

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			Number of Students	Number of Assistants **	Notes
			Lec	Rec	Lab			
<u>Spring 2012</u>	TC 291	3	1	0	0	22	0	Same course as MI 239
	TC 891	3	1	0	0	15	0	Same course as TC/MI 845
<u>Fall 2012</u>	TC 291	3	1	0	0	33	0	Same course as MI 239
	TC 890	VAR	0	0	0	1	0	Independent Study
<u>Spring 2013</u>	TC 845	3	1	0	0	5	0	Same course as MI 845
	TC 890	VAR	0	0	0	1	0	Independent Study
<u>Fall 2013</u>	TC 291	3	1	0	0	18	0	Same course as MI 239
<u>Spring 2014</u>	TC 845	3	1	0	0	7	0	Same course as MI 845
<u>Spring 2015</u>	TC 845	3	1	0	0	3	0	Same course as MI 845
	CAS 992	3	1	0	0	4	0	MIS PhD special topic course
<u>Spring 2016</u>	MI 239	3	1	0	0	48	0	Digital Footprints
	MI 845	3	1	0	0	13	0	Human Computer Interaction

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.

*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

Guest Lectures and Instructional Seminars

██████████ Member of MIS Program Job Market Panel. September 30, 2011.

██████████. Guest lecture in Media Impacts on Society, TC401. Topic: Incentives and constraints in online communities. November 15, 2012.

██████████ Guest lecture in MIS Proseminar. Topic: Information Science. March 16, 2012.

██████████ Guest lecture in Lab Environmental Reporting, Journalism 472. Topic: Face Recognition. October 3, 2013.

██████████ Member of MIS Program Job Market Panel. September 27, 2013.

██████████ Presenter at the Research Data Management Café. Topic: Data Management in Interdisciplinary Projects. April 29, 2013.

██████████ Presenter at the Responsible Conduct of Research session on “Management of Data”. March 21, 2014.

██████████ Guest lecture in MIS Proseminar. Topic: Human Computer Interaction. September 5, 2014.

██████████ Guest lecture in Social Media News & Information, Journalism 821. Topic: Algorithmic curation and the news. March 16, 2015.

██████████ Guest lecture in Computer-Assisted Reporting, Journalism 407. Topic: Algorithmic curation and the news. October 13, 2015.

*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. Academic Advising:

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:

Faculty in our department do not engage in formal advising of undergraduates; the College of Communication Arts and Sciences has an advising office that fills that role. I regularly work with undergraduate research assistants. I have worked with 37 different undergraduates in this capacity since 2011.

Graduate:

I currently am dissertation chair for one student in the IM PhD program, am on the dissertation committee for one PhD student in the MI department, and have been assigned an incoming first year advisee in the Fall of 2016. I have served on two IM PhD prelim committees, and one dissertation committee for a student who graduated. I have worked with 10 additional IM PhD students as research assistants on my funded projects.

I am chair of one MI Masters student’s committee, and advisor for two MI Master’s students. I have served on two more Master’s committees for students who graduated.

Graduate/Professional:

Nothing to report.

Other:

I supervised one postdoc during 2012-2014.

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

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees				

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	3	1	0
Number of graduate committees during the reporting period	3	3	
Degrees awarded during the reporting period	2	0	0
Degrees awarded during career	2	0	0

4. List of Instructional Works:

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.

I have received \$56,000 from the National Science Foundation as supplemental funding to existing grants, to support summer Research Experiences for Undergraduates internships during 2012-2015.

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).

IM Research Symposium: Along with [REDACTED] I created the IM PhD Research Symposium, a yearly half-day showcase of IM PhD student work. I use part of the AT&T endowment funds allocated to me to provide two prizes in the form of funding for research expenses, \$500 for senior doctoral students and \$250 for junior students.

REU Program: During the summers of 2012-2015, I supervised REU internships funded by the NSF and affiliated with my existing grants. Student interns came from both Michigan State and other universities, including Michigan, Cornell, Oberlin, Evansville, Albion, and Wisconsin Lutheran. Each year, over 100 students applied for around 5 positions. The internships are full-time, and the student interns are paid \$8000 for 10 weeks. Prep work for the summer internships typically begins in January, and includes planning projects for the students, providing housing options, evaluating applications, conducting interviews, and negotiating job offers. The internships involve extensive training and mentoring in research methods, data management and documentation practices, and responsible conduct of research, as well as working on interdisciplinary teams. Alumni of the REU program have gone on to found startups, enter graduate programs, and take jobs in the tech industry as programmers and data scientists.

New Course Development: I created two new courses for the department. MI 845 and MI 239 had never been taught before Spring 2012, when I taught both of them as special topic courses. They are both now part of the regular Master's and undergraduate curriculum in the department of Media and Information.

Independent Studies: I have supervised two independent studies for students in the MIS PhD program. One of these inspired the doctoral-level special topics course I taught in Spring 2015.

New Undergraduate Curriculum: Along with several other faculty members in the department, I participated in creating a new undergraduate Human Computer Interaction concentration/set of courses for the department.

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)

Please see my CV for the list of publications. Peer-reviewed / refereed items are in the section “Peer-Reviewed Publications” on page 2. For a description of the different venues represented, please see the Appendix to my reflective essay. For each publication, workshop paper, or technical report in my CV, the first author in the author list is the lead author for the publication.

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	0	0	12	0	4	0	0
During career	0	2	0	19	0	9	0	5

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

During the reporting period: 3 During career: 3

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).

Presentations at Conferences, External Seminars and Workshops

Examining Derived Data as a Common Pool Resource. CSCW @ Scale Workshop, University of Michigan School of Information, May 6, 2016.

Stories, News, and Advice: Patterns in Informal Sources of Security Information. PennState College of Information Sciences and Technology, March 14, 2016.

Accidental Transparency: How the Facebook News Feed Algorithm Affects User Beliefs and Behavior. Syracuse University, School of Information Studies, March 10, 2016.

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER 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).

Conference Program Committees

ACM Conference on Computer-Human Interaction (CHI) 2010, 2012, 2014

ACM Conference on Computer-Supported Cooperative Work and Social Computing (CSCW) 2013, 2015

SOUPS (Symposium on Usable Privacy and Security) 2013, 2015, 2016

Reviewer (Journals)

Human Computer Interaction Journal

International Journal of Human Computer Studies

Journal of Cybersecurity

IEEE Security & Privacy

Digital Journalism

Reviewer (Conferences)

CHI 2006-2017

CSCW 2008-2016

WebSci 2016 – International ACM Web Science Conference

IUI 2015 – International Conference on Intelligent User Interfaces

Graphics Interface Conference 2015 (HCI Track)

UIST 2014 – Annual ACM Symposium on User Interface Software and Technology

WWW 2012 – International World Wide Web Conference

iConference 2012

ICWSM 2011 – International AAAI Conference on Web and Social Media

GROUP 2009 – ACM Conference on Supporting Group Work

Invited Panelist (Grant Proposals)

Israel Science Foundation, 2016

National Science Foundation (NSF), 2011-2013, 2016

Austrian Research Promotion Agency (FFG), 2011

In addition, I participated by invitation in the 2010 CCC/CRA Ultra-large-scale Interaction Workshop, and the 2012 NSF SaTC PI meeting.

b. Service within the University:

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 BROADER COMMUNITY

I served as the Director of the Media and Information Department MA program from January-December 2013. During that time I oversaw a minor curriculum revision, revamped parts of the MA Handbook, and revised one of the Plan B options for MA students. I also conducted interviews with all of the faculty members in TISM affiliated with the MA program, and focus groups with MA students. These activities led to a series of recommendations for short- and long-term improvements to the MA program.

I have worked with the ART team in the college to improve processes for hiring and compliance issues related to hiring and paying undergraduate research assistants, particularly regarding our summer REU program. I have also worked to put a process in place for hiring freelance computer programmers via online labor markets like Elance or TopCoder, to make it easier to find and hire professional programmers for research projects.

I participated in a university-wide IT task force to make recommendations to MSU's IT services regarding requirements for research IT infrastructure. I have also presented at the MSU Research Data Management Café, and at MSU's CyberInfrastructure days, on this same topic.

I have served on the Media and Information Department's PhD committee, currently as its chair and representative to the IM PhD program executive committee. I also participated in a special committee assembled in the Spring of 2015 to analyze the MIS PhD program and make recommendations for improvement.

I am a member of the Media and Information Department Work Load Task Force, which was convened in 2015 to assess the department's work load policies particularly with respect to annual review criteria.

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

2. Service within the Broader Community:

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.

Nothing to report.

FORM D - IV D ADDITIONAL REPORTING

1. **Evidence 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.

Nothing to report.

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.

I integrate teaching and research in two ways: through mentoring and training undergraduate research assistants during the academic year and the summer, and through my undergraduate digital privacy course which inspired the NSF grant I received in the Fall of 2015.

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.)

My poster with [REDACTED] was recognized with a Distinguished Poster Award at SOUPS 2014.

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.*

	Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded	Not Funded		
I. Instruction								
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
II. Research/Creative Activity								
	Grantor: NSF	1/6/15	\$463107	<input type="checkbox"/>	\$463107	<input type="checkbox"/>	\$463107	
	Focus: TWC: Small: Designing a Coordination Mechanism for Managing Privacy as a Common-Pool Resource							
	Grantor: NSF	12/15/11	\$486093	<input type="checkbox"/>	\$486093	<input type="checkbox"/>	\$486093	
	Focus: III: HCC: Small: Effects of Automated Information Selection and Presentation in Online Information Systems							
	Grantor: NSF	3/18/13	\$16000	<input type="checkbox"/>	\$16000	<input type="checkbox"/>	\$16000	
	Focus: Research Experiences for Undergraduates (REU) Supplement to "III: HCC: Small: Effects of Automated Information Selection and Presentation in Online Information Systems", Summer 2013							
	Grantor: NSF	12/15/10	\$241589	<input type="checkbox"/>	\$241589	<input type="checkbox"/>	\$241589	[REDACTED]
	Focus: TC: Small: Collaborative Research: Influencing Mental Models of Security							

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
Grantor: NSF	1/29/12	\$16000	<input type="checkbox"/>	\$16000	<input type="checkbox"/>		
Focus: Research Experiences for Undergraduates (REU) Supplement to "Influencing Mental Models of Security", Summer 2012							
Grantor: NSF	3/18/13	\$8000	<input type="checkbox"/>	\$8000	<input type="checkbox"/>	\$8000	
Focus: Research Experiences for Undergraduates (REU) Supplement to "Influencing Mental Models of Security", Summer 2013							
Grantor: NSF	3/12/14	\$8000	<input type="checkbox"/>	\$8000	<input type="checkbox"/>	\$8000	
Focus: Research Experiences for Undergraduates (REU) Supplement to "Influencing Mental Models of Security", Summer 2014							
Grantor: NSF	1/29/15	\$8000	<input type="checkbox"/>	\$8000	<input type="checkbox"/>	\$8000	
Focus: Research Experiences for Undergraduates (REU) Supplement to "Influencing Mental Models of Security", Summer 2015							
III. a. Service – Academic Community							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
III. b Service – Broader Community							
i. MSU Extension							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		

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Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
Focus:							
iii. International Studies and Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
v. Other							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							

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