

EMW-2021-GR-APP-00065

Application Information

Application Number: EMW-2021-GR-APP-00065

Funding Opportunity Name: Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

Funding Opportunity Number: DHS-21-TTP-132-00-01

Application Status: Pending Review

Applicant Information

Legal Name: Missouri State University

Organization ID: 22876

Type: Public and State Controlled institutions of higher education

Division: Research & Economic Development

Department: Research Administration

EIN: (b)(6)

EIN Shared with Organizations:

DUNS: 076255876

DUNS 4:

Congressional District: Congressional District 07, MO

Physical Address

Address Line 1: 901 S National Avenue

Address Line 2: [Grantee Organization > Physical Address > Address 2]

City: Springfield

State: Missouri

Province:

Zip: 65897-0027

Country: UNITED STATES

Mailing Address

Address Line 1: 901 S National Avenue

Address Line 2: [Grantee Organization > Mailing Address > Address 2]

City: Springfield

State: Missouri

Province:

Zip: 65897-0027

Country: UNITED STATES

SF-424 Information

Project Information

Project Title: Fuse

Program/Project Congressional Districts: Congressional District 07, MO

Proposed Start Date: Fri Oct 01 00:00:00 GMT 2021

Proposed End Date: Sat Sep 30 00:00:00 GMT 2023

Areas Affected by Project (Cities, Counties, States, etc.): Springfield, Missouri

Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$645775.26
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
Total Funding	\$645775.26

Is application subject to review by state under the Executive Order 12373 process? Program is not covered by E.O. 12372.

Is applicant delinquent on any federal debt? false

Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Marina Loveland	(b)(6)		Authorized Official Signatory Authority Primary Contact
Rachel McGinnis			Secondary Contact

SF-424A

Budget Information for Non-Construction Programs

Grant Program: Targeted Violence and Terrorism Prevention Grant Program

CFDA Number: 97.132

Budget Object Class	Amount
Personnel	\$316349
Fringe Benefits	\$28037.49
Travel	\$33804
Equipment	\$0
Supplies	\$40000
Contractual	\$0
Construction	\$0
Other	\$82000
Indirect Charges	\$202577.15
Non-Federal Resources	Amount
Applicant	\$0
State	\$0
Other	\$82000
Income	Amount
Program Income	\$0

How are you requesting to use this Program Income? [\$budget.programIncomeType]

Direct Charges Explanation:

Indirect Charges explanation:

Forecasted Cash Needs (Optional)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Federal	\$80007.94	\$80007.94	\$80007.94	\$80007.95
Non-Federal	\$0	\$0	\$0	\$0

Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
\$325743.49	\$0	\$0	\$0

Remarks:

SF-424C

Budget Information for Construction Programs

Assurances for Non-Construction Programs

Form not applicable? false

Signatory Authority Name: Marina Loveland

Signed Date: Tue May 25 19:38:11 GMT 2021

Signatory Authority Title: Research Administration Coordinator

Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Marina Loveland

Signed Date: Tue May 25 19:38:11 GMT 2021

Signatory Authority Title: Research Administration Coordinator

Disclosure of Lobbying Activities

Form not applicable? true

Signatory Authority Name: Marina Loveland

Signed Date:

Signatory Authority Title:

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Missouri State University"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="James"/> Middle Name: <input style="width: 150px;" type="text" value="P"/>
* Last Name: <input style="width: 300px;" type="text" value="Baker"/>	Suffix: <input style="width: 100px;" type="text" value="Ph.D."/>
* Title: <input style="width: 300px;" type="text" value="VP for Research and Economic Development"/>	
* SIGNATURE: <input style="width: 350px;" type="text" value="Marina Loveland"/>	* DATE: <input style="width: 150px;" type="text" value="05/20/2021"/>

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 05/20/2021	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: Missouri	
8. APPLICANT INFORMATION:		
* a. Legal Name: Missouri State University		
* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(6)	* c. Organizational DUNS: 0762558760000	
d. Address:		
* Street1: 901 S National Ave	Street2: <input type="text"/>	
* City: Springfield	County/Parish: Greene	
* State: MO: Missouri	Province: <input type="text"/>	
* Country: USA: UNITED STATES	* Zip / Postal Code: 65897-0027	
e. Organizational Unit:		
Department Name: Communication	Division Name: Coll	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: Marina	
Middle Name: <input type="text"/>	* Last Name: Loveland	
Suffix: <input type="text"/>	Title: Research Administration Coordinator	
Organizational Affiliation: Research & Economic Development		
* Telephone Number: (b)(6)	Fax Number: <input type="text"/>	
* Email: (b)(6)		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Homeland Security - FEMA

11. Catalog of Federal Domestic Assistance Number:

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

*** 12. Funding Opportunity Number:**

DHS-21-TTP-132-00-01

* Title:

Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Fuse

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="645,775.26"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="645,775.26"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Applicant Missouri State University

Applicant's Location 901 South National Avenue, Springfield, MO 65897

Location of Activities

Application Track Innovation Track

Project Type Civic Engagement

Funds Requested \$645,775.26

Project Abstract Fuse is a comprehensive campaign that prevents and protects against radicalization to White Supremacy through education, bystander empowerment, and community support. Fuse strengthens protective factors in our community through a program that includes an informational podcast, online training toolkit, and a conversational card game. The program was a finalist in the Spring 2021 Invent2Prevent Challenge sponsored by the Office of Targeted Violence and Terrorism Prevent and EdVenture Partners. The winner has not been chosen at the date of this submission.

Fuse was developed to encourage university students to engage in meaningful conversations on difficult topics and form connections with peers. Fuse counters the "'Us vs. Them'" mentality used by White Supremacist groups by providing tools for individuals to identify and minimize their biases and raise awareness of "othering" tendencies. Online and in-person training resources build protective measures like digital literacy and provide tools for parents, peers, and mentors of at-risk individuals to become informed and engaged bystanders.

This campaign amplifies the efforts of organizations and individuals in our community already working to counter radicalization, White Supremacy, bias, and misinformation. Through partnerships with local campus resources, Fuse strengthens and amplifies protective factors in our community to disrupt the radicalization process.

Project Name: Fuse

1. NEEDS ASSESSMENT

Missouri State University is a Primarily White Institution (PWI) with a White undergraduate population of 81.4%. Total enrollment is approximately 24,000 students in bachelor, master, and limited doctoral programs. Missouri State University is located in Springfield, Missouri, a city of just over 167,000 where 87% of residents are White. Our primary target population are Missouri State University students. This is an important demographic to reach due to the lack of diversity within the student body and greater metro area. A consistently significant portion of these students come from surrounding rural areas that are similarly mono-cultural.¹³ Research has shown that individuals are less tolerant of racial differences¹¹ and more likely to be radicalized¹² when originating from areas that lack diversity.

Our secondary target population includes approximately 3,000 community members, including university faculty and staff, mental health care professionals, spiritual leaders, and family members of the primary target market that call Springfield home. These individuals work closely with the inactive and at-risk youth of our primary target population. They are often called upon to engage students in tough topics without any formal training or support resources. Moreover, these individuals are in a unique position to identify warning signs of radicalization if properly equipped with knowledge of the process.

Missouri State University has existing programs addressing diversity, equity, and inclusion, mental health support, and other student support services. However, these resources are often siloed, and none address situations related to radicalization directly or thoroughly. As such, the Springfield community is lacking resources to support at-risk individuals and bystanders who understand protective factors. Considering this lack of expertise or formal programming, faculty and staff are largely unfamiliar with the radicalization process, risk factors, warning signs, and paths to deradicalization. Widespread efforts to enhance digital literacy are lacking beyond individual classroom efforts. Fuse provides connection and education opportunities to individuals working in these areas and beyond on the Missouri State University campus:

- a) The Division for Diversity and Inclusion demonstrates the value of diversity at critical institutional levels, including access, success, and equality; learning and environment; campus climate; and institutional leadership and commitment.
- b) Multicultural Services offers student programming and success initiatives for students in historically underrepresented groups.
- c) The Center for Dispute Resolution provides education, services, and resources for individuals to build tools to productively communicate and manage conflicts.
- d) The Counseling Center provides low or no cost counseling services to students with a variety of social, personal, and life-planning concerns.
- e) The Behavioral Intervention Team identifies students exhibiting behaviors detrimental to their own or the campus community members' success and provides appropriate support.
- f) The Bias Response Team is a resource for university community members who have concerns about perceived bias-related situations, concerns, and complaints. They coordinate an appropriate university response to these incidents.

Fuse seeks to unite, echo, and amplify the above efforts and provide additional training and resources to connect existing efforts. Education will be provided to the campus community using a train the trainer model to educate individuals on the radicalization process, risk factors, and warning signs while enhancing digital literacy to counter online White Supremacy Extremist (WSE) narratives.

Working with individuals across campus to implement the online Fuse Toolkit, providing faculty and staff workshops, and encouraging faculty to apply Fuse learning outcomes with their own students will increase protective factors among the university community. This type of professional development is desired among our target audience, with 71% of higher education professionals reporting that more access to professional development would increase their likelihood of staying at their current institution.² Additionally, 63% of parents indicated they were “very” or “somewhat” concerned that their teen would spread misinformation online.³ Opportunities for professional development and community outreach provided by Fuse will address these concerns.

2. PROGRAM DESIGN

Problem Statement

In 2020, The Southern Poverty Law Center (SPLC) identified 24 statewide hate groups in the state of Missouri.⁸ Of those 24, 19 were able to be tracked and identified. While many of them included various types of hate, at least 6 were identified as white nationalist groups. As radicalization continues to spread hate-based ideologies across the country, individuals in Missouri have been impacted. In the local Springfield community, lack of diversity, mixed with radicalization could be a combination for dangerous territory. In 2015, data from the U.S. Census Bureau found that the least racially diverse city in the U.S. was Springfield, Missouri at 85.2% White.⁹ This shows a desperate need for community engagement with activities that protect against radicalization to violence. More attention should be focused on reducing community vulnerability to associated risk factors.

Additionally, the COVID-19 pandemic has increased risk factors to violence such as isolation, fear, and internet usage.⁶ Disinformation campaigns related to the pandemic and 2020 presidential election motivated an increase in violence against law enforcement and government symbols in 2020.⁷

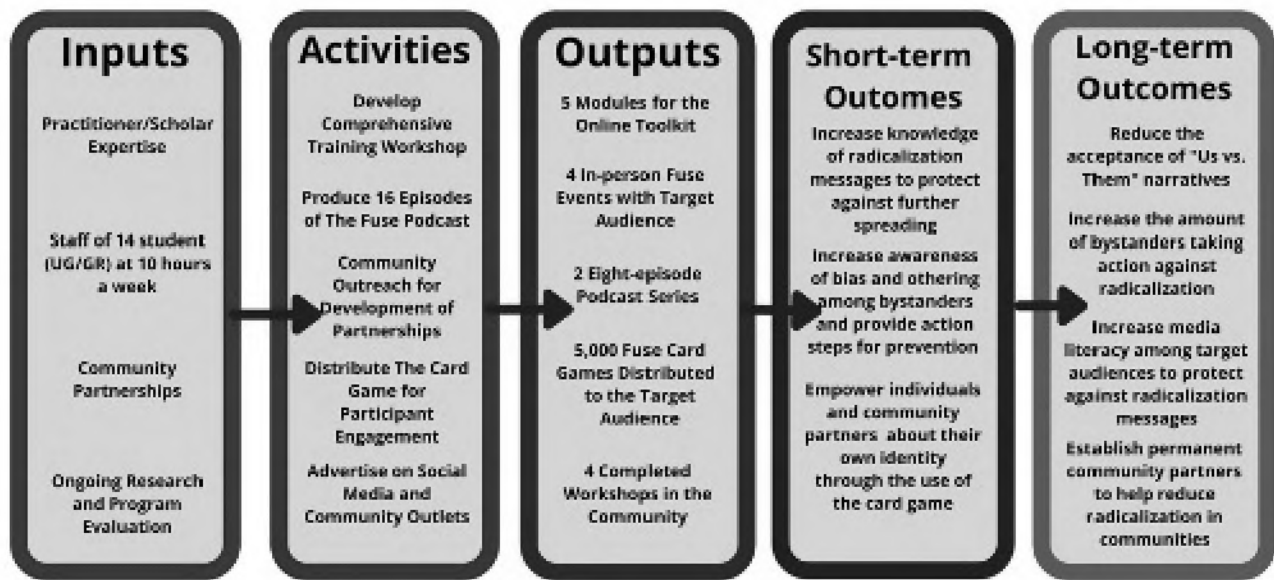
Common use in the spread of White Supremist ideology includes specific narratives that promote the elevation of the White individuals over others. In the state of Missouri, traces of these ideologies have infiltrated structures of society that fall into educational, political, corporate, and even spiritual places according to the SPLC. As a result, individuals benefit from Fuse by building resilience to radicalization. By countering the messages of WSE, communities can engage in positive change that will protect against radicalization to violence.

Program Goals and Objectives

Fuse seeks to prevent and protect against radicalization to White Supremacy through education, bystander empowerment, and community support by countering the "Us vs. Them" narrative, informing and empowering bystanders to identify the radicalization process, and enhancing digital literacy to prevent the spread of misinformation and disinformation. These goals address the lack of diversity at Missouri State University and in Springfield, Missouri, the need for education and awareness of risk factors to radicalization, and the importance of enhancing digital literacy to counter WSE narratives.

- 1) Counter the "'Us vs. Them'" narrative used by White Supremacist groups by giving program participants an awareness of personal biases and "othering" and providing guidance for mitigating these practices. These outcomes will result from participation in the Fuse Card game, designed to guide participants through meaningful conversations on difficult topics rather than shutting out opposing viewpoints, and through resources presented on the Fuse Podcast, where expert guests provide insights and action steps to encourage our primary target population to engage in prevention efforts that enhance protective factors.
- 2) Inform and empower bystanders to identify at-risk individuals by providing information on the radicalization process, risk factors, warning signs, and protective measures to use in the workplace, classroom, community, or home. Our secondary target population will complete the Fuse Toolkit and/or Fuse Workshops to learn about the radicalization process so they can more effectively reach at-risk individuals and apply learning outcomes to classroom instruction, student advising, and mentoring towards our primary target population. Training modules will cover a variety of related topics and provide access to local resources and support to reduce community vulnerability to risk factors.
- 3) Enhance digital literacy to prevent the spread of misinformation by educating participants on how and why misinformation spreads and how it contributes to the radicalization process. The Fuse Podcast, online Fuse Toolkit, and Fuse Workshops on campus and in local communities will provide our primary and secondary target populations with the knowledge base, enhanced critical thinking skills, and motivation to increase sensemaking for online information, building additional community resilience to radicalization to violence.

Logic Model



Contextual Factors/Underlying Assumptions

- Individuals are looking for opportunities to discuss counter narratives to radicalization
- National guidelines are calling for interventions that encourage counter messages and deradicalization
- College campuses and community organizations are looking for effective ways to educate their members

Theory of Change

- If Fuse is implemented in target populations across Missouri, then we will see:
 1. a decrease in White Supremacist Extremist Ideologies
 2. a decrease in violence related to radicalization



3. ORGANIZATION AND KEY PERSONNEL

Key personnel include Missouri State University faculty Dr. Stephen Spates, staff members Samantha Francka and Alex Johnson, and additional students, faculty, and staff from Missouri State University in a variety of supporting roles.

Missouri State University was granted a statewide mission in public affairs in 1995 when Senate Bill 340 was signed into law. The public affairs mission defines a primary way in which an education from Missouri State University is different from that of other universities and one way by which we educate students to imagine the future. The public affairs mission has three pillars: ethical leadership, cultural competence, and community engagement. The university's mission and corresponding goals develop citizen scholars, ready to apply their knowledge to their communities. Students will articulate their value systems, act ethically within the context of a democratic society and demonstrate engaged and principled leadership; recognize and respect multiple perspectives and cultures; and recognize the importance of contributing their knowledge and experiences to their own community and the broader society.

Dr. Stephen Spates leads this project on behalf of Missouri State University. Part of his research agenda seeks to help individuals recognize and celebrate the presence of diversity through communication interactions. He has published research in academic journals such as *Southern Communication Journal*, *Communication Studies*, *Howard Journal of Communications*, *Frontiers in Communication*, and *Communication Research Reports*. His instruction focuses on diversity's presence in the workplace. He has successfully fused the areas of research and application by providing professional workshops and seminars that help individuals learn more about bias and discrimination messages. He has partnered with several Springfield community organizations as well as campus organizations like the Center for Dispute Resolution.

Samantha Francka, MBA is a per-course instructor in the Department of Marketing and holds a full-time staff role as Marketing Specialist in the Division of Research and Economic Development and International Programs. Her work in the international education sector coupled with a strong business background provides a well-rounded perspective of inter-cultural communications and marketing strategy. Her instruction efforts focus on countering targeted violence, extremism, and domestic terrorism, including the winning campaign for the EdVenture Partners Spring 2020 Peer-to-Peer Protective Program for The McCain Institute and a finalist program for the EdVenture Partners Spring 2021 Invent2Prevent Challenge for the Office of Targeted Violence and Terrorism Prevention.

Alex Johnson holds a Master of Science degree in Student Affairs in Higher Education. His role as the director for the Missouri State University Center for Community Engagement places him in a unique position to connect the university to the surrounding community, matching student learning outcomes with the needs of local organizations. He also directs the Bonner Leader Program, the Peace Corps Prep, the Missouri Public Affairs Academy, and Service Immersion Programs in addition to teaching First Year Foundations courses at Missouri State University. His work with these programs provides a valuable connection point between the university, its students, and the needs of the Springfield community.

4. SUSTAINABILITY

Fuse is designed to be sustainable and scalable. Implementation efforts during the spring 2021 semester resulted in additional university funding to produce Fuse Card Game decks for several university departments, Fraternity and Sorority Life, and student organizations who plan to use the tool for diversity education and team-building activities. These activities support the university's mission in Public Affairs and the recently released university long-range plan that highlights the importance of Inclusive Excellence, echoing and amplifying existing university efforts by providing new implementation and outreach methods.

University faculty, staff, and students will continue producing the Fuse Podcast, using graduate assistant positions to produce episodes featuring experts and community leaders who can provide action steps to prevention and protective factors. A group of undergraduate students will be employed in a train the trainer model to spread awareness to campus and community groups engaged with the Fuse Card Game and the Fuse Toolkit to build community resilience to WSE radicalization to violence. This group will host in-person workshops and training sessions for student organizations, university faculty and staff, and community organizations.

The Fuse Toolkit has already been implemented into faculty and staff training in the Missouri State University Division for Diversity and Inclusion, Office of Multicultural Programs, the Missouri State Counseling Center, and the Ozarks Counseling Center in the Springfield community. These departments and organizations will continue to access and support the program, with select partners providing additional resources in the future.

Partners from Missouri State University, Springfield, and national organizations including Life After Hate currently provide access to prevention resources to enhance protective factors through the Fuse Toolkit and website. Additional partners identified in the needs assessment will become assets through continuing education, professional development, and train the trainer initiatives. The following Missouri State University divisions will aid in the sustainability efforts of Fuse, providing a variety of support methods including administrative resources, ongoing curriculum development, and program funding:

- g) Division for Diversity and Inclusion
- h) Division of Public Affairs and Assessment
- i) Office of Multicultural Services
- j) Center for Dispute Resolution
- k) Counseling Center
- l) Behavioral Intervention Team
- m) Bias Response Team

5. BUDGET DETAIL AND NARRATIVE

Budget Category	Federal Request
Personnel	\$316,349.00
Fringe Benefits	\$28,037.49
Travel	\$33,804.00
Supplies	\$40,000.00
Contractual	\$0.00
Other	\$82,000.00
<i>Total Direct Costs</i>	\$500,190.49
Indirect Costs	\$202,577.15
TOTAL PROJECT COSTS	\$645,775.26

PERSONNEL: *All personnel rates are based on Missouri State University policies.*

Funds are requested to buy-out faculty time for the PI (20% of annual salary) and two staff members (10% of annual salary) in Year 1 and 2. Additional personnel costs will cover faculty stipends for 5 faculty members (\$3,750) to complete training sessions and implement learning outcomes into classroom curriculum in Year 1 and 2, 10 student employees for Year 1 and 2

(\$13/hour, 10 hours/week, 50 weeks/year, with a 3% increase in Year 2), and 4 graduate assistant positions (\$13,600/year)

FRINGE BENEFITS: *All personnel rates are based on Missouri State University policies.*

Funds are requested to cover full-time fringe benefits at 40% in Year 1 and 2 (\$28,037.49).

TRAVEL: *All lodging and per diem meal rates are based on maximum rates established by Missouri State University's travel policies.*

Funds are requested for up to 9 project personnel to attend a 3-day, 3-night conference in the US in Years 1 and 2. Travel includes airfare (\$600/ticket) lodging (\$150/night), per diem (\$57/day), and registration fees (\$600). The purpose of our travel to these conferences is to provide training sessions and workshops and present student resources.

OTHER DIRECT COSTS:

Materials and Supplies

Funds in the amount of \$20,000 in Year 1 and 2 are requested to produce 2,500 sets of the Fuse Card Game each year. This figure includes the cost of printing and packaging game sets for distribution across the Missouri State University and Springfield, Missouri communities.

Other

Funds are requested in the amount of \$36,000 each project year as tuition fee waivers for graduate assistants.

Funds are requested in the amount of \$5,000 each project year for digital and print advertising. This amount includes website maintenance, social media and search engine advertising, and a variety of print costs associated with in-person events.

INDIRECT COSTS:

The total amount of indirect costs requested are \$202,577.15. Indirect costs are calculated on Modified Total Direct Costs (MTDC) using rates approved by US Department of Health and Human Services (DHHS). The rate of 34% MTDC for an off-campus project has been used.

REFERENCES

1. Office of Institutional Research. (2019). *Diversity report*. Missouri State. https://www.missouristate.edu/Assets/oir/DiversityReport_2018-19.pdf.
2. Fusch, D. (2017). *Professional development in higher education survey*. Academic Impressions. <https://www.academicimpressions.com/wp-content/uploads/2018/06/pd-report-2017.pdf>.
3. National Cyber Security Alliance. (2017, October 18). *Teens and parents both worried about spreading fake news*. Stay Safe Online. <https://staysafeonline.org/resource/teens-parents-worried-spreading-fake-news/#>.
4. United Nations Security Council. (2020, June). *The impact of the COVID-19 pandemic on terrorism, counter-terrorism and countering violent extremism*. United Nations. <https://www.un.org/sc/ctc/wp-content/uploads/2020/06/CTED-Paper%E2%80%93The-impact-of-the-COVID-19-pandemic-on-counter-terrorism-and-countering-violent-extremism.pdf>
5. DHS. (2020, October). *Homeland threat assessment*. Homeland Security. https://www.dhs.gov/sites/default/files/publications/2020_10_06_homeland-threat-assessment.pdf
6. NIJ. (2018, June). *How radicalization to violent extremism occurs in the United States: What research sponsored by the National Institute of Justice tells us*. National Institute of Justice. <https://nij.ojp.gov/library/publications/how-radicalization-violent-extremism-occurs-united-states-what-research>.
7. ADL: *White supremacist propaganda hits all-time high in 2020*. Anti-Defamation League. (2020). <https://www.adl.org/news/press-releases/adl-white-supremacist-propaganda-hits-all-time-high-in-2020>.
8. Southern Poverty Law Center (SPLC). (2020). *Hate Map*. <https://www.splcenter.org/hate-map>
9. U.S. Census Bureau. (2015). *The Least Racially Diverse City in America*. <https://www.census.gov/acs/www/data/data-tables-and-tools/ranking-tables/>
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11. Baldwin, M. (1996). White anti-racism: Is it really ‘no go’ in rural areas?. *Social Work Education*, 15(1), 18-33. <https://doi.org/10.1080/02615479611220031>
12. Martin, M. J., & Hartmann, K. (2020). Intersectionality of whiteness, racism, and homophobia among agriculture students. *Whiteness and Education*, 1-15. <https://doi.org/10.1080/23793406.2020.1839942>
13. Missouri Higher Education Equity Project. (2019). *Equity Report*. <https://dhewd.mo.gov/documents/2019EquityReport.pdf>

May 2021

(b)(6)

Missouri State University
 Department of Communication
 Craig Hall, 368
 Springfield, MO 65897

Assistant Professor
 Communication

(b)(6)

EDUCATION

Ph.D. Communication & Information	The University of Tennessee (2017)
M.A. Communication Studies	Western Michigan University (2012)
B.A. Communication Arts – Honors, Cum Laude Minor: Management	Oakwood University – HBCU (2009)

RESEARCH AND SCHOLARSHIP

Publications

(b)(6) Westerman, C.Y.K., Laam, L., & Goke, R. (2020). Exploring challenges of hospital chaplains in transdisciplinary teams. *Frontiers in Communication*, 5, 1-4. doi: 10.3389/fcomm.2020.582626

(b)(6) Kaufmann, R., Lin, X., Lachlan, K. A., Spence, P. R. (2020). I don't care about who you are, but what are you doing for me? Examining perceptions of helpful comments and identity in user-generated content. *Southern Communication Journal*, 85(3), 155-165. doi: 10.1080/1041794X.2020.1770319

Lee, H. E., Westerman, C. Y. K., Hashi, E., Heuett, K. B., (b)(6), Reno-Rich, K. M., & Jenkins, E. W. (2020). Effects of taboo conversation topics on impression formation and task performance evaluation. *Social Behavior and Personality: An International Journal*, 48(8), e8322.

Westerman, C. Y. K., Reno-Rich, K. M., Heuett, K. B., (b)(6) & Westerman, D. K. (2019). Sender preferences for delivering feedback: channels, privacy, and synchronicity. *Communication Research Reports*, 36(4), 287-297.

Simmons, J., Wahl, S.T., & (b)(6) (2017). Focusing on diversity and civic callings: A graduate teaching assistant training. *Texas Speech Communication Journal*, 41, 26-30.

(b)(6)

- Westerman, C. Y. K., (b)(6) Reno, K. M., Jenkins, E. W., & Lee, H.E. (2017). How Koreans and U.S. citizens use voice and silence to restore equity in workplace friendships. *Ewha Journal of Social Sciences*, 33(1), 181-223. <https://ssrn.com/abstract=3051104>
- Westerman, C. Y. K., Miller, L., Reno, K.M., & (b)(6) (2015). Personal health information sharing: What is appropriate and expected in organizations? *Communication Studies*, 66(3), 378-397. <https://doi.org/10.1080/10510974.2015.1019157>
- Spence, P. R., Lachlan, K. A., Westerman, D., & (b)(6) (2013). Where the Gates Matter Less: Ethnicity and Perceived Source Credibility in Social Media Health Messages. *Howard Journal of Communications*, 24(1), 1-16. <https://doi.org/10.1080/10646175.2013.748593>
- Spence, P.R., Lachlan, K. A. (b)(6) Lin, X. (2013). Intercultural differences in responses to health messages on social media from spokespersons with varying levels of ethnic identity. *Computers in Human Behavior*, 29(3), 1255-1259. <https://doi.org/10.1016/j.chb.2012.12.013>
- Spence, P.R., Lachlan, K. A., (b)(6) Shelton, A. K., Lin, X., Gentile, C. J. (2013). Exploring the impact of ethnic identity through other-generated cues on perceptions of spokesperson credibility. *Special Issue of Computers in Human Behavior*, 29(5), A3-A11. <https://doi.org/10.1016/j.chb.2012.12.026>
- (b)(6) & Tyler, J.M. (2012). Leadership communication as a barrier to organizational learning. Published in the Spring, 2012 edition of Western Michigan's *Hilltop Review*, 5(2), 74-84. <https://scholarworks.wmich.edu/hilltopreview/vol5/iss2/11>
- Edwards, C., Spence, P., Edwards, A., (b)(6) (2012). Editorial Comment. *Academic Exchange Quarterly*, 16, 4-5.

Encyclopedia Published Entries

- (b)(6) (accepted). Chaplaincy. *International Encyclopedia of health communication*. Newark, NJ: Wiley Publications.
- Spence, P. R., & (b)(6) (2013). Uncertainty, *Encyclopedia of crisis management*. Thousand Oaks, CA: Sage Publications.
- (b)(6) & Spence, P.R. (2011). Saudi Arabia. *Encyclopedia of social networking*. Thousand Oaks, CA: Sage Publications.
- (b)(6) & Spence, P.R. (2011). Tennessee. *Encyclopedia of social networking*. Thousand Oaks, CA: Sage Publications.

(b)(6)

Under Review

(b)(6). (*Revise & Resubmit*) The Bear Cave: Using gamification to teach organizational communication. Submitted to *Communication Teacher*.

(b)(6) & Wahl, S. T. (*Revise & Resubmit*) Casing nonverbal communication on screen: A leadership story. In Wrench, J. & Liberman, C. (Eds.), *Casing Nonverbal Communication*. Kendall Hunt.

(b)(6) Westerman, C.Y.K., Laam, L., & Goke, R. (under review) Exploring the Relationship Between Perceptions of Safety Culture and Patient Safety Events in Inpatient Clinical Teams. Submitted to *Journal of Communication*.

Kaufmann, R., Lin, X., (b)(6) Lachlan, K. A., Spence, P. R. (under review). I don't care about who you are, but what are you doing for me? Examining perceptions of helpful comments and identity in user-generated content. Submitted to *Communication Education*.

(b)(6) Hospital Chaplain Communication and Organizational Climate. Submitted to *Communication Studies*.

(b)(6) (under review). Source Credibility. *International Encyclopedia of health communication*. Newark, NJ: Wiley Publications.

(b)(6) (under review) Hospital Chaplain Communication and Organizational Climate. Submitted to *Qualitative Research Reports in Communication*.

Conference Proceedings

(b)(6) Westerman, C.Y.K., Laam, L., & Goke, R. (2021). Exploring the relationship between perceptions of safety culture and patient safety events in inpatient clinical teams. Accepted to the annual conference of the *International Communication Association* (virtual conference).

Sellnow, D. with Calloway-Thomas, C., Child, J. T., (b)(6) Sanford, A. A., Sellnow-Richmond, D., Sellnow-Richmond, S. and Lana, D. (**2021-Top Panel**). Transforming communication classroom experiences through inspirational readings, assignments, and pedagogies that promote diversity, equity, and inclusion. Presented to the annual conference of the *Central States Communication Association* (virtual conference).

Sellnow, T. R. with Edwards, A., (b)(6) Sellnow-Richmond, D., and Sellnow-Richmond, S. (2021). The Uncertainties of a pandemic crisis: Strategic communication and the unknown following a country's failure to respond. Presented to the annual conference of the *Central States Communication Association* (virtual conference).

(b)(6) Kaufmann, R., Lin, X., Lachlan, K. A., Spence, P. R. (2020-*Top Paper*). I don't care about who you are, but what are you doing for me? Examining perceptions of helpful comments and identity in user-generated content. Accepted to the annual conference of the *Central States Communication Association*.

(b)(6) & Starnes, K. L. (2019). Surviving the workforce: Exploring generational differences in the workplace. Presented at the annual conference of the *National Communication Association* in Baltimore, MD.

Bauman, I. & (b)(6) (2019). Interpersonal factors in mental health. Presented at the annual conference of the *Central States Communication Association* in Omaha, NE.

Westerman, C. Y. K., Heuett, K. B., Reno, K. M., (b)(6) & Parcha, J. M. How senders deliver feedback: Feedback features and sender attributes. Accepted for presentation at the annual conference of the *National Communication Association*, Salt Lake City, UT.

Bauman, I. & (b)(6) (2018). The mental health communication model. Presented at the annual conference of the *National Communication Association* in Salt Lake City, UT.

(b)(6) Green, D., Mmbaga, B. M. (2018). Black, #Trending, and proud: Gatewatchers civic engagement in online communities. Presented at the annual conference of the *National Communication Association* in Salt Lake City, UT.

(b)(6) & Classen, C. (2018). Playing with credibility: Accommodation in health messages. Presented at the annual conference of the *National Communication Association* in Salt Lake City, UT.

(b)(6) with Becker, K., Priddis, D., Anderson, L. B., Choi, C. W., & Giencke, S. (2017). Millennials to Boomers: Understanding and Improving Intergenerational Communication in the Workplace. Accepted panel for presentation at the annual conference of the *National Communication Association* in Dallas, TX.

(b)(6) with Gent, W., Hampsten, K., Moore, J., Ribarsky, E., & Tye-Williams, S. (2017). Creating a Buzz: Translating Research for Public Consumption. Accepted panel for presentation at the annual conference of the *Central States Communication Association* in Minneapolis, MN.

(b)(6) (2015). Organizational identity of liaisons with multiple role expectations. Presented at the annual *Organizational Communication Mini-Conference* at Michigan State University in East Lansing, MI.

(b)(6) with Bock, M.A., Choi, C. W., Craig, R., Eaves, M., Gibson, S., Javonovic, S., & Morelli, D. E. (2015). Conversations in courage: Embracing opportunities for difficult conversation in the classroom and in the community. Accepted panel for presentation at the annual conference of the *National Communication Association* in Las Vegas, NV.

Westerman, C.Y.K., Reno, K.M., Heuett, K.B., (b)(6), & Westerman, D.K. (2015). Sender preferences for feedback delivery: channels, privacy, and synchronicity. Accepted for presentation at the annual conference of the *Central States Communication Association* in Madison, WI.

(b)(6) (2015). The impact of effective leadership communication. Presented at the annual conference of the *Southern States Communication Association* in Tampa, FL.

(b)(6) (2014). Exploring communication accommodation theory as a contributor to source credibility in health messages within the Black community. Presented at the annual conference of the *National Communication Association* in Chicago, IL.

(b)(6) (2014). Exploring communication accommodation theory as a contributor to source credibility in health messages within the Black community. Presented at the Annual Research Symposium of the College of Communication and Information in Knoxville, TN.

(b)(6) Reno, K. M. (2014). The Twitter assignment: Social media as a learning tool. G.I.F.T. Presented at the 84th annual meeting of the *Southern States Communication Association*, New Orleans, LA.

Westerman, C. Y. K. (b)(6), Reno, K. M., & Jenkins, E. W. (2013, November). Voice and silence responses to inequity in workplace friendships. Presented at the annual conference of the *National Communication Association* in Washington, DC.

(b)(6) (2013). I look to you: Religious leaders as social support in the management of uncertainty within the African American community. Presented at the Annual Research Symposium of the College of Communication and Information in Knoxville, TN.

Spence, P.R., Lachlan, K. A., Lin, X., (b)(6), Gentile, C. J., Reno, K. M. (2013). Exploring the impact of ethnic identity through other generated cues on perceptions of spokesperson credibility among Caucasian and African American audiences. Accepted to the 63rd annual meeting of the *International Communication Association* in London, U. K.

(b)(6) (2013). Follow the leader: Using social information processing theory to explore communication of opinion leaders in the Black community. Presented at the 81st annual meeting of the *Central States Communication Association*, Kansas City, KS.

(b)(6) Reno, K. M. (2013). The Twitter assignment: Using social media as lesson application. G.I.F.T. Presented at the 81st annual meeting of the *Central States Communication Association*, Kansas City, KS.

Spence, P.R., Lachlan, K. A., Lin, X., (b)(6) (2013). Intercultural differences in responses to health messages on social media from spokespersons with varying levels of

ethnic identity. Presented at the 81st annual meeting of the *Central States Communication Association*, Kansas City, KS.

Spence, P. R., Lachlan, K. A., (b)(6) & Westerman, D. (2012). Where the gates matter less: Examining social media and credibility in health-related content. Paper presented at the 80th annual meeting of the *Central States Communication Association*, Cleveland, OH.

Beck, A. N., Gentile, C. J., & (b)(6) (2012). Building #ClassroomCommunity through @Twitter. G.I.F.T. presented to the 80th annual meeting of the *Central States Communication Association*, Cleveland, OH.

(b)(6) (2012). The *Law and Order* of identity: An investigation of African Americans in television dramas. Paper presented to the 118th annual meeting of the *Michigan Academy of Science, Arts, & Letters*, Alma, MI.

McIntyre, J.J., Lachlan, K.A., & Spence, P.R., & (b)(6) (2011). Responding to a campus emergency: The impact of alert sources on message speed, learning processes, and perceptions of campus safety. Paper accepted to the 97th annual meeting of the *National Communication Association*, New Orleans, LA.

Professional Memberships

International Communication Association	2012 – Present
National Communication Association	2011 – Present
Central States Communication Association	2010 – Present
Alpha Chi Honor Society	2007 – Present
Southern States Communication Association	2014 – 2017

Awards and Honors

Recognition, Facilitator – Students in Diversity Leadership Program	Spring, 2021
Top Panel – CSCA Communication Education Interest Group	Spring, 2021
Top Paper – CSCA Communication and Technology Interest Group	Spring, 2020
Alpha Delta Pi – Teacher of the Month (November)	Fall, 2019
SAC Bridge Builder Award Nominee	Fall, 2019
RESPOND (Mental Health) Training Certificate	Spring, 2019
Proactive Advisor Service Recognition	2017-2019
Special Recognition of Service – NCA President	2018/2019
Summer Research Grant Recipient (Missouri State University)	Summer, 2017
Special Recognition – 120 Faces of Oakwood University	Spring, 2017
Peer Mentoring Workshop, Participant Recognition	Spring, 2017
Bernard King CCI Scholarship (University of Tennessee)	Spring, 2015
Courage to Climb Award (Student Life, University of Tennessee)	Spring, 2014
ESPN Award of Excellence in Scholarship (University of Tennessee)	Spring, 2013
Recipient, UT Graduate Student Senate Travel Grant	Spring, 2013
All-University Graduate Research and Creative Scholar Award (WMU)	Spring, 2012

School of Communication Excellence in Research Award (WMU)	Spring, 2012	(b)(6)
Recognition of Appreciation – Teaching Assistant Mentor (WMU)	Spring, 2012	
Recipient, NCA Caucus Student Travel Grant	Fall, 2011 & 2015	
Graduate Appreciation Recognition, GSAC	Fall, 2011	

TEACHING CREDENTIALS

Academic Positions

Missouri State University (Springfield, MO)

School of Communication Studies

Assistant Professor, Organizational Communication Fall 2016 – Present

University of Tennessee (Knoxville, TN)

Communication Studies

Graduate Teaching Associate Fall 2013 – Summer 2016

Graduate College

Graduate Diversity Fellow Fall 2012 – Spring 2013

King University (Knoxville, TN)

Department Communication Studies

Lecturer/Interim Director, Communication Summer 2013 – 2016

Western Michigan University (Kalamazoo, MI)

Graduate College

Thurgood Marshall Fellow Fall 2010 – Spring 2012

School of Communication

Graduate Teaching Assistant Fall 2010 – Spring 2012

School of Communication

Graduate Teaching Assistant – Mentor Fall 2011 – Spring 2012

School of Communication

Research Assistant – Dr. Jennifer Machiorlatti May – June, 2011

Instructional Positions

Missouri State University

COM 315 – Advanced Public Speaking Fall 2016 – Spring 2017
Professor

COM 336 – Communication in Organizations Fall 2016 – Present
Professor Summer 2018-2021 (**Online**)

(b)(6)

COM 338 – Communication Strategies for Recruitment in Organizations Professor	Fall 2016 – Present Spring 2020 (Blended)
COM 617 – Comm. & Diversity in the Workplace Professor	Spring 2019 - Present Spring 2020 (Online) Summer 2020/2021
COM 597 – Communication in Healthcare Organizations <i>Special Topics in Communication Course</i> Professor	Fall 2018
COM 702 – Theory and Research in Communication Professor	Spring 2020
COM 712 – Quantitative Analysis in Communication Professor	Fall 2018 – Present
COM 712 – Quantitative Analysis in Communication Professor (Online Course)	Fall 2017 – Spring 2018
COM 736 – Concepts and Analysis of Communication in Organizations (MPS Designation) Professor	Spring 2018 – Present
COM 206 – Intro to Health Communication Professor	Fall 2017 Summer 2018/19 (Online)
COM 507/604 – Health Communication and Culture Professor	Fall 2016
COM 508/608 – Patient Provider Communication Professor	Spring 2017 & 2019
The University of Tennessee	
CMST 240 – Business and Professional Communication Instructor of Record	Fall 2013 – Spring 2014
CMST 312 – Interpersonal Communication Instructor of Record	Summer 2014 – Spring 2015
CMST 342 – Organizational Communication Instructor of Record	Summer 2015, 2016
CMST 354 – Research Methods (Lab) Lab Instructor	Fall 2015 – Spring 2016
CMST 446 – Leadership Instructor of Record	Spring 2016

(b)(6)

Western Michigan University

COM 1040 – Public Speaking-Spring 2012
Instructor of Record 1 section

King University

COM 1040 – Advanced Speech Communication – Summer 2013
Instructor of Record 1 section

COM 3600 – Organizational Communication – Fall 2014
Instructor of Record 1 section

COM 3600 – Organizational Communication-Summer 2015
Instructor of Record – *Online Course* 1 section

COM 3200 – Interpersonal Communication – Fall 2015
Instructor of Record – *Online Course* 1 section

COM 2600 – Intro to Media Communication - Fall 2015
Instructor of Record 1 section

COM 1040 – Advanced Speech Communication – Spring 2016
Instructor of Record 1 section

COM 3600 – Organizational Communication – Spring 2016
Instructor of Record 1 section

Assisted Sections**Western Michigan University**

COM 1000 – Communication and Civic Engagement
Fall 2010, Spring 2011, Fall 2011
Assisting Dr. Chad Edwards 1 Section

Instructional Development**Missouri State University**

Attended Instructional Training for Faculty – MSU
Emphasis: *Inclusive and Responsive Practices in the Classroom* Fall, 2020

Attended Annual Showcase on Teaching – MSU
Emphasis: *Various areas of teaching presented* 2016 – Present

Attended RESPOND Training with Students – MSU
Emphasis: *Mental Health and Suicide in College Students* Spring, 2019

The University of Tennessee

Certificate of Completion – Best Practices in Teaching Program Spring, 2015

UT – Best Practices in Teaching Seminar

Speaker, Experienced Graduate Teaching Associate Panel Fall, 2015

(b)(6)

Andrews University

COMM 510 – Foundations of Communication Theory
 Guest Lecturer (Full Semester)

Fall, 2015

Areas of Instructional Interest

- Organizational Communication
- Communication in Healthcare
- *Special Topics Courses:* Identity, Pop Culture (TV), & Spirituality
- Socialization Processes
- Communication Theory
- Diversity in Communication

SERVICE ACTIVITIES**Service Activities****Missouri State University**

Secretary – Communication Interest Theory Group (2018/2021-Present)

Take record at the annual interest group meeting in Milwaukee, WI. This position will automatically advance to the position of Vice Chair in the following year.

Presenter–Reframing Your Course: Inclusive Strategies for Syllabus Development (Fall, 2020)

Conducted a department-sponsored workshop on strategies for faculty members to use in their syllabi to enhance inclusiveness in the classroom. Workshop covered five areas: *classroom discussion, grading techniques, assignments and learning outcomes, literature and supporting materials, and collegial collaboration.*

Campus Advisor – Phi Beta Sigma Fraternity, & Zeta Phi Beta Sorority, Inc. (2019-Preset)

Provide campus-related assistance and support for NPHC organizations. Supporting students as a campus resource and attending NPHC advisor council meetings.

Member – Inclusive Admissions Committee (Fall, 2020-Present)

Contributed to the changes being made in the Graduate Admissions process at Missouri State University. Specifically, I serve in a roll that looks at the evaluation practices made by department committees or graduate directors.

Presenter–Speaking Up to Bias (sponsored by the CDR, Spring, 2020 & 2021)

Conducted a university-wide seminar on strategies for speaking up against bias communication in the workplace. Information was presented for those who experience it as receivers or as bystanders.

(b)(6)

Reviewer – Communication Studies (2017-Present).

Reviewer of articles within the intercultural communication and source credibility. Articles include topics like mental health conversations in the Black community and channels of communication during crises.

Reviewer – Western Journal of Communication (2020-Present).

Reviewer of articles within the organizational communication and information dissemination. Articles include topics like information during crisis communication events and workplace conflict.

Member – Search Committee (Spring, 2020)

Contributed to the hiring process of a new Vice President for Multicultural Services for Missouri State University. Conducted review of applications, Zoom-interviews, and the scheduling of future on-campus interviews.

Course Developer (Fall, 2019).

Developed a graduate-level course on Communication and Diversity in the Workplace for online graduate students in Brazil. Work with teaching administrators to create material, resources, and effective learning assignments for graduate students.

Proactive Advisor in Communication (2017-Present).

Responsible for a specialty population of advisees within COAL. These students include those identified as first-generation college students, Pell grant eligible, underrepresented students, and students of color.

Member – Search Committee (Fall, 2019)

Contributed to the successful hiring of a new Department Head for Communication. Conducted review of applications, phone-interviews, campus-interviews, and committee meetings.

Faculty Advisor – COM Graduate Student Organization (2018-2019)

Provided guidance and assistance with the MA in COM students as they plan professional/social events. Students also participate in fundraising and assisting the faculty with department events.

Volunteer – Youth Empowerment Summit (October 2018)

Provided guidance and tips on how to manage using social media for 10th graders in the Springfield community. An all-day event, this workshop took place three different times to serve all attendees.

Guest – Victim Interview Program/VIP with Center for Dispute Resolution (2018 – Present)

Participated in this program, which serves the adolescent youth in the Springfield area. As a guest, shared personal memory and reflection as a victim of a crime (theft/robbery).

(b)(6)

Newsletter Editor – Central States Communication Association (2018 – Present)

Responsible for releasing all CSCA sponsored publication, including the main newsletter, candidate supplement, and scholarship supplement. As Editor, this position is also a member of the executive committee.

Guest – Missouri State University Radio Program (April 2, 2018)

Joining Nicki Donnelson on-air, for a segment on proactive advising and first-generation college students. Speaking on their challenges to college life and how faculty are helping retain them and students of color. Show aired on July 17, 2018.

Course Director, COM 260 – Communicating with Cultural Competence (2017-Present).

Responsible for the establishment of a new GenEd course for the university in communication. In charge of all instructors for the course and maintaining data/support for the course's success. Reporting to the supervising committee with evaluation and documentation.

Reviewer – Organizational & Communication Theory Interest Groups, CSCA (October, 2017).

Reviewer of research and panel proposals within the Organizational, and Theory fields of communication. Read and evaluated research papers, and panel proposals, about various topics related to the theme of this year's conference in Milwaukee, WI.

Reviewer – Organizational & Health Communication Division, NCA (April 2017).

Reviewer of research and panel proposals within the Organizational, and Health, fields of communication. Read and evaluated research papers, and panel proposals, about various topics related to the theme of this year's conference in Dallas, TX.

Trained Facilitator– Tough Talks Program (Fall, 2016).

Discussing controversial issues faced in the campus community, including race/ethnicity, sexual assault, patriotism, and other current issues stemming from society. Facilitators are responsible for hosting these talk sessions and maintaining a safe environment to have meaningful conversation.

Presenter – Becoming a Health Communicator (Fall, 2016-2019)

Presenting workshop to 5th grade students at Sherwood Elementary School (STEM – Springfield, MO) on how to be an effective communicator in the doctor's office. Students were able to learn how to have conversations about illness and address their doctor appropriately.

Presenter – Bullying in the Workplace (Fall, 2016/Spring, 2018)

Presenting material at the Center for Dispute Resolution (CDR) dealing with bullying and aggressive behavior in the work environment. This session is a part of the Center's Fall semester lineup of programming for the campus and Springfield communities.

Judge – Vicki Stanton Public Speaking Showcase (Fall, 2016).

Official judge for the final round of the annual public speaking showcase, which features the top five speakers from preliminary rounds.

(b)(6)

Reviewer – Communication Studies, CSCA (December, 2016-Present).

Reviewer of articles within the Organizational, Intercultural, and Health fields of communication. Read and evaluated an article about African-Americans and internet behaviors/usage.

Reviewer – Health Security (December, 2016-2018).

Reviewer of articles within the Health fields that pertain to communication. Read and evaluated articles about information-seeking strategies in the Flint Water Crisis.

Certificate of Completion – Master Advising Workshop (Fall, 2016). Attended and completed a master workshop in advising students in preparation for advising in the Fall 2017 semester. This workshop was a 13-hour, over two days, schedule covering a variety of topics within advising responsibilities.

The University of Tennessee

Presenter – Best Practices in Teaching Program (Fall, 2015).

Discuss issues faced by graduate instructors in and out of the classroom and provide suggestions for success. Answer questions and concerns from students in the seminar. Selected by the graduate college based on evidence of excellence in teaching and previous completion of the program.

Administrator – Research Participation Pool, Department of Communication Studies.

Oversee all required research participation for students participating in basic courses. Manage the department's research pool website and update information.

Presenter – Experienced Graduate Teaching Associate Panel, University-Wide Orientation.

Present and share experiences about the classroom environment as an instructor and graduate student. Answer questions and concerns from new teaching associates. Selected by the graduate college based on evidence of excellence in teaching. (Fall, 2015)

Graduate Student Association Rep., New Graduate Student Orientation (2013 – Present)

Participate in the planning and presenting of the orientation program for new MS and PhD students. Present on behalf of the CCI Graduate Student Association and facilitate discussion on how to successfully matriculate through the program.

Graduate Student Representative, Search Committee – CCI Associate Dean.

Attend all search committee meetings. Meet with all eligible candidates, and evaluate their potential for the position. Responsible for facilitating meetings between each candidate and the graduate student body.

Vice President, Communication Studies – Graduate Student Association (2014 – Present).

Responsible for the planning and development of all academic and professional events for graduate students in the college.

(b)(6)

Reviewer – Eastern Communication Association. Read and evaluate a selected number of submissions for acceptance to the 107th regional convention in Baltimore, MD.

Reviewer – Southeast Colloquium of the Association for Education in Journalism and Mass Communication (AEJMC). Read and evaluate a selected number of submissions for acceptance to the regional convention in Knoxville, TN.

President – College of Communication and Information Graduate Student Association. Organize and manage all social events and academic programming for graduate students in the college. Provide consistent updates on graduate student activity to faculty and staff. Facilitate opportunities for collaborations between faculty and graduate students (2013 – 2014).

Convention Usher – Volunteer, Annual Conference of National Communication Association. Report attendance figures to the appropriate supervisor in the volunteer office at each presentation program. (2011 – 2014)

College of Communication and Information – Dean’s Graduate Student Advisory Committee Participate, as a member, with the college wide council. Duties include recruiting, and creating ways to improve the overall program (2013-2014 School Year).

Chair, Outreach Committee – Graduate Student Association (2013). Responsible for the planning and activities of all events between graduate students and the surrounding communities.

Western Michigan University

Graduate Financial Allocation Committee

Attend meetings, as a department representative, to vote and discuss financial requests and issues pertaining to the graduate student organizations.

Graduate Student Advisory Council

Participate, as a voting member, with the campus wide council for registered graduate student organizations.

Teaching Assistants Union Steward Representative.

Attend meetings to vote and discuss issues and situations pertaining to all graduate university teaching assistants.

Editorial Assistant, Academic Exchange Quarterly (Summer, 2012 Edition)

Organizing and contacting participants for submissions to the selected edition.

Treasurer of Communique, School of Communication Graduate Student Organization.

Responsible for the management and reporting of all financial matters of the organization between members and parent organizations (2012).

(b)(6)

Convention Usher – Volunteer, 97th National Communication Association.

Report attendance figures to the appropriate supervisor in the volunteer office at each presentation program.

Reviewer – Central States Communication Association (Comm. Theory Interest Group)

Read and evaluate a selected number of submissions for acceptance to the 81st annual convention in Cleveland, OH.

Chair – Central States Communication Association (Comm. Theory Interest Group)

Host and introduce presenters, along with their presentation titles, for a session panel the 81st annual convention in Cleveland, OH.

Graduate Student Search Committee (2012)

Review and evaluate candidates for the positions of Chair and Vice Chair for the Graduate Student Advisory Council. This committee also is the primary committee for the selection of the Editor of the Hilltop Review, a graduate publication at Western Michigan University

Oakwood University

Public Relations Advisor – United Student Movement (2008-2009)

Director of all promotion and communication to student body and representative of the student body on executive officer board. Attending meetings and promoting all events and information sponsored by the student government.

Vice President – Alpha Chi Honor Society (2008-2009; Member, 2007-Present)

Director of all fundraising and charity events by the organization. Responsible for student mentoring program.

President – Communication Club (2007-2008; Member, 2005-2009)

Executive director of all meetings and events by the department. Editor of student-run departmental newsletter.

(b)(6)

(b)(6)

EDUCATION

MISSOURI STATE UNIVERSITY, SPRINGFIELD, MO May 2011
Master of Business Administration

MISSOURI STATE UNIVERSITY, SPRINGFIELD, MO May 2009
Bachelor of Science in Marketing - Advertising and Promotion
Cum Laude
Board of Governors Scholar
Honors College

EXPERIENCE

MISSOURI STATE UNIVERSITY 2018 to present

role Per Course Faculty, Marketing

duties Instruct and advise the Missouri State University Advertising Team, MKT 480
Build an experiential learning experience, connecting students with clients to research, create, and implement marketing campaigns with data-driven results

MISSOURI STATE UNIVERSITY Sept 2011 to present

role Web and Marketing Specialist for the VP of Research and Economic Development and International Programs

duties Develop brand identity and strategy for programs sponsored by REDIP
Design and produce communications for said programs
Maintain online presence for all units within REDIP, social and otherwise
Lead staff and student marketing team to carry out strategic campaigns
Develop brand identity and strategy for international student recruitment

MISSOURI CAMPUS COMPACT Aug 2009 to Sept 2011

role Marketing Coordinator

duties Design and create all promotional (online and print) materials
Maintain online presence, social media, and monthly newsletters
Facilitate design, layout, and edits of the *Journal for Public Scholarship in Higher Education*

ELLIOTT LODGING Feb 2010 to July 2011

role Freelance creative direction for strategic branding campaign for Lamplighter Inn & Suites

duties Conduct primary and secondary research on the hotel industry and current customer mix
Develop competitive and unique brand strategy to increase market share
Design new logo, website, print, and promotional materials

EXPERTISE

Adobe Illustrator	Adobe Premiere	Yoast SEO
Adobe InDesign	Microsoft Office	Google Analytics
Adobe Photoshop	WordPress	Google Adwords
Adobe Dreamweaver	WordPress	Facebook Business Manager

(b)(6)

(b)(6)

EDUCATION

Master of Science – Student Affairs in Higher Education 2014
Missouri State University

Bachelor of Science – Public Relations and Professional Writing 2012
Missouri State University

WORK EXPERIENCE

Director, Center for Community Engagement 2021-present
Missouri State University

- Oversee and implement goals and objectives of the Center for Community Engagement, including student learning outcomes, supervision of staff, and community partnerships.
- Provide resources to university students, faculty, and staff for experiential learning and research opportunities.
- Manage a portfolio of more than 60 community agencies based in the Springfield, MO metropolitan area.

Director, Community-Engaged Learning 2014-2020
Missouri State University

- Managed collaborative community engagement, volunteer, service-learning, and immersion experiences for a university community of 24,000+ students, faculty, and staff.
- Oversaw the design of experiential learning activities, assignments, and reflections.
- Coordinated large days of service for the university community.

Program Coordinator, Citizenship and Service-Learning 2013-2014
Missouri State University

- Assisted with the development of service-learning projects and community partnerships.
- Advised prospective and current service-learning students.
- Led trainings for faculty, staff, students, and community agencies about reciprocity.

LEADERSHIP

Director, Bonner Leader Program 2020-present

- Serve as the Founding Director of the Bonner Program at Missouri State
- Engage underrepresented and first-generation students in civic engagement work through community partnerships, education and enrichment, and Federal Work Study.

Director, Bear Pantry 2019-present

- Developed first on-campus food assistance program at the university.
- Address basic needs insecurity among the campus community through distribution of food and hygiene items, health and wellness education, and connections to resources.

Coordinator, Peace Corps Prep 2018-present

- Developed successful proposal for this program to be offered at this university.
- Advise students to assist with building skills for cross-cultural and professional opportunities through undergraduate coursework and leadership.

Director, Pat Walker Missouri Public Affairs Academy 2018-present

- Plan and oversee all aspects of the summer program, including recruitment, academy counselor training, service, speakers, and agenda.
- Implement civic engagement curriculum geared toward Missouri high school students.

Coordinator, Service Immersion Programs	2013-present
<ul style="list-style-type: none"> • Develop alternative break trips connected to social issues, reflection, and active citizenship. • Collaborate with community leaders in the U.S. to develop learning partnerships with students. 	

INSTRUCTION AND FACILITATION

Instructor: First Year Foundations: GEP 101	Fall 2013-2020
Instructor: Leadership Seminar: IDS 101	Spring 2020
Adjunct Faculty: Department of English	
<ul style="list-style-type: none"> • Writing for the Professions: ENG 221 • Writing with Technology: ENG 373 	Fall 2020 2018-2019
Instructor and Program Coordinator: International Culture and Study Abroad: IDS 297	
<ul style="list-style-type: none"> • Monteverde, Costa Rica: Healthy Communities, Sustainability, and Service • Santiago, Republica Dominica: Student Athletes Cultural Immersion 	2016-2019 Summer 2019
Green DOT Facilitator	2015
LeaderShape Facilitator	2015
Distinction in Public Affairs Facilitator	2015, 2016

MEMBERSHIPS AND COMMITTEES

MSU United Way: Board Member	2019-present
Missouri State University Sustainability Advisory Committee: Member	2018-present
St. Jude Up 'til Dawn: MSU Advisor	2017-present
Bears for Sustainability, Living Learning Community: Advisory Board Member	2016-present
Theta Chi Fraternity – Iota Beta: Chair, Chapter Advisory Board	2015-present
MSU Campus Garden: Advisory Board Member	2015-present
Bear Service Team: Advisor	2014-present
NASPA: Member	2013-present
Search Committee Member – TRIO Student Support Services	2020
Springfield Little Theatre: Associate Board Member	2016-2018
Springfield Chamber of Commerce: Network Member	2015-2018
Springfield Rotaract: Member	2015-2018
Springfield Zone Blitz – Civic Engagement: Co-Chair	2016-2017
Big Brothers Big Sisters of the Ozarks: Big Brother Mentor	2014-2017
Search Committee Chair - Associate Director of Student Engagement	2015

OTVTP Implementation & Measurement Plan

You should modify the Implementation & Measurement Plan (IMP) template to the number of goals your specific project requires. For *each* goal in the IMP, create an Implementation Plan table *and* a Measurement Plan table. Please use the definitions provided in the IMP guidance document when crafting your plan. Draft, in the box below, the overarching goal statement for the project. Following completion of the IMP, each grantee is expected to complete the Risk Assessment & Mitigation Plan in Appendix A.

In the Implementation Plan table:

- Type each activity in a separate row; add as many rows as needed.
- Arrange activity rows chronologically by the start date of the activity.
- This IMP should span both years of performance under this grant program.

In the Measurement Plan table:

- Type each performance measure/indicator in a separate row.
- Map each performance measure to the relevant activity
- Include indicators that will help measure the results of the project; it is not necessary to have more than one indicator if that indicator sufficiently measures results.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.
- The information in the “Performance Measures” column of the Measurement Plan should align with the information in the “Anticipated Outputs” column of your Implementation Plan

NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available by DHS for this purpose.

Organization Name	Missouri State University
Project Title	Fuse
Grant Number	DHS-21-TTP-132-00-01
Grant Implementation Period	October 1, 2021-September 30, 2023

Project Goal Statement

Prevent and protect against radicalization to white supremacy through education, bystander empowerment, and community support by countering the us vs. them narrative, informing and empowering bystanders to identify the radicalization process, and enhancing digital literacy to prevent the spread of misinformation and disinformation.

Target Population

Primary target: The inactive population. Approximately 24,000 individuals ages 17-24 enrolled in public or private institutions of higher education. These students are interested in politics, activism, and broad social issues beyond what they learned at home or in high school. They process these issues through meaningful conversations with trusted peers and are looking for avenues to action to engage in the world around them. They're comfortable functioning in online environments socially and academically. However, they desire meaningful engagement with real people, especially after a year of isolation.

Secondary target: Mentors and peers. This group includes approximately 3,000 university faculty and staff, mental health care professionals, spiritual leaders, and family members of the primary target. This group works closely with at-risk youth and are often called upon to hold significant conversations without any real training or resources. They are in a position to help inactive and at-risk youth find ways to be engaged in prevention efforts but may lack the tools or awareness to do so. They could also be the first to notice warning signs of radicalization if properly equipped with knowledge of the process.

Goal 1: Increase individual resilience to make populations less susceptible to risks of targeted violence and terrorism.

Objective 1.1: *Counter the “us vs. them” narrative used by white supremacist groups.*

Objective 1.2: *Increase awareness of personal biases and mitigation processes.*

Objective 1.3: *Inform and empower bystanders to identify radicalization.*

Goal 1 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 1.1:</i>	<i>Activity 1.1.1 Establish a team to conduct The Fuse Podcast.</i>	<i>A team consisting of: two hosts, two producers, and a videographer.</i>		<i>*A podcast series producing 16 episodes that create counter messages to white supremacist narratives.</i>
	<i>Activity 1.1.2 Conduct training for workshop leaders and podcast participants.</i>	<i>Practitioner and scholar expertise.</i>		<i>*Confirmed leaders for workshops and awareness for podcast participants.</i>
<i>Objective 1.2:</i>	<i>Activity 1.2.1 Host in-person Fuse events to spark conversations through a card game.</i>	<i>Boxed card game product, t-shirts, certificates.</i>		<i>* 4 in-person Fuse events</i>
	<i>Activity 1.2.2 Host community/specialized workshops for organizations, or community groups.</i>	<i>Trained workshop leaders.</i>		<i>*1 workshop every other quarter</i>
<i>Objective 1.3:</i>	<i>Activity 1.3.1 Promote the use of an educational toolkit for identifying radicalization.</i>	<i>Toolkit materials, web space, and promotional marketing space.</i>		<i>*100% increase in engagement and completion with materials.</i>

Goal 1 MEASUREMENT PLAN

Activity #	Performance Measures	Data Collection Method and Timeframe
<i>Activity 1.1.1</i>	Number of podcast episodes produced for the series. <i>Target: 16 Podcast episodes</i>	*Count the number of episodes produced each quarter. 2 episodes produced in each quarter, one hour each.
<i>Activity 1.1.2</i>	Number of podcast participant and workshop leaders who complete workshop. <i>Target: 100% increase in trained workshop leaders and podcast participants.</i>	*Document completion of each participant in workshop training. Name, date, and time collected in Q1.
<i>Activity 1.2.1</i>	Number of in-person Fuse events <i>Target: 25% of participants apply an insight</i>	*Count the number of attendees at each fuse event and keep record after each event. Happening in the 2 nd , 4 th , 6 th , and 8 th quarters.
<i>Activity 1.2.2</i>	Number workshops provided to the community <i>Target: 100% increase in community workshops</i>	* Follow-up surveys of workshop participants at the end of Q4, Q6, and Q8.
<i>Activity 1.3.1</i>	An increase of online traffic and engagement with toolkit materials <i>Target: 40% of participants provide an insight</i>	*Participant web registration is recorded and tracked and used to measure against past attendance.

Goal 2: Increase resilience to narratives on recruitment and radicalization to violence.

Objective 2.1: *Enhance digital literacy to prevent the spread of misinformation.*

Objective 2.2: *Build understanding of the radicalization process, risk factors, warning signs, and protective measures.*

Goal 2 IMPLEMENTATION PLAN

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 2.1:</i>	<i>Activity 2.1.1 Establish and maintain online training toolkit for professional development.</i>	<i>Practitioner and scholar expertise, web and content development.</i>	<i>Q1 development, with maintenance Q2-Q8</i>	<i>Informational toolkit modules on digital literacy with training materials, access to related resources, and online assessment.</i>
	<i>Activity 2.1.2 Conduct online training and issue Fuse Certification for workshop leaders, organizations, or community groups.</i>	<i>Practitioner and scholar expertise, web and content development, certificates, promotional marketing space.</i>	<i>Q2-Q8</i>	<i>100% increase in engagement and completion with materials.</i>
<i>Objective 2.2:</i>	<i>Activity 2.2.1 Build and connect local prevention networks with existing community partners.</i>	<i>A team consisting of: two community liaisons and scholar/practitioner support.</i>	<i>Q1-Q2 development, additional relationship management Q3-Q8.</i>	<i>Enhanced online toolkit and access to training materials to build understanding of the radicalization process and protective factors.</i>
	<i>Activity 2.2.2 Establish and maintain online radicalization and deradicalization training toolkit.</i>	<i>Practitioner and scholar expertise, web and content development.</i>	<i>Q1 development, with maintenance Q2-Q8</i>	<i>Informational toolkit module on the radicalization process, risk factors, warning signs, and protective measures with training materials, access to related resources, and online assessment.</i>
	<i>Activity 2.2.3 Establish partnerships with local organizations.</i>	<i>A team consisting of: two community liaisons and scholar/practitioner support.</i>	<i>Q1-Q2 development, additional relationship management Q3-Q8</i>	<i>Increased access to local resources related to mental health, social services, and diversity, equity, and inclusion efforts.</i>

Goal 2 MEASUREMENT PLAN

Activity #	Performance Measures	Data Collection Method and Timeframe
<i>Activity 2.1.1</i>	Increased use of digital literacy toolkit materials. <i>Target: 75% increase in web traffic to training module</i>	*Develop online training toolkit modules (Q1-Q2). Measure web traffic to module content and online assessment (Q3-Q8).
<i>Activity 2.1.2</i>	Number of individuals who complete digital literacy assessment materials. <i>Target: 400 stakeholders complete module</i>	*Document completion of each participant in online toolkit training. Measure post-assessment success for each participant. (Q1-Q8)
<i>Activity 2.2.1</i>	Develop two primary partnerships and three secondary partnerships throughout the community. <i>Target: 5 community partnerships with Fuse</i>	*Develop one primary partnership and two secondary partnerships (Q1-Q4). Develop one primary and one secondary partnership (Q5-8).
<i>Activity 2.2.2</i>	Increased use of the radicalization process and deradicalization toolkit materials. <i>Target: 75% increase in web traffic to training module</i>	*Develop online training toolkit modules (Q1-Q2). Measure web traffic to module content and online assessment (Q3-Q8).
<i>Activity 2.2.3</i>	Build partnership agreements with local organizations who co-sponsor and support Fuse efforts. <i>Target: 2 Fuse Certified organizations</i>	*Enter into agreements with two primary partners who have completed the Fuse Toolkit as an organization, participated in a Fuse workshop, and implemented the Fuse Card Game into organizational structure to become a Fuse Certified organization (Q5-Q8).

APPENDIX A: RISK MANAGEMENT PLAN

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization’s control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

Risk Identified	Risk Analysis (brief assessment of the impact the identified risk could/would have on the project)	Risk Management Plan (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
Shortage of qualified training staff and student employees.	If Fuse is unable to build a full training team we will miss opportunities to share training with a broad network of university students and community leaders.	Fuse will collaborate with campus partners to engage Bonner Scholars with opportunities for meaningful service as part of the Fuse team.
Participants lack sufficient time to complete training and apply key takeaways to their work.	If participants are not able to engage in Fuse training and apply newly gained knowledge in professional and personal settings, we will see fewer individuals engaged in efforts to counter radicalization to white supremacy.	Fuse will identify key participants to maintain high levels of engagement who hold influence among colleagues to encourage active participation, sharing and completion.
Partners are unable to collaborate and share resources.	If community partners are unable to collaborate and share resources with Fuse we will miss out on valuable opportunities to provide access to key local resources.	Fuse will build and maintain close relationships with select partners to ensure quality partnerships and access to local resources.
COVID-19 prevents in-person training and collaboration.	Continued COVID-19 precautions and restrictions will prevent in-person training opportunities.	Missouri State University will continue to follow CDC recommendations for health and safety and build upon online training modules to offer alternative virtual training.



May 20, 2021

Office of Prevention Programs and Partnerships
U.S. Department of Homeland Security
2703 Martin Luther King Jr. Ave SE
Washington, DC 20593

Dear Peer Review Members,

I am writing on behalf of Missouri State University in support of their proposal for the U.S. Department of Homeland Security Targeted Violence and Prevention grant program. I strongly support their grant application and innovative "FUSE" campaign.

Missouri State University (Springfield, MO) Ad Team students, as a part of the DHS Invent2Prevent (I2P) program, developed FUSE to reduce targeted violence and terrorism in their community. Invent2Prevent is an EdVenture Partners and McCain Institute for Leadership experientially focused program sponsored for the U.S. Department of Homeland Security. The program requires student teams to develop an initiative, product or tool based on both primary and secondary research into their chosen issue and target audience. Through their research, Missouri State University Ad Team team members elected to create and implement a campaign that prevents and protects against radicalization to white supremacy through education, bystander empowerment, and community support countering the "Us vs. Them" narrative used for recruitment.

As white supremacists growing violent propaganda is being used to radicalize people all over the U.S., the FUSE team seeks to sustain their efforts beyond the program's completion due to their steadfast determination to make a long lasting, positive impact on their community.

The importance of prevention programs cannot be overstated; in order to stop the spread of targeted hate and terrorism it is imperative we reach individuals prior to prejudice being indoctrinated into a persons' belief systems. If positive, impactful conversation surrounding these topics are not happening at home or in peer groups, I believe our schools can help bridge this gap with a program such as FUSE.

As CEO of EdVenture Partners for the last 31 years, I have seen many student teams create impactful content through our programs. Several of these teams have gone on to continue their initiatives and become very successful, mitigating various forms of targeted hate and terrorism. I deeply believe the Missouri State University team has the knowledge, expertise, and ability to do the same.

I respectfully encourage your selection of the Missouri State University proposal, designed to prevent and protect against radicalization to white supremacy. America needs novel solutions to this problem, and FUSE delivers exactly that.

Sincerely,

(b)(6)

Tony Sgro
CEO & Founder



Missouri State[™]

U N I V E R S I T Y

5/20/21

To whom it may concern:

My name is Dr. Michael Suttmoeller and I am the Director of the Graduate Certificate in Homeland Security and Defense at Missouri State University. In this capacity, I teach a variety of undergraduate and graduate level courses in homeland security, terrorism and extremism. I have also participated in research on far-right extremist groups and violence through projects funded through the National Consortium for the Study of Terrorism and Responses to Terrorism (START), which is a Department of Homeland Security Emeritus Center of Excellence.

This past spring, I had the opportunity to be involved with the Missouri State Ad Team and their Fuse campaign which was participating in the DHS Invent2Prevent Challenge. At the time of this letter, they are one of four finalists in the competition. During their campaign, they worked to prevent radicalization to white supremacy by countering the "us vs. them" mentality, enhanced digital literacy, provided insights into the radicalization process and warning signs and also identified possible methods to prevent radicalization. They did this through a series of podcasts, a card game that assists the players in starting meaningful conversations on tough topics, hosted an event on the Missouri State University campus and created a toolkit that consists of five interactive modules covering topics such as identifying radicalization, mitigating biases, white supremacy, misinformation and digital literacy, and deradicalization. Additionally, they have been very adept at utilizing social media to promote their campaign and have been able to expand the reach of their campaign beyond the university and local community.

Their campaign has been well received by both students and members of the local community. Because of the positive response to the podcasts, card game and toolkit, the Missouri State Ad Team is applying for a Fiscal Year 2021 Targeted Violence and Terrorism Prevention grant funded through the Department of Homeland Security to continue this important work. Being awarded one of these grants will allow the campaign to continue beyond the current competition and not only continue to reach members of the local community, but also expand and develop other means to reach people around the globe. This campaign has already been successful, and funding by the Department of Homeland Security would allow this already successful campaign to be even more successful. Because of the success already demonstrated, I believe this is a project worthy of grant funding and I support the project without reservation and encourage the Department of Homeland Security to fund this important work.

Sincerely,

(b)(6)

Michael J. Suttmoeller PhD

Department of Criminology and Criminal Justice

901 South National Avenue • Springfield, Missouri 65897

417-836-3799 • Fax 417-836-3200

Criminology.MissouriState.edu



TO: Review and Selection Personnel for Grant # DHS-21-TTP-132-00-01

FROM: Brette Steele, Senior Director of Preventing Targeted Violence

DATE: May 23, 2021

RE: Letter of Support for "FUSE"

I am writing in strong support of Dr. Stephen Spates' proposed targeted violence and terrorism prevention project, "FUSE" for the FY2021 Targeted Violence and Terrorism Prevention (TVTP) Grant Program.

The proposed project builds on an initiative developed in the Invent2Prevent university competition, which is sponsored by the U.S. Department of Homeland Security's Center for Prevention Programs and Partnerships. This application seeks to prevent and protect against radicalization to white supremacy through education, bystander empowerment, and community support. by (1) countering the us vs. them narrative, (2) informing and empowering bystanders to identify the radicalization process, and (3) enhancing digital literacy to prevent the spread of misinformation and disinformation.

I currently serve as Senior Director of Preventing Targeted Violence at the McCain Institute for International Leadership. In this role, I am building a nation-wide Prevention Practitioners Network, managing the Invent2Prevent university project with EdVenture Partners, and advising state and local governments on policies and initiatives for targeted violence prevention. Previously, I served as Regional Director of the DHS Office of Terrorism Prevention Partnerships, established and served as Deputy Director for the U.S. Countering Violent Extremism Task Force, and coordinated all terrorism prevention initiatives across the U.S. Department of Justice. In each of these capacities, I have developed subject matter expertise in preventing domestic violent extremism.

Dr. Stephen Spates leads this project on behalf of Missouri State University. Part of his research agenda focuses on exploring source credibility of information disseminated in the Black community. He has published research in academic journals such as Southern Communication Journal, Communication Studies, Howard Journal of Communications, Frontiers in Communication, and Communication Research Reports. Dr. Spates puts his research into application through community workshops on diversity communication, family dynamics, and spiritual communication. He has partnered with several Springfield community organizations as well as campus organizations like the Center for Dispute Resolution. His success in the community has grown with the opportunity to consult at the corporate level.

I commit to supporting the project and will assist FUSE and Dr. Spates in raising awareness, providing subject matter expertise, and facilitating connections amongst the violence prevention community. After their participation in the Spring 2021 semester, I am confident the project will be able to achieve their goals. In sum, I highly recommend that the Department of Homeland Security fund this important project.

Thank you for your consideration of this proposal.

Sincerely,

(b)(6)

Brette Steele
Senior Director of Preventing Targeted Violence
McCain Institute for International Leadership