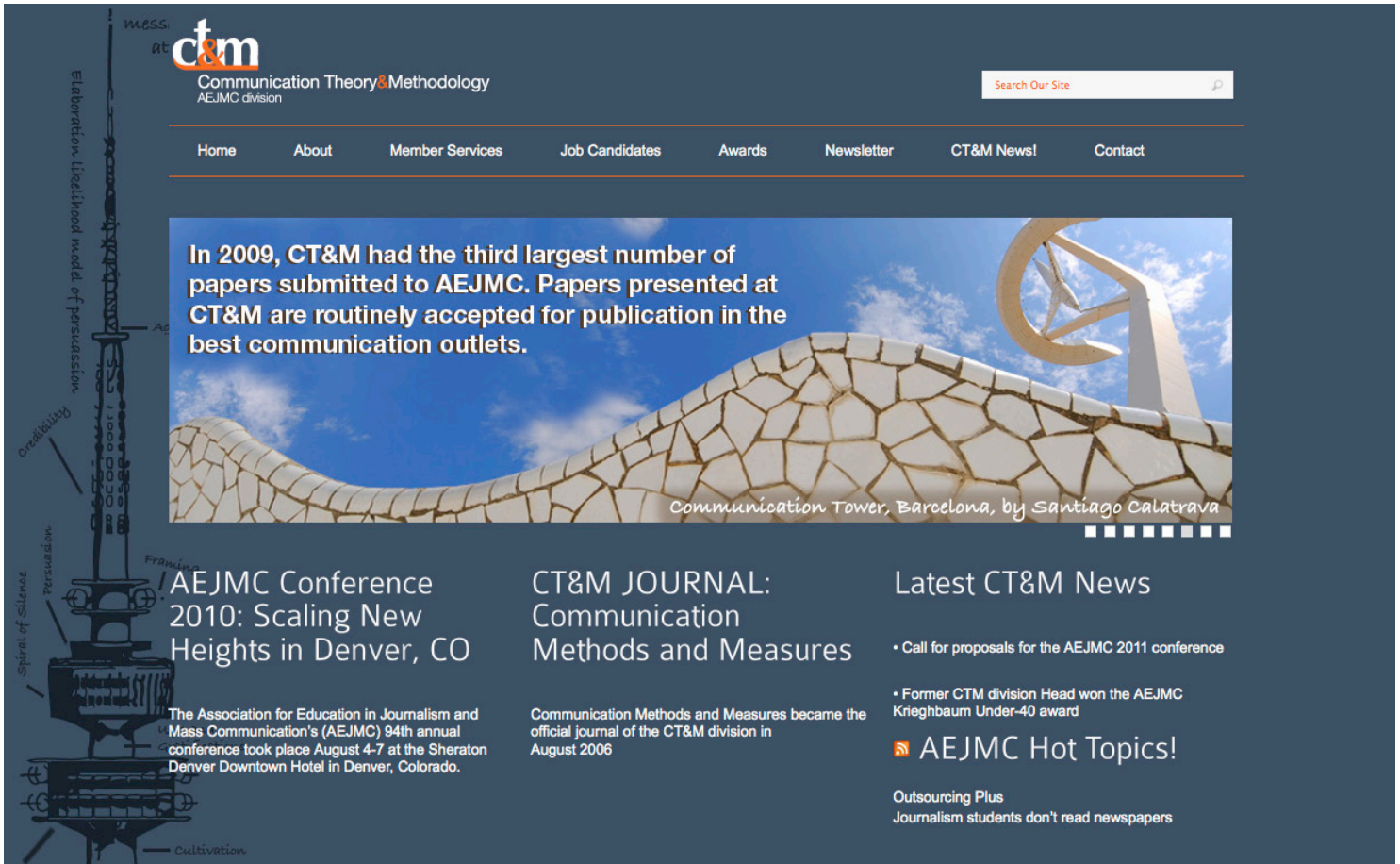


CT&M CONCEPTS

ASSOCIATION FOR EDUCATION IN JOURNALISM & MASS COMMUNICATION

CT&M Launches New Website



ROSANNE SCHOLL
LOUISIANA STATE UNIVERSITY
COMMUNICATION CHAIR

Communication Theory and Methodology recently got a website makeover at <http://aejmc.net/ctm/>. The new site reflects CT&M's role as a center for theory and methods innovation within AEJMC. It will be accompanied by a full suite of communication efforts using social media channels to serve division members and recruit new ones.

The website jumpstarts a CT&M leadership initiative to help members find information such as paper calls and for potential members

to see what the division offers. Its creator first presented it to members at the August 2010 division business meeting in Denver and it went online shortly after.

The new website also introduced a new logo in this 45th year of our division. Both were designed by Eugenia Highland at the University of Wisconsin-Madison. The website is currently shepherded by Aaron Veenstra of Southern Illinois University Carbondale.

INSIDE CONCEPTS

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Thoughts from the Head

HERNANDO ROJAS
UNIVERSITY OF WISCONSIN-MADISON
CT&M DIVISION HEAD

Celebrating 45 years Fostering Research Excellence

In "A History of the Division on Communication Theory and Methodology" written by Thomas A. Bowers to be presented at the 1977 AEJMC convention, Bowers traces the genesis of our division: "born on Aug. 23, 1965 in Syracuse, N.Y., the offspring of the Quantitative Research Group (QRG) and the Council on Communications Research (CCR)."

According to Bowers, the CCR dates back to 1950, when the American Association of Teachers of Journalism was renamed the Association for Education in Journalism and the Council on Research in Journalism became the CCR. The CCR's mission was to foster research and improve its quality through the facilitation of cooperative research efforts and through publications and conventions.

"Today, 45 years later, the object of the CT&M division continues to be advancing the study of communication through theory-based, methodologically-sound research."

"By 1955, however, there was a growing feeling that AEJ conventions did not devote enough time to discussion of research and research problems. ... This dissatisfaction and frustration culminated in a "rump session" which met on Aug. 26, 1955," (Bowers, 1977, p. 4) the day after the regular convention had ended.

"The rump sessions were particularly organized not to be oriented towards substantive interests; they were to provide a sense of research community, through discussion of methods and theoretical concerns, of methodology and theory per se" (Carter, 1976, cited by Bowers).

Initially meeting outside the structure of AEJ, the "rump sessions" became part of the official program in 1959, as a research session of the Quantitative Research Group. Simultaneously, the Council on Communications Research crafted three sessions devoted to Media Analysis, Advertising and History.

When AEJ reformed its organizational structure in 1964, procedures for creating divisions were established. Based on these, Brad Green-

berg, Edwin Parker and Eugene Webb circulated a letter dated February 24, 1965, requesting signatures and \$2 contributions to create a division focusing on theory and methodology (Bowers, 1977).

The proposed goals of the division were: (1) development of significant communications theory; (2) production and dissemination of research of both a substantive and methodological base; and (3) application of research and theory to salient social and scholarly issues. At the 1965 convention, the division was officially inaugurated with Eugene Web as the first division head.

Today, 45 years later, the object of the CT&M division continues to be advancing the study of communication through theory-based, methodologically-sound research. This continuity in purpose is commendable. Many developments in the field over these 45 years can be traced back to CT&M members. Members, embracing these goals, have flourished as researchers and made CT&M one of the most vibrant centers of academic activity within AEJMC.

As new communication technologies emerge and interest in new subfields of communication flourish, it should come as no surprise that our mission is more pertinent than ever. While the field's methodological sophistication has increased greatly over these past 45 years, emerging analytical techniques are the order of the day. Equally important, as we focus our attention on new communication technologies or specialize into content domains (AEJMC now counts 18 divisions, 11 interest groups and 2 commissions), the need for overarching theories to be applied and tested within these new areas continues to grow.

45 years older, and with the renewed energy of our newest members, CT&M is excited about the future of the communications field, and particularly excited about how much we can contribute to shape that direction with our theoretical and methodological innovations.

CT&M Heads for the last 45 years

1965-1966	Edwin B. Parker	Stanford	1988-1989	Sharon Dunwoody	Wisconsin
1966-1967	Bradley S. Greenberg	Michigan State	1989-1990	Carroll Glynn	Cornell
1967-1968	Jack M. McLeod	Wisconsin	1990-1991	Charles Salmon	Wisconsin
1968-1969	Richard F. Carter	Washington	1991-1992	Donna Rouner	Colorado State
1969-1970	Lionel C. Barrow, Jr.	Foote, Cone & Belding	1992-1993	Daniel McDonald	Cornell University
1970-1971	Bruce H. Westley	Kentucky	1993-1994	Jeanne Meadowcroft	Wisconsin &
1971-1972	Phillip J. Thichenor	Minnesota		Steve Reese	Texas
1972-1973	Peter Clarke	Michigan	1994-1995	Richard Perloff	Cleveland State
1973-1974	Steven Chaffee	Wisconsin	1995-1996	Douglas M. McLeod	Delaware
1974-1975	Maxwell E. McCombs	Syracuse	1996-1997	K. Viswanath	Ohio State
1975-1976	Daniel Wackman	Minnesota	1997-1998	Gerald Kosicki	Ohio State
1976-1977	G. Cleveland Wilhoit	Indiana	1998-1999	Michael Shapiro	Cornell
1977-1978	Brenda Dervin	Washington	1999-2000	Wayne Wanta	Florida
1978-1979	Lee Becker	Ohio State	2000-2001	Julie Andsager	Washington State
1979-1980	Dennis Davis	Cleveland State	2001-2002	David Domke	Washington &
1980-1981	David Weaver	Indiana		Dhavan Shah	Wisconsin
1981-1982	Ellen Wartella	Illinois	2002-2003	Chip Eveland	Ohio State
1982-1983	Charles Atkins	Michigan State	2003-2004	Patricia Moy	Washington
1983-1984	Jane D. Brown	NC	2004-2005	Dietram Scheufele	Wisconsin
1984-1985	Walter Gantz	Indiana	2005-2006	Glenn Leshner	Missouri
1985-1986	Keith Stamm	Washington	2006-2007	Patrick Meirick	Oklahoma &
1986-1987	Garrett O'Keefe	Colorado State &		Lara Zwarun	Texas-Arlington
	D. Charles Whitney	Illinois	2007-2008	Maria Len-Rios	Missouri
1987-1988	Pam J. Shoemaker	Texas at Austin	2008-2009	Douglas Hindman	Washington State
			2009-2010	Dominique Brossard	Wisconsin

Enhanced Teaching Through Good Research Practices

MIKE SCHMIERBACH
PENN STATE UNIVERSITY
TEACHING STANDARDS CHAIR

Perusing a few years of CT&M Concepts reveals two things: PF&R columns try to explain what the heck PF&R means, and teaching columns tend to focus on how to best teach research methods.

We may never really know what PF&R involves, but I believe that the membership of CT&M can expand how it connects the division mission to teaching practices. Yes, many members teach research methods, and persuading mass communication majors of the usefulness of a t-test will always be challenging. But a fruitful shift in focus would move from thinking about how to apply the principles of teaching to dealing with methods to thinking about how to apply principles of good research methodology to dealing with teaching.

This does not (exclusively) mean improving the methodology of communication education research. It would be nice to see stronger theoretical and methodological work published in education-focused outlets, but most members of CT&M are interested in pursuing other research questions. This is not a call for them to change that focus.

“How many of us can say we have truly explicated concepts like ‘knowledge’ or ‘understanding’ before giving exams meant to measure those very things?”

Rather, what I’m suggesting is that everyday teaching can be improved by the application of good research practices. Ultimately, teaching is an act of communication. As such, we ought to be able to apply relevant theories of communication to predict how best to reach our students, and relevant methods from communications to evaluate our success.

The latter, in particular, is a critical point. Many of you have probably been involved in your department or college’s attempts to assess student learning, often as part of the accreditation process. Such efforts are admirable and important, yet looking at them suggests not enough is done to ensure that measurement of student learning is valid and reliable.

Given the enthusiasm of administrators for measuring “customer satisfaction” (most typically in the form of course evaluations), this relative inattention to measuring actual learning is worrisome. Colleges can and should do more to develop effective research into student learning.

But as methodologically savvy scholars, the members of CT&M do not need to wait for administrators to take the lead. We should pay attention to measurement of learning outcomes as part of

the instructional process.

Those of us who are quantitative methods instructors regularly warn of the dangers of reification and the importance of having a clearly explicated concept before attempting measurement. Yet how many of us can say we have truly explicated concepts like “knowledge” or “understanding” before giving exams meant to measure those very things? And how many of us have used the tools of empirical analysis to determine how effectively our exams performed? From exam to exam, class to class and semester to semester, such evaluations might reveal that some questions or question types simply don’t perform well, allowing us to change our measurement. This scrutiny can also help instructors measure their own performance, focusing more time on areas where student scores are low.

We should also pay attention to matters of criterion and construct validity in evaluation. If students who perform well on an exam do poorly on a project, or vice versa, what does this imply? The literature in support of the “learner types” idea is scanty, so it’s doubtful this indicates the

student is simply more of an “experiential” or “lecture” learner. Rather, we’re probably measuring discrete aspects of student performance, and we should evaluate whether this is

our intent.

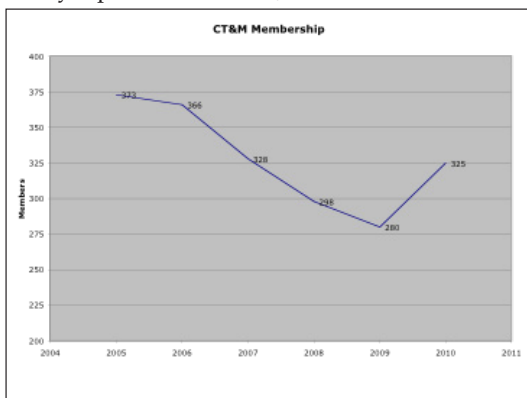
Similarly, as instructors we should ask larger questions about reliability as well. If many different instructors all teach the same course, do we have shared learning outcomes? And if so, are we measuring those outcomes equally well? If an A from one instructor primarily reflects a different set of skills than an A from another instructor, this is problematic. While we may not want to impose standardized testing across sections, it’s reasonable to ask whether we at least have consistent goals and ways of evaluating whether we — and students — have accomplished those goals.

In summary, as instructors we are charged with teaching material but also with evaluating student understanding of that material. The latter is fundamentally a measurement problem, and as CT&M members we should be particularly attuned to the challenges and requirements of effective measurement. We can use this knowledge to help improve our assessment of student learning, and in the process offer a model for our academic units for how best to approach this important topic.

CT&M Membership Report 2010

CT&M membership increased significantly in 2010 but tracking changes in demographics have become difficult due to an increased percentage of non-reporting members.

Membership jumped from 280 to 325 this year, the first increase after a 4-year decline. This increase represented a recovery of almost half of the number of members lost since a high of 373 in 2005. This increase came at the same time that AEJMC as a whole experienced its first decline over the same time period. CT&M members currently represent 9% of AEJMC.



Another increase related to membership data was the number of members choosing not to report demographic data. Non-reports constituted 23% of gender and 35% of ethnicity measures, which represented increases of almost 400% and 200% respectively. This increase in missing data limited the interpretation of current membership trends that have been tracked since 2005.

Assuming that non-reporting members were

equally distributed across gender, the 2010 membership profile matched the 60:40 ratio favoring men as reported in previous years. The percentage of graduate student members also remained constant at 16%.

However, the same assumption was less likely to hold for ethnicity, where certain groups may have been more inclined than others to non-report. The number of members who self-identified as international or Caucasian appeared to decline, but the increase in non-reporting members made any interpretation about ethnicity suspect.

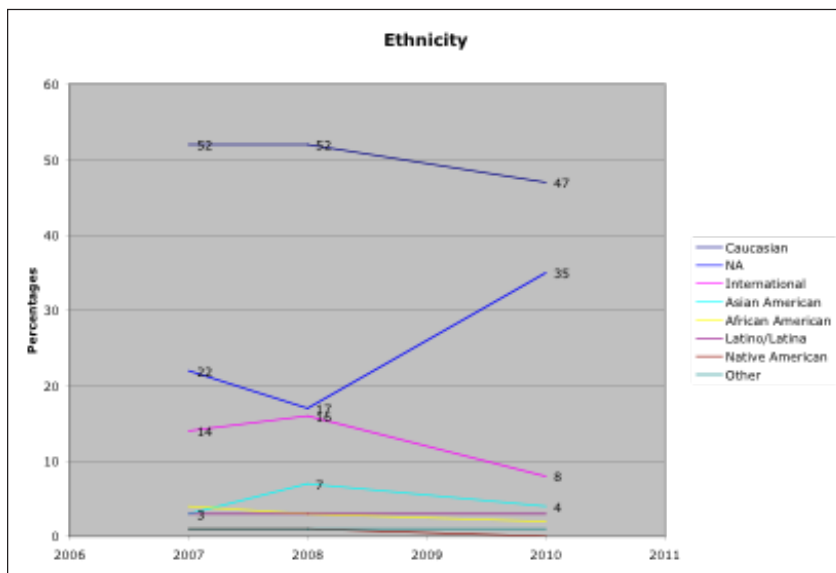
CT&M membership objectives remain to increase membership, continue toward gender parity, increase diversity and increase graduate student representation.

Michael Dahlstrom, previous membership chair, suggested at the business meeting that future recruitment focus on attracting graduate students. Dahlstrom said that graduate students not only represent the future of the division, but because institutional admission policies already select graduate students based on goals of increasing gender parity and ethnic diversity, CT&M could move toward all of its objectives with targeted graduate student recruitment.

Ideas for attracting graduate students included aligning graduate student members with a senior CT&M mentor during the conference or creating a blog for members that offers personalized methodological assistance for graduate research projects.

Membership data was compiled by Michael Dahlstrom with assistance from Pamela Price and Jason Reineke.

MICHAEL DAHLSTROM
IOWA STATE UNIVERSITY
PF&R CHAIR



Minutes: Overview of August 2010 meeting

Communication Theory & Methodology
Division, AEJMC

2010 Members' Meeting

Friday August 6, 2010

Presiding: Dominique Brossard

MINUTES

Meeting called to order at 7.00 p.m. on August 6, 2010.

1) Review and approve of the minutes for the 2009 members' meeting.

Members unanimously approved the minutes for the 2009 member's meeting.

2) Financial report (Dominique Brossard)

As of July 31, 2010, the division had a negative balance of \$395.19. However, this figure does not include \$500 received from Taylor and Francis as sponsorship of the pre-conference workshop, as well as \$470 from 18 people who registered for this workshop (a special thanks to Andrew Hayes for conducting this inaugural workshop with no cost to the division). Adding these two items we would have a positive balance of \$574.85, but we need to keep in mind that this is thanks to the additional activities and not our regular operating income based on member fees.

The division's expenses during the previous year included: Chaffee McLeod student scholarship \$250; Second student paper award \$150; Third student paper award \$100; and Memberships for student award winners \$38. With respect to the Journal \$5,188.75 were transferred to Communication Methods & Measures (\$21 of the regular members' \$26 in dues goes to the journal; \$13 of the students' \$16 in dues goes to the journal). However, a double-issue of the journal during this period posed the problem that those who do not renew (or renew late) still receive the journal, and hence the division has to cover the costs. It is also not clear that AEJMC's membership roster and the labels that go out to Taylor & Francis are perfectly coordinated. To avoid negative balances in the future, the division needs to carefully assess its financial situation, membership fees and its overall income/expense sources.

With respect to the Barrow scholarship the ending balance was \$50,931 with \$1,400 being paid to this year's recipient.

3) Committee Reports

a) Communication Methods & Measures (Andrew Hayes)

The Journal has renewed its leadership. The new structure includes Andrew Hayes as Editor as well as new Associate Editors and a new editorial board. Taylor and Francis have expressed their commitment to the division sponsoring this year's preconference workshop and announcing a \$250 prize towards the creation of an award to the best article published in Communication Methods & Measures. The Division's board and the journal leadership will establish a selection process, so this award can be presented for the first time during the 2011 Business Meeting. The new journal leadership is committed to reduce review times for articles submitted to the journal to 90 days as well as a 6 to nine month publication lag form acceptance.

b) Newsletter report (Mike Schmierbach)

The newsletter was distributed, on schedule, three times last year (October, February, and June). The newsletters featured communications from the executive board, information on the conference paper competition and schedule, and promotional materials for Andrew Hayes' pre-conference workshop. In future years the division will need to more tightly integrate the newsletter with the new Web site and social media outlets.

c) Membership/recruitment (Michael Dahlstrom)

This year the division was able to change a downward trend and come back up from 280 members in 2009 to 325 in 2010, despite the fact that overall AEJMC's membership went from 3,710 to 3,629 in this same period. In terms of our membership the gender composition (40% female), its ethnicity (73% Caucasian, although 1/3 of people do not report their ethnicity) and student status (16%) remains stable. The goals in terms of recruiting continue to be increase membership, increase proportion of female members, increase diversity and increase the number of graduate student members. Focusing on graduate student recruiting might achieve all of these goals. In addition to what we already do (paper awards), faculty mentoring and creating a mechanism to assist students in methodological issues could contribute to graduate student involvement with the division.

d) Teaching Standards (Jason Reineke)

Two teaching panels were organized during the annual meeting. This included "Kappa Tau Alpha Centennial: Celebrating the Scholarly Life," co-sponsored by the Council of Affiliates; and "Working with the IRB at your Institution," co-sponsored by the Mass Communication & Society division.

e) PF&R (Xiaoli Nan)

Two PF&R sessions were organized during the annual meeting. This included "Identity and impact of communication as a discipline," co-sponsored by the Commission on the Status of Women and "Conducting externally funded research with social implications," co-sponsored by the Mass Communication & Society division.

f) Research/Paper competition (Michel Haigh)

This year CT&M had 114 submissions to its research paper competition, ranking third behind MC&S (184 papers) and CTech (157) papers. CT&M accepted 53 papers (for a 46% acceptance rate). Twenty-two of 59 papers in which the first or only author was a student were accepted, and 31 of 55 in which a faculty member was the first or only author were accepted. Overall there were 1,796 papers submitted to AEJMC, with 47% of the papers being from graduate students, 22% from assistant professors, 9% authored by associated professors, and 5% by full professors. The top states submitting papers (all colleges/universities included) Florida (155 papers), Texas (148 papers), Pennsylvania (108 papers), Missouri (83 papers), and North Carolina (64 papers). For this year's competition 62 reviewers assisted the division as judges. Unfortunately many of these did not appear in the official thank you (program) due to a mistake by the central office. This issue that affected many divisions has been discussed with the Council of Divisions.

g) Conference Program (Hernando Rojas)

For this year's annual meeting, in addition to the Teaching and PF&R panels, the division programmed a pre-conference workshop on Mediation Analysis with Andrew F. Hayes, co-sponsored by the Taylor & Francis Group, as well as 8 research

Continued on page 7

Minutes: Overview of August 2009 meeting

Continued from page 6

sessions including two scholar-to-scholar sessions and one research session co-sponsored with CTEC division. Thanks to the CT&M members who did a wonderful job as moderators and discussants.

4) Awards

a) Paper awards (Hernando Rojas)

Awards were distributed to all faculty and student paper winners:

Top faculty paper award was for Young Mie Kim, Ming Wang, Melissa R. Gotlieb, Itay Gabay and Stephanie Edgerly, all from the University of Wisconsin-Madison, for their paper *Ambivalence Reduction and Polarization in the Campaign Information Environment: The Interaction between Individual-Level and Contextual-Level Influences*.

Top three faculty paper award for Mike McDevitt - University of Colorado- Boulder, for his paper *"Spiral of Speaking Out: Conflict Seeking of Democratic Youth in Republican Counties."*

Top three faculty paper award for Emily Vraga, Mitchell Bard, Leticia Bode, D. Jasun Carr, Stephanie Edgerly, Courtney Johnson, Young Mie Kim and Dhavan Shah, all from the University of Wisconsin-Madison, for their paper *"The Correspondent, the Combatant, and the Comic: How Moderator Style and Guest Civility Shape News Credibility."*

Chaffee-McLeod Top Student Paper award was for Penelope Sheets - University of Washington, for her paper *"Identity salience and policy support: Barack Obama, group identity cues, and message effects."*

Top Three Student Paper award for Nick Geidner -The Ohio State University, for his paper *"Group Involvement and the Spiral of Silence: Using Agent-Based Modeling to Understand Opinion Expression."*

Top Three Student Paper award for Jason Gilmore and Lindsey Meeks, both from University of Washington, for their paper *"Anti-Americanism in the American Mind: National Identity, News Content and Attributions of Blame."*

b) Barrow Minority Doctoral Student Scholarship (Rosanne Scholl)

This scholarship honors the late Professor Lionel C. Barrow, Jr. It helps doctoral students in journalism or mass communication programs to complete their dissertation research and academic studies.

Dr. Barrow passed away in 2009. He was a University of Wisconsin Ph.D. alumnus who, during his career, was both an advertising agency executive in New York and later the Dean of the School of Communications at Howard University. He founded Minorities and Communication Division in 1970. This year's applicants represented a rich variety of research traditions and scholarly and professional backgrounds. Special thank to Yvonne Chen, Jason Reineke, and Michel Haigh who served as the subcommittee that selected this year's recipient: Eulalia Puig-i-Abril, doctoral candidate, University of Wisconsin-Madison. This award is sponsored by the CT&M Division and is made possible in part through contributions from the Minorities and Communication Division, the Commission on the Status of Minorities, personal donations, and royalties from Guido H. Stempel III, David Weaver, and Cleveland Wilhoit's Mass Communication Research and Theory text.

5) Nomination and election of new officers (Dominique Brossard)

a) Vice-Head. Current Research Chair Michel Haigh becomes division Vice-Head.

b) Research Chair (Candidates Xiaoli Nan and Jason Reineke). Jason Reineke elected.

c) Executive Committee (Open Nominations – 2 open seats). Myiah Hutchens, Young Mie Kim, Mike Schmierbach and Shirley Ho Soo Yee were nominated. Myiah Hutchens and Mike Schmierbach were elected. Michael Dahlstrom and Rosanne Scholl remain on the executive for a second year.

6) Old Business – Membership fees

With this year's financial report under consideration, a discussion on the convenience of raising CT&M membership fees was reinitiated from last year's business meeting. Some of the options discussed included: raising member fees, renegotiating the contract with the journal and exploring other revenue sources (i.e. fund raising to name specific awards including the best paper in Communication Methods and Measures). Members, based on article IV section VI of the division bylines, recommended that the division leadership appoint an ad hoc committee to study the financial situation of the division as well as provide options to improve it.

7) New Business

a. New Communication outlets

CT&M's Facebook group was created in February of this year to complement existing communication outlets (Newsletter, Blog). To date the group has 170 members. Most importantly a new CT&M website, designed by Eugenia Highland a graduate student at the University of Wisconsin-Madison, was unveiled. The website will articulate all communication efforts in the division, and was very well received by the membership. The current newsletter will be maintained for now in tandem with the website. In next year's meeting the convenience of maintaining the newsletter will be discussed.

b. Potential by-law changes

With the new communication outlets certain officer responsibilities change. This year the board will experiment with a new Communication chair position, and based on this experience a formal amendment to the division's structure will be proposed in next year's member meeting.

c. Recognition

Dominique Brossard got a certificate from CT&M in recognition for her service to the division as Head for 2009-2010.

8) Adjournment

Meeting adjourned at 8.20 p.m.

Call for 2011 Barrow Minority Scholarship Applications

The following is the initial call for applications for the 2011 Barrow Minority Doctoral Student Scholarship. Eligible members are (of course) encouraged to apply. All members can help recruit eligible, talented graduate students. Please share this information with students and with peers who may work with eligible students.



Eulàlia "Lali" Puig Abril, 2010 Barrow Scholarship Award Winner

Applications are now being accepted for the 2011 Barrow Minority Doctoral Student Scholarship. In the past, the scholarship included a \$1,400 award and a free one-year membership in the Communication Theory and Methodology Division (CT&M) of the Association for Education in Journalism and Mass Communication (AEJMC). Awards should be commensurate this year.

The scholarship honors the late Professor Lionel C. Barrow, Jr., of Howard University, in recognition of his pioneering efforts in support of minority education in journalism and mass communication. Reflections on Dr. Barrow from previous scholarship winners are available in the Spring 2009 edition of CT&M Concepts, available at <http://www.comm.ohio-state.edu/ahayes/ctm/Spring2009.pdf>. The award is

designed to aid doctoral students in journalism or mass communication programs to complete their dissertation research and academic studies. The students' work does not need to address issues of race.

The award is sponsored by the CT&M Division and is made possible in part through contributions from the Minorities and Communication Division, the Commission on the Status of Minorities and personal donations, as well as royalties from Guido H. Stempel III, David Weaver, and Cleveland Wilhoit's Mass Communication Research and Theory.

Minority students who are U.S. citizens or permanent residents and are enrolled in a Ph.D. program in journalism or mass communication are encouraged to apply. Applicants need not be members of AEJMC or the CT&M Division.

Applications will be evaluated on the basis of candidates' capacity for making significant contributions to communication theory and methodology. To be considered for this scholarship, please compile the following materials in a single application package: (1) a letter outlining research interests and career plans, (2) a curriculum vitae, and (3) two letters of recommendation. These may be sent in a single envelope to the street address below or e-mailed with a single attachment to the e-mail address below:

Mike Schmierbach, Ph.D.
Barrow Scholarship Chair
Assistant Professor
College of Communications
Carnegie Building
Pennsylvania State University
University Park, PA 16802
Email: mgs15@psu.edu
Office phone: 814-865-9582

Submissions must be postmarked no later than May 1, 2011. Questions may be addressed to Prof. Schmierbach at mgs15@psu.edu.

The scholarship will be awarded at the CT&M business meeting at AEJMC's 2011 annual convention. The 2011 convention takes place August 10-13 in St. Louis, MO.

Changes to Division Positively Influence Membership

The job of the membership/recruitment chair in the last few years has not been an enviable position given the declining membership rates. I first encountered this problem two years ago as graduate student liaison working on a survey for CT&M with my classmate and membership chair at the time Jason Reineke. Membership was declining and open ended data from the survey indicated that CT&M did not have a good sense of itself. While CT&M had been founded at the research division, it no longer could claim this unique role for AEJMC as a whole. I expected to hear the same tune at this year's business meeting given the hard economic times that many are facing; however, it appears that CT&M may be turning around and I have been charged with keeping the positive trend going instead of trying to turn membership around.

Last year's membership and recruitment chair Michael Dahlstrom reported at the business meeting that CT&M membership was up, even though membership was down for AEJMC as a whole. While I do not want to cheer the organization's loss, this is encouraging information for the division. We still need to answer why we are seeing the increase in membership and what we can do to continue the upward trend. Is CT&M "finding" itself again, or is something else going on? I would argue that probably a little bit of both is at play, and both are things that we should be promoting to encourage new members to join.

One potential reason for the membership upswing could be our division's journal, Communication Methods and Measures. Mass

Communication and Society has proven to be beneficial for both the finances and membership of the MC&S division. Perhaps as CMM is becoming more well known it is garnering positive attention for CT&M. CMM is currently going through the ISI ranking process which once finalized should make the journal an even more attractive place to publish which hopefully will also benefit the members of CT&M. Andrew Hayes, who has been associated with the leadership of CT&M for several years, was recently appointed as managing editor of CMM. This can only serve to improve the relationship between CT&M and CMM. I believe the journal will serve as a powerful recruiting tool.

At this summer's business meeting CT&M's new website was revealed. All present were able to view the division's attempt at rebranding ourselves, which will hopefully resolidify our position in AEJMC as a whole. The bold orange line in new logo for CT&M is supposed to emulate a strong foundation, reminding CT&M members that we should be the foundation for all other divisions. CT&M should be the division to provide theoretical and methodological advances that cut across contextual divides. Even though we aren't the only division presenting research at the conference, we should be presenting research that benefits AEJMC as a whole.

I believe these changes will prove to be crucial to CT&M's continued growth. I look forward to serving as your membership and recruiting chair this year, and hopefully observing first hand our continued growth as a division.

MYIAH HUTCHENS
TEXAS TECH UNIVERSITY
MEMBERSHIP/RECRUITMENT CHAIR

2010-2011 CT&M OFFICERS

DIVISION HEAD

Hernando Rojas
 School of Journalism & Mass Communication
 University of Wisconsin-Madison
 5168 Vilas Communication Hall
 821 University Ave.
 Madison, WI 53706
 Phone: 608.262.3690
 E-mail: hrojas@wisc.edu

VICE-HEAD AND PROGRAM CHAIR

Michel Haigh
 College of Communication
 Pennsylvania State University
 221 Carnegie Building
 University Park, PA 16802
 Phone: 814-863-3850
 E-mail: mmh25@psu.edu

RESEARCH & PAPER COMPETITION CHAIR

Jason Reineke
 Middle Tennessee State University
 Box 64
 Mufreesboro, TN 37132
 Phone: 614-323-2473
 E-mail: jreineke@mtsu.edu

**TEACHING STANDARDS CHAIR &
BARROW SCHOLARSHIP CHAIR**

Mike Schmierbach
 College of Communications
 Pennsylvania State University
 217 Carnegie Building
 University Park, PA 16802
 Phone: 814-865-9582
 E-mail: mgs15@psu.edu

PROFESSIONAL FREEDOM & RESPONSIBILITY CHAIR

Michael Dahlstrom
 Greenlee School of Journalism and
 Communication
 Iowa State University
 215 Hamilton Hall
 Ames, IA 50010
 Phone: 608-469-9602
 E-mail: mfd@iastate.edu

MEMBERSHIP/RECRUITMENT CHAIR

Myiah Hutchens
 College of Mass Communication
 Texas Tech University
 Box 43082
 Lubbock, TX 79409
 Phone: 806-742-6500 ext. 257
 E-mail: myiah.hutchens@ttu.edu

GRADUATE STUDENT LIAISON

Nick Geidner
 School of Communication
 The Ohio State University
 3016 Derby Hall
 154 N. Oval Mall
 Columbus, OH 43210
 Phone: 330-402-4920
 E-mail: ngeidner@gmail.com

GRADUATE STUDENT LIAISON

Sebastian Valenzuela
 School of Journalism
 University of Texas at Austin
 1 University Station A1000
 Austin, TX 78712
 Phone: 512-632-9228
 E-mail: sabastianvalenzuela@mail.utexas.edu

JOURNAL EDITORIAL BOARD LIAISON

Andrew Hayes
 School of Communication, The Ohio State
 University, 3066 Derby Hall
 154 N. Oval Mall, Columbus, OH 43210
 Phone: 614-688-3027
 E-mail: hayes.338@osu.edu

NEWSLETTER EDITOR

Michael Beam
 School of Communication
 Ohio State University
 3055 Derby Hall
 154 N. Oval Mall
 Columbus, OH 43210
 Phone: 614-915-5532
 E-mail: beam.33@osu.edu

COMMUNICATION TECHNOLOGY

Aaron Veenstra
 School of Journalism
 Southern Illinois University Carbondale
 1100 Lincoln Drive, Mail Code 6601
 Carbondale, IL 62901
 Phone: 608-445-6472
 E-mail: asveenstra@siu.edu

PAST DIVISION HEAD

Dominique Brossard
 Department of Life Science Communication
 University of Wisconsin-Madison
 1545 Observatory Drive
 Madison, WI 53706
 Phone: 608.262.0482
 E-mail: dbrossard@wisc.edu

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