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*.

   I was jointly-appointed by the Department of Advertising and Public Relations (51%) and the Department of Media and Information (formerly known as the Department of Telecommunication, Information Studies, and Media). In 2016, my appointment was shifted fully to the Department of Advertising and Public Relations. My teaching load is typically 2-2, yet over the past six years, I've had course releases and by-outs that are listed below:

   - Spring 2012: Course release in the Spring (negotiated with offer)
   - Spring 2014: Course by-out with NSF grant
   - Spring 2015: Course release due to modified teaching responsibilities for the birth of my daughter
   - Spring 2017: Course release due to modified teaching responsibilities for the birth of my son

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught Lec Rec Lab	Number of Students	Number of Assistants **	Notes
FS '11	ADV 850	3	2	50	0	Missing SIRS for Section 002
	ADV 890	3	1	1	0	Independent Study
SS '12	TC 301	3	1	63	1	
US '12	COM 803	3	1	18	0	
FS '12	ADV 850	3	1	4	0	
	TC 891	3	1	11	0	
SS '13	ADV 486	3	1	30	0	
	ADV 890	3	1	1	0	
	TC 301	3	1	184	1	
US '13	CAS 892	1	1	5	0	
	COM 803	3	1	14	0	
FS '13	COM 803	3	1	17	0	
	TC 401	3	1	40	1	
SS '14	TC 301	3	1	210	2	
US '14	CAS 892	1	1	14	0	Co-taugh w/ ████████
	COM 803	3	1	17	0	
	TC 301	3	1	75	1	
	TC 890	3	1	1	0	Independent Study
FS '14	ADV 893	3	1	1	0	Independent Study
	COM 803	3	1	13	0	
	TC 401	3	1	40	1	
SS '15	TC 301	3	1	194	3	
US '15	COM 803	3	1	5	0	
	TC 301	3	1	56	0	
FS '15	MI 401	3	1	29	0	
	COM 803	3	1	17	0	

*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

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught Lec Rec Lab	Number of Students	Number of Assistants **	Notes
SS '16	ADV 892	3	1	3	0	
	MI 301	3	1	164	2	
US '16	ADV 375	3	1	38	0	
	COM 803	3	1	11	0	
FS '16	ADV 375	3	1	92	2	
	ADV 893	1	1	1	0	Practicum
	ADV 899	3	1	1	0	Thesis Credit
	COM 803	3	1	16	0	
SS '17	ADV 375	3	1	58	1	
	ADV 893	1	1	1	0	Independent Study
US '17	ADV 375	3	1	34	0	
	COM 803	3	1	4	0	
FS '17	ADV 375	3	1	60	1	
	ADV 413	1	1	201	1	
	COM 803	3	1	22	0	

*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

2. <u>**Non-Credit Instruction:**</u>

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.

Fall 2012 – Recorded two lectures that were used in the Saudi Aramco advanced Public Relations certificate online program.

Fall 2016 – Developed the syllabus for the Digital Media Strategies course in the new online program in Strategic Communication

Note: Copies of syllabi and student evaluations (SIRS) are enclosed in the tenure packet under "Instruction" and "SIRS" folders.

*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.

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:

- I have involved 10 undergraduate students in my research team through the Media and Advertising Psychology (MAP) Lab. Students worked on different projects, where they learned theoretical and methodological approaches to media psychology and psychophysiology. Six of my undergraduate advisees presented their work at the University Undergraduate Research and Arts Forum (UURAF); two of whom won the first prize for Communication Arts & Sciences.
  - ███████████████████████ received the CAS Undergraduate Research fellowship, which enabled them to work as research assistants on a study examining the psychophysiological responses to organic use of Facebook, with specific focus on enacting viral behaviors. Both students helped with the study design, data collection, and analysis. They presented the findings at the UURAF and won top poster award. Additionally, they were co-authors on a conference presentation and a proceeding for the Society of Psychophysiological Research (SPR).
  - ███████████ collaborated on a study investigating the effects of color combinations on processing of social media advertisements. She helped with study design, took the lead on stimulus design, and collaborated on data collection and analysis. She presented the study as a UURAF poster.
  - ███████████ took part in a collaborative eye-tracking research project investigating the effects of cultural symbols in processing of domestic and foreign alcohol brand advertisements. He presented the study as a UURAF poster.
  - ███████████ volunteered to join the Media and Advertising Psychology Lab, where she assists with experimental design, data collection, and data analysis on a number of projects, including MAPPR-funded project examining the effects of models' age on the psychophysiological responses to alcohol advertisements. She also is currently part of a team that has examined the effects of sequential content provision on ad processing.
  - ███████████ helped with data collection on a study investigating the effects of game outcome in sports coverage and the inclusion of alcohol advertising on alcohol use intentions and behaviors.
  - ███████████ is currently assisting with two projects in the MAP Lab – one focusing on the effects of puffery in advertising, and the other focused on the effects of racist content on ad processing. Her contributions to the projects include experimental design, data collection, analysis, and reporting.
- I have also worked with two Honors' College Professorial Assistants (███████████████████████), who have continued to work with me on different research projects after the end of their professorial assistantship. ███████ joined on a project focusing on the effects of racism intensity online on bystander intervention, which was presented at UURAF and the Association for Education in Journalism and Mass Communication (AEJMC). ███████ participated in numerous research projects involving psychophysiological measurement related to alcohol advertising processing and effects of emotional transfer on ad processing due to sequential presentation of content. She presented twice at UURAF and co-authored a number of papers presented at international conferences.
- I have supervised a number of Honors' Option and Entrepreneurship Option projects in my classes ███████ ███████ expressed that she was interested in a career in copywriting. I worked with ███████ on an interview-based study, where she could explore her passion for copywriting. She has completed about 10 interviews with copywriters at advertising agencies and has presented her findings in a report at the end of Fall 2017. ███████ conducted a strategic report to investigate the engagement of college students with music streaming services. As part of the entrepreneurship option, her project resembled a feasibility study for a new music streaming service.

   1. ███████ [Honors College, Professorial Assistant, Fall '15-Summer '17]
   2. ███████ [Entrepreneurship Option, Fall '17]
   3. ███████ [Honors College, Professorial Assistant, Fall '16-present]

4. ██████████ [Research Project, Fall '14]
5. ██████████ [Independent Study – Research, Fall '14]
6. ██████████ [Research Project, Spring '17-present]
7. ██████████ [CAS Undergraduate Research Scholarship, Fall '14, UURAF First Place]
8. ██████████ [Honors' Project, Fall '17]
9. ██████████ [CAS Undergraduate Research Scholarship, Fall '14]
10. ██████████ [Research Project, Fall '15]
11. ██████████ [Research Project, Fall '16-present]

Graduate:

- I have taken an active role in advising and mentoring graduate students, including MA and doctoral students. To this date, I have been chairing seven different doctoral dissertations: 2 students (██████████ and ██████████ graduated; 3 current doctoral advisees ██████████); and 2 have withdrawn from the doctoral program (██████████).

Completed Dissertation Advising:
1. ██████████ (Journalism) [2016], "Overloaded: Investigating the effects of working memory and perceptual load on attention and memory."
2. ██████████ (Advertising + Public Relations) [2016], "Effects of conspicuity and integration of warning messages in social media alcohol ads: Balancing between persuasion and reactance among underage youth."

Current Doctoral Advisees:
3. ██████████ (Advertising + Public Relations) - *withdrawn*
4. ██████████ (Journalism)
5. ██████████ (Advertising + Public Relations) - *withdrawn*
6. ██████████ (Advertising + Public Relations)
7. ██████████ (Journalism)

- I have also been serving on 15 doctoral comprehensive exam and dissertation committees as a member; 7 students graduated and 8 are in progress. In addition to serving as a member to committees of doctoral students from the Information and Media Ph.D. Program (Advertising + Public Relations, Journalism, and Media and Information), I have been serving on doctoral committees for students from other units on campus, including, Department of Communication, Human Family Development Studies, Computer Science, and Psychology.

Completed Doctoral Committee:
1. ██████████ (Journalism) [2014], "The negative effect of flaming on learning from political news online."
2. ██████████ (Journalism) [2014], "Social media and user engagement: A self determination perspective."
3. ██████████ (Advertising + Public Relations) [2015], "How do people pursue multiple goals when they communicate everyday distress and seek emotional support on social network sites."
4. ██████████ (Journalism) [2014], "Frames, modalities, topics and sources: A comparative content analysis of natural disaster, terrorist attack and civil unrest crisis by Egyptian journalist bloggers and citizen bloggers."
5. ██████████ (Human Family Development Studies) [2016], "Examining the impact of cyberbullying victimization in a postsecondary institution: Utilizing general strain theory to explain the use of negative coping mechanisms."
6. ██████████ (Advertising + Public Relations) [2017], "Understanding the effects of aggressive and polite communication styles in the context of risk communication."
7. ██████████ (Advertising + Public Relations) [2017], "Reinvestigating the beauty match up hypothesis and asocial comparison in food advertisements.

Current Prelim/Dissertation Committees:
8. ██████████ (Advertising + Public Relations)
9. ██████████ (Communication)

10. ███████████ (Computer Science)
11. ████████ (Media and Information)
12. ██████████ (Advertising + Public Relations)
13. ████████ (Media and Information)
14. ██████████ (Psychology)
15. ████████████ (Journalism)

- I have supervised two MA theses (████████████████████████), and served as a member of three additional MA theses (two of which are in progress). Additionally, I have advised a total of 16 MA students in Advertising, Public Relations, and Media and Information. Two of my MA advisees have been MasterCard Foundation scholars (████████████████████████████████████]). One of my MA advisees, ██████████, won the Plan B Top Poster Award for graduation.

MA Thesis Committees – Chair
1. ██████████ (Advertising + Public Relations) [2013], "What's in an apology?: Virality and source effects on evaluations of crisis response strategies via Facebook."
2. ████████████ (Advertising + Public Relations) [2017], "The effects of descriptive norms and involvement on cause-related Facebook profile filter adoption and donation to NPOs."

MA Thesis Committees - Member
1. ██████████ Advertising + Public Relations) [completed], "The effect on the relationship between retailers and consumers by using Foursquare check-in."
2. ██████████ (Advertising + Public Relations) [in progress]
3. ██████████ (Advertising + Public Relations) [in progress]

MA Advisees
1. ████████████ nd Information, *completed*)
2. ████████████ + Public Relations, *completed*)
3. ████████████ + Public Relations, *completed*)
4. ████████████ sing + Public Relations)
5. ████████████ rtising + Public Relations; Master Card Foundation)
6. ████████████ vertising + Public Relations, *completed*)
7. ████████████ g + Public Relations, *completed*)
8. ████████████ Public Relations, *completed*)
9. ████████████ g + Public Relations)
10. ████████████ rtising + Public Relations, *completed*)
11. ████████████ + Public Relations, *completed*)
12. ████████████ Advertising + Public Relations; Master Card Foundation, *completed*)
13. ████████████ ublic Relations, *completed*)
14. ████████████ + Public Relations, *completed*)
15. ████████████ (Advertising + Public Relations, *completed*)
16. ████████████ ng + Public Relations, *completed*)

- I have taken an active role in engaging graduate and undergraduate students in research. Half of my journal publications and book chapters (52%) have graduate student co-authors. Nearly two-thirds of my conference proceedings and conference presentations (62%) have graduate and undergraduate student co-authors. Overall, of my journal publications, book chapters, conference proceedings, and conference presentations, there are 177 graduate and 13 undergraduate students listed as co-authors (count includes repeated co-authors in multiple publications).
- Three student-led conference papers on which I was a co-author and another paper with a student co-author received Top Poster awards at the following conferences: D.C. Health Communication Conference, Kentucky Conference on Health Communication, and the Association for Education in Journalism and Mass Communication.
- I have also served on the ad-hoc committee to review and admit doctoral students to the Department of Advertising and Public Relations, part of the Information and Media Ph.D. Program.

FORM D – IV A INSTRUCTION, continued

- In 2017, I was nominated by Drs. ███████████████, with a letter of support from ██████ (among other advisees and graduate/undergraduate students) to the Michigan State University Faculty Mentor Award.

Graduate/Professional: NA

Other:

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	3	3	0
Number of graduate committees during the reporting period	5	7	
Degrees awarded during the reporting period	15	2	0
Degrees awarded during career	15	2	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.
- ███████████████████ (2015). Who's American. █████████████████ *Cross Cultural Journalism: Communicating strategically about diversity* (pp. 37 – 62). New York, NY: Routledge.
- ████████████████████████. (2014). IMC perspective: Are social media social or commercial. In ████████████████████, *Advertising and promotion: An integrated marketing perspective.* McGraw-Hill, Sydney.
- ███████████████. (2013). Counterargument: Evidence of advergame effectiveness. ████████████ *Advertising and society: An Introduction* (2nd ed., pp. 218 – 228). West Sussex, UK: Wiley & Sons, Inc.

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).

Teacher-Scholar Award

I was recently informed that I have been selected as one of the six recipients of the 2017-2018 MSU Teacher-Scholar Award. Additionally, in Spring 2017, I was nominated by my department for the MSU Faculty Mentor Award. Despite the fact that I did not receive the award, I feel honored for being nominated for this highly competitive university award.

SIRS Summary

Following are summary of SIRS evaluation forms results. The scale used for evaluation is: 1 = Superior, 2 = Above Average; 3 = Average; 4 = Below Average; 5 = Inferior.

It is worth mentioning that for two courses (ADV 850-002 in FS 2011 and COM 803-002 in FS 2013), there are no available SIRS due to reasons explained in the table's notation. Copies of all SIRS summaries are included in the SIRS tab in the tenure packet.

Semester Year	Course (Credits)	Enrolled	Replies	SIRS-Composite Profile Factors (Mean) Found on SIRS Summary Printouts from Scoring Office				
				Instructor Involvement	Student Interest	Student-Instructor Interaction	Course Demands	Course Organization
FS11	ADV 850 – 001	32	32	2.00	2.22	2.00	2.38	2.37
FS11	ADV 850 – 002[1]	18	0	NA	NA	NA	NA	NA
FS11	ADV 890 – 010	1	1	1.00	1.00	1.00	1.00	1.00
SS12	TC 301 – 001	63	54	1.76	2.11	1.62	2.00	2.00
US12	COM 803 – 730	18	15	1.27	1.78	1.25	1.49	1.40
FS12	ADV 850 – 002	4	4	1.18	1.06	1.06	1.00	1.12
FS12	TC 891 – 001	11	10	2.02	1.82	1.5	2.30	2.156
SS13	ADV 486 – 005	30	24	2.46	1.91	2.71	2.75	2.63
SS13	ADV 890 – 001	1	1	1.00	1.00	1.00	1.00	1.00
SS13	TC 301 – 001	184	112	2.44	2.65	2.21	2.64	2.57
SS13	TC 890 – 003	1	1	1.00	1.00	1.50	1.00	1.00
US13	CAS 892 – 310	5	5	1.25	1.40	1.35	2.00	1.90
US13	COM 803 – 730	14	12	1.73	1,96	1.85	2.06	1.83
FS13	COM 803 – 002[2]	17	10	2.25	1.83	1.90	2.28	2.25
FS13	TC 401 – 002	40	22	2.52	2.48	2.51	2.72	2.47

SS14	TC 301 – 001	210	118	2.04	2.36	1.96	2.29	2.23
US14	CAS 892 – 308	14	13	1.17	1.40	1.01	1.38	1.15
US14	COM 803 – 730	17	12	2.25	2.62	2.04	2.56	2.29
US14	TC 301 – 730	75	38	2.21	2.56	2.51	2.70	2.46
US14	TC 890 – 003	1	1	1.00	1.00	1.00	1.00	1.00
FS14	ADV 893 – 001	1	1	2.00	2.00	2.00	2.00	2.00
FS14	COM 803 – 002	13	12	1.42	1.58	1.40	1.63	1.62
FS14	TC 401 – 002	40	14	2.19	2.32	2.33	2.35	2.42
SS15	TC 301 – 001'	194	76	2.12	2.60	1.90	2.43	2.40
US15	COM 803 – 730	5	4	2.04	1.94	2.13	2.50	2.19
US15	TC 301 – 730	56	30	2.31	2.64	2.77	2.52	2.45
FS15	MI 401 – 002	29	18	2.33	2.81	2.44	2.58	2.61
FS15	COM 803 – 002	17	14	1.48	1.43	1.41	1.68	1.54
SS16	ADV 892 – 001	3	3	1.08	1.16	1.00	1.66	1.33
SS16	MI 301 - 002	164	100	2.04	2.39	1.94	2.28	2.26
US16	ADV 375 – 730	38	26	2.37	2.33	2.41	2.57	2.35
US16	COM 803 – 730	11	9	2.56	2.38	2.69	2.69	2.51
FS16	ADV 375 – 730	92	70	2.19	2.28	2.40	2.30	2.22
FS16	ADV 893 – 001	1	1	1.00	1.00	1.00	1.00	1.00
FS16	ADV 899 – 001	1	1	1.00	1.00	1.00	1.00	1.00
FS16	COM 803 – 002	16	16	1.40	1.70	1.36	1.81	1.70
SS17	ADV 375 – 730	58	41	2.38	2.29	2.23	2.29	2.37
SS17	ADV 893 – 001	1	1	1.00	1.00	1.00	1.00	1.00
US17	ADV 375 – 730	34	25	2.38	2.30	2.33	2.34	2.28
US17	COM 803 – 730	4	3	2.83	2.75	2.91	2.75	2.16
FS17	ADV 375	60	47	2.57	2.47	2.85	2.61	2.50
FS17	ADV 413	201	148	2.14	2.12	2.06	2.10	2.12
FS17	COM803[3]							

Notes. (1) SIRS evaluations could not be retrieved due to a technical error (see letter from Information and Technology Services in the "SIRS" folder: "1_Fall2011"). (2) COM courses do not participate in online SIRS. In Fall 2013, a mishap in providing paper-and-pencil SIRS forms led to inability to record university-official evaluations. To remedy the situation, I collected data via a Qualtrics survey (a copy of the results are enclosed in the "SIRS" folder: "7_Fall2013"). (3) SIRS report not provided yet by Department of Communication.

Instructional Goals & Approaches

At Michigan State University, I taught undergraduate and graduate courses that ranged in size between small, medium, and large. I have also taught courses in-person and online, with approaches ranging from lecture to discussion-based, and workshop-style. The purpose of being a teacher goes beyond knowledge transfer; it is the realization of competent professionals and good citizens to lead the future. My teaching philosophy rests upon four major pillars: interactive and experiential learning, service-based learning, critical and creative thinking, and empowerment. This document addresses these principles and illustrates the means of achieving and evaluating them based on my teaching experience and future endeavors.

- **Interactive and Experiential Learning**
I believe that the learning process is the sum of interactions between students and the teacher. Students are at the heart of such a process, therefore, I believe that it is essential to use every possible tool and technique to make their learning as beneficial and life changing as possible. As any other process, there are inputs and outputs. In my philosophy, I strongly believe that the input does not only lie in the provision of information but also is exacerbated in cultivating the minds of students to feel and act as input-generators themselves. Learning can never happen through one-way teacher-student interactions. All possible channel need to be leveraged to create an interactive and experiential learning environment. Saying it is much easier than actually doing it. I have been keen on cultivating such an environment through a number of ways, with differences in application according to students' level of intellectual development and the course's subject matter.

First and foremost, comes the combination of information provision with synthesis and analysis. Discussion of course concepts and linkage to real world examples comprise an integral part of every class I teach. In several classes, including large lectures classes of around 200 students, I always ensure that students not only comprehend the course's concepts, but can also apply them in critical thinking exercises to solve real world problems. This is done in two ways. I integrate a case-study approach to my teaching, where students learn, analyze, and offer solutions to problems faced by commercial companies and nonprofit organizations, as well as health communicators. I continually seek input from students in a way that enhances their learning. I apply individual and group in-class and out-of-class assignments to enhance collaboration and collective intelligence to answer questions of social and industry relevance.

The second interactive learning strategy that I use is related to the *reversal* of the learning process. I believe that answers should be found and not given, of course, to a certain extent. Students need to be motivated to develop their passion to learn, conduct research, and present creative ideas. This strategy is implemented on a class-to-class basis and throughout the design of the syllabus. In several classes, I encourage students to work in groups and individually to solve practical problems addressed by the readings and course material. In addition, the courses I teach generally include student-lead presentations as part of the requirements. Listening to students and reading their student evaluations year after year, I see that some students do not favor group work, for multiple reasons. However, this is something I consider vital in today's marketplace. The challenges of today's world are ones that cannot be solved in solitude, but rather through multi-disciplinary and interdisciplinary teamwork. What is gratifying is that students come to see the value of my approach after graduating and working in the industry.

The third component of interactive learning deals with understanding today's youth culture. We live in a highly interactive communication environment, and teaching classes should accommodate to such needs. We are teaching a generation that ritualizes Facebook, Twitter, videogames, YoutTube, texting and instant messaging into their daily lives. I believe the teacher of the 21st century should adapt to these new technologies and trends, and more importantly, extract learning values from their utility in the educational process. This is the reason why I invest a lot of resources in preparing for each class so that it is conceptually compelling and comprehensive as well as suitable for the taste and liking of students. I do so by weaving in these new technologies and trends as means of attracting students' attention and engaging them toward the comprehension and application of course concepts. This is evidenced by my near-perfect scores on the question about the instructor's use of technology in students' course evaluations. It is rewarding when a student describes me as "engaging" and "gives interesting lectures."

- **Service-Based Learning**

Whether teaching a large lecture course or a small hands-on one, I often capitalize on the importance of service-based learning as a hallmark of professional development in the spirit of community outreach and engagement. I often engage community partners to create learning opportunity for our students that not only enable them to experience the 'real world,' but also enhance their ability to help and engage with their communities in which they live. For example, I redesigned TC/MI 301 (Bringing Media to Market) and TC/MI 401 (Social Media in Society) to involve a client-based project, where students were tasked with developing social media and mobile communication campaigns for the MSU Office of Sustainability. In another class, ADV 486 (Integrated Communication Campaigns), I engaged advertising students in creating an internal communication campaign for the Michigan Department of Technology, Management, and Budget as they migrated their computer and Internet systems to the Microsoft Office 360. Most recently, I have developed ADV 413 (Issues in Contemporary Advertising) course, where I am bringing more than a dozen speakers each semester to lecture our students. This speakers' series format has enabled students to interact with industry leaders; many of whom are MSU alumni. These experiences extend beyond the scope of a single course, and provide a multifaceted understanding of my philosophy for the type of educational environment I strive to create for my students. To me, this is but one reflection of the land-grant mission upon which MSU has been built. It is not just about giving back to the community, but more so about being a catalyst for change within one's community as a way of helping one another and one's self. These service-based learning experience build connections for the students themselves, engage them in 'real-world' experience, enable them to realize changes within their communities, and also enhance the Spartans network.

- **Critical and Creative Thinking**

I am a firm believer that the state of our field needs practitioners who are good at what they do as well as individuals who can think "outside the box." While some might think creativity is a talent, I tend to believe that it is a masterful exercise. The reason I am saying this is what I experience in most of the classes I teach. Guided by the topic of the course, I design assignments where students can use their critical thinking and creativity to link the knowledge acquired to professional practice. What, repeatedly, amazes me is not the students' first but rather last attempt in the class. An example of such a strategy is an assignment where I asked students to pick one of the recent Super Bowl advertisements, redesign its content, look and feel to suit a completely different target group. Students took what they learned about consumer behavior and advertising appeals and applied them to a task they might be asked to carry out in their future jobs. Of importance to me is that students come out of my class at the end of the semester knowing that they learned something and feeling that they can apply this knowledge in their own lives and professions.

In nearly every class I teach, I ensure to include at least one lecture related to the topic of stereotypes and recognizing bias for its important to fields like advertising, public relations, and journalism. The topic of the lectures revolves around stereotypes from a cognitive and social psychological perspective. To explain the difference between automatic and controlled activation of stereotypes, I ask students to complete an online "Shooter task," which is a classical psychological task where individuals are required to identify whether the person in the picture (White vs. Black) is holding a gun or a tool. In my lecture, I plot the students' responses as a way of illustrating that on a subliminal level, all humans evaluate and categorize social groups. Linking these results to contemporary examples of racially insensitive media made students look at this issue with different eyes. The feedback they gave me was more than gratifying. The students valued this approach and the discussions that followed tremendously.

- **Empowerment**

I come from a background of working for more than eight years in the nonprofit sector as managing editor of a youth newspaper, where I guided and mentored young journalists as well as led social and psychological interventions with at-risk youth in Palestine. Throughout my career, I was involved in numerous projects where I trained, interacted and worked with youth groups of various walks of life. This experience enabled me to realize a different meaning for teaching: one that focuses on building student's self-esteem and self-actualization. Yes, I work with students on becoming better practitioners, but I also care about them as individuals within the fabric of their communities and society. I believe that the current global economic challenges are putting a lot of pressure on the younger generation to be better at everything. Students need to be motivated on a variety of levels and empowered in a way that enable them to pursue these challenges. I do this through cultivating an environment that is accepting of making errors and mistakes, yet never compromising about effort and engagement. My expectation is that at the end of such a process, students can reach a stage where the quality of their final product matches the effort they put into it. This is achieved through understanding students' strengths and weaknesses and working with them to develop their capacities and compensate for their limitations. Having the patience and passion for working with students leads to an indirect, yet crucial, effect on their personalities and outlook for the future. They are empowered because we, as teachers, invest in their learning. One student told me once: "No one has ever challenged me to become better. You made me believe that I can overcome my hardships and excel at school!"

- **Evaluation and Assessment**

While evaluation and assessment are teachers' tools of monitoring the progress of students and their success in a course, I look at this as a mutual process. At the top of my priority list is outlining and clarifying my responsibilities as a teacher. Being organized, responsive to students' emails, able to meet with them and work individually, and giving them constructive feedback are parts of the teacher's end of the transaction. This is mutually achieved through devising several assessment techniques that help students perform better in class and in the future. I completely understand that students come into my class with varying degrees of achievement, motivation and engagement. Besides trying my best to raise their intellectual curiosity, my courses cater for the various levels of intellectual development. I try to mix exams with individual and group assignments. While exams and individual assignments assess comprehension and individual effort, group projects provide opportunities to master collaboration and teamwork in an interdependent industry.

In conclusion, I feel that what best describes me as a teacher is my cultivation of students' creativity, critical thinking, professionalism, progress, development, passion for learning and our field, in general. Several students told me personally or via email that they have enjoyed my classes, and thought that "it's the best class" they've ever taken.

While this is a good compliment for me, what I care more about is that on the short and long term, students remember what I taught them and find it useful in what they are doing. This is the true reward of being a teacher.

Course Development

ADV 375 – 730 | Consumer Behavior (Online, Summer 2016, Summer 2017)

I developed the online version of one of the required courses for majors in Advertising Management. Upon completing the readings, students engaged in course materials through interactive online lectures. They completed weekly quizzes and individual assignments geared toward applying course concepts to resolving real-world problems. In addition to two exams, each student was expected to complete a final project. The final project comprised of a retail ethnography, conducted by each student individuals. Students were asked to select a retailor that they have little experience with and carry out participant observations and consumer in-depth interviews. In addition to providing a written final project, each student was expected to submit a video summary of his/her project experience.

ADV 413 – 001 | Issues in Contemporary Advertising (Fall 2017, Spring 2018 – scheduled)

The *Issues in Contemporary Advertising* course was introduced with the most-recent curriculum revision for the B.S. in Advertising Management and B.A. in Advertising Creative. This required course simulates a speakers' series. In Fall 2017, I designed the course by scheduling 14 different speakers to lecture our students. Speakers included senior and junior executives from the advertising and public relations industry. In the process of organizing the speakers' series, I collaborated with the College of Communication Arts & Sciences Development Office to concert efforts of bringing alumni back to Michigan State University and speaking to my class. For this 1-credit course, students are expected to research the speaker, submit pre-lecture questions, attend the lecture, and submit a post-lecture reflection post.

ADV 892 – 001 | Special Topics: Media Psychology and Physiology (Spring 2016)

In a seminar format, students developed an advanced understanding of the use of psychophysiological measures (including eye-tracking) for media research. In addition to providing a theoretical overview of the field of psychophysiology, students practiced research design, data collection, and analysis at the Media and Advertising Psychology (MAP) Lab, equipped with psychophysiological and eye-tracking measurement software and hardware. Students worked collaboratively on developing a study focusing on the effects of emotional transfer on processing of subsequent ads, and have since then presented the findings at two different conferences.

COM 803 – 730 | Introduction to Quantitative Research Methods (Every Summer since 2012)

As a required course for the MA student sin advertising, public relations, journalism, and media and information, I developed the online version of the introductory quantitative methods course. I have taught the online version every summer since 2012, thus allowing students to engage in an online learning environment of quantitative research methods. The course combines methodology and study design training as well as an introduction to the basics of statistics. The course is practically oriented as well, in that it provides students with areas of application to their future careers in the various fields.

CAS 892 – 310 | Basics of SPSS (Summer 2013)

This 1-credit summer course, geared toward graduate students, was designed to provide basic statistical analysis tools and techniques to students. The course was taught online, where students were able to watch interactive lectures, work on assignments, and analyze data for a study they have previously conducted. As a way to enhance student learning, I offered students online office hours through Google Hangouts, where I answered their questions and walked them through statistical analyses through screen-sharing techniques.

CAS 892 – 310 | Mediation and Moderation Models (Summer 2014)

With Dr. ▮▮▮▮▮▮▮▮▮▮, I developed an in-person 1-credit hour course geared toward graduate students. The course focused on providing students with a finite statistical tool of using Andrew Hayes PROCESS macros for SPSS to run mediation, moderation, and moderated mediation models (generally, path models). The course was taught over the course of two weeks (five meetings in total, 3 hours per meeting). The course applied a hands-on approach to teaching statistical methods. In addition to explaining the reasoning behind the statistical analyses, students worked with data sets that we provided and practiced their learning in the classroom. Of all the one-credit CAS 892 courses offered during that summer, this was the most popular (14 students enrolled).

TC [MI] 301 – 730 | Bringing Media to Market (Summer 2014, Summer 2015)
In Summer 2014, I developed the online version of *Bringing Media to Market*, a required course for Media and Information majors. The online course was created to cater for the increasing demand on enrollment and to provide student with an opportunity to meet their degree requirements without any delays for graduation. Over the two summers of teaching this course, I provided students with an opportunity to learn the material and apply it in a professional setting. In addition to providing students a weekly video lecture (with accompanying slides), students engaged in online discussions of the course's content, completed critical thinking exercises (individually), and worked on a final project involving the creation of a social media campaign for a media or information firm of their choosing. Given nuances provided by the prevalence of digital and social media, a significant portion of the class extended the discussion of media and information marketing to the use of social media for business-to-consumer and business-to-business marketing communication.

TC 891 – 001 | Special Topics in Telecom: Psychological Theories and Methods for Media and Information Studies (Fall 2012)
This graduate special-topics course introduced students to various theories and methods used in media psychology research. Each week focused on a specific aspect of media psychology, with topics including: social cognitive theory, limited capacity model for mediated motivated message processing, psychophysiological measures, implicit attitudes, among others. The course followed a seminar format, where students led the discussion on a number of weeks during the semester. Students collaborated on a final group project comprising of a study proposal that uses the theories and methods discussed during the course.

Course Redesign

ADV 850 – 001/002 | Public Relations Management (Fall 2011, Fall 2012)
Given my expertise in digital and social media, I redesigned this course to encompass discussion, materials, and applications to new media channels. In addition to incorporating various theoretical approaches to public relations, the course provided students with hands-on technique of incorporating digital and social media in public relations. Given the diverse focus of MA in Public Relations students, I ensured that the course included a good balance of theory, application, and hands-on experiences. For example, students were provided with two options for the final project. They could either develop a study proposal (with literature review, methods, and expected results), or they could develop a public relations case study. This flexibility in a major assignment has proven to be effective in offering students an opportunity to shape their own educational experience.

TC [MI] 301 – 001 | Bringing Media to Market (Spring 2012 – 2016)
In Spring 2012, I proposed to enlarge the *Bringing Media to Market* course's student capacity to accommodate for the increasing number of Telecommunication, Information Studies, and Media (TISM; current name: Media and Information) students enrolled in this required course. The redesign of the course involved two major areas. First, redesigning the instruction method from a small-lecture with discussion to a large lecture involved incorporating interactive tools that are more suited for a large lecture course. For example, instead of taking attendance, students were asked, multiple times during the lecture, to respond to a question related to the course material through group discussion. Not only did this provide a necessary break from the lecturing, but it also gave student the opportunity to collaboratively come up with answers. Second, despite the fact that this was a large lecture class, I strived to provide students with an experience that would help them in their future career. Upon arrival to Michigan State University, I realized that TISM/MI students have very little to show during job hunting in terms of their work portfolio. To remedy this challenge, I incorporated a final group project in the class structure, where students were able to provide creative solutions for a number of community partners.

COM 803 – 002 | Introduction to Quantitative Research Methods
To cater to MA students in advertising, public relations, journalism, and media and information, I redesigned the course in two major ways. First, previous courses solely focused on research design and methodology. I redesigned the course to incorporate statistical training as part of the course. The reasoning behind this is to provide students with an opportunity to take a course that packages methods and statistics together. Second, I incorporated practical applications in the course given the strata of students enrolled in the MA programs in advertising, public relations,

journalism, and media and information. Compared to MA students in Communication, students taking this section of the course have professional aspirations outside of academia. To this end, the course incorporated assignments and activities that focused on translating research methods and statistics to professional settings.

TC [MI] 401 – 002 | Social Media in Society (Fall 2013 – 2015)

I redesigned the course requirements for *Social Media in Society*. While adapting the readings from previous courses, I renovated the course requirements by incorporating in-class and out-of-class group work. For example, over the course of the semester, student were provided with a description of a social, technological, or marketing problem and were instructed to work in groups on providing a written solution for that problem using the course's concepts. Additionally, I incorporated service-based learning through collaboration with the MSU Office of Sustainability as a client.

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:

* Peer-reviewed
** Outreach component
<u>Underline</u> indicates an undergraduate or graduate co-author at the time of submission

  1) **Books**
     NA

  2) **Book chapters (BC)**
  [BC.8] ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ (2017). Social media advertising: Unraveling the mystery box. ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ *Digital advertising* (3rd ed., pp. 285-299). New York: Routledge.
  [BC.7] *, ** ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮. (2015). Online banking for the ages: Generational differences in institutional and system trust. ▮▮▮▮▮▮▮▮ ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮, *Emerald Studies in Communication: Digital Distinctions and Inequalities: Communication and Information Technologies Annual (Studies in Media and Communications, Volume 10)* (pp. 145 – 171). Emerald Group Publishing Limited.
  [BC.6] ▮▮▮▮▮▮▮▮▮▮▮▮▮ (2015). Who's American. ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ *Cross Cultural Journalism: Communicating strategically about diversity* (pp. 37 – 62). New York, NY: Routledge.
  [BC.5] *, ** ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮. (2015). Communicating online safety: Protecting our good life on the net. ▮▮▮▮▮▮▮ *Communication and "the good life": International Communication Association Annual Conference Theme Book* (Vol. 2, pp. 161-180). New York, NY: Peter Lang Publishing, Inc.
  [BC.4] ▮▮▮▮▮▮▮▮▮▮▮▮▮▮ (2015). What are you talking about: Differences in Twitter uses and gratification between black and white Twitter users. In ▮▮▮▮▮ *How you see me, how you don't: Essays on stereotypes and representation of media and its effects on minorities, women, and adolescents* (pp. 227-260). Mustang, OK: Tate Publishing and Enterprises.
  [BC.3] ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮. (2014). IMC perspective: Are social media social or commercial. In ▮▮▮▮▮▮▮▮▮▮▮▮▮▮, *Advertising and promotion: An integrated marketing perspective.* McGraw-Hill, Sydney.
  [BC.2] ▮▮▮▮▮▮▮▮ (2013). Counterargument: Evidence of advergame effectiveness. In ▮▮▮▮▮ (Ed.), *Advertising and society: An Introduction* (2nd ed., pp. 218 – 228). West Sussex, UK: Wiley & Sons, Inc.
  [BC.1] ▮▮▮▮▮▮▮▮▮▮▮▮▮ (2005). Resilience in the Palestinian occupied territories. In M. Ungar (Ed.), *Handbook for working with children and youth: Pathways to resilience across cultures and contexts* (pp. 417-431). Thousand Oaks, CA, London, UK, New Delhi, India: Sage Publications.

  3) **Bulletins or monographs**
     NA

  4) **Articles**

Refereed Journal Articles [A]
  [A.27] ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ (In Press). The effects of Twitter users' weight and gender on viral behavioral intentions toward obesity-related news. *Journal of Health Communication.* **Impact Factor: 1.614.**
  [A.26] ▮▮▮▮▮▮▮▮▮▮▮▮▮▮ (In Press). Pathways to virality: Psychophysiological responses preceding likes, shares, comments, and status updates on Facebook. *Media Psychology.* **Impact Factor: 3.125.**

FORM D - IV B   RESEARCH AND CREATIVE ACTIVITIES

[A.8]   *████████████████████████. (2013). "Window" shopping online: Cognitive and emotional processing of general and specific product windows. *Journal of Interactive Advertising, 13*(2), 88-96. DOI: 10.1080/15252019.2013.826550

[A.7]   *███████████████████████████████. (2013). Between "Likes" and "Shares": Effects of emotional appeal and virality of anti-cyberbullying messages on Facebook. *Cyberpsychology, Behavior, and Social Networking, 16*(3). DOI: 10.1089/cyber.2012.0265. **Impact Factor: 2.571.**

[A.6]   ████████████████████ (2012). When one medium is not enough: Media use and media multitasking among students in Kuwait. *Journal of Middle East Media, 8*(1), retrieved from: http://www2.gsu.edu/~wwwaus/Vol8/JMEM2012_Kononova_and_Alhabash.pdf

[A.5]   ████████████████████ (2012). Exploring the Motivations of Facebook Use in Taiwan. *Cyberpsychology, Behavior, and Social Networking, 15*(6), 304-311. https://doi.org/10.1089/cyber.2011.0611 **Impact Factor: 2.571.**

[A.4]   █████████████. (2012). PeaceMaker: Changing American college students' attitudes toward Palestinians and Israelis through video game play. *International Journal of Communication, 6,* retrieved from: http://ijoc.org/ojs/index.php/ijoc/article/view/1056/708. **Impact Factor: 1.498.**

[A.3]   ████████████████████████. (2011). Building the health news agenda in local newspapers: Lessons for health-care managers. *International Journal of Healthcare Management (formerly known as: Journal of Marketing and Management in Healthcare), 4*(3), 148-159. http://dx.doi.org/10.1179/175330311X13094235152218 **[Lead Article]**

[A.2]   *████████████████████. (2011). The role of media in the process of socialization to American politics among international students. *International Communication Gazette, 73*(4), 302-321. DOI: 10.1177/1748048511398592 **Impact Factor: 0.622.**

[A.1]   *████████████████ (2010). Emotional responses during social information seeking on Facebook. *Cyberpsychology, Behavior, and Social Networking, 13*(5), 555-562. https://doi.org/10.1089/cyber.2009.0365

Refereed Conference Proceedings [CP]

[CP.16] *████████████████████. (2016). Investigating the effects of colors on advertising effectiveness: Testing Kobayashi's color theory. █████████ *Proceedings of the 2016 Conference of the American Academy of Advertising* (p. 192).

[CP.15] *██████████████████████████. (2016). Your brain on advertising: Psychophysiological and neuroscientific approaches to studying advertising effects and processes. In R. Reichert (Ed.), *Proceedings of the 2016 Conference of the American Academy of Advertising* (p. 5).

[CP.14] *███████████████████████████████ (2015). Psychophysiological responses to likes, shares, comments, and status updates on Facebook. *Psychophysiology, 52*(S1), S47.

[CP.13] ███████████████████████████████ (2015). Safe banking online: An investigation of Internet safety literacy and security protection among older adults. *The Gerontologist, 55*(Suppl 2), 732. doi: 10.1093/geront/gnv367.04

[CP.12] *,███████████████████████████████. (2015). Is it institutional or system trust: Mediating the effect of generational cohort membership on online banking intentions. *iConference 2015 Proceedings.*

[CP.11] *██████████████████████████ (2014). Is it me or is it just virality?: How motivational reactivity, attitudes, and viral behavioral intentions for alcohol marketing messages on Facebook predict drinking intentions. ██████ (Ed.), *Proceedings of the 2014 Conference of the American Academy of Advertising* (p. 13).

[CP.10] *████████████████████. (2014). Emotional dimensionality and online ad virality: Investigating the effects of affective valence and content arousingness on processing and effectiveness of viral ads. *Proceedings of the 2014 Conference of the American Academy of Advertising* (p. 109).

[CP.9] *████████████████████ (2013). Drinking in 140 characters: Effects of alcoholism risk, motivational reactivity, and racial prejudice on evaluations of anti-alcohol tweets by

black and white protagonists. ███████████ *Proceedings of the 2nd Annual International Conference on Journalism and Mass Communication.*

[CP.8] *████████████████████████████. (2013). Alcohol's getting a bit more social: When alcohol marketing messages on Facebook motivated young adults to imbibe. In L. Allen (Ed.), *Proceedings of the 2nd Annual International Conference on Journalism and Mass Communication.*

[CP.7] ████████████████████████████████████. (2013). A different take on virality: The relationship among motivations, uses, and viral behavioral intentions on Facebook and Twitter. ███████████████, *The Proceedings of the 2013 Conference of the American Academy of Advertising* (p. 24).

[CP.6] ██████████████████████████████. (2012). Between "likes" and "shares": Effects of emotional appeal and virality of social marketing messages on Facebook. ████████████████████████ *Proceedings of the 2012 International Social Marketing Conference* (pp. 22-25).

[CP.5] *████████████████ (2012). When we don't stereotype: Effects of stereotype reduction on processing and effects of advertising messages. In███████████ *The Proceedings of the 2012 Conference of the American Academy of Advertising* (p. 171).

[CP.4] *████████████████████ (2010). "Window" shopping online: Cognitive and emotional processing of general and specific product windows. ███████████ *The Proceedings of the 2010 Conference of the American Academy of Advertising* (p. 19).

[CP.3] *███████████████████. (2010). Effects of stereotype reduction on cognitive and emotional processing of advertising. *Psychophysiology, 47*(s1), S33.

[CP.2] *██████████████████████████ (2010). Testing color theory: How different color combinations affect physiological and self-report measures of emotion. *Psychophysiology, 47*(s1), S33.

[CP.1] *██████████████████████████ (2008). Motivational activation during common online activities. *Psychophysiology, 45*(s1), S119.

5) Reviews
NA

6) Papers and presentations for learned professional organizations and societies [C]

[C.89] ████████████████████████████████ (Under Review). Effects of models' age on effectiveness of social media advertising of alcohol among underage minors. Paper submitted to the *Western Decision Sciences Institute.*

[C.88] ████████████████████████████████ (Under Review). Emotional transfer: How ad processing and evaluations are affected by preceding content. Paper submitted to the annual meeting of the *American Academy of Advertising,* March 22-25, New York, NY.

[C.87] *, ** ████████████ (2018). Emoticulture: How data & science create happiness. Presentation to *SXSW 2018.*

[C.86] *, ** ██████████████████████ (2017). Assessing digital aggression in real-time: Validation of a novel laboratory task. Poster presented to the *Annual Meeting of the Society for Research in Psychopathology,* September 14-17, Denver, Colorado.

[C.85] *, ██████████████████████████████. (2017). Responding to racism: Bystander responses to racist posts on social media. Paper presented to the *Communication Technology Division of the Association for Education in Journalism and Mass Communication.*

[C.84] *██. (2017). Investigating Psychophysiologica[l] Processing of Alcohol Advertising on Social Media among Underage Minors: Policy Implications. Paper presented to the *Advertising Division of the Association for Education in Journalism and Mass Communication.*

[C.83] *████████████████████████████████████ (2017). Is it the ad or what precedes it?: Responses to ads following emotional content: An excitation transfer

Group at the annual conference of the Association for Education in Journalism & Mass Communication, Denver, CO. **Honorable Mention, Poster Award.**

[C.10] ██████████████████████████ (2010). The 2008 Russian presidential election offers new attributes: A first- and second-level agenda-setting analysis of the U.S. media coverage. Paper presented to the *Global Communication and Social Change Division at the annual meeting of the International Communication Association, Singapore.*

[C.9] ██████████████████████ (2010). Effects of international stories, previous knowledge, and credibility on images of foreign nations: An image theory perspective. Paper presented to the *Inter-Group Communication division at the annual meeting of the International Communication Association, Singapore.*

[C.8] *████████████████████████ (2010). "Window" shopping online: Cognitive and emotional processing of general and specific product windows. Paper presented to the annual conference of the *American Academy of Advertising, Minneapolis, MN.*

[C.7] ███████████████████████████ (2009). Emotional responses during Facebook use: Two conceptual frameworks. Paper presented to the *Communication Technology Division at the 93rd annual conference of the Association for Education in Journalism & Mass Communication, Boston, MA.* **Top Faculty Paper Award.**

[C.6] *████████████████████████. (2009). International students and Elections '08: Media influence on political interest, participation, attitudes, efficacy, and trust. Paper presented to the *Political Communication Division at the annual conference of the International Association for Media and Communication Research, Mexico City, Mexico.*

[C.5] *████████ (2009). Youth 2 youth: Changing Palestinian-American images and stereotypes through Facebook. Paper presented to the *Communication and Technology Division at the annual meeting of the International Communication Association, Chicago, IL.*

[C.4] *███████████████████████████████████. (2009). The face of Facebook: Emotional responses during online social networking. Paper presented to the *Communication and Technology Division at the annual meeting of the International Communication Association, Chicago, IL.*

[C.3] *██████████████████████████████. (2009). Cognitive and emotional processing while navigating CNN.com. Paper presented to the *Information Systems Division at the annual meeting of the International Communication Association, Chicago, IL.*

[C.2] *█████████████████████████. (2009). Motivational activation during online shopping. Paper presented to the *Information Systems Division at the annual meeting of the International Communication Association, Chicago, IL.*

[C.1] *██████████████████████████████████████. (2008). Motivational activation during common online activities. Poster presented at the annual meeting of the *Society for Psychophysiological Research, Austin, TX.*

7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.) [AC]

[AC.3] **████████████████████ (2016). *Boxed Out: Beyond Selfies.* [Workshop and exhibit of teenage girl selfies, in collaboration with the Girl Scouts Heart of Michigan].

[AC.2] **██████████████████████. (2015). *Advertising Cocktail Book.* [Promotional giveaway for the MSU Department of Advertising + Public Relations at the annual meeting of the American Academy of Advertising].

[AC.1] **█████████████████████████████ (2014). *Time in a Box.* [Promotional Calendar for the MSU Department of Advertising + Public Relations, giveaway at the annual meeting of the American Academy of Advertising].

8) Reports or studies (RS)

[RS.1] ███████████████████████████████████████. (2017). Alcohol advertising in social media among minors. *Michigan Applied Public Policy Brief: Informing the Debate.* The Institute of Public Policy and Social Research, Michigan State University. Retrieved from: https://ippsr.msu.edu/sites/default/files/MAPPR/Alcohol_Adv.pdf

FORM D - IV B   RESEARCH AND CREATIVE ACTIVITIES

[RS.2] ███████████ (2014, August). Would social media bring freedom to Palestine? *This Week in Palestine, 196,* 4-7.

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	7	0	25	0	74	3	2
During career	0	8	0	27	0	89	3	2

3. **Number of Grants Received** (primarily in support of research and creative activities; refer to Form D-IVE):
   During the reporting period: 5   During career: 5

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).

4.1. Scholarly Impact
To date, my research has received 584 citations (per Google Scholar); 12 of which are h-index and 13 are i10-index (see Google Scholar Report in the "4_Publications" folder). Of the manuscripts that have been cited, I first-authored more than 62% of them. In addition to citations by other academic sources, some of my co-authored journal articles received considerable online and media attention in the form of Altmetric Attention Score (AAS) and press coverage.

4.1.1. Altmetric Attention Score
Altmetric Attention Scores[1] for manuscripts I have co-authored range from 1 to 69. Following are the manuscripts that received the highest scores (score placed in front of citation):

- **69:** ████████████████████████. (2010). Emotional responses during social information seeking on Facebook. *Cyberpsychology, Behavior, and Social Networking, 13*(5), 555-562. https://doi.org/10.1089/cyber.2009.0365 **Google Scholar Citations: 150.**

- **53:** ███. (2016). Saw it on Facebook, drank it at the bar! Effects of exposure to Facebook alcohol ads on alcohol-related behaviors. *Journal of Interactive Advertising, 16*(1), 44-58. http://dx.doi.org/10.1080/15252019.1160330 **Google Scholar Citations: 4.**

- **45:** ██* (2015). Alcohol's getting a bit more social: When alcohol marketing messages on Facebook motivate young adults to imbibe. *Mass Communication & Society*. DOI**:**10.1080/15205436.2014.945651 **Google Scholar Citations: 38.**

- **17:** ████████████████ (2017). A tale of four platforms: Motivations and uses of Facebook, Twitter, Instagram, and Snapchat among college students. *Social Media + Society, January-March 2017,* 1-13. DOI: 10.1177/2056305117691544. **Google Scholar Citations: 6.**

- **15:** ████████████████████████. (2016). Just add a verse from the Quran: Effects of religious rhetoric in gain- and loss-framed anti-alcohol messages with a Palestinian sample. *Journal of Religion and Health, 56*(5), 1628-1643*:* DOI 10.1007/s10943-015-0177-4.

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[1] "**The Altmetrics Attention Score** and donut are designed to help you easily identify how much and what type of attention a research output has received." The score combines mentions of research output in policy documents, news outlets, and social media, among other online sources.

FORM D - IV B   RESEARCH AND CREATIVE ACTIVITIES

4.1.2. National and International Recognition

Research my collaborators and I have conducted has garnered national and internal press attention. With about 50 news articles either discussing one of my collaborative studies or that included an interview with me as an expert commenting on a variety of topics, I have established myself as a credible source on matters relevant to social media, privacy, alcohol use, and bullying/cyberbullying (a complete list of press coverage of my work/exert opinion is provided in the "10_Press" folder). Following are three examples of this recognition.

Anti-Bullying Social Media Advocacy

Research collaboration with Drs. ███████████████████████████, along with graduate student ███████████, published in Cyberpsychology, Behavioral, and Social Networking, tackling the issue of cyberbullying received local and national press coverage. The study showed the powerful effects of positive anti-cyberbullying messages on social media and recommended guidelines for advocacy-related communication via social media. The study was covered by MSU Today, where the findings were combined with another MSU study published during the same period (Thomas Holt as lead author):

██. (2013). Between "Likes" and "Shares": Effects of emotional appeal and virality of anti-cyberbullying messages on Facebook. *Cyberpsychology, Behavior, and Social Networking, 16*(3). DOI: 10.1089/cyber.2012.0265.
- o **WKAR:** http://wkar.org/post/msu-research-cyberbullying-shows-signs-concern#stream/0
- o **Futurity:** http://www.futurity.org/positive-messages-fight-online-bullying-best/

Social Media Engagement & Alcohol Use

Collaborative research that I have led focusing on the effects of online engagement on offline behavior, specifically within the context of exposure to alcohol-promoting messages via social media received considerable media attention from national and international news outlets, including: *USA Today, Esquire, Forbes Magazine, and Esquire*. The three articles listed below have also received recognition from national associations as top articles in the respective journals for that year.

██. (2016). Saw it on Facebook, drank it at the bar! Effects of exposure to Facebook alcohol ads on alcohol-related behaviors. *Journal of Interactive Advertising, 16*(1), 44-58. http://dx.doi.org/10.1080/15252019.1160330 **Nominated for "Best Article" award, American Academy of Advertising.**

███████████████████████████████████ (2015). Alcohol's getting a bit more social: When alcohol marketing messages on Facebook motivate young adults to imbibe. *Mass Communication & Society.* DOI**:**10.1080/15205436.2014.945651. **"Article of the Year" Award, Association for Education in Journalism and Mass Communication**

████████████████████████████████ (2015). From clicks to behaviors: The mediating effect of viral behavioral intentions on the relationship between attitudes and offline behavioral intentions. *Journal of Interactive Advertising, 15*(2), 82-96. DOI:10.1080/15252019.2015.1071677. **"Best Article" Award, American Academy of Advertising, 2016.**
- o **USA Today:** https://www.usatoday.com/story/news/2016/05/31/study-social-media-posts-alcohol-drive-viewers-drink/85188784/
- o **Forbes Magazine:** http://www.forbes.com/sites/daviddisalvo/2016/05/29/alcohol-ads-on-social-media-encourage-drinking-but-whats-an-alcohol-ad-on-social-media/#58df9254449a
- o **Esquire:** http://www.esquire.com/lifestyle/health/news/a32666/its-not-just-you-going-on-facebook-makes-people-really-need-a-drink/
- o **Elle, the Netherlands:** http://www.elle.nl/beauty-health/health/a558142/facebook-triggert-dus-je-alcoholgebruik/
- o **N+1, Russia:** https://nplus1.ru/news/2016/04/20/drink-anyway
- o **Kurier, Austria:** https://kurier.at/wissen/facebook-alkohol-postings-animieren-zum-trinken/113.060.406
- o **Science Daily:** https://www.sciencedaily.com/releases/2016/04/160419144745.htm

- o **PsychCentral:** http://psychcentral.com/news/2016/05/27/alcohol-ads-on-social-media-are-very-influential/103963.html
- o **Cantech letter:** http://www.cantechletter.com/2016/05/social-media-like-facebook-instagram-can-predict-student-alcohol-abuse-study/
- o **Track.In:** http://trak.in/tags/business/2015/02/13/facebook-likes-reveal-emotional-instability-alcohol-desire/
- o **La Nacion, Argentina:** http://www.lanacion.com.ar/1929390-una-cultura-viral-del-alcoholla-comunicacion-que-alienta-el-consumo-de-alcohol-en-jovenes-encontro-en-las-redes-sociales-el-mecanismo-perfecto-para-promover-la-cultura-de-beber-para-divertirse-y-ve

Expert Opinion

Finally, major news outlets have sought my expert opinion in coverage of issues related to social media and risky behaviors, including *Wired Magazine, Yahoo! News, ABC,* and the *Christian Science Monitor.* The topics of the coverage include social media, online privacy concerns, advertising campaigns, and politics.

- o **Wired Magazine:** https://www.wired.com/2017/05/welcome-next-phase-facebook-backlash/
- o **ABC7-WJLA, Washington:** http://wjla.com/news/nation-world/experts-weigh-consequences-of-charging-social-media-sites-with-material-support-for-isis
- o **Christian Science Monitor:** http://www.csmonitor.com/Technology/2017/0413/Burger-King-launches-TV-ad-that-triggers-Google-Home-clever-marketing-trick-or-invasive-ploy
- o **Yahoo! News:** https://www.yahoo.com/beauty/facebook-ability-let-advertisers-know-teens-feel-worthless-implications-183245572.html?_fsig=i8Pr2NRksEcuprhrktBYUQ--

4.2. Seminars, colloquia, and invited papers:

4.2.1. Pre-Conferences

The American Academy of Advertising (AAA) is the lead academic association for advertising scholars and educators. Each year, the AAA executive committee evaluates a number of proposals for a half- or full-day pre-conference and selects between one and three proposals for a pre-conference that attracts attendance and interest from the AAA members. I have spearheaded collaborative efforts to submit two full-day pre-conference proposals in 2016 2018. The 2016 pre-conference was one of the most highly attended pre-conferences in the history of the AAA.

- ██████████████████████████████████████ (2018). Digital advertising & ethics: Research, teaching, and practice. *American Academy of Advertising Full-Day Pre-Conference,* New York, NY, March 22, 2018.
- ████████████████████████████████████. (2016). Your brain on advertising: Psychophysiological and neuroscientific approaches to studying advertising effects and processes. *American Academy of Advertising Full-Day Pre-Conference,* Seattle, WA, March 17, 2016.

4.2.2. Invited Academic Lectures

Over the past six years, I have been engaged in a number of academic and community-oriented activities that aim to translate my research findings and extend the knowledge acquire through different studies.

4.2.2.1. Community Outreach

I have been active in translating my research through community and professional circles. I was invited to present my research on bullying and cyberbullying in two conferences organized by *Defeat the Label*, a Detroit-based nonprofit that organizes an annual conference of more than 200 school pupils, educators, administrators, and law enforcement officers.

- ██████████ (2017). Technology use and bullying. *Community Conversations on Bullying 2, Defeat the Label,* Detroit, MI.
- ██████████ 2016). Understanding bystanders of digital aggression. *Community Conversations on Bullying, Defeat the Label,* Detroit, MI.

I have also been invited to present at the MSU Center for Anti-Counterfeiting and Product Protection annual summits, which gathers scholars, industry professionals, brand leaders, and law enforcement to find ways of managing the extent of counterfeiting.

- ████████ (2017). E-Commerce panel: Legit or not? Weeding out counterfeit ads and listings online. *Brand Protection Strategy Summit, MSU A-CAPP Center.* ████████████ ██████████████████ East Lansing, MI.
- ████████ S. (2016). Social media users and risky behaviors. *Brand Protection Strategy Summit, MSU A-CAPP Center.*

4.2.2.2. Knowledge Sharing

I have been invited to present my research at different universities and community events (e.g., Science Festival) with a diverse set of audiences, including academics, students, and community members:

- ████████ (2017). Celebration drinking and social media. *Trifecta Research Round-up,* East Lansing, MI.
- ████████ (2016). From norms to ads: Social media motivating young adults to imbibe. ████████ *School of Communication and Information, Nanyang Technological University,* Singapore.
- ████████ S. (2016). What does social media have to do with drinking. *Say It in Seven, Science Festival, MSU, Lansing, MI.*
- ████████ S. (2015). Ignite talk: Persuasive impacts of social media. *MSU-Sparrow Center for Innovations & Trifecta Fall Kick-Off, East Lansing, MI.*
- ████████ S. (2014). iLike, iDrink, iShare: Effects of alcohol marketing on social media. *MSU Communicative Sciences & Disorders Colloquium, East Lansing, MI.*
- ████████ S. (2012). Shaper Focus, Wide Lens: Mapping the boundaries of friendship: Changing nature and tools of relationships. *MSU Honors' College, East Lansing, MI* [Panelist].
- ████████ S. (2012). Persuasion 2.0: Conceptualizing virality as a measure of advertising and marketing effectiveness online. *Department of Journalism and Strategic Media, University of Memphis, Memphis, TN.* (Note: Trip was funded by the Media and Information Studies PhD Program for the purpose of recruiting graduate students to our doctoral program).

4.2.2.3. Alumni Outreach

I have been invited to present my research to alumni at three events, including a presentation to the College of Communication Arts & Sciences alumni board and other events geared toward familiarizing alumni with the College.

- ████████ S. (2017). MAP Lab: Media and Advertising Psychology Lab. *Presentation to the College of Communication Arts & Sciences Alumni Board, East Lansing, MI.*
- ████████ S. (2012). The power of viral words. *CAS Reunion Day, MSU, East Lansing, MI.*
- ████████ S. (2012). Changing the world, one interaction at a time. *Keynote Speaker, CAS 360, East Lansing, MI.*

4.2.2.4. Invited Guest Lectures

I have presented been invited to present and guest-lecture in different undergraduate and graudate classes at Michigan State University and other institutions:

- ████████ S. (2013). Virality. *Media and Information Theory Building Course, East Lansing, MI.*
- ████████ S. (2013). Social media marketing. *The World of Media, East Lansing, MI.*
- ████████ S. (2012). Social media & cross-cultural communication. *Training Program in Public Relations, Saudi Aramco, Online Lecture.*
- ████████ S. (2012). New media trends. *The World of Media, MSU, East Lansing, MI.*
- ████████ S. (2012). Your brain on media: Using the LC4MP to understanding cognitive and emotional processing of mediated communication. *Media & Information Theory Building, MSU, East Lansing, MI.*
- ████████ S. (2012). Social networking and public relations. *Global Education Workshop, MSU's Visiting International Professional Program, East Lansing, MI.*
- ████████ S. (2012). Psychophysiological measures for media research. *Media & Information Theory Building, MSU, East Lansing, MI.*
- ████████ S. (2011). How will video games change the world! *Introduction to Media and Information Technology, MSU, East Lansing, MI.*
- ████████ S. (2011). Social media & public relations. *The World of Media, MSU, East Lansing, MI.*

- ████████ S. (2010). Stereotypes and media; Cultural differences. *Cross-Cultural Journalism, University of Missouri, Columbia, MO.*
- ████████ S. (2010). Experiments: Are we having fun yet? *Solving Practical Problems in Journalism, University of Missouri, Columbia, MO.*
- ████████ S. (2009). Understanding media math in a new communication age. *Principles of Strategic Communication, University of Missouri, Columbia, MO.*
- ████████ S. (2009). Palestinian-Israeli conflict: A Palestinian narrative. *Noel P. Gist International Seminar, University of Missouri, Columbia, MO.*
- ████████ S. (2008). Writing for strategic communication. *News Writing, University of Missouri, Columbia, MO.*
- ████████ S. (2007). Understanding the Palestinian-Israeli conflict. *Cross-Cultural Journalism, University of Missouri, Columbia, MO.*

4.3. Works/Grants in Progress or Under Review

As noted in Form D-IVE, I was engaged as PI or Co-PI/Co-I on 17 different funding proposal totaling $18.6 million. I have received $666,383 in extramural funding from the National Science Foundation and the Doner agency, $30,000 in intramural, university-wide funding (Trifecta and MAPPR), and $27,314 in departmental funding. Several extrenal funding proposals were scored by the National Institutes of Health and the National Science Foundation, where I am currently in the process of revising them for resubmission.

The following grant proposal is under review:

- **Benefits of Older Adults' Technology Use (BOAT) – Resubmission 2** [$3,587,036.13] National Institutes on Aging. Role: Co- PI with ████████ (PI), ████████████████████

The following papers are currently under review at peer-reviewed journals:

- ████████████████████████ (Revise & Resubmit). Attacks by Anons: A content analysis of aggressive posts, victim responses, and bystander interventions on a social media site. *Social Media + Society.*
- ████████████████████████████████ Under Review). Celebrities and cyberbullying: Analyzing anti-cyberbullying YouTube videos and experimenting with celebrity gender and attractiveness to influence online and offline behaviors. *Mass Communication and Society.*
- ████████████████████████████████ (Under Review). 140 characters of intoxication: Exploring the prevalence of alcohol-related tweets and predicting their virality. *Sage Open.*

The following papers are currently under review at peer-reviewed academic conferences:

- ████████████████████████ (Under Review). Celebration drinking around the clock. Paper submitted to the *Health Communication Division of the International Communication Association,* May 24-28, Prague, Czech Republic.
- ████████████████████████ (Under Review). The nomological network of risky cellphone use: Predicting cellphone use while walking and driving. Paper submitted to the *Communication and Technology Division of the International Communication Association,* May 24-28, Prague, Czech Republic.
- ████████████████████████ (Under Review). Psychological well-being and selfie posting on social media: Does posting selfies make you better or worse. Paper submitted to the *Communication and Technology Division of the International Communication Association,* May 24-28, Prague, Czech Republic.
- ████████████████████████ (Under Review). Effects of race, attractiveness, and mental health attribution in mass shooting news. Paper submitted to the *Intercultural Communication Division of the International Communication Association.*
- ████████████████████████ (Under Review). 140 characters of intoxication: Exploring the prevalence of alcohol-related tweets and predicting their virality. *Kentucky Conference on Health Communication.*

4.4. Formation of Research-Related Partnerships

- I have collaborated with several health agencies in Michigan and elsewhere for a number of funding proposals:

FORM D - IV B   RESEARCH AND CREATIVE ACTIVITIES

- o My(self) and My(avatar): Using VR technologies to foster physical activity, National Institutes of Health, ($401,998 – not funded) – Grant application included letters of support from the (1) Ingham County Health Department, (2) Information Technology Empowerment Center (ITEC), and (3) Center for Statistical Training and Consulting
- o I Like, I Share, I Wanna Drink: Social media alcohol marketing, National Institute on Alcohol Abuse and Alcoholism, (Original Submission: $1,492,044; Resubmission 1: $2,022,085 – not funded) – Grant application included letter of support from Promedica.
- o SBE:Small:Option: Online safety for the ages: Generational differences in motivations to use security protections in an online banking context, National Science Foundation ($648,396 – funded) – Funded project was conducted in collaboration with the Michigan State University Federal Credit Union (MSUFCU).

- In an effort to foster collaborative relationships with the advertising industry, I have received funding from the Donor agency, Detroit, MI, to conduct a campaign evaluation study of different messages used in a campaign for Potbelly®. The study used psychophysiological, eye-tracking, and self-report measures to understand the cognitive and affective responses to social media messages. I am currently negotiating another contract with Doner for a similar study related to a new campaign for which they are bidding.

- I have spearheaded a collaborative partnership with *Defeat the Label*, a Detroit-based non-profit organization focusing on bullying among school students. In addition to planning and facilitating the first *Community Conversations on Bullying* (2016), I participated as a panelist in the second conference (2017). I have also collaborated with *Defeat the Label* on a research project related to evaluating the effectiveness of social media messages that promote digital citizenship (anti-cyberbullying).

- I have collaborated with the *Girl Scouts Heart of Michigan* to provide social media literacy workshops to teenage girls. The project also involved conducting surveys among teenage girls and college students related to the relationship between selfie taking and posting and individual difference factors. The project's culmination involved organizing a one-day exhibit, "Boxed Out: Beyond Selfies," of the girls' selfies and life aspirations as a means of showcasing their power and resilience.

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).

   - **Committee Membership:** I served on the *website development committee* for the Society for Psychophysiological Research (SPR). The purpose of the committee was to provide marketing advice to the leadership of the organization and the contracted web development company with regard to developing a new web presence for SPR.
   - **Editorial Positions & Review Boards:** I serve on the editorial board of the *Journal of Advertising Education* (since 2017). I have also served as an ad-hoc associate editor for two manuscripts submitted to *Sage Open,* and as co-Guest Editor of a Special Issue of *Games & Culture*.
   - **Grant Review Requests:** I served as a reviewer for a National Science Foundation grant in 2015.
   - **Journal Ad-Hoc Review Requests:** Since starting at Michigan State University, I have reviewed an average of 28 papers submitted to academic conferences and peer-reviewed journals.
     - I have been serving as a reviewer for a number of professional associations and conferences, including the ACM CHI Conference on Human Factors in Computing Systems, American Academy of Advertising, Association for Education in Journalism and Mass Communication, and the International Communication Association.
     - I have also served as an ad-hoc reviewer for 28 different journals:
       - Alcohol and Alcoholism
       - Clinical Psychology Science
       - Communication Methods and Measures
       - Computers in Human Behavior
       - Convergence
       - Cyberpsychology, Behavior, and Social Networking
       - European Journal of Marketing
       - Health Communication
       - Human Communication Research
       - IEEE Transactions on Education
       - Information, Communication, and Society
       - International Journal of Communication
       - International Journal of Environmental Research and Public Health
       - International Journal of Interactive Marketing and Advertising
       - Journal of Computer-Mediated Communication
       - Journal of Advertising
       - Journal of Advertising Education
       - Journal of Communication
       - Journal of Health Communication
       - Journal of Interactive Advertising
       - Journal of Interactive Marketing
       - Journal of Social & Personal Relationships
       - Journal of Studies on Alcohol and Drugs
       - Journalism and Mass Communication Quarterly
       - Mass Communication and Society
       - Media Psychology
       - New Media and Society
       - Public Health

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

- **Programs and Conferences Planned or Coordinated:**
  - I served as program chair for *Meaningful Play*, a bi-annual conference hosted by Michigan State University's Department of Media and Information, focusing on bringing scholars and game designers together to discuss issues pertaining to serious and educational games.
  - I have been the lead organizer of two collaborative full-day pre-conference at the American Academy of Advertising (AAA). Pre-conference proposal are reviewed by the AAA executive committee.
    - 2016: <u>Your Brain on Advertising: Advertising Neuroscience and Psychophysiology</u>, co-organized with ███████████████████████ (U. of Illinois Urbana-Champaign), and ████████████ (Washington State U.). The pre-conference brought advertising researchers who have been using neuroscientific and psychophysiological measures to discuss theoretical approaches, methodological strategies, and research applications. Additionally, the pre-conference included displays and demonstrations by leading eye-tracking, psychophysiology, and neuroscience hardware and software.
    - 2018 (accepted/scheduled): <u>Digital Advertising & Ethics</u>, co-organized with ███████████ (MSU), ████████████████████████ (U. of Texas at Austin). The pre-conference brings together scholars and industry professionals to discuss the ethical parameters of conducting advertising in the digital age.

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).

UNIVERSITY-LEVEL SERVICE
- Judge for the annual University Undergraduate Research and Arts Forum (UURAF) (2012)
- Reviewer for Trifecta Pilot Funding Grants (2016 & 2017)

COLLEGE-LEVEL SERVICE
- College of Communication Arts and Sciences Dean Search Committee (2014)
- Elected representative of the Department of Advertising and Public Relations to the College Advisory Council (2012-2015)
- Ad-hoc member of the College of Communication Arts and Sciences by-laws revision committee
- Judge for the Media and Information Studies Ph.D. Student Colloquium presentations.
- Neurocognitive Communication Thematic Area Committee (2017-present)

SERVICE TO THE DEPARTMENT OF ADVERTISING AND PUBLIC RELATIONS
- Founded and co-direct the Media and Advertising Psychology (MAP) Lab that houses eye-tracking and psychophysiological measures and enables faculty and students to conduct media and advertising psychology research.
- Research Associate, Children's Central, a consortium of researchers interested in studying the effects of media and advertising on children.
- Elected by faculty to serve on the Department Advisory Committee (2015-2017), where the committee advised the chair on matters pertaining to faculty and the department.
- I have been serving on the Graduate Studies Committee and the Doctoral Application Review Committee (2015-present).
- I served (2015-2016) on the ad-hoc Undergraduate Curriculum Revision Committee, which enabled the adoption of a new undergraduate curriculum in Advertising Management (B.S.) and Advertising Creative (B.A.).
- I have served on numerous search committees:

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

- o   Digital Media Production (2012)
- o   Brandt Chair in Public Relations and New Media (2012)
- o   Advertising, Public Relations, and Health Communication (2014)
- o   Advertising Neuroscience and Psychophysiology (2015)
- o   Advertising Analytics (2015)
- o   Communicating Science, Health, Risk, and Environment Advertising and Public Relations (2015)
- o   Communicating Science, Health, Risk, and Environment Advertising and Public Relations-Automotive (2015)

SERVICE TO OTHER DEPARTMENTS

- Served as member of the Graduate Studies Committee for the Department of Media and Information (formerly, Telecommunication, Information Studies, and Media)

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

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.

   - **Defeat the Label:** I have collaborated, for the past four years, with *Defeat the Label*, a Detroit-based not-for-profit organization focusing on combating bullying at schools. In addition to collaborating on the planning of the first *Community Conversations on Bullying*, which gathered over 150 school students, educators, and administrators to discuss the impact of bullying and means to curb its influence on students and communities, I was a panelist in the first and second *Communication Conversations on Bullying* (2016 and 2017).
   - **Girls Scouts Heart of Michigan**: I collaborated, along with a research team of graduate students, on a project with the *Girl Scouts Heart of Michigan (GSHM).* The project was initiated by GSHM, where they were interested in conducting a workshop for teenage girls related to the influence of social media use, and specifically, taking and posting selfies on their self-esteem. Given my research interest on the impacts of social media use across the life span, my research team and I planned and delivered a full-day workshop with 15 teenage girls. The project also entailed pre- and post-test surveys of the girls (with a comparative college student sample). The culmination of the project involved an exhibit featuring the teenage girls selfies with messages about their resilience and self-esteem. This project was funded through an internal grant from the Department of Advertising and Public Relations.
   - **Doner Agency:** Developed a strategic partnership with the Doner Agency in relation to integrating eye-tracking and psychophysiological studies into their market research and client bid process. The partnership launched with a specific study grant in 2017 (CGA App # 305322; $9,988.00) with plans to continue collaborating on future projects.
   - **MSU Federal Credit Union:** Through an NSF-funded grant (NSF 12-596, $648,395.00 + $8,000 in REU funding), Drs. ████████████ and I collaborated on a multimethod project focusing on examining the barriers and opportunities to older adults' adoption of online banking. The project was conducted in collaboration with the Michigan State University Federal Credit Union and involved surveys, focus groups, in-depth interviews and field experiments of MSUFCU consumers.
   - **Public Community Presentations:** I have engaged in several community events, where I shared my research to lay-audiences:
     - **Say It In Seven:** part of the Lansing Science Festival.
     - **Brand Protection Strategy Summit:** hosted by the MSU A-CAPP Center (2016 & 2017), which brings together academics and industry partners to discuss issues related to counterfeiting.
     - **Sharper Focus/Wider Lens:** Public panel hosted by the MSU Honors' College, "Mapping the boundaries of friendship: Changing nature and tools of relationships."
   - **Organizing Pre-Conferences:** I have co-organized two pre-conferences at the American Academy of Advertising focusing on issues relevant to both industry and scholars: (1) advertising neuroscience and psychophysiology; and (2) digital advertising and ethics.
   - **Media Coverage:** My work has received considerable media attention, including instances when I was interviewed as an expert in media reports in national and international publications such as Wired Magazine, USA Today, Forbes Magazine, Esquire, Elle (Netherlands), N+1 (Russia), Kurier (Austria), Science Daily, Futurity, the Christian Science Monito, and Yahoo! News, among others (Note: A complete list of media report is provided in the "10_Press" folder of the promotion/tenure package).

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.

   N/A

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.

   My research primarily focuses on the societal and psychological impacts of using digital and social media. In addition to providing innovative theoretical and methodological approaches, I was able to integrate my research, teaching, and service within the academic and broader community in numerous ways.

   First, my methodological training and focus on the use of psychophysiological and unobtrusive measures of cognition and emotion while using media has prompted the launch of the *Media and Advertising Psychology (MAP) Lab* at MSU's Department of Advertising + Public Relations. The MAP Lab is not only a vehicle for conducting top-notch, innovative studies in media and advertising psychology, but is also a nurturing environment to train undergraduate and graduate students on media psychophysiological research. Over the past three years, the MAP Lab engaged close to three-dozen undergraduate and graduate students in different research projects that I and my co-directors led. Additionally, the MAP Lab extends its focus to providing services to the community in the form of contracted grants for advertising agencies and companies. In 2017, the lab conducted a campaign evaluation study for the Doner advertising agency (based in Detroit, MI) for a campaign they conducted to celebrate the 40th anniversary of Potbelly. This collaborative project is the first of a series of collaborations with Doner and other advertisers. Finally, it is worth mentioning that funding for the MAP Lab has been made possible through the Gordon Miracle Endowment. Dr. ▮▮▮▮ was former chairperson of the Department of Advertising + Public Relations is currently Professor Emeritus, who continues to be engaged with students interested in international advertising. In 2014, Dr. ▮▮▮▮ agreed to modify the conditions of the endowment, through consultation with myself and then-chairperson of the Department of Advertising + Public Relations, to fund the assistantship of the MAP Lab doctoral student manager. In doing so, the MAP Lab maintains a strong relationship with one of our donors.

   Second, collaborative research with which I have been engaged focusing on digital aggression (e.g., bullying and cyberbullying) is another prime example of the triangulation of research, teaching, and service integration represented by my work. I have co-authored a number of studies (published in *Cyberpsychology, Behavior, and Social Networking*; *Computers in Human Behavior;* and *Aggressive Behaviors*) looking at the nature of digital aggression as well as examining ways to combat its prevalence among college students. This work has been essential in informing community initiatives in the State of Michigan. Primarily, I have taken an active role in organizing *Community Conversations on Bullying* with the Detroit-based *Defeat the Label.* Both the research outputs and the community engagement aspects of my work on digital aggression are constant examples that I use in my classes, whether the topic is related to the negative effects of digital technologies or as a demonstration of actionable and translatable research in my research methods classes.

   Third, our collaborative NSF-funded project dealing the barriers to online banking adoption among older adults is another prime example of integrating research, teaching, and service. Our project involved a multi-method study of ways to persuade older adults to adopt online banking, including in-depth interviews, focus group discussions, surveys, and field experiments. The study was conducted in collaboration with the Michigan State University Federal Credit Union (MSUFCU). In addition to engaging graduate students in research, the project received additional *Research Experiences for Undergraduates* funding from the National Science Foundation; thus, enabling us to engage two undergraduate students in developing study materials and educating the public about online safety. This has also resulted in a series of workshops during *MSU's Grandparents University* led by the undergraduate and graduate student researchers, and a conference presentation to the *International Communication Association*'s *Great Ideas for Teaching Students* colloquium with one of the doctoral graduate assistants as a lead author.

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.)

Professional Achievement Distinctions & Awards
1. 2017: Young Global Leaders (nominated, consideration pending)
2. 2017: Teacher-Scholar Award (nominated, selected)
3. 2017: University Faculty Mentor Award (nominated, not awarded)
4. 2015: Be Spartan Green Outstanding Faculty Member, MSU Office of Sustainability

Journal Articles Awards
5. 2017: Best Article Award, Journal of Interactive Advertising (nominated, no awarded)
6. 2016: Best Article Award, Mass Communication and Society, Association for Education in Journalism and Mass Communication (AEJMC)

Top Conference Poster/Paper Awards
7. 2017: Top Poster Award, D.C. Health Communication Conference
8. 2016: Best Article Award, Journal of Interactive Advertising, American Academy of Advertising (AAA)
9. 2016: Top Poster Award, Kentucky Conference on Health Communication
10. 2014: Top Poster Award, Communication Science, Health, Environment, and Risk Division, AEJMC
11. 2014: Mary Alice Shaver Promising Professor Award, American Academy of Advertising
12. 2013: Most Productive Faculty Award, Department of Advertising + Public Relations
13. 2012: Top Faculty Paper (Third Place), Advertising Division, AEJMC
14. 2011: Top Faculty Paper (Second Place), Minorities and Communication Division, AEJMC
15. 2010: Top Student Poster Award, Society for Psychophysiological Research
16. 2010: Honorable Mention – Poster Competition, Small Programs Interest Group, AEJMC
17. 2009: Top Faculty Paper Award (Second Place), Communication Technology Division (CTEC), AEJMC

Creative Output Awards
18. 2015: Gold ADDY – 'Advertising Cocktail Book', ADDY Awards, Creative Alliance – Mid-Michigan; with
    ███████████████████████
19. 2014: Honorable Mention – 'Time in a Box' calendar, ADDY Awards, Creative Alliance – Mid-Michigan; with
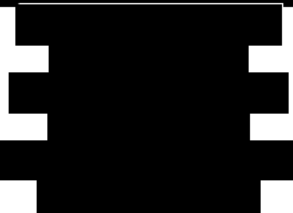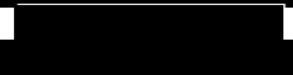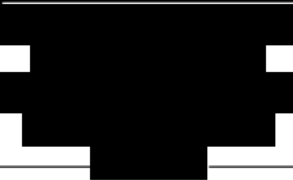   ███████████████████████

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) | ▮ |
			Pending	$ Amt Funded	Not Funded		
I. Instruction							
Grantor:			☐		☐		
Focus:							
Grantor:			☐		☐		
Focus:							
II. Research/Creative Activity							
Grantor: National Institutes of Health	02/16/2012	$401,998	☐		☒		▮
Focus: Effects of avatars in exergames on physical health outcomes "My(self) and My(avatar): Using VR technologies to foster physical activity"							
Grantor: U.S. Department of State	02/24/2012	$998,373	☐		☒		▮
Focus: Public communication training for lawmakers in Mexico "Bolstering and consolidating the culture of lawfulness in Mexico"							
Grantor: Direct Grantor: University of Cincinnati; Prime Grantor: National Institutes of Health	05/01/2012	$499,094	☐		☒		▮
Focus: Developing social media campaigns for a stroke prevention and rehabilitation centers in Cincinnati; contract part of a $4.5 million stroke prevention grant proposal to NIH. "Cincinnati-SPIRP"							

*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: National Science Foundation	12/14/2012	$499,475	☐	$648,396	☐		███████
Focus: Understanding online safety barriers to adoption of online and mobile banking among older adults "SBE:Small:Option: Online safety for the ages: Generational differences in motivations to use security protections in an online banking context"								
Grantor: Patient Center Outcomes Research Institute	12/14/2012	$869,085	☐		☒		███████
Focus: Developing and testing a mobile/Internet application for easy communication between physicians and caregivers of stroke patients. "The MS (emcee), a web application to enhance physician-penitent-family communication."								
Grantor: National Science Foundation	01/23/2013	$249,560	☐		☒		███████
Focus: Designing and testing a game-based measure of implicit bias against Arabs and Muslims "IBSS-Ex: Bias Ninja: Measuring and changing implicit evaluations of Arabs and Muslims using mobile games.								
Grantor: MSU-Sparrow Center for Innovation & Research	04/24/2013	$74,352	☐		☒		███████
Focus: Developing a mobile/Internet application for easy communication between physicians and caregivers of stroke patients. "The Michael Communicator (MC), a web application to enhance physician-patient-family communication."								
Grantor: National Institutes of Health	06/05/2013	$1,492,044	☐		☒		███████
Focus: Investigating the effects of alcohol marketing on social media "I Like, I share, I wanna drink: Social media alcohol marketing effects on youth."								

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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		
Grantor: Direct Grantor: Tufts University; Prime Grantor: National Institutes of Health	10/03/2013	$133,395	☐		☒		███
Focus: Testing the effects of in-store and online coupons of healthy snack on adolescents food purchase behavior; part of a larger grant led by ███ from Tufts University (overall budget: $460,006) "CHOMPS: In-store and online coupons for healthy snack choices among adolescents."							
Grantor: National Science Foundation	02/13/2015	$16,000	☐	$8,000	☐		███
Focus: Research Experiences for the Undergraduate supplement to our funded NSF grant. "SBE:Option:Small: Online safety for the ages: Generational differences in motivations to use security protections in an online banking context."							
Grantor: Digital Trust Foundation	03/17/2015	$292,077	☐		☒		███
Focus: Exploring privacy beliefs and behaviors across the life span. "Privacy of the networked self"							
Grantor: National Institute of Alcohol Abuse & Addiction	07/06/2015	$2,022,085	☐		☒		███
Focus: Effects of social media marketing of alcohol on adolescents - Resubmission "I like, I share, I wanna drink: Social media alcohol marketing effects on youth."							
Grantor: MSU Institute for Public Policy and Social Research	08/25/2015	$23,253	☐	$20,000	☐		███
Focus: Psychophysioloigcal study of the processes and effects associated with exposure to alcohol marketing on social media among underage youth, part of the Michigan Applied Public Policy Research (MAPPR).							

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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) | |
			Pending	$ Amt Funded	Not Funded		
Grantor: MSU Trifecta Intitiative	10/01/2015	$10,000	☐	$10,000	☐		███
Focus: Multi-stage, multi-method study of the prevalence of social media posting during major celebrations (St. Patrick's Day) and survey of MSU students regarding their celebration drinking and social media use.							
Grantor: National Institute on Aging	06/1/2016	$3,530,025	☐		☒		███
Focus: Longitudinal mixed-method approach to understanding the influence of technology use on quality of life among older adults." "Benefits of older adults' technology use (BOAT)"							
Grantor: National Institutes of Health	12/08/2016	$426,250	☐		☒		███
Focus: Examining genetic and environmental factors influencing prevalence of digital aggression using the MSU twin study." "Identifying genetic, environmental, and technological predictors of digital aggression."							
Grantor: National Institute of Health	03/02/2017	$3,535,456	☐		☒		███
Focus: Longitudinal mixed-method approach to understanding the influence of technology use on quality of life among older adults. – Resubmission 1 "Benefits of older adults' technology use (BOAT)"							

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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)	██████████)
			Pending	$ Amt Funded	Not Funded			
Grantor: Doner Ltd.	03/27/2017	$9,988	☐	$9,988	☐		██████████
Focus: Testing cognitive and affective responses to social media campaign materials "Doner Agency – Potebelly"							
Grantor: National Institute on Aging	10/03/2017	$3,613,643.80	☒		☐		██████████
Focus: Longitudinal mixed-method approach to understanding the influence of technology use on quality of life among older adults. – Resubmission 2 "Benefits of older adults' technology use (BOAT)"							

III. a. Service – Academic Community

			Pending		Not Funded		
Grantor:			☐		☐		
Focus:							

III. b Service – Broader Community

i. MSU Extension

			Pending		Not Funded		
Grantor:			☐		☐		
Focus:							

ii. Professional/Patient Care Activities

			Pending		Not Funded		
Grantor:			☐		☐		
Focus:							

iii. International Studies and Programs

			Pending		Not Funded		
Grantor:			☐		☐		
Focus:							

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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		
vi. Urban Affairs Programs							
Grantor:			☐		☐		
Focus:							
v. Other							
Grantor:			☐		☐		
Focus:							

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