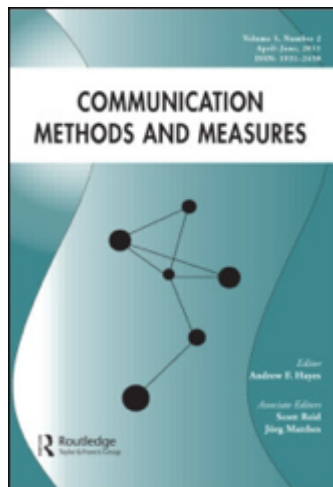


## Article of the Year Winner Announced

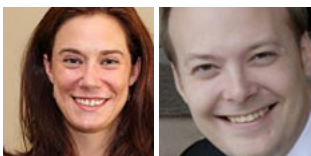


### Agreement and Information in the Reliability of Coding

KLAUS KRIPPENDORF  
University of Pennsylvania

| Data in  | Figure 2   | Figure 3, a=b=1                                  | Figure 3, a=1, b=4                               | Figure 3, a=b=4 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|--|--|--|--|-----------------|---|---|--|---|---|--|---|--|---|--|--|---|---|----|--|--|---|----|---|---|---|--|--|--|---|--|---|---|---|--|--|--|----|---|---|---|---|---|----|--|--|----|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|----|---|---|---|---|---|----|--|---|----|--|--|--|---|--|--|--|---|--|--|--|---|---|--|--|---|--|--|--|----|--|---|---|---|---|----|--|--|----|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|----|
| Values:  | <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>6</td><td></td><td>2</td><td>8</td></tr> <tr><td></td><td>4</td><td></td><td>4</td></tr> <tr><td></td><td></td><td>7</td><td>1</td></tr> <tr><td>3:</td><td></td><td></td><td>8</td></tr> <tr><td>4:</td><td>2</td><td>1</td><td>3</td></tr> <tr><td></td><td></td><td></td><td>6</td></tr> <tr><td></td><td>8</td><td>4</td><td>8</td></tr> <tr><td></td><td></td><td></td><td>26</td></tr> </table> | 1  | 2  | 3               | 4 | 6 |  | 2 | 8 |  | 4 |  | 4 |  |  | 7 | 1 | 3: |  |  | 8 | 4: | 2 | 1 | 3 |  |  |  | 6 |  | 8 | 4 | 8 |  |  |  | 26 | <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>26</td><td></td><td></td><td>26</td></tr> <tr><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td>26</td></tr> </table> | 1 | 2 | 3 | 4 | 26 |  |  | 26 |  |  |  | 0 |  |  |  | 0 |  |  |  | 0 |  |  |  | 0 |  |  |  | 26 | <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>24</td><td></td><td>1</td><td>25</td></tr> <tr><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td>0</td></tr> <tr><td>1</td><td></td><td></td><td>1</td></tr> <tr><td></td><td></td><td></td><td>26</td></tr> </table> | 1 | 2 | 3 | 4 | 24 |  | 1 | 25 |  |  |  | 0 |  |  |  | 0 |  |  |  | 0 | 1 |  |  | 1 |  |  |  | 26 | <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>24</td><td></td><td></td><td>24</td></tr> <tr><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td>0</td></tr> <tr><td></td><td></td><td></td><td>2</td></tr> <tr><td></td><td></td><td></td><td>2</td></tr> <tr><td></td><td></td><td></td><td>26</td></tr> </table> | 1 | 2 | 3 | 4 | 24 |  |  | 24 |  |  |  | 0 |  |  |  | 0 |  |  |  | 0 |  |  |  | 2 |  |  |  | 2 |  |  |  | 26 |
| 1  | 2  | 3  | 4  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
| 6  |  | 2  | 8  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  | 4  |  | 4  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  | 7  | 1  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
| 3:   |  |  | 8  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
| 4:   | 2  | 1  | 3  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 6  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  | 8  | 4  | 8  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 26   |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
| 1  | 2  | 3  | 4  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
| 26   |  |  | 26   |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 0  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 0  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 0  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 0  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 26   |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
| 1  | 2  | 3  | 4  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
| 24   |  | 1  | 25   |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 0  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 0  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 0  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
| 1  |  |  | 1  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
|  |  |  | 26   |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
| 1  | 2  | 3  | 4  |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
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| $\alpha = 1 - \frac{D_o}{D_e} = 1 - \frac{6}{19.84} = 0.698$                   | $\alpha = 1 - \frac{0}{0} = 0.000$   | $\alpha = 1 - \frac{2}{2} = 0.000$               | $\alpha = 1 - \frac{0}{3.84} = 1.000$            |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |
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| $i_{data} = \frac{26}{202} = 0.129$<br>$i_{coding} = \frac{26}{138.5} = 0.188$ | $i_{data} = \frac{0}{\infty} = 0.000$<br>$= 0.188$   | $i_{data} = \frac{26}{120} = 0.036$<br>$= 0.188$ | $i_{data} = \frac{26}{373} = 0.070$<br>$= 0.188$ |                 |   |   |  |   |   |  |   |  |   |  |  |   |   |    |  |  |   |    |   |   |   |  |  |  |   |  |   |   |   |  |  |  |    |   |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |   |   |   |   |   |    |  |   |    |  |  |  |   |  |  |  |   |  |  |  |   |   |  |  |   |  |  |  |    |  |   |   |   |   |    |  |  |    |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |

MYIAH J. HUTCHENS  
UNIVERSITY OF ARIZONA  
MIKE SCHMIERBACH  
PENNSYLVANIA STATE UNIVERSITY  
CT&M RESEARCH CO-CHAIRS



The members' meeting in August allowed CT&M to showcase the excellent work that is being done in both theoretical and methodical scholarship. This summer featured the second annual presentation of the award for the best article published in Communication Methods and Measures, in addition to our inaugural award for the best theoretical submission to the division's research competition.

As previously announced, the second annual Communication Methods and Measures Article of the Year award went to Klaus Krippendorf for his article "Agreement and Information in the Reliability of Coding" which was published in the second issue of 2011.

The inaugural winner of the Theory Paper Competition in CT&M was Maria Lenora (Nori) Comello of the University of North Carolina, for her paper "Conceptualizing the intervening roles of identity in communication effects: The Prism Model." Dr. Comello's paper explored the conceptual importance of identity in understanding how and why people respond to communication. She described the potential for identity to both mediate and moderate effects of communication on behavior, as well as situations in which both mediation and moderation could be present. The paper drew examples from and provided implications linked to several key theories of persuasion and media effects.

Continued on page 2

### INSIDE CONCEPT

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# Article of the Year Winner Announced

*Continued from page 1*

Dr. Comello's paper was one of several well-received papers entered in the Theory Paper Competition. Based on suggestions from the membership, the executive board of CT&M implemented this competition starting with the 2012 AEJMC paper competition. Theory papers were reviewed as part of the larger paper competition and theory paper entries accepted to the conference received competitive ratings. Dr. Comello's paper received significant praise from reviewers and scored highest among all theory paper entries.

CT&M will conduct the second annual Theory Paper Competition for the 2013 AEJMC summer meeting. Individuals in both the open-call and student

competition who have theory-focused papers are encouraged to submit them to the competition. Papers may include data but purely conceptual papers are also valued and are highly competitive. CT&M's former and current heads and former research chairs have taken important steps to improve the reviewing process to ensure that both conceptual and empirical papers are given fair and appropriate scrutiny by reviewers. Individuals with innovative conceptual arguments stemming from thesis and dissertation work, future book chapters and similar projects should strongly consider entering those manuscripts in the competition. Congratulations to our award winners, and everyone else who presented research at the 2012 conference. Details about entry in the Theory Paper Competition and the overall call for papers for 2013 will be printed in the next newsletter.



*Two winners of CT&M awards in Chicago: KLAUS KRIPPENDORF (2012 best paper published in Communications Methods and Measures) and ELMIE NEKMAT, one of the top 3 submissions to the open paper competition at the conference.*

## Thoughts from the Head

**JASON REINEKE**  
MIDDLE TENNESSEE  
STATE UNIVERSITY  
CT&M HEAD



Thanks to the hard work and dedication of my predecessors, especially Michel Haigh and Hernando Rojas, along with the valuable input of the 2010-2011 Financial Committee (William "Chip" Eveland, Doug Hindman, Maria E. Len-Rios, Glenn M. Leshner, and Patricia Moy) the division is back in the black financially, which leaves me with one less major issue to tackle as I begin my year as CT&M's division head. I am thankful to be one in the long line of division heads who was passed along a division improved over what it was the year before. My main obligation this year is to ensure the continued financial stability of CT&M, now and for the future.

This – thinking about the future of CT&M – brings me to the primary initiative I plan to advance this year. When I began serving the division about six years ago as a volunteer, it was in the then newly-instituted position of graduate student liaison (GSL). The past may seem an odd place to begin talking about the future, but the issue that inspired the creation of that position persists today. The GSL position was a response to concern about the

relatively small and decreasing number of student submissions and memberships in the division. The urgency and continuing nature of this problem was made clear at the 2012 members meeting, where then research chair (and now program chair and vice-head) Rosanne Scholl delivered the sobering news that the division had only eleven papers submitted to the Chaffee-McLeod student paper competition for the 2012 conference, a drop from previous years.

As Rosanne's report noted, this undercounts the number of student authors because many open competition papers include both student and faculty authors, and it is likely that some student papers are not explicitly identified as such as requested in the division's standard paper call. Nonetheless, this small number of student paper submissions (we had 95 submissions total, meaning that only about 12% of our submissions were student papers). Although, perplexingly, the number of student division members is not readily available from AEJMC, I am concerned that number may be small and declining as well.

*Continued on page 3*

# Thoughts from the Head

*Continued from page 2* Today's students are the future of the field, and the future of CT&M. If we don't turn around this trend, which has been occurring for my entire tenure as a division officer, it may present a threat to the relevance, and even the existence, of the division. As such we need a plan to increase student participation. What has been done, what is being done, and what will we do to draw students back to CT&M?

*What has been done to encourage student involvement?*

We have several exploitable assets already in place that, if promoted correctly and vigorously, can be leveraged to increase student involvement. First the Chaffee-McLeod student paper competition gives prestigious and financially significant awards to three excellent student papers in communication theory or methodology each year. Second, the Barrow Scholarship is well-funded and increasingly visible award. This year's winner, Rowena Briones, was recognized at the association-wide 2012 business meeting, a new tradition that we intend to continue. Third, the division's journal, *Communication Methods and Measures*, should be essential reading

year – Justin Walden at Penn State, Matt Barnidge at Wisconsin-Madison, and Steven Kleinmen at Ohio State. I have given them the task of generating awareness of the divisions among, and encourage submissions to the division from, their peers. In order to facilitate this endeavor and make sure that it stays active and on track, I have appointed Maria "Nori" Comello as the GSL coordinator. She and the GSLs will work with other board members, particularly Stephanie Edgerly (membership and Barrow scholarship), Kristen Landreville (Web and social media editor), Myiah Hutchens and Micheal Schmierbach (research co-chairs), and myself to maximize student participation in the upcoming year.

*What will be done to address the issue moving forward?*

The board and membership in general have begun to discuss several potential policies for increasing student involvement over the last year. These include, but are not limited to, increasing the amount of the top student paper awards, awarding free division memberships to all accepted student paper authors, bringing back financial awards for all accepted

student papers, making a student-oriented special paper call, offering a pre-conference thesis/dissertation advice workshop, and hosting a student-centered social. While we examine these options and responses to them from potential, future student members the board

welcomes any and all additional comments and suggestions from current membership. My goal for this year is to at least double the number student papers submitted to the division for the 2013 conference as compared to 2012. To do this the board and I will need help from the membership. If you advise or simply know a student doing work relevant to the division's focus on theory and methods who may not be involved with the division, please encourage her or him to submit that work to CT&M and become a member. Please see the contact information at the end of this newsletter for ways to reach the GSL coordinator, the GSLs, or me with any questions, comments, or suggestions you might have regarding student involvement.

## **"Today's students are the future of the field, and the future of CT&M."**

for every single one of the field's graduate students. The journal subscription alone is worth the annual student membership fee of \$16. We need to do a better job of promoting these assets to students, and we need help from the existing membership to do that.

At the 2012 conference CT&M partnered with the Graduate Studies Interest Group (GSIG) to offer a PF&R panel on best practices in experimental research that was prominently-scheduled and well-attended. I hope that we can continue to be affiliated with and of assistance to GSIG in the future.

*What is being done to address the issue?*

As part of my student involvement initiative I have appointed not just one, but three GSLs this

# Thoughts about Teaching

AARON VEENSTRA  
SOUTHERN ILLINOIS  
UNIVERSITY CARBONDALE  
CT&M TEACHING COMMITTEE  
CHAIR



In the PhD program where I teach, we're currently conducting a self-study as part of a broader program review. This program serves a broad array of scholarly interests, and includes faculty who teach and study journalism, advertising, broadcast media, film, photography, and myriad other areas relating to mass communication and media. Our students are similarly broad in their interests and backgrounds, some entering the program with clear research agendas in mind and others using their first year as a feeling-out period in which to learn what they most want to learn about.

During the course of our review, the entire faculty, as well as the committee that's managing the review, has engaged in discussions that often invoke perceived needs, wants, or attitudes of our students. Much of this perception has developed through individual professors' contact with individual students, and as researchers, we soon realized

**“One set of student concerns that likely applies to most doctoral programs is a desire among students for courses providing more depth in specific theoretical areas, and courses that ground methodological instruction in the context of mass communication.”**

we were basing a large part of our effort on that most dreaded source of information: anecdotal. As a result, we organized a focus group of PhD students, run by the student representative to our graduate committee. While some of the concerns raised pertain to specifics of our program, many of them relate to how graduate education in mass communication works generally.

One set of student concerns that likely applies to most doctoral programs is a desire among students for courses providing more depth in specific theoretical areas, and courses that ground methodological instruction in the context of mass communication. Coming out of the familiar, first-year, introductory theory classes – “Foundations of Theory,” “Theoretical Traditions,” “Issues in Theory” – the students' consistent concern was in finding courses that brought them deep focus on the particular theories and topics that interested them, even beyond extant courses such as Political Communication or Social Media. This was true of senior students as well as first-year students who were still looking forward to where the rest of their program would take them. A related concern came up in terms of methods courses. Although both basic and advanced statistics are offered to the entire campus by our educational psychology

department (as is the case at many universities), and other advanced methods courses can be found in sociology and psychology departments, a strong desire was expressed for advanced methods courses grounded in the communications context – communications ethnography, or experiments with media stimuli, for example.

As the committee reviewed the focus group notes, there was a quick consensus that the ability to offer these

courses would be great. Who wouldn't want to offer that kind of material, and from our perspective as educators, who wouldn't want the opportunity to teach such focused courses with highly interested and motivated students? But the discussion took a dark turn when someone said the “f”-word: “fill,” as in, “Would these courses fill?”

# Thoughts about Teaching

*Continued from page 4* In most cases they probably wouldn't, even if there were professors available to be pulled out of other courses to teach them. More specialized courses are, by definition, niche endeavors, and given university-mandated enrollment requirements, they're much harder to fill on a regular basis. Occasional special topics courses were mooted as the best alternative to specialized courses in the catalog, but one other possibility squarely hit the other major concern raised in the focus group.

Students wanted more opportunities to work with faculty on research, across the breadth of our program. Some already work as RAs, or are part of informal research groups; others weren't sure how to get involved with professors with whom they hadn't taken courses. Could collaborative independent studies be an answer to both issues? This is one idea that is being considered. Another is a faculty research symposium at the beginning

of fall semester, which would mirror the student symposium we hold near the end of spring semester.

Taken together, these efforts would introduce faculty areas of research specialty and expertise, as well as present a structure in which to follow up with collaborative work. It also makes for a new twist on the classic model of mass communication PhD programs, allowing for a greater range of theoretical and methodological approaches to become part of a student's education, but also requiring more flexibility and informal teaching on the part of faculty. The challenges of the informal model are clear, but the opportunities are clear as well. As our field continues to evolve – and in particular, as the ways our programs are funded continue to evolve – making those opportunities work should be a top priority for graduate faculty.

## CT&M from the Grad Student Perspective

**NORI COMELLO**  
UNIVERSITY OF NORTH CAROLINA  
CT&M THEORY COMPETITION  
ADVISER AND GRADUATE STUDENT  
LIAISON



I am happy to be serving CT&M this year in the ad hoc position of Graduate Student Liaison Coordinator. In this capacity, I look forward to working with our Graduate Student Liaisons (GSLs) Justin Walden (Penn State), Matt Barnidge (Wisconsin), and Steven Kleinmen (Ohio State), as well as our membership chair Stephanie Edgerly (Northwestern) to develop greater graduate student membership and participation in the division this year.

CT&M provides wonderful opportunities for growth as a scholar because of its emphasis on the conceptual and methodological tools that guide inquiry. Graduate school is where many of us begin to learn about these tools and how we might apply them, and we may also begin to wonder about

how we can improve the tools themselves. CT&M is the perfect place to share these kinds of ideas. Especially with the recently instituted prize for top theory paper, graduate students have even more opportunity to extend their work outside of the classroom, gain valuable feedback, and bring fresh perspectives to the field. If you have any ideas of how we can encourage more graduate students to submit their work and to contribute to the division, please let me know. I look forward to an exciting year.



# Minutes: August 2012 Business Meeting

## Communication Theory & Methodology Division, AEJMC

2012 Members' Meeting  
Saturday, August 11, 2012

**Presiding:** Michel M. Haigh

Meeting called to order at 7 p.m. on August 11, 2012.

### 1. Review and approval of the 2011 members' meeting minutes.

Members unanimously approve the minutes.

### 2. 2011 – 2012 annual report (Michel Haigh)

Follow up on Financial Committee recommendations

2010 – 2011 Committee members: William "Chip" Eveland, Doug Hindman, Maria E. Len-Rios, Glenn M. Leshner, and Patricia Moy

#### 1. *With respect to membership dues:*

Bearing in mind the current financial situation in the field, the progress experienced this year in the division's finances and the need to strengthen membership, the Committee recommends maintaining the current dues (\$26 regular members and \$16 student members). In next year's meeting, the division's leadership should present for discussion a series of scenarios based on the evolution of our finances, assess if an increase is warranted then, and if so the scope and distribution of said increase among regular members and student members. UPDATE: MEMBERSHIP DUES WILL REMAIN THE SAME.

#### 2. *With respect to the financial agreement with Communication Methods & Measures:*

Despite the Journal's commitment to the Division (for example through its support of pre-conference workshops) and the importance of the Journal to the Division and the field, there needs to be a mechanism to make these contributions back to the division permanent. In order to do so, CT&M leadership should be empowered by the members to formally

renegotiate the current arrangement, in a way that reduces costs for the division per member, establishes some profit sharing mechanism, or both.

UPDATE: T&F WOULD NOT SIGN A CONTRACT STATING THEY WOULD SUPPORT THE PRECONFERENCE FOR X AMOUNT FOR THE NEXT X NUMBER OF YEARS. HOWEVER, THEY DID INCREASE THEIR CONTRIBUTION TO THE PRECONFERENCE TO \$750 FOR 2012, AND HAVE PLEDGED \$1,000 FOR 2013. PATRICK ALSO SAID THEY WERE COMMITTED TO THIS LONG TERM.

#### 3. *With respect to the Barrow's scholarship:*

The relationship between the division and the scholarship needs to be redesigned. In its current form, the endowment does not pay for the full annual cost of the award. While other divisions partnering with CT&M donate a fixed amount each year, CT&M pays the amount needed to reach the amount traditionally awarded. CT&M should try to incorporate other divisions (Mass Communication & Society for example) as permanent contributors as well as outside sponsors, explore whether this becomes an AEJMC level award to which the division contributes a fixed amount, or if instead the division maintains it, but being able to focus it more along CT&M goals and with a fixed contribution (having the award vary year by year based on investment returns and specific donations).

UPDATE: THE CO-SPONSORS (MINORITIES AND COMMUNICATION AND THE COMMISSION ON THE STATUS OF MINORITIES BOTH PLEDGED \$100 MORE TO THE SCHOLARSHIP. MAC PROVIDES \$400 AND CSM PROVIDES \$300. MC&S WAS GOING TO VOTE ON SPONSORING THIS, BUT DEFERRED. FEDERICO SUBERVI, TEXAS STATE, ANNOUNCED HE WOULD BE PROVIDING HALF OF HIS BARROW AWARD FOR DISTINGUISHED ACHIEVEMENT IN DIVERSITY RESEARCH AND EDUCATION TO THE SCHOLARSHIP, WHICH HE WON AS A GRAD STUDENT. THE ANONYMOUS DONOR IS STILL PROVIDING MONEY.

#### 4. *With respect to other initiatives:*

a) CT&M should create Best Paper Awards that recognize advances in theory and methods, that potentially span all AEJMC divisions, and that contribute to CT&M's mission.

UPDATE: THIS WAS COMPLETE IN 2012. IT WILL TAKE A BIT TO WORK OUT THE KINKS BEFORE HAVING AN ASSOCIATION WIDE THEORY PAPER COMPETITION, BUT CT&M WILL HAVE ONE FROM NOW ON.

b) CT&M should seek permanent strategic alliances with other conferences and organizations that share its theoretical and methodological interests and that potentially result in increased membership.

UPDATE: STILL WORKING ON THIS.

c) Bearing in mind the increasing importance of the pre-conference workshop (both financially but also in terms of service to the field), this activity should be formalized by creating a pre-conference workshop chair that works all year long to select appropriate topics, panelists and markets the workshop. UPDATE: TWO PRECONFERENCE WORKSHOPS WERE HELD IN 2012. THE CHAIR OF THE DIVISION ORGANIZED THIS WITH THE CO-SPONSOR – MC&S. A CHAIR WAS NOT NEEDED FOR THIS IN 2012.

The membership voted for the 2011-2012 executive board to examine the Barrow scholarship award and work with Taylor and Francis to develop a more permanent agreement to fund the preconference workshop and the CMM Article of the Year award.

UPDATE: SEE ABOVE. BOTH OF THESE WERE COMPLETED IN 2012.

### 3. Committee Reports

#### a) *Communication Methods & Measures* (Andrew Hayes):

The journal's editorial board had adopted a policy of quality over quantity in terms of articles accepted for publication. Individual and institutional subscriptions are both up.

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# Minutes: August 2012 Business Meeting

## b) *Teaching Report* (Aaron Veenstra):

After several attempts, we joined about half the other divisions in offering a syllabus exchange. The syllabus exchange was launched on the CT&M web site this summer, with 10 syllabi (four in methods and six in theory). This is essentially a pilot launch, and a request for additional syllabi will be going out this fall.

We had one teaching panel at this year's conference, co-sponsored with ComSHER, titled "Winning Nationally Competitive Grants." Five veteran scholars discussed their experiences seeking and winning grants, and the role of funding in the tenure and promotion process. The panel, held the final morning of the conference, had 17 attendees.

## c) *Barrow Scholarship Report* (Mike Schmierbach):

The scholarship selection process went smoothly, and we had a solid pool of outstanding candidates. The winner was Rowena Briones, a Ph.D. student at the University of Maryland who studies public relations. She was able to attend the meeting to be acknowledged, and she received formal recognition at the larger AEJMC awards ceremony, where Michel Haigh announced her selection. In future years linking the scholarship and membership duties makes sense, as the scholarship process was employed as another way to share information about CT&M.

## d) *Membership Report* (Mike Schmierbach):

Overall, membership numbers appeared stable from the previous year, which was an improvement after a significant drop between 2010 and 2011. The main focus of the membership chair in the past year was collecting survey data from members to gauge attitudes regarding a number of aspects of the division. Many highlights from this survey were presented in the Spring 2012 newsletter. In general, the results were positive, with members holding especially favorable views of the quality of research presented in CT&M sessions and the value of CM&M as a journal included with membership. Some concerns reflected a sentiment that the division may be somewhat exclusive

and that feedback from conference paper reviewers may not be as helpful as one might hope.

In addition to this survey, several steps were taken to target potential members, including sending an e-mail to all authors of all accepted papers outlining key benefits of membership. Potential areas to focus on in future years include streamlining the process whereby current AEJMC members can add the division outside of the normal renewal cycle; this is currently possible but not easy.

## e) *PF&R Report* (Myiah Hutchens)

CT&M co-sponsored three PF&R sessions at the convention this year, all of which had audiences larger than 20. The first session, co-sponsored with ComSHER, brought in a panel of professionals from the Chicago area to talk about how they utilize social media to analyze their audience members. The second session, co-sponsored with the Graduate Student Interest Group, featured last year's top-paper winners who presented a more in-depth presentation of the debates and controversies surrounding experimental designs. The final panel, co-sponsored with Small Programs Interest Group, brought in journalists from around the country to discuss the Trayvon Martin case and how journalists and visuals shaped the story of that event. While all of the sessions were successful, the PF&R chair suggested that we continue to sponsor sessions similar to the experimental design panel. These types of sessions reinforce CT&M member's expertise in research methods and fit the PF&R mission of improving ourselves as professionals.

## g) *Conference Program* (Jason Reineke)

This year's CT&M program included 6 research sessions (including 1 poster session), 3 PF&R sessions, and 1 Teaching session.

The first CT&M session took place at 8:15 am on Thursday and was a PF&R session co-sponsored with ComSHER on audience analysis. The session was lively and well-attended, with around 30 attendees. A research session on Framing

theory followed at 1:30 pm Friday and was attended by approximately 40 people. Thursday's CT&M program concluded with a 5:00 pm PF&R session co-sponsored by the SIG featuring the authors of last year's CT&M top open competition paper serving as panelists on best practices in the use of experimental methods in communication research. Attendance was approximately 30.

Friday's CT&M program began with an Agenda Setting theory themed research session at 8:15 am, which was attended by approximately 40 people. That was followed by a research session dedicated to theory development and revision at 11:45 am, with about 30 in attendance. Friday's CT&M program finished up with a 3:15 pm PF&R hot topics session co-sponsored by SPIG on media coverage of the Trayvon Martin shooting. Approximately 20 people attended that session.

CT&M began Saturday at 8:15 am with our only poster session, which included almost 20 presentations. Saturday continued with a 1:45 pm research session on methods and analysis, attended by about 30 people. Saturday concluded with our annual session presenting the best research reviewed by CT&M at 5:15 pm, attended by about 25 people, and the CT&M members meeting at 7:00 pm.

Our only session on Sunday, the final day of the conference, was also our only Teaching session of the conference, co-sponsored by ComSHER, on winning nationally competitive grants, was attended by approximately 20 people.

## h) *Research Competition* (Rosanne Scholl)

Submissions are up  
After a dip last year, the number of papers submitted to CT&M is back on the rise. Our reputation for fair reviewing with helpful comments from area-appropriate reviewers continues to attract talented scholars.

It does great credit to our membership that the acceptance rate for papers with only student authors (45.5%) was essentially equal to that for papers with some or all faculty authors (47.6%).

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# Minutes: August 2012 Business Meeting

However, only 11 papers were submitted to the student paper competition, a drop from past years. This number undercounts student participation in CT&M, because many of the open competition papers had student co-authors, and often student first authors. Other student papers may not be included in this number in the case that the author did not identify him or herself. Still, the division may want to consider how to further extend its welcome mat for graduate student scholars.

#### *Reviewers are effective and efficient*

CT&M thanks 72 reviewers, who each judged an average of 3.96 papers. All submitted papers were reviewed by three reviewers.

Reviewing is a mostly anonymous and unrewarded activity. The research chair noted that reviewers gave extensive comments in addition to assigning numeric ratings, and extended many thanks to the division's excellent reviewers.

#### **4. Paper Awards (Rosanne Scholl and Jason Reineke)**

Communication Methods and Measures  
Article of the Year Competition  
*Article of the Year*

*"Agreement and Information in the Reliability of Coding"* by Klaus Krippendorff, University of Pennsylvania

#### *Honorable mentions*

*"How Much is Enough? New Recommendations for Using Constructed Week Sampling in Newspaper Content Analysis of Health Stories"* by Douglas Luke, Washington University – St. Louis, Charlene Caburnay, Washington University – St. Louis, and Elisia Cohen, University of Kentucky

*"Goodbye, Listwise Deletion: Presenting Hot Deck Imputation as an Easy and Effective Tool for Handling Missing Data"* by Teresa Myers, George Mason University

#### *New Theory Competition*

Approved last year to complement division's methods journal, the new theory competition was a success in its first year. We hope to increase the visibility of this award next year. Maria Leonora (Nori) Comello from University of North Carolina - Chapel Hill wrote the winning paper: *"Conceptualizing the Intervening Roles of Identity in Communication Effects: The Prism Model."*

#### *Student Competition*

Chafee-McLeod Award for the top student paper of the year:

*"The Hostile Media Effect and Political Talk: Expanding the corrective action hypothesis"* by Matthew Barnidge, University of Wisconsin – Madison

Top 2 student paper

*"Player Agency, In-Game Behaviors, and Effects: Toward Developing a More Robust Theory of Video Games"* by J.J. DeSimone and Justin Mozer, University of Wisconsin-Madison

Top 3 student paper

*"Evaluation of the Theory of Planned Behavior"* by Kuan-Ju Chen, University of Georgia

#### *Open Competition*

Top paper in the open paper competition:

*"A Comparison of Three Approaches to Computing Information Insufficiency: Challenges and Opportunities"* by Sonny Rosenthal, Nanyang Technological University

Top two:

*"Multiple Opinion Climates in Online Forums: Role of website source reference and within-forum opinion congruency"* by Elmie Nekmat and William Gonzenbach, University of Alabama

Top three:

*"Multiplying Incongruence: How the Emotional Response to Diverse Sources of Incongruent Messages Mediates Participatory Intentions"* by Emily Vraga, George Washington University

#### **5. Nominations and Elections (Michel Haigh):**

Head, Jason Reineke  
Vice-Head, Rosanne Scholl  
Research Co-Chairs, Myiah Hutchens and

Mike Schmierbach

Hutchens and Schmierbach requested to serve as co-chairs rather than having members vote for one or the other. The vote was unanimous that they serve as co-chairs.

Aaron Veenstra and Kjerstin Thorson remained on the board  
Executive Committee: two open seats.  
Joerg Matthes was nominated via a call to the membership before the conference. Nominations from the floor included Stephanie Edgerly, Michael Beam, and Heather LaMarre. Matthes and Edgerly were elected.

#### **6. Old Business**

#### **7. New Business**

Members were advised that the board intends to propose amendments to the bylaws in the coming months to clarify the possibility of the co-chairs, and to provide for continuity in leadership should no one who has already served for two years in an elected position stand for nomination to the final executive track.

#### **8. Adjournment at 8:45 p.m.**



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