William Allen White School of Journalism and Mass Communications

Graduate Handbook

Revised Fall 2021

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Ph.D. Program Expectations
Adopted Spring 2018; Revised Fall 2021

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 lifelong 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 become 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 our School. National, international and interdisciplinary team members are desired.

Each graduate student should take responsibility for understanding the pathway to timely graduation. Our graduate advisers and faculty are here to guide and assist you -- but please be sure to understand such important matters as the general timetable and the formation of a dissertation or thesis committee that meets School and University requirements.

Coursework
The Ph.D. program requires a total of 46 course credit hours (7 3-hour core Journalism courses, 1 4-hour statistics class with a lab, a 1-hour pro-seminar (JOUR 901) each fall semester, a 12-hour concentration outside the School, plus dissertation hours, which are variable. 40 course hours are prescribed, the others (6 credits) are Journalism electives. Students who hold a master's in journalism may have the 46-hour requirement adjusted based on prior completed course work (up to 6 credits in electives). *Note: Students will have flexibility in choosing the courses for concentration BUT should discuss their concentration area with their advisor in advance.*

Recommended Plan of Action
First Year
- Complete required coursework (15-18 credit hours):
    - Fall: JOUR 801, JOUR 802, JOUR 901 (1 credit), One (1) concentration area class

- Spring: JOUR 803, JOUR 805, JOUR 806 or JOUR 807 (whichever is offered)

Second Year
- Complete required coursework (15-20 credits)
  - JOUR 901 (1 credit)
  - JOUR 804
  - JOUR 806 or JOUR 807 (whichever is offered)
  - EPSY 710-711 (statistics -- 3 credits, 1-credit lab)
  - Two (2) courses in concentration area
  - One (1) elective
  - Comprehensive exams -- second summer in the program (or second spring semester if eligible)

Third Year
- Complete required coursework (15-18 hours)
  - JOUR 901 (1 credit)
  - One (1) course in concentration area
  - One (1) elective
  - Dissertation (depending on credit hour needs)

General 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

- 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
- A recent assistant professor search/hiring process within our School identified 8 candidates who had successfully defended their dissertation in recent months or would defend it within the next few months. Those

candidates/finalists had an average of 2.75 journal articles (range 1-6) and 14.25 significant conference papers (range 6-25).

Timeline Toward Graduation
Revised Spring 2021

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 46-course credit hours: 7 3-hour courses, 1 4-hour statistics class with lab, a 1-hour pro-seminar (JOUR 901) each fall semester, plus dissertation hours, which are variable.
- Students can earn up to 6 credit hours from previous master's coursework
- A 12-hour concentration area outside journalism is required
- 6 hours (2 courses) in Journalism electives

First semester: 10 Credits
- JOUR 801 (3) Media Communication Theories
- JOUR 802 (3) Media Communication Methods
- JOUR 901 (1) Introduction to Doctoral Studies
- One concentration course (3)

Second Semester: 9 Credits
- JOUR 803 (3) Research in Action
- JOUR 805 (3) Mass Communication Methodology II-Quantitative
- JOUR 806 (3) Preparing College Teachers or JOUR 807 (3) Research Funding (whichever is offered)

Third Semester: 11 Credits
- JOUR 901 (1) Introduction to Doctoral Studies
- PRE 710/711 (4) Introduction to Statistical Analysis
- JOUR 804 (3) MC Methods II – (Qualitative)
- One (1) concentration (3)

Fourth Semester: 9 Credits
- JOUR 806 (3) Preparing College Teachers or JOUR 807 (3) Research Funding (whichever is offered)
- One (1) concentration (3)

- One (1) elective (3)

Fifth Semester: Remaining Credits
- JOUR 901 (1) Introduction to Doctoral Studies
- One (1) concentration (3)
- Comprehensive Exams

Sixth Semester: Remaining Credits
- One (1) elective (3)
- 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

- **1**: Late enrollment to fall semester
- **First two weeks of fall semester**: Completion of requirements for master's and doctoral candidates without having to enroll fall semester

SEPTEMBER

- **1-30**: Schedule project presentation, thesis defense, comprehensive exam or dissertation defense

OCTOBER

- **1-15**: Advising: Progress toward degree and course recommendations, see graduate advisor or IMC program coordinator. Enrollment for spring semester (usually the week after fall break)

NOVEMBER

- **1**: Early master's and International Application deadline for spring semester admission
- **1**: Application deadline for spring GTA and SH positions
- **15**: Last day for project/thesis/capstone/comprehensive exams/dissertation defenses

DECEMBER

- **1**: Application for graduation (AFG) online deadline. (December grads only)
- **1**: Last day for project/thesis/capstone/comprehensive exams/dissertation defenses
- **15**: PhD application deadline for fall semester admission
- **Last day of classes**: Project/thesis/dissertation 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 master's and doctoral candidates without having to enroll spring semester
- **2**: Late enrollment to spring semester
- 2: Early master's and international spplication deadline for fall semester admission

FEBRUARY

- **1-28**: Schedule project presentation, thesis defense, comprehensive exam or dissertation defense

MARCH

- **1**: Application for graduation (AFG) online deadline. (May grads only)
- **1**: Application deadline for fall GTA and SH positions
- **1-15**: Advising: Progress toward degree and course recommendations, see graduate advisor or IMC program coordinator. Enrollment for summer and/or fall semesters (usually the week after spring break)

MAY

- **1:** Last day for project/thesis/capstone/comprehensive exams/dissertation defenses
- **Last day of classes:** Project/thesis/dissertation filing deadline: Abstract, title page and acceptance pages due to Jammie Johnson, graduate advisor

JUNE

- **First two weeks of summer semester:** Completion of requirements for August master's and doctoral candidates without having to enroll summer session

- **1-15**: Schedule project/thesis/capstone/comprehensive exams/dissertation defenses

JULY

- **15**: Last day for project/thesis/capstone/comprehensive exams/dissertation defenses
- **15**: Application for graduation (AFG) online deadline. (Summer grads only)
- **Last day of classes**: Project/thesis/dissertation filing deadline: Abstract, title page and acceptance pages due to Jammie Johnson, graduate adviso

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 thinking about committee members upon admittance into the program. Research bios have been provided in this Handbook and also appear on the School website. Below is a recommended timeline.

Ph.D. Program (Six-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 and Mass Communications should be established. The majority of committee members must be tenured or tenure-track faculty in the School of Journalism and Mass Communications. Committees generally include five members but can be larger. Each committee must include a Graduate Studies Representative. The Graduate Studies Representative must be a member of KU's graduate faculty who is authorized to serve on doctoral committees by a KU department or school other than the School of Journalism and Mass Communications. All committee members should be members of the KU's graduate faculty authorized to serve on doctoral exams.
- The Graduate Studies Representative should be identified by the fourth semester in the program.

- The Ph.D. comprehensive exam should be completed early in the fifth semester of 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 1 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 and Mass Communications should be established. All committee members must be members of the graduate faculty authorized to serve on master's examinations. The majority of committee members must be tenured or tenure-track faculty in the School of Journalism and Mass Communications. As long as the majority requirement is met, additional committee members may be, but need not be, members of the candidate's department or program.
- 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 Assistant Dean for Graduate Studies.

Committee Development Guidelines
Adopted Fall 2015; Revised Spring 2021

A faculty committee will advise, guide and mentor a graduate student through his or her thesis, professional project or dissertation. The student is provided some 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. A committee chair can assist with this process.

- 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, we strongly recommend considering 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. All committee members must be members of the graduate faculty authorized to serve on master's examinations. The majority of committee members must be tenured or tenure-track faculty in the School of Journalism and Mass Communications. As long as the majority requirement is met, additional committee members may be, but need not be, members of the candidate's department or program.

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. Each committee must include a Graduate Studies Representative. The Graduate Studies Representative must be a member of KU's graduate faculty who is authorized to serve on doctoral committees by a KU department or school other than the School of Journalism and Mass Communications. The remaining committee members can be a blend of tenured or tenure-track faculty from inside and outside the School, but a majority of committee members must be tenured or tenure-track faculty within the School of Journalism and Mass Communications. For committee members from outside the School, a CV or resume is to be submitted to the School's Graduate Studies Office. All committee members should be members of the KU's graduate faculty authorized to serve on doctoral exams. As long as these conditions are met, the committee may include more than five members. The School's Graduate Studies Office can offer guidance on which faculty members qualify for inclusion.

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 in accordance with the guidelines specified in this Handbook, which reflect the guidelines of KU's Office of Graduate Studies, 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 School's Graduate Studies Office.

Examination/Dissertation Committee: Again, a student's examination/dissertation committee must consist of at least 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 or tenure-track faculty from inside and outside the School, but a majority of committee members must be tenured or tenure-track faculty within the School of Journalism and Mass Communications. Each committee must include a Graduate Studies Representative. The Graduate Studies Representative must be a member of KU's graduate faculty who is authorized to serve on doctoral committees by a KU department or school other than the School of Journalism and Mass Communications. As long as these conditions are met, the committee may include more than five members. All committee members should be members of the KU's graduate faculty authorized to serve on doctoral exams. 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 area. 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. See that policy here: https://policy.ku.edu/graduate-studies/doctoral-oral-exams
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 (for GTA students). Students who do not have a GTA/GRA assignment must be enrolled in nine hours. ABD students enroll in JOURN 999 Research to fulfill the continuous enrollment requirement. See that policy here: *https://policy.ku.edu/graduate-studies/doctoral-candidacy*

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 generally consists of five chapters: the introduction, literature review, and methods, each revised in accordance with committee recommendations; and the results and discussion/conclusion chapters. Other organizational schemes may be more appropriate for some topics. 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 in accordance with the guidelines in this Handbook, which reflect the guidelines of KU's Office of Graduate Studies,

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 generally consists of five chapters: the introduction, literature review, and methods, each revised in accordance with committee recommendations; and the results and discussion/conclusion chapters. Other organizational schemes may be more appropriate for some topics. The complete thesis must be presented to the student's academic committee and formally defended in front of that committee. The thesis generally 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

Research Guidelines
Adopted Spring 2018

Research is an important aspect of the Ph.D. program in the William Allen White School of Journalism and Mass Communications. Throughout the program, students will have the opportunity to contribute to the field of journalism and mass communications through scholarly activities such as conducting original research studies, presenting at scholarly conferences, and serving as research assistants to faculty scholars.

To maintain the integrity of our program, all student scholars must complete the required training offered by The University of Kansas Office of Research. These guidelines are not a substitute for the information provided by this university-wide resource but will supplement what the university has established. (View IRB guidelines on the Human Research Protection Program (HRPP) website.)

The guidelines are designed to provide a quick overview of the expectations established for student scholars in the William Allen White School of Journalism and Mass Communications.

If at any time you have questions about your role as a researcher or any aspect of conducting original research at KU, contact your adviser, faculty mentor, project sponsor or the Institutional Review Board.

Violations
Any student who violates the guidelines established here are subject to disciplinary action as outlined in The University of Kansas' *Code of Student Rights and Responsibilities* and other policies governing research activities.

Additionally, the William Allen White School of Journalism and Mass Communications reserves the right to suspend any and all research activities of the student scholar to minimize risk or harm to the study's participants, the community, the School, the university, and its faculty, staff and students.

Research Protocol
Expectations of School of Journalism and Mass Communications Graduate Students

- All graduate student must obtain proper training and certification from KU's IRB prior to conducting research.
- Any research conducted by graduate students will follow current IRB standards and protocols.
- All researchers are responsible for obtaining IRB approvals. Faculty, staff and graduate students can access the online submission system, called eCompliance, at eCompliance.ku.edu using their KU online ID and password.
- No research should be conducted prior to obtaining IRB approvals.
- Any liability claims as a result of unapproved research conducted by the student scholar without prior approval from the IRB will be the responsibility of the researcher and his or her research collaborators.

Recruiting Research Participants
- Advertising materials for research studies must receive IRB approval.
- Participant consent forms should also receive IRB approval. Consent form(s) should be written with the characteristics of study participants in mind. For some, this could mean writing the consent form in a lower literacy level or in a different language. Use your best judgment with the goal of deepening the level of understanding of the study participants by making it easy to read and comprehend. When in doubt, keep it simple.
- When participants are minors (below the age of 18), assent forms are required in addition to consent forms. The assent forms serve as the minor's consent to take part in the study. However, their legal guardians or parents must also consent to the minor's participation in the study. Consent forms will be created for and signed by parents or legal guardians. Assent forms will be created for and signed by minors. Assent forms will typically contain less detail than the consent forms and must be written in a way that a minor could comprehend. Keep in mind, that minors are unfamiliar with the research process, and will have concerns. The researcher should address these possible concerns in the assent form. KU IRB provides templates for assent forms to help breakdown research jargon to the language and competency levels of minors.
- As much as possible, study participants should reflect the broader population without compromising the study design. Consider recruiting participants from different cultures, socioeconomic backgrounds, races, ethnicities, etc.
- Compensation and incentives for participation in studies should be approved prior to the study launch and should be reasonable. The "reasonableness" of a particular incentive should be based upon the time involved, the inconvenience to the subject, reimbursement for expenses incurred while participating, and should not be so large as to constitute a form of undue influence. Compensation can take several forms, including monetary (cash, gift cards, vouchers, etc.) and nonmonetary (gifts/promotional items, course credit, extra credit, food, etc.)
- When informing research subjects about the study, at a minimum, the following items should be addressed:
  - The purpose of the research

- o Expected duration
- o Study procedures
- o The right to decline to participate and/or withdraw from the research once it has started, as well as the anticipated consequences of doing so
- o Reasonably foreseeable factors that may influence their willingness to participate, such as potential risks, discomfort or adverse effects.
- o Any prospective research benefits
- o Limits of confidentiality, such as data coding, disposal, sharing and archiving, and when confidentiality must be broken.
- o Contact information for study organizers, including who to contact with questions following their participation
- All surveys should be designed to maximize efficiency in order to prevent participant fatigue. Only include the number of questions needed to get the information you need to conduct your study.
  - o Choose a target audience and attempt to limit the people who will receive the survey to those that will provide data most relevant.
  - o Have clarity and brevity in the communications. Be clear regarding why the participants are getting the survey, how long it will take to complete and how the data will be used.
  - o Have efficient survey design; the survey should be no longer than absolutely necessary.
  - o Regardless of how surveys are distributed, the IRB must review the proposed research, including the survey, to evaluate subject recruitment methods, the informed consent process and document, data collection and storage methods, risks of participation, and other features of the research to assure adequate subject protections. Therefore, the appropriate IRB forms must be completed and submitted. Research involving the use of surveys is usually minimal risk and can be reviewed by an expedited process or deemed exempt from IRB review, unless the survey questions are sensitive, potentially provoking psychological distress or could potentially result in civil or criminal actions against a subject.
- Researchers who utilize email surveys must include the following information:
  - o The words "Research" should be in the "Subject" line.
  - o The message should state at the outset how email addresses were obtained.
  - o Include either a statement that there will be no future mailings or an "opt-out" message that directs the researcher to remove the subject's name from future mailings.
  - o Include a contact email address and telephone number in the email.
  - o Use a "blind copy format" so that the list of recipients will not appear in the message header.

Data Collection Protocol

- Fabrication is construction and/or addition of data, observations, or characterizations that never occurred in the gathering of data or running of experiments.
    - o Fabrication can occur when "filling out" the remainder of experimental data,
    - o Claims made based on incomplete or assumed results is a form of fabrication.
- Falsification is the changing or omission of research results (data) to support claims, hypotheses, other data, etc.
    - o Falsification can include the manipulation of research instrumentation, materials, or processes.
        - ▪ Manipulation of images or representations in a manner that distorts the data can also be considered falsification.
- Studies based on the same data sources
    - o If editors receive manuscripts from separate research groups or from the same group analyzing the same data set (for example, from a public database, or systematic reviews or meta-analyses of the same evidence), the manuscripts should be considered independent because they may differ in their analytic methods, conclusions, or both.
    - o If the data interpretation and conclusions are similar, it may be reasonable although not mandatory for editors to give preference to the manuscript submitted first.

Graduate Student Research Hours

The William Allen White School of Journalism and Mass Communications will not condone the exploitation of graduate students. The number of hours graduate students are permitted to work is limited as per university policy. Graduate students are permitted to work a maximum of 29 hours per week as per university policy. If a graduate student is on a 50% appointment as a GTA or GRA, the number of hours the student is permitted to work for the assignment is 20 hours per week. The student may seek other hourly university employment opportunities for no more than 9 hours per week. (NOTE: Policy for international students differ. It is best to consult the International Student Services office.)

In order to assist with compliance, graduate students and professors working on research projects in addition to a student's GTA appointment should keep a recorded log of hours worked by the graduate student. If the student is not receiving monetary compensation for research work, it is up to the research lead professor and graduate student to determine alternate compensation for work performed in support of a research project. Examples include but are not limited to academic credit hours (with department approval), potential authorship, or other appropriate compensation for work performed as agreed upon by the student and professor. It is recommended all agreements are documented in writing to protect the professor and student's interests should an issue arise.

Additional Reading

AEJMC Code of Ethics
http://www.aejmc.org/home/about/code-of-ethics/
AEJMC Recommended Ethical Research Guidelines
http://www.aejmc.com/home/2011/03/ethics-research/
 The Belmont Report
https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html
 KU Office of Research Policy: Policy on Use of Human Subjects in Research
http://policy.ku.edu/research/human-subjects

Guidelines developed by Michelle Keller, Evelyn Burns and John Watson.

Publication, Plagiarism, and Copyright
Adopted Spring 2018

Policies and Procedures

Journalism graduate students will adhere to the University Senate Rules and Regulations vis-a-vis student publication responsibility. Before students submit academic papers, they need to observe and follow policies and guidelines of the particular publishing company. Different companies have different policies. For example, SAGE does not accept previously published manuscripts except in rare cases in which authors should inform the editor to acknowledge or permit the first source of publication (i.e., abstracts and posters at conferences), re-used raw data, and clinical trials registries. Moreover, publishing companies do not allow the same research to be published in more than one journal. Translated journals and materials published elsewhere need appropriate permission. However, if authors have any problem, it is the best way to consult with the particular publishing companies.

USRR defines plagiarism as "the appropriation of another person's ideas, processes, results, or words without giving appropriate credit." Plagiarism is viewed as a part of research misconduct together with fabrication and falsification. Plagiarism can be committed intentionally or unintentionally. Intentional plagiarism is use of ideas of others without giving credit or acknowledgement to the owner. Unintentional plagiarism can occur when students do not know how to give proper citation of their references. Exact definitions of plagiarism can differ not only from one institution to another, but also from one country to another. Therefore, the William Allen White School of Journalism and Mass Communications should ensure international students know its exact definitions and punishments so students can avoid both types of intentional and unintentional plagiarisms.

Whereas plagiarism is an issue of behavioral norms, copyright is an issue of legality. Plagiarism is a form of academic misconduct whereby an author uses another person's ideas without giving appropriate attribution. Black's Law Dictionary defines copyright as "[t]he right of literary property as recognized and sanctioned by positive law. A right granted by statute to the author or originator of certain literary or artistic productions, whereby he is invested, for a limited period, with the sole and exclusive privilege of multiplying copies of the same and publishing and selling them." Unlike

the spirit of plagiarism protections, which preserve the just assignment of intellectual credit, copyright laws protect the economic well-being of the copyright holder. In his 2016 Duquesne Law Review article, Professor Frye notes that "copyright prohibits certain uses of original works of authorship without permission, irrespective of attribution; plagiarism norms prohibit copying certain expressions, facts, and ideas without attribution, irrespective of copyright protection." Therefore, copyright laws cannot protect individual facts or ideas while plagiarism norms typically do. Additionally, the holder of the copyright may not be the author of the copyrighted work. Students of the William Allen White School of Journalism and Mass Communications will sign a copyright agreement form, to be created at a later date. This form will ensure that (1) any submitted academic work is the original work of the student (except for written permissions for the student to use copyrighted material) and (2) the academic work does not infringe any copyright or proprietary rights. Additionally, journalism students will abide by the fair use and copyright standards stipulated by KU Libraries' Shulenburger Office of Scholarly Communication & Copyright (OSC&C) to ensure compliance with state intellectual property, trademark, and copyright law. Journalism students will adhere to the [Copyright Decision Tree](#) as published the OSC&C. This decision tree and checklist will help students identify potential issues with fair use and creative commons compliance. Students will contact the Head of the OSC&C, if questions or concerns arise from their consultation with the Copyright Decision Tree.

Maleficence
Publication misconduct will be addressed on an ad hoc basis. Disputes between authors will be mediated by the Associate Dean for Research and Faculty Development. The following sanctions may be imposed if a student or an instructor commits academic misconduct: admonition, warning and censure. In addition, other sanctions may be imposed such as reduction of grade for specific work, reduction of grade for the course, exclusion from activities, transcript citation for academic misconduct, expulsion, suspension from a specific course, recommendations of suspension and dismissal. Each publishing company has different punishment of misconduct publication. For example, the Editor-in-Chief/Editorial Board has the right to refuse to review/accept papers from these authors. Moreover, the publishing companies will retract papers. In some cases, they will be promptly published which will be freely available to all readers. Moreover, the editor can inform the author's institution, and may refuse for a time to consider future work from the authors.

Punishments vary, depending on the policy of different universities. Some universities train the first-time violators, while some universities just give zero for a student's work if he or she is found of guilty for the first time. Sometimes students will be asked to rework on the assignment with reduced grade. Plagiarism that is always seen as an academic misconduct sometimes can lead to a criminal case. In some cases, a plagiarist can be sued by an author and if the case is deemed a criminal offense, a plagiarist can be imprisoned.

Because copyright is a legal issue, consequences for copyright maleficence will be twofold. First, copyright infringement will be addressed internally by disciplinary action as stipulated in the plagiarism and fabrication policies of the William Allen White School of Journalism and Mass Communications and the University Senate Rules and Regulations. Second, copyright infringement could be addressed externally through civil and criminal procedures. For details see Title 17, United States Code, Sections 504, 505. Should a copyright violation occur, the student author must indemnify and hold harmless the University of Kansas and its subsidiaries. When a third party's work is used without permission, the party may demand a license fee which shall be paid by the student author.

Copyright Resources
KU libraries offer services and course guides to aid students and faculty with copyright. This includes course guides for: using copyrighted materials for fair use, how to teach about copyright, and understanding copyright publisher agreements when publishing in academic journals or books. These course guides are available through the KU libraries' website:
https://guides.lib.ku.edu/copyright/copyright_decison_tree. Graduate students can also meet with librarians one-on-one to review their publisher agreements with academic journals and books. These copyright services and librarians can be reached in the Shulenburger Office of Scholarly Communication and Copyright in Watson Library, Room 450 (phone number: 785-864-8831).

References
http://policy.ku.edu/governance/USRR#ArticleIV
https://us.sagepub.com/en-us/nam/prior-publication
http://www.aejmc.org/home/2011/03/ethics-research/
https://www.springer.com/gp/authors-editors/editors/publishing-ethics-for-journals/4176 #c4224
http://www.jmmc.org/index.php?m=content&c=index&a=lists&catid=116
http://www.apa.org/pubs/authors/instructions.aspx
https://authorservices.wiley.com/asset/photos/Ethics_Guidelines_26.04.17.pdf
http://pubs.acs.org/userimages/ContentEditor/1218054468605/ethics.pdf
http://education.seattlepi.com/consequences-plagiarism-college-1252.html
http://journalism.ku.edu/plagiarism-and-fabrication-policies
http://www.ithenticate.com/resources/6-consequences-of-plagiarism
http://policy.ku.edu/governance/USRR#ArticleIX
https://www.checkforplagiarism.net/plagiarism-law
https://studyinthestates.dhs.gov/2014/11/what-is-plagiarism
http://clas.uiowa.edu/history/teaching-and-writing-center/style-and-citation
SYMPOSIUM ARTICLE: Plagiarism is Not a Crime, 54 Duq. L. Rev. 133
http://thelawdictionary.org/copyright/
http://policy.ku.edu/governance/USRR
https://openaccess.ku.edu/copyright-decision-tree
https://www.princeton.edu/meet-princeton/copyright-infringement#providing-information

Author Responsibility

Adopted Spring 2018

Introduction

Authorship confers credit and has important academic, social, and financial implications. It also implies responsibility and accountability for published work. All scholarly or scientific publications, including articles, abstracts, manuscripts submitted for publication, presentations at conferences, and applications for funding, that involve faculty, staff, students and/or trainees arising from academic activities performed under the auspices of the University of Kansas must include appropriate attribution of authorship and disclosure of relevant affiliations of those involved in the work.

The following recommendations are intended to ensure that contributors who have made substantive intellectual contributions to research are given credit as authors, but also that contributors credited as authors understand their role in taking responsibility and being accountable for what is published.

Authorship

Authors are individuals identified by the research group to have made substantial contributions to the reported work and agree to be accountable for these contributions. In addition to being accountable for the parts of the work he or she has done, an author should be able to identify which of their co-authors are responsible for specific other parts of the work. Furthermore, an author should have confidence in the integrity of the contributions of their co-authors.

Authorship should be based on the following four criteria:

1. Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work;
2. Drafting the work or revising it critically for important intellectual content;
3. Final approval of the version to be published;
4. Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

Order of Authorship

The order of authorship, should be a joint decision of the coauthors. Authors should be prepared to explain the order in which authors are listed. Examples of authorship policies include descending order of contribution, placing the person who took the lead in writing the manuscript or doing the research first, the most experienced contributor last, and alphabetical or random order.

Specifically, the first author is usually the person who has performed the central elements of the project. Often, this individual is also the person who comes up with the general research idea and has prepared the literature review of the manuscript. Also, the lead author is usually responsible for getting the IRB approval and serving as the corresponding author. The lead author is ultimately responsible for ensuring that all other authors meet the requirements for authorship as well as ensuring the integrity of the work itself. Each co-author is responsible for considering his or her role in the project and whether that role merits attribution of authorship. Co-authors should review and approve the manuscript, at least as it pertains to their roles in the project. Additionally, a student is usually listed as principal author on any multiple-authored article that is based primarily on the student's dissertation or thesis. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate.

Disagreements about author order should be resolved by the authors before the article is submitted for peer-review. Disputes that arise after submission could delay or prevent publication. Authors should not expect editors to become embroiled in disputes among authors over name placement in the byline.

Non-Author contributors
Most journals permit (or even encourage) acknowledgement of contributions to a research project that do not merit authorship. All other contributors who are not authors should be named in the Acknowledgments, and what they did should be described. All those who are listed in this way should be aware of it.

Implementation
Discussion of authorship and authorship order will optimally begin at the inception of a research project, and involve a purposeful and thoughtful examination of expected contributions of the individuals who are involved in the project. It is important to keep a written record of your decision (See Appendix: Authorship Agreement Form). For disputes that cannot be resolved amicably, individuals may seek the guidance of the dean or graduate dean of their school.

Code of Ethics for Conference Presentations
The University of Kansas Code of Student Right and Responsibilities (http://policy.ku.edu/code-student-rights-and-responsibilities-student-code) (refer as The Code) states that all members of the campus community, including students, faculty, staff, and affiliates of the university (refer as KU members) bear responsibility for their conduct. Those who representing the University of Kansas in any form outside the university, such as presenting their work at conferences should adhere to The Code and are expected to maintain the highest standards of personal conduct that benefit the university and their schools.

The Code states that the core values of the members' standards of conduct include Respect, Community, Integrity, and Responsibility. During travels outside of campus

where KU members present their work or represent the university in an official capacity, behavior that violates these core values include, but is not limited to:

1. Sexual Misconduct that includes sexual harassment and sexual violence as defined by http://policy.ku.edu/IOA/sexual-harassment;
2. Discrimination, as defined by http://policy.ku.edu/IOA/discriminationcomplaint-resolution;
3. Harm to Persons: causing harm or endangering the mental or physical health or personal safety of any person;
4. Damage and Destruction: damage to or destruction of property of another or the conference
5. Disruption: causes or attempts to cause disruption or obstruction of someone else's presentation or other conference activities;
6. Taking of Property: intentionally and knowingly attempts to take or has in their possession the property of the conference or personal property of another, including goods, services and other valuables.

When representing the university, or presenting work at conferences, members should conduct themselves professionally and behave in a manner to improve public understanding of the university. Recommendations include, but are not limited to:

1. Pay attention to personal appearance, hygiene and dress appropriately;
2. Be respectful, prepared and punctual

Concerning the use of alcoholic beverages, the University of Kansas *Alcohol & Drug Policy* (http://policy.ku.edu/human-resources/alcohol-and-drug) is in effect. For the purpose of this section, any consumption or distribution of alcoholic beverages by members under the legal age of 21 is strictly prohibited. For members above the legal drinking age, the following considerations apply:

Alcoholic beverages shall not be consumed or be in visible possession when official functions are in session. During non-presentation events that foster networking and socialization, alcohol use becomes a personal choice, but that choice cannot, in any way, lead to any misconduct, interfere with the presentation or place others at risk as outlined above. KU members should be aware that their actions will always, directly or indirectly, reflect back to the institution, and should therefore be always responsible with their alcohol consumption.

The use or handling of drugs and substances that are illegal in the State of Kansas are to be considered illegal no matter the legal jurisdiction the member is in during their KU related activities.

References
American Psychological Association. (2002). Ethical principles of psychologists and code of
	conduct. American Psychologist, 57, 1060-1073.
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https://www.councilscienceeditors.org/resource-library/editorial-policies/white-paper-on-publication-ethics/2-2-authorship-and-authorship-responsibilities/

Harvard Medical School. (1999). Authorship guidelines. Retrieved from https://hms.harvard.edu/sites/default/files/assets/Sites/Ombuds/files/AUTHORSHIP%20GUIDELINES.pdf

International Committee of Medical Journal Editors (ICMJE). Defining the role of authors and
contributors. Retrieved from http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html

University of Kansas. Code of Student Rights and Responsibilities. Retrieved from http://policy.ku.edu/sites/policy.ku.edu/files/Code%20of%20Student%20Rights%20and%20Responsibilities_8.12.16_10.6.16.pdf

Winston, R. B. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development*, 63, 515-518.

Guidelines developed by Yuchen Liu, Phil Maschke and Shola Aromona.

Authorship Agreement Form

We hereby enter into an agreement, as outlined below, regarding the publication of the project *tentatively*
titled: _____

Authorship contributions for the manuscript are as follows (Insert name under each section indicating responsibility):

Abstract		
Conception, Design, Introduction		
Literature Review		
Method Design		
Data Collection		
Data Analysis/Interpretation		
Results		
Discussion		

Conclusions		
Organizing and Editing Manuscript		
Final Approval of the Manuscript & Submission		

Authorship order*
1. [First Author] Name
   (print): _____Signature: _____Date: _____
2. [Second Author] Name
   (print): _____Signature: _____Date: _____
3. [Third Author] Name
   (print): _____Signature: _____Date: _____
4. [Fourth Author] Name
   (print): _____Signature: _____Date: _____

   -

*Note: It is agreed that authorship order may be renegotiated should an individual's responsibilities substantially change, or should an individual fail to perform his or her role as stated above.

Conference Paper/Publication Options
Adopted Fall 2015; Revised Spring 2021

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.icahdq.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

Ideally, students should aim at Quartile 1 and Quartile 2 journals as ranked by Scimago (https://www.scimagojr.com/) and Journal Citation Reports, available through KU Libraries. But other journals, especially those that target relevant audiences and that have strong editorials boards, can be good choices.

√ 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)

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

√ Communication Theory (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)

√ Communication, Culture & Critique (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/hprr20#.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 required 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.icahdq.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 everyone 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

Genelle Belmas, Ph.D., Associate Professor
Genelle 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). Secondarily, 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

Yvonnes Chen, Ph.D., Associate Professor
Yvonnes 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/yvonnes-chen

Jerry Crawford II, Ph.D., Associate Professor
Jerry Crawford's 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.
Key words: accreditation, Historically Black Colleges & Universities, assessment, governance, diversity and inclusion
http://journalism.ku.edu/jerry-crawford-ii

Joseph Erba, Ph.D., Associate 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

Chris Etheridge, Ph.D., Assistant Professor
Chris Etheridge researches media representations of crime and community storytelling. His current work focuses on information-seeking behaviors of community groups and the ability of media outlets to serve those information

needs. He also studies digital adoption of technology in rural communities and related relationships between news organizations and their audiences.
Key words: crime, community, storytelling, technology, information-seeking behaviors
http://journalism.ku.edu/christopher-etheridge

Ever Figueroa, Ph.D., Assistant Professor
Ever Figueroa's research interests include sports media, the sociology of digital media production, and media representations of race and gender. In particular, he focuses on analyzing sports journalism, entertainment journalism and live-stream culture. Currently, he is researching eSports culture and the social influences on the production of eSports media content.
Key words: sports, esports, digital media, race, gender, entertainment, live-streaming
http://journalism.ku.edu/ever-josue-figueroa

Teri Finneman, Ph.D., Associate Professor
Teri Finneman's primary research interests include gender and media, particularly press portrayals of women politicians and first ladies. Her research also includes journalism history, oral history, media ethics, and issues for women journalists. Finneman does qualitative and historical research.
Key words: gender and media, women in politics, journalism history, oral history
http://journalism.ku.edu/teri-finneman

Mugur Geana, Ph.D., Associate Professor
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

Melissa Greene-Blye, Ph.D., Assistant Professor
Melissa Greene-Blye is an enrolled citizen of the Miami Nation. Her research examines journalistic representations and negotiations of American Indian identity past and present. Most recently, her work has been published in *Journalism History*. She has presented research at the American Journalism

Historians Association annual conference as well as the Joint Journalism Conference held in New York City each year.
Key words: American Indian studies, race, media representations
http://journalism.ku.edu/melissa-greene-blye

Charles Marsh, Ph.D., Professor
Chuck Marsh's primary area of research addresses the interdisciplinary foundations of the social harmony paradigms of public relations, as opposed to paradigms based on conflict and competition. In comparing the effectiveness of competing paradigms, he studies findings from rhetoric, philosophy, evolutionary biology, economics, and related relationship sciences.
Key words: public relations, rhetoric, ethics, philosophy, evolutionary biology, evolutionary psychology, economics
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's 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.
Key words: journalists' burnout, organizational change, layoff survivors, newspaper management
http://journalism.ku.edu/scott-reinardy

Janet Rose, Professor of the Practice and Director of The Agency
Janet Rose has worked as an executive for consulting and advertising agencies, including McCann-Erickson, Saatchi & Saatchi X, and FCB Global. Her research focuses on understanding consumers and cultural trends to identify intersections of strategic business and marketing opportunity.
Key words: creativity, brand strategy, consumer identity, experience economy, entrepreneurialism
http://journalism.ku.edu/janet-rose

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

Matt Tidwell, Ph.D., APR Assistant Dean for Graduate and Professional Studies
Matt Tidwell's research addresses corporate and organizational behavior as it relates to public relations and communications. He specializes in crisis communications and examines how companies view and enact transparency in the age of the empowered and connected stakeholder.
Key words: organizational behavior, public relations, crisis communications
http://journalism.ku.edu/matt-tidwell

Hong Tien Vu, Ph.D., Assistant Professor
Hong Tien Vu's research addresses 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 addresses 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
http://journalism.ku.edu/hong-tien-vu

Doug Ward, Ph.D., Associate Professor; Associate Director, Center for Teaching Excellence
Doug Ward is author of *A New Brand of Business: Charles Coolidge Parlin, Curtis Publishing Company, and the Origins of Market Research* (Temple, 2010) and several articles on the history of advertising, marketing, and consumer culture. More recently, he has been writing about teaching and technology for such publications *as The Chronicle of Higher Education, PBS MediaShift,* and *Bloom's Sixth*, the blog of the Center for Teaching Excellence. He is the creator

and curator of KUEditing.com, an online language reference source and blog, Journalism Tech, a site devoted to applying technology to journalistic projects, and curator of Digital Learning in Higher Ed, which is devoted to articles on online, hybrid and mobile learning, as well as digital literacy and media literacy.