

Reviewer Checklist

Internal reviewers should answer these questions and check that the answers align with how the author completed this form. If the reviewer answers any questions above differently than the author, then STOP and contact the author for clarification.

Self-check questions:

<p>1. Does this address a public policy issue? Review of these outputs ensures MSU Extension principles and guidelines for public policy education are followed. Examples may include:</p> <ul style="list-style-type: none"> • Medical marijuana ballot initiative • Change of Michigan’s Right to Farm law • New federal nutrition labeling requirements • Modifications of pesticide label • Adding/removing animals to/from threatened or endangered list • Change of local zoning ordinance • Youth selling animals at auction 	<p>YES. See sub-questions.</p> <p>NO. See question 2.</p>	<p>Public policy sub-questions:</p> <table border="0"> <tr> <td>Yes</td> <td>No</td> <td>Does this provide opportunities and support for citizens to understand various dimensions of the issue provided?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Does this identify the array of perspectives on the issue?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Does this provide fair and balanced attention to each perspective?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Does this refrain from taking a position on the issue?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Does this follow the recommendations presented in <u>Public Policy Education Principles and Guidelines for MSU Extension?</u></td> </tr> </table> <p>If you answered NO to any sub-questions above, please contact the author for clarification.</p>	Yes	No	Does this provide opportunities and support for citizens to understand various dimensions of the issue provided?	Yes	No	Does this identify the array of perspectives on the issue?	Yes	No	Does this provide fair and balanced attention to each perspective?	Yes	No	Does this refrain from taking a position on the issue?	Yes	No	Does this follow the recommendations presented in <u>Public Policy Education Principles and Guidelines for MSU Extension?</u>
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<p>2. Does this make recommendations for individual, organizational, business or community action? Review of these outputs ensures recommendations are appropriate for the intended audience, location or practice. Examples may include:</p> <ul style="list-style-type: none"> • Pest control • Livestock management • Wildlife protection • Diet or exercise • Financial management • Food safety • Parenting/caregiving practices • Child or youth development • Volunteer management practices 	<p>YES. See sub-questions.</p> <p>NO. See question 3.</p>	<p>Recommendations sub-questions:</p> <table border="0"> <tr> <td>Yes</td> <td>No</td> <td>Does this provide the rationale for the recommendation?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Is the recommendation appropriate for the target audience?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Is the recommendation geographically appropriate?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Does this explain evidence that the recommendation is appropriate?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Are the recommendation and the following consequences made clear?</td> </tr> </table> <p>If you answered NO to any sub-questions above, please contact the author for clarification.</p>	Yes	No	Does this provide the rationale for the recommendation?	Yes	No	Is the recommendation appropriate for the target audience?	Yes	No	Is the recommendation geographically appropriate?	Yes	No	Does this explain evidence that the recommendation is appropriate?	Yes	No	Are the recommendation and the following consequences made clear?
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<p>3. Does this report and/or interpret research results? Review of these outputs ensures that the research followed sound scientific practice and communication is appropriate for the intended audience. Examples may include:</p> <ul style="list-style-type: none"> • Reports of field trial results • Summary of published research report or journal article • Sharing of original research results 	<p>YES. See sub-questions.</p> <p>NO. See next section.</p>	<p>Research results sub-questions:</p> <table border="0"> <tr> <td>Yes</td> <td>No</td> <td>Was the research conducted using sound research practice?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Is the interpretation of the research results accurate?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Are the results clearly communicated?</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Are the implications of the research or the reason for its importance clearly communicated?</td> </tr> </table> <p>If you answered NO to any sub-questions above, please contact the author for clarification.</p>	Yes	No	Was the research conducted using sound research practice?	Yes	No	Is the interpretation of the research results accurate?	Yes	No	Are the results clearly communicated?	Yes	No	Are the implications of the research or the reason for its importance clearly communicated?			
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Considerations for Reviewer

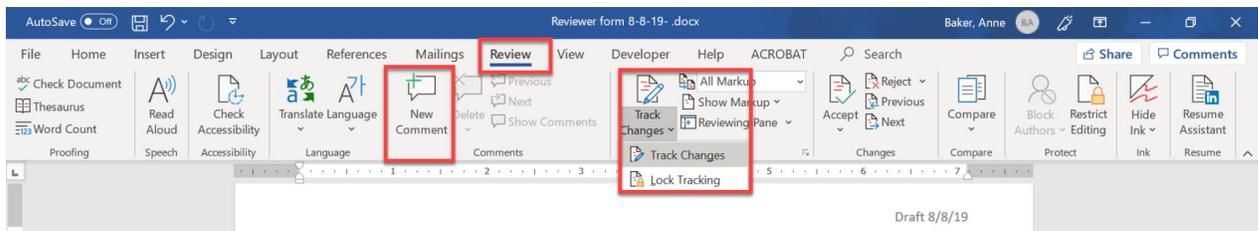
The below document is meant to guide your review process. You are not required to submit this form. Please incorporate any feedback you have for the author(s) using the Track Changes and commenting options in Microsoft Word.

Role of Reviewer

You were chosen for review because of your content-area expertise. Your objective is to review for content and rigor, appropriacy for audience, organization/logic and clarity. While reviewers are welcome to suggest edits for style, spelling, grammar, punctuation and other mechanics, please keep in mind that materials will be copy-edited prior to publication.

Using Track Changes and Comments

Turn on Track Changes on the "Review" tab by selecting Track Changes>Track Changes. The "Review" tab also includes the option to add comments. Select the "New Comment" option to add reviewer comments to a text.



If you prefer to track changes and comments in Google Docs, please see this [link](#) for editing instructions.

As you review, use the following checklist as a guide:

Focus on Content

- Content is research based.
- Content is unbiased (add definition)
- Materials build upon existing research and knowledge and not duplicate existing materials.
- Topic is appropriate, useful and interesting to the target audience.
- The most important points are given adequate discussion.
- If appropriate, a call to action is clear and explicit.

Focus on Organization and Logic

- The main idea(s) are apparent.
- Claims or main points are adequately and logically supported.
- Paragraphs flow together and are sequenced appropriately.

Focus on Clarity

- Writing is clear and easy to understand.
- The level of the writing is appropriate for the audience.
- Writing is clear and concise.*

*Keep in mind that good writing is not necessarily writing for a higher level of readers. For more information on this topic, see the [Global Center for Food Systems Innovation's videos](#) on communicating science and research.

Reviewer name: _____ Reviewer affiliation: _____

- I acknowledge that my name will appear as a reviewer. I may be contacted for additional follow-up as necessary.