

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			
SS15	LB492	4	1			16	0	
FS15	LB332	4	1			27	0	
	SOC801	3	1			6	0	
SS16	LB492	4	1			13	0	
	LB492	4	1			13	0	
SS17	LBC 133	4	1			13	0	
	LBC 133	4	1			14	0	
FS17	SOC 815	3	1			5	0	
	LBC 326	4	1			29	0	
SS18	LB492	4	1			15	0	
	LB492	4	1			15	0	

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.

FORM D – 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 have advised 9 PA students, and 7 non-PA HPS students. All of my PAs have continued to collaborate in funded research when their PAship is complete. I have hired 3 other LBC students to collaborate on research. Many other students have come to consult with me on matters of post-graduate opportunities in medicine.

I co-advised ([REDACTED]) a senior’s final independent study, teaching her how to engage the sociological literature and secure/conduct/analyze physician interviews to make a contribution, while working with her on improving her writing.

Graduate/Professional: I was on the committee of one graduate student, and am the chair of another. I frequently speak on professionalization matters to department panels and meetings of the Soc graduate student association.

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

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees	0	1	2	2

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		1	
Number of graduate committees during the reporting period		1	
Degrees awarded during the reporting period		1	
Degrees awarded during career		1	

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.

“The Hospital as a Small Society” syllabus published in the *ASA Handbook for Teaching Medical Sociology*.

SUTL Scholars program 2017-8, 2018-9
S3/ Sparrow-MSU Center for Innovation internal grant

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).

Most recently, I've now participated in the SUTL Scholars for one year, and will be continuing in the upcoming year. My collaborator and I are studying the processes through which students come to learn the process of conducting ethnographic fieldwork. This study involves pre- and post-test evaluations, and other ongoing assessments over the course of my yearlong ethnography sequence. In my NSF grant submission I have proposed to expand the research considerably.

In the classroom, my approach to teaching writing in LB133 is innovative, involving research-based materials. I use *Style* (Williams and Colomb 2010) which is based on a writing program developed and taught to undergraduates at the University of Chicago. Based on the comparative example method of instruction, it uses discrete instructional units to organize teaching in a way that moves from levels beginning at the word-level, and up through the verb-noun-, sentence-, sentence-string-, paragraph-, section-, and essay-levels. The book, based on extensive research (and now in its 10th edition), has exercises accompanying most of its twelve chapters, and I assign these exercises to be completed with the writing assignment for each week. The students are expected to complete and turn in the exercises, and we review them collectively and in smaller groups. The students are also expected to incorporate the principles from each chapter into their response essays for the week.

Most of my 133 and 332 readings deal with treatments of medicine or natural/biological/physical science by social scientists or more humanistic scholars. Frequently, too, I seek to reinforce a lesson with readings from *The New Yorker* or movies/websites. We took a field trips in my 133 course were to the MSU museum, and I brought in physician to give a guest lecture to my 332 class. I asked students in this class to frequently access, read, discuss, and write about primary documents from the annals of science, including turn-of-the-century patent submissions and accounts in the *Transactions of the Royal Society*.

In terms of my efforts to nurture an inclusive teaching environment, I have my 133 students work in groups during every class meeting. I usually form these groups by handing out playing cards and having them match with color, number, or suit. I often have my (considerably larger) 332 class talk with adjacent students or their project group about a question posed during class before reporting back.

I've collaborated with MSU service learning program to develop and coordinate a new 332-492 fieldwork course, focused on the social organization of medicine. This involved multiple in-person and phone meetings with the service learning organizers to coordinate placement, a meeting with the associate dean of human medicine, and two summer meetings with prospective students which were well-attended, considering the timing.

I've received internal funds from S3 and the MSU-Sparrow Center for Innovation to use the 332-492 sequence for my research at Sparrow, and I've given many Briggs students the valuable chance to observe and study dynamics that are highly valuable for their education. My many Honors PAs, plus students from my 492 courses have had the opportunity to become actively involved in this Sparrow research. The grant money has allowed me to coordinate with surgeons and administrators to give the students opportunities they couldn't have without the course. However, because some of components of this experience are not always germane to my research, gaining students access to

FORM D – IV A INSTRUCTION, continued

certain pedagogically-valuable venues has been time-consuming, and navigating Sparrow politics has been challenging at times. For instance, I have spent a great deal of personal effort and worked to develop political connections at Sparrow simply to give students the opportunity to observe interaction dynamics in the operating room (which we studied in 332). As administrators have accurately pointed out, the operating room dynamics are irrelevant to the research – after all, the patient is asleep and his/her later behaviors won't be affected. However, I feel that observing in this venue would be a valuable chance for them to see in action the various professional roles and interdependencies we've studied. And I'm glad to say it looks like I'm winning this fight, having attracted the interest of the hospital CEO as well as administrators concerned about medical education. Observing the operating room dynamics is not necessary for research and omitting it would save time and energy, but I pursued access here because it's unambiguously valuable for students.

AWARDS : 2018 MSU Undergraduate Research Faculty Mentor of the Year Award
 2017 MSU Teacher-Scholar Award

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	0	0	6	0	12	0	1
During career	0	0	0	10	1	38	0	2

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

During the reporting period: 6 During career: 8

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).

I have worked hard to form and maintain research partnerships with physicians and administrators at Sparrow Hospital. For this research, I have spent dozens of hours working on IRB applications, meeting with human subjects administrators, and providing feedback to Sparrow staff on the ways they can improve their care activities. I have now submitted, and revised and resubmitted, a grant application intending to develop pilot research in new directions.

Invited talks:

(2018) The Management of Medical Authority
University of Michigan (Sociology)

(2017) Organized Indeterminacy: The Social Processes Underpinning Medical Authority
University of Hong Kong (Sociology)
Chinese University of Hong Kong (Sociology)

(2016) Identifying Distant Influences on a Fieldsite in Ethnography: The Usefulness of Tethers Between Venues
Northwestern University (Sociology)

(2016) Authoritative Interpretations, Multiple Voices: A Constitutive Model of Expert Authority
University of Illinois at Chicago (Sociology)

(2016) The Dynamics of Professional Status
University of Notre Dame (Sociology)

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

- (2015) The Language of End-of-Life Care in the Hospital – Conference on Improving End-of-Life Care in the Hospital – The Hastings Center and the Society for Hospital Medicine – Chicago
- (2014) Conducting Ethnography Across Tethered Venues: The Case of the Political Economy of Status in Medicine
UCLA (Sociology).
- (2013) Identifying Cross-Contextual Influences Using Ethnography: Authority and its Pursuit in Medicine – Ethnography Workshop
Northwestern University (Sociology)
- (2013) Information and Stratification Across National Contexts – Seoul Digital Forum – Seoul, Korea.
- (2013) Temporality and Uncertainty in Incipient Physicians' Decision-Making Processes
Michigan State University Bioethics Brownbag Seminar – E. Lansing, MI.
- (2011) Of Privacy and Publicity
International Conference for the Integration of Science and Technology into Society – Daejeon, Korea.
- (2010) The Logic Of Praxis in Medical Education
University of Leicester Workshop on Medical Sociology – Leicester, UK.
- (2010) Knowledge, Organizations, and Networks in Academic Medicine
Nuffield College Workshop on Social Networks – Oxford, UK.
- (2010) The Development and Diffusion of Innovations in Cardiac Electrophysiology
The Annual Meeting of the Heart Rhythm Society – Denver, CO.
- (2009) Circumstantial Evidence: Physicians' Uses of Medical Knowledge in the Modern Hospital
Northwestern University Ethnography Workshop – Evanston, IL.

Papers under review or revision:

██████████ “The Dynamics of Coalescence in Multidimensional Professional Status Competitions”
Invited to revise and resubmit, *American Sociological Review*

██████████ “Authority Beyond Institutions: Experts' Processes of Gaining and Sustaining
Authoritativeness” Under review, *Theory and Society*

Book manuscript in progress:

██████████ “Managing Medical Authority”
Invited to revise and resubmit from Princeton University Press.

Grant under review:

“CAREER: The Social Organization of Illness Experiences in the Porous Hospital”
NSF grant application revised and resubmitted

Papers in progress: * indicates undergraduate student, ** indicates graduate student

Physicians' Constitutive Ambivalence in Adopting Complex Technologies
To be submitted to *Work and Occupations* (Draft available)

██████████ Patient Experiences in the Porous Hospital: Personal Projections and Recovery Process
To be submitted to *Social Science and Medicine* (Draft available)

██████████ The Social Organization of Student-Led Fieldwork
To be submitted to *Teaching Sociology* (Analyzing data)

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).

I have organized, chaired, or served as a discussant at a number of panels and roundtables at the ASA and SSHA annual meetings. I was an invited host of a mentorship dinner for organizational sociology graduate students at the ASA.

I have served in a number of visible roles in the Medical Sociology section of the ASA, one of the largest sections in the discipline. Several times I have been nominated to run for elected office, but have not yet won an election. I have served as a reviewer for many professional journals, and several government granting agencies. I have also served on the editorial board of *Social Science and Medicine*, one of the key journals in my subfield, and have more recently been invited to the editorial board of the *Advances in Medical Sociology* Book Series. Finally, I have served on ASA Medical Sociology Section's committees for the Howard R. Kaplan, Eliot Freidson, and Louise Johnson Scholar Awards.

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).

UNIVERSITY:

I'm currently serving as a member of the University Academic Hearing Boards
I have recently taken over organizing responsibilities for the Science and Society Workshop

LBC: LBC Awards chair and committee. One major accomplishment from my time as Chair is leading the implementation of a lottery-based system for distributing minor College-level awards among candidates who are deemed equally meritorious (according to the established criteria for the award). A second accomplishment is collaborating on the development of a rubric for awarding research assistant funds.

I've served on 3 search committees.

I've written letters for 42 students. I've tweaked some of these students' letters for multiple outlets.

It is difficult to pinpoint the number of students for whom I've provided career/major counseling; I can come up with fuzzy numbers, based on some emails, but they also drop in, or come in packs after class. I estimate 60 meetings.

Chair, Sean Healy award (x3 years)

HPS Course numbering revision committee

I was on an ad hoc committee that made decisions about renewing fixed term instructors.

I've been on numerous 1 and 2PC committees.

Attended with students World View Lecture Series talk by [REDACTED]

Dealt cards at Casino Night (x2)

Spoke to HPSSA student group (x2)

Gave lectures to students at "Meet your college" event

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

Worked with [REDACTED] on ways to promote my fieldwork class with alumni physicians who might donate.
Contributed to authoring HPS learning goals
I assembled support from a number of previous students and wrote a sparkling nomination letter for a colleague that helped her win the EIDA University-wide award.
I served as an evaluator for the Mid-SURE and other undergraduate research conferences.
I've (amiably) been on the receiving end of many whipped cream projectiles during Pie your Professor Day.

Sociology:

I currently serve on the Faculty Advisory Committee
Chair, Speakers Committee
Served as the Website committee chair
Member of sociology Graduate Admissions and Funding Committee member (x2)
Member of sociology TA/RA allocation committee (x2)
Spoke to the Sociology department's grad student group 4 times, on publishing and navigating the job market

In terms of other SOC service, I have given an invited talk to MSU's DO-PhD student association, and have given guest lectures to the classes of [REDACTED]. And I initially invited and played a key role in bringing in several esteemed speakers to MSU Center for Bioethics and to meet with LBC and SOC colleagues: [REDACTED] (Penn), [REDACTED] (UCLA). I have also organized visits by distinguished sociologists, including [REDACTED], and [REDACTED]

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.

A key career-related focus of my service/outreach work is through my multi-dimensional work with Sparrow, which I believe contributes to improving the MSU-Sparrow relationship, while contributing to changes in how patient care is organized. These days I'm at Sparrow at least once/week. There is a long and tempestuous relationship between MSU and Sparrow, one that I understand came to culminate in the medical school's exodus. Having taken my class, students are entering Sparrow with a strong understanding of the existing problems faced by US hospitals and their patients. I am now collaborating with Sparrow administrators and doctors on research, and work closely with the director of volunteer services. With students from my class and a Honors College PA, I have written a report that gives the hospital feedback on potential ways to improve its systems of care. In coming years I would like to continue to develop existing relationships and create new ones. Although there have been some challenges with gaining access and IRB matters, there has also been strong support of my class- and research-related work from those in high places. While I am hopeful that the time I've committed to cultivating these research relationships has been justified, I am confident that students and I have given feedback that has helped administrators improve how Sparrow organizes care.

An indicator of the effectiveness of my service at Sparrow is that I was recently invited to speak to the 40-person SparrowWay Action committee, which is led by the Sparrow CEO and attended by all the top management. With a collaborating physician, [REDACTED], I gave a 30-minute talk that I was told was very well-received by the physicians, nurses, and administrators in attendance. We have been invited to apply for more grant funds from the MSU-Sparrow Center for Innovation, and delegates from other areas than orthopedics (e.g., oncology) have approached us about collaboration. Senior administrators are enthusiastic about the potential of my broader research to improve care at Sparrow. Consider a recent note from the a senior executive in nursing: *"This is a great initiative! I think we should bring to the IALT (Integrated Anesthesia Leadership Meeting) - we can involve the whole team - Surgeons, Anesthesiologists, CRNA, Nursing staff, etc."* Her colleague is also appreciative of our efforts. *"This is a valuable pursuit to learn what actual experiences the patient/family are encountering-real time. Equally important, the opportunity for front-line caregivers to learn the impact they have on the patient experience. I support [REDACTED] recommendation to process this through IALT. [REDACTED], thank you for your time, passion and influence to take this to the next level"*

FORM D - IV D ADDITIONAL REPORTING

a

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.

With a student I have authored a report to Sparrow on improving care in the Orthopedics Department.

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 have dedicated a great deal of time and energy to training undergraduates to conduct research. This mentorship has involved teaching research skills, providing feedback on my students’ posters and presentations, judging student research at University symposia, and collaborating on research reports. I have taught students to conduct and present research in the context of my courses, in the context of 8 Professorial Assistantships, and in hiring other RAs with my research funds. This work crosses over into the realm of service, as much of it involves conducting research at and providing feedback to Sparrow doctors and leadership.

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.)

2013 American Sociological Association Outstanding Dissertation Award

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.*

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
I. Instruction (covers instruction & research)							
Grantor: NSF	7/17, 7/18	██████	<input checked="" type="checkbox"/>		<input type="checkbox"/>		
Focus: CAREER: Managing Patients' Expectations for a Good Life and a Good Death: Hospice and Orthopedics Compared							
II. Research/Creative Activity							
Grantor: MSU College of Social Sciences Faculty Initiative Fund	5/2018	██████			<input type="checkbox"/>	██████	
Focus: Managing Patients' Expectations in the Porous Hospital							
Grantor: Norman Kagan Endowed Scholarship, MSU College of Human Medicine	3/2017	██████			<input type="checkbox"/>	██████	
Focus: Orthopedics and Hospice Compared							
Grantor: Sparrow Foundation	9/2016	██████			<input type="checkbox"/>	██████	
Focus: Sparrow Hospital Adherence & Readmissions							
Grantor: MSU Humanities and Arts Research Program	10/2016	██████			<input type="checkbox"/>	██████	
Focus: Book-writing							
Grantor: Sparrow/Science Studies at State	10/2016	██████			<input type="checkbox"/>	██████	With ██████
Focus: Patient Adherence in Orthopedics							

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

FORM D - IV

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Pending	Status		\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
				\$ Amt Funded	Not Funded		
Grantor: American Sociological Association Diffusion of Robotic Technologies	9/2014	██████████				x	
a. Service – Academic Community							
Grantor:			<input type="checkbox"/>			<input type="checkbox"/>	
Focus:							
III. b Service – Broader Community							
i. MSU Extension							
Grantor:			<input type="checkbox"/>			<input type="checkbox"/>	
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>			<input type="checkbox"/>	
Focus:							
iii. International Studies and Programs							
Grantor:			<input type="checkbox"/>			<input type="checkbox"/>	
Focus:							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>			<input type="checkbox"/>	

FORM D - IV

	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		
	Focus:							
	v. Other							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							

FORM D - IV

- 1) Books
 - 2) Book chapters
 - 3) Bulletins or monographs
 - 4) Articles
- * [REDACTED] "Tethered Venues: Discerning Distant Influences on a Fieldsite." *Sociological Methods and Research*. OnlineFirst: <http://journals.sagepub.com/eprint/J6KqYmdIT8TkY3kkTwrT/full>
<https://doi.org/10.1177/0049124117729695>
- * [REDACTED] (2017) "Interdependent Career Types and Divergent Standpoints on the Use of Advanced Technology in Medicine" *Journal of Health and Social Behavior*. 58: 488-502.
- [REDACTED] (2016) "On Violating One's Own Privacy: N-adic Utterances and Inadvertent Disclosures in Online Venues" *Studies in Media and Communications*, 11: 3-31.
- * [REDACTED] (2014) "Decisions About Knowledge in Medical Practice: The Effect of Temporal Features of a Task." *American Journal of Sociology*. 120: 701-49.
- * [REDACTED] (2014) "When Do Doctors Follow Patients' Orders? Organizational Mechanisms of Physician Influence." *Social Science Research*. 48: 171-184
- * [REDACTED] (2014) "Simmel's Dynamic Social Medicine: New Questions For Studying Medical Institutions?" *Social Science & Medicine*, 107: 100-104.
- * [REDACTED] (2010) "The Cultivation of Esteem and Retrieval of Scientific Knowledge in Physician Networks." *Journal of Health and Social Behavior*, 51: 37-52.
- * [REDACTED]. (2008) "Putting Social Context into Text: The Semiotics of Email Interaction." *American Journal of Sociology*, 114: 332-70.
Reprinted: "Collecting Data Using New Media" Paul Vogt (Ed.) *Data Collection*. Sage. 2010
- * [REDACTED] (2004) "Placing Cybereducation in the UK Classroom." *British Journal of the Sociology of Education*, 25: 193-213.
- * [REDACTED] (2002) "Democracy.edu?" *EDUCAUSE Quarterly*, 25:1

5) Reviews

[REDACTED] (2010) "The Social Life of the Clinical Trial" *Qualitative Sociology*, 33: 591-593

6) Papers and presentations for learned professional organizations and societies (*INDICATES UNDERGRADUATE CO-AUTHOR)

(2018) Physicians' Constitutive Ambivalence in Adopting Complex Technologies – ASA – Philadelphia – [REDACTED]
(2018) Authority Beyond Institutions: The Expert's Process of Gaining and Sustaining Authoritativeness – International Sociological Association – Toronto

FORM D - IV

- (2017) The Ties Between Physicians' Status Competition and the Cultural Authority of Medicine – ASA – Montreal
- (2017) Patient Experiences in the Porous Hospital: Personal Projections and Recovery Process -- ASA – Montreal ([REDACTED])
- (2016) The Dynamics of Professional Status Competitions -- Junior Theorists' Symposium – ASA – Seattle.
- (2016) Associative and Constitutive Models of Expert Authority: The Case of Medicine – Social Science History Association – Chicago
- (2015) Acting as Neither Individual nor Professional – Theory Section Panel – ASA – Chicago
- (2014) Market Interactions and Status Sacrifices: The Counterintuitive Spread of Robotic Technologies in Medical Practice – Medical Sociology Roundtables – ASA – San Francisco
- (2014) Moving Beyond Inexorable Models of Authority – The Paradoxes of Authority – University of Chicago
- (2013) Simmel's Cyclical Vision of Health and Medicine – Social Science History Association – Chicago
- (2013) Nested Ethnography and Cross-Contextual Processes – Theory Section Panel – ASA – NYC
- (2012) City Location as a Contingent Influence on Medical Practices – Panel on the Sociology of Health Care and Care Delivery – ASA – Denver
- (2012) Dexterity-Enabling Contexts in Cardiology – Panel on Interaction Forms and Forms of Talk – Society for the Study of Symbolic Interactionism – Denver.
- (2011) Do Pharmaceutical Companies Persuade Physicians to Adopt their Products? – Medical Sociology Panel – ASA – Las Vegas.
- (2011) Medicine and Industry – The Annual Meeting of the British Medical Sociology Association - UK
- (2011) The Logics of Praxis – The Annual Meeting of the British Sociological Association – London, UK.
- (2009) Learning to Manage Medical Knowledge – Panel on “Learning the Clinical Gaze” – The Society for Medical Anthropology of the American Anthropological Association – New Haven, CT.
- (2009) Circumstantial Evidence – Panel on Organizations and Knowledge – The Section on Organizations, Occupations, and Work – ASA – San Francisco, CA.
- (2009) Online Interaction with Unidentifiable Others – The Annual Meeting of the Society for Symbolic Interactionism – San Francisco, CA.
- (2009) Indexing Embarrassment Online - The Michiganoan Conf in Linguistic Anthropology - Ann Arbor, MI.
- (2009) Managing Medical Knowledge – Panel on Multi-sited Ethnography – Midwest Sociological Society Annual Meeting – Des Moines, IA.
- (2009) The Dynamics of Medical Knowledge – Panel on the Sociology of Knowledge – 11th Annual Chicago Ethnography Conference – Northwestern University, Evanston, IL.
- (2008) Norm shifts in medical teams – Organizations and Work roundtables – ASA – Boston, MA.
- (2008) ([REDACTED]) Obama wins the heartland: Vertical isomorphy between local community dynamics and the “New Politics” – Political Culture paper session – ASA – Boston, MA.
- (2008) The attainment of esteem and retrieval of scientific knowledge in physician networks – Poster Session – Academy Health Research Meeting – Washington DC.
- (2008) The emergence of organizational norms in medical work – Panel on Medical Work – 10th Annual Chicago Ethnography Conference – Northern Illinois University, Dekalb, IL.
- (2008) Scientific knowledge in physicians' networks – Poster Session – Agency for Healthcare Research and Quality Conference – Washington DC.
- (2007) ([REDACTED]) Of privacy and publicity: A structural theory of blog interaction – Information and Communication Technologies roundtable session – ASA – NYC, NY.
- (2007) ([REDACTED]) The attainment of esteem and retrieval of scientific knowledge in physician networks – Paper Session – Annual Meeting of the Society for General Internal Medicine – Montreal, Canada.
- (2006) Putting knowledge into organizational contexts: How physician networks manage research findings. Medical Sociology paper session – ASA – Montreal, Canada.
- (2006) ([REDACTED]) When do physicians follow their patients' orders? – Medical Sociology roundtable session – ASA – Montreal, Canada.
- (2005) ([REDACTED]) How text structures social interactions – Information and Communication Technologies Section paper session – ASA – Philadelphia, PA.
- (2005) ([REDACTED]) How email rubricates and ruins interactions – 7th Annual Globalization Conference, Mapping Global Landscapes – University of Chicago.
- (2005) Social distance revisited: Connecting conditions of organizational origin with UNESCO's treatment of technology – Comparative & International Education Association – Stanford, CA.
- (2004) Modeling internet-mediated interactions: The terms of engagement in exogenously-organized research groups Information and Communication Technologies session – ASA – San Francisco, CA.

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- (2004) ([REDACTED]) Building capacity to conduct education research on scale. Annual meeting of the American Educational Research Association – San Diego, CA.
- (2002) Implications of endemic conflict on the development of citizenship education in Israel-- The Ninth International Conference on Education. – University of Surrey – UK.
- (2001) Selling ideas online – Constructing Cybercultures: Performance, Pedagogy, and Politics Online University of Maryland – College Park, MD.

7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)

8) Reports or studies

** [REDACTED] (2015) Patient Satisfaction in the Sparrow Orthopedics Department
Report prepared for Sparrow

** [REDACTED] (2015) “Medicine’s Professional Authority, the Doctrine of Free Choice, and Improvisation in End-Of-Life Care,” Unpublished ms, prepared for Hastings Center & Society for Hospital Medicine Conference on Improving End-of-Life Care in the Hospital.