

## SECTION IV A INSTRUCTION (Completed by Faculty Candidate)

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 all 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			
Fall 2015	Epi 805•	3•	1-LEC•		4•	0•	Details for all course entries and for other courses predating Spring 2012 can be found in my Teaching Portfolio, c.v., Reflective Essay, and attached syllabi..
	Epi 828•	1•	1-LEC•		10•	0•	
	•	•	•		•	•	
Summer 2015	Epi 390•	4•	1-LEC•		102•	0•	
	•	•	•		•	•	
	•	•	•		•	•	
Spring 2015	Epi 390•	4•	1-LEC•		298•	1•	Assigned 1 quarter-time TA for each Epi 390 class taught.
	•	•	•		•	•	
	•	•	•		•	•	
Fall 2014	Epi 805•	3•	1-LEC•		6•	0•	
	Epi 828•	1•	1-LEC•		9•	0•	
	•	•	•		•	•	
Summer 2014	Epi 390•	4•	1-LEC•		93•	0•	
	•	•	•		•	•	
	•	•	•		•	•	
Spring 2014	Epi 390•	4•	1-LEC•		320•	1•	
	•	•	•		•	•	
	•	•	•		•	•	
							<a href="#">Continued</a>

\*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.

██████████ (Form D, Section IV-A1 addendum).

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught Lec Rec Lab	Number of Students	Number of Assistants	Notes
Fall 2013	Epi 805	3	1-LEC	8	0	Please see Teaching Portfolio for additional course details.
	Epi 828	1	1-LEC	12	0	
Spring 2013	Epi 390	4	1-LEC	277	1	
Spring 2012	Epi 390	4	1-LEC	239	1	

\*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.

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.

Please see Teaching Portfolio ([esp. page 6](#)); c.v. ([esp. pgs. 3-4](#)); Reflective Essay ([esp. Epi 547](#)).

## SECTION IV A INSTRUCTION, continued

### 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:

I currently provide informal advising to any and all students who ask for advising/mentorship having taken my Epi 390 (Disease in Society) class. Since Spring 2012 this class has enrolled > 1,300 undergraduate students, representing over 70 different majors from virtually all colleges across campus. Academic support and mentorship, oversight of nearly 80 Honors Options projects, career counseling, letters of recommendation, internship and employment initiatives, etc., require a large short- and long-term effort on my part (often months and even several years post-class). Additionally, during summer semesters, I am an active research mentor for visiting students from within MSU's McNair/SROP program, a Post-Baccalaureate Achievement Program initiative focusing on students from underrepresented backgrounds interested in pursuing academic careers.

Please also see Teaching and Mentoring Portfolio ([pgs. 6 and 9 - I](#)); Undergraduate Teaching section within c.v. ([pgs. 2-4](#)); Reflective Essay ([pg. 1 - Teaching and Mentoring](#)).

Graduate:

I provide formal advising and mentorship to the entire graduate student body within the Department of Epidemiology and Biostatistics. Currently this includes ~ 75 students. Within the context of my role as [REDACTED] [REDACTED] these responsibilities encompass all three of our department's degree programs (Epidemiology M.S., Epidemiology Ph.D., Biostatistics M.S.) as well as all students pursuing the Graduate Epidemiology Certificate (n=8), which is specifically tailored to individuals who wish to obtain skills in clinical and epidemiologic research, but for whom the full master's program is not feasible.

I also currently serve as Epidemiology M.S. Thesis Committee Chair for 4 graduate students (three female, one male). I serve on the M.S. Thesis Committees of 2 students who this past summer successfully completed their degrees, and through my position as a NIDA D43 Faculty Member, I serve on the Committees of 4 Ph.D. students from Peru -- all having support through a NIDA D43 Epidemiology Training Program Grant ([REDACTED]).

In my position as GPD I provide leadership in organizing and selecting candidates for the department's GTA position(s), and compared to efforts prior to my hiring, I have developed a significantly streamlined, more inclusive and more transparent selection process. Once selected (by committee that I Chair), I advise the GTAs throughout the academic year, whether they are assisting me personally in class or not. Regular advisory interactions include: establishment of general course mechanics, syllabus construction, strategies for dovetailing lecture content with reading lists, exam preparation, handling particularly challenging students, and working with the MSU Resource Center for Persons with Disabilities (R PD), to name many other responsibilities.

Related, the single greatest challenge in the teaching/advising/mentoring of epidemiology is to satiate student appetite to gain an in-depth understanding of a single substantive area of inquiry while at the same time stressing the importance to think broadly and to contemplate the relevance of their knowledge base to 'real world' issues. I have a strong sense that students are increasingly recognizing this tension, especially as they strive to position themselves for a labor market that is quite open to graduates with the skills that we are teaching, yet is highly competitive for the best talent. Of course, making this task increasingly more challenging is the reality that the sum-total of knowledge within our discipline grows daily and seemingly exponentially. These substantive pressures impose many demands on the Professor-student relationship. I strive to dovetail my teaching and mentoring approaches to reflect these challenges as I continually reinforce core discipline knowledge while recognizing the need to integrate contemporary theoretical and methodological approaches into my teaching and mentorship activities. In order to achieve these goals, I deem it essential to continually invigorate my approach

## SECTION IV A INSTRUCTION, continued

with provocative, up-to-date literature, and with creative examples that reflect new discoveries and changing paradigms within the discipline.

My initiation to teaching/mentoring was managing classes with enrollments of hundreds of students at two major universities well prior to completing my doctoral degree. I have evolved from a rather rigid, robot-like 'presenter of facts' whose sole objective was to complete all of the material on a syllabus -- no matter what, into a teacher and advisor with a considerably more sensitive grasp of how to orchestrate the learning environment such that students become actively engaged as participants in the learning process. I hope that my students/advisees now find a teacher-mentor with a more nuanced vision of how to share knowledge, and someone with the intellectual agility to motivate and convey that knowledge clearly, yet without diminishing the provocative complexities inherent in questions truly worth reflecting upon.

(Previous to my current position at MSU, I was Director and in charge of the biological anthropology educational component, including course development, within the [REDACTED]. In that role I developed an entire curriculum sufficiently robust and diversified enough to sustain the M.S. degree, and single-handedly served as Committee Chair/Academic Advisor for all biological anthropology MA and Ph.D. graduate students -- 2 Ph.D. and 14 MA students successfully completed their graduate degrees under my direct advising/mentoring.)

### Graduate/Professional:

I Provide informal advising for CHM medical students in the context of Epi 547 (Information Management: Applications of Epidemiology and Biostatistics). Twice served as small group Preceptor for this required class. My efforts here are outside of my normal course-load in direct support and commitment to medical student education.

### Other:

### General Teaching/Advising/Mentoring

I believe that the desire to learn is highly contagious and that educators are uniquely positioned to act as role models to students who are committed to seriously immersing themselves in their own education, and I am fully engaged with my students in and out of the classroom. My teaching/mentoring pedagogy is, broadly speaking, to energize the learning environment by means of respectful Professorial-student and student-student interactions. I mindfully situate macro-level issues of the moment within a conceptual framework that will hopefully find relevance to a student via his/her own life experience. I endeavor to establish classroom and mentoring environments that are non-intimidating to students, thereby fostering an atmosphere where, hopefully, even the shiest of students feels at ease to ask questions and to not fear exploring controversial topics. Students quickly learn that I will treat their efforts with maturity, dignity and respect. I expect the same from them -- always. I have taught and mentored undergraduates, graduate and graduate-professional students of various class standing at two major medical schools and at four major universities -- 3,000+ students within 65+ individual courses.

I am a firm believer in encouraging students to question their (inevitable) preconceived assumptions relative to intellectual content, and embolden them to critically evaluate what they hear anecdotally, as well as what they read, even in the professional literature. Generally speaking, my approach is casual yet professional. I have an open-door office policy whenever possible, and am mindful of the necessity to adapt my teaching-mentoring to best fit the strengths and weaknesses of a given student or group of students.

As a rough measure of success, I have helped relatively 'poor' students become good students, and hopefully have motivated good students to become excellent students. These achievements derive directly from proactively encouraging students to stretch their work effort to a degree to which they might not be accustomed. The outcome -- hopefully greater confidence: the lack of which, I believe, derails students from achieving their goals.

**SECTION IV A INSTRUCTION, continued**

**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	4		
Number of graduate committees during the reporting period	4		
Degrees awarded during the reporting period			
Degrees awarded during career	14	2	

## SECTION IV A INSTRUCTION, continued

### 4. List of Instruction Works:

Other works that are primarily in support of or emanating from instructional activity. List works such as:

- Publications
- Presentations
- Papers
- Grants received

I serve as a NIDA D43 Program Faculty Member where I serve on the graduate committees for 4 Peruvian Ph.D. students pursuing advanced training in various facets of drug dependence epidemiology. I also expend considerable time in my role as a faculty member within our NIH-sponsored T32 [REDACTED] program, where my contributions include: formal research/committee mentorship, presenting 'mini-series workshops' on drug exposure(s) and skeletal health, hands-on guidance in preparation for oral and poster presentations at international meeting, career guidance, preparing for Post-Doctoral experiences, and writing letters of recommendation, among many other undertakings.

### 5. Other Evidence of Curriculum Development/Instructional Activity:

Include evidence of instructional awards and peer recognition (within and outside the university). Cite other evidence of curriculum development/instructional productivity such as:

- Works/grants in progress or under review
- Instructional goals and approaches
- Innovative methods or curricular development
- Significant effects of instruction
- Curatorial and patient care activities

I have very extensive experience with respect to instructional design, motivating students, mentorship and monitoring my teaching effectiveness. My teaching pedagogy, and by extension my teaching/mentorship philosophy, encourages students at all levels of sophistication to explore dynamic controversies and debates within the intellectual domains of epidemiology and public health, and to seek connections between topics of historical importance and/or of contemporary relevance, and their own life experiences. [REDACTED] provides a rich loam from which to engage a student's curiosity by way of countless examples that explore the immensely complex synergisms between biology, behavior and the environment.

In terms of teaching mechanics, I use a variety of methods, including a rather traditional lecture format, creative electronic presentations, short films, web-based exercises and, as appropriate, even hands-on examination of materials. I also regularly set aside time for class discussion; not difficult in smaller graduate courses, but quite challenging with 300+ undergraduate students. I work closely with Masters and Doctoral-level students as they prepare their writing assignments; I do not usually leave students to 'fend aimlessly for themselves' once topics are agreed upon. I provide timely and copious written feedback on all assignments -- students know this by reputation and regularly seek my editing on undergraduate honors projects, personal statements for graduate and professional school applications, resumes, theses and dissertations even if I am not a formal member of their committee. I encourage written and verbal creativity from all students and I reflect these same ideals by preparing syllabi and associated readings that are creative, and I construct exams that generally require students to go beyond pure memorization if they wish to do well.

There are many ways to 'measure' how well an Instructor is 'reaching' students, and to what extent students are learning – in and out of the classroom. Some measures include consistently high student evaluations (enclosed SIRS Summary Reports), many hand-written 'thank-you' notes from undergraduates ([enclosed examples](#); one from an EPI 390 student who I recently recommended for the Rhodes Scholarship -- which she just received) and from graduate students ([three examples included](#)), and the fact that my classes nearly always achieve maximal enrollment.

## SECTION IV A INSTRUCTION, continued

My courses experience a relatively low drop-rate once lectures have begun, and my overall sense has always been that students from within and outside of my home department speak well of my instructional and mentorship abilities and have a palpable sense that I am deeply passionate about my subject matter – and that I convey that passion to them. This latter point is consistently reflected in my evaluations. Over time students and faculty colleagues have obviously recognized my teaching/mentoring effectiveness, as I have been nominated for, and received, numerous teaching awards, beginning with an outstanding Teaching Assistant Award as a graduate student [REDACTED], being awarded a college-wide Dean's Liberal Arts and Sciences Teaching Award as a very junior faculty member [REDACTED] and shortly thereafter reaching the finalist stage for a university-wide President's Award for Excellence in Teaching [REDACTED].

I also maintain a very strong ongoing instructional and mentorship commitment to students from underrepresented backgrounds. By (non-exhaustive) example, I have actively recruited such students, have encouraged them to enroll in challenging classes, have mentored them formally and informally, have served as Director of their undergraduate Honors Options and Honors Theses, and as Committee Chair for their graduate Theses and Dissertations. I have received formal recognition for my successful efforts to secure travel funds for doctoral students (both African American females), via the Minority Access to Research Careers (MARC) Faculty Mentor Program, to attend past American Society for Bone and Mineral Research Annual Meetings. These international meetings are the most prestigious for those whose research trajectories are aimed toward studying ethnic disparities and skeletal health epidemiology. Additionally, over the past few summers I have mentored/co-mentored summer interns via MSU's McNair Scholar/SROP Program.

Recent initiative related to Instructional Activity:

[REDACTED] Images for science communications pertinent to drug dependence research and to the general public. 78th Annual College on Problems of Drug Dependence (CPDD) 2016 Meeting. Palm Springs, CA. (submitted)

(In addition, several institutional grants for new course/curriculum development in window prior to current reporting window; see c.v.)



**SECTION IV B RESEARCH AND SCHOLARLY ACTIVITIES (Completed by Faculty Candidate)**

**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 Scholarly 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/Scholarly Works Produced:**

For each of the categories listed in question 1 above, list the number of research and creative works produced.

Categories	1	2	3	4	5	6	7	8
During the reporting period		1		4		8		
During career				17		40		~50

**3. Number of Grants Received** (primarily in support of research and scholarly activities:

During the reporting period: \_\_\_\_\_ During career: 1

**4. Other Evidence of Research/Creative Activity:**

Cite other evidence of research and scholarly productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review; 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).

Invited papers are included in 1.6 above (papers and presentations).

Grants in progress/under development:

(1) PI: Use of Michigan’s Blood Spot Archive for the Evaluation of Newborn Vitamin D Status: Maternal Biomarker Detection for Residual Alcohol and Tobacco and Possible Correlates with Osteogenesis Imperfecta. (MI Bloodspot Environmental Epi Project; 1 year)

(2) PI: Relationship of Polydrug Use to Early-Onset Menopause and Risk for Developing Osteopenia, Osteoporosis and Osteoporotic Fracture (NIDA R21; 2 years)

(3) PI: Tobacco-Alcohol and Steroid Use Among College Athletes: Influence of Drug Exposures on Skeletal Health and Disease in Relation to Exogenous Environmental and Genetic Determinants of Skeletal Adequacy (NIH Common Fund; 3 years).

Awards (selected; prior to current window): See [c.v., pg. 6, 7 - top section](#)), [pg. 14](#).

## Research and Scholarly Activities Research/Creative Works

### Activity within reporting period:

#### A. Journal Articles

##### 1. Refereed Journals (Published)\*

Polydrug Use: Research Topics and Issues. 2013. *Oxford University Press (invited chapter)*.\*

An updated global picture of tobacco smoking persistence among adults. *J Epidemiol and Global Health*. 2012; 2:135-144.\*

Alcohol consumption associated with collegiate American football pre-game festivities. *Drug Alcohol Depend*. 2011;116:242-245.\*

Epidemiological evidence on count processes in the formation of tobacco dependence. *Nicotine & Tobacco Res*. 2010;12(7):734-741.\*

##### 2. Refereed Journals (Accepted 12/14/15)\*

Uncovering local trends in genetic effects of multiple variables via functional linear models. *Genetic Epidemiology*. (25 manuscript pages)\*

#### B. Abstracts (most recent NIDA-related)\*

Images for science communications pertinent to drug dependence research and to the general public. 78th Annual College on Problems of Drug Dependence (CPDD) 2016 Meeting. Palm Springs, CA. (submitted)\*

Smoking risk perceptions of U.S. adolescents in fine-grained race-ethnicity subgroups. 75th Annual College on Problems of Drug Dependence (CPDD) 2013 Meeting. San Diego, CA.\*

Tobacco use and coca leaf chewing among males and females in Peru's rural highlands population, 2008. 74th Annual College on Problems of Drug Dependence (CPDD) International Forum 2012 Meeting. Palm Springs, CA.\*

Epidemiological evidence of an alcohol dependence process phenotype observable soon after drinking onset. 73rd Annual College on Problems of Drug Dependence (CPDD) 2011 Meeting. Hollywood, FL.\*

[REDACTED] Cannabis and sexual function: Is cannabis an aphrodisiac or a sexual suppressant? 72nd Annual College on Problems of Drug Dependence (CPDD) 2010 Meeting, Scottsdale, AZ.\*

[REDACTED] Meta-analysis of cross-national variation in smoking persistence and quits? 72nd Annual College on Problems of Drug Dependence (CPDD) 2010 Meeting, Scottsdale, AZ.\*

[REDACTED]. Ethnicity and recent-onset tobacco smoking: Epidemiological evidence, 2004-06. 71st Annual College on Problems of Drug Dependence (CPDD) 2009 Meeting, Reno, NV.\*

[REDACTED]. Recent-onset tobacco smoking and ethnicity, NSDUH, 2004-06. 8th Annual Michigan Public Health Association Epidemiology 2009 Conference, Ann Arbor, MI.\*/\*\*

### **C. Papers Presented**

#### **All refereed (international/national/regional–selected)\***

2013 [REDACTED] Smoking risk perceptions of U.S. adolescents in fine-grained race-ethnicity subgroups. 73rd Annual College on Problems of Drug Dependence (CPDD) Meeting. San Diego, CA.\*

2012 [REDACTED] Tobacco use and coca leaf chewing among males and females in Peru's rural highlands population, 2008. 72nd Annual College on Problems of Drug Dependence (CPDD) International Forum 2012 Meeting. Palm Springs, CA.\*

2011 [REDACTED]. Epidemiological evidence of an alcohol dependence process phenotype observable soon after drinking onset. 73rd Annual College on Problems of Drug Dependence (CPDD) Meeting, Hollywood, FL.\*

2011 [REDACTED] Drug Dependence Epidemiology: Recent-Onset Cigarette Tobacco Smoking, Alcohol Drinking and other Drug Use. Michigan Department of Community Health. Lansing, MI. \*\*

2010 [REDACTED]. Cannabis and sexual function: Is cannabis an aphrodisiac or a sexual suppressant? 72nd Annual College on Problems of Drug Dependence (CPDD) Meeting, Scottsdale, AZ.\*

2010 [REDACTED] Meta-analysis of cross-national variation in smoking persistence and quits? 72nd Annual College on Problems of Drug Dependence (CPDD) Meeting, Scottsdale, AZ.\*

2009 [REDACTED] Ethnicity and recent-onset tobacco smoking: Epidemiological evidence, 2004-06. 71st Annual College on Problems of Drug Dependence (CPDD) Meeting, Reno, NV.\*

2009 [REDACTED]. Recent-onset tobacco smoking and ethnicity, NSDUH, 2004-06. 8<sup>th</sup> Annual Michigan Public Health Association Epidemiology Conference, Ann Arbor, MI.\*/\*\*

## **Activity prior to reporting period:**

### **A. Journal Articles**

#### **1. Refereed Journals (Published)\***

[REDACTED] Comparison of cross-sectional geometry of the proximal femur in White and Black women from Detroit and Johannesburg, South Africa. *J Bone Miner Res.* 2004;19(4):560-565.\*

[REDACTED] Radiography and the Singh Index in the proximal femur of White and Black postmenopausal women. *Dis Mon.* 2002;48(10):637-646.\*

[REDACTED]. Radiographic measurements, bone mineral density and the Singh Index in the proximal femur of White and African-American postmenopausal women. *Clin J Women's Health.* 2001;1(5):253-258.\*

[REDACTED]. A noninvasive measure of physical maturity as a predictor of bone mass in children. *J Am Coll Nutr.* 2002;19(1):38-41.\*

[REDACTED] Cross-sectional geometry, bone strength, and bone mass in the proximal femur in African-American and White postmenopausal women. *J Bone Miner Res.* 2002;15:1992-1997.\*

[REDACTED]. Whole body bone, fat and lean mass in children: comparison of three ethnic groups. *Am J Phys Anthropol.* 1997;103(2):157-162.\*

[REDACTED]. Whole body bone, fat, and lean mass in Black and White men. *J Bone Miner Res.* 1997;12(6):967-971.\*

[REDACTED] The accumulation of whole body skeletal mass in third- and fourth-grade children: Effects of age, sex, ethnicity, and body composition. *Bone.* 1997;20(1):73-78.\*

[REDACTED] Ethnic differences in regional bone density, hip axis length, and lifestyle variables among healthy Black and White men. *J Bone Miner Res.* 1995;10(5):782-787.\*

[REDACTED] The effects of aging on the comparability of antemortem and postmortem radiographs. *J Forensic Sci.* 1988; 33(5):1223-1230.\*

[REDACTED] An analysis of the human skeletal material from 20IS46. *Michigan Archaeol.* 1985;31(3):82-96.\*

[REDACTED]. Reduction analysis of simple bone industries: Example from the Louisiana coastal zone. *Archaeol Eastern North Amer.* 1983;11:98-108.\*

[REDACTED]. A proposed bone tool classification: A case study from southeast Louisiana. *Louisiana Archaeol.* 1981;8:87-106.\*

## **B. Abstracts\***

[REDACTED] (2000) Assessment of skeletal architectural and strength changes during the pre- (A.D. 1300) and post- (A.D. 1650) European contact periods in Michigan. *J Bone Miner Res.* 15(Supp):S477.\*

[REDACTED] (2000) Cross-sectional hip geometry and bone mass in U.S. and South African White and Black postmenopausal women. *J Bone Miner Res.* 15(Supp):S168.\*

[REDACTED] Ethnic comparison of radiographic measurements and the Singh Index in the proximal femur of postmenopausal women. *J Bone Miner Res.* 14(Supp):S503.\*

[REDACTED] (1999) Anthropometric and biomechanical assessment of skeletal structural adaptations during the postcontact period in Michigan. *Am J Phys Anthropol.* 28(Supp):88.\*

[REDACTED] (1998) Ethnic differences in proximal femoral dimensions and cross-sectional geometric properties in postmenopausal women. *Bone* 23(Supp):S472.\*

[REDACTED] (1997) Assessment of physical maturity and skeletal mass in White and African-American boys and girls. *Am J Phys Anthropol.* 24(Supp):72.\*

[REDACTED] (1996) A noninvasive measure of physical maturity as a predictor of bone mass in children. *J Bone Miner Res.* 11(Supp):S469.\*

[REDACTED] (1995) Ethnic and sex differences in bone mass and hip axis length. *Am J Phys Anthropol.* 20(Supp):62.\*

[REDACTED] (1995) Black-White differences in whole body bone, fat and lean mass in girls, mothers and grandmothers. *J Bone Miner Res.* 10(Supp):S360.\*

[REDACTED] (1994) Comparison of Black and White men: bone mass, hip axis length and body size. *J Bone Miner Res.* 9(Supp):S204.\*

[REDACTED] (1992) Biomechanical and density changes in archaeologically-derived femora and humeri from Michigan and western New York State. *Am J Phys Anthropol.* 14(Supp):46.\*



- 1999 A red ochre burial in St. Ignace, Michigan. ( [REDACTED] ) 45th Annual Midwest Archaeological Conference. East Lansing, MI.\*
- 1999 Anthropometric and biomechanical assessment of skeletal structural adaptations during the postcontact period in Michigan. 68th Annual Meeting, American Association of Physical Anthropologists. Columbus, OH.\*
- 1998 Ethnic differences in proximal femoral dimensions and cross-sectional geometric properties in postmenopausal women. [REDACTED] 2nd Joint Meeting, American Society for Bone and Mineral Research and the International Bone and Mineral Society. San Francisco, CA.\*
- 1998 Tibial subchondral bone mineral density in severe osteoarthritis of the knee. [REDACTED] 62nd Annual Meeting, American College of Rheumatology. San Diego, CA.\*
- 1997 Skeletal maturation in White and Black prepubertal children. [REDACTED] 66th Annual Meeting, American Association of Physical Anthropologists. St. Louis, MO.\*
- 1996 A noninvasive measure of physical maturity as a predictor of bone mass in children. [REDACTED] 18th Annual Meeting, American Society for Bone and Mineral Research. Seattle, WA.\*
- 1995 Black-White differences in whole body bone, fat and lean mass in female children, mothers and grandmothers. ( [REDACTED] ) 17th Annual Meeting, American Society for Bone and Mineral Research. Baltimore, MD.\*
- 1995 Ethnic and sex differences in bone mass and hip axis length. [REDACTED] 64th Annual Meeting, American Association of Physical Anthropologists. Oakland, CA.\*
- 1994 Comparison of Black and White men: Bone mass, hip axis length and body size. [REDACTED] 16th Annual Meeting, American Society for Bone and Mineral Research. Kansas City, MO.\*
- 1993 Native American long bone biomechanical and bone density characteristics in the late prehistoric Upper Great Lakes. Bone and Joint Scientific Seminar Series, Henry Ford Hospital, Detroit, MI.\*\*
- 1993 Bone density and biomechanical changes in Native American long bones from eastern North America during the late prehistoric and early historic periods. Columbian Quincentenary Symposium organized by [REDACTED]. 61st Annual Meeting, American Association of Physical Anthropologists. Las Vegas, NV.\*
- 1993 Skeletal interpretation and Michigan's medico-legal system. Anthropology and Criminal Justice Departments, Mercyhurst College, Erie, PA.\*/\*\*
- 1992 Analysis of human skeletal remains and artifacts from Northern Michigan. Michigan Bureau of History and Historical Commission. Lansing, MI.\*\*

1992 An investigation of human long bone structural adaptations during the late prehistoric and early historic periods in the northeastern United States. Bioarchaeological Approaches to the Study of Contact Symposium. 25th Annual Chacmool Conference, The University of Calgary. Calgary, Canada.\*

1992 Infectious lesions and degenerative joint disease in conjunction with a probable early historic Native American skeleton from Mackinaw City, MI. MI Archaeological Society.\*/\*\*

1992 Human skeletal identification in a mid-Michigan context. MI Archaeological Society.\*/\*\*

1990 Evaluating biomechanical and nutritional stress in Michigan's Native American skeletal populations: Evidence from the pre- and postcontact transition. 94th Annual Meeting, The Michigan Academy of Science, Arts and Letters. Albion College. Albion, MI.\*

1989 The physical anthropologist in medicolegal settings." 88th Annual Meeting, American Anthropological Association. Washington, D.C.\*

1989 Dietary reconstruction: Techniques for evaluating subsistence patterns in human skeletal remains. Michigan Archaeological Association. East Lansing, MI.\*/\*\*

1988 Human skeletal material: Systematic recovery in a biocultural context." St. Clair Community College. St. Clair, MI.\*\*



## SECTION IV C SERVICE (Completed by Faculty Candidate)

### Service within the Academic Community

#### 1. Clinical Service

- a. Describe clinical service responsibilities. Divide ambulatory from hospital responsibilities. Designate percent of time for each. Activities to be addressed include those patient care obligations for which patients are billed and/or seen in MSU based facilities, and/or affiliated community hospitals. The statement should include a summary/assessment of the quality of services rendered. Such evidence could include income generation, evidence of patient satisfaction, peer evaluations and/or recognition, etc.

N/A

- b. Provide statement of consultation services, including percent of time, and evidence of peer referrals. Describe for each year of the period to be covered by the review.

N/A

#### 2. Professional Service

- a. 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; 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).

##### Professional Organizations

Currently serve on the Education, Outreach and Public Policy Committee (EOPP) of the College on Problems Drug Dependence (CPDD) -- an international committee. Have served on NSF (a) dissertation and (b) Research Initiatives for Undergraduate Institutions (RIUI--institutions comprised of a disproportionate number of underrepresented minority students) grant review panels. Manuscript reviewer for ~ 7 professional journals.

#### 3. Administrative/Committee Service

- a. 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, 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).

##### Committee-Related Service:

##### College (CHM):

In December 2014 I was elected to Chair the CHM Graduate Studies Committee, where I lead faculty from numerous graduate programs within the college seeking approval for new program initiatives, for new course offerings, and/or needing approval for substantive changes to one or more of their own courses, among other issues that may arise.

## SECTION IV C SERVICE (Completed by Faculty Candidate)

I am also currently serving on the CHM Student Performance Committee (SPC). “The SPC develops and recommends criteria... for promotion, retention, suspension and dismissal from the CHM” (per SPC Handbook). The committee is responsible for setting the standards and policy as relates to acceptable medical student progress, including promotion and retention.

University:

I currently serve as a member of the University Academic Integrity Hearing Board. This Board presides over “academic grievances brought by a student to contest a penalty grade based on a charge of academic misconduct.”

Administrative-related service:

In 2011 I became an Assistant Professor and [REDACTED]. Under my leadership (and to be sure with the extraordinary commitment of ‘my team’) the entire educational component within the department has experienced remarkable growth. Prior to 2011, there were some 17 active graduate students, with at best a fragmented leadership. The program was described as inconsistent and disorganized; student interest and retention suffered accordingly. Over the past several years I have led a year-over-year net growth rate of 53%, 38%, 39% and 48%; I now directly oversee ~ 75 active graduate students.

As we have added new faculty, our course offerings have become more numerous and increasingly diverse. Strategic new faculty hires, with the goal of bolstering academic areas motivated by student interest, has demanded a more complex and nuanced approach with respect to conceptualizing and implementing a dynamic curriculum that successfully assimilates contemporary epidemiological theory and a strong methodological focus within the context of practice/public health relevance. As the GPD, I confront these daily challenges within the context of oversight responsibility for three separate graduate degree trajectories. Just two years ago we offered M.S. and Ph.D. [REDACTED] degrees; over the past two years I have played a vital role in bringing our most recent M.S. in Biostatistics degree to fruition, and I will soon be in a key leadership position tasked with developing and implementing our department’s commitment to establishing a Ph.D. degree in biostatistics, and potentially also developing an undergraduate major.

As to be expected, my duties over time have become more demanding and considerably more challenging, and I am enthusiastic about leading our department’s robust continued growth with an eye toward quality of experience for students and faculty alike. As one such faculty, I have an acute bird’s eye view of our departmental goals in terms of teaching, mentoring, scholarship and overall educational administration, and I am eager to continue in my leadership role to advance our departmental and college-level presence within the broader MSU intellectual community.

More specifically in terms of departmental administrative duties, in my current position as GPD I am responsible for the implementation of the entire graduate program, and for the general supervision of the entire graduate student cohort enrolled at any given time.

For simplicity, I briefly outline my duties and accomplishments pertaining to the administrative portion of my job activities under the following headings.

Graduate Program Committee (GPC):

I serve as Chair of the GPC, which fulfills multiple key functions, including making all final graduate admissions decisions--as such I am Director of Admissions. I also meet with and advise students who are not making sufficient academic progress in coursework. In essence, the GPC confronts all matters related to graduate students individually; policies having implications involving the student body are addressed by our Curriculum Committee (which I also Chair). As [REDACTED] Chair, I coordinate the full spectrum of disciplinary measures should students fail to meet departmental milestones, including not passing the Ph.D. Comprehensive Examinations.

## SECTION IV C SERVICE (Completed by Faculty Candidate)

We now review approximately 100 applications/year, a rate many times higher compared to 2011. In terms of new first-year cohorts, the past few years have also seen a substantial increase in numbers -- this past cycle we experienced the largest incoming class of students (7 Ph.D., 10 M.S. Epidemiology, 7 M.S. Biostatistics) in the history of the department. Significantly, we maintain a very robust retention rate of about 80%, which represents those students who have either graduated or are still actively pursuing their degree. This outcome has been achieved, in part, with a stepped-up commitment to student success that is no doubt a consequence of aggressive efforts focused on identifying struggling students earlier in their training. I am in charge of such efforts. We are also now vigilant about monitoring progress toward degree, and in finalizing all graduation requirements.

### Curriculum and Comprehensive Exams:

I also Chair the Curriculum Committee, where I oversee and now regularly monitor all matters related to departmental course offerings. Over time, I have significantly improved the delivery of our entire educational mission -- examples include approval and integration of newly developed courses into the core and elective curriculum, student advising as to efficient course sequencing, annual overview of all students' plans of work from admissions to thesis/dissertation defense, and formal implementation of, and stricter adherence to, post-defense revision timelines. I also act as intermediary between students and faculty if course-related conflicts arise. I evaluate course equivalency requests, working directly with students to select appropriate alternative offerings consistent with their academic interests.

All Ph.D. candidates must take and pass Comprehensive Examinations in both epidemiology and in biostatistics. Prior to my role as GPD, the department Chair coordinated this activity. I am (and have been for several exam cycles) currently solely responsible for soliciting exam questions for the epidemiology portion of the exam, designing the exam, coordinating the blinding of the grading, overseeing and evaluating the results -- and grading my own exam questions.

### Recruitment:

When I became the GPD there existed little in the way of a structured recruitment strategy. Doctoral students were generally recruited by word of mouth within the academy, or perhaps by chance meeting at a professional conference. Under these circumstances, the promise of funding was not uncommon. At that time, the department's two NIH-funded T32 Training Programs (Perinatal and Drug Dependence Epidemiology) were at capacity. However, attracting additional Ph.D. and M.S. applicants was considerably more difficult, as was attracting the interest of new applications; hence, enrollments were barely staying steady, and even dropping. One attempt to ameliorate this problem was to establish a formal standing, regularly meeting, group of faculty who were willing to actively recruit. I was named Chair of this group and now serve as a permanent committee member. In brief, whenever possible I attend campus recruitment events, speak regularly with several pre-professional groups on campus, and travel beyond campus as appropriate.

Approximately two years ago recruitment became considerably more complex as we fulfilled a strategic departmental goal of offering admissions to a first cohort of M.S. biostatistics students. As [REDACTED], in conjunction with the biostatistics core faculty, I helped develop and have approved (via the CHM Graduate Studies Committee) the necessary course offerings for the implementation of this new degree. Additionally, admissions guidelines had to be established, and I helped direct this effort. I am pleased to say that this past semester members of the first cohort successfully achieved the M.S. in Biostatistics degree and I expect numerous additional graduates in successive future semesters.

### Additional:

I participate with departmental Chair and Associate Chair to regularly review end-of-semester evaluation (SIRS) forms for all courses/faculty, I coordinate the annual Graduate Student Orientation, and I act as faculty representative to the Graduate [REDACTED] Student Group.

## SECTION IV C SERVICE (Completed by Faculty Candidate)

### 4. Service within the Broader Community

- a. 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, of activity that is primarily in support of or emanating from service within the broader community.

Since approximately mid-way to the completion of my doctoral degree, I have been a consultant in the field of the human forensic identification of missing persons. Consulting agencies are too numerous to list, but include: Michigan State Police, Federal Bureau of Investigation, Office of the State Attorney General, Office of the State Archaeologist, state/city/township-level missing-person units, Holocaust Memorial Center, Native American tribal affairs, etc. Dozens of (confidential) reports have been generated from these relationships. Given the demands of my current faculty responsibilities, out of necessity I often must decline requests for my time and expertise in this community/public sector-focused domain, but I do continue to provide advice as appropriate, as these high-profile, often news-generating cases present a significant opportunity for me to represent MSU in a positive light with respect to community outreach/engagement.

## **SECTION IV D ADDITIONAL INFORMATION (Completed by Faculty Candidate)**

### **1. Evidence of Other Scholarship**

Cite evidence of “other” scholarship (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.

Other scholarship activities include regular attendance, participation and leadership at local and national/international meetings. For example, I present the results of original research to the [REDACTED] Michigan Dept. of Community Health's annual state-wide conference (I also present at their speaker series seminars), I actively assist students with their own presentations at these meetings, and I regularly present at international meetings of relevance to my research interests (e.g., CPDD, for whom I also serve as a member of the Education, Outreach and Public Policy Committee). I also serve as the de facto Research Integrity Advisor for the entire Epidemiology/Biostatistics graduate student body.

### **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.

I am confident that my record of instruction, scholarship and service are well-deserving of promotion in rank beyond that of Assistant Professor. Consistent with the expectations of my current position (as outlined at the top of my Reflective Essay and in Section II of this form -- "Assignment % of Time"), I have been productive in all three areas individually, and I have successfully and creatively generated synergies between these initiatives. I believe that I am - - at the departmental, college and university levels -- highly respected for my dedication to my students, for my overall honesty and integrity, for my unselfishness, for the respect I accord to staff, for collegiality with my peers -- and as a devoted and trusted friend and confidant.

### **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.

None

**SECTION IV E GRANT PROPOSALS (Completed by Faculty Candidate)**

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		
<b>I. Instruction</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>II. Research/Creative Activity</b>							
Grantor: NIH (NIDA)	02/16/2011	\$184,544	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
Focus: Explatory/Developmental Research on Newly Incident Tobacco-Alcohol Users							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							

\*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.

**SECTION IV E GRANT PROPOSALS**

<b>III. a. Service – Academic Community</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>III. b Service – Broader Community</b>							
<b>i. MSU Extension</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>ii. Professional/Patient Care Activities</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>iii. International Studies and Programs</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>vi. Urban Affairs Programs</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>v. Other</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							

\*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.