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*.

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

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.


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


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


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 does not have an undergraduate major but it does have a minor (introduced in 2015) which is utilized to prepare students for 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 undergraduate experience is to create the foundation knowledge for 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 Department. In this role, I continued to counsel and advise students who needed guidance in their program of study and preparing for 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 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.
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
Professor Assistant, Honors College, MSU
2015 – 2016

Undergraduate Research Award, College of Comm. Arts & Sciences, MSU
Communications 2016-18
Communications 2016-17
Communications 2016-17
Communications 2016-17
Media & Information 2015-16
Psychology 2014-15
Linguistics 2014-15
Urban Planning 2013-14
Communications 2013-14

MI-LSAMP* & ENSURE† Supported Research
Computer Science and Engineering Summer 2014
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 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 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/).
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 . 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**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Institution</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MSU</td>
<td>2017-</td>
</tr>
<tr>
<td></td>
<td>MSU</td>
<td>present</td>
</tr>
<tr>
<td></td>
<td>MSU</td>
<td>2016-</td>
</tr>
<tr>
<td></td>
<td>transfer</td>
<td>present</td>
</tr>
<tr>
<td></td>
<td>University of Kansas</td>
<td>2013-2015</td>
</tr>
<tr>
<td></td>
<td>Sciences, University of Arizona</td>
<td>2011-2014</td>
</tr>
<tr>
<td></td>
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<td>2009-2011</td>
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</table>

**Graduate Thesis**

<table>
<thead>
<tr>
<th>Committee</th>
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<th>Years</th>
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<tbody>
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<td></td>
<td>MSU</td>
<td>2016-</td>
</tr>
<tr>
<td></td>
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<td>present</td>
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<tr>
<td></td>
<td>msu</td>
<td>2016-</td>
</tr>
<tr>
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<td></td>
<td>msu</td>
<td>2015-</td>
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<tr>
<td></td>
<td>msu</td>
<td>2017-</td>
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<tr>
<td></td>
<td>msu</td>
<td>2015-</td>
</tr>
<tr>
<td></td>
<td>msu</td>
<td>2017-</td>
</tr>
<tr>
<td></td>
<td>msu</td>
<td>2014-</td>
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<tr>
<td></td>
<td>msu</td>
<td>2016-</td>
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<tr>
<td></td>
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<td>2013-</td>
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<td></td>
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<td>2015-</td>
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<td></td>
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<td>2013-</td>
</tr>
<tr>
<td></td>
<td>MSU</td>
<td>2015-</td>
</tr>
</tbody>
</table>

**Graduate/Professional: 0**
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 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):

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of current undergraduate advisees</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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

<table>
<thead>
<tr>
<th></th>
<th>Masters</th>
<th>Doctoral</th>
<th>Professional</th>
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</thead>
<tbody>
<tr>
<td>Number of students currently enrolled or active</td>
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<td>2</td>
<td></td>
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<tr>
<td>Number of graduate committees during the reporting period</td>
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<tr>
<td>Degrees awarded during the reporting period</td>
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</tr>
<tr>
<td>Degrees awarded during career</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
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**


**Workshops, Grand Rounds, & Seminars**

- “Responsible Conduct in Research: Collaborative Research.” (Feb. 2015). Graduate Students Seminar: College of Communication Arts and Sciences. Michigan State University.
- “Pathway to CSD.” (Oct. 2014). Department of Communicative Sciences and Disorders CSD Confab. MSU. East Lansing, 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.

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] undeclared
- [Redacted] Linguistics
- [Redacted] man Devel & Family Psychology

14
HIGHLIGHTED MEDIA REPORTS (Translating Technical Research for Public Instruction)
“Lung Function May Influence Risk of Vocal Fatigue for Female Teachers.” (May 26, 2016). Medical News Today. (by [Unreadable]).
“Weaker Lungs May Affect Vocal Health of Women.” (May 26, 2016). (Yahoo News India)
“Teachers, Especially Women, Are Prone to Vocal Damage, Research Finds.” Education Week. (May 25, 2016). (by [Unreadable]).
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.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
<th>6</th>
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<tbody>
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<td>During the reporting period</td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>During career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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.
Works in Review/Progress:
1. (in review). What work related factors influence the use of voice amplification in the classroom?
3. (in review). Estimation of measurement uncertainty of vocal dosimeters.
8. (in review). An experimental investigation of room-acoustic influences on the speaking voice.
9. (in review). Comparison of pitch strength with perceptual and other acoustic metric outcome measures following medialization laryngoplasty.
11. (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.
EXAMPLES OF PEER RECOGNITION (WITHIN AND OUTSIDE THE UNIVERSITY)
1. Fellow of Society of America
2. Symposium Organizing Co-Chairperson, The 12th International Conference on Physiology and Biomechanics
3. College of Fellows Steering Committee, Society of America
4. Advisory Board (appointed international position), The Foundation
5. National Coordinating Committee (elected position), American Speech-Language-Hearing Association (ASHA), Special Interest Group
6. International Advisory Board, International Conference on Advances in Quantitative Research
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 Otology; 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.

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

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

ADVISORY
Developer & Webmaster 2011 – present
  Communication Technical Committee, Society of America
Director, Archives, National Center for Communication Disorders 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).

Director, College of Comm Arts & Sciences 2017 – present
    Health and Risk Communication Center 2017 – 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
Faculty Retention Committee, CAS 2015 – 2016
Musicians Wellness Team 2013 – 2016
Interim Associate Chairperson, Department of [redacted] 2015
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
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 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 Physiology and Biomechanics. 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]). 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.*

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<th>Pending</th>
<th>$ Amt Funded</th>
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<th>Principal/Co-Investigators (if not faculty candidate)</th>
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<td><strong>II. Research/Creative Activity</strong></td>
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*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.
<table>
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<th>$ Amount Requested</th>
<th>Status</th>
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*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. Service – Broader Community**

1. MSU Extension

**II. Professional/Patient Care Activities**

**III. International Studies and Programs**

**vi. Urban Affairs Programs**

**v. Other**

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# Proposal Search

**Generated on: Nov 30, 2017**

**MAU Organization Name:** COLLEGE OF COMMUNICATION ARTS SCIENCES

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<th>Investigator</th>
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<th>Award ID</th>
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<th>Proposal Status Description</th>
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<th>Activity Type</th>
<th>Sponsor Name</th>
<th>Prime Sponsor Name</th>
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<th>Requested Start Date</th>
<th>Requested End Date</th>
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**Total No of Proposals:** 10
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# Profile: Proposals

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<td>Vocal.log2 Estimation of dB logging reliability and repeatability, part 2</td>
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<td>Gender Differences and Speech Accommodation in Occupational Settings</td>
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<td>Admin Supplement: Gender Differences and Speech Accommodation in Occupational Settings</td>
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<tr>
<td></td>
<td>Voice and noise doses among teachers: what are acceptable limits?</td>
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<td>Classroom acoustics for enhancing students' understanding when a teacher suffers from voice problems</td>
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