

FORM D - IV A INSTRUCTION

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

1. Undergraduate and Graduate Credit Instruction:

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

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number of Assistants **	Notes
			Lec	Rec	Lab			

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.

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

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

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:

n/a

Graduate:

Medical students mentored (18): service project (1), LMU project (3), MD-PH research project (5), CAAM research project (8), extracurricular research project (1)

MA student mentor (University of Western Ontario)

Conference Presentations arising from grad student work: 6 (including 3rd Place recognition at ATPR)

Graduate/Professional:

n/a

Other:

n/a

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

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

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

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

FORM D – IV A INSTRUCTION, continued

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.

n/a

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).

Invited Course Lectures: 23 during reporting period, 41 during career (broken down in D-IV A 1 - Undergraduate and Graduate Credit Instruction).

Course Evaluations collected from 103 students at 8 guest lectures yielded an average teaching effectiveness score of 4.68/5.00. Compare to scores of 4.44, 3.89, and 4.50 for 3 full courses as a graduate instructor and scores of 4.69, 4.67, and 4.37 (all on 5.00 scales) for 3 most recent graduate teaching assistant assignments.

Selected student comments:

"This presentation was excellent and well presented. The implications presented for the Flint community and its issues are applicable to other communities as well." -Fall 2016

"Dr. [REDACTED] has done an extensive amount of work and research on this topic. He has done an exceptional job and he is a fantastic speaker." -Fall 2016

[REDACTED] was amazing! Such a great teacher. He knew his content very well, and communicated it very effectively." -Spring 2017

"I loved this talk! Dr. [REDACTED] was engaging and gave all the relevant moving parts in the time he was given- I was really impressed he could cover such a broad topic in that time and go through the lab." -Spring 2017

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

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

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

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

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

2. Quantity of Research/Creative Works Produced:

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

	1	2	3	4	5	6	7	8
During the reporting period	0	3	0	18	0	31	0	3
During career	0	3	0	28	0	50	0	15

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

During the reporting period: 1 PI, 4 Co-PI, 4 Co-I During career: same

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).

Citations on Publications: 401 during reporting period, 449 during career

Invited Non-Academic Research Presentations: 28 during reporting period, 44 during career

Best Paper of the Year, AJPH Editor’s Choice Awards, 2016

Inaugural Ut Prosim Scholar Award, Virginia Tech University, 2016

Research and service activities featured in university, local, state, and national media 73 times since the start of appointment (full list in Portfolio) - includes 3 interviews on Michigan Public Radio and 7 appearances on MSU Today.

*Attestation of research quality included on attached pages

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

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

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

Healthy Flint Research Coordinating Center Co-Lead, MSU (2017-present)
Flint Branch of the National Collaborative for Health Equity (2016-present)
Strategic Planning Committee, UMF Urban Health and Wellness Center (2015)

Judge, FAME Community Research Forum (2015, 2017)
Session Organizer & Abstract Reviewer, American Public Health Association (2016, 2017)
Journal Article Reviews: 43 during reporting period, 90 during career
Academic/Scholarship Competition Reviews: 3 during reporting period, 3 during career

Member: American Public Health Association (2015-present) and Association of American Geographers (2010-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).

Health Equity Research Summer Scholars Program Mentor, MSU (2017-present)
'Our Table. Food @ MSU' Advisory Board, MSU College of Ag & Natural Resources (2017-present)
Health Equity Initiative, Big Ten Academic Alliance (2017-present)
Hiring Committee for C.S. Mott/GII Positions, MSU Division of Public Health (2016-present)
Stakeholder Advisory Board, MSU Division of Public Health (2015-present)
Participant, MSU Extension Issues Identification Meeting (2015)

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.

Flint Design Studio, University Avenue Corridor Coalition (2017-present)
Health Improvement Steering Committee, Greater Flint Health Coalition (2017-present)
Steering Committee, North Flint Food Market (2017-present)
Flint Partner Group, Science Education Partnership Award (2016-present)
Leadership Board, edible flint Local Food Collaborative (2016-present)
Policy Committee, Safe and Active Genesee for Everyone (SAGE) Coalition (2015-present)
Community and Data Committees, Speak to Your Health! Survey (2015-present)

WOW Outreach Community Action Network (2015-2017)
Organizational and Access & Ed Workgroups, edible flint Local Food Collaborative (2015-2017)
State Emergency Operations Center Committee on Flint Water Crisis (2016)
Flint Food System Initiative Evaluation Team, Community Foundation of Greater Flint (2015-2016)
Community Education Initiative, Crim Fitness Foundation (2015-2016)
Grocery Store Committee, Office of Dan Kildee, US House of Representatives (2015-2016)
Flint Community Higher Education Partnership (2015)

FORM D - IV D ADDITIONAL REPORTING

1. **Evidence of Other Scholarship:**

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

2. **Integration across Multiple Mission Functions:**

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

All of my work is strongly integrated toward the goal of ensuring that nothing is done in isolation. My teaching draws on the most up-to-date research with which I am familiar and practicing, and guest lectures are occasionally conducted for new collaborators. My service likewise enhances my capabilities as a researcher by giving me professional development opportunities where I simultaneously learn from, recruit, and begin collaborations with faculty. Put another way, the service and teaching I undertake are done with the perspective of being synergistic toward new research. This is particularly true of community-based service activities, where I undertake these efforts to strengthen community partnerships between our Division and the Flint community.

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.)

Health Disparities Research Institute, National Institute on Minority Health & Health Disparities (2017)
Health Leaders Fellowship, Ecology Center (2017)

Form D – IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community.

Include grants in support of outreach, international, urban, and extension activities.*

I. Instruction

Name of Granting Agency	Focus of Grant	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate	Principal/ Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded	Not Funded		
n/a								

II. Research/Creative Activity

Name of Granting Agency	Focus of Grant	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate	Principal/ Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded	Not Funded		
NIAAA	The Legacy Effects of Discriminatory Housing Policies on Community Availability of Alcohol	6/2017	\$275,000	x				
Michigan Humanities Council	Third Coast Conversations: Dialogues About Water in Michigan	1/2017	\$399,396		\$300,000		\$3000	
MSU Extension	Refresh MI Corner Store Project	n/a	n/a		n/a		5% effort, 1 year	
NIMHD	Assessing, Mitigating, and Communicating Spatial Uncertainty in the Use of Zip Code-Level Data	2/2017	\$262,837		\$0	X		
RWJF	Measuring the Effects of Blight Removal on Health and Well-Being	1/2017	n/a		\$0	X		
NIEHS	Geostatistical space-time exposure assessment to lead in drinking water and its impacts on childhood blood lead levels in Flint, Michigan	10/2016	\$31,000		\$0	X		

Community Foundation of Greater Flint	Building out the 'Eat Smart Flint' local food/nutrition education smartphone app	10/2016	\$50,000	\$0	X		
NIMHD	The Flint Lead Inventory for Prevention and Response (FLIPR)	10/2016	\$2,163,451	\$0	X		
NIEHS	Spatial and Temporal Analyses of Neonatal Blood Levels in Flint Children	10/2016	\$404,237	\$0	X		
Michigan Department of Education	Building a Mobile App to Support Healthy Eating in Flint	7/2016	\$274,992	\$274,992		8.33% effort, 1 year	
Michigan DHHS	Flint, MI Section 1115 Demonstration Evaluation	6/2016	\$569,874	\$569,874		2% effort, 1 year	
Sparrow/MSU Center for Innovation and Research	Healthy Eating for Supplemental Nutrition Assistance Education Eligible People	6/2016	\$50,000	\$0	X		
CDC	Alcohol Policies to Prevent and Reduce Youth Violence Exposure	n/a		\$1,048,311		25% effort, 3 years	
Michigan DHHS	Effect of AOC on Prevalence of Legionella in Distribution Systems	5/2016	\$4,100,000	\$4,100,000		10% effort, 1 year	
USDA LFPP	Improving Access to Healthy, Local Food through a Growers Collaborative and Marketing Campaign in Flint, Michigan	5/2016	\$498,622	\$0	X		
SNAP-Ed, MSU Extension	Eating Healthy and Local for SNAP Eligible Families	2/2016	\$198,233	\$198,233		20% effort, 1 year	
NIEHS	Using Public Participatory Geographic Information Systems to Increase Predictive Strength of the Site-Specific Integrated Exposure Uptake Biokinetic Model for Lead in Children	2/2016	\$275,000	\$0	X		
CURES, Wayne State University	Spatial and Temporal Analyses of Neonatal Blood Lead Levels of Flint Children	1/2016	\$71,613	\$71,613			

HRSA	Strengthening the Rural Primary Care Workforce through the Alliance for Rural Medical Education and Research (ARMER)	1/2016	\$2,367,538	\$0	X		
NIMHD Transdisciplinary Collaborative Centers	The Flint Center for Health Equity Solutions	12/2015	\$7,497,341	\$10,689,313		25-30% effort, 5 years	
Robert Wood Johnson Foundation Healthy Eating Research	Assessment of the Co-Location of a Pediatric Clinic and a Farmers' Market: Health Innovation for At-Risk Children	6/2015	\$90,000	\$0	X		
Flint Community Higher Education Partnership	The linkage between greening efforts and crime: a case study of Flint Michigan	5/2015	\$5,000	\$5,000			
Genesys Health System	Market Analysis Study of a Health Innovation Institute and Science Park	5/2015	\$290,112	\$0	X		

III. a. Service – Academic Community

Name of Granting Agency	Focus of Grant	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate	Principal/ Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded	Not Funded		
Community Economic Development Healthy Food Financing Initiative	Expanding the Capacity of the Flint Food Works Incubator Kitchen	4/2015	\$200,000		\$0	X		
Robert Wood Johnson Foundation Healthy Eating Research	The HeFT (Healthy Food Truck) Project: Easing Burdens toward Healthy Eating in Community-Identified Food Deserts in Flint, Michigan	1/2015	\$55,000		\$0	X		

III. b. Service – Broader Community

Name of Granting Agency	Focus of Grant	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate	Principal/ Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded	Not Funded		
CDC National Center for Environmental Health	Lead Exposure Registry of Flint Residents - Michigan	6/2017	\$14,400,000		\$14,400,000		10% effort, 4 years	