

FORM D – IV A INSTRUCTION, continued

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

1. Undergraduate and Graduate Credit Instruction:

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

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number of Assistants **	Notes
			Lec	Rec	Lab			
FS17	████ 840	3	1			32	0	First time teaching this course, and with an emphasis on group / active learning
FS17	████ 990	2	1			1	0	Independent study
US17	████ 232:730	2	1			13	1	Teaching supervision only, PhD student taught class under my direction
SS17	████ 991	3	1			4	0	PhD student special topics course
SS17	████ 491:601	3	1			10	0	Team taught with ECE Prof. I taught the second half of the course.
FS16	████ 840	3	1			32	0	Flipped classroom model
FS16	████ 990	2	1			1	0	Independent study
SS16	████ 991:001	1	1			2	0	PhD student special topics course
FS15	████ 840	3	1			31	0	
US15	████ 232:730	2	1			7	1	Teaching supervision only, PhD student taught class under my direction
FS14	████ 840	3	1			31	0	
SP14	████ 490:002	1	1			1	0	Independent Study
SP14	████ 990:001	3	1			1	0	Independent Study
US14	████ 990:001	3	1			1	0	Independent Study

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

“Acoustic Analysis of the Voice.” (October 2017). The Fall Voice Pre-Conference: The Voice Evaluation. Fall Voice Conference. Washington, DC.

“Grant Re-Submission Workshop.” (Dec. 2015). Sparrow Center for Innovation and Research & Trifecta Initiative. Michigan State University.

“Vocal Dosimetry: What Can Be Learned?” (Nov. 2015). Seminars in Professional Voice Use. Sponsored by University Rehabilitation Center for Communication Disorders (University Hospital of Antwerp) and the Flemish SLP Association.

“Acoustics Primer and Vocal Communication.” (Oct. 2015). Michigan State University: Audio Enthusiasts and Engineers. East Lansing, MI

“Responsible Conduct in Research: Peer Review Process.” (Feb. 2015). Graduate Students Seminar: College of Communication Arts and Sciences. Michigan State University.

FORM D – IV A INSTRUCTION, continued

“Responsible Conduct in Research: Collaborative Research.” (Feb. 2015). Graduate Students Seminar: College of Communication Arts and Sciences. Michigan State University.

“Recovery from Fatigue.” (Jan. 2015). University of Pittsburgh Medical Center: Voice Grand Rounds. Pittsburgh, PA.

“Teachers and Their Response to Environment.” (Jan. 2015). University of Pittsburgh Medical Center: Voice Grand Rounds. Pittsburgh, PA.

“Voice across the Life Span” (Jan. 2015). University of Pittsburgh Medical Center: Voice Grand Rounds. Pittsburgh, PA.

“Occupational Vocal Health: Current Trends, Tools and Future Directions.” With CS Glaskill, (November 2014). American Speech-Language-Hearing Association (ASHA) Convention. Orlando, FL.

“Pathway to [REDACTED] (Oct. 2014). [REDACTED] Confab. MSU. East Lansing, MI.

“Perceived Vocal Effort and Vocal Recovery.” (March 2014). Michigan State Hearing Association (MSHA). 75th Jubilee: Celebrating the Past, Moving Toward Our Future. Kalamazoo, MI.

“Fifty Year Progression of Age-Related Voice Characteristics in a Non-Pathological Voice (and Other Interesting Speech Things...)” (Sept. 2013). MSU – NSSHLA Chapter Meeting.

“Recording and Spectra: Basics Useful in the Singing Studio.” (Aug. 2013). 2013 Singers Workshop: Training with Technology. Salt Lake City, UT.

“A Bit about How the Voice Works: Propagation and Perception.” (Aug. 2013). 2013 Singers Workshop: Training with Technology. Salt Lake City, UT.

3. Academic Advising:

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

Undergraduate: 0

My academic home department [REDACTED] does not have an undergraduate major but it does have a minor (introduced in 2015) which is utilized to prepare students for [REDACTED] graduate school admission requirements. Formal advising of the undergraduate students for the minor is conducted via the advising office within the College of Communication Arts and Sciences. Nevertheless, I have had opportunities to work with undergraduate students both formally and informally.

First, because most of the focus of the [REDACTED] undergraduate experience is to create the foundation knowledge for [REDACTED] graduate studies (primarily training future speech pathologists), I have often advised students (30+ since 2013) in these preparations, including discussing career options or coursework and writing recommendations. This pattern continued in a more formal manner when the minor was introduced in 2015, and I became the Undergraduate Program Director in my role as Associate Chair of the [REDACTED] Department. In this role, I continued to counsel and advise students who needed guidance in their program of study and preparing for [REDACTED] graduate school.

Further, after my 1st year at MSU, the MSU student chapter of the National Student Speech Language Hearing Association asked that I be their faculty advisor. In that role, I worked with the 8-member board, which guides approximately 65 members in their chapter.

Without a department major, there is not a ready source of students to mentor or advise. However, I have viewed this as an opportunity to recruit undergraduate students from other majors (30+ since 2013), particularly because many are interested (or could be interested with exposure) in pursuing graduate [REDACTED] degrees. Without a major, I could not act as the named advisor for undergraduate students for capstone papers or Honor’s theses, but I have gladly mentored students with their research.

- I have worked with 9 students to develop proposals for the Undergraduate Research Award, an award to fund mentored research. Further, one of these students has applied for and received this award for 2 consecutive years.

FORM D – IV A INSTRUCTION, continued

- I have provided opportunities in my lab for 2 students supported through MI-LSAMP and ENSURE, as well as another student to receive a professorial assistantship through the Honors College.
- I have been the primary de facto mentor on 5 senior project committees, 1 undergraduate honors thesis (Psychology) and 4 Senior capstone papers (Linguistics).

As a result of my work with undergraduate students, 45 papers/presentations (see Addendum I) have been written or presented at regional/national conferences (often with multiple student authors on a paper/presentation). In addition, most of these students have chosen to pursue further graduate work, many under my mentorship. Other evidence for this area, which are available, includes [1] notifications of funded mentorships; [2] emails from students asking to participate in research; and [3] emails/cards from students stating their appreciation for my time and assistance.

ACADEMIC ADVISING

Professorial Assistant, Honors College, MSU

[REDACTED]

2015 – 2016

Undergraduate Research Award, College of Comm. Arts & Sciences, MSU

[REDACTED] Communications	2016-18
[REDACTED] Communications	2016-17
[REDACTED] Communications	2016-17
[REDACTED] Communications	2016-17
[REDACTED] Communications	2016-17
[REDACTED] Media & Information	2015-16
[REDACTED] Psychology	2014-15
[REDACTED] Linguistics	2014-15
[REDACTED] Urban Planning	2013-14
[REDACTED] Communications	2013-14

MI-LSAMP* & ENSURE‡ Supported Research

[REDACTED] Computer Science and Engineering	Summer 2014
[REDACTED] Computer Science	Summer 2014

* Michigan Louis Stokes Alliance for Minority Participation *increases the number of underrepresented minority students earning baccalaureate degrees in STEM fields and prepare them for entry into graduate programs. All students required to participate in MI-LSAMP annual Undergraduate Research Symposium.*

‡ Engineering Summer Undergraduate Research Experience *funds full-time summer employment for students to work on faculty-guided research projects.*

Graduate: 0

When I came to MSU, the [REDACTED] department was just beginning to revive its doctoral program, having only 2 PhD students at the time. Immediately after accepting my position here, I recruited a student to come to MSU for doctoral studies. Because of the clinical focus of his desired research, he first entered MSU [REDACTED] master's program so he is now in the 2nd year of his PhD coursework. I recruited a 2nd doctoral student who also began his training in 2016. Under my mentorship, both students have been productive with presentations and publications at regional/national conferences (see Addendum I). Further, I have worked with them to understand the importance of research funding and developing collaborations. For example, one of them has written seven research proposals (grants and fellowships) in the past year, receiving funding for one. Furthermore, these students have developed collaborations with other doctoral students in the department, recently submitting a proposal for a foundation fellowship and preparing another federal grant for submission. Finally, both have had research highlighted in media (e.g., <http://msutoday.msu.edu/news/2017/diagnosing-concussions-with-voice-research/>).

FORM D – IV A INSTRUCTION, continued

In addition to my own doctoral students, I have also served on 4 other doctoral committees (1 current). Similar to my perspective with undergraduate students, I have willingly mentored students for whom I am not the primary advisor. For example, soon after coming to MSU, I served on the doctoral committee for a student from the University of Kansas who sought me out for my expertise in his research interests; because his named advisor did not have experience in the components of his research I served in a de facto role. Further, I became the primary mentor for another candidate's dissertation research because (1) it fell underneath my funded research projects; and (2) her dissertation chair had already accepted a position at another university.

I have also been serving as the PhD Program Director in the [REDACTED]. My responsibilities were to quite simply revive our department's doctoral program. When I took on this role, we had 4 PhD students in the program; since then, 1 has graduated, with 12 currently in the program. I meet regularly with these students (usually twice each semester) to counsel them in their course selection (each course plan is individual to student), program requirements (e.g. lab rotations, teaching experience), and career objectives.

In the department MA program, 2 department members serve as formal academic advisors to all of MA students. Nevertheless, I have been involved in general advising to MA students, participated in annual student progress discussions, and served on review boards for the program oral exams that each non-thesis student must complete (~10/year).

Because a thesis is optional track for MA students in our department, there are a limited number of students who choose this pathway each year. Nevertheless, since 2013, I have chaired 5 MA thesis committees (3 current, 2 completed) and served on 5 additional committees. In addition, a Master's student from the prestigious Polytechnic University of Turin (Italy) came to MSU to conduct his thesis research in my laboratory.

As a result of my work with graduate students (PhD and MA), 51 papers/presentations (see Addendum I) have been published or presented at regional/national conferences (often with multiple student authors on a paper/presentation). In addition to these papers/presentations, evidence for this area (which are available) includes [1] notifications of funded mentorships; [2] emails from students asking to participate in research; and [3] emails/cards from students stating their appreciation for my time and assistance.

COMMITTEES (chairperson of committee, *italics*)

Doctoral Dissertation

[REDACTED], MSU	2017 – <i>present</i>
[REDACTED], MSU	2016 – <i>present</i>
[REDACTED], MSU	2016 – <i>present</i>
[REDACTED] (transfer)	2013 – 2015
[REDACTED], Vocal Pedogogy, University of Kansas	2011 – 2014
[REDACTED] Sciences, University of Arizona	2009 – 2011

Graduate Thesis

[REDACTED], MSU	2016 – <i>present</i>
[REDACTED], <i>nga</i> , Communication Sciences & Disorders, MSU	2016 – <i>present</i>
[REDACTED], MSU	2016 – <i>present</i>
[REDACTED], MSU	2015 – 2017
[REDACTED], MSU	2015 – 2017
[REDACTED], MSU	2015 – 2017
[REDACTED], MSU	2014 – 2016
[REDACTED], MSU	2014 – 2016
[REDACTED], MSU	2013 – 2015
[REDACTED], MSU	2013 – 2015

Graduate/Professional: 0

FORM D – IV A INSTRUCTION, continued

Other: 6

Since coming to MSU, I have been approached by many post-docs to be mentored in my lab; I have had 3 join my lab; an additional one is currently seeking funding to join my lab. Two of these post-docs have accepted positions at other universities (one as a researcher in Great Britain; the other in a tenure-track position at the U. of Illinois), and the third is currently in negotiation with a university from her home country. Further, I have provided mentorship for early faculty members on a formal and informal basis, including two early faculty members who asked me to be a named mentor in funded research. Finally, I regularly provide advice/counsel to other researchers, particularly related to research technology.

As a result of my work with post-doctoral fellows and transitioning/early researchers, 85 papers/presentations (see Addendum I) have been written or presented at regional/national conferences. In addition to these papers/presentations, evidence for this area, which are available to the [REDACTED] Department Tenure and Promotions committee, includes [1] notifications of funded mentorships; [2] emails from young faculty asking me to mentor them; [3] emails asking for research assistance/advice; and [4] emails/cards expressing appreciation for my advice and assistance.

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

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees				

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

	Masters	Doctoral	Professional
Number of students currently enrolled or active	3	2	
Number of graduate committees during the reporting period	5	2	
Degrees awarded during the reporting period	2	0	
Degrees awarded during career	2	0	

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

LIST OF INSTRUCTIONAL WORKS FROM REPORTING PERIOD ('13 – '17)

Textbook Chapters

[redacted] and [redacted]. (in press). Voice Production. in [redacted] (ed). La Voz Normal y Patológica. Editorial Medica Panamerica. (Spanish textbook).
[redacted] (2017). Sources Filter Theory. in Comparative Bioacoustics; Bentham., ed [redacted]
[redacted]. (2015). Perceptual Features in Singing, in: The Oxford Handbook of Singing. Oxford University Press, [redacted]

Workshops, Grand Rounds, & Seminars

"Acoustic Analysis of the Voice." (October 2017). The Fall Voice Pre-Conference: The Voice Evaluation. Fall Voice Conference. Washington, DC.
"Grant Re-Submission Workshop." (Dec. 2015). Sparrow Center for Innovation and Research & Trifecta Initiative. Michigan State University.
"Acoustics Primer and Vocal Communication." (Oct. 2015). Michigan State University: Audio Enthusiasts and Engineers. East Lansing, MI.
"Responsible Conduct in Research: Peer Review Process." (Feb. 2015). Graduate Students Seminar: College of Communication Arts and Sciences. Michigan State University.
"Responsible Conduct in Research: Collaborative Research." (Feb. 2015). Graduate Students Seminar: College of Communication Arts and Sciences. Michigan State University.
"Recovery from Fatigue." (Jan. 2015). University of Pittsburgh Medical Center: Voice Grand Rounds. Pittsburgh, PA.
"Teachers and Their Response to Environment." (Jan. 2015). University of Pittsburgh Medical Center: Voice Grand Rounds. Pittsburgh, PA.
"Voice across the Life Span" (Jan. 2015). University of Pittsburgh Medical Center: Voice Grand Rounds. Pittsburgh, PA.
"Pathway to CSD." (Oct. 2014). Department of Communicative Sciences and Disorders CSD Confab. MSU. East Lansing, MI.
[redacted]. (November 2014). "Occupational Vocal Health: Current Trends, Tools and Future Directions." 2014 American Speech-Language-Hearing Association (ASHA) Convention. Orlando, FL.
[redacted] (March 2014). "Perceived Vocal Effort and Vocal Recovery." Michigan State Hearing Association (MSHA). 75th Jubilee: Celebrating the Past, Moving Toward Our Future (MSHA Annual Conference).
"Fifty Year Progression of Age-Related Voice Characteristics in a Non-Pathological Voice (and Other Interesting Speech Things...)" (Sept. 2013). MSU – NSSHLA Chapter Meeting.

5. Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

INDEPENDENT STUDY PROJECTS (individual and group)

(* graduate students, π received award for research, ‡ 2+ yrs in lab)

[redacted], Communications [redacted] linguistics
[redacted] undeclared [redacted] man Devel & Family
[redacted] Linguistics [redacted] Psychology

FORM D – IV A INSTRUCTION, continued

<p>kins, undeclared Psychology undeclared Psychology Business s, Computer Science left, Linguistics d, Interdisciplinary Studies Communication Communication Communication , Communication ecial Education a & Information , Linguistics Honors College CSD</p>	<p>π * ‡ ██████████ <i>2015 Contributions to Research (MA) Award</i> * ██████████ CSD π * ‡ ██████████ π ‡ ██████████ Psychology <i>Best Poster Award, MSHA 2015</i> ‡ ██████████ Linguistics ‡ ██████████ Media & Info. Tech. * ‡ ██████████, CSD ██████████, Linguistics ██████████, Psychology * ██████████ CSD * ‡ ██████████, CSD * ██████████, Linguistics ‡ ██████████, Linguistics ██████████, Urban Planning ██████████, Communications</p>
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HIGHLIGHTED MEDIA REPORTS (Translating Technical Research for Public Instruction)

“6 Voice Changes That Can Occur Well After You’ve Hit Puberty.” (March 22, 2017). Men’s Health. (by ██████████).

“Lung Function May Influence Risk of Vocal Fatigue for Female Teachers.” (May 26, 2016). Medical News Today. (by ██████████).

“Weaker Lungs May Affect Vocal Health of Women.” (May 26, 2016). (Yahoo News India)

“Women Teachers Are More Likely to Suffer from a Croaky Voice because They’ve Got Weaker Lungs.” (May 25, 2016). The Daily Mail. (by ██████████).

“Teachers, Especially Women, Are Prone to Vocal Damage, Research Finds.” Education Week. (May 25, 2016). (by ██████████).

“The Profession’s Youngest Researcher Gets His Break at Convention.” (Dec. 2014). The ASHA Leader. (by ██████████, Assistant Managing Editor). Vol. 19. p. 22-23.

“5 Ways Not to Sound Old: Simple Strategies to Help You Improve Your Voice.” (Aug. 28, 2014). AARP Media. (by ██████████, freelance writer).

“Hunter Advances Research on Vocal Health.” (2014). Communicator. College of Communication Arts & Sciences.

“Talking Till It Hurts: Tips on How to Protect Your Voice.” (July 8 & Aug. 18, 2014). Current State (WKAR Radio, Public Radio, MSU): East Lansing, MI. (by ██████████).

“Listening Carefully to Voice Changes.” (Sept 28, 2012). The New York Times. (by ██████████).

“Hoarse Teachers Find Talking Is an Occupational Hazard.” (Sept. 23, 2011). MSNBC.com. (by ██████████, Senior Health Reporter & Editor).

“The Fading Voices of Authority.” (Oct. 26, 2011). The Telegraph: Macon, GA. (by ██████████).

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

FORM D-IV B:

1. List of Research/Creative Works:

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

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

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

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

2. Quantity of Research/Creative Works Produced:

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

	1	2	3	4	5	6	7	8
During the reporting period		3		40	0	157	0	1
During career		5		106	2	220	2	34

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

During the reporting period: 3 During career: PI:2, sub-contract PI: 5, see CV & osp.msu.edu

4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

WORKS/GRANTS IN PROGRESS OR UNDER REVIEW

Grants in Progress/Review:

Title “Imaging Changes in Speech Motor Networks following Voice Treatment in Patients with Parkinson’s Disease”
 Role: Principal Investigator, Subcontract
 Partners UTHSC College of Medicine (PI), University of Louisiana, University of Memphis
 Source: National Institutes of Health (NIDCD R01DC016313)
 Submitted: November 2017 cycle

Furthermore, I am currently preparing a competitive renewal for my current large NIH project (NIDCD R01DC012315), for which I expect to receive a no-cost extension until 2019. The aims have been mapped out, and we are continuing to conduct necessary preliminary studies.

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

Works in Review/Progress:

1. [REDACTED] (in review). What work related factors influence the use of voice amplification in the classroom? [REDACTED]
2. [REDACTED]. (in review). Vocal effort, load and fatigue in virtual acoustics, PLoS One.
3. [REDACTED]. (in review). Estimation of measurement uncertainty of vocal dosimeters. [REDACTED].
4. [REDACTED]. (in review). Vocal Fry among bilingual English-Spanish speakers: Differences and associated factors. [REDACTED]
5. [REDACTED]. (in review). Work-related communicative profile of radio broadcasters. A case study. [REDACTED]
6. [REDACTED] (in review). Epidemiologic profile of occupational diseases among Colombian teachers: Associated factors and social consequences. *Ciência & Saúde Coletiva*. (journal of the Brazilian Association of Public Health).
7. [REDACTED] (in review). The effect of pulmonary function on the incidence of vocal fatigue among teachers. [REDACTED]
8. [REDACTED]. (in review). An experimental investigation of room-acoustic influences on the speaking voice. [REDACTED]
9. [REDACTED] (in review). Comparison of pitch strength with perceptual and other acoustic metric outcome measures following medialization laryngoplasty. [REDACTED].
10. [REDACTED]. (in preparation). Speech level and fundamental frequency variations in virtual acoustics. [REDACTED]
11. [REDACTED] (in preparation). Relationship between psychosocial stress elicited by the trier social stress test and fundamental frequency, sound pressure level and voice quality in young adults. [REDACTED]
12. [REDACTED]. (in preparation). A perceptual analysis of speech following concussions. *Neuroscience/J. Neurotrauma*.
13. [REDACTED] (in preparation). Sensitivity analysis to determine gender differences in simulated voice production. *Comp Meth Biomech and Biomed Eng*
14. [REDACTED]. (in preparation). Voice Production Effects Due to Extreme Reverberation Times in Real Rooms. [REDACTED]
15. [REDACTED] (in preparation). Reproducibility of Voice Parameters: The Effect of Room Acoustics, Background Noise, and Equipment. [REDACTED]
16. [REDACTED]. (in preparation). Objective Measures of Voice in the Identification of Individuals with Mild Traumatic Brain Injury (Concussion)
17. [REDACTED] (in preparation). Assessing the Acoustic Characteristics of Rooms: Tutorial and Example. Perspectives

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

EXAMPLES OF PEER RECOGNITION (WITHIN AND OUTSIDE THE UNIVERSITY)

1. Fellow of [REDACTED] Society of America
2. Symposium Organizing Co-Chairperson, The 12th International Conference on [REDACTED] Physiology and Biomechanics ([REDACTED])
3. College of Fellows Steering Committee, [REDACTED] Society of America
4. Advisory Board (appointed international position), The [REDACTED] Foundation
5. National Coordinating Committee (elected position), American Speech-Language-Hearing Association (ASHA), Special Interest Group ([REDACTED])
6. International Advisory Board, International Conference on Advances in Quantitative [REDACTED] Research ([REDACTED])

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

FORM D-IV C:

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

SCHOLARLY/PROFESSIONAL ORGANIZATION, LEADERSHIP

Symposium Organizing Co-Chairperson, The 12th Int'l Conf. on Voice Physiology and Biomechanics (ICVPB)

College of Fellows Steering Committee, Acoustical Society of America

Advisory Board (appointed international position), The Voice Foundation

National Coordinating Committee (elected position), American Speech-Language-Hearing Association (ASHA)

Special Interest Group (SIG) 3 (Voice and Voice Disorders), 2015 Continuing Education Peer-review Board

Chief Information Officer, Executive Officer Committee, Pan American Vocology Association (PAVA)

Inaugural Association Steering Committee

EDITORIAL

Associate Editor, Proceedings of Meetings on Acoustics (Acoustical Society of America) 2014 – present

Editorial Board, Logopedics Phoniatrics Vocology (British Voice Foundation) 2013 – present

Ad Hoc Reviewer 2001 – present

Annals of Otolaryngology; Annals of Otology, Rhinology & Laryngology; ASME Journal of Biomechanical Engineering; Computers in Biology and Medicine; Folia Phoniatrica et Logopaedica; Hearing Research; Journal of the Acoustical Society of America; Journal of the American Aging Association; Journal of Biomechanics; Journal of Speech, Language, and Hearing Research; Journal of Voice; Logopedics Phoniatrics Vocology; SIG 3, Perspectives on Voice and Voice Disorders; Speech Communications; IEEE.

Temp. Associate Editor, Journal of Speech, Language, and Hearing Research 2013, 2015, 2016

Editorial Board, International Journal of Research in Choral Singing 2004 – 2016

GRANT & AWARD REVIEWS

Award Reviewer, Graduate Women in Science Fellowship (GWIS) Program 2017

Award Reviewer, Acoustical Society of America 2016, 2017

Raymond H. Stetson Scholarship in Phonetics and Speech Science

Award Reviewer, Elsevier and The Voice Foundation (co-sponsors) 2016, 2017

The Sataloff Award for Young Investigators

Grant Reviewer (Ad Hoc), National Institutes of Health 2016

NIDCD fellowship review panel

Award Reviewer, Acoustical Society of America 2014 – 2015

Best Paper Award (168th - 170th Mtgs), Speech Communication Technical Committee

Award Reviewer (Ad Hoc), National Institutes of Health 2014

Ruth L. Kirschstein National Research Service Award (NRSA), NIH-NIDCD

Grant Reviewer (Ad Hoc), National Institutes of Health 2014

Communications Disorders Review Committee (CDRC), NIH-NIDCD

Award Review Committee, National Association of Teachers of Singing (NATS) 2014

Poster Paper Session, 54th NATS Convention (Boston, MA).

Grant Reviewer 2012

Fundação para a Ciência e Tecnologia (FCT, The Foundation for Science and Technology)

Ministério da Educação e Ciência (Ministry of Education and Science): Portugal

Grant Reviewer 2011

National Fund for Scientific & Technological Development (FONDECYT), Santiago Chile

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

Grant Reviewer (Ad Hoc), National Institutes of Health Special Emphasis Panel (SEP), Biobehavioral and Behavioral Processes (BBBP); Biobehavioral Mechanisms of Emotion, Stress, and Health (MESH)	2009
Grant Reviewer (Ad Hoc), National Institutes of Health Special Emphasis Panel (SEP), Vascular Cell and Molecular Biology Study Section (VCMB),	2009
Grant Reviewer (Ad Hoc), National Institutes of Health Special Emphasis Panel (SEP), Biobehavioral and Behavioral Processes (BBBP-D)	2005
Grant Reviewer (Ad Hoc), Canada Foundation for Initiative (CFI) New Initiatives Fund	2005

CONFERENCE & SYMPOSIUM COMMITTEES

Scientific Committee The International Conference on Voice Physiology and Biomechanics (ICVPB)	2015 – present
International Advisory Board International Conference on Advances in Quantitative Laryngology, Voice & Speech Research (AQL)	2013 – present
Technical Program Committee Member 4th ACM Workshop on Mobile Systems for Computational Social Science with ACM UbiComp (Osaka)	2015
Symposium Organizing Committee Inaugural Pan American Vocology Association (PAVA) Symposium	2014 – 2015
Scientific Committee 54th National Association of Teachers of Singing (NATS) Convention (2014). Boston, MA	2013 – 2014
Advisory Committee XXII Annual Pacific Voice Conference, AGH, Krakow, Poland	2013 – 2014
Committee Member ([REDACTED]) 2014 ASHA Convention	2013 – 2014
Scientific Committee The 10th International Conference on Voice Physiology and Biomechanics (ICVPB)	2012 – 2014

ADVISORY

Developer & Webmaster [REDACTED] Communication Technical Committee, [REDACTED] Society of America	2011 – present
Director, [REDACTED] Archives, National Center for [REDACTED]	2013 – present

b. Service within the University:

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

[REDACTED] Collage of Comm Arts & Sciences	2017 – present
Director, [REDACTED] Research ([REDACTED])	2017 – present
Health and Risk Communication Center	2013 – present
University Committee on Academic Governance	2016 – 2017
Associate Chairperson, Department of Communicative Sciences and Disorders	2015 – 2017
Faculty Senate, Michigan State University	2015 – 2017
University Council, Michigan State University	2015 – 2017
Trifecta Intellectual Leaders Governing Committee, Trifecta Initiative	2014 – 2017
Chairperson (elected position), College Advisory Council	2014 – 2017
Faculty Advisor, National Student Speech Language Hearing Association (MSU)	2014 – 2017
Chairperson, Faculty Search Committee (Posting # 0009, 2 positions)	2015 – 2016

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

Faculty Retention Committee, CAS	2015 – 2016
Musicians Wellness Team	2013 – 2016
Interim Associate Chairperson, Department of [REDACTED]	2015
[REDACTED] Department Chairperson Search Committee (Posting # 0650, successful hire)	2015
Chairperson, Faculty Search Committee (Posting # 0009, successful hire)	2014 – 2015
Faculty Search Committee (Posting # 0098, Big Data and Health, Dept. of Media & Information)	2014 – 2015
ASHA Continuing Education Administrator, CSD Dept	2014 – 2015
Department Advisory Committee	2013 – 2014
Department Curriculum Committee	2013 – 2014
College Advisory Council	2013 – 2014
Dean Search Committee (College of Comm. Arts & Sciences)	2014
Chairperson, Faculty Search Committee (Posting #s 8347 & 8348, successful hires)	2013 – 2014
Chairperson, Post-doctoral Search Committee (Posting # 8600, 2 successful hires)	2013 – 2014

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

2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

FORM D - IV D ADDITIONAL REPORTING

FORM D-IV D:

1. Evidence of Other Scholarship:

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

2. Integration across Multiple Mission Functions:

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

One of the ways that I have integrated these multiple functions in my academic work is through my efforts with students in my lab. Since coming to MSU, I have had dozens of students ask to work with me. Each time a new student joins my lab, I encourage her/him to first learn teamwork by assisting with existing research projects. I ask each to be open to a research path that fits his/her interests and future goals. We then develop together a related supervised project—always with an end product in mind (a poster, presentation or paper). As a result of my work with undergraduate students and MA/PhD students, over dozens of papers/presentations have been written or presented at regional/national conferences (often with multiple student authors on a paper/presentation).

Additionally, I try to expose my own students to cross-disciplinary research experiences, and as a result my research benefits. Since coming to MSU, my research assistants and post-doctoral fellows have come from psychology, communications, linguistics, urban planning, vocal performance, packaging, pre-medicine, recording, and engineering. The variety of majors has helped the group appreciate the valuable synergy which stems from such diverse collaborations. This was driven home recently when, during a discussion of a screening index commonly used in [REDACTED] research studies, a Psychology student introduced a more robust methodology she had recently learned about in an upper-level psychology course.

Also, I am also currently the Director for the [REDACTED], bringing together MSU’s Colleges of [REDACTED]. This initiative provides opportunities and incentives for faculty members to create genuine transdisciplinary collaborations between the three colleges, with the goal of fostering the full potential of cutting-edge research and writing federal funding proposals.

Finally, I worked to bring an international conference to MSU campus: the International Conference on [REDACTED] Physiology and Biomechanics ([REDACTED]). This biennial conference, which dates back to 1980, is a key international forum for current scientific research on the [REDACTED]; it is scheduled for [REDACTED] of [REDACTED]. In my role as the chairperson of the organizational committee, I have integrated faculty members, doctoral students and post-doctoral researchers into the planning and organizing. It has been a unique opportunity to show these future researchers a new perspective of the conferences which will be essential to their future career goals. Further, MSU has been particularly suited to host this conference given the range of specialties which we have been able to integrate into the meeting (e.g., [REDACTED] [REDACTED]y). Because of the relatively short distance (within ½ day drive) of several internationally known researchers, as well as an international airport hub close, all of the keynote speakers accepted our invitation to participate.

3. Other Awards/Evidence:

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

FORM D - IV E GRANT PROPOSALS

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

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
I. Instruction							
II. Research/Creative Activity							
Grantor: MSU Trifecta Initiative	SP15	\$8500	<input type="checkbox"/>	\$8500	<input type="checkbox"/>	0	Yes
Focus: Improving Speech Intelligibility and Vocal Health by Controlling Background Noise in the Classroom							
Grantor:NIH / BYU primary	7/1/2013	\$250,609	<input type="checkbox"/>	\$250,609	<input type="checkbox"/>	\$250,609	Yes
Focus: Influence of Subglottic Anatomy on Voice Production							
Grantor: Griffin Laboratories (G0459I)	2/16/2014	\$4255	<input type="checkbox"/>		<input checked="" type="checkbox"/>		Yes
Focus: VocaLog2 Estimation of dB logging reliability and repeatability							
Grantor: NIH	4/1/2013	\$2,245,872	<input type="checkbox"/>	\$2,245,872	<input type="checkbox"/>	\$2,245,872	Yes
Focus: Gender Differences and Speech Accommodation in Occupational Settings							
Grantor: NIH	6/1/2016	\$100,000	<input type="checkbox"/>		<input checked="" type="checkbox"/>		Yes
Focus: Admin Supplement: Gender Differences and Speech Accommodation in Occupational Settings							
Grantor: NIH	9/1/2017	\$436,636	<input type="checkbox"/>		<input checked="" type="checkbox"/>		██████████
Focus: Voice and noise doses among teachers: what are acceptable limits?							

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

FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
Grantor: NIH	7/1/2017	\$465,000	<input type="checkbox"/>		<input checked="" type="checkbox"/>		[REDACTED]
Focus: Classroom acoustics for enhancing students' understanding when a teacher suffers from voice problems							
Grantor: NIH / subcontract from BYU	7/1/2017	\$478,861	<input type="checkbox"/>	\$56,828	<input type="checkbox"/>	\$56,828	Yes
Focus: Imaging and influence of glottic and subglottic anatomy in healthy and stenotic patients [note that this proposal was funded for the first year (hence the amount listed) and notification has now come in that the full 5 years will be funded. But only the first year is currently reflected in OSP, hence the first year budget is all that is listed]							
III. b Service – Broader Community							
i. MSU Extension							
ii. Professional/Patient Care Activities							
iii. International Studies and Programs							
vi. Urban Affairs Programs							
v. Other							

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

MAU Organization Name: COLLEGE OF COMMUNICATION ARTS SCIENCES

Investigator	Contact Role Description	PI Unit	Award ID	Institutional Proposal Number	Proposal Status Description	Project Title	Activity Type	Sponsor Name	Prime Sponsor Name	Create Date	Requested Start Date	Requested End Date	Direct Cost Total	F&A Cost Total	Total Cost	Organization Document Number	Investigator Crd Type Description
[REDACTED]	Principal Investigator	10010084 - COMMUNICATIVE SCIENCES DISORDERS CAS	[REDACTED]	[REDACTED]	Pending	Enhancing Treatment Effects of Voice Therapy Using Non-Invasive Brain Stimulation	Research	University of Tennessee	N/A	10/30/2017	07/01/2018	06/30/2023	\$536,635.28	\$258,204.16	\$794,839.44	[REDACTED]	F&A Allocation
[REDACTED]	Principal Investigator	10010084 - COMMUNICATIVE SCIENCES DISORDERS CAS	[REDACTED]	[REDACTED]	Funded	Imaging and influence of glottic and subglottic anatomy in healthy and stenotic patients	Research	Brigham Young Univ	National Inst of Health	9/20/2017	09/01/2017	08/31/2018	\$36,663.18	\$20,164.73	\$56,827.91	[REDACTED]	F&A Allocation
[REDACTED]	Principal Investigator	10010084 - COMMUNICATIVE SCIENCES DISORDERS CAS	[REDACTED]	[REDACTED]	Pending	Imaging and influence of glottic and subglottic anatomy in healthy and stenotic patients	Research	Brigham Young Univ	N/A	6/30/2017	04/01/2018	03/31/2023	\$224,559.00	\$116,286.00	\$340,845.00	[REDACTED]	F&A Allocation
[REDACTED]	Co-Investigator	10010084 - COMMUNICATIVE SCIENCES DISORDERS CAS	[REDACTED]	[REDACTED]	Pending	Voice and noise doses among teachers: what are acceptable limits?	Research	National Inst of Health	N/A	2/13/2017	09/01/2017	08/31/2020	\$300,000.00	\$136,636.00	\$436,636.00	[REDACTED]	F&A Allocation
[REDACTED]	Principal Investigator	10010084 - COMMUNICATIVE SCIENCES DISORDERS CAS	[REDACTED]	[REDACTED]	Pending	Imaging and influence of glottic and subglottic anatomy in healthy and stenotic patients	Research	Brigham Young Univ	National Inst of Health	10/28/2016	07/01/2017	06/30/2022	\$308,942.00	\$169,919.00	\$478,861.00	[REDACTED]	F&A Allocation
[REDACTED]	Co-Investigator	10010084 - COMMUNICATIVE SCIENCES DISORDERS CAS	[REDACTED]	[REDACTED]	Pending	Classroom acoustics for enhancing students' understanding when a teacher suffers from voice problems	Research	National Inst of Health	N/A	10/25/2016	07/01/2017	06/30/2020	\$300,000.00	\$165,000.00	\$465,000.00	[REDACTED]	F&A Allocation
[REDACTED]	Principal Investigator	10010084 - COMMUNICATIVE SCIENCES DISORDERS CAS	[REDACTED]	[REDACTED]	Expired/unfunded	Admin Supplement: Gender Differences and Speech Accommodation in Occupational Settings	Research	National Inst of Health	N/A	3/4/2016	06/01/2016	05/30/2017	\$65,147.00	\$34,853.00	\$100,000.00	[REDACTED]	F&A Allocation
[REDACTED]	Principal Investigator	10010084 - COMMUNICATIVE SCIENCES DISORDERS CAS	[REDACTED]	[REDACTED]	Funded	Gender Differences and Speech Accommodation in Occupational Settings	Research	National Inst of Health	N/A	3/20/2014	04/01/2014	03/31/2018	\$1,619,753.00	\$414,658.00	\$2,034,411.00	[REDACTED]	F&A Allocation
[REDACTED]	Principal Investigator	10010084 - COMMUNICATIVE SCIENCES DISORDERS CAS	[REDACTED]	[REDACTED]	Expired/unfunded	VocaLog2 Estimation of dB logging reliability and repeatability, part 2	Research	Griffin Laboratories	N/A	2/18/2014	02/16/2014	03/30/2014	\$2,772.00	\$1,483.00	\$4,255.00	[REDACTED]	F&A Allocation
[REDACTED]	Principal Investigator	10010084 - COMMUNICATIVE SCIENCES DISORDERS CAS	[REDACTED]	[REDACTED]	Funded	Influence of Subglottic Anatomy on Voice Production	Research	Brigham Young Univ	National Inst of Health	12/30/2013	08/16/2013	06/30/2014	\$167,159.00	\$86,450.00	\$253,609.00	[REDACTED]	F&A Allocation

Total No of Proposals: 10

Selected Institutional Proposal Create Date: Between Jan 3, 2011 and Nov 30, 2017

Selected MAU Unit: No MAU Selected

Select Department: No Department is Selected

Selected Unit Level Org: No Unit Level1 Org is Selected

Selected Investigator: [REDACTED]

Selected Sponsor: No Sponsor Selected

Selected Prime Sponsor: No Prime Sponsor Selected

Selected Proposal Status: Pending, Funded, Not Funded, Expired/unfunded

Selected Level 1 Org for Sponsor Hierarchy: No Level 1 Org for Sponsor Hierarchy is Selected

Selected Additional Columns: No Additional Column Selected



Sponsored Programs Administration

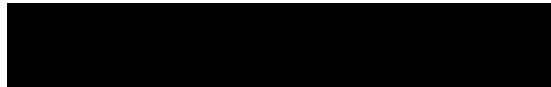
Office of Sponsored Programs | Contract and Grant Administration

Profile: Proposals

App Number	Project Title	Action
██████	Influence of Subglottic Anatomy on Voice Production	View »
██████	VocaLog2 Estimation of dB logging reliability and repeatability, part 2	View »
██████	Gender Differences and Speech Accommodation in Occupational Settings	View »
██████		View »
██████	Admin Supplement: Gender Differences and Speech Accommodation in Occupational Settings	View »
██████	Voice and noise doses among teachers: what are acceptable limits?	View »
██████	Classroom acoustics for enhancing students' understanding when a teacher suffers from voice problems	View »
██████	Imaging and influence of glottic and subglottic anatomy in healthy and stenotic patients	View »
██████	Voice and noise doses among teachers: what are acceptable limits?	View »

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Profile: Awards

App Number	Project Title	Action
██████	Influence of Subglottic Anatomy on Voice Production	View »
██████	Gender Differences and Speech Accommodation in Occupational Settings	View »
	Imaging and influence of glottic and subglottic anatomy in healthy and stenotic patients	View »

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