

FORM D - IV A INSTRUCTION

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

1. Undergraduate and Graduate Credit Instruction:

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

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number of Assistants **	Notes
			Lec	Rec	Lab			
Fall 2017	PLS 200	4	1	1	0	280	3	taught honors section and main lecture
	PLS 993	Var	0	0	0	1	0	Directed Readings
	PLS 495	Var	0	0	0	1	0	Independent Study
Summer 2017	PLS 200	4	1	0	0	71	1	Online course
	ISS 305	4	1	0	0	233	2	Online course
Fall 2016	PLS 200	4	1	1	0	289	3	taught honors section and mail lecture
	PLS 495	Var	0	0	0	1	0	Independent Study
Summer 2016	PLS 200	4	1	0	0	65	1	Online course
	ISS 305	4	1	0	0	204	2	Online course
	PLS 495	Var	0	0	0	13	0	Independent Study
	Study Abroad	7	1	0	0	27	0	UK PLS/ISS program, co-directed with
Spring 2016	PLS 422	4	1	0	0	29	0	
	PLS 495	Var	0	0	0	13	0	Independent Study
	PLS 920	3	1	0	0	10	0	
Fall 2015	PLS 200	4	1	1	0	289	3	taught honors section and mail lecture
	PLS 320	3	1	0	0	73	1	
	PLS 495	Var	0	0	0	3	0	Independent Study
	PLS 993	Var	0	0	0	4	0	Directed Readings

2. Non-Credit Instruction:

“Behind the Scenes at the U.S. Supreme Court.” Presentation given to the MSU Alumni Association as part of their “Coffee with the Profs” lecture series. October 3, 2016; East Lansing, MI.

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

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

FORM D – IV A INSTRUCTION, continued

3. Academic Advising:

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

Undergraduate: Although I don’t have any formal advising responsibilities, I am actively involved with the Department’s PLS Scholars Program, having advised at least one student per year since the program’s inception in 2014. I also regularly work with students through sponsored research programs like the Provost’s Undergraduate Research Initiative, Dean’s Assistantships, and Honors College Professorial Assistants. All told, I have worked with more than a dozen students in these capacities since being promoted to Associate Professor in 2014.

Graduate: I am currently (as of December 2017) supervising three PhD students. I direct our department’s online summer teaching program, which involves working with a number of graduate students who are teaching their own online courses. I also regularly supervise graduate students who are teaching their own face-to-face courses.

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

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees	n/a	n/a	n/a	n/a

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

	Masters	Doctoral	Professional
Number of students currently enrolled or active	n/a	3	n/a
Number of graduate committees during the reporting period	n/a	5	
Degrees awarded during the reporting period	n/a	2	n/a
Degrees awarded during career	n/a	2	n/a

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.

[REDACTED]. 2016. “First Impressions: Does Syllabus Design Matter?” Poster presented at the 2016 meetings of the Hawaii University International Conference on Arts, Humanities, Social Sciences, and Education (January 8-11, Honolulu, HI).

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).

Teaching Awards

2017: Honors College Award for Distinguished Contributions to Honors Students
2016: College of Social Science Alumni Association Outstanding Teaching Award
2015: Department of Political Science Teaching Award
2014: Teacher-Scholar Award (awarded pre-tenure)

Teaching Goals and Approach

As a teacher of political science, my primary goal for student learning is to equip students with the knowledge and skills necessary to think like a political scientist and, ideally, see the value in approaching the study of politics from a scientific perspective.

I turn to a variety of instructional strategies to accomplish this goal. First and foremost, I – along with reams of research on the topic – believe that student engagement is essential. Although my undergraduate classes often have enrollments of more than 200 students, I strive to incorporate discussion and debate into my class sessions. Part of this comes from creating a supportive environment where students feel comfortable raising their hand to participate in front of their peers. Though valuable, a key limitation of this approach in large classes such as mine is that it can only engage a small percentage of students on a daily basis.

To reach a broader audience, I frequently turn to “think-pair-share” style exercises. That is, after providing the students with a question, I ask them to think about it independently on their own for a few minutes, perhaps jotting down some brief notes about their thoughts. They are then asked to turn to a classmate and take turns sharing their responses to the question. Finally, I conclude the exercise by asking for various pairings to share their responses. I use these exercises because they get students talking to each other, can infuse a jolt of energy between lecture segments, and allow me to informally gauge student understanding of the material as I roam about during the “pair” portion of the exercise.

In a similar vein, I also utilize a student response system (i.e., “clickers”) in my undergraduate courses. I use clickers at multiple points in nearly every class session as a way to review previous material, probe existing knowledge (or often misconceptions) about new material, and obtain informal feedback about important yet often difficult to gauge quantities such as the pacing of a particular unit. They also facilitate the reliable measurement of student attendance in even my biggest courses, which allows me to incentivize coming to class by attaching a modest number of points to students’ course grades. This is important because of the well-known relationship between attendance and student success in achieving course outcomes.

Beyond what happens inside the classroom, my commitment to facilitating student success continues outside of it, as well. I employ screen-capture software to record both my voice and the content shown on the projector during each class session, which I then upload these files the course website. Students are then able to review the lecture content to fill holes in their notes or see what was covered if they missed a class. This, coupled with instruction provided early in

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the course on how to take notes, is meant to address some of the problems students have with taking notes, which have been well documented by existing research on college teaching.

While student engagement is an important component of my teaching, it alone is insufficient to achieving my goal of getting students to be able to think like a political scientist. To that end, I strive to create experiences that immerse them in both the challenges and rewards of applying theory to contemporary political events and using data to answer research questions. During weekly discussion sections, students in my introduction to political science course practice viewing the world through the lens of political science by analyzing recent newspaper stories and looking for connections with concepts from the textbook and other course materials. And, students in all of my classes are exposed to cutting-edge research that comes from recent work published in the discipline.

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

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

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

Indicate peer-reviewed or refereed items with a “*”.

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

2. Quantity of Research/Creative Works Produced:

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

	1	2	3	4	5	6	7	8
During the reporting period	1	2	0	17	0	15	0	0
During career	3	4	0	44	0	76	0	0

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

During the reporting period: 2 During career: 4

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).

I gave invited presentations at Marquette University Law School (2014), Michigan State University College of Law (2015), Northwestern University (2015), MSU Alumni Association (2016), University of Wisconsin-Madison (2016), and am scheduled to give talks at University Michigan and Duke Law School in early 2018.

Best Journal Article Award. 2017. American Political Science Association Law and Courts Section. The awarded article was: [REDACTED]. 2016. “Courting the President: How Circuit Court Judges Alter Their Behavior for Promotion to the Supreme Court.” *American Journal of Political Science* 60(1): 30-43 (January).

List of Research/Creative Works

December 18, 2017

Note: When applicable, the lead/first author is denoted in bold font. The absence of a lead author should be read to indicate that all authors contributed equally to the publication.

1 Books

[REDACTED]. 2016. U.S. Supreme Court Opinions and Their Audiences. Cambridge University Press. ISBNs: 978-1-107-13714-1 (Hardcover, 2016) and 978-1-316-50210-5 (Paperback, 2017).*

2 Book Chapters

[REDACTED]. N.d. "Building a Hot Bench: The Oral Argument Behavior and Legacy of Justice Antonin Scalia" in, [REDACTED] and [REDACTED], eds., *The Conservative Revolution of Antonin Scalia*. Lexington Books.

[REDACTED]. 2016. "Herding Scorpions: The Chief as Social Leader" in [REDACTED], eds., *The Chief Justice: Appointment and Influence*. University of Michigan Press. (The entire volume was peer-reviewed but there was not an individual review for our chapter)

3 Bulletins or Monographs

None.

4 Articles

[REDACTED]. N.d. "Chief Justice Burger and the Bench: How Physically Changing the Shape of the Court's Bench Reduced Interruptions During Oral Argument." *Journal of Supreme Court History*.

[REDACTED]. N.d. "Supreme Court Opinions and Audiences." *Washington University Journal of Law and Policy*.

[REDACTED].d. "The Roberts Court and Oral Arguments: Has the Court Really Become More Collegial?" *Washington University Journal of Law and Policy*.

[REDACTED] "Agenda Setting and Case Selection" in [REDACTED], ed., *Oxford Research Encyclopedia of Politics*. Oxford University Press.

[REDACTED]. 2016. "The Policy Consequences of Term Limits on the U.S. Supreme Court." *Ohio Northern University Law Review* 42(3): 821-854.

[REDACTED]. 2016. "The Role of Emotional Language in Briefs Before the U.S. Supreme Court." *Journal of Law and Courts* 4(2): 377-407 (Fall).*

[REDACTED]. 2016. "Courting the President: How Circuit Court Judges Alter Their Behavior for Promotion to the Supreme Court." *American Journal of Political Science* 60(1): 30-43 (January).*

[REDACTED]. 2016. "The Success of Former Solicitors General in Private Practice: Costly and Unnecessary." *Michigan State Law Review* 2016(2): 325-367.

[REDACTED]. 2016. "A Well Traveled Lot: A Research Note on Judicial Travel by U.S. Supreme Court Justices." *Justice System Journal* 37(4): 367-384 (October-December).*

[REDACTED]. 2016. "We Are the World: The U.S. Supreme Court's Use of Foreign Sources of Law." *British Journal of Political Science* 46(4): 891-913 (October).*

[REDACTED]. 2016. "The Influence of Public Sentiment on Supreme Court Opinion Clarity." *Law and Society Review* 50(3): 703-732 (September).*

[REDACTED]. 2016. "Designing Success: Motivating and Measuring Successful 1L Student Engagement in an Optional, Proficiency-Based Program Teaching Grammar and Punctuation." *Legal Writing: The Journal of the Legal Writing Institute* 21 (Summer): 129-185.

[REDACTED]. 2015. "(Re)Discover the Value of Nodes and Links: How Networks Can Further Law & Courts Research." *Law & Courts* 25(1): 6-10 (Spring).

[REDACTED]. 2014. "Explaining the (Non)Occurrence of Evenly Divided Supreme Courts." *American Politics Research* 42(6): 1077-1095 (November).*

[REDACTED]. 2014. "Revisiting the Influence of Law Clerks on the U.S. Supreme Court's Agenda-Setting Process." *Marquette University Law Review* 98(1): 75-109 (September).

[REDACTED]. 2014. "Advice from the Bench (Memo): Clerk Influence on Supreme Court Oral Arguments." *Marquette University Law Review* 98(1): 21-42 (September).

[REDACTED]. 2014. "Upending a Global Debate: An Empirical Analysis of the U.S. Supreme Court's Use of Transnational Law to Interpret Domestic Doctrine." *Georgetown Law Journal* 103(1).

[REDACTED]. 2015. "Oral Arguments and the Roberts Court: a 9-Year Retrospective." Paper presented at the 2015 annual meetings of the Law and Society Association (May 28-31, Seattle, WA).

[REDACTED]. 2015. "Face Value and the Court: The Effect of Attorney Appearance on Supreme Court Victory." Paper presented at the 2015 annual meetings of the Midwest Political Science Association (April 16-19, Chicago, IL).

[REDACTED]. 2015. "Face Value and the Court: The Effect of Attorney Appearance on Supreme Court Victory." Paper presented at the 2015 annual meetings of the Western Political Science Association (April 2-4, Las Vegas, NV).

[REDACTED]. 2015. "Examining Opinion Breadth on the United States Supreme Court." Paper presented at the 2015 annual meetings of the Southern Political Science Association (January 15-17, New Orleans, LA).

[REDACTED]. 2015. "Examining the Measurement and Structure of Political Knowledge: The Importance of Symbols and Visual Images." Paper presented at the 2015 annual meetings of the Southern Political Science Association (January 15-17, New Orleans, LA).

[REDACTED]. 2014. "The Interplay of Pre-Admission Skills, Instruction, and Student Engagement in the Teaching and Learning of Grammar, Punctuation, and Style: Results of a Five-Year, Longitudinal Study." Paper presented at the 16th Biennial Conference of the Legal Writing Institute (June 29-July 2, Philadelphia, PA). Coauthor attended.

7 Artistic and Creative Endeavors

None.

8 Reports or Studies

None.

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 Chair: C. Herman Pritchett Best Book Award Committee (Law and Courts Section of the American Political Science Association, 2017). Nominations Committee (Law and Courts Section of the American Political Science Association, 2016).

Editorial Board Member. Law and Courts Newsletter (2013-present). Law and Society Review (2013-2016). Political Research Quarterly (2016-2018).

Panel Chair. Midwest Political Science Association (2016).

Panel Discussant. Conference on Empirical Legal Studies (2015); Midwest Political Science Association (2014, 2016); Southern Political Science Association (2014).

Manuscript referee. Between January 2014 and December 2017 I referred a total of 52 article or book manuscripts or grant proposals for 23 different journals, presses, or granting agencies (i.e., I sometimes reviewed multiple times for an outlet).

Section Chair. Midwest Political Science Association (2015, judicial politics).

b. Service within the University:

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

College/University

2014: Member of Lilly Teaching Fellowship Selection Committee.

2017: Member of College of Social Science Thematic Areas Review Committee.

Department

2014-Present: Associate Chair

2013-Present: Director of Online Summer Teaching Program

2016-2018, 2014-2015: Member of Faculty Advisory Committee

2016, 2015: Committee Chair for Faculty Search Committee (both searches were successful)

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.

2. Integration across Multiple Mission Functions:

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

I combine my research with teaching in several ways. First, my PLS320: Judicial Politics course integrates cutting-edge political science research on the judiciary with more traditional "textbook" style approaches to the material. In so doing, students learn how to be more informed consumers of academic research. I also incorporate contemporary political science research into my PLS200: Introduction to Political Science course, as well. A second form comes from my work with honors students, who I work with in discussion sections for my PLS200 course. In this class, I have the students complete substantial research projects that involve gathering and interpreting of primary source material. Third, by directly involving dozens of students in my on-going research, I provide them with an opportunity to see -- and be a part of -- the actual work done by political scientists.

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.)

FORM D - IV E GRANT PROPOSALS

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

	Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded	Not Funded		
I.	Instruction							
II.	Research/Creative Activity							
	Grantor: National Science Foundation	August 2015	\$198,772	<input type="checkbox"/>	\$193,994	<input type="checkbox"/>		
	Focus: Collaborative Proposal: Understanding Supreme Court Decision-making Through Conference Note Transcription							
	Grantor: National Science Foundation	January 2017	\$31,000	<input type="checkbox"/>	\$31,000	<input type="checkbox"/>		[REDACTED]
	Focus: Doctoral Dissertation Research: Measuring Legal Quality on the U.S. Supreme Court							
III.	a. Service – Academic Community							
III.	b Service – Broader Community							
	i. MSU Extension							
	ii. Professional/Patient Care Activities							
	iii. International Studies and Programs							
	vi. Urban Affairs Programs							
	v. Other							

*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.