FORM D - IV A INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the "past six semesters," the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught Lec Rec Lab	Number of Students	Number of Assistants **	Notes
Spring 2015	ADV 401-701	1	1	8	0	NYC Field Experience
	ADV 855-001	1	1			Public Relations Theory
Fall 2015	ADV 402-001	1	1	49	0	Lansing PR
	ADV 402-701	1	1	17	0	
Spring 2016	ADV 855-001	1	1	11	0	
Fall 2016	ADV 260-731	1	1	55	0	Online
	ADV 402-001	1	1	46	0	
	ADV 402-701	1	1	34	0	
	ADV 402-702	1	1	20	0	
Spring 2017	ADV 855-001	1	1	4	0	
Fall 2017	ADV 402-301	1	1	7	0	
	ADV 402-702	1	1	17	0	
	ADV 402-703	1	1	9	0	

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

Beginning in 2016, I have been involved in the design and delivery of a three-hour training course on scholarly communication for MSU faculty based on my research into science communication and public opinion about science. This course was delivered several times in 2016 and approximately monthly beginning in January 2017.

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

FORM D – IV A INSTRUCTION, continued

3. <u>Academic Advising</u>:

a. Faculty member's activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate: N/A

Graduate: As noted in my personal statement, my goal is to be as good a mentor as those who mentored me. I prioritize being in the office and having frequent research conversations with the students I advise (and some that I do not). I work regularly with students on all aspects of research and a number of my recent co-authors have been students.

Overall, I have chaired three successful dissertations and have two additional candidates past their proposal. One of these is in the final stages of writing. One of my former students holds a tenure track position at Northern Illinois University and the other is a faculty member in Kuwait. The third is about to begin teaching at MSU while on the job market. Beyond chairing, I am currently on eight committees across the Media and Information Ph.D. program and have served on seven completed MSU committees and four University of South Carolina committees that I continued to serve on following my departure from that university and within the review period.

Graduate/Professional: N/A

Other: N/A

b. Candidate's undergraduate advisees (if applicable to individual under review):

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees	0	0	0	0

c. Candidate's graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active	n/a	2	0
Number of graduate committees during the reporting period	n/a	4	0
Degrees awarded during the reporting period	n/a	2	0
Degrees awarded during career	n/a	3	0

FORM D – IV A INSTRUCTION, continued
Doctoral/Dissertation Committee Chair

Ongoing
1. [redacted], Advertising and Public Relations, Michigan State University (2012-)
2. [redacted], Journalism, Michigan State University (2014-)

Complete
1. [redacted], Advertising and Public Relations,, Michigan State University (2015-2017)
2. [redacted], Advertising and Public Relations, Michigan State University (2013-2017)
3. [redacted], School of Journalism and Mass Communication, University of South Carolina (2008-2013)

Doctoral Committee/Dissertation Member
Ongoing
1. [redacted], Information and Media, Michigan State University
2. [redacted], Journalism, Michigan State University
3. [redacted], Journalism, Michigan State University
4. [redacted], Advertising and Public Relations, Michigan State University
5. [redacted], Advertising and Public Relations, Michigan State University
6. [redacted], Advertising and Public Relations, Michigan State University
7. [redacted], Information and Media, Michigan State University
8. [redacted], Journalism, Michigan State University

Complete
1. [redacted] Advertising and Public Relations, Michigan State University (2012-2017)
2. [redacted], Information and Media, Michigan State University (2013-2017)
3. [redacted], Advertising and Public Relations, Michigan State University (2013-2016)
4. [redacted], Journalism, Michigan State University (2012-2016)
5. [redacted], Journalism and Mass Communication, University of South Carolina (2009-2014)
6. [redacted], Criminal Justice, Michigan State University (2012-2014)
7. [redacted], Advertising and Public Relations, Michigan State University (2013-2014)
8. [redacted], Journalism, Michigan State University (2012-2014)
9. [redacted], School of Journalism and Mass Communication, University of South Carolina (2009-2013)
10. [redacted], Public Health, University of South Carolina (2010-2013)
11. [redacted], Geography, University of South Carolina (2011-2013)

4. <u>List of Instructional Works:</u>
List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

N/A

FORM D – IV A INSTRUCTION, continued

5. Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

As noted in my personal statement, beyond my on-campus teaching, I am particularly proud of my effort to help develop "field experience" courses in which students visit public relations firms, advertising agencies, and media buying companies in cities such as Chicago, New York, and Detroit. I also created an on-campus version for Lansing-area employers. I proposed these courses with [redacted] based on my experience assisting a colleague at the University of South Carolina in which she organized professional visits for students to Atlanta-area strategic communication organizations. I regularly hear from students that these courses are among the most valuable courses they take at MSU and that they have given many students employment opportunities. The trips also seem to be useful for connecting faculty with alumni and providing an ongoing window into professional practice that I use in my regular teaching activities. I hope to expand the range of cities we visit and the numbers of students who participate.

The following are my teaching evaluation summaries for the review period.

Semester and Year	Course Number	Number of Students	Number of Responses	Instructor involvement	Student Interest	Student Instructor Interaction	Course Demands	Course Organization
Fall 2012	ADV 402-301	18	No data					
	ADV 402-302	5	4	2.18	2.18	2.26	2.25	2.57
Spring 2013	ADV 860-001	13	10	1.30	1.45	1.15	1.40	1.65
Fall 2013	ADV 402-701	13	8	1.40	1.40	1.25	1.43	1.37
	ADV 900-001	10	8	1.96	1.90	1.46	1.85	1.85
	CAS 825-001	14	10	2.50	2.25	2.02	2.30	1.05
Spring 2014	ADV 402-701	14	No data					
	ADV 860-001	31	19	1.61	1.93	1.78	2.00	2.07
Fall 2014	ADV 402-701	13	5	1.25	1.30	1.20	1.50	1.20
	ADV 402-702	12	6	1.41	1.52	1.41	1.50	1.50
	ADV 900-001	15	13	2.07	2.11	1.86	2.15	2.23
Spring 2015	ADV 401-701	8	5	1.90	1.35	1.57	1.40	2.00
	ADV 855-001	6	13	1.67	2.00	1.67	2.00	1.88
	ADV 860-001	11	12	1.89	2.06	1.97	1.83	1.95
Fall 2015	ADV 402-001	49	33	2.59	2.39	2.34	2.25	2.19
	ADV 401-701	24	17	1.37	1.35	1.39	1.35	1.41
Spring 2016	ADV 402-701	17	9	1.55	1.30	1.44	1.33	1.61
	ADV 855-001	11	9	2.13	2.08	2.05	2.12	2.61
Fall 2016	ADV 260-731	55	41	2.12	2.19	2.14	2.20	2.24
	ADV 402-001	46	37	2.65	2.31	2.34	2.08	2.16
	ADV 402-701	34	24	1.60	1.50	1.40	1.47	1.54
	ADV 402-702	20	14	1.39	1.40	1.37	1.50	1.29
Spring 2017	ADV 855-001	4	4	1.26	1.62	1.18	1.50	1.37
Summer 2017	CAS 892-301	6	6	1.37	1.47	1.62	1.83	1.83
Fall 2017	ADV 402-301	7	5	1.50	1.70	1.90	1.60	2.0
	ADV 402-702	17	No data					
	ADV 402-703	9	No data					

Notes: 402 courses are 1 credit. 700-sectioned courses are taught online. Courses listed with no enrollment not listed. No data indicated where data does not exist or where the number of students listed was less than the number of responses.

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

1) Books
2) Book chapters
3) Bulletins or monographs
4) Articles
5) Reviews
6) Papers and presentations for learned professional organizations and societies
7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
8) Reports or studies

Indicate peer-reviewed or refereed items with a "*".

Indicate items with a significant outreach component with a "**" (determined by the faculty member)

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period	0	3	0	38	0	36	0	5
During career	0	7	0	66	0	83	0	7

3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

During the reporting period: 6 During career: 15

Note: Three of these grants came in the form of contracts to produce a report for the National Science Board.

4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

As noted in the personal statement, my research interests related to science communication training have helped me develop growing relationships with the science communication/public engagement training community. This has resulted in research opportunities for ongoing, small projects (<$20K). These were funded by the Rita Allen Foundation to frequent collaborators [redacted] (University of Texas, Austin) and [redacted] (former graduate student, now an assistant professor at Northern Illinois University) to interview and survey science communication trainers and scientific societies. An initial draft report was presented to a group of some of the most established trainers in December 2017 in New York City. Additional projects, with the possibility of foundation funding, are being planned.

Also, my work on Science and Engineering Indicators for the National Science Board has helped me develop research-related partnerships with the Mapping the Cultural Authority of Science (MACAS) project group. This engagement has allowed me to participate in meetings in Stellenbosch, South Africa (September 2015), and Istanbul, Turkey (April 2016) focused around discussions about public opinion dynamics in various

countries. An edited volume related to this collaboration is expected in 2018 and I will have a chapter on trends in attitudes towards science in the United States.

My MACAS relationship, as well as my work on scientists' views, also lead to participation in a Mobilization of Resources for Public Engagement with Science and Technology (MORE-PE) project that has involved research meetings in Lisbon, Portugal in 2016 and 2017 and ongoing cross-national data-collection that will begin to be analyzed in early 2018. This work is focused on understanding the resources that scientists have at their universities when conducting public engagement activities.

Some of the specific invited talks I have given during the review period include the following.

- November 2017: Strategic science and risk communication. Talk given to the MI Leadership Academy (public sector leaders from Michigan state government departments), Lansing MI.
- September 2017: Scientists' views about the public. Talk given to researchers at the China Research Institute for Science Popularization, Beijing, China.
- September 2017: What scientists think about communication training. Talk given at the School of Journalism and Mass Communication, University of South Carolina, Columbia, SC.
- July 2017: Strategic risk communication. Talk given to a symposium of African and Asian biosafety communicators, Entebbe, Uganda.
- June 2017: Strategic risk communication. Talk given to a conference of Midwestern public sector regulators focused on technologically enhanced naturally occurring radioactive materials (TENORM), Romulus, MI.
- September 2017: Thinking about objectives and goals for science communication. Talk at the Department of Communication, State University of New York at Buffalo.
- April 2017: What scientists think about communication training. Talk given at the annual meeting of the National Alliance for Broader Impacts, Skamania, WA.
- April 2017: Being strategic in science communication. Talk given to the MI Department of Environmental Quality, Lansing, MI.
- February 2017: Being strategic in science communication. Talk given to a symposium of Michigan State University graduate students in forestry.
- August 2016: Thinking about objectives and goals for science communication. Seminar the Nanjing Agricultural University, Nangjing, China.
- August 2016: The history of science communication research. Seminar the Nanjing Agricultural University, Nangjing, China.
- August 2016: Attitudes about agricultural biotechnology. Seminar the Nanjing Agricultural University, Nangjing, China.
- April 2016: Media Relations: A Primer for Mastercard Scholars. Graduate student seminar at Michigan State University.
- January 2016: Science communication. Talk for the Kellogg Biological Station, Michigan State University.
- August 2015: Strategic science communication. Talk for the BEACON annual conference.
- September 2015: Strategic science communication. Talk at a symposium on science communication at the University of Stellenbosch, Stellenbosch South Africa.
- July 214: Scientists' Goals for Public Engagement. Talk at the University of Koblenz-Landau, Landau, Germany.
- April 2014: Workshop – Broader Impacts Practice: How to Train and Motivate Scientists. Talk presented at National Alliance for Broader Impacts Infrastructure Summit, Arlington, VA.
- October 2012: Can we use fairness theory to better communicate about environmental uncertainty? Communication about Scientific Uncertainty in Environmental Research: An Interdisciplinary Workshop, Annweiler, Germany.

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

I have also written several articles for *The Conversation* (an online site for evidence-based public commentary for which MSU is a founding partner and which publishes articles under a creative commons license so that they can be re-published by other sites). These include the following:

- [redacted] (September 2017). Science communicators must consider short-term objectives while keeping their eyes on the prize. https://theconversation.com/science-communicators-must-consider-short-term-objectives-while-keeping-their-eyes-on-the-prize-82663; 3.2K reads
- [redacted]. (2017). People don't trust scientific research when companies are involved. https://theconversation.com/people-dont-trust-scientific-research-when-companies-are-involved-76848; 15.2K reads
- [redacted] (October 2016). What's at risk if scientists don't think strategically before talking politics. The Conversation. https://theconversation.com/whats-at-risk-if-scientists-dont-think-strategically-before-talking-politics-63797; 1.7K reads
- [redacted]. (May 2016). Science communication training should be about more than just how to transmit knowledge. The Conversation. https://theconversation.com/science-communication-training-should-be-about-more-than-just-how-to-transmit-knowledge-59643; 15.2K reads
- [redacted] (January 2016). What consumers want in GM food labeling is simpler than you think. The Conversation. https://theconversation.com/what-consumers-want-in-gm-food-labeling-is-simpler-than-you-think-56530; 3.7K reads
- [redacted] (January 2015). Scientists and public disagree, but let's not get too excited. https://theconversation.com/scientists-and-public-disagree-but-lets-not-get-too-excited-36870 ; 61.7K reads

Publications published or accepted during the reporting period (2012-2017)

1) Books: N/A

2) Book chapters:

1. [redacted]. (In press). Scientists' views about public engagement and science communication in the context of climate change. *The Oxford Encyclopedia of Climate Change Communication* (Online). New York, NY: Oxford University Press.*
2. [redacted] (2014). Public engagement in risk-related decision-making. In [redacted] s. *The SAGE Handbook of Risk Communication* (pp. 317-329). Thousand Oaks, CA: Sage.*
3. [redacted]. (2014). Fairness, public engagement and risk communication. In J[redacted] (Eds.), *Effective Risk Communication* (pp. 108-123). New York, NY: Routledge/Earthscan.*

3) Bulletins or monographs: N/A

4) Articles:

1. [redacted]. (In press). Scientists' views about communication objectives. *Public Understanding of Science* [ISI 2016: Impact: 2.55; Rank: 9/79 Communication; 1/44 History and Philosophy of Science]* **
2. [redacted] (In press). The National Science Foundation's science and technology survey and support for science funding, 2006–2014. *Public Understanding of Science.* [ISI 2016: Impact: 2.55; Rank: 9/79 Communication; 1/44 History and Philosophy of Science]*
3. [redacted]. (In press). Measuring Scientists' Outcome Expectations for Public Engagement with Science Activities. *Science Communication*. [ISI 2016: Impact: 1.54; Rank: 18/79 Communication]*
4. [redacted]. (In press). Validating a scale that measures scientists' self-efficacy for public engagement with science. *International Journal of Science Education, Part B*. [ISI 2016: Impact: 1.24; Rank:102/235 Education & Education Research]*
5. [redacted] (In press). Sustainability behaviors among college students: an application of the VBN theory. *Environmental Education Research*. [ISI 2016: Impact: 1.71; Rank: 49/235 Education & Educational Research]*
6. [redacted] (In press). Talking aggressively about GMOs? The effect of aggressive risk communication with communicator's facial expression and gender. *Journal of Risk Research*. [ISI 2016: Impact: 1.09; Rank: 29/96 Social Sciences, Interdisciplinary]*
7. [redacted] (In press). Does being a jerk work? Examining the effect of aggressive risk communication in the context of science blogs. *Journal of Risk Research*. [ISI 2016: Impact: 1.09; Rank: 29/96 Social Sciences, Interdisciplinary]* **
8. [redacted]. (In press). Two-way communication between scientists and the public: a view from science communication trainers in North America. *International Journal of Science Education, Part B*. [ISI 2016: Impact: 1.24; Rank:102/235 Education & Education Research]*
9. [redacted]. (In press). Genetic engineering, genetic modification, or agricultural biotechnology: Does the term matter. *Journal of Risk Research*. [ISI 2016: Impact: 1.09; Rank: 29/96 Social Sciences, Interdisciplinary]*
10. [redacted]. (Accepted for publication). Microbiologists' public engagement views and behaviors. *Journal of Microbiology & Biology Education*. [Published by the American Society for Microbiology; not ISI ranked]*

21. [redacted] (2014). Predictors of perceptions of scientists: Comparing 2001 and 2012. Research presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Montreal, QC.*
22. [redacted] (2014). Testing the impact of aggressive communication in the context of health and environmental risk. Research presented at the annual meeting of the International Communication Association, Seattle, WA.*
23. [redacted]. The influence of procedural justice on support for labeling GM foods. Research presented at the annual meeting of the Society for Risk Analysis, Denver, CO.+*
24. [redacted] (2014). Scientists' prioritization of goals for online public communication. Research presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Montreal, QC.*
25. [redacted]. (2014). Evaluating the success of science festivals. Research presented at the annual meeting of the Society for Risk Analysis, Denver, CO.*+
26. [redacted] (2014). The priming effects of the Fukushima nuclear disasters and Tokyo Olympic Games on the country image of Japan. Research presented at the annual meeting of the Society for Risk Analysis, Denver, CO.*+
27. [redacted]. (2013). Scientists' understanding of the public. Research presented at the annual meeting of the American Association for the Advancement of Science, Boston, MA.*+
28. [redacted]. (2013). The relationship between media use and fairness perceptions in the context of general and specific uses of biotechnology. Research presented at the annual meeting of the International Communication Association, London, UK.*
29. [redacted] (2013). Amplifying America's voice? Journalists' coverage of deliberation. Research presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Washington, DC.*
30. [redacted]. (2012). Uncertainty and identity as moderators of fairness perceptions in the context of agricultural biotechnology. Research presented at the annual meeting of the Society for Risk Analysis, San Francisco, CA.*+
31. [redacted]. (2012). An evaluation of church-based public engagement on nanotechnology. Research presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Chicago, IL.*
32. [redacted]. (2012). Developers' views about public meetings in the context of public relations theory. Research presented at the annual meeting of the Association for Education in Journalism and Mass Communications, Chicago, IL.*
33. [redacted] (2012). Feast or famine: Acceptability of GM foods for prevention of plant disease. Research presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Chicago, IL.*
34. [redacted]. (2012). Comparing views about nanotechnology and nuclear energy. Paper presented at the annual meeting of the International Communication Association, Phoenix, AZ.*
35. [redacted]. (2012). Pathways to support genetically modified (GM) foods in South Korea: Deliberate reasoning, information shortcuts, and the role of formal education. Paper presented at the annual meeting of the International Communication Association, Phoenix, AZ.*
36. [redacted] (2012). The dynamics of public opinion about nuclear energy. Research presented at the annual meeting of American Association for the Advancement of Science, Vancouver, BC.*+

.+Presentation accepted based on peer-reviewed abstract. All others were based on full, peer-reviewed papers.

7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.): N/A

8) Reports or studies

1. National Science Board (Forthcoming). Chapter 7 – Science and Technology: Public Attitudes and Understanding. *Science and Engineering Indicators*. Washington, DC. National Science Board/National Science Foundation.(Primary chapter author on behalf of the NSB)*
2. National Academies of Sciences, Engineering, and Medicine (2016) *Science Literacy: Concepts, and Consequences.* Washington, DC: The National Academies Press. (Part of panel)*
3. [redacted]. (2016) The Measurement and Use of Science Knowledge Scales in Social Science Research – Report Commissioned by the National Academies of Science, Engineering, and Medicine committee on Effective Science Communication.
4. [redacted]. (2016). Chapter 7 – Science and Technology: Public Attitudes and Understanding. *Science and Engineering Indicators*. Washington, DC. National Science Board/National Science Foundation. (Primary chapter author on behalf of the NSB)*
5. [redacted]. (2014). Chapter 7 – Science and Technology: Public Attitudes and Understanding. *Science and Engineering Indicators*. Washington, DC. National Science Board/National Science Foundation. (Primary chapter author on behalf of the NSB)*

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BOADER COMMUNITY

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

I have engaged in a range of service during the reporting period; the more significant of these are listed below.

Society service:

Society for Risk Analysis

- 2013-2014: Chair, Risk Communication Specialty Group
- 2012-2013: Vice Chair, Risk Communication Specialty Group
- 2008-2017: Communications Committee member

Journal editorial board service (and reviewing 2012-2017):

- *Journal of Risk Research* (2014-Current)
- *Public Understanding of Science* (2016-Current)
- *Risk Analysis* (2013-Current)
    - 2014 Top Reviewer Award
- *Science Communication* (2009-Current)

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BOADER COMMUNITY

Additional journal reviewing (Including multiple reviews)

Note that the number of journals for which I review has decreased in recent years as I take on additional reviews for the journals on which I serve as a member of the editorial board.

2012	**2013**	**2014**
Emerging Health Threats Journal *Energy Policy* *Environmental Communication* *Health Communication* *Health Psychology* *Jour. and Mass Comm. Quart.* *Mass Communication & Society* *Political Behavior* *Population and the Environment* *Society and Natural Resources*	*Bulletin of S&T and Studies* *Energy Policy* *Environment & Behavior* *Environmental Communication* *Global Environment Change* *Health Communication* *Health Communication* *Human Comm. Research* *Int'l J. of Public Opinion Res.* *Journal of Communication* *Journalism and Mass Communication Quarterly* *Mass Communication & Society* *Public Opinion Quarterly*	*Bulletin of S&T and Studies* *Environmental Communication* *Health Communication* *J. of Research in Science Teaching* *Jour. and Mass Comm. Quarterly* *Journal of Communication* *Nature Nanotechnology* *Political Behavior* *Public Opinion Quarterly* *Research Policy* *Science and Public Policy* *Science, Tech. and Human Values* *Time-Sharing Experiments for the Social Sciences (TESS)*
2015	**2016**	**2017**
Bulletin of S&T and Studies *Environmental Communication* *Innov.: Man., Policy & Practice* *Political Behavior* *Int'l Jour. of Sci. Educ.-Part B* *Science and Public Polic* *Science Education* *Sociology Compass*	*Communication Research* *Conservation Letters* *Environmental Communication* *Governance* *Journal of Communication* *Journal of Responsible Innovation* *Journal of Responsible Innovation* *PlosOne*	*Communication and the Public* *Communication Research* *Environmental Communication* *PlosOne* *Int'l Jour. of Sci. Educ.-Part B* *Political Communication*

Additional service activities:

- Conference paper reviewer for various divisions of the Association for Education in Journalism and Mass Communications and the International Communication Association (Entire reporting period)
- Ad-hoc advisor (paid), Pew Research Center, Project on Science and Society (2015-Current)
- Panel member, *Science Literacy: Concepts, and Consequences* National Academies of Sciences, Engineering, and Medicine (2016)
- Peer reviewer, *The Science of Science Communication: A Research Agend*a National Academies of Sciences, Engineering, and Medicine (2016). I also prepared an invited report on science literacy for this panel.
- Peer reviewer, *Effective chemistry communication in informal environment*, National Academies of Sciences, Engineering, and Medicine (2016)
- National Science Foundation, Panel and various ad-hoc reviews for multiple programs, including Decision, Risk, and Management Sciences, Science, Technology, and Society, and Advancing Informal Science Learning (2011-2017)

b. <u>Service within the University</u>:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BOADER COMMUNITY

In additional to normal departmental committees, I have participated in several college and university committees (academic year).

Advisory Committee
Fall 2012: College Advisory Communication (CAC), College of Communication Arts and Sciences
2013-2015: Public Relations Specialization Director/Committee Chair
2014-2017: University Committee for Faculty Affairs (UCFA)

- 2015-2017: Chair, Budget Sub-committee (Helped draft internal reports related to annual salary requests, summer benefit reimbursement for faculty, university administrative costs, and other topics, as needed)

Search Committees
2013-2014 – Chair
2014-2015 – Member (2 committees)
2015-2016 – Chair (6 committees)

2. <u>Service within the Broader Community</u>:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

All major activities listed elsewhere.

FORM D - IV D ADDITIONAL REPORTING

1. Evi dence of Other Scholarship:
Cite evidence of "other" scholarship as specified on p. 2 in the "summary rating" table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

All major activities listed elsewhere.

2. Integration across Multiple Mission Functions:
Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

In recent years, I have shifted some of my research focus away from understanding the role of communication in shaping public views about science and technology to understanding how scientists view communication and the public. The reason for this shift was a desire to ensure that that our fields' research is used to improve communication quality. The shift has opened up a range of opportunities for integration of my teaching, research, and service activities inasmuch I have been able to spend considerable time trying to understand how to better help scientists – and other communicators – make use of communication science. Doing so has also helped me refine my own thinking about communication strategy in the context of communication tactics, immediate objectives, and long-term goals.

Beyond academic publishing, the most direct outcome of my shift in research for MSU has been my efforts to help develop scholarly communication courses for MSU faculty in collaboration with Communication and Brand Strategy. We offered several initial versions of this training during the 2016-2017 academic year and are offering monthly courses during the 2017-2018 year. More detailed courses are also being developed. Due to my research focus in this area, I have also helped organize and sponsor (through the Brandt Endowment associated with my position) visits to campus by communication trainers from key organizations within the training community. These visits have provided participating faculty and researchers from across the university with an opportunity to receive communication training while deepening my understanding of training practice. Beyond the university, I am currently involved as in projects funded by the Rita Allen Foundation (no direct MSU funding) to study communication training. Part of this project recently allowed my colleagues and myself to interview more than 30 North American communication trainers and we are in the process of interviewing individuals at various scientific societies about their efforts to get member scientists more engaged in their communities and broader civic debates.

More generally, my focus on perceptions of science and scientists has allowed me to develop a multi-faceted Hatch project focused on understanding how people view issues related to agriculture and natural resources, including genetically engineered food. Two of my most recent Ph.D. students have had a focus in this area and we continue to produce research on such topics. The Hatch project, through MSU AgBioResearch, supports 20% of my AY salary.

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FORM D - IV D ADDITIONAL REPORTING

3. Other Awards/Evidence:

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

I served as a visiting fellow at the University of Koblenz-Landau in Germany during the summer of 2014 following participation in a special symposium on trust and science hosted by the university in 2012. I also participated as a visiting researcher at the Nanjing Agricultural University during the summer of 2016 and the China Research Institute for Science Popularization (CRISP), part of the Chinese Science Association, during the fall of 2017. The visits to China were both about approximately week-long visits while the visit to Koblenz-Landau lasted approximately one month. In all cases, my primary roles were to meet with researchers to discuss projects give talks on shared areas of interest.

Three significant awards I have received during the 2012-2017 reporting period include:

- 2017: Fellow of the American Association for the Advancement of Science (announced in Nov. 2017 and to be awarded in February 2018)
- 2013: The Hillier Krieghbaum Under-40 Award (for outstanding achievement in research, teaching and public service), Association for Education in Journalism and Mass Communications (AEJMC)
- 2012: Rising Star Award for commitment to research, teaching and service, University of South Carolina's Office of Research and Graduate Education

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FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

				Status				
	Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	$ Amount Requested	Pending	$ Amt Funded	Not Funded	$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
I.	**Instruction**							
	Grantor: N/A			☐		☐		
	Focus:							
II.	**Research/Creative Activity**							
	Grantor: SRI/NSF National Center for Science and Engineering Statistics	Summer 2016	$84,577	☐	$84,577	☐	$84,577	
	Focus: Contract to produce a chapter for Science and Engineering Indicators 2018 on “Public Attitudes and Understanding of Science and Technology”							
	Grantor: SRI/NSF National Center for Science and Engineering Statistics	Summer 2014	$126,600	☐	$126,600	☐	$126,600	
	Focus: Focus: Contract to produce a chapter for Science and Engineering Indicators 2016 on “Public Attitudes and Understanding of Science and Technology”							
	Grantor: SRI/NSF National Center for Science and Engineering Statistics	Summer 2012	$86,282	☐	$86,282	☐	$86,282	
	Focus: Focus: Contract to produce a chapter for Science and Engineering Indicators 2014 on “Public Attitudes and Understanding of Science and Technology”							
	Grantor: NSF Advancing Informal Science Learning	11/08/2016	$261,408	☐	$261,408	☐	$261,408	
	Focus: This is a “collaborative grant” involving efforts to foster a culture of public engagement at two Long Term Ecological Research Sites in New England. The overall grant is $1.68 million across five collaborators and the MSU role is to study the scientists’ views about engagement over the duration of the project. Also, note that $169,830 has been initially funded for year 1 and 2 with the final year of funding provided upon demonstration of ongoing success.							
	Grantor: NSF Advancing Informal Science Learning	1/13/2014	$245,158	☐	$245,158	☐	$261,408	
	Focus: This was a “collaborative” grant that involved an effort to survey scientists at multiple scientific societies and interview trainers focused on helping scientists communicate more effectively. The overall grant was $309K across two collaborators.							

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FORM D - IV E GRANT PROPOSALS

	Grantor: USDA-AFRI	Fall 2010	$7.3 Million	☐	$7 Million	☐	$33,562	[redacted]
	Focus: This was a large grant primarily focused on natural sciences research that included limited funding for social science research related to public perceptions of agricultural biotechnology.							
	Grantor: NSF – SES (Special call on cultivating a culture of ethics)	2/14/2017	$400,000	☐		☒		[redacted]
	Focus: This was a redrafting of an earlier proposal to study conflict of interest mitigation procedures from the perspectives of ethics, history, and social science.							
	Grantor: NSF – Science of Science Policy	9/8/2015	$579,852	☐		☒		[redacted]
	Focus: This was to have been a grant aimed at exploring conflict of interest mitigation procedures from the perspectives of ethics, history, and social science.							
	Grantor: NSF – Advancing Informal Science Learning	2/2/2015	$365,369	☐		☒		[redacted]
	Focus: This was to have been a grant exploring how digital representations of scientists in video games could affect perceptions of science in the context of gender.							
	Grantor: NSF – Decision and Risk Management Sciences	1/17/14	$178,995	☐		☒		
	Focus: This was to have been a "collaborative" grant involving an effort to conduct experiments focused on understanding the effects of aggressive or uncivil communication strategies in the context of risk communication involving technologies associated with agricultural biotechnology and nuclear energy. The overall grant was $237K across two collaborators.							
	Grantor: NSF – Advancing Informal Science Learning	8/14/12	$202,186	☐		☒		
	Focus: This was a "collaborative" grant that involved an effort to survey scientists at multiple scientific societies and interview trainers focused on helping scientists communicate more effectively. It later version of the proposal was funded in 2014.							

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FORM D - IV E GRANT PROPOSALS

	ii. Professional/Patient Care Activities							
	Grantor: N/A			☐		☐		
	Focus:							
	iii. International Studies and Programs							
	Grantor: N/A			☐		☐		
	Focus:							
	vi. Urban Affairs Programs							
	Grantor: N/A			☐		☐		
	Focus:							
	v. Other							
	Grantor: N/A			☐		☐		
	Focus:							

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