

NEW PROGRAM PROPOSAL

Institution: The University of Kansas

Program Name: Doctor of Philosophy in Journalism and Mass
Communication

BASIC PROGRAM INFORMATION

Proposing institution: The University of Kansas

Title of proposed program: Doctor of Philosophy in Journalism and
Mass Communication

Degree to be offered: Doctor of Philosophy in Journalism and Mass
Communication

Anticipated date of implementation: Fall 2012

Responsible department or unit: William Allen White School of
Journalism and Mass Communications

CIP Code: 09.0102

PROGRAM PROPOSAL NARRATIVE

The William Allen White School of Journalism and Mass Communications (School) proposes a PhD program in Journalism and Mass Communication. We believe the CIP Code for this program would be 09.0102, Mass Communication/Media Studies.

The School currently offers a Master of Science in Journalism, with options for either a scholarly thesis or a professional project at completion. The proposed PhD program would build on the scholarly thesis option. The School will recruit students for the PhD who already have Master's degrees, including those students who intend to complete an MSJ from the School and then enter the PhD program. Students who hold a master's in journalism may have their course-hour requirement adjusted (a maximum of 18 credits) due to prior course work.

The proposed PhD program focuses on intellectual questions surrounding media implementation into society. Traditional media (for example, print-based books, magazines and newspapers, broadcast radio and television, music distribution) face rapidly changing market and social conditions brought about by new digital, web-based media. That is, people are finding new ways to receive their information and entertainment that bypass the traditional structures. Entrepreneurs search for new ways to get information and entertainment to consumers and get paid for the service – the heart of business innovation. The program is highly focused on academic and scholarly synthesis of three bases of inquiry: media technology, media and society, and business aspects of media. The student then may focus on the theory, approach and methodology of his or her choice to study specific questions. For instance, a student may ask, “What business models succeeded or failed in previous mass media technologies,” or “How do emerging media establish roles in society?”

A. PROGRAM NEED AND STUDENT CHARACTERISTICS

1. Centrality to mission

Mission statement:

The University of Kansas is a major comprehensive research and teaching university that serves as a center for learning, scholarship, and creative endeavor. According to its Board of Regents-approved mission statement, the University is committed to offering the highest quality undergraduate, professional and graduate programs, comparable to the best obtainable anywhere in the nation. As the only AAU research university in the state, KU offers a broad array of advanced graduate study programs and fulfills its mission through faculty, academic and research programs of international distinction and outstanding libraries, teaching museums and information technology. These resources enrich the undergraduate experience and are essential for graduate-level education and research.

The School's graduate mission states:

The mission of the William Allen White School of Journalism and Mass Communications graduate program is to prepare the next generation of mass communications researchers/ scholars and the next generation of media practitioners and managers. The School's graduates will master research, critical thinking and analytical skills, and production and presentation skills.

The School mirrors the University in putting its mission into action through teaching, research and service.

Teaching

The University values world-class instruction, and the School has world-class teachers. Despite its small size, members of our faculty have won several Kemper Fellowships, H.O.P.E awards, Center for Teaching Excellence awards and other citations for outstanding teaching. Effective teaching is built on communication skills, both interpersonal and through media technology, and our faculty are leaders in implementing

effective communications. The PhD program will build on that base of effective, student-centered teaching.

Research

The University of Kansas is a Research University – Very High Research Activity (RU-VH) institution and the School now will advance its research and creative activities to the level expected at such a research university. The School faculty has aggressively expanded its research and scholarship in the past decade. The School has recruited and tenured young researchers who are working collaboratively with other units at the University, such as the Education School, the Department of Family Medicine and departments in the College of Liberal Arts and Sciences. Journalism faculty members seek grant funding and participate in grant-funded projects. The new PhD program is crucial for our younger colleagues and for our faculty to maintain this research-oriented trajectory.

Service

The University serves Kansas, the nation and the world. The School has a distinguished reputation for such service, primarily through our extensive work with media companies, advertising and promotion concerns, state and national government agencies, the military, and for-profit and not-for-profit organizations. The PhD program will further enhance our service to those entities.

Thus, the PhD program furthers both the missions of the University and the School.

Statement of aspiration:

The School aspires to be the leader in the State of Kansas and the Midwest in scholarship and professional performance in 21st Century media. Mass Media have great impact on every facet of society and on people. “Beth” now goes to her Smart Phone for information. How did that information get there? How did she pay for it? What media is she replacing and can those organizations change to stay in business? This forward-thinking PhD program will examine those issues and bring to them higher levels of analysis and understanding.

Our PhD program will train the next generation of mass communications researchers and scholars in the rapidly changing world of media. Our graduates will produce the knowledge Kansans and Americans need to understand the implications and impacts of 21st Century media.

Our researchers/scholars will train journalists, media practitioners, media managers and entrepreneurs. Those practitioners will, in turn, create and work in the new information systems and new media on which the public relies.

The School actively pursues this aspiration. The School has put the highest priority on hiring and supporting new faculty who are active researchers. A PhD program is crucial to support and assist our tenure-track colleagues. The School's junior faculty members engage in serious, collaborative research efforts; the School needs to attract the best and brightest young scholars – faculty and students – to support those research efforts.

The School also has made a priority of advancing our associate professors to the rank of professor. Again, our faculty needs the bright young minds and collaboration of PhD students to form the culture necessary to a thriving research-oriented environment, within the School and in collaboration with other units.

Thus, the PhD program is essential to the School's, the University's and the State's efforts to stay at the forefront of research on the evolving role of media.

2. Student demand

Volume of student demand

PhD: 6 students per year; 18 students after three years.

Recent research indicates student demand for journalism enrollment continues to rise and that journalism programs are retooling for the realities of evolving 21st Century media. A study conducted by the Grady School of Journalism and Mass Communication at the

University of Georgia reported enrollment in journalism and mass communications programs increased from 149,200 in 1998 to nearly 201,500 students in 2008 (<http://diverseeducation.com/article/13989/>). The same article noted that journalism programs must evolve to meet the challenges and needs of 21st Century scholars and teachers in this still-growing field.

The School anticipates admitting six students for the 2012-2013 Academic Year. Inquiries from interested, suitable prospects in the past year indicate we will have no problem admitting six PhD students per year. For instance, we have had three inquiries since April, 2010 from retiring U.S. Army officers (at the rank of Lieutenant Colonel and Colonel) affiliated with Ft. Leavenworth in communications specialties who have master's degrees. We have several Kansas City-area professional communications practitioners who have expressed serious interest. We also have several top students in our master's program who also are interested in this PhD program. Also noteworthy are the various Journalism/Mass Communications programs at four-year institutions in the Kansas City area whose faculty may need or want PhD degrees in the discipline.

3. Demand for graduates

Specific job opportunities or post-collegiate experiences

The PhD programs around the country – effective though they may be – do not necessarily focus on the issues and problems of 21st Century media. Recent advertisements for relevant jobs show a clear trend of converting “traditional” faculty lines into “new media” faculty lines focusing on facets of evolving and emerging media. The data strongly support the notion that our PhD graduates will find meaningful employment within academe and, for those who choose, opportunities in the highest levels of the various media industries.

Ads for over 140 positions summarized below demonstrate a clear trend in the discipline towards breaking out of the traditional journalism and mass communication labels.

Universities no longer define their faculty lines primarily as newspaper, broadcast, magazine or advertising, for instance, but rather in terms of new media approaches.

In the most recent data available, the School uncovered over 140 jobs for PhD's in Mass Communication suitable for graduates of our PhD program. We believe that, realistically, there were 40 to 50 new PhD's graduated during that time whose training and skills are relevant to those Journalism/Mass Communication positions. (Complete data on the job-search methodology, the 140-plus positions and our analysis of PhD graduates during that time is available separately.)

The ads cover jobs in 32 states and five foreign countries. They represent openings in 85 discrete four-year institutions of higher learning.

The academic ranks run from lecturer up through full professor and include endowed chairs and administrative openings such as chairs, directors and deans. The vast majority are tenure-track or tenured positions.

The ads demonstrate that media and technology issues permeate academe and the industry. Job-seekers can find openings in academe in various traditional disciplines including public relations, broadcast and cable journalism, advertising, newspapers, community journalism, health communications and more. But these ads also clearly demonstrate the need for understanding how the rapidly changing media landscape influences these traditional areas. Graduates of our program will be focused on the evolving media landscape and the nature of its changes.

The School's faculty anticipates some of its PhD graduates will find consulting positions within the media industries, particularly those PhD graduates who brought professional experience to their doctoral studies. Such consulting positions typically are found through personal contact that results from faculty-industry networking and our own distinguished graduates in responsible positions who advise the School's dean and faculty. Such graduates include David Hunke, president and publisher of USA Today,

Brian Brocco, vice president for news for Hearst Broadcasting Stations, John Frazee, senior vice president for CBS News, and Dan Austin, director of the Voice of America. All of these executives have great interest in the questions and issues our PhD students will examine.

4. Locational and comparative advantages

Comparison to similar program in the Regents system and same institution

Currently, no opportunity exists to pursue a PhD in Journalism, Mass Communication or similar area at the University of Kansas, in the Regents system, or in any institution in the State of Kansas.

Comparison with similar regional programs

The School's proposed PhD program is unique in the region and the nation, because it will enable a student to examine the basic factors by which new media evolve successfully in society.

Most PhD programs in mass communication take one of two approaches. The first is something of a "silo" approach where the student picks some traditional area of study (newspaper studies, history, or media law, for instance) and specializes. Then there is the "build your own" approach where the student and advisor essentially create an individualized program.

Our PhD program will focus on the foundations all media have in common – technology, media and society, and business – yet permit the student flexibility to examine specific issues and applications found in the real world. Brief descriptions of AAU Universities with PhD programs in Journalism/Mass Communication are found at Appendix A.1. Regional programs are described below.

The doctoral program at the Missouri School of Journalism offers five distinct courses of study ranging from persuasion (as in advertising) through media history to mass communication and society. This represents fairly traditional thinking. To be sure,

students may examine 21st Century applications within these programs, or silos. Our new PhD program allows students the freedom to focus on the issues media now face without 20th Century pedagogical constructs, such as having to choose from five courses of study when it might be more relevant to study in two or more of those silos.

Other competitors using the silo approach include the University of Texas and the University of North Carolina. A PhD student in Journalism at UT takes a theory and methodology core, after which the student selects from courses in four areas. Students at the University of North Carolina take four core courses followed by 16 courses arrayed across three identifiable groups.

The University of Iowa, the oldest mass communication PhD program in the country, offers a “highly individualized” degree requiring 80 credits, at least 10 of which must be dissertation research and up to 30 of which may be transferred in. The U of I requires a theory and research core of 12 hours after which the student designs his/her own program with an advisor.

Northwestern University’s School of Communication PhD program is worthy of mention. Northwestern is not one of the AAU 16 universities used for comparison by KU, but it is included here because it is one of the few American universities that offer a similar highly focused, new-media-oriented approach. Northwestern offers a PhD in Media, Technology and Society, but its program emphasizes media processes & production, that is, creating and analyzing media products. Our School’s approach emphasizes analysis of media technology, social use and business aspects rather than products. The reader should note Northwestern’s curriculum appears to follow the highly individualized “build your own” approach.

Demonstration of reason for being at this institution

The University of Kansas is a Research University – Very High Research Activity (RU-VH) institution, an AAU member, and the leading comprehensive research institution in the State of Kansas. This PhD program further integrates the School and its research with

researchers and scholars in other units at KU, which would benefit from partnering with our School. This program would benefit the state of Kansas, as no other institution in the state offers a similar program.

Demonstration of the advantages and disadvantages of program being a freestanding, cooperative, or joint program

This is a freestanding program within the School requiring a 12-hour core of interdisciplinary study in another unit. The curriculum design follows later in this document. Several units already have identified suitable courses for School PhD students and agreed to work with those students in the units' classes. Letters of support and suggested courses from those units are found in Appendix B.1

This curriculum design provides the best of both worlds. The advantage is that the PhD student has a home in the School and identifies and examines issues and questions relevant to all media, technology and society. The student also benefits from 12 hours of study in another discipline, widening the scope of inquiry and knowledge in another arena and providing opportunities for relevant, practical application in any number of fields.

5. Student characteristics

Characteristics of pool from which students will be selected

The School typically will select students with a Master's degree in Journalism, Mass Communication or a related area. The School will give preference to those with professional media-related experience. The ideal prospect will have an understanding of the complex nature of media and society, demonstrate the highest level of critical thinking and analytical skills, demonstrate superb oral and written communications skills and be highly focused, motivated and a self-starter.

Specific procedures and criteria for admission

Ideally, students will contact the Associate Dean for Graduate Studies or another graduate faculty member well in advance of the application deadline to discuss the PhD

program, the student's aspirations and the suitability of the program for the prospect. Prospects must meet the Office of Research and Graduate Studies' requirements for admission to the University's graduate programs.

Applicants will complete the University's online application, submit official transcripts showing undergraduate and graduate degrees, three letters of recommendation, a statement of purpose and research interests, and GRE scores. Applicants who do not speak English as their native language will submit TOEFL scores.

The School Graduate Committee will review all applicants. Such a review process is a balancing act, weighing the various factors. Typically, the committee will look for a high GPA from a rigorous program, clear, concise and meaningful statement of purpose and research interest, an acceptable score on the GRE Verbal component and on the GRE Analytical Writing component and solid recommendations from previous faculty members who speak directly to the applicant's intellect, work ethic and goals for PhD study.

Specific opportunities for student interaction

The School offers many opportunities for all of its students to interact within the school, the university and the profession, locally and nationally. The School has an Advertising Club, and a chapter of the Public Relations Student Society of America (PRSSA). Graduate students have a lounge off the School's Media Resource Center on the second floor of Stauffer-Flint Hall. The MRC itself is a gathering place for all students. The School actively encourages graduate students to participate in research symposia, brownbags, lectures and other socio-scholarly activities around the campus.

The School is active in the discipline's organizations, the Association for Education in Journalism and Mass Communication, the Broadcast Education Association (and the Kansas Broadcast Association) and the International Communications Association. The School encourages its graduate students to submit papers to regional and national conferences, and supports travel expenses to such conferences as it can.

B. ADVISING AND SUPERVISING STUDENT PROGRESS

The School's PhD program will have four major steps towards completing the degree: Coursework; the written comprehensive exam (including producing the dissertation prospectus), producing the dissertation; and presenting the dissertation.

The Associate Dean for Graduate Studies (ADGS) will advise incoming PhD students for the first semester, after which the student will choose his or her own advisor from among the PhD faculty. The student, advisor and ADGS will plan the student's coursework, monitor the student's progress with regular meetings, and plan the student's committee. The student's committee will create and administer the comprehensive exam and serve as the dissertation committee.

The student's committee will consist of 5 members. Three will be from the School, one from the student's concentration, and a fifth member from another unit who serves as the Graduate School's representative.

The student's comprehensive examination will be a holistic summary of his/her scholarly development in the program and set the stage for a successful, continuing research trajectory. The student's advisor and committee will guide the student in completing the comprehensive examination. The examination ordinarily will take place in the student's last semester of coursework.

The comprehensive examination will have the following components:

- 1) A comprehensive and coherent portfolio containing:
 - A positioning statement of research and teaching goals and interests;
 - Papers and documentation of presentations from seminars;
 - Other relevant coursework and independent work, including significant participation in scholarly work of others (such as professors' research efforts);

- 2) A final, written product in which the student designs a research project, including preliminary bibliography, methodology and theoretical base, completed under deadline (the outline and directions of which will come from advisor and committee), not to exceed 30 pages;
- 3) An acceptable prospectus for the dissertation.

The student will submit the components to the committee in a timeframe determined by the advisor and the committee in consultation with the student. The committee then will meet with the student for an oral presentation and discussion of the work. The oral examination will not exceed two hours. The committee may ask for revisions to the work with a passing grade. However, should the student not pass the written or oral part of the examination, the advisor and committee may, at their discretion, give the student one opportunity to improve the work to an acceptable level. Should the student fail the retake, the student is dismissed from the PhD program.

The student will produce an acceptable dissertation with the advice of the student's advisor and committee. The student will make a public presentation of the dissertation work and address questions the committee may have.

C. CURRICULUM

1. What is the curriculum

Description of the more important academic objectives

The academic objectives are: 1) To explore and further advance knowledge and theory building in the areas of the evolution of media technological bases, the use of media technology by society, and how society successfully implements media technology; 2) Provide specific coursework and opportunities for interdisciplinary study of the three core areas; 3) Give students the theoretical, methodological and subject content to conduct original research that contributes to the greater body of knowledge.

Range of learner outcomes future graduates will possess

PhD program graduates will possess the following skills:

- Core knowledge of media, media technology, social use of media and entrepreneurship;
- Core knowledge in an area of concentration outside the School that relates to media use by society;
- Critical thinking skills;
- Quantitative and qualitative research skills;
- Communication skills of the highest level, written, spoken and through media;
- Communication skills appropriate for both the scholarly and the professional community;
- Skills necessary to become a successful faculty member in a post-secondary institution;
- Grantwriting skills;
- Knowledge and motivation to conduct ethical research.

Knowledge future graduates will possess

PhD program graduates will gain advanced knowledge in the following areas:

- Media technology, historical and current;
- The business of the media, historical and current;
- Entrepreneurship;
- Innovation;
- Scholarly inquiry and methods of discovery;
- Media use by society, historical and current;
- Media roles in society, including issues of diversity
- Current theory and research methods of the discipline;
- The First Amendment, legal and ethical issues of the discipline;
- Theory, methods and concepts in the student's concentration.

These skills and areas of knowledge will be measured and assessed through coursework examinations and research papers and presentations, through the student's final comprehensive examination, through the dissertation prospectus, and through the dissertation.

The curriculum

The PhD program requires a total of 55 course credit hours (18 3-hour courses plus a 1-hour pro-seminar) plus dissertation hours, which are variable. 37 course hours are prescribed, 18 are elective. 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. The student completes study of appropriate research skills, designed in consultation with the faculty advisor. The student also must meet KU's requirements for dissertation hours.

The PhD program offers intensive rigorous education in research skills leading to the student's dissertation proposal and dissertation.

The PhD student takes a 12-hour core of interdisciplinary study of scholarly theory and methodology in mass communications and a second discipline. The student also takes 6 hours of communication technology and media entrepreneurship. The program requires 9 hours of enrichment in ethics and legal issues, grants development and administration and university-level course development. The student then applies those principles to a specialized area in another discipline, such as Communications Studies, Public Administration, Political Science, Health Policy and Management, units in the School of Education or others for 12 hours of coursework. The student works with an advisor in that discipline to plan that part of the program. Letters of support from these sample programs follow in Appendix B.1.

The student also will complete a minimum of 9 hours (3 courses) in Journalism 84X-level seminars. Each seminar is research-based, and requires the student to complete an original research paper. Each seminar is geared to advance the student's competency in the methodology and theory of the discipline. The student is encouraged to do publishable work building towards the dissertation and his/her research trajectory. The papers and presentations in these seminars are primary components of the student's research portfolio. The student also will build his/her research competency in courses in

the concentration in another unit. That work, too, is expected to form a part of the student's research portfolio.

The student also must complete KU's research skills and responsible scholarship requirement. The PhD student will select theory and methodology courses appropriate to his/her proposed research trajectory, as reflected in the student's positioning statement of research and teaching goals and interests. Training in responsible and ethical scholarship will be included in J-800 Proseminar.

Once admitted to candidacy, the student completes KU's dissertation hours requirement, producing a dissertation acceptable to his/her committee.

The PhD program will have an MSJ option for students who, for whatever reason, may not complete the PhD. Students may earn the MSJ by completing J-618, J-750, J-801, J-802, J-803, either J-805 or J-806, two J-84X seminars, and two additional electives. The student then must produce an acceptable thesis (enrolling in J-898 and J-899). The MSJ student must successfully present and defend the thesis.

Foundation Core (9 hours required):

JOUR 618	3	First Amendment/Media Law
JOUR 750	3	Financial Management and Media
JOUR 803	3	Mass Media and Society – (modern media and society)

Theory and Methodology Core (13 hours required):

JOUR 800	1	Proseminar: Introduction to Doctoral Education
JOUR 801	3	MC Theory – (Mass Comm Theory)
JOUR 802	3	MC Methodology I – (Survey of Methodology)
JOUR 803	3	MC Methodology II – (Quantitative Methodology)
		or
JOUR 804	3	MC Methodology II – (Qualitative Methodology)
Outside	3	Methodology/Theory (Examples are from Comm Studies; Public Admin.; Pol. Sci., Family Medicine, units in School of Education)
		(Example: COMS 850 – Intro to Research Methods)
		(Example: PUAD 841 – Role, Context and Ethics of Public Administration)
		(Example: POLS 701 – Political Theory)
		(Example: HP&M 819 – Research Inquiry to Support Evidence Based Practice)

(Example: PRE 902 – Research Methodology in Education)

Technology and Entrepreneurship Core (6 hours required):

JOUR 805	3	Communication Technology & Society
JOUR 806	3	Entrepreneurship and the Media

Enrichment Core (9 hours required):

JOUR 82X	3	Advanced Mass Communication Ethics & Legal Issues
GS-720	3	Grants Development and Administration
SPED 982	3	Preparing Future Faculty*

* Note that School of Education Administration is exploring adapting SPED 982 for Ph.D. students across the university.

Journalism/Mass Communication Electives (Select 9 hours):

JOUR 84X	3	News and Information Industries: History & Future
JOUR 84X	3	Strategic Communication Industry: History & Future
JOUR 84X	3	New Media & the Future of Mass Communication
JOUR 84X	3	International Communication Issues

(Other JOUR 840 Seminars)

Concentration (9 hours minimum):

Three appropriate courses from other KU units such as Communications Studies, Public Administration, or Political Science.

For example:

COMS 807	3	Rhetoric, Politics and the Mass Media
COMS 843	3	Changing Communication Behavior
COMS 860	3	New Communication Technology and the Work Place

Or

PUAD 842	3	Law and Public Management
PUAD 943	3	Constitutional Foundations of Public Administration
PUAD 949	3	Law, Courts, and Public Policy

Or

POLS 810	3	American Politics
POLS 824	3	Public Policy and Administration
POLS 849	3	Law, Courts and Public Policy

Or

HP&M 810	3	The Healthcare System
HP&M 844	3	Communication for the Healthcare Executive
HP&M 852	3	Strategy Development and Marketing

Or

HSES 828	3	Sport Finance
HSES 830	3	Socio-cultural Dimensions of Sport

HSES 831 3 Ethics in the Sport Industry

Dissertation Research (variable hours):

JOUR 99X 3 Dissertation Research

New Courses

The program envisions six new regularly offered courses plus additional seminars in the professors' specialties offered on an occasional, rotating basis. (Note: Course numbers here are for illustration only.)

JOUR 800 Proseminar in Mass Communication (1) "Portal" course

introducing doctoral students to the history of mass communication ideas and issues, the mission of the program and ethical guidelines for graduate studies. The course also introduces the School faculty and their interests. Students take Proseminar in the first semester of matriculation specifically to prepare for the coursework to come. Proseminar also will introduce students to the culture of tenure-track faculty to launch them on the path to becoming ethical and productive citizen-scholars. Attendance in the course will be mandatory but it is recommended that it be graded P/F.

JOUR 803 Mass Communication Methodology II – Quantitative (3)

Advanced study of quantitative methodological approaches to the study of media. The class emphasis is using social scientific research tools and techniques ranging from content analysis to conducting surveys to experimental designs to learn about messages, media, and audiences. Special focus will be on learning to use SPSS and statistical techniques. Each student devises a research project during the course. Prerequisites: JOUR 800, 801 & 802 or permission of instructor.

JOUR 804 Mass Communication Methodology II – Qualitative (3)

Advanced study of qualitative methodological approaches to the study of media. The class emphasis is using interpretative research tools and techniques from narrative analysis, to ethnography, historical analysis, to critical cultural approaches to learn about messages, media, and audiences. Each student devises a

research project during the course. Prerequisites: JOUR 800, 801 & 802 or permission of instructor.

JOUR 805 Mass Communication Technology & Society (3) Examination of the history, philosophy and current uses of the tools of communication. Based in the theory of technology as a systematic approach to viable social use. Each student devises a research project based on relevant subject matter during the course. Prerequisites: JOUR 800, 801 & 802 or permission of instructor.

JOUR 806 Entrepreneurship and the Media (3) Study of the literature and theory of entrepreneurship. Students will focus on innovation of products and processes and management issues. Each student devises a research project based on relevant subject matter during the course. Prerequisites: JOUR 800, 801 & 802 or permission of instructor.

JOUR 82X Advanced Mass Communication Ethics & Legal Issues (3) This course examines at the doctoral level the ethical and legal issues for mass communication research and practice. A special focus would be on human subjects protocols in research and the role of the scholar and the professional in maintaining ethical standards in the academy and in applied work in mass communications industries. Prerequisites: JOUR 800, 801 & 802 or permission of instructor.

Required internships and practica

The program requires no internships or practica.

D. PROGRAM FACULTY

1. Quality

Number, qualifications, and rank of faculty

The core faculty of the School's PhD program consists of 16 members with regular appointments in the School. All hold 1.0 FTE appointments.

NAME	RANK	DEGREE	INSTITUTION
FREDERICKSON, Ted	Professor	JD	University of North Dakota
GENTRY, James	Professor	PhD	University of Missouri
Searching now	Stauffer Professor	PhD	TBA
BARNETT, Barbara	Associate Professor	PhD	University of North Carolina
BENGSTON, Tim	Associate Professor	PhD	Northwestern University
BRILL, Ann	Associate Professor	PhD	University of Minnesota
BROHOLM, John	Associate Professor	PhD	University of Kansas
LEE, Tien-Tsung	Associate Professor	PhD	University of Oregon
MARSH, Chuck	Associate Professor	PhD	University of Kansas
UTSLER, Max	Associate Professor	PhD	University of Missouri
VOLEK, Tom	Associate Professor	PhD	University of Minnesota
WARD, Doug	Associate Professor	PhD	University of Maryland
CRAWFORD, Jerry	Assistant Professor	PhD	Howard University
GEANA, Mugur	Assistant Professor	MD/PhD	Bucharest/University of Missouri
LUMPKINS, Crystal	Assistant Professor	PhD	University of Missouri
REINARDY, Scott	Assistant Professor	PhD	University of Missouri
Searching now	Assistant Professor	PhD	TBA

Appropriate academic specializations

The core faculty includes those with specializations in mass media theory and methodology, business and finance, diversity and feminist theory, new media, technology, and entrepreneurship, medicine, health and science, legal issues and issues of ethical practice.

The units used for interdisciplinary concentrations and the two interdisciplinary enrichment core courses provide other specializations. The School enjoys solid and enthusiastic support of this program from the units contacted so far. Support letters and

additional sample courses that may be of interest to Journalism PhD students are found in Appendix B.1.

In the past five years, these faculty members have published 20 books, and 4 book chapters, 88 journal articles and conference papers and 124 conference presentations.

Core faculty members also have won Kemper and H.O.P.E awards and citations from the KU's Center for Teaching Excellence. One is incoming president of the Broadcast Education Association.

Teaching requirements outside the program assigned to core faculty

Most core faculty will teach the normal two-course-per-semester load in any given semester. This gives them the capacity to offer courses at the undergraduate and master's level as well. Some courses will be taught at the graduate level and include Master's and PhD students.

Proportion of assignments devoted to the proposed program

The program will need to offer two PhD courses per semester, or 50% of two core professors' appointments. Given 16 core faculty (and hours taught outside the School), there will be no problem with teaching load for this program.

CVs

Faculty CVs follow in Appendix C.1.

2. Graduate assistants

Identification of necessary graduate positions

Budgeted salaries for GAs

The School can initiate this program with no infusion of resources.

We anticipate admitting 6 PhD students annually, with an expectation of four receiving GTA/GRA appointments and two additional PhD students receiving other forms of support.

The School expects to generate additional graduate support through grants and other initiatives in which the School already participates, such as the ongoing grant-funded relationship with Ft. Leavenworth and the Research Triangle BEST initiative. A significant group in the potential applicant pool will have G.I. Bill funding available.

E. ACADEMIC SUPPORT

1. Academic support services

Please note that the School already has extensive advising and technical resources available for its undergraduate and Master's program. We anticipate extending these strong services to the PhD program.

Advising

The Associate Dean for Graduate Studies (ADGS) will advise all incoming PhD students until they select their own advisors. The 16 members of the core faculty will be sufficient to advise and mentor these students through coursework. There should be no more than 12 candidates actively working on dissertations at any time. Again, sufficient faculty exist to handle the load.

The School has a full-time Graduate Records Coordinator who will assist in technical advising, record-keeping and tracking of student progress.

Library

Existing library resources are sufficient for the proposed program. The School has a media resource room and coordinator who can assist with database searches and data collection.

Audio-Visual

The School has extensive audio-video resources, which will be available to the PhD students.

Academic computing

The School has sufficient computing resources, including an in-house, full-time IT coordinator and assistant. The School has four, 18-station computer labs, some with very high-end computers, and supports a multi-media newsroom and supports its faculty with necessary computing resources. No additional computing resources will be necessary.

2. New academic support necessary

Number of library acquisitions

Maintenance of the current resources and collections will be sufficient for the PhD program.

New or enhanced academic support

No new or additional financial support is necessary.

3. Supporting staff

Staff requirements

No additional staff is necessary for the PhD program.

Budgeted salaries

Sufficient existing staff are already budgeted through normal University processes.

F. FACILITIES AND EQUIPMENT

1. Anticipated facilities requirement (existing, renovated or new)

Sufficient space

The School currently is renovating a large area in the west wing of Stauffer-Flint Hall (the area formerly occupied by the University Daily Kansan) to be a Graduate Studies and Research Center. This space will house the School's graduate students, many related core faculty and staff, and the School's Media Research Laboratory. The School already has funded the Media Research Lab which currently is operating in a different space in Stauffer-Flint Hall. The Graduate Studies and Research Center will be complete by the initiation of the PhD program. Other renovations or new facilities, should they be deemed necessary, will be part of the School's long-range planning.

Fiscal note for renovated or new facilities, with necessary work and additional costs

Noted above, renovation for the Graduate Studies and Research Center is underway and paid for. No additional monies are necessary or targeted for initiation of the PhD program.

Sources of funding for renovation and new construction

No renovation or new construction requiring funding is necessary for program initiation. Future renovation or new facilities, should they be necessary for the PhD program, will be part of the School's long-range plan and funded accordingly.

2. New equipment

Sufficient equipment

Sufficient equipment exists for the PhD program. Routine maintenance and replacement of computing and audio-video equipment already is included in the School's staffing and budget plans.

Itemization of new equipment needs

Routine maintenance and replacement of existing equipment is included in the School's regular planning.

G. PROGRAM REVIEW, ASSESSMENT AND ACCREDITATION

Program review process or methods used

Board of Regents Review

The proposed PhD program will be included in the formal Program Review process as submitted to the University and the Board of Regents. The School currently is undergoing Program Review. Program Review at the University of Kansas focuses on six basic questions:

What do we do and why do we do it?

Who does it?

How well do we do it, and who thinks so?

What is the overall quality of each degree program?

What plans are there to advance the degree program(s)?

How will future progress and success be evaluated?

The School will incorporate review of the proposed doctoral program at the time of the next program review cycle.

Annual School Review

The Dean and the faculty currently review all Journalism programs annually. The PhD program faculty and School Graduate Committee will review the progress of all PhD students and assess the degree to which the PhD program is meeting its goals.

Student Learning Outcomes Measures

The PhD program's objectives, learner outcomes, skills and areas of knowledge are described on pages 12-14 above.

The PhD program faculty advisors will meet with each student annually, track student progress and assist the ADGS and faculty in assessing PhD student progress.

The PhD program will use the following measures to assess student outcomes for the various methods of review:

1. Course research papers, examination performance and oral presentations;
2. Number and quality of presentations at graduate student and professional conferences;
3. Publications
4. Fellowship and grant applications and successful awards;
5. Number and quality of participation in collaborative research projects with faculty or with other students;
6. Job placement;
7. Feedback from the employers (academic and non-academic);
8. Feedback from the members of the School's advisory board, alumni, and friends of the School;
9. Written surveys and exit interviews of students at graduation or, if possible, when they exit the program prior to graduation;
10. Feedback from the Office of Graduate Studies, both through formal, written surveys and informal means.

Course load/Time to degree:

We expect most of our PhD students to arrive with a master's in hand and, thus, need 37 hours of coursework, or 6 semesters/3 years to complete the coursework (without summer school). We expect the dissertation to take 1 year, for a total of 4 years from entry to conferral of the degree. That is a typical time-to-degree interval for the journalism-mass communication discipline. We expect to support the students for 4 years, again, typical for our discipline.

Students without a master's would need the full 55 hours of coursework, essentially 9 semesters at 6 hours per semester (and no summer work). That would be 4.5 years from a bachelor's degree. The norm for earning a master's in our field (and our School) is 2 years. Thus, a student with only a bachelor's degree could complete the PhD in a shorter

time than earning both a master's and a PhD. All loads and timeframes are customary in our discipline.

Accrediting

The School is accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) on a five-year interval. The School was fully reaccredited in 2010. The PhD program will be evaluated at the next re-accreditation in 2015. The School already pays the costs of ACEJMC accreditation. The PhD program will not incur any additional costs to re-accreditation.

APPENDIX A.1:

AAU Universities with Mass Communication PhD Programs

(Plus a few extra for specific reasons)

NOTE: Three of the AAU institutions KU compares itself to do not have PhD programs in Mass Communications so they are not explored here:

--Iowa State University

--Texas A&M

--University of Nebraska

The information below comes from examining each institution's website, and all quotes are from those sites (most were accessed in September 2009). Entries are in alphabetical order.

Indiana University

The School of Journalism's doctoral program in mass communications "is one of the oldest and most prestigious" in the United States. There is a foundation core of 5 classes including both quantitative and qualitative methods and a teaching course, plus one statistics course.

Two concentration areas are made up of 21-27 credits mostly taken in departments outside of Journalism and from a list of 10 broad areas like economics and media management, visual communication, political communication and communication ethics.

Electives can be taken for up to 27 credit hours plus dissertation hours for a minimum of 90 credit hours to complete the degree. Applicants entering with a Master's degree can get graduate credit toward the doctorate with the approval of the associate dean for graduate studies.

Michigan State University

The College of Communication Arts and Sciences offers a doctoral degree in Media and Information Studies (MIS), with the School of Journalism as one of three departments that comprise the program. "This is one of the oldest, successful doctoral programs in mass communication and media in the United States."

There is a great deal of freedom in this program, with just one *required* course (Theory Building in Media and Information Studies) along with other courses approved by his/her Guidance Committee. Together they select two media theory courses and 15 research hours from an unspecified list.

An area of specialization (18 credits) also is determined by the student in consultation with the Guidance Committee. After completing a comprehensive exam, the student registers for at least 24 dissertation hours.

Purdue University

G:\Academic_University\1REGENTS\Universities\DEGRINFO\NEWDEGRE\2011\KU\PHD Journalism\Jour PhD Prop Narr 3-16-11 final.docx

The Department of Communication's graduate program "offers an excellent mix of a rich history, and exciting present, and a promising future." The doctoral degree in falls within one of several areas: health, interpersonal or organizational communication; media, technology and society; public affairs/issue management, or rhetorical studies.

Interdisciplinary work is strongly encouraged as students meet with a faculty committee to "tailor their course work to accomplish their degree objectives."

The area of greatest interest here is Media, Technology and Society. While the emphasis seems to be more from a speech communication perspective rather than mass communication, the stated goal includes "...understanding the processes and consequences of media and technology for a global society, including new and emerging information and communication technologies (ICTs)."

Ohio State University

The School of Communication "...offers a unique graduate program for studying the underlying mechanisms and theoretical explanations for communication phenomena." Theoretical perspectives grounded in empirical social science are the context in which students can tailor their "very flexible" course of study.

Methodological pluralism is stressed "within the overall empirical, social science perspective of the College of Social and Behavioral Sciences of which we are a part, along with programs such as Political Science, Psychology, Sociology, and Economics."

Theory and methods courses are the foundation for all students who then tend to pick one or more specialization: Communication Technology and Society, Mass Communication Uses and Effects, Political Communication and Public Opinion, and Health Communication and Social Influence. "Teaching and research in these areas are centered on the complex relationships between audiences, communicators and media."

University of Colorado

The School of Journalism and Mass Communication offers a PhD in Communication that explored the "interdisciplinary nature of media studies." The program's focus is on two areas: "The range of theory, paradigmatic approaches and studies that have contributed centrally to the field;" and "The institutional sources of cultural meaning, the history and development of media industries and systems, and their relationships to other social institutions."

The degree requires 42 hours of course work beyond the MA, with 12-15 of those hours taken outside the school. First-year students are required to take two semesters of Proseminar (6 credits), as well as 6 hours of qualitative and quantitative research methods

within the School. Then 15-18 hours in one or two areas of emphasis within the School round out the requirements.

University of Iowa

Founded in 1948, the PhD program in the School of Journalism and Mass Communication is "...the oldest mass communication program in the country" and is highly individualized. While the program "...emphasizes interdisciplinary inquiry into media communication phenomena from cultural, historical and social perspectives" from a more qualitative perspective, it "also has renewed its strength in social scientific and behavioral inquiry into media communication phenomena."

A long-standing tradition: The PhD Seminar (1 credit) meets weekly and is required of PhD students every semester until comprehensive exams are passed but only 4 credits are counted toward the minimum 80 credits required for graduation. Approval can be obtained for up to 30 hours from the student's MA degree, assuming it relates to the PhD plan of study.

Students are required to take the same media communication theory courses (6 credits) and the same two media communication research methods courses (6 credits) plus at least 10 dissertation research credits and Approaches to Teaching Media Communication (3 credits). An "outside concentration" comprises at least 9 credits; at least one advanced research methods and at least one advanced theory course is required as well.

University of Illinois-Champaign/Urbana

The Institute of Communications Research (ICR), within the College of Media, "...has one of the most renowned communications PhD programs in the world."
Designed to be flexible and broad based, the curriculum is interdisciplinary in nature.

No fewer than eight hours of research methods must be taken within the 64 credits required, and one must be quantitative and one must be qualitative in nature. A minimum of 48 hours makes up a "major" plus a minimum of 32 thesis research hours. Students are expected to take at least two "overview courses that augment their area of specialization," ranging across nine topics (Feminist Media Studies, Popular Culture, Philosophy of Technology, Race and the U.S. Empire, Communication Ethics, Media and Politics, History and Theory of Freedom of the Press, Political Economy of Communications, Cultural Studies and Critical Interpretation).

According to the website, recent "graduates are employed internationally in institutions such as McGill University, UC-San Diego, Rutgers, The University of New Hampshire, CUNY Queens, University of Chicago and Texas A&M."

University of Minnesota

The School of Journalism and Mass Communication (SJMC) has decided to “fully embrace the complexity of this moment and to recognize that the average person’s everyday life includes substantial engagement with messages produced for mass consumption.” SJMC offers an interdisciplinary curriculum, and the ability “...to minor allows students to customize specific research and career interests.” Common areas of research include: Media Ethics, History of Mass Communication, International Mass Communication, Communication Law and Regulation, and Mass Media Structures, Processes and Effects.

Students arriving with a MA degree are then required to complete a minimum of 54 graduate credits (at least 18 must be taken outside of SJMC) plus 24 dissertation credits. Required core courses in Humanities Methodology or Social Science total 12 credits. There are several lists of other methodology courses from which to pick four additional classes.

University of Michigan

A doctoral degree in Mass Communication is “a highly individualized, interdisciplinary” program offered by the Department of Communication Studies. Students can expect to spend a total of 5 years completing at least 15 courses and the research and writing of a dissertation. “The program is designed to introduce students to the theories and methodologies of communication research and related work in social science fields.”

Four core theory seminars are taken in the first two years, along with a research methods and statistics sequence. To fulfill pre-candidacy requirements, a student must have teaching and research experience as well as a first-year research project. An individualized major area sequence is created in conjunction with an adviser.

University of Missouri-Columbia

In 1934 the Missouri School of Journalism awarded the nation's first doctor of philosophy in journalism degree. The latest version of this program provides five distinct courses of study: Mass Communication Theory, Political Communication, History, Law and Ethics, Media History and Mass Communication and Society. Models of each course of study are suggested but students are encouraged to plan their own, if they prefer, with the help of their advisor and committee.

All students take a common 13-credit core consisting of Doctoral Proseminar I and II, Doctoral Seminar and Doctoral Research Seminar as well as earning 9 credits for their dissertation research. Depending on the model, students take interdisciplinary classes from Communication, Marketing, Psychology, Political Science, History, Philosophy, Law and/or Statistics. Completing the degree requires 78-83 credits, depending on the model.

“Missouri graduates are represented in colleges and universities around the world, serving as deans, chairs and professors. Recent PhD graduates are now on the faculties of

Kansas and Kansas State, Oklahoma and Oklahoma State, Iowa, Nebraska, Louisiana State, Mississippi and other accredited journalism programs.”

University of Texas

The School of Journalism’s doctoral degree “...features an eclectic blend of faculty, courses and facilities extending from the department itself to the College of Communication and the whole university.” This program expects that for students to become life-long researcher, they need to “...be cognizant of qualitative, quantitative and critical perspectives, and of research at multiple levels of analysis.”

Required courses (18 hours) fall into three areas taken in a particular progression: theory, research methodology, and proseminar. Two mass communication theory courses, along with three research methods courses, are required. One statistics course is required as well.

A student’s “program of work,” devised in concert with a graduate adviser and dissertation committee chair, outlines the 67-85 credit hours required. The courses fall into four areas of study: theory, method and two additional specialities related to the proposed dissertation.

A second PhD program--in Media Studies--is offered by the Department of Radio-Television-Film and “...focuses on media technology and policy, film and television studies, global media, new media, media literacy, and ethnic and gender issues.”

Students are expected to have a M.A. degree, so a minimum of 48 additional hours is needed to complete the PhD. While much of the course work can be selected in collaboration with an adviser, the student is required to take 6 hours in Theory and Literature plus an additional 12 hours of other research tools or language. A minor is achieved by completing 9 hours outside the RTF department.

University of Wisconsin

A PhD in Mass Communications is offered in cooperation with the Department of Life Sciences Communication. The curriculum features 12 “domains of knowledge—cognitive responses to mass communication; communication campaigns; community and social movements; consumer and popular culture; health and science communication; history of mass communication; international communication; media communication and public opinion; and race, gender and mass communication.”

Because they are expected to already have a MA degree, students are urged to identify a research plan early and work with a major professor and dissertation committee to develop an individual plan of seminars and courses. A unique feature of this program is the PhD Minor in Mass Communications consisting of at least 12 credits in journalism and mass communication for PhD candidates in another area.

Here are two significant programs not included in KU's AAU 16. We think they are of note.

Northwestern University

The School of Communication's PhD program in Media, Technology, and Society (MTS) is one of the newer additions, providing an environment "for innovative research in the study of media and communications technologies." Students are allowed a great deal of autonomy in designing their own programs within the University and MTS thanks to the interdisciplinary approach.

MTS "encourages research on historical, contemporary, and emerging media that challenges traditional disciplinary boundaries and assumptions."

The Graduate Colloquium/MTS Speaker Series is required in the first two years and may be taken a third time for credit. Also required is Proseminar, while Practice to Scholarship is taken the second year. The courses of at least 4 core MTS faculty must be taken during the program. To prepare for qualifying exams that are taken during the spring of the student's final year of coursework, three independent research courses offered by the three examiners are advised.

University of North Carolina

The School of Journalism and Mass Communication first offered a PhD in mass communication in 1965. Students must declare one primary area (and may choose a secondary area) from this list: Media Processes and Production; Legal and Regulatory Issues in Mass Communication; Media Effects, Information Processing and Audiences; Media History; and Political, Social and Strategic Communication.

Four core courses are required of all students: Mass Communication Research Methods, Theories of Mass Communication, Mass Communication Law, and Readings in Mass Communication History.

Twelve additional courses make up the 48 graduate credits required. These credits must be arrayed into three groups of courses: a substantive area of study, research methods, and a secondary area if so declared. At least 6 credits for the dissertation are required for graduation and at least 24 credits must be at the 700- through 900-level within the School of Journalism.

APPENDIX B.1: LETTERS OF SUPPORT

(Sent separately as two PDF files – Ginsberg and the rest)

APPENDIX C.1: CONDENSED FACULTY CVs

Theodore P. Frederickson, J.D.

Professor

Education:

J.D. (with distinction) - University of North Dakota, Grand Forks, N.D., 1975

M.A., Journalism - The American University, Washington, D.C. , 1971

B.A. (Magna Cum Laude) - Political Science, University of North Dakota, 1970

Academic Experience:

William Allen White School of Journalism and Mass Communications, University of Kansas

Full Professor (1992 to present)

William Allen White Foundation Teaching Professor

Associate Professor (1984-92)

Assistant professor (1980-84)

Washburn University, Topeka, Kansas

Assistant professor of law and communication arts, 1979-80

Professional Experience in Journalism

City Editor, 1975-77; Writing coach, 1974; Grand Forks (N.D.) Herald. Supervised local news staff of Knight-Ridder newspaper with 34,000 circulation daily, 36,000 Sunday; as writing coach, provided critiques and staff training.

Sunday Editor, The Grand Forks Herald, 1971-72. Directed assignments, story selection, wire-editing, planning, headlines and design for Sunday newspaper.

Reporter (full time and part time) The Grand Forks Herald, 1966-69. Covered state and federal courts, police, county government, politics.

Internships and Other Experience: Special projects reporter, The Wichita Eagle, summer, 1992; Statehouse correspondent, The Kansas City Times, Fall, 1990; Projects reporter, The Wichita Eagle-Beacon, summer 1988 and 1989; reporter, Topeka Capital-Journal, summer, 1985; national news reporter, The Washington Post, summer, 1973; reporter, Minneapolis (Minn.) Tribune, summer, 1969.

Research/Publication/Creative Performance

Book Contribution

Contributing Author, "Doing Ethics in Journalism: A Handbook with Case Studies," by Jay Black, Bob Steele and Ralph Barney, 1993 (updated 1997). This book is a major project of the Society of Professional Journalists and its National Ethics Committee, of which I have been a member since 1988. Members of the committee planned, researched, wrote and edited the book.

Code of Ethics

Principal Author, Code of Ethics for Journalists; As member of National Ethics Committee of Society of Professional Journalists, the largest organization of professional journalists in the world, participated in the drafting of Code of Ethics. Tentative drafts produced between October 1995 and June, 1996; Authors met in Philadelphia in June, 1996 to edit final draft that was approved by SPJ National Convention in October, 1996, Washington, D.C.

Law and Journal Articles

"When truth doesn't justify harm: Sex may sell, but it often goes against our ethical obligations." **Quill Magazine**, October/November 2002, pp. 36-37.

"Cases and Commentaries: The Phoenix and Daniel Pearl," **Journal of Mass Media Ethics**, Vol. 17, No. 4, 2002, pp. 318-327.

"Cases and Commentaries: The Case of the Judge in Hiding," **Journal of Mass Media Ethics**, Vol. 6, No. 2, 1991, pp. 119-130.

"Communications Law, "The Torts of Privacy and Outrage: Drawing Legal Boundaries for the News Media," **Seminar text for the Washburn Media Law Seminar**, March 4, 1988, pp. 1-8.

"The Kansas Open Records Act: Law, Comment and Cases," **Seminar text for the Washburn Media Law Seminar**, March 4, 1988, pp. 23-40. (This article provided a one-stop resource on the records law that offered attorneys and journalists a clear summary of the act, analysis and comment, and an annotated digest of Attorney General Opinions on the law.)

"Letting the Sunshine In: An Analysis of the 1984 Kansas Open Records Act," **The University of Kansas Law Review**, Vol. 33, No. 2, 1985, pp. 205-268. (A comprehensive legislative history and analysis of the sweeping new records act, this article has been widely reprinted and has been cited in every Kansas court decision concerning the act.)

Honors and Awards

First Recipient of Gene Budig Professor of Writing Award in the School of Journalism, 2007-2008, in recognition of achievements in the teaching of writing. Coached the Kansas students whose stories won first for Kansas in the Intercollegiate Writing Competition of the prestigious Hearst Journalism Awards Competition, often referred to as the College Pulitzers, for two consecutive years, 2007 and 2008. The Budig Award, given annually, includes a cash award of \$5,000 and rotates between the School of Journalism and the School of Education. The recipient holds the Budig professorship for one year and delivers a lecture to the University community on the importance of writing.

James K. Gentry, Ph.D.

Clyde M. Reed Teaching Professor

Education

Ph.D., Journalism, University of Missouri, 1993. Emphasis in management and organizational behavior.

M.A., Journalism, University of Missouri, 1979.

B.A., History, Millsaps College, Jackson, Miss., 1966.

Faculty appointments at KU

1997-present: Professor, School of Journalism and Mass Communications, University of Kansas.

1997 – 2004, Dean, School of Journalism and Mass Communications, University of Kansas.

Teaching: Primarily courses related to understanding financial statements and business,, as well as management and the changing nature of work. Teach capstone experience for professional master's at Edwards Campus.

Research: Primarily interested in how media communicate business issues and developments, and in how corporations present their financial positions. Also interested in how media have covered the evolution of China as a world economic power.

Appointments at other universities

Dean and Professor, School of Journalism, University of Nevada, Reno., 1992-1997.

Chair – Editorial Department, Associate Professor, Assistant Professor, Instructor, School of Journalism, University of Missouri. 1976-1991.

Awards

Barry Sherman Teaching Award, Media Management and Economics Division of the Association for Education in Journalism and Mass Communication (AEJMC), August 2008. Award recognizes excellence and innovation in teaching of media management and economics.

Distinguished Achievement Award, Society of American Business and Editors, April 2003

Refereed Activity

Publications

Co-author, "Characteristics of Graphics Managers at Metropolitan Dailies," Newspaper Research Journal, with Barbara Zang, Fall 1989.

Co-author, "The Impact of Electronic Editing Equipment on Editing Ability," Journalism Quarterly, with Linda J. Shipley, Fall 1981.

Invited Publications

Co-author, "Development Education and the Mass Media," chapter in Teaching Global Development: A Curriculum Guide for Undergraduate Educators, edited by William Savitt, with Lillian Rae Dunlap, University of Notre Dame Press, 1993.

Invited Presentations

"An Analysis of Business Journalists' Understanding of Economics, Finance and Accounting," National Association of Economic Educators, October 1998. With Karen Hallows and Steve Buckles, Department of Economics, University of Missouri.

Creative Activity

Hundreds of presentations to conferences and workshops on organizational change, culture change, understanding financial statements and the world of business. Have worked with Fortune 100 companies and spoken in all major cities of the U.S. Audiences range from university administrators, deans, faculty members, corporate executives, corporate marketing and communications staff, and newspaper and broadcast editors and reporters. Have spoken to thousands of journalists and communicators on understanding financial statements.

Several hundred articles on organizational change, culture change, understanding financial statements and the world of business.

Barbara Barnett, Ph.D.

Associate Dean and Associate Professor

Education

University of North Carolina at Chapel Hill, Ph.D., 2003.

Duke University, Liberal Studies (Literature and women's studies), M.A., 1996.

Pembroke State University, English Education, B.A., 1974.

Faculty Appointments

Associate Dean for Undergraduate Studies and Associate Professor, University of Kansas, 2009 to present. Tenured in 2009.

Assistant Professor, University of Kansas, 2003–2009.

Instructor, University of North Carolina at Chapel Hill. Summer 2002, Fall 2001, Summer 2001.

Selected Publications

Academic Blind Peer-reviewed

Walker, D., Geertesema, M., & Barnett, B. (2009). Inverting the inverted pyramid: Using feminist theories to teach journalism. *Feminist Teacher*, 20(1). Forthcoming. (Blind peer-reviewed. Contribution = 33 percent).

Barnett, B. (2008). Framing rape: An examination of public relations strategies in the Duke University lacrosse case. *Communication, Culture, Critique*, 1(2), 17–202.

Barnett, B. (2007). Women who defy nature: Maternal infanticide and journalists' use of the myth of perfection. In K. Hart (Ed.), *Media(ted) Deviance and Social "Otherness": Interrogating Influential Representations* (91–112). Newcastle-upon-Tyne, UK: Cambridge Scholars.

Barnett, B. (2006). Health as women's work: A pilot study on how women's magazines frame medical news and femininity. *Women and Language*. 29(2), 1–11.

Barnett, B. (2006). Medea in the media: Narrative and myth in news stories about women who kill their children. *Journalism: Theory, Practice and Criticism*, 7(4), 411–433.

Barnett, B. (2006). Embracing the imaginary good mother: Narratives of love and violence from women who killed their children. *Iowa Journal of Communication*, 38(1), 5–26.

Barnett, B. (2006) Focusing on the next picture: Feminist pedagogy as a foundation for teaching about ageism in the academy. *NWSA Journal*, 8(1), 85–98.

Barnett, B. (2005). Feminists shaping news: A framing analysis of news releases from the National Organization for Women. *Journal of Public Relations Research*, 17(4). 341–362.

Barnett, B. (2005). Perfect mother or artist of obscenity? A narrative analysis of news coverage of the Andrea Yates murders. *Journal of Communication Inquiry*, 29(1), 9–29.

Barnett, B. (2004). *Emma says*: A case study of the use of comics for health education among women in the AIDS heartland. *Feminist Media Studies*, 4(2), 111–128.

Invited Academic Articles / Book Chapters

Barnett, B. (2008). *More* contradictions: A framing analysis of health, agency, and femininity in a magazine for women over forty. In M. Wiley (Ed.), *Women, wellness, and media* (pp. 11–37). Newcastle-upon-Tyne, UK: Cambridge Scholars.

Barnett, B. (2007). The wounded community: Myth and narrative in print news articles about women who killed their children. *Media Report to Women* 35(1), 13 – 21.

Awards

Recipient – 2007 – Mary Ann Yodelis Smith Award for Feminist Scholarship – 2007 – award presented annually at the Association for Education in Journalism and Mass Communication conference by the Commission on the Status of Women.

Timothy A. Bengtson, Ph.D.

Associate Professor

EDUCATION

Ph.D. in Communication Studies, School of Speech, Northwestern University, 1977.

Dissertation: "A Critical Inquiry into the Nature of Creativity in Advertising Communication."

M.S.J. (with distinction) in Advertising, the Medill School of Journalism, Northwestern University, 1968.

M.B.A., Graduate School of Business Administration, University of Michigan, 1965.

B.B.A., School of Business Administration, University of Michigan, 1964.

ACADEMIC EXPERIENCE

Clyde M. and Betty Reed Distinguished Teaching Professor, University of Kansas, Spring 1988 to present.

Associate Professor, Tenured, William Allen White School of Journalism and Mass Communications, University of Kansas, 1979 to present.

PUBLICATIONS--ARTICLES AND MONOGRAPHS

Co-author, "Undergraduate Research: Extending the Walls of the Classroom," a white paper in *Reflections from the Classroom*, University of Kansas Center for Teaching Excellence, Volume 2, Fall 1999, pp. 1-3.

"Creativity on Madison Avenue," Hall Center Faculty Seminar on Creativity, Fall 1994.

"The Creative Experience in Advertising." JOURNAL OF CREATIVE BEHAVIOR. (Article accepted for publication contingent on condensing it to 20 pages to conform to JCB editorial format.)

"Creative Process All a State of Mind," Opinions From the Hill Series, *The Lawrence Journal-World*, March 1, 1993, p. 4A.

"What is a Good Advertisement?" KANSAS PUBLISHER, July 1985, p. 5.

"The Three Most Powerful Sales Tools in the World: Ideas, Ideas, Ideas." KANSAS PUBLISHER, May 1985, p. 5.

"Creativity's Paradoxical Nature: A Postscript to James Webb Young's TECHNIQUE FOR PRODUCING IDEAS." JOURNAL OF ADVERTISING 11 (Winter 1982):3-9. (Article was subsequently included in the MARKETING ABSTRACTS of the JOURNAL OF MARKETING whose Editor said in letter to author, "Only a small portion of all marketing articles are selected for this honor.")

CONTEMPORARY CASES IN BASIC MARKETING. Cape Girardeau, Missouri: Southeast Missouri State College, 1967. (D.W. Norvell was co-author.)

Ann M. Brill, Ph.D.

Dean and Associate Professor

RESEARCH AND TEACHING INTERESTS:

New technology implementation and implications in newsrooms; copy editing processes and skills; reporting; multiculturalism; media law and scholastic journalism

EDUCATION:

- Ph.D. in Mass Communication, School of Journalism and Mass Communication, University of Minnesota, 1994. Dissertation: "Pagination and the Newsroom: A Study of the Implementation of New Technology"
- M.A. in Journalism, College of Journalism, Marquette University, 1985. Thesis: "Acculturation and Hispanic Use of the Mass Media"
- B.A. in Journalism, Department of Journalism, University of Wisconsin-Eau Claire, 1976.

ACADEMIC EXPERIENCE:

- William Allen White School of Journalism and Mass Communications, KU, 2000 – present
- School of Journalism, University of Missouri-Columbia, 1992 – 2000
- Department of Journalism, Marquette University, 1987 – 1991
- School of Journalism and Mass Communication, University of Minnesota, 1986 - 1987

PROFESSIONAL MEDIA EXPERIENCE:

- Director, Dow Jones Newspaper Fund Online Editing Workshop, University of Kansas, 1996 - 2002
- *Billings Gazette*, Billings, Montana; Editorial and Design Consultant, Arts and Travel Editor, 1991 – 1992
- St. Joseph Hospital, Marshfield, WI; Editor, employee magazine and marketing publications, 1979 - 1981
- St. Anthony Retreat Center, Marathon, WI; Public Relations, 1977 - 1979
- *The Mosinee Times*, Mosinee, Wisconsin; News Editor, 1976 – 1977

SELECTED PUBLICATIONS:

- "Online Newspaper Advertising: A Study of Format and Integration with News Content," in D.W. Schumann and E. Thorson, *Advertising and the World Wide Web (Advertising and Consumer Psychology)*. Lawrence Erlbaum, 1999
- "Using House Ads to Promote E-Newspapers: A Longitudinal Content Analysis," With Shelly Rodgers, Yan Jin, Yoon Choi, and Wanda Siu. *Newspaper Research Journal*, Spring 2006
- "Ad Placement in E-Newspapers Affects Memory, Attitude." With Shelly Rodgers and Glen Cameron. *Newspaper Research Journal*. Winter 2005
- "Old Media, New Values: Toward a Functional Analysis of Online Journalists," *Newspaper Research Journal*, Spring 2001
- "Way New Journalism: How the Online Pioneers are Doing," *Electronic Journal of Communication*, Vol. 7, No. 2, 1997, <http://www.cios.org/getfile/Brill_V7N297>
- "Silencing Scientology's Critics on the Internet: A Mission Impossible?" With Ashley Packard, *Communications and the Law*, December 1997

- "Online Child Pornography: State v. Federal Regulation," With Ashley Packard, *LAW/Technology Journal*, December 1996

GRANTS RECEIVED:

- \$150,000 (to School of Journalism) from McCormick Foundation to study relationship between media and military, 2008- 2010
- \$6,500 from the Kansas Health Foundation to develop media stories about children's health for local media outlets, 2003
- \$4,200 General Research Funds from the University of Kansas to study the economic models for online news sites, 2001
- \$120,000 from Dow Jones Newspaper Fund to operate the Dow Jones Newspaper Fund Online Editing Workshop, 1996 – 2002
- \$1,500 from MU Institute for Instructional Technology to bring speaker to campus (John Pavlik, New Media director, Columbia University), 1996
- \$300,000 from Pulitzer Technologies (co-director with Dean Mills and Esther Thorson) of the Pulitzer/MIZZOU CyberNews 2000 Project, 1996 - 2000

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

- Association for Education in Journalism and Mass Communication
- American Copy Editors Society
- Online News Association
- Association for Internet Researchers
- Communications Institute of Online Scholarship

PROFESSIONAL ACTIVITIES:

- Member: Steering committee. National Hearst Journalism Award Program. 2006 – present
- Member: Elected to represent accredited schools of journalism on Accrediting Council on Education in Journalism and Mass Communications, 2008 - present
- Member: Editorial Board: *Newspaper Research Journal*, 2007 - present
- Editorial Board: *Journal of Interactive Advertising*, 1998 – present
- Chair: ACEJMC site accreditation team for North Texas University, November 2009; Michigan State University, November 2007; Washington and Lee University, 2006; Nichols State University, 2005; Team Member: Arizona State University, October 2003; University of Maryland School of Journalism, November 2003; University of North Carolina – Chapel Hill, February 2003; American University, November 2002

UNIVERSITY AND SCHOOL SERVICE AT UNIVERSITY OF KANSAS:

- Member: Provost search committee, 2009
- Member: Recruitment and Retention Task Force, 2008 - 2010
- Member: Tuition Advisory Committee, 2008 – 2010
- Chair: University United Way Campaign, 2007 – 2008
- Member: University Strategic Planning Task Force subcommittee on Initiative 2015 - Teaching and Learning Task Force
- Member: Leadership Minor Advisory Committee, 2004 - present
- Chair: University Research Committee, 2004-2005; member: 2001 - 2005
- Member: University task force on new school of Information Science and Technology, Fall 2000

AWARDS AND HONORS:

- Women of Distinction calendar, University of Kansas, 2008
- Outstanding Women of Kansas, Women in Communication, Kansas Chapter, 2007
- Nominated for University of Missouri Provost Outstanding Junior Faculty Teaching Award, School of Journalism, 1996 and 1997
- Named Outstanding Faculty Member by University of Missouri Panhellenic Council, 1997

John R. Broholm, Ph.D.

Associate Professor

EDUCATION

Ph.D., 1991, The University of Kansas School of Education
M.A., 1980, The University of Missouri School of Journalism
B.A., 1973, Stanford University, Dept. of Communications

EXPERIENCE

Associate Professor, The University of Kansas William Allen White School of Journalism and Mass Communications, fall 1994-present
Graduate Director, The University of Kansas William Allen White School of Journalism and Mass Communications, May 1997-July 2005
Assistant Professor, fall 1984-spring 1994
Courses taught in recent years: Ethics and the Media, Multimedia Reporting, Multimedia Editing, Television News I and II, Research and Writing, and Current Events (Celebrities and the Media)
Professional experience: news producer, 1980-1983; news executive producer, 1983-1984

HONORS

Finalist, H.O.P.E. Award (Honor for the Outstanding Progressive Educator), given by the senior class of the University of Kansas, November 1999
News adviser to KJHK when it was recognized: as Station of the Year Runner-up, 1992, by the National Association of Collegiate Broadcasters; as Station of the Year, 1991, by the National Association of Collegiate Broadcasters; for excellence in news programming by the Kansas Association of Broadcasters, periodically since 1984

School of Journalism Teaching Development awards for instructional innovation, 1991, 1990

FELLOWSHIPS

American Press Institute Journalism Educators Seminar, Reston, Va., September 26 - October 1, 1993
Poynter Institute Education Week, St. Petersburg, Fla., June 1 - 8, 1993

PUBLICATIONS, RESEARCH, AND CREATIVE ACTIVITY

Articles

"Former TV reporter goes online." *RTNDA Communicator*, June 2006
Entries on Charles Lindbergh, polling, news programming criticism, National Radio Broadcasters Association, network affiliation, and Elmo Roper, for the *Historical Dictionary of American Radio* (1998), edited by Donald G. Godfrey and Frederic A. Leigh, for Greenwood Publishing Group, Inc.

“Teachers and electronic mail: Networking on the network.” First author, with Ronald Aust, second author. (1994). *Journal of Technology and Teacher Education*, 2, 167-182

“News for a new generation.” *Communicator* (October 1993)

“Video gumbo.” *Communicator* (June 1993)

"24-hour local cable news: Markets within news markets." *Communicator* (October 1992)

"Alternatives." *Static*, 27(3) (October 1987)

"Teachers teaching teachers." *Static*, 26(3) (October 1986)

"Rummaging through student bureaus." *Static*, 26(3) (October 1986)

"SNG" [Satellite news gathering]. *Communicator* (November 1985)

"Electronic news media in the courtroom." *Journal of the Missouri Bar* (August/September 1979), reprinted in *Case & Comment* (May/June 1980)

Radio Commentaries

Wrote, edited and delivered a regional series of 12 radio commentaries about trends in the electronic media, distributed to 23 stations, September 1993.

Papers

"Networking on the network: Teachers and electronic mail," refereed paper presented to the national convention of the Association for Educational Communication Technology, New Orleans (January 1993)

Tien-Tsung Lee, Ph.D.

Associate Professor

EDUCATION

University of Oregon, Eugene, Oregon •Ph.D. in Communication and Society, June 1999

ACADEMIC APPOINTMENTS

University of Kansas, William Allen White School of Journalism and Mass Communications •8/2006 - date, Associate Professor (tenured)

Washington State University, Edward R. Murrow School of Communication •1/2001-6/2006, Assistant Professor

Hawaii Pacific University, Division of Communication •9/1998-12/2000, Assistant Professor

RESEARCH AREAS

Political communication/ideologies; media effects & criticism; race & gender

RESEARCH PUBLICATIONS

Lee, T. (in press). Why they don't trust the media – An examination of factors predicting trust. *American Behavioral Scientist*.

Chang, K. & Lee, T. (2010). International news determinants in U.S. news media in the post-cold war era. In G. Golan, T. J. Johnson & W. Wanta (Eds.), *International Media Communication in a Global Age* (pp. 71-88). New York: Routledge.

Wu, H. D., & Lee, T. (2009). *Media, Politics and Asian Americans*. Kresskill, NJ: Hampton Press.

Lee, T., & Irby, J. (2008). Newspaper professionals' attitudes about front-page advertising. *Journal of the Northwest Communication Association*, 37 (spring), 36-51.

Lee, T., & Wei, L. (2008). How newspaper readership affects political participation. *Newspaper Research Journal*, 29(3 summer), 8-23.

Hicks, G., & Lee, T. (equal authorship) (2006). Public attitudes toward gays and lesbians: Trends and predictors. *Journal of Homosexuality*, 51(2), 57-77.

Lee, T., & Ryan, W. E. (equal authorship) (2005). Advertising creative practitioners on the value of advertising education: An overview. *Journal of Advertising Education*, 9(2 Fall), 14-21.

Wu, H. D., & Lee, T. (2005). The submissive, the calculated, and the American Dream: Coverage of three Asian-American political candidates in the 990s. *Howard Journal of Communications*, 16(3), 225-241.

Lee, T. (2005). Media effects on political disengagement revisited:

A multiple-media approach. *Journalism & Mass Communication Quarterly*, 82(2), 416-433.

Lee, T. (2005). The liberal media myth revisited: An examination of factors influencing media bias perception. *Journal of Broadcasting and Electronic Media*, 49(1), 43-64.

Lee, T., Ryan, W. E., Wanta, W., & Chang, K. (2004). Looking presidential: A comparison of newspaper photographs of candidates in the United States and Taiwan, *Asian Journal of Communication*, 14(2), 121-139.

Lee, T., & Hwang, F. H. (2004). Journalistic ideologies versus corporate interests: How Time and Warner's merger influences Time's content. *Communication Research Reports*, 21(2), 188-196.

Lee, T., & Hwang, F. H. (2002). Portrayal of women in movie ads changes little from 1963-1993. *Newspaper Research Journal*, 23(4 Fall), 86-90.

Lemert, J. B., Wanta, W., & Lee, T. (1999). Party identification and negative advertising in a U.S. senate election. *Journal of Communication*, 49, 123-134.

Lemert, J. B., Wanta, W., & Lee, T. (1999). Winning by staying ahead: 1996 debate performance verdicts. In L. L. Kaid & D. Bystrom (Eds.), *The electronic election: Perspectives on the 1996 campaign communication* (pp. 179-189). Mahwah, NJ: Lawrence Erlbaum.

Wanta W., Lemert, J. B., & Lee, T. (1998). Consequences of negative political advertising exposure. In T. J. Johnson, C. E. Hays, & S. P. Hays (Eds.), *Engaging the public: How government and the media can reinvigorate American democracy* (pp. 97-109). Lanham, MD: Rowman & Littlefield

REFERRED CONFERENCE PAPERS

55 papers presented at national and internal conferences including the annual conventions of the Association for Education in Journalism and Mass Communication, International Communication Association, World Association for Public Opinion Research, and International Association for Media and Communication Research.

HONORS/INVITED PRESENTATIONS/OTHER RECOGNITIONS

Invited speaker at Iowa State University in Ames, Iowa; Shih-Hsin University in Taipei, Taiwan; and Idaho School Public Relations Association. Received research grants/awards from Hawaii Pacific University, Washington State University, University of Oregon, University of Minnesota, and Idaho School Public Relations Association. Contributed an entry on media bias to *The International Encyclopedia of Communication*, published in 2008. Research on news media's political bias was cited in the *New York Times*.

Charles W. Marsh Jr., Ph.D.

G:\Academic_University\1REGENTS\Universities\DEGRINFO\NEWDEGRE\2011\KU\PHD Journalism\Jour PhD Prop Narr 3-16-11 final.docx

Associate Professor

Refereed Journal Articles (all single-author)

In Press - "A Legal Semiotics Framework for Exploring the Origins of Hermagorean Stasis." *International Journal for the Semiotics of Law*.

In Press - "Precepts of Reflective Public Relations: An Isocratean Model." *Journal of Public Relations Research*.

In Press - "Millennia of Discord: The Controversial Educational Program of Isocrates." *Theory and Research in Education*

In Press - "The *National Review* 'Fires' Christopher Buckley: Image Restoration and the Rhetoric of Severance and Restraint." *Public Relations Review*.

2010 "Deeper than the Fictional Model: Structural Origins of Literary Journalism in Greek Mythology and Drama." *Journalism Studies* 11(3).

2009 "'The War Against the Moon': André Maurois' 1927 'Fantasy on the Coming Power of the Press.'" *Journalism and Mass Communication Quarterly*, Summer 2009.

2008 "Postmodernism, Symmetry, and Cash Value: An Isocratean Model for Practitioners." *Public Relations Review* 34.

2007 "Aristotelian Causal Analysis and Creativity in Copywriting: Toward a rapprochement Between Rhetoric and Advertising." *Written Communication* 24(2).

2006 "Aristotelian Ethos and the New Orality: Implications for Media Literacy and Media Ethics." *Journal of Mass Media Ethics*, Winter 2006.

2006 "The Syllogism of Apologia: Rhetorical Stasis Theory and Crisis Communication." *Public Relations Review*, Spring 2006.

2003 "Antecedents of Two-Way Symmetry in Classical Greek Rhetoric: The Rhetoric of Isocrates." *Public Relations Review*, Fall 2003.

2001 "Public Relations Ethics: Contrasting Models from the Rhetorics of Plato, Aristotle, and Isocrates." *Journal of Mass Media Ethics*, Vol. 16, Nos. 2 & 3

Books

2009 *Strategic Writing: Multimedia Writing for PR, Advertising and More*, 2nd edn., (Allyn & Bacon). With co-authors David Guth and Bonnie Short.

2008 *Public Relations: A Values-Driven Approach*, 4th edn., (Allyn & Bacon). Co-written with Professor David Guth, Univ. of Kansas.

2007 *Public Relations: A Values-Driven Approach, Cases Edition*, (Allyn & Bacon). Co-written with Professor David Guth, Univ. of Kansas.

2006 *Public Relations: A Values-Driven Approach*, 3rd edn., (Allyn & Bacon). Co-written with Professor David Guth, Univ. of Kansas.

2004 *Adventures in Public Relations: Case Studies and Critical Thinking*, (Allyn & Bacon). Co-written with Professor David Guth, Univ. of Kansas.

2004 *Strategic Writing: Multimedia Writing for PR, Advertising, Sales & Marketing and Business Communication*, (Allyn & Bacon). Co-written with David Guth and Bonnie Short.

2003 *Public Relations: A Values-Driven Approach*, 2nd edn., (Allyn & Bacon). Co-written with Professor David Guth, Univ. of Kansas.

2000 *Public Relations: A Values-Driven Approach*, (Allyn & Bacon). Co-written with Professor David Guth, Univ. of Kansas.

1997 *A Quick and (not) Dirty Guide to Business Writing*, (Prentice Hall, 1997)

Book Chapters

2009 "Public Relations Ethics," in *21st Century Communication*, (Sage).

2008 "Battle for the Soul of Ignorance: Rhetoric and Philosophy in Classical Athens," in *The Virtues of Ignorance: Complexity, Sustainability, and the Limits of Knowledge*, (University Press of Kentucky).

1996 "Influencing History's First Draft: PR Newswire and the News Media," in *Media/Reader* (Wadsworth), ed. Shirley Biagi.

1994 "Veterinary Economics Magazine," in *The Trade Press in the United States*, (Greenwood Press), ed. Kathleen Endres.

Research Awards and Honors

2010 One of six professors appointed to national AEJMC Senior Scholars committee to review research proposals of junior members.

2005 Third Place Faculty Research Paper, Public Relations Division, AEJMC National Conference.

2003 Second Place Faculty Research Paper, Magazine Division, AEJMC National Conference.

2003 First Place Faculty Paper, Open Division, AEJMC Southeast Colloquium.

2000 First Place Research Paper, Twisted Words/Straight Talk: The Ethics of Persuasion in the Open Marketplace. Conference sponsored by *Journal of Mass Media Ethics*.

Teaching Awards and Honors

2010 Finalist (one of four), Scripps Howard/AEJMC Journalism Teacher of the Year Award.

2006 Award for teaching excellence, KU Panhellenic Association and Interfraternity Council.

2005 HOPE Award (Honor for Outstanding Progressive Educator) from KU senior class.

2005 Kemper Award for Teaching Excellence.

2001 Outstanding Professor, Consortium International University, Paderno del Grappa, Italy.

Max Utsler, Ph.D.

Associate Professor

PROFESSIONAL EXPERIENCE

1984-present University of Kansas School of Journalism and Mass Communications, Lawrence; Associate Professor

1983-84 KSDK-TV (NBC), St. Louis; Assistant News Director

1973-83 University of Missouri School of Journalism, Columbia; Assistant Professor/Associate Professor; Chair Broadcasting ('82-'83); Assistant News Director, KOMU-TV (NBC).

1974-83 KMBC-TV (ABC), Kansas City; Four summers, five Christmas vacations, other part-time as reporter/producer. Member of AFTRA since 1980.

EDUCATION

1981 Ph.D. University of Missouri-Columbia, Education (Curriculum and Instruction)

1973 M.A. University of Missouri, School of Journalism (Broadcasting)

1970 B.A. Knox College, Galesburg, IL (American Studies)

Recent Research/Creative Activities

Major

Max Utsler, "Sports Talk Radio and Its Relationship with Sources." Published in *Journal of Radio and Audio Media*, December 2008

Utsler, Max and Jennifer Byrd; "Is stereotypical coverage of African-American athletes as "Dead as Disco"?: An analysis of NFL quarterbacks in the pages of *Sports Illustrated*. Accepted for publication, *Journal of Sports Media*, Spring 2007.

Utsler, Max; "Sports Radio 810 WHB" in John Dempsey, *Sports Talk Radio*, Haworth Press, published October 2006.

Minor

Max Utsler. "Athletic Department Expenditures and On-Field Results: A Study of the Big 12 Conference from 2000-2008." Presented to National Collegiate Athletic Association Scholarly Colloquium. January 2010.

Jesse Temple, Scott Reinardy and Max Utsler. "Weathering the Storm: How Newspaper Sports Editors Have Adapted During Changing Times." Presented at Association of Education in Journalism and Mass Communication Convention, April 2009.

Max Utsler and Stuart Esrock. "Southern Fried Advertising: NASCAR Meets Madison Avenue." Published in *Broadcast Educator*, March 2009 (Editor-reviewed, online journal).

Stuart Esrock and Max Utsler, "The \$2.5 Million Bargain; Super Bowl Ads and Added Value." Published in *Broadcast Educator*, January 2009 (Editor-reviewed, online journal).

Max Utsler and Stuart Esrock. "Extending the Reach of Super Bowl and Daytona 500 Advertising." Invited presentation to the University of South Carolina College of Communication IComm Week, April 2009.

Max Utsler and Vincent Edwards. "Right Before Your Very Eyes: Photo Coverage of African Americans in Major College Newspapers." Presented to Association of Education in Journalism and Mass Communication, August 2008.

Elizabeth Beggs and Max Utsler, "Lesbian or Hottie: Sexuality in Women's Sport Media. Paper presented at Broadcast Education Association Annual Convention. Las Vegas, April 2008.

Max Utsler and Stuart Esrock, "Southern Fried Advertising: NASCAR Meets Madison Avenue." Paper presentation and published proceedings from Ad Bowl2 Symposium, University of South Carolina, January 2008.

Utsler, Max, "Sports Talk Radio and Its Relationship to Sources," invited paper presented to Popular Culture Association Convention, Boston, April 2007.

Utsler, Max and Stuart Esrock, University of Louisville, "The \$2.5 Million Bargain: Super Bowl Ads and Added Value," paper presented and prospectus published at The Super Bowl: Advertising, Audience and American Culture Symposium at University of South Carolina, January 2007

Thomas W. Volek, Ph.D.

Associate Dean and Associate Professor

DEGREES

B.J. 1973 University of Missouri (Broadcasting)

M.A. 1985 University of Wisconsin - Superior (Speech -- Radio-TV-Film;
Cognate area: Soviet Area Studies)

Ph.D. 1991 University of Minnesota (Mass Communication)

FULBRIGHT SCHOLAR

J. William Fulbright scholar attached to St. Petersburg State University Faculty of Journalism, St. Petersburg, Russia. January-June 1997.

ACADEMIC POSITIONS

2009 – Present Associate Dean – Graduate Studies and Faculty Development

2003 - 2008 Strategic Communications Track Head

1998 - Present William Allen White Foundation Teaching Professor

1996 - Present Associate Professor (with tenure) - William Allen White
School of Journalism and Mass Communications - University
of Kansas

1998 - Present Associate Professor - Russian and East European Studies -
University of Kansas

1990-1996 Assistant Professor - William Allen White School of Journalism
and Mass Communications - University of Kansas

Teach electronic media courses, journalism history, journalism law, international communications. Work with graduate students, including supervision of master's theses and projects.

TEACHING AWARDS

Excellence in Teaching Award - KU Center for Teaching Excellence. 2001.

Kemper Teaching Fellowship presented by KU. 2000.

Excellence in Teaching Award presented - KU Center for Teaching Excellence. 1999.

Finalist, H.O.P.E. Award, 1996, 1997 and 2003.

Finalist, Del Shankel Teaching Excellence Award -KU Athletic, 1998.

SELECTED PUBLICATIONS

JOURNAL EDITOR:

Military-Media Issues, Editor (with Jim Thomas). Online journal examining issues of the military and media. Collaborative effort of School of Journalism, U.S. Army's Command and General Staff College, and McCormick Foundation. First issue in process. Expected publication: June 2009.

JOURNAL ARTICLES:

"Examining the Emergence of Broadcasting in the 1920s through Magazine Advertising," *The Journal of Radio Studies*, Volume 2, p. 99, 1993.

"Searching for the Social Construction of Radio," *American Journalism*, Volume 9, numbers 3 & 4, pp. 44-53, 1992.

PAPERS:

"Lessons Learned in the Late Twentieth Century: Why Free Expression is Necessary for Society." International Festival on Freedom of the Press and of Expression in West Africa, Ouagadougou, Burkina Faso, December 13-17, 2000.

"Case studies of Transnational Marketing: McDonalds in Mexico and Russia," (with Linda Davis). Fourth International Congress of the Americas, Universidad de las Americas-Puebla, Puebla, Mexico, Sept. 29-Oct. 3, 1999.

"The Evolving Newspaper Press in Russia and its Changing Relationship with Russian Society," St. Petersburg State University (Russia) Conference on Mass Media, April 23-24, 1997.

"Advertising, Radio and Democracy: Building Independent Media in Croatia," (With Bob Basow) 29th Annual Popular Culture Association Annual Conference, San Diego, Calif., March 31-April 3, 1999.

"Business Aspects of Journalism" and "American Professional Journalism Curriculums," First Annual National Conference on Journalism, Kyrgyz National State University, Bishkek, Kyrgyzstan, April 22-25, 1996.

"Radio in Kyrgyzstan: A Reflection of Life in the Former USSR—a Video Presentation" (with Bob Basow and Chuck Marsh) 26th Annual Popular Culture Association Annual Conference, Las Vegas, Nev., March 25-28, 1996.

"Structural Issues Facing Media Development in Emerging Democracies," Second Annual Conference on Communications ("II Encuentro Nacional Sobre la Comunicacion") University of Costa Rica, San Jose, Costa Rica, August 21-26, 1995.

PROFESSIONAL EXPERIENCE

Worked in commercial television for 15 years. Experienced in news, production, programming, sports and network and satellite work. Worked in management for 10 years. Continue to consult independently on various projects.

WORK WITH MILITARY:

Have worked in partnership with various units of the U.S. Army's Combined Arms Center (CAC) at Ft. Leavenworth, Kan. Programs include "Media and the Military: Bridging the Gap," a three-part program that brings military officers/soldiers together with journalists in various classes, workshops and forums (funded by the McCormick Foundation); "Media and the Military" day, an annual workshop with approximately 90 international officers of the Command and General Staff College (a unit of CAC) at KU to explain and explore the relationship of media and the military in a democracy; participation in various ad-hoc media-military exercises with various CAC units and guest-lecturing in CGSC courses.

INTERNATIONAL EXPERIENCE:

Have written and co-written, participated in and administered more than \$700,000 in grant programs and projects in the U.S. and abroad, generally dealing with communications, marketing, advertising and traditional journalism. Projects have been funded by The U.S. State Department Bureau of Public Diplomacy (formerly USIA), USAID, Eurasia Foundation and others. Overseas programs have been based in Russia, Korea, Costa Rica, Kyrgyzstan and Croatia. U.S.-based programs have included participants from more than 100 countries.

Douglas B. Ward, Ph.D.

Associate Professor

Education

Ph.D., mass communications, University of Maryland, 1996. Minor field: American cultural history. Dissertation: "Tracking the Culture of Consumption: Curtis Publishing Company, Charles Coolidge Parlin, and the Origins of Market Research, 1911-1930."

M.A. (with honors) in journalism, University of Kansas, 1991.

B.S. in journalism and mass communications, Kansas State University, 1983.

Publications

Books

A New Brand of Business: Charles Coolidge Parlin, Curtis Publishing Company and the Origins of Market Research, 1911-1930 (Philadelphia: Temple University Press, 2010).

Peer-reviewed journal articles

"The Geography of an American Icon: An Analysis of the Circulation of the Saturday Evening Post, 1911-1944," *American Journalism*, forthcoming.

"Capitalism, Early Market Research, and the Creation of the American Consumer," *Journal of Historical Research in Marketing* 1 (2), July 2009: 200-223. (Named best article in JHRM in 2009.)

"The Geography of the Ladies' Home Journal: An Analysis of a Magazine's Audience, 1911-1955," *Journalism History* 34 (Spring 2008): 2-14.

"From Barbarian Farmers to Yeoman Consumers: Curtis Publishing Company and the Search for Rural America, 1910-1930," *American Journalism* 22 (Fall 2005): 47-67. (Named best article in *American Journalism* in 2005.)

"The Reader as Consumer: Curtis Publishing Company and its Audience, 1910-1930," *Journalism History* 22 (Summer 1996): 46-55.

"The Effectiveness of Sidebar Graphics," *Journalism Quarterly* 69 (Summer 1992): 318-28.

Works in progress:

Rethinking Journalism History, edited with E.M. Palmegiano. Prospectus under review at University of Illinois Press.

Book chapters

"Readers, Research and Objectivity," in *Fair & Balanced: A History of Journalistic Objectivity*, ed. Steven R. Knowlton and Karen L. Freeman (Northport, Ala.: Vision Press, 2005), 167-179.

"The Press, Protesters, and Presidents," with Eugene Roberts, in *The White House: The First Two Hundred Years*, ed. Frank Freidel and William Pencak (Boston: Northeastern University Press, 1994), 125-140.

Peer-Reviewed Conference papers

“Inside Journalism History: Some Assumptions and Ideas That Shape the Discipline,” American Journalism Historians Association national conference, fall 2008. (Honorable mention, best faculty paper.)

“Turning Student Errors Into Lasting Lessons: How to use examples from student newspapers and Web sites to promote solid grammar and better writing,” Association for Education in Journalism and Mass Communication convention, Chicago, August 2008.

“Mapping the Women’s Magazine of the Early 20th Century: A Geographic Analysis of Ladies’ Home Journal Readers, 1911-1955,” American Journalism Historians Association national convention, Wichita, October 2006. (Winner of the David Sloan Award for best faculty paper.)

“Mapping the Audience of an Icon: A Geographic Analysis of the Circulation of the Saturday Evening Post, 1915-1935,” American Journalism Historians Association convention, San Antonio, October 2005.

“The Consumer Defined: Market Research, Capitalism and Cultural Ideals, 1900-1930,” a paper presented to the Hall Center Faculty Colloquium on Capitalism and Culture, University of Kansas, September 2005.

“Barbarians, Farmers, and Consumers: Curtis Publishing Company and the Search for Rural America, 1910-1930,” American Journalism Historians Association convention, Cleveland, October 2004.

“The Reader as Consumer: Curtis Publishing Company and the Definition of Audience, 1910-1930,” AEJMC History Division, 1995.

Selected other publications

Creator of *Obiter Dicta Online: Language, Humor, Life*, a blog and online language reference source: <http://obiter.ku.edu>.

“Census data can add to history studies,” *AJHA Intelligencer* 26 (Winter 2009): 1, 3.

“Editing/Gatekeeping,” *Encyclopedia of Journalism*, ed. Christopher H. Sterling (Sage, 2009).

“Turning Student Errors Into Lasting Lessons,” *The Community College Journalist* 36 (Summer 2008): 59-60.

“A Digital Camera as a Research Tool,” *American Journalism* 22 (Fall 2005): 121-123.

“Don’t Do That Either,” *New York Times Book Review*, Nov. 13, 2005: 43.

“The Aboveground Railroad,” *New York Times Book Review*, Nov. 14, 2004: 45.

“These Are the Questions,” *New York Times Book Review*, May 19, 2002: 30-31.

“Saved by Books,” *New York Times Book Review*, July 15, 2001.

Selected Awards and Honors

Emerald Publishing Literati Network Award for Excellence, best article published in the *Journal of Historical Research in Marketing* in 2009.

John Katich Award for Creativity, School of Journalism, University of Kansas, 2009.

Semifinalist, 2008 H.O.P.E. Award for outstanding teaching. Nominations come from members of the senior class.

Honorable mention, best faculty paper award, American Journalism Historians Association national conference, 2008.

Winner of David Sloan Award for best faculty paper, American Journalism Historians Association national conference, 2006.

Winner of American Journalism award for best article of 2005.

Jerry Crawford II, Ph.D.

Assistant Professor

Education

Ph.D. 2008, Graduate School, John H. Johnson School of Communications, Howard University, Washington, DC. Dissertation Topic: *HBCUs and ACEJMC Accreditation*.

M.Ed. 2004, School of Liberal Arts and Education, Virginia State University, Petersburg, VA. Thesis: *Special Education Technology: A Comparative Look at Elementary Schools*.

Refereed Conference Presentations

Reinardy, S. & Crawford II, J (2010). "Feeling the love: Sportscasters score big with job satisfaction." Presented at the Broadcast Education Association conference, April, 2010.

Crawford, Jerry and Barbara Hines (2010). "Creating Partnerships to strengthen the future of media: The evolution of ACEJMC accredited journalism programs at historically black colleges and universities." Presented at the 2nd Biennial conference on the Future of Journalism, Cardiff University, Wales, UK, September 9, 2009.

Book Chapter

Crawford, Jerry and Barbara Hines. "Earning Accreditation and Preparing Students for Future Challenges: Journalism Education at Historically Black Colleges." *Journalism Education, Training and Employment*, chapter 3, Routledge, Taylor and Francis, 2010 (in press).

Presentations and Panels

October 2007, Panelist, *Graduate Studies: Research in Progress*, Howard University John H. Johnson School of Communications 2007 Job Fair. Panelists presented their research and methodology to open forum to students and professionals.

April 2007, Moderator, Athletic Symposium, *Minorities and the Media*, Virginia State University. Symposium brought together local media, scholars, sport agents and students to discuss importance of networking and career possibilities.

Spring 2006, Ethnographic study (13 weeks) *News Consumption and Civic Engagement in Shaw/U Street Neighborhood*. Conducted research with Washington, DC, residents in several neighborhoods. Part of a pilot phase of study regarding minority media ownership.

Byerly, C. B.; Langmia, K.; and Cupid, J. A. "Ownership Matters: Localism, the Ethnic Minority News Audience, and Community Participation," in *Does Bigger Media*

Equal Better Media, (Report), Social Science Research Council and Benton Foundation, 2006, <http://www.ssrc.org/programs/media>

Academic/Teaching Awards – Fellowships

Spring 2010. *William Allen White School of Journalism – News and Information Track Outstanding Teacher*. Award given by the Center for Teaching Excellence at the University of Kansas during their Annual Celebration of Teaching Award Reception.

Fall 2008. *Outstanding New Faculty (Professor) Facilitator Award*, LA&S Learning Communities Program, University of Kansas.

Spring 2008. *Exemplar*. Howard University's Hooding ceremony. Chosen as one of four Exemplars to speak at Howard University's Hooding ceremony.

Fall 2007 - 2008, *Preparing Future Journalism Faculty Program*, Department of Mass Communications Media Studies, Howard University. One of the inaugural PFJFP Fellows for Howard University.

Fall 2007-2008. *50th Anniversary Fellow for Howard University*. Fellowship was awarded to commemorate the first doctoral degrees awarded at Howard University in 1957. *Edward Alexander Bouchet Graduate Honor Society* in conjunction with Yale College, Frederick Douglass Scholarship.

Mugur Valentin Geana, M.D., Ph.D.

Assistant Professor

EDUCATION

Ph.D. in Journalism/Mass Communication, Health Communication emphasis, University Of Missouri – Columbia, May 2006.

Medical Doctor, Institute Of Medicine And Pharmacy, Bucharest, Romania, September 1990.

TEACHING EXPERIENCE

Assistant Professor – William Allen White School of Journalism and Mass Communications, University of Kansas.

RESEARCH

PUBLISHED ARTICLES

Geana M.V., Kimminau, K.S., Greiner, K.A. (2011). Sources of Health Information in a Multiethnic, Underserved, Urban Community: Does Ethnicity Matter? *Journal of Health Communication*. (in press)

Hwang, S., Geana, M.V., Cameron, G. T. (2009). Penetration of innovation: South Korean cornea donation broadcasting campaign & the change of individuals' perception about the donation. *Media, Gender & Culture*, 12, 241-282.

Geana, Mugur. V, Erba, Joseph (2009) “All colors welcomed! Influence of gender and race on short exposure image appeal of higher education advertising materials.” Proceedings of the 2nd Congress of the Americas, Mexico City, Mexico, October 8-12, 2008.

Timothy M. Geiger, Brent W. Miedema, Mugur V. Geana, Klaus Thaler, Nitin J. Rangnekar and Glen T. Cameron (2008). “Improving rates for screening colonoscopy: Analysis of the health information national trends survey (HINTS I) data.” *Surgical Endoscopy* 22.2 (Feb 2008): p527(7).

Geana, Mugur V., Thiadens, Saskia R.J., Cormier, Janice N., Armer, Jane M. (2008). “Commonly Used and Preferred Sources of Information by Persons with Lymphedema: Findings from an Online Survey” (Accepted for publication in *Lymphology*)

Green, Jason M., Mahamaneerat, Wannapa K., Shyu Chi-Ren, Cormier, Janice N., Geana, Mugur V., Thiadens, Saskia J., Armer, Jane M. (2008). “Knowledge Discovery from the National Lymphedema Network Survey Data”. (Accepted for publication in *Lymphology*)
Thiadens Saskia R.J., Geana, Mugur V., Jane M. Armer (2007). “Four-Year Internet Patient Survey Provides Evidence for the Benefits of Self-Care Programs in Secondary Lymphedema.” *Progress in Lymphology - XX*, ICONE Salvador – Brazil.

Cameron, Glen T., Geana, Mugur V. (2005). “Functional Foods: Delivering Information to the Oncology Nurse”. *J. Nutr.* 135:1253-1255, May 2005.

Geana, Muger V. (2005). "Howard Dean and „The Scream“: A Supporter’s Appraisal of Persuasive Political Advertising.” Proceedings of the 2005 American Academy of Advertising Conference, Huston, TX, March 31 – April 3, 2005.

Wanta, Wayne, Geana, Muger V., Cho, Sooyoung (2004). "The Influence of News Media and Internet Usage Patterns on Polarization of Public Attitudes.” Proceedings of the Regional Conference of the World Association for Public Opinion Research, Pamplona, Spain, November 24-26, 2004.

Under Review

Geana, Muger V. (2010 January) Item Response Theory versus Classical Test Theory: Proposing a New Approach in Evaluating Journalism Students’ Achievement. Manuscript submitter to *Journal on Excellence in College Teaching*.

Geana, Muger V. (2010 May). The Digital Divide and Health Information Needs and Usage: Results from the 2007 Health Information National Trends Survey. Manuscript submitted to *Health Communication Journal*

HEALTH COMMUNICATION and NEW MEDIA

Conference Papers

Greiner, K.A., Wellever, A., Kimminau, K.S., Geana M.V. (2010). Mapping determinants of healthy living in rural communities. Presented at the 2010 Wonca World Conference of Family Doctors, Cancun, Mexico, May 19-23, 2010.

Geana, M.V., Greiner, K.A., Kimminau, K. (2010). Health Information-Seeking Behaviors Among Residents of a Multiethnic, Underserved, Urban Community: Does Ethnicity Matter? Presented at the 2010 Wonca World Conference of Family Doctors, Cancun, Mexico, May 19-23, 2010.

Geana, M. V., Greiner, K.A. (2010). Health Information and the Digital Divide. Presented at the 2010 Wonca World Conference of Family Doctors, Cancun, Mexico, May 19-23, 2010

Geana, M.V., Greiner, K.A., Kimminau, K. (2010). Health Information-Seeking Behaviors Among Residents of a Multiethnic, Underserved, Urban Community: Does Ethnicity Matter? Accepted for presentation at the 2010 Conference of the International Communication Association, Singapore, June 22-26, 2010.

Geana, M. V., Greiner, K.A. (2009). The Digital Divide and Self-Reported Health Information Needs and Usage. Presented at the 2009 Health Communication, Marketing and Media Conference, August 11-13, 2009, Atlanta, GA

Chung, S., Bradley, S. D., Geana, M. V., Maxian, W., Wise, W. T., Ortiz, A., Wilkinson, K. T., Chambers, L. T., & Galvez, R. A. (2009) Code switching and consequences: Anti-diabetes public service announcements targeting rural Hispanics. Presented at the 2009 Conference of the International Communication Association, May 21-25, 2009, Chicago, IL

Zeigler, Claire, Geana, Muger V., Cupertino, Paula, Daley, Christine D., Greiner, Allen K. (2008). Patient Preferences for Ethnicity-, Race-, and Gender-matching of Narrations over

Colorectal Cancer Educational Information. Presented at the II Congress of the Americas, October 8-12, 2008, Mexico City, Mexico.

Geana, Mugur. V, Erba, Joseph (2008) "All colors welcomed! Influence of gender and race on short exposure image appeal of higher education advertising materials." Presented at the 2nd Congress of the Americas, Mexico City, Mexico, October 8-12, 2008

Geana, Mugur V., Saskia R.J. Thiadens, Cormier, Janice N., Jane M. Armer (2007). "Commonly Used and Preferred Sources of Information by Persons with Lymphedema – Findings from an Online Survey" Paper presented at the 21st International Congress on Lymphology, September 26-29, 2007, Shanghai, China.

Geana, Mugur V. (2007). "I've Heard It On the News! A Media Influence Comparative Analysis of HINTS 2003 and 2005 on Knowledge About Colonoscopy as a Primary Screening Method for Colon Cancer." Paper presented at the 2007 HINTS Data Users Conference: Building the Evidence Base in Cancer Communication, May 4-5, 2007, Pasadena, CA.

Geana, MV, Geiger, T., Rangnekar, N.J., Cameron, G.T., Miedema, B.V. (2007). "Decision-Making Process for Screening Colonoscopy." Presented at the 2007 SAGES (Society of American Gastrointestinal and Endoscopic Surgeons) Conference, April 18-22, 2007, Las Vegas, NV.

Geana, Mugur V. (2007). "Penetration of Innovation: A Dynamic Cyclical Approach to the Innovation-Decision Process." Paper presented at the 2007 AEJMC Midwinter Conference, February 23-24, 2007, Reno, NV.

Geana, Mugur V., Micu, Anca C., Cameron, Glen T. (2006). "Nurse-Patient Communication: The Influence of Involvement on the Nurse's Role as a Social Model for Cancer Patients". Presented at the 2006 Conference of the International Communication Association, Health Communication Division, Dresden, Germany, June 19-23, 2006.

Geana, Mugur V., Cameron, Glen T. (2006). "Markings on the Diptych: A Descriptive Study of Beliefs and Attitudes of Scientific Writers and Editors on Biotechnology and Scientists, Publics and Peers". Presented at the 2006 Conference of the International Communication Association, Dresden, Germany, June 19-23, 2006.

Miedema, B.W., Geana, M.V., Rangnekar, N.J., Cameron, G.T. (2006). "Improving rates for screening colonoscopy" Paper presented at the 2006 Society of American Gastrointestinal and Endoscopic Surgeons Annual Meeting, Dallas, Texas, April 26-29, 2006.

Geana, Mugur V. (2005) "Ethnicity and Divergence: A Comparative Study of Polarization of Opinions and Attitudes about Breast Cancer." Presented at the 2005 Conference of the International Communication Association, Health Communication Division, New York, 26-30 May 2005.

Geana, Mugur V. (2004). "Public Acceptance of Plant-Based Pharmaceuticals: A Different Approach to Public Risk Evaluation." Presented at the 2004 Conference of the International Communication, New Orleans, LA.

Crystal Lumpkins

Assistant Professor

Education

Graduate: University of Missouri, Columbia, Ph.D., 2007
Webster University, MA, Media Communication, 1997

Undergraduate: University of Missouri-Columbia, BJ Journalism, 1992

Faculty Appointments at KU

Current Position: Assistant Professor of Strategic Communication

Publications

“Sacred Symbols as a Peripheral Cue in Health Advertisements: An Assessment of Using Religion to Appeal to African American Women about Breast Cancer Screening,” *Journal of Media and Religion*, 2010

“Generating Conflict for Greater Good: Utilizing Contingency Theory as a Guide for Health Public Relations Efforts Among African American News Outlets,” *Public Relations Review*, 2009

“Effects of Prayer and Religious Expression within Computer Support Groups on Women with Breast Cancer” *Psycho-Oncology*, 2007

Conferences

November 2010 – Works in progress research abstract titled “Communicating Healthy Behavior From the Pulpit: A Qualitative Study of Pastor Perspectives on Promoting Cancer Screening in the Church,” accepted to the North American Primary Care Group Association in Seattle, Washington

August 2010 – Poster Presentation at the Fourth Annual CDC Health Communication, Marketing and Media Convention titled “Investigating the Spirituality Well Being Scale (SWBS) and its role in health promotion of breast cancer prevention Among African American Women.”

August 2010 – Panel Participant and Organizer for the Association of Educators in Journalism and Mass Communications titled “Health Promotion, Minority Populations and Health Reporting: Challenges for 2010 and Beyond.”

January, 2009 – Abstract accepted to the Intercultural Communication Conference at Texas Southern University in Houston, Texas. Abstract titled “The Church as Health Brand: Exploring Effective Strategies to Increase Breast Cancer Screening Among Culturally Diverse Populations,” accepted to the 2008 Kentucky Conference on Health Communication for a poster presentation.

Presented manuscript titled “A Content Analysis of Women’s Mass Magazines: An Examination of Socio-Cultural Factors in Health Magazine Stories Targeting African American Women,” at the 2008 National Association of African American Studies (NAAAS) Conference in Baton Rouge.

Single Authored Paper accepted to the Language & Social Interaction Division of the 2007 International Communication Association, titled “Hollywood and Breast Cancer Prevention Among African American Women: A Critical Analysis of Narratives in Television Public Service Announcements,” in San Francisco, California
Chair and moderator for panel titled “Improving Health Coverage for Minority Press & Its Publics” accepted to the Association of Educators in Journalism and Mass Communication (AEJMC) in Washington, D.C. August 2007.

Presented “A Comparative Analysis of the Framing of Conflict in Cancer News: Mobilizing African Americans to Better Health,” in the Ethnicity and Race in Communication Interest Group Division at the 2006 International Communication Association Conference in Dresden, Germany for panel discussion.

Participated in poster session with paper titled “Multiple Health Information Sources and Arthritis: A Segmentation Analysis of Midwesterners,” at the “Bridging the Quality Gap in Mid-America: Measuring and Promoting Excellence Across the Continuum of Care Conference,” hosted by the Center for Health Care Quality at the University of Missouri-Columbia, April 2006.

Presented “Conflict for Greater Good: Contingency Theory as a Strategic Tool to Impact Health Disparities,” in network funding scholarship session of the Health Communication Division at the 2006 International Communication Association Conference in Dresden, Germany for panel discussion in June.

Grants

University of Kansas GRF (General Research Fund Grant) – 2010-2011.

NIH Minority Supplement Award to study “Tailored Touch Screens for Colorectal Cancer Prevention in Urban Core Clinics,” – July 2009 - February 2011.

Selected as BIRCWH (Building Interdisciplinary Research Careers in Women's Health) scholar – June 2009.

University of Kansas NFGRF (New Faculty General Research Fund Grant) Award – April 2008.

Scott Reinardy

Assistant Professor

Instructional Experience

July 2008-Present - Tenure Track Assistant Professor of Journalism - University of Kansas

◆ Serve as an Assistant Professor in the School of Journalism & Mass Communication teaching a 2-and-2 load and conduct nationally recognized research.

August 2005-July 2008 - Tenure Track Assistant Professor of Journalism - Ball State University

◆ Served as an Assistant Professor in the Journalism Department teaching a 3-and-3 load and conducted nationally recognized research.

Education

Ph.D. – Journalism, University of Missouri, May 2006.

Scholarly Publications (Partial list)

◆ Reinardy, S. (in press, 2010). “Downsizing Effects on Personnel: The Case of Layoff Survivors in U.S. Newspapers.” *Journal of Media Business Studies*, 7(4) (Winter).

◆ Reinardy, S., (in press) “Fighting the good fight: Newspaper survivors aggressively cope to maintain identities, combat troubled industry.” *Journalism & Mass Communication Quarterly*.

◆ Reinardy, S. (2010). “Need for speed onto Internet clashes with journalistic values.” *Newspaper Research Journal*, 31(1): 69-83.

◆ Reinardy, S., (2009). “Women in newspaper newsrooms show signs of burnout; intentions to leave journalism.” *Newspaper Research Journal*, 30(3): 42-57.

◆ Reinardy, S. (2009) “Beyond satisfaction: Journalists doubt career intentions as organizational support diminishes and job satisfaction decline.” *Atlantic Journal of Communication*, 17(3): 126-139.

◆ Reinardy, S. (2008). “Beyond burnout: The effects of life issues on burnout among newspaper sports editors.” *Newspaper Research Journal*, 29(2): 40-54.

◆ In addition to the listed articles, I have 11 others either published in peer-reviewed, academic journals or accepted for publication. Also, I have six non-reviewed publications. Also, I have had 30 papers presented at national or international conferences.

Textbook

◆ Reinardy, S., & Wanta, W. (2009). *The Essentials of Sports Reporting and Writing*. New York: Routledge.

Academic Honors & Awards

2009 KU New Faculty Grant:

◆ Received a \$7,877.65 grant from the University of Kansas to conduct research involving 2,000 newspaper journalists.

2008 Provost Initiative Grant

◆ Received a \$5,000 grant from Ball State University to develop NewsLink Indiana, a multi-media, immersive newsroom for students.

2007 Ball State University College of Communication, Information and Media
Outstanding Teaching Award

2007 Lilly V Grant Recipient

◆ Received a \$9,663 research grant from Ball State.

2006 Lilly V Grant Recipient

◆ Received a \$9,463 research grant from Ball State.

2005 Lilly V Grant Recipient

◆ Received an \$8,000 grant from Ball State.

ICA Outstanding Teacher

◆ Presented the award for Outstanding Teaching by a Graduate Student at the University of Missouri at the 2005 International Communication conference in New York City.

Who's Who Among America's Teachers, 2005