

William Allen White
School of Journalism and
Mass Communications

Graduate Handbook

Revised Spring 2017

Ph.D. Program Expectations

Adopted Fall 2015

A Ph.D. program requires a scholarly commitment and persistence unlike any other in education. It tests the bounds of what students know and what they can learn.

General Goals

- Ph.D. students should learn to teach themselves. As educators and life-long learners, they should understand that self-education is the most important tool for continued growth.
- Ph.D. students should conduct research that is meaningful to them. A Ph.D. **student should never be in a position to “hate” his or her research agenda.**
- A Ph.D. student should be an expert in an area of study. Pursuing secondary research is fine but a student needs to fully establish a primary area of research.
- Ph.D. students should receive diverse teaching opportunities. This can include hybrid courses, online courses, survey courses and skills courses.
- Upon graduation, Ph.D. students should have 6-to-13 conference presentations and 3-to-6 publications.
- **A Ph.D. student should develop a “team” of similar researchers or those who** have similar research interests inside and outside the School of Journalism. National, international and interdisciplinary team members are desired.

Coursework

The Ph.D. program requires a total of 56 course credit hours (18 3-hour courses, 1 1-hour statistics laboratory, plus a 1-hour pro-seminar) plus dissertation hours, which are variable. 35 course hours are prescribed, the others are electives. The student takes a 12-hour concentration in one unit outside of Journalism. Students who hold **a master’s in journalism may have this 55-hour requirement adjusted** (a maximum of 18 credits) due to prior course work.

Recommended Plan of Action

First Year

- Complete required coursework (15-18 credit hours):
 - Fall: JOUR 801, JOUR 802, JOUR 901
 - Spring: JOUR 803, JOUR 805, or JOUR 840

Second Year

- Complete required coursework (15-18 credits)
 - JOUR 804
 - JOUR 840
 - JOUR 840 Grant Writing
 - EPSY 710-711 (statistics -- 3 credits, 1-credit lab)

Third Year

- Complete required coursework (15-18 hours)
 - Need 12 hours of Concentration Courses

- JOUR 840 or any JOUR 700-level elective
- Fourth Year
- Complete required coursework (9-18 hours)
 - Dissertation (depending on credit hour needs)

Research Expectations

First Year

- Produce 1-to-2, co-authored (with faculty) conference papers.
- Submit 1-to-2 papers to publication

Second Year

- Produce 1-to-2 co-authored (faculty or student) conference papers
- Produce 1-to-2 solo-authored conference papers
- Submit 1-to-2 co-authored papers to publication
- Submit 1-to-2 solo-authored papers to publication

Third Year

- Produce 1-to-2 co-authored (faculty and student) conference papers
- Produce 2-to-3 solo-authored conference papers
- Submit 1-to-2 co-authored papers to publication
- Submit 2-to-3 solo-authored papers to publication

Fourth Year

- Dissertation should result in 3-to-4 conference papers and publications (generally post-graduation)

Graduation total (not including dissertation)

- 6-to-13 conference papers
- 3-to-6 publications; 6-to-11 publication submissions

Timeline Toward Graduation

Revised Spring 2017

A dissertation, thesis or professional project cannot be completed overnight. The Graduate Studies office has developed a general timeline for completion of coursework, required paperwork, and completion of thesis, dissertation or professional project.

Ph.D. COURSEWORK TIMELINE

- Based on 56-course credit hours: 18 3-hour courses, 1 1-hour statistics laboratory, plus a 1-hour pro-seminar
- Students can earn up to 18 credit hours from previous coursework
- A 12-hour concentration area outside journalism is required
- 12 hours (4 courses) in Journalism 840-level courses is required

First semester: 9 Credits

- JOUR 801 (3) Research I: Theory
- JOUR 802 (3) Research II: Methods
- JOUR 901 (3) Introduction to Doctoral Studies

Second Semester: 9 Credits

- JOUR 803 (3) Survey of Mass Media and Popular Culture
- JOUR 805 (3) Mass Communication Methodology II-Quantitative
- JOUR 818 (3) Advanced Studies in First Amendment (offered every 2 years) or JOUR 840 (3) Journalism Elective

Third Semester: 10 Credits

- PRE 710/711 (4) Introduction to Statistical Analysis
- JOUR 804 (3) MC Methods II – (Qualitative)
- Concentration (3)

Fourth Semester: 9 Credits

- JOUR 840 (3) Journalism Elective
- Concentration (3)
- Elective (3)

Fifth Semester: 9 Credits

- JOUR 840 (3)
- Concentration (3)
- Elective (3)

Sixth Semester: 9 Credits

- JOUR 840 (3)
- Concentration (3)
- Elective (3)
- Comprehensive Exams

Seventh Semester

- Comprehensive Exams (If not completed in Sixth Semester)
- Dissertation

Eighth Semester

- Dissertation

PH.D. AND MASTER'S DEADLINES

Note: If any deadline below falls on a weekend, the deadline is the Friday BEFORE the weekend.

Rolling application process is in use

AUGUST

August 1 for late enrollment to fall semester

First two weeks of fall semester: Completion of requirements for candidates without having to enroll fall semester

SEPTEMBER

1-30 Schedule project presentation or thesis defense

OCTOBER

1-15 Advising: Progress toward degree, see Graduate Advisor.

Course recommendations, project/thesis planning, see Grad Director, IMC Program Coordinator, Committee Chairs or faculty members.

Enrollment for spring semester (usually the week after fall break)

NOVEMBER

1 Application deadline for Spring semester admission

1 Application deadline for Spring GTA and SH positions

15 Last day for master's project presentations or thesis defenses

DECEMBER

1 AFD (Application for Degree) Online Deadline. (December grads only.)

1 Project/Thesis Filing Deadline: Abstract, title page and acceptance pages due to Jammie Johnson, Graduate Advisor.

JANUARY

First two weeks of spring semester: Completion of requirements for candidates without having to enroll spring semester

January 2 for late enrollment to spring semester.

FEBRUARY

1-28 Schedule thesis defense

1 Application deadline for Fall semester admission

MARCH

1 AFD (Application for Degree) Online Deadline. (May grads only)

1 Application deadline for Fall GTA and SH positions

1-15 Advising: Progress toward degree, see Graduate Advisor.

Course recommendations, project/thesis planning, see Grad Director, IMC Program Coordinator, Committee Chairs or faculty members.

Enrollment for summer and/or fall semesters (usually the week after spring break)

APRIL

15 Last day for dissertation, thesis, and professional project defenses

MAY

1 Dissertation/Thesis/Professional Project Filing Deadline: Last day to submit title page, acceptance page, abstract, abstract form and ETD release form to Jammie Johnson, Graduate Advisor

9-13 Final exams

14 J-School Graduation Recognition (Saturday morning)

15 University Commencement, (Sunday afternoon)

JUNE

1-11 Completion of requirements for August candidates without having to enroll summer session

1-15 Schedule final general examination and project presentation or thesis defense

JULY

15 AFD (Application for Degree) Online Deadline. (Summer grads only)

15 Last day for dissertation, thesis and professional project defenses

DISSERTATION, THESIS, PROFESSIONAL PROJECT TIMELINE

Timeline for development of a dissertation, thesis, and professional project includes: Committee development; comprehensive exam defense (for dissertation); dissertation, thesis, or professional project proposal development and defense; dissertation, thesis, or professional project defense; apply for graduation.

Students should begin shopping for committee members upon admittance into the program. Research bios have been provided in the online Handbook. Below is a recommended timeline.

Ph.D. Program (Eight-Semester Timeline)

- Identify a committee chair no later than the third semester of your program.
- During the third or fourth semester, the remainder of the committee from the School of Journalism should be established.
- The outside committee member should be identified by the fifth semester in the program.
- The Ph.D. comprehensive exam should be completed during the sixth or seventh semester in the program.
- The Ph.D. comprehensive exam oral defense should occur no sooner than 10 days following the written exam, but no longer than 30 days after.
- The Ph.D. dissertation proposal should be approved by the committee within 30 days of the successful oral defense of the comprehensive exam.
- The dissertation should be submitted to the committee no less than two weeks prior to its defense.
- Defense of the dissertation should occur no later than May 1 in the Spring and December 15 in the Fall.

Master's Program (Four-Semester Timeline)

- Identify a committee chair no later than the second semester of your program.
- During the second or third semester, the remainder of the committee from the School of Journalism should be established.
- **The master's thesis or professional project proposal should be approved** by the committee during the third semester in the program.
- The thesis or professional project should be submitted to the committee no less than two weeks prior to its defense.
- Defense of the thesis or professional project should occur no later than May 1 in the Spring and December 15 in the Fall.

Directed Study

Adopted Fall 2015

In the graduate program, JOUR 815, JOUR 851 and JOUR 852 act as directed study opportunities for students to work on semester-long projects with faculty members. The directed study allows students to generate creative projects or research outside the confines of a traditional classroom.

JOUR 815, Investigation and Conference, allows students to work on independent research projects with faculty. Examples of JOUR 815 work include an annotative bibliography, designing a research method for the thesis or dissertation, or collecting data to be used for a conference paper. **The outcomes of JOUR 815 work should benefit a student's research agenda.**

JOUR 851 and JOUR 852 are professional skills courses that allow students to gain experience in their media field of study or enhance teaching skills. Examples of JOUR 851 or JOUR 852 work include a series of investigative stories to be published or broadcast professionally, developing an app for media information distribution, or creating a marketing strategy for a non-profit organization.

A proposal for a directed study needs to be approved by the faculty member who has agreed to mentor the student. There are no limitations or restrictions to the directed study project, however, the number of directed studies is limited to one (1). Additional directed study opportunities need to come at the approval of the Associate Dean of Graduate Studies.

Committee Development Guidelines

Adopted Fall 2015

A faculty committee will advise, guide and mentor a graduate student through his or her thesis, professional project or dissertation. The student is provided the autonomy to select his or her committee members. With proper notification, a student can choose to change committee members at his or her discretion.

Selecting Committee Members

When selecting committee members, a student should:

- Select faculty who can assist in developing the thesis, professional project or dissertation. Faculty expertise in a research area or professional subject will benefit the student and the outcomes.
- Select faculty who get along with each other. Students should not be subjected to faculty infighting.
- Select faculty with whom the student knows and respects. Class is where students can learn about faculty work expectations and cooperation.
- **Select a chair who is engaged and interested in the student's work.**
- Consider faculty with different expertise. For a dissertation, for instance, consider a theory expert, a methods expert and perhaps a data expert.
- Ask about availability. If the work is going to occur during the summer, will faculty members be available? A student needs to know beforehand.
- Choose wisely. Students should vet faculty before asking them to serve on the committee.

Guidelines for Committee Members

Thesis/Professional Project

- The three-member thesis committee will consist of one (1) chair and two (2) additional members. The chair must be a tenure-track faculty member of the School of Journalism and Mass Communications. The other members can be faculty from other disciplines outside the School.

Dissertation

- The five-member dissertation committee consists of one (1) chair and four (4) additional members. The chair must be a tenured, graduate faculty member of the School of Journalism and Mass Communications. At least one (1) member must be a faculty member from a discipline outside the School. The remaining committee members can be a blend of tenure-track faculty from inside and outside the School. For committee members from outside the School, a CV or resume is to be submitted to the **School's** Graduate Studies Office.

The committee chair will address conflicts among students and faculty committee members. The chair is the liaison between the student and the committee, and expected to guide the student to a successful defense.

Comprehensive Exam

Adopted Fall 2015

When course work has been completed, the student in good academic standing will complete a written comprehensive exam that requires an oral defense. Generally, doctoral students take the comprehensive exam at the end of the sixth or beginning of the seventh semester of their program. At least five months must elapse between the successful completion of the comprehensive exam and the final dissertation.

Purpose: The comprehensive examination is a culmination of doctoral work. The exam should provide the student an opportunity to develop a clear framework for his or her dissertation. It is major step in developing the dissertation proposal and ultimately the dissertation. A dissertation committee selected by the graduate student will develop the comprehensive exam. After successful defense of the comprehensive exam, the student's program of work, dissertation committee and dissertation topic are submitted to the office of the Associate Dean, Graduate Studies.

Examination/Dissertation Committee: A student's examination/dissertation committee must consist of five members. The committee chair must be a tenured, graduate faculty member of the School of Journalism and Mass Communications. The other four members can be a blend of tenured faculty from the School of Journalism, and from outside the School. Each member should represent an area of concentration approved in his/her program of work (theory, method, journalism and mass communications area of expertise, outside area of expertise). Only approved doctoral graduate faculty members can serve on the committee.

Exam Schedule: All written examinations must be completed within a two-week period. At least 10 business days must elapse between completion of the last written examination and the oral defense. Time elapsed should not exceed one month. Comprehensive exams are scheduled through the graduate adviser.

The Exam: The comprehensive exam will include five sets of questions, one set provided by each of the five examination/dissertation committee members. In consultation with each committee member, the doctoral student will develop an extensive reading list of materials (10 to 20 readings) examining a comprehensive area. Each committee member will write his/her set of questions pertaining to the intellectual domain defined by the reading list. Sets of questions will not be shared with the doctoral student prior to the exam. The committee chair will review all questions and reading lists prior to the exam to assure sufficient depth and breadth in the questions. If any questions arise, the associate dean of graduate studies may be asked to weigh in on the scope and depth of the reading list.

The exam will be taken in five, four-hour sittings during a two-week period of time, using a computer and a room provided by the School of Journalism and Mass Communications. A student may come to an exam with one page of notes each day (12-point, Times New Roman, 1-inch margins, 1 side = 1 page), but otherwise no books, journals, electronic storage devices, phones, laptops, tablets, or other ancillary materials. Students are allowed to bring a pen or pencil, blank paper, a dictionary and/or thesaurus, and reasonable comfort items (drinks, snacks, sweatshirt, etc.).

Students can expect to write between 6-12 pages for each exam question. Citations of previous work are expected.

Exam Defense: Students must pass and orally defend all five of the written exams to their dissertation committee, and before they are allowed to go forward with the dissertation proposal. The dissertation committee can assign a result of **“satisfactory,” “unsatisfactory” or “satisfactory with honors.”** The Graduate School allows students to retake failed written questions one time. Three months must elapse between the original exam and the retaking of the failed portion.

Upon successful completion of the comprehensive exam, students are required to be continuously enrolled. The university requires a minimum enrollment of six credits in the fall, six credits in the spring and three credits in the summer. ABD students enroll in JOURN 999 Research to fulfill the continuous enrollment requirement.

Dissertation/Thesis Guidelines

Revised Spring 2017

Dissertation Guidelines

A dissertation should be the culmination of course work completed in the School of Journalism and Mass Communications by a doctoral student. A dissertation is theoretically based, scientific research directed and critiqued by an academic committee selected by the graduate student.

Dissertation Proposal: The proposal consists of the first three chapters of the dissertation and outlines the capstone research to be conducted as part of completion of the doctoral degree. The proposal must be presented to the **student’s academic committee, and formally defended in front of that committee** before the start of primary data collection. The proposal includes:

- An introduction that outlines the problem that will be examined, the purpose and importance of the research, a brief introduction of the theory and

methods used in the study, and an overview of the dissertation's chapters. (12-15 pages)

- An exhaustive literature review outlining the previous research conducted on the subject, an extensive explanation of the theory being used in the study, and research questions and/or hypotheses that the dissertation will address. (30-40 pages)

- A methodology of the data being used in the study. As applicable to the research method used in the study, the methodology will include but may not be limited to the sample and how it will be collected, operationalization of definitions used in the study, measurements used in the study, timeline for gathering/analyzing data, and other materials pertaining to the validity of the data collection. The methodology is the most important aspect of research design. Be thorough in explaining plans for data collection. Fail in the methodology and the research fails. (15-20 pages)

- A plan of action will outline the timetable for the dissertation, beginning with a proposal defense date and ending with a dissertation defense. Be specific with dates about data collection, writing the results and conclusions. (1-2 pages)

- References of all materials used in the proposal (pages as needed)

- Dissertation proposal total: About 60-80 pages (+ references)

NOTE: The dissertation proposal generally will be presented and defended following successful completion of the comprehensive exams. The proposal and comprehensive exams may be defended at the same time.

Dissertation: The dissertation consists of five chapters: the introduction, literature review, and methods, each revised in accordance with committee recommendations; and the results and discussion/conclusion chapters. The complete dissertation must be **presented to the student's academic committee**, and formally defended in front of that committee. The dissertation includes:

- A revised introduction. (12-15 pages)

- A revised literature review. (30-40 pages)

- A revised methodology. (15-20 pages)

- Results of the research that answers the research questions or addressed the hypotheses. Analysis of data should be explained. A clear understanding and summation of the results are to be included. Charts, tables and graphs are to be included in the results section. (15-20 pages)

- A discussion provides context to the results and explains why the results are what they are. The discussion can also introduce additional results that are not addressed by the RQs or Hs. The discussion should circle back to the literature review and explain how and why this study added to the theory, and

the practical implications. The discussion should incorporate the results of the current study into the results from previous work. The author should be able to contextualize what it all means to the larger research. The discussion should **include the study's limitations and questions for future research. (15-20 pages)**

- Conclusions summarize the key points of the research and its implications. (5-10 pages)

- References of all materials used in the proposal. (pages as needed)

- Dissertation total: about 100-125 pages (+ references)

NOTE: Page numbers are rough estimates. Actual length of each dissertation **chapter will vary depending on each student's research** questions and research approach.

KU Thesis and Dissertation Formatting Guidelines: <http://guides.lib.ku.edu/etd>

Thesis Guidelines

A thesis should be the culmination of course work completed in the School of Journalism and Mass Communications by a student in the MSJ program. A thesis is theoretically based, scientific research directed and critiqued by an academic committee selected by the graduate student.

Thesis Proposal: The proposal outlines the capstone research to be conducted as part of **completion of the Master's degree. The proposal must be shared with the student's academic committee, and approved by that committee before the start of primary data collection.** The proposal includes:

- An introduction that outlines the problem that will be examined, the purpose and importance of the research, a brief introduction of the theory and **method used in the study, and an overview of work's chapters. (5-10 pages)**

- An exhaustive literature review outlining the previous research conducted on the subject, an extensive explanation of the theory being used in the study, and research questions and/or hypotheses. (20-25 pages)

- A methodology of the data being used in the study. The methodology will include the sample and how it will be collected, operationalization of definitions used in the study, measurements used in the study, timeline for gathering/analyzing data, and other materials pertaining to the validity of the data collection. The methodology is the most important aspect of research design. Be thorough in explaining plans for data collection. Fail in the methodology and the research fails. (5-10 pages)

- A plan of action will outline the timetable for the thesis, beginning with a proposal approval date and ending with a thesis defense. Be specific with dates about data collection, writing the results and conclusions. (1-2 pages)

- References of all materials used in the proposal (pages as needed)

- Thesis proposal total: About 30-45 pages (+ references)

Thesis: The thesis consists of five chapters: the introduction, literature review, and methods, each revised in accordance with committee recommendations; and the results and discussion/conclusion chapters. The complete thesis must be **presented to the student's academic committee**, and formally defended in front of that committee. The thesis includes:

- A revised introduction. (5-10 pages)

- A revised literature review. (20-25 pages)

- A revised methodology. (5-10 pages)

- Results of the research that answers the research questions or addressed the hypotheses. Analysis of data should be explained. A clear understanding and summation of the results are to be included. Charts, tables and graphs are to be included in the results section. (7-10 pages)

- A discussion provides context to the results and explains why the results are what they are. The discussion can also introduce additional results that are not addressed in by the RQs or Hs. The discussion should circle back to the literature review and explain how and why this study added to the theory, and the practical implications. The discussion should incorporate the results of the current study into the results from previous work. The author should be able to contextualize what it all means to the larger research. The discussion should **include the study's limitations and questions for future research.** (10-15 pages)

- Conclusions summarize the key points of the research and its implications. (3-5 pages)

- References of all materials used in the proposal. (pages as needed)

- Thesis total: about 50-75 pages (+ references)

NOTE: Page numbers are rough estimates. Actual length of each thesis chapter **will vary depending on each student's research questions** and research approach.

KU Thesis and Dissertation Formatting Guidelines: <http://guides.lib.ku.edu/etd>.

Thesis style guide: <http://journalism.ku.edu/thesis-information>

Conference Paper/Publication Options

Adopted Fall 2015

Ph.D. students are expected to present 6-to-13 conference papers and publish 3-to-6 research papers upon graduation from the program. Each paper presented at conference should be viable for publication. Here is a list of common conferences and publications that accept journalism and mass communications research.

MAIN CONFERENCES

Association for Education in Journalism and Mass Communication (AEJMC)
AEJMC is a major conference. It's the most prominent and prestigious conference among journalism and mass communication researchers. There are 28 divisions and interest groups that accept papers for the annual August conference. AEJMC also hosts regional conferences.

Paper submission deadline: April 1

www.aejmc.org

International Communication Association (ICA)

ICA is also a major conference. Because it's an international conference, it is held outside North American every few years. ICA has 28 divisions and interest groups covering a variety of research areas. The annual conference is either Memorial Day (if located in North American) or in early June.

Paper submission deadline: November 1

<https://www.icaheadq.org>

National Communication Association (NCA)

NCA is a top-flight conference that accepts papers in 48 divisions and interest groups. The NCA conference is in late November, and provides an opportunity to present papers in a large variety of communication disciplines, including Communications and Aging, Game Studies, Spiritual Communication, and Theatre, Film, and New Multi-Media.

Paper submission deadline: Late March

<http://www.natcom.org>

OTHER CONFERENCES

International Association for Media and Communication Research (IAMCR)
IAMCR accepts extended abstracts instead of papers. If the abstract is accepted, the paper must be complete before the conference. The conference is usually in July and at an international site. In 2015, Montreal was the first North American city to host the conference.

Abstract submission deadline: Usually November

<http://iamcr.org>

American Academy of Advertising (AAA)

AAA's conference is hosted by a U.S. city, usually in March. It also has a doctoral dissertation competition.

Paper submission deadline: Early October

<http://www.aaasite.org>

Broadcast Education Association (BEA)

BEA's April conference is always in Las Vegas. It features 17 divisions and interest groups. BEA also hosts regional conferences.

Paper submission deadline: Dec. 1

<http://www.beaweb.org/wp/>

World Association for Public Opinion Research (WAPOR)

WAPOR's conference varies between May and September. The conferences are in North America and international. WAPOR has 16 topic areas for paper submission.

Paper submission deadline: November

<http://wapor.org>

American Journalism Historians Association (AJHA)

AJHA is the leading organization that accepts historical research in journalism and mass communications. It accepts papers and research-in-progress abstracts.

AJHA's annual conference is in October.

Paper/Abstract submission deadline: Mid-May

<https://ajha.wildapricot.org>

Regional conferences include the Midwest Association for Public Opinion Research (MAPOR), Central States Communication Association (CSCA), and AEJMC mid-winter conference.

LIST OF PUBLICATIONS

√ **Journalism & Mass Communication Quarterly** (<http://jmq.sagepub.com>)

√ **Journalism & Mass Communication Educator** (<http://jmc.sagepub.com>)

√ **Newspaper Research Journal** (<http://nrj.sagepub.com>)

√ **Journal of Sports Media** (<http://www.nebraskapress.unl.edu/product/Journal-of-Sports-Media,673232.aspx>)

√ **Communication & Sport** (<http://com.sagepub.com>)

√ **Journal of Communication**
([http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1460-2466](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1460-2466))

√ **Human Communication Research**
([http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-2958](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-2958))

- √ **Communication Theory** ([http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-2885](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-2885))
- √ **Journal of Computer-Mediated Communication**
([http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1083-6101](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1083-6101))
- √ **Communication, Culture & Critique**
([http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1753-9137](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1753-9137))
- √ **Journalism Practice** (http://www.tandfonline.com/loi/rjop20#.Vh_259YyC-I)
- √ **Critical Studies in Media Communication**
(http://www.tandfonline.com/loi/rcsm20#.Vh_2_NYyC-I)
- √ **Political Economy of Communication** (<http://www.polecom.org/index.php/polecom>)
- √ **Journal of Broadcasting and Electronic Media**
(http://www.tandfonline.com/loi/hbem20#.Vh_3NNYyC-I)
- √ **Journal of Advertising Research** (<http://www.journalofadvertisingresearch.com>)
- √ **Public Relations Journal**
(https://www.prsa.org/Intelligence/PRJournal/#.Vh_3kNYyC-I)
- √ **Journal of Public Relations Research**
(http://www.tandfonline.com/loi/hpr20#.Vh_339YyC-I)
- √ **Communication Quarterly** (http://www.tandfonline.com/loi/rcqu20#.Vh_3-dYyC-I)
- √ **Journal of Media Business Studies**
(http://www.tandfonline.com/loi/romb20#.Vh_4EdYyC-I)
- √ **Journalism: Theory, Practice and Criticism** (<http://jou.sagepub.com>)
- √ **International Journal of Communication** (<http://ijoc.org/index.php/ijoc>)
- √ **Journalism Studies** (http://www.tandfonline.com/loi/rjos20#.Vh_4ctYyC-I)

Job Search Tips

Adopted Fall 2015

A graduate student's job search should begin at least nine months prior to completion of degree and graduation. Ph.D. students will be equipped to earn a tenured-track position at a Research I institution where the teaching load is 2-and-2 (2 classes each semester). Tenured-track positions generally require a workload distribution of 40% teaching, 40% research, 20% service.

A non-Research I institution will require a 3-and-3 or 4-and-4 teaching load and may or may not be a tenured-track position. The research requirement is greatly diminished but research will still be required. The workload distribution is generally 60% teaching, 20% research, 20% service.

Rarely are master's graduates offered tenured-track positions. The master's degree allows a student to teach at most universities (Research I and non-Research I) as an instructor or adjunct instructor.

Academic conferences are great networking opportunities that lead to employment. These events should be used to network with faculty at desirable universities and with those of similar research interests. Some tips:

- You are shopping for a career. Be outgoing, respectful and interested in the work of others.
- Have your faculty introduce you to people you want to meet or people from desirable universities.
- Generously hand out business cards. Also, collect business cards from those of interest.
- Attend conference sessions of interest, and engage those with similar research interests.
- **Researchers that you've cited in your research might be at the conference.** Approach them and discuss their work. If asked, discuss your work.
- Take copies of your curriculum vitae (CV) with you to the conference.
- Some conferences host job interview sessions. Sign-up for interviews with desired universities. Take a CV to the interview.
- Act and dress professionally. Be a desirable candidate. Faculty members are always searching for good colleagues. Get on their radar.

JOB SEARCH SITES

Job boards are good places to start when searching for a tenured-track position. The Association for Education in Journalism and Mass Communication (AEJMC) hosts one of the most popular job sites. AEJMC is the most prominent and prestigious academic organization in our field. Any job worth having is advertised in the AEJMC Newsletter and on its website (<http://www.aejmc.com/jobads/>).

The International Communication Association is another highly respected and prominent organization. It also has an online job board (<https://www.icaheadq.org/networking/opportunities.asp>).

The Chronicle of Higher Education provides a job board but it's more expansive than AEJMC or ICA. However, there is a search option that will help narrow the offerings (https://chroniclevitae.com/job_search/new?cid=chenav).

The National Communication Association hosts Communication, Research, and Theory Network (CRTNET). Subscribers receive daily emails on a variety of subjects, including job postings (<https://www.natcom.org/crtnet/>).

JOB APPLICATION PROCESS

Provided by Associate Professor Tien-Tsung Lee

- 1) Cover letter: Clear, concise, try to keep to one page
 - a. Discuss how you fit the job description advertised
 - b. Highlight research and teaching
 - c. Include research agenda and long-term goals
- 2) Curriculum Vitae
 - a. Provide education, teaching experience (list courses), published research and conference papers presented
 - b. Do not mix journal articles and book chapters
 - c. Include professional work (previous resume)
- 3) Research statement (**What's your research** program/theme?)
- 4) Teaching statement (Plus evidence of teaching effectiveness)
- 5) References (typically three)
- 6) Some programs ask for writing samples

Making the Short List

- 1) Phone interview questions
 - a. Traditional questions
 - i. Your research interests
 - ii. Teaching interests
 - iii. Your dissertation
 - iv. What you know about our program, etc.\
 - b. Personality test
 - i. Are you a good listener?
 - ii. Are you organizer?
 - iii. Are you a problem-solver?
 - iv. Are you a good colleague?

2) Committee members will call references or request reference letters. **Be sure to notify references that they've been listed.**

Finalists/Interviews

- 1) Finalists will provide a teaching presentation
- 2) Finalists will provide a research presentation
- 3) Usually a city tour with a real estate agent will be included
- 4) Exit interview (usually with committee or Dean or Chair)

Be Prepared

- 1) Have you done your homework about us (memorize names, connections, research interests and major publications)
- 2) Which of our classes do you want to teach?
- 3) What research projects are you working on right now?

- 4) Will you finish your dissertation soon?
- 5) Questions to ask
 - a. Tenure (research) expectations
 - b. Teaching load
 - c. Service load
 - d. Working with graduate students
 - e. Retirement benefits
 - f. Health insurance (when does it start?)
 - g. Parking on campus
 - h. Housing
 - i. Office equipment
 - j. Research support (travel funding, research assistant, hardware and software)
 - k. Where do your students get jobs?
 - l. What your students are like?

Additional Tips

- 1) If you only want to teach graduate classes/students, or non-skill classes, the interview is over. As a new faculty member, you do not have the right to make such demands.
- 2) **You are watched by every one all the time. Don't get drunk. Don't order room service.**
- 3) Dress professionally.
- 4) **The "lunch test."** Are you someone others would invite to lunch?
- 5) Are you a good colleague?
- 6) Do you get along with our graduate and undergraduate students?

Research Faculty Bios

Hyejin Bang, Ph.D., Assistant Professor

Hyejin Bang's research examines how digital technologies influence the way people perceive, process, and evaluate branded messages. Also, her research investigates the effect of discrete emotions (e.g., sadness, fear, awe, relief) on persuasion. She received her master's degree from the University of Texas, and her doctoral degree from the University of Georgia.

Key words: Digital technologies, digital advertising, human emotions.

<http://journalism.ku.edu/hyejin-bang>

Barbara Barnett, Ph.D., Professor

Barbara Barnett conducts research on media, gender, and violence, and her work has examined media coverage of both perpetrators and victims of violence. Additionally, she is working on studies about post-traumatic stress among journalists and the military. She received her master's degree from Duke University

and her doctoral degree from the University of North Carolina-Chapel Hill. She previously worked in health communications and has worked in Africa, Asia, and Latin America.

Key words: Gender, violence, feminist theory, qualitative methods, framing, narrative theory

<http://journalism.ku.edu/barbara-barnett>

Genelle Belmas, Ph.D. Associate Professor

Genelle Belmas is News and Information Track Chair. Belmas' research centers on First Amendment jurisprudence. Her current areas of research interest are the law of the American flag, anonymity law, judicial election campaign finance, and censorship of the scholastic press (particularly junior high and high school student journalists). Secondly, she is interested in media ethics, particularly the intersections between media law and ethics, and is working on a research project on the prisoners' dilemma and journalism education. She is also working on a project on the censorship of citizen health blogs by state agencies.

Key words: First Amendment, media law, media ethics, American flag, scholastic journalism, censorship, anonymous speech

<http://journalism.ku.edu/genelle-belmas>

Peter Bobkowski, Ph.D., Associate Professor

Peter Bobkowski studies how young people use the media, particularly social media, and how these media affect them. His primary research interest is the sharing of information in social media. He has studied this phenomenon using a variety of content: news, politics, religion, and sexual self-disclosure. His secondary research focus is journalism education in secondary schools (i.e., scholastic journalism), with an emphasis on the outcomes of journalism education, particularly civic engagement and academic achievement.

Key words: Media use, media effects, social media, information sharing, electronic word-of-mouth (eWOM), scholastic journalism, civic engagement

<http://journalism.ku.edu/peter-bobkowski>

Yvonne Chen, Ph.D., Associate Professor

Yvonne Chen's research focuses on designing and implementing health promotion activities to improve underserved populations' health decision-making process and behavior. She has explored research topics--including nutrition, sex education, tobacco use, alcohol abuse, sugar-sweetened beverage consumption--with her intramural and extramural funded grant projects.

Key words: Health communication, health promotion, media literacy, underserved populations, tobacco, alcohol, nutrition, sugar-sweetened beverage, sex education

<http://journalism.ku.edu/yvonne-chen>

Jerry Crawford II, Ph.D., Associate Professor

Jerry Crawford II is the Faculty Fellow for Diversity and Equity for the University, where he works along with the Vice Provost for Diversity & Equity to help KU increase diverse recruitment, retention and department climate. His research examines the governance and accreditation of journalism units at Historically Black Colleges and Universities. His articles have appeared in publications such as *Journalism & Mass Communication Educator* and the *Journal of Research Initiatives*, published by Fayetteville State University's School of Education and Office of Research Initiatives. Dr. Crawford received a B.S. in Mass Communications from Virginia Commonwealth University, his Master's in Education from Virginia State University and his doctorate in Mass Media Studies from Howard University.

Key words: Accreditation, Historically Black Colleges & Universities, Assessment, Governance, Diversity and Inclusion

<http://journalism.ku.edu/jerry-crawford-ii>

Joseph Erba, Ph.D. Assistant Professor

Joseph Erba's primary area of research explores (1) the effects media representations of marginalized groups, mainly racial/ethnic minorities and/or low-income populations, can have on perceptions about and self-perceptions of members of these groups, and (2) the development of identity-based, culturally relevant messages to enhance communication with marginalized groups. Erba's secondary area of research focuses on media literacy and intercultural competence, as well as strategic communication in higher education. He uses both quantitative and qualitative research methods.

Key words: Strategic communication; multicultural communication; race/ethnicity; media effects; stereotypes; identity

<http://journalism.ku.edu/joseph-erba>

Mugur Geana, Ph.D., Associate Professor

Dr. Mugur Geana conducts research in health communication, with emphasis on health promotion and disease prevention to underserved populations, as well as the development and testing of novel communication technologies addressing the delivery of tailored health news and information.

He currently focuses on research targeting cancer screening and societal attitudes about people living with chronic pain. He collaborates with researchers from KUMC as well as with nonprofit organizations. Dr. Geana is open to assist with any quantitative, qualitative or experimental research proposals focused on underserved populations through the Center for Excellence in Health Communication to Underserved Populations (CEHCUP).

Key words: Health communication, tailored news, pain, cancer, minorities, health promotion, disease prevention

<http://journalism.ku.edu/mugur-geana-0>

Jimmy Gentry, Ph.D., Professor

Jimmy Gentry is the Clyde M. Reed Teaching Professor. Gentry's research focuses primarily on the culture and economics of college sports, as well as entrepreneurship and organizational change. His secondary areas include investor relations and financial literacy.

Key words: Economics, college sports, entrepreneurship, organizational change
<http://journalism.ku.edu/james-gentry>

David Guth, Associate Professor

David Guth's research interests fall into three areas: crisis communications, political communications and environmental history. Environmental history is an exploration into the social, economic, political and cultural factors of a particular culture or event. For example, he recently published book that is a comprehensive look at the decision to build the Chesapeake Bay Bridge in Maryland, as well as the effects it has had on the state since its opening in 1952. Currently, he is writing a book about the region once known as the Dust Bowl (Oklahoma, Kansas, Colorado and Nebraska) and the role local media have in maintaining a sense of community cohesion at a time the region's population is dwindling.

Keywords: Crisis communication, litigation public relations, emergency management, politics, journalism history, Dust Bowl
<http://journalism.ku.edu/david-guth>

Tien-Tsung Lee, Ph.D., Professor

Tien-Tsung Lee's research focuses on various aspects of ideology. He studies the differences between liberals and conservatives, including their attitudes toward disadvantaged groups, political/social issues, and news media. Lee also examines media effects in terms of political knowledge and attitudes toward racial and gender minorities. He mainly use quantitative methods.

Key words: Ideology, media trust/credibility, liberals and conservatives, racial and gender minorities
<http://journalism.ku.edu/tien-tsung-lee>

Charles Marsh, Ph.D., Professor

Charles Marsh is the Oscar Stauffer Professor of Journalism and Mass Communications at the University of Kansas. His primary areas of research involve public relations, ethics and classical rhetoric. His current research interests involve exploring the biological, philosophical and rhetorical foundations of the social harmony paradigms of public relations (as opposed to approaches based on conflict and competition). Areas of secondary interest include crisis communication and public relations history.

Key words: Public relations, rhetoric, ethics, philosophy, evolutionary biology, evolutionary psychology, crisis communication, history

<http://journalism.ku.edu/chuck-marsh>

Lisa McLendon, Ph.D., Lecturer

Lisa McLendon's primary area of research is language attitudes: the judgments people make based on others' use of language, both written and spoken. Her secondary area of research is error hierarchy: looking at which nonstandard language usages, in both speech and writing contexts, are considered more or less serious than others.

Key words: Language, linguistics, sociolinguistics, grammar, pronunciation, writing
<http://journalism.ku.edu/lisa-mclendon>

Scott Reinardy, Ph.D., Professor

Scott Reinardy is Associate Dean of Graduate Studies, and the Malcolm Applegate Professor in News Management and Editing. His primary research interests include the examination of stress and burnout of journalists, organizational change in newspaper newsrooms, newsroom layoff survivors, and newspaper management. His secondary research area includes the ethical development of journalists, sports journalism, and experiential education. Reinardy does quantitative and qualitative research.

Key words: Journalists' burnout, organizational change, layoff survivors, newspaper management
<http://journalism.ku.edu/scott-reinardy>

Hyunjin Seo, Ph.D., Associate Professor

Hyunjin Seo's research interests lie at the intersection of digital media, international communication, and strategic communication. Specifically, Seo's research program focuses on identifying emerging properties of networked communication and understanding their implications for social change, collective action, and civic engagement. Seo has conducted research on how social collaborative networks, often facilitated by digital communication technologies, catalyze social movements and address social issues at local, national, and international levels. Her research considers three interrelated core topics: network-facilitated political and social movements; structure of digital communication networks; and credibility in social media content.

Key words: Digital media, social media, social change, political/social movements, credibility online
<http://journalism.ku.edu/hyunjin-seo>

Max Utsler, Ph.D., Associate Professor

Max Utsler's primary research interests include: sports journalism, sports marketing, TV sports rights fees and college athletic department budgets. His secondary interests include: Negro Leagues baseball, the business of media and television news.

Key words: Image repair in sports, high school football and basketball recruiting, social media marketing in sports, Super Bowl advertising, NASCAR marketing
<http://journalism.ku.edu/max-utsler>

Hong Tien Vu, Ph.D., Assistant Professor

Hong Tien Vu is interested in international communication with a special focus on climate change and media. For example, he looks at how the media from the U.S. and various countries portray climate change; what macro factors shape climate change coverage; and what effects that coverage has on the public. His second research area is on changes in newsroom practices amid the rise of technological innovations. His work has focused on the changing gatekeeping role as the journalism industry is adapting to the technological evolution.

Key words: Climate change; Media; Technological changes; Gatekeeping role
<http://journalism.ku.edu/hong-tien-vu>