assimilation for immigrants from Korea and Myanmar in American public schools. Recently, his research looked at the limitations and possibilities of Korean multicultural education for the children of immigrant mothers and North Korean refugees in rural Korean schools as a U.S. Fulbright Scholar to Korea. He serves KAERA as the President.



Dr. Jason Jingshun Zhang is an associate professor in assessment, evaluation, and research at Florida Gulf Coast University. He has 33 years professional experience at the universities and high school levels in USA, Canada, and China. He has taught courses in assessment, evaluation, statistics, and research method at undergraduate, master and doctoral levels. Along with broad research collaboration, his research interest focuses on classroom assessment, large-scale assessment, cognitive diagnostic assessment, online survey design, research methodology, applied statistics, graduate engineering education and others.

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Business Meeting **8:00-8:10 pm (EDT), April 22**

Award Recognition

KAERA Research Grant

Chung, Ga Young (Assistant Professor, University of California Davis)
“Legacies of Anti-AAPI hate and the COVID-19 pandemic: Korean college students' ethno-racial identity shifts and the role of U.S. higher education in advancing racial and social justice”

Ryu, Yeonghwi
“Whose culture is Korean? Toward an anti-essentialist curriculum for heritage culture”

KAERA Outstanding Research Paper Award

Kim, Taeyeon (Assistant Professor, University of Nebraska-Lincoln)
“Making sense of schooling during COVID-19: Crisis as opportunity in Korean schools”

KAERA Michael B. Salwen Scholars Program Recipients

Lee, Hyeseong (Assistant Professor, Lewis University)
Yang, Hyunwoo (Doctoral Student, University of Wisconsin-Madison)
Yeom, Eun Young (Doctoral Student, University of Georgia)

KAERA Graduate Student Research Paper Award

KAERA Young Researcher Award

Report on the KAERA 2021-2 Business

Introduction to the KAERA 2021-2 Leadership Teams

Research Paper Presentations

8:10-10:10 pm (EDT), April 22

Challenges During the Pandemic

Chair & Discussant: [Kyongson Park](#) (University of Michigan-Dearborn)

Participants:

1. *Taeyeon Kim (University of Nebraska-Lincoln), Sunbin Lim (KEDI), Minseok Yang (West Texas A&M), & Soo Jung Park (Chungnam National University)*
“Making Sense of Schooling during COVID-19: Crisis as Opportunity in Korean Schools”
2. *Katie Koo (University of Georgia) & Jungmin Kwon (Michigan State University)*
“Striving to Survive in a Foreign Country: Korean International Students’ Experiences and Well-being During COVID-19”
3. *Katie Koo (University of Georgia) & Sohyun An (Kennesaw State University)*
“The Reason why I am Not Welcome Here: A Longitudinal Navigation on Racism and Racialized Experiences Among Asian International Students in the COVID-19 Era”
4. *Kyoung Jin Kim (University of North Texas), Katie Koo, (University of Georgia), Jiyeon Yoon (University of Texas at Arlington), & Jungnam Kim (University of Nevada at Las Vegas)*
“Challenges and Silver Linings of COVID-19: Four Teacher Educators’ Experiences and Reflections about Online Teaching”

Higher Education in Transnational Context

Chair & Discussant: [Junga Choi](#) (Saint Peter’s University)

Participants:

1. *Hyeungok Kang & Jonga Lee (University of Georgia)*
“Korean Female Doctoral Students’ Collaborative Reflection on Scholarly Identity Development Using *Suda* (수다)”
2. *Young S. Hwang (California State University, San Bernardino), Jemma Kim (California State University, San Bernardino), Konstantinos Vrongistinos (California State University, Northridge), Amy E. Min (University of California, San Diego), Sang Nam (California State University, San Bernardino), & Eun-Ok Baek (California State University, San Bernardino)*
“A Voice From a Korean Immigrant Teacher: To Become a Teacher in the United State”

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3. *Haeyoon Chung, Hanae Kim, & Dalal Katsiaficas, (University of Illinois at Chicago)*
“Conceptualizations and Influencing Factors of Civic Engagement among Asian American Emerging Adult Women in College”

Early Childhood Education

Chair & Discussant: [Jackie Relyea](#) (North Carolina State University)

Participants:

1. *So Jung Kim (University of Texas at El Paso)*
“Enhancing Early Literacy Instruction for Korean-American Children through Utilization of 3-dimensional Printing Technologies”
2. *Kyounghye Han (University of North Texas), Minkyung Han (Daegu University), Ji-Hyang Sohn (Daegu University), & Jeonghye Nah (University of North Texas)*
“Teaching During Pandemic: Daegu Early Childhood Professionals’ Lived Experience Between 2020 and 2021”
3. *Kyounghye Han (University of North Texas), Minkyung Han (Daegu University), Eunyoung Jung (Liberty University), Haemin Yu (University of Missouri)*
“Teacher-Child Relationships as a Mediator of the Relationship Between Children’s Self-Regulation and Peer Competence”

Special Education

Chair & Discussant: [Minjeong Kim](#) (University of Massachusetts - Lowell)

Participants:

1. *Shinho Kim (University of Georgia)*
“The Development of Robotics Education Curriculum for Kindergartners with Attention-Deficit/Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder (ASD)”
2. *Yehyang Lee (University of Texas at Austin), Dosun Ko (Wichita State University)*
“Marginalization at the Intersection of Language, Culture, and Dis/ability: Special Education Teachers’ Experiences Serving Culturally and Linguistically Diverse Students with Disabilities in South Korea”

Quantitative Research in Education

Chair & Discussant: [Minsung Kim](#) (ACT Inc)

Participants:

1. *Chansoon Lee (Liberty University)*
“Using Classification Tree Models to Determine Course Placement”
2. *Jieun Lee (Boston College)*
“Socioeconomic Differences on Elementary Level Students’ Help-Seeking and Their Mathematics Performance”

Mentoring Session

7 pm (EDT), April 29

Graduate Student Support Group



(Graduate Facilitator) Jeong Yeon Park is a doctoral student majoring in Curriculum, Instruction and Teacher Education at Michigan State University. Her research interest lies at the intersection between civic and ethnic identities and citizenship development of marginalized students, both in curriculum design and pedagogical approaches to teaching. Her work also seeks to empower students to engage in civic discourse, using educational technology as one of the ways.

parkje13@msu.edu



Dosun Ko (Ph.D., University of Wisconsin-Madison) is an assistant professor in the School of Education at Wichita State University. His scholarship focuses on equity issues in special/inclusive education at the intersection of different social markers and participatory design-based research through research-practice partnerships. He has worked with urban and rural school communities to design and implement culturally responsive, inclusive support systems to address racial disproportionality in school discipline and disability identification. Dr. Ko serves as the President-Elect of Council for Exceptional Children, Division of Culturally and Linguistically Diverse Exceptional Learners.

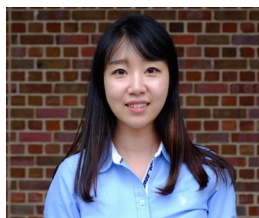
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Won Jung Kim is an assistant professor in the Department of Teacher Education at Santa Clara University. She received her doctoral degree in Curriculum, Instruction, and Teacher Education from Michigan State University in 2021. Dr. Kim is a recipient of the 2021 Outstanding Dissertation Research Award of National Association of Research in Science Teaching. Her research aims at supporting young people to empower themselves as rightful and legitimate constructors, users, and critiques of STEM knowledge and practice, living in the complex real world affected by climate threat, information surge, and digital technology. wkim2@scu.edu



Sheunghyun Yeo is an assistant professor in the Department of Curriculum and Instruction at the University of Alabama. He earned his Ph. D. in Learning, Teaching, and Curriculum with emphasis on mathematics education from the University of Missouri. His research areas include the development of fractional understanding through the use of dynamic technology, the impact of teacher's expertise on student achievement, the enhancement of preservice teacher's high-leverage teaching practices, and the analysis of mathematical tasks. syeo@ua.edu

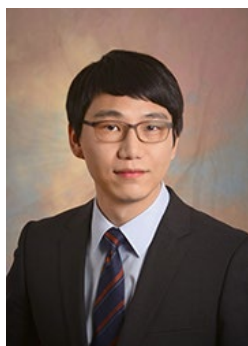


Danbi Choe is a postdoctoral fellow at Johns Hopkins University School of Medicine and will be an assistant professor in the School Psychology program at Louisiana State University in Fall 2022. She received her doctoral degree in School Psychology from the University of North Carolina at Chapel Hill in 2021. Her lines of inquiry focus on (1) better understanding factors contributing to mental health disparities, and (2) developing effective prevention and intervention programs to promote mental health among Asian immigrant children and families. danbichoe@lsu.edu



Jonga Lee is a doctoral student in the department of Educational Theory and Practice at the University of Georgia. Her research focuses on the role of comparative and international education in teacher education in terms of preservice teachers' perspectives shift. She is also interested in the discourse analysis of neoliberal educational practices and developing critical awareness among educators to support their agential curricular decision making. jongalee@uga.edu

Early-Career Scholar Support Group



Junghwan Kim is an associate professor of Educational Human Resource Development (HRD) and program chair of Adult Education in the Department of Educational Administration and HRD at Texas A&M University. While linking to the individual, organizational, and social change, his research focuses on learning, leadership/career development, and community/work engagement in young to older workers and adults in settings including nonprofit and for-profit organizations, higher education institutions, communities, and everyday life. He also researches (inter-)national lifelong learning and HRD policies and practices. He served as a co-chair of the 2016 and 2017 KAERA conferences, the steering committee of the Adult Education Research Conference, and the president of the Korean American Academy of Lifelong Education. j-kim@tamu.edu



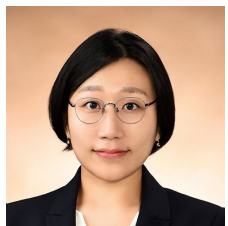
Bong Gee Jang is an assistant professor in the Department of Reading and Language Arts at Syracuse University. Bong Gee received his Ph.D. in Reading Education from University of Virginia in 2013. His main areas of research include literacy motivation and engagement in digital settings and literacy across the disciplines. He has been serving as a co-editor of *Journal of Literacy Research* since 2021. Bong Gee teaches courses related to literacy across the disciplines and language arts for both pre-service and in-service teachers. He also teaches literacy assessment and quantitative research methods courses to graduate students. In his free time, Bong Gee enjoys playing tennis, jogging, and watching movies. bojang@syr.edu

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Minjeong Jeon is an Associate Professor of Advanced Quantitative Methods in the UCLA Department of Education. Dr. Jeon received her Ph.D. in Quantitative Methods from UC Berkeley. Before joining UCLA faculty, she was an Assistant Professor of Quantitative Psychology at Ohio State University. Her research revolves around developing, applying, and estimating latent variable models for studying measurement and growth. Her recent research topics include latent space modeling, process modeling, and joint analysis.

mjjeon@ucla.edu

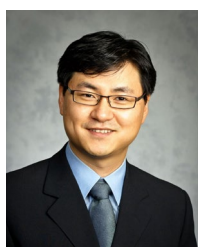


Soo Bin Jang is an assistant professor in the Department of Educational Studies at St. Mary's College of Maryland. Her research is focused on the discursive analysis of comparative and international curriculum reforms, the critical analysis of civic and moral education, and youth political education. Her work has appeared in the *Journal of Curriculum Studies*, *Curriculum Inquiry*, *Multicultural Perspectives*, and others. sjang@smcm.edu



Jungmin Kwon is an assistant professor in the Department of Teacher Education at Michigan State University. Her research focuses on the areas of language and literacy, immigrant children and families, transnational migration, and teacher preparation for linguistically and culturally diverse students. She is the author of *Understanding the Transnational Lives and Literacies of Immigrant Children* (Teachers College Press, 2022). Her work has appeared in the *International Journal of Bilingual Education and Bilingualism*, *Bilingual Research Journal*, *Language and Education*, *Language Arts*, and others. jkwon@msu.edu

Mid-Career Scholar Support Group



Moon-Heum Cho is an associate professor in Instructional Design, Development & Evaluation at Syracuse University. Before joining Syracuse University, he was an associate professor at Sungkyunkwan University in South Korea and an assistant professor at Kent State University in Ohio. His research focuses on understanding and supporting student engagement in challenging learning environments (e.g., online learning, project-based learning, and interdisciplinary collaborative learning) through instructional design, development, technology, and evaluation. Currently, he is a senior assistant editor of *Online Learning Journal*. mhcho@syrr.edu



Kyunghwa Lee is a professor of Educational Theory and Practice at the University of Georgia. She has expertise in ethnography, childhood studies, disability studies, and project-based pedagogy. Her research examines the intersections of race, class, and disability and explores robotics education from a new materialist and posthuman perspective. She served as a chair of the Critical Perspectives on Early Childhood Education Special Interest Group and a mentor on the Committee on Scholars of Color in Education of AERA. Currently, she serves on both the Board of Directors and the Mentoring Committee of KAERA. More information about her can be found at <http://kyunghwalee.net>. kyunghwa@uga.edu

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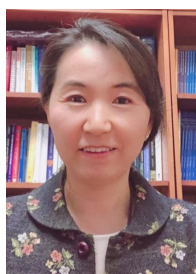
Mimi Miyoung Lee is Professor of Learning, Design & Technology and the Associate Chair in the Department of Curriculum and Instruction at the University of Houston. She received her Ph.D. in Instructional Systems Technology from Indiana University at Bloomington in 2004. She also completed the doctoral coursework in English Literature from Yonsei University in Korea where she also received her BA and MA. At the University of Houston, she has served in various leadership roles including on the Faculty Senate. Her research interests include theories of identity formation, sociological examination of online communities, and qualitative research methods, having been trained as a critical ethnographer. Dr. Lee has published research on STEM-related professional development programs, cross-cultural training research, interactive videoconferencing, self-directed learning from MOOCs and opencourseware (OCW), and student success in higher education. She has served as co-PIs and co-investigators on various grant-funded projects such as a 5-year \$3 million project called iSMART (i.e., the Integrated Science and Math and Reflective

Teaching). Dr. Lee was a co-editor of "MOOCs and Open Education Around the World" published by Routledge and is currently serving on the editorial board of the AERA journal, Educational Researcher. For over 15 years, she has taught doctoral-level qualitative research methods courses and served on more than 70 doctoral dissertations mostly as the methodologist. Dr. Lee's work has been recognized by her colleagues with teaching and research excellence awards. mlee7@uh.edu



Won-Chan Lee is a Professor of Psychological and Quantitative Foundations in the College of Education at the University of Iowa and Director of the Center for Advanced Studies in Measurement and Assessment. Dr. Lee received his doctorate from the University of Iowa. His research areas are in various topics in educational measurement and statistics, including test equating, scaling, linking, reliability, generalizability theory, and item response theory. Dr. Lee is a member of various professional organizations and has served on a board of directors for Korean-American Educational Researchers Association (KAERA) and National Council on Measurement in Education (NCME). He has served as President, Vice President, and General Administrator of KAERA. Dr. Lee was awarded the Outstanding Service Award in 2014 and Outstanding Contribution Award in 2011 by KAERA. He was a recipient of the 2020 Annual

Award for Exceptional Achievement in Educational Measurement, the 2006 Bradley Hanson Award for Contributions to Educational Measurement, and the 2000 Brenda Loyd Outstanding Dissertation Award by NCME. won-chan-lee@uiowa.edu



Jae Hoon Lim is a Professor of Educational Research and teaches qualitative research courses at the University of North Carolina at Charlotte. Dr. Lim's research explores the intersection of gender, race, and class in STEM education and highlights the dialogical process of identity construction across various groups of underrepresented minorities in STEM fields. She has served as PI or co-PI/qualitative evaluator for multiple external grant projects, including a 1.6 million grant from the National Science Foundation and two Department of Defense Grants supporting student veterans in engineering. Her research has been published in the Journal of Educational Psychology, Journal of Higher Education, and Race, Ethnicity, and Education. She is a contributing author to several books published by Oxford University Press, University of California Press, Teachers College Press, and Springer. She served as President of the Korean

American Educational Researchers Association (KAERA) in 2013-2014 and Chair of the KAERA Board of Directors in 2019-2020. jaehoon.lim@unc.edu



Dabae Lee is an assistant professor in the Department of Instructional Technology at Kennesaw State University with an M.S. and Ph.D. in Instructional Technology and an M.S. in Inquiry Methodology at Indiana University. She has received several awards, including the Young Researcher Award, the Emerging Scholar Award, and Outstanding Presentation Awards from the Association of Educational Technology and Communications and the President's Research and Creativity Award from her previous institution. Her research interests center around how to create personalized yet collaborative learning environments by leveraging technology in various educational contexts. dlee159@kennesaw.edu

2021-22 Committee List

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-

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- [Hyemin Han](#), University of Alabama
- [Sheunghyun Yeo](#), University of Alabama
- [Hyunsoo Hur](#), Naval Postgraduate School
- [Min-Young Kim](#), Grand Valley State University

Past KAERA Presidents

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2018 – 2019	Eun-Ok Baek
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2015 – 2016	Dongbin Kim
2014 – 2015	Simon Kim
2013 – 2014	Jae Hoon Lim
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We would like to thank the following individual donors for contributing to the 2022 KAERA Scholarship Program (As of April 18, 2022).

- Okhee Lee
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- Shin Ji Kang
- Kyung Hwa Lee
- Hongwook Suh
- Young Hwang
- Jaekyung Lee
- Seonsook Park
- Jiwon Kim
- Hyunsoo Hur

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the Overseas Koreans Foundation

