

**Olivia Sartorelli Anderson, MPH, RD, PhD (Professional)**  
**Olivia Sartorelli Tretter (Legal)**

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**BACKGROUND**

***Education***

- 2009-13 University of Michigan - Doctor of Philosophy in Environmental Health Sciences
- 2009-10 University of Michigan - Public Health Dietetic Accredited Internship  
Registration I.D. Number: 1058265
- 2007-09 University of Michigan - Master of Public Health in Human Nutrition
- 2003-06 Michigan Technological University - Bachelor of Science in Biological Sciences

***Academic appointments***

- 2015-Present University of Michigan – Clinical Assistant Professor, School of Public Health,  
Department of Nutritional Sciences
- 2014-15 University of Michigan – Research Fellow and Lecturer, School of Public Health,  
Department of Environmental Health Sciences
- 2013-15 University of Michigan – Postdoctoral Research Associate, Center for Research  
on Learning and Teaching (CRLT)
- 2013 University of Michigan – Postdoctoral Fellow, NIEHS R01
- 2010-13 University of Michigan - Graduate Student Research Assistant, NIEHS R01
- 2009 University of Michigan - Graduate Student Instructor, Courses: 1) Special Topics  
in Environmental Health Sciences, and 2) Professional Perspectives in  
Environmental Health

***Center for Research on Learning and Teaching (CRLT) postdoctoral work***

My postdoctoral work at CRLT focused on assessment and evaluation research of curricula at the micro- and macro-levels. I consulted with University of Michigan (U-M) faculty to develop novel pedagogical techniques or program evaluation strategies and research design. I developed and facilitated teaching and learning professional development workshops for U-M instructors.

***Specific projects completed:***

- Winter 2015 **BA 200 Course Evaluation** – Student and instructor evaluation of a new undergraduate core course, Ross School of Business

- Winter 2015 **Undergraduate English Climate Evaluation** – Evaluation of student and instructor climate issues in the undergraduate English Department, English Department
- Fall 2014-16 ***Gilbert Whitaker Fund: Introducing Communication Skills to Reduce Disparities in Dietetics Training*** – Modification to a nutrition course to include interactive curriculum dedicated to improving communication to reduce disparities and measure student competencies surrounding health literacy and cultural competency, Nutritional Sciences Department
- Fall 2014-15 ***ECHO360 Active Learning Grant: Evaluation of In-class Activities through LectureTools*** – Design of a novel pedagogy used in a movement science course to determine effectiveness of visual versus text-based learning through the use of LectureTools, School of Kinesiology
- Winter 2014 **A Faculty Learning Community to Improve Teaching Practices in Large Engineering Courses: Lasting Impacts** – To support engineering faculty in adopting effective teaching practices, the “Teaching Circle for Large Engineering Courses” was designed and implemented. This instructional development program provided faculty with research evidence as a way to overcome barriers to incorporating student-centered teaching practices into the classroom, School of Engineering
- Winter 2014 **Second Career Nursing Program Formative Evaluation** – Student and faculty assessment of the recently revised Second Career Nursing Program Curriculum, School of Nursing
- Winter 2014 **Comprehensive Studies Program Student and Alumni Experiences** – To evaluate student and alumni perspective about their experiences in the Summer Bridge and Comprehensive Studies Program, Comprehensive Studies Program
- Fall 2013-15 ***Roberts Family Award: Present Exam Questions Developed by Students Lead to Higher Cognitive Level of Learning*** – To determine the cognitive level of multiple-choice questions following a student team-based exercise in which questions were collaboratively written, School of Dentistry
- Fall 2013-14 ***Investigative Student Learning Grant: Learning Cariology in a New Dental Curriculum: Long Lasting Student Learning of Critical Thinking and Problem Solving in the Context of Patient Care*** – Longitudinal evaluation of student learning progression throughout the dental school curriculum, School of Dentistry
- Fall 2013 **MAP Pre-orientation Evaluation** – Student evaluation regarding experiences in the Michigan Access Program Pre-orientation in preparation for law school, Law School

Fall 2013      **Evaluation of the School of Art and Design Requirement for an International Experience** – Curriculum evaluation of the impact of students’ international experiences on learning competencies, School of Art and Design

***School of Public Health research fellowship work***

My research fellowship with the School of Public health included teaching, and course revision and development in the Human Nutrition program.

*Courses taught* – NUTR630: *Principles of Nutrition*. This is a core, foundational science course for all nutritional sciences graduate students (MPH, MS, and PhD) in the Human Nutrition program on macronutrient metabolism.

*Course revision and development* – 1) Took initiative to revise the capstone course (NUTR 600) for Nutritional Sciences Master of Public Health students. The revisions emphasized the development of relevant professional skills needed for working in the nutrition field with an emphasis in self-branding through the process of developing an ePortfolio.

2) Initiated the development of the first undergraduate course in nutrition. The course is now implemented and covers *Nutrition in the Life Cycle*. The overall objective is for students to learn about the biological basis for the nutritional requirements of normal growth and development and to maintain health in adulthood. The course targets pre-health, public health, kinesiology, and nursing undergraduate students. The topic is of relevance for graduate students in various health sciences schools including graduate students in the School of Public Health.

3) Modified the course NUTR 646: *Approaches in Nutrition Counseling*, to include interactive curriculum dedicated to improving communication to reduce healthcare disparities. This modification ensures dietetic students meet the Didactic Program in Dietetics competencies surrounding health literacy and cultural competency. Gilbert Whitaker Funds supported this work for course- and curriculum-level revision.

**RESEARCH and PRACTICE**

My research and practice focus on the scholarship of teaching and learning within public health curricula. It is important to validate effective and innovative teaching strategies but I also have a specific emphasis surrounding the: 1) implication of the public health discipline to interprofessional education, practice, and care and 2) development and evaluation of vigorous lactation education training aimed to reduce health disparities and promote population health.

***Honors and recognition***

2019              IPE Demonstration Model Award. Midwest Interprofessional Practice, Education & Research Center 2019

2019              Michigan Center for Interprofessional Education Faculty Award for Innovation and Excellence (finalist). University of Michigan

- 2018-Present Capstone Experiences Research Seminar Fellowship. Center for Engaged Learning, Elon University
- 2017-2018 Interprofessional Education Leadership Fellowship. University of Michigan
- 2016-Present Sustainable Food Systems Initiative Faculty Affiliate. University of Michigan
- 2013 Environmental Health Sciences Department Doctoral Student of the Year Award. University of Michigan

***Peer-reviewed journal publications***

1. Laye M, Boswell C, Gresham M, Smith-Sherwood D, **Anderson OS**. Multi-institutional Survey of Faculty Experiences Teaching Capstones. In preparation for submission to *College Teaching*. October 2019
2. Gross, M, **Anderson, OS**, Daniels T, Farris K, Fitzgerald M, Gao M, Mattison D, Moore L, Najjar G, Patterson V, Ursuy P, Smith L. A one-two punch: Introducing students to IPE with an online module followed by a face-to-face event. In preparation for submission to *Journal of Interprofessional Care*. September 2019.
3. **Anderson OS**, McCabe CF, Sadovnikova A. Breastfeeding models comparison study. In preparation for submission to *Advances in Medical Education and Practice*. Summer 2019.
4. Falvey S, Hahn S, **Anderson OS**, Lipson SK, Sonnevile KR. Under-diagnosis of eating disorders among college students: A comparison of military and civilian students. Awaiting clearance from Air Force to submit to *Military Medicine*. Summer 2019.
5. Bridges D, El Habbal N, **Anderson OS**. A peer evaluation training results in high quality feedback as measured overtime in nutritional sciences graduate students. Under peer review in *Advances in Physiology Education*. September 2019.
6. **Anderson OS**, Kardia S, Gupta K, August E. Are we teaching our students visual communication? Evaluation of a sample of writing assignments in public health. Under peer review in the *American Journal of Public Health*. July 2019.
7. Connolly M, Borton, K, **Anderson OS**. A faculty rubric for public health curriculum assessment through student-generated reflective ePortfolios. Under peer review in the *Public Health Reports in the Special department of From the Schools and Programs of Public Health*. July 2019.
8. O'Brien-Combs A, McCabe CF, **Anderson OS**. The state of cultural competency training in the field of dietetics. Under peer review in *Journal of the Academy of Nutrition and Dietetics*. July 2019.
9. August E, **Anderson OS**. The Real-World Writing Project for public health students: A description and evaluation. Under peer review in *Public Health Reports*. July 2019.

10. Sadovnikova A, Ma K, Chuisano S, Stanley, K, Eglash, A, Mitchell KB, Pasque K, Plott J, **Anderson OS**. Face, content, and construct validation of the LiquidGoldConcept Lactation Simulation Model by breastfeeding medicine experts and novices. Under peer review in the *International Breastfeeding Journal*. June 2019.
11. Chuisano S, **Anderson OS**. Simulation tools to educate physicians and nurses: A scoping review. *Journal of Human Lactation*. 2019 May 21. DOI: 10.1177/0890334419848414
12. Bair E, Lee CJ, Niemer R, **Anderson OS**. Implementing E-portfolio tools into curricula: A guide for faculty. *IDEA Paper Series*. 2019 April 22. [IDEA Paper #78](#).
13. **Anderson OS**, August E, Goldberg PK, Youatt E, Beck AJ. Developing a framework for population health in interprofessional training: an interprofessional education module. *Undergraduate Education* issue in *Public Health Frontiers*. 2019 February 25. Published online: DOI: 10.3389/fpubh.2019.00058.
14. Kelling S, Hisamatsu R, Dublin L, Mergos J, **Anderson OS**. An asynchronous, interprofessional teams and teamwork experience for the first-exposure learner. *Journal Interprofessional Care and Practice*. 2019 March, 14. DOI: [10.1016/j.xjep.2018.11.006](https://doi.org/10.1016/j.xjep.2018.11.006)
15. Lee C, Pais K Kelling S, **Anderson OS**. A scoping review to understand simulation used in interprofessional education. *Journal of Interprofessional Education and Practice*. 2018 December, 13. DOI: [10.1016/j.xjep.2018.08.003](https://doi.org/10.1016/j.xjep.2018.08.003)
16. Bridges D, Hisamatsu R, **Anderson OS**. Implementing Gameful pedagogy in a nutritional sciences core dietetics course. *Pedagogy for Health Promotion*. Published online 2018 November. DOI: [10.1177/2373379918814022](https://doi.org/10.1177/2373379918814022)
17. Everett A, **Anderson OS**, Wright MC, Fontana M. Longitudinal assessment of critical thinking skills in a dental curriculum. *Journal of Dental Education*. 2018 September, 82(9). DOI: [10.21815/JDE.018.088](https://doi.org/10.21815/JDE.018.088)
18. Sadovnikova A, Zielinski R, **Anderson OS**, Hammer L, Scott M, Ma K, Bair E, Chuisano S, Plott J. A Mixed-Methods, Innovative Pilot Program to Assess the Impact of Teaching Midwifery Students Hands-On Breastfeeding Management Using a Lactation Simulation Model. *Journal of Obstetric, Gynecologic & Neonatal Nursing*. 2018 June, 47(3). DOI: [10.1016/j.jogn.2018.04.013](https://doi.org/10.1016/j.jogn.2018.04.013)
19. Meizlish D, **Anderson OS**. Best Practices for Team-taught Courses. *University of Michigan Center for Research on Learning and Teaching Occasional Paper*. 2018 May, 37. Published online [here](#).
20. Borton K, **Anderson OS**. Peer-review leads to increase in metacognitive skills in public health graduate students. *Assessment and Evaluation in Higher Education*. Published online 2018 March. DOI: [10.1080/02602938.2018.1458211](https://doi.org/10.1080/02602938.2018.1458211)

21. McCabe C, **Anderson OS**. Development of a concept inventory to investigate student-learning gains in a nutrition in the life cycle course. *Journal of Food Science and Technology*. 2017 November, 7(3). DOI: [10.15406/jnhfe.2017.07.00241](https://doi.org/10.15406/jnhfe.2017.07.00241)
22. McCabe C, **Anderson OS**, Montrose L, Neier K, Dolinoy DC. Sexually dimorphic effects of early life exposures to endocrine disruptors: Sex-specific epigenetic reprogramming as a potential mechanism. *Current Environmental Health Reports*. 2017 September, 4(4). DOI: [10.1007/s40572-017-0170-z](https://doi.org/10.1007/s40572-017-0170-z)
23. Gross MM, Wright, MC, **Anderson OS**. Effects of image-based and text-based activities on student learning outcomes. *Anatomical Sciences Education*. 2017 February, 10(5). PMID: 28170167. DOI:[10.1002/ase.1684](https://doi.org/10.1002/ase.1684)
24. **Anderson OS**, Jung J, Peterson KE, Sanchez BN, Sant K, Sartor MA, Weinhouse C, Dolinoy DC. Novel epigenetic biomarkers mediating bisphenol A exposure and metabolic phenotypes in female mice. *Endocrinology*. 2017 January, 158(1). PMID: 27824486
25. Faulk C, Kim JH, **Anderson OS**, Nahar MS, Jones TR, Sartor MA, Dolinoy DC. Detection of Differential DNA Methylation in Repetitive DNA of Mice and Humans Perinatally Exposed to Bisphenol A. *PLoS Genetics*. 2016 July, 11(7). PMID: 27267941
26. Weinhouse CW, Sartor MA, Faulk C, **Anderson OS**, Sant KE, Harris C, Dolinoy DC. Epigenome-wide DNA methylation analysis implicates neuronal and inflammatory signaling pathways in adult murine hepatic tumorigenesis following perinatal exposure to bisphenol A. *Environmental and Molecular Mutagenesis*. 2016 July, 57(6). PMID: 27334623
27. Ganzalez-Cabezas C, Wright MC, **Anderson OS**, Fontana M. Exam questions developed by students lead to higher cognitive level of learning. *Journal of Dental Education*. 2015 November, 79(11). PMID: 26522634
28. Kim J, Sartor MS, Rozek LS, Faulk C, **Anderson OS**, Jones TR, Nahar MS, Dolinoy DC. Perinatal bisphenol A exposure promotes dose-dependent alterations of the mouse methylome. *Genome Biology*. 2014 January, 15(30). PMID: 24433282
29. **Anderson OS**, Finelli C. A Faculty Learning Community to Improve Teaching Practices in Large Engineering Courses: Lasting Impacts. Paper to be presented at *American Society for Engineering Education National Conference* (Indianapolis, IN) June 15-18 2014.
30. Faulk C, Barks A, Sanchez BN, Zhang Z, **Anderson OS**, Peterson KP, Dolinoy DC. Perinatal lead (Pb) exposure results in sex-specific effects on weight, food intake, fat, and insulin response across the murine life-course. *PLOS ONE*. 2014 August, 9(8). PMID: 25105421
31. Weinhouse CW\*, **Anderson OS\***, Bergin IL, Dolinoy DC. Perinatal bisphenol A exposure promotes dose dependent incidence of adult murine hepatic tumors. *Environmental Health*

*Perspectives*. Accepted for publication to *Environmental Health Perspectives*. 2014 May, 122(5). PMID: 24487385

32. **Anderson OS**, Peterson KE, Sanchez BN, Zhang Z, Mancuso P, Dolinoy DC. Perinatal bisphenol A exposure promotes hyperactivity, lean body composition, and hormonal responses across the murine life-course. *Federation of American Societies for Experimental Biology (FASEB)*. 2013 April, 27(4). PMID: 23345456
33. **Anderson OS\***, Sant K\*, Dolinoy DC. Nutri-epigenomics: An interspecies review of diet, one-carbon metabolism and DNA methylation. *Journal of Nutrition Biochemistry*. 2012 August, 23(8). PMID: 22749138
34. Weinhouse C, **Anderson OS**, Jones TR, Kim J, Liberman SA, Nahar MS, Rozek LS, Jirtle RL, Dolinoy DC. An expression microarray approach for the identification of metastable epialleles in the mouse genome. *Epigenetics*. 2011 September, 6(9). PMID: 21829099
35. **Anderson OS**, Nahar MS, Faulk C, Jones T, Liao C, Kannan K, Weinhouse C, Rozek LS, Dolinoy DC. Dose-dependent epigenetic responses following maternal dietary exposure to physiologically relevant levels of bisphenol A. *Environmental Molecular Mutagenesis*. 2012 June, 53(5): 334-42. PMID: 22467340

\*authors contributed equal work

### ***Book chapters***

1. **Anderson OS**. Skills for effective grantsmanship in public health nutrition. In *Public Health Nutrition: Rural, Urban and Global Community-Based Practice*. In press. Fall 2019.
2. Sant KE, **Anderson OS**. Folate and the B Vitamins impact the epigenome during development. In *Nutritional Epigenomics*. Edited by Bradley Ferguson. Elsevier. In progress for 2019 publication.
3. Lee, R, **Anderson OS**. Principles of Nutrition. In *MRL Preventative Medicine*. 15<sup>th</sup> Ed. Edited by Susan Barnes. McGraw Hill. 2018
4. **Anderson OS**, Sant KE. Fumonisin, Folate, and Neural Tube Defects. In *Comprehensive Toxicology*. 3<sup>rd</sup> Ed. Edited by Charlene McQueen. Elsevier. 2017.
5. Marchlewicz EH, **Anderson OS**, Dolinoy DC. Early life exposures and the epigenome – interactions between nutrients and the environment. In *The Role of Nutrition and Metabolism on Epigenetic Regulation*. Edited by E. Ho and F. Domann. Taylor and Francis. 2014.
6. Dolinoy DC, **Anderson OS**, Rozek LS. Epigenetic manifestations of environmental exposures. In *Nutrition Epigenetics*. Edited by Mihai Niculescu. Wiley-Blackwell. 2010.

### ***Published websites***

1. *Public Health WORKS: A collection of documents that tells stories about our field*. <https://sites.google.com/umich.edu/publichealthworks>. Published 2018 September.

Description: A collection of real-world public health writing samples from practitioners, faculty, and students and a place to explore job/internship opportunities.

2. *Olivia S. Anderson Professional Portfolio*. <http://oliviasanderson.weebly.com/>. Published 2017 August.

Description: An ePortfolio exhibiting my significant professional works. An ePortfolio model for my students to refer to for their ePortfolio site development in NUTR 600.

### ***Grant support***

2019-Present Vice Provost for Global Engagement & Interdisciplinary Academic Affairs  
Funding for Research on Teaching & Learning: **Evaluating the Impact of an Online Video Module on Public Health Student's Confidence and Performance of a Systematic Review of the Health Sciences Literature** – To compare the process undertaken by student's conducting a literature review after engaging in an online tutorial targeted for reviewing health sciences literature versus students who did not engage in the tutorial.

Role: Principal Investigator  
Award: \$1,206

2019-Present Ginsberg Center Community Engagement Grant for Interprofessional Education: **Developing Community IPE Care Models via Pharmacy, Dental, and Dietetic Students at Cranbrook Tower** – To develop community care model with a senior community center for an IPE team. Specific objectives are to increase knowledge regarding the roles/responsibilities for collaborative practice and to provide selected patients and their PCP with healthcare plan as it relates to dental health, medications, and nutrition.

Role: Co-investigator  
Total Award: \$5,000

2019-Present Academic Innovation General Funds: **Evaluation of an Innovative, Online Lactation Curriculum** – The LiquidGoldConcept (LGC) lactation internship has been offered to UM-SPH students since 2017 and covers foundational principles in public health and entrepreneurial research methods in regard to the breastfeeding field. The format of the internship is exclusively online as the LGC CEO (lead preceptor) is based in California. Innovative digital technologies like Google Meet and JamBoard are leveraged to facilitate learning.

The aim of this work is to develop appropriate instruments to assess student knowledge acquisition and evaluate satisfaction with curriculum. The extensive evaluation will inform development of a public health lactation Massive Open Online Course (MOOC).

Role: Principal Investigator



Total Award: \$21,619.69

2019-Present Faculty Communities for Inclusive Teaching: **Reducing Weight Bias within the Public Health Classroom** – Weight bias is common among health professionals; public health campaigns commonly perpetuate weight stigma and public health researchers and practitioners often hold and communicate anti-fat attitudes. While weight and obesity are widely discussed in schools of public health, issues of weight bias and size diversity are rarely addressed. The study objective is to gain faculty perspectives of teaching weight bias and size diversity which will inform the design and implementation of a weight bias workshop.

Role: Principal Investigator  
Total Award: \$1,000

2018-Present Instructional Development Funds: **Public Health WORKS: A searchable, web-based collection of documents for teaching, professional development, and student recruitment** – The study objective is to develop a searchable, web-based collection of documents from all areas of public health practice that can be used for teaching. Specifically we aim to: (1) collect documents from departments in the School of Public Health that represent typical writing in their sub-area; (2) add key words to existing documents as well as the new documents to allow them to be found via a keyword search; (3) create a search function in the [new website](#).

Role: Co-investigator  
Total Award: \$500

2018 Michigan Center for Interprofessional Education: Interprofessional Travel Grant: **Interprofessional Education, Care and Practice: The Role of Public Health** – To support the development of public health IPE workshop and travel to the Wisconsin Public Health Association Annual meeting.

Role: Invited UM speaker and faculty developer  
Total Award: \$1,146

2018 Instructional Development Funds: **Improving the Gameful Learning Experience in Public Health Students** – Gameful Learning, a pedagogical approach that leverages student autonomy and interests to produce intrinsic motivation when engaging in course assessments. Gameful learning was implemented into NUTR 630: Principles of Nutritional Sciences in Fall 2017, a first year, required course for Nutritional Sciences MPH students.

The study objectives were to: 1) learn from instructors - how they developed, implemented and revised their Gameful Learning experiences in order for their students to achieve learning outcomes. 2) gain student insight pertaining to “what worked well” or “needed improvement” - *specifically* after going from this to the next course in the series (NUTR 631).

Role: Principal Investigator  
Total Award: \$500

2017-19 Academic Innovation Fund: **All-in-one e-Portfolio Platform** – To engage students in early reflections of competency building, we aimed to develop an “all-in-one” ePortfolio platform that allows *transparency* of a curriculum including a space where learning objectives and competencies are mapped to trajectories so students can interactively map and monitor how they will meet objectives to obtain competencies using the UM SPH Nutritional Sciences program as a model.

For this specific phase of the proposal, we explored feature sets of existing ePortfolio and Competency Based Education tools on the market and collected qualitative data on faculty perspectives and knowledge of learning ePortfolios. This work informed the space for an all-in-one ePortfolio tool.

Role: Principal Investigator  
Total Award: \$4,320

2017-18 Center for IPE through UM Transforming Learning for a Third Century grants program: **An asynchronous, interprofessional teams and teamwork experience for the first-exposure learner** – To develop and evaluate an online module covering the IPE competency of Teams and Teamwork.

Role: Co-investigator  
Total award: \$5,000

2016-17 Faculty Communities for Inclusive Teaching (FCIT) Provost Award: **Inclusive Classroom Environments in Nutritional Sciences As Shaped By Student Input: A Three-Part Seminar Series with Follow-up Faculty Reflections** – Following a student forum after the 2016 presidential elections, faculty concluded that follow-up discussions would be valuable to enhance inclusion within the Nutritional Sciences department and across our School. A select series of sessions were developed and dedicated to conversations on *inclusive classroom environments among faculty with input from students*. The goals of the series were to 1) engage faculty in conversations surrounding DEI in the classroom, 2) expose faculty and students to diverse classroom climates, 3) strategize inclusive classroom climates as shaped by student experiences and needs.

Role: Principal Investigator  
Total Award: \$1,000

2015-18 USDA-NIFA CGP 004896: **Curriculum Development In Sustainable Food Systems: Increasing Number And Diversity Of Students in Sustainable Food System Studies** – This project addresses two of the most important challenges for agricultural education: 1) long-term trend of decreasing enrollments in baccalaureate agriculture and food systems degree programs and 2) increasing

lack of underrepresented minorities and nontraditional students in programs and careers related to food and agriculture. The project provided opportunities for students to engage in food and agricultural studies during the summer prior to their first year in college and in their first two years of college, effectively exposing them to potential careers in sustainable agriculture and food systems early in their college experience.

Role: Assessment and Evaluation Consultant

2015-18 Third Century Quick Wins: **Self-Regulated Learning in Public Health Guided by Principles of Innovation: A 2-year, Multi-Generational Professional Development and Capstone Course in the Master of Public Health Program in Nutritional Sciences** – The study objectives were to plan and pilot an innovative professional development and capstone course to be embedded in the MPH curriculum to move students to a greater state of professional preparedness and serve as a model across disciplines.

The main learning goals for the novel course, developed based on the learning needs indicated by students and alumni, are to 1) foster self-regulated learning and metacognition, 2) develop/strengthen professional skills, and 3) prepare for, engage in, and reflect on experiential opportunities that culminates into a professional ePortfolio.

Role: Principal Investigator  
Total Award: \$50,000

2015-18 NIEHS/EPA ES018171/RD83480001: **Children’s Environmental Health Formative Center.**

Role: Quality Assurance Manager

2014-16 The Gilbert Whitaker Fund: **Introducing Communication Skills to Reduce Disparities in Dietetics Training** – NUTR 646: *Approaches in Nutrition Counseling*, was modified to include interactive curriculum dedicated to improving communication to reduce disparities. A survey tool was created to inform Nutritional Sciences faculty whether graduate Didactic Program in Dietetics competencies surrounding health literacy, cultural competency are met in the curriculum.

Role: Consultant

2014-15 Echo360 Active Learning Grant: **Effects of Image-based and Text-based Activities on Student Learning Outcomes** - LectureTools was used to implement text- and image-based learning activities in an undergraduate-level anatomy class. LectureTools assessment data was analyzed for each student and compared with student performance on exams. This study provided the first

evaluations of the roles of text- and image-based activities on student learning outcomes in the context of an active learning environment.

Role: Postdoctoral Research Associate

- 2010-12 UM Nutrition Obesity Research Center Pilot Grant: **In Utero BPA Exposure: Effects on Metabolic Homeostasis Mediated by Epigenetic Labile Loci** - This project focused on the influence of *in utero* BPA exposure on offspring life-course body composition, hormonal status, and epigenetic gene regulation.

Role: Grant co-author and Graduate Student Research Assistant

- 2009-13 NIEHS R01 ES01752401: **In Utero Exposure to Bisphenol A: Effects on the Fetal Epigenome** - To identify epigenome-wide alterations in mice and humans following perinatal exposure to bisphenol a (BPA), a high production volume chemical used in the manufacturing of polycarbonate plastics and epoxy resins, and to map developmentally labile epigenetic genes in order to facilitate human health risk assessment and human disease prevention, diagnosis, and treatment.

Role: Graduate Student Research Assistant

### ***Conference proceedings***

- 2019 Oral Presentation. *From a Classroom to an Arena: Lessons Learned from a Large Scale Foundational PE Event*. Collaborating Across Borders VII Conference, Indianapolis, IN, Oct 20-23 2019 (accepted).
- 2019 Symposium. *IPE and IPP Big 10 Collaboration: The Time is Right*. Collaborating Across Borders VII Conference, Indianapolis, IN, Oct 20-23 (accepted).
- 2019 Oral Presentations. *A one-two punch: Introducing students to IPE with an online module followed by a face-to-face event*. Collaborating Across Borders VII Conference, Indianapolis, IN, Oct 20-23 (accepted).
- 2019 Round Table. *Faculty implementation of a large-scale foundational IPE experience*. Collaborating Across Borders VII Conference, Indianapolis, IN, Oct 20-23, 2019 (accepted).
- 2019 Oral Presentation. *Faculty perceptions of interprofessional education experience: A qualitative analysis of "IPE in Action" event*. Collaborating Across Borders VII Conference, Indianapolis, IN, Oct 20-23 (accepted).
- 2019 Scientific Poster Presentation. *Large Scale IPE Experience – A Model*. Health Professions Education Day. Ann Arbor, MI
- 2019 Scientific Poster Presentation. *Impact of an Introductory Online Module on Student Attitudes about IPE*. Health Professions Education Day. Ann Arbor, MI

- 2019 Scientific Poster Presentation. *Faculty Perceptions about IPE Context and its Effect on Student Learning Outcomes: A Reflection on the IPE in Action Day*. Health Professions Education Day. Ann Arbor, MI
- 2018 Oral Presentation. *Implementing E-portfolio Tools into a Curriculum: A Guide for Faculty*. American Public Health Association Annual Meeting. San Diego, CA
- 2018 Scientific Poster Presentation. *An asynchronous, interprofessional teams and teamwork experience for the first-exposure learner*. Health Professions Education Day. Ann Arbor, MI
- 2018 Scientific Poster Presentation. *Implementing E-portfolio Tools into a Curriculum: A Guide for Faculty*. Health Professions Education Day. Ann Arbor, MI
- 2017 Scientific Poster Presentation. *Professional portfolio development in a nutrition capstone course to guide student self-regulated learning and curriculum assessment*. Experimental Biology Annual Conference. Chicago, IL
- 2014 Scientific Poster Presentation. *Student-developed Exam Questions Lead to Higher Cognitive Level of Learning*. American Dental Education Association. San Antonio, TX
- 2013 Scientific Poster Presentation. *Perinatal Bisphenol A Exposure Promotes Hyperactivity, Lean Body Composition, and Hormonal Responses Across the Murine Life-Course*. Experimental Biology Annual Conference. Boston, MA
- 2013 Scientific Poster Presentation. *Perinatal Bisphenol A Exposure Promotes Hyperactivity, Lean Body Composition, and Hormonal Responses Across the Murine Life-Course*. Annual Toxicology Symposium, University of Michigan School of Public Health. Ann Arbor, MI
- 2012 Scientific Poster Presentation. *Perinatal Bisphenol A Exposure: Effects on Metabolic Homeostasis Throughout the Life-course*. Michigan Nutrition Obesity Research Center Annual Symposium. Ann Arbor, MI
- 2012 Scientific Poster Presentation. *Perinatal Bisphenol A Exposure: Effects on Metabolic Homeostasis Throughout the Life-course*. Developmental Origins of Disease Annual Symposium. Ann Arbor, MI
- 2012 Scientific Poster Presentation. *Perinatal Bisphenol A Exposure: Effects on Metabolic Homeostasis Throughout the Life-course*. Experimental Biology Annual Conference. San Diego, CA

- 2012 Scientific Poster Presentation. *Perinatal Bisphenol A Exposure: Effects on Metabolic Homeostasis Throughout the Life-course*. Annual Toxicology Symposium, University of Michigan School of Public Health. Ann Arbor, MI
- 2012 Scientific Poster Presentation. *Perinatal Bisphenol A Exposure: Effects on Metabolic Homeostasis Throughout the Life-course*. National Institute of Environmental Health Sciences Bisphenol A Consortium. Durham, NC
- 2011 Scientific Poster Presentation. *Perinatal Bisphenol A Exposure: Effects on Metabolic Homeostasis Throughout the Life-course*. Michigan Nutrition Obesity Research Center Annual Symposium. Ann Arbor, MI
- 2011 Scientific Poster Presentation. *Dose-dependent Shifts in A<sup>vy</sup> Coat Color Distribution Following Maternal Dietary Exposure to Bisphenol A*. Michigan Dietetic Association Conference. Ann Arbor, MI (**2<sup>nd</sup> place scientific poster award**)
- 2011 Scientific Poster Presentation. *Dose-dependent Shifts in A<sup>vy</sup> Coat Color Distribution Following Maternal Dietary Exposure to Bisphenol A*. Society of Toxicology Annual Conference. Washington D.C.
- 2011 Scientific Poster Presentation. *Dose-dependent Shifts in A<sup>vy</sup> Coat Color Distribution Following Maternal Dietary Exposure to Bisphenol A*. Annual Toxicology Symposium, University of Michigan School of Public Health. Ann Arbor, MI
- 2010 Scientific Poster Presentation. *Maternal Iron Intake Predicts DNA Methylation Status of Offspring*. Epigenetics Symposium. Ann Arbor, MI
- 2010 Scientific Poster Presentation. *Maternal Iron Intake Predicts DNA Methylation Status of Offspring*. Michigan Dietetic Association Conference. Bay City, MI (**1<sup>st</sup> place scientific poster award**)

### ***Media and press***

- 2019 The Interprofessional Team: Training the Next Generation of Collaborative Health Professionals. *The University of Michigan School of Public Health Findings*
- 2018 [Balancing Work and Life](#). Work-Life Balance in the Context of Public Health republished in Thrive Global.
- 2017-present Nutritional Sciences student blogging. Collaboration with School of Public Health Marketing and Communications team to develop an educational experience for Nutritional Sciences students (master and undergraduate level) to provide evidence-based blogs for The Pursuit website. *To date a total of 62 blogs have been published or submitted for publication.* [Example student blog](#).

- 2017 [Work-life Balance in the context of Public Health](#). Professional Development blog, The School of Public Health Pursuit website.
- 2013 Press Release. *Female Mice Exposed to BPA by Mothers Show Unexpected Characteristics*. The University of Michigan News Service. Ann Arbor, MI <http://www.ns.umich.edu/new/multimedia/videos/21126-female-mice-exposed-to-bpa-by-mothers-show-unexpected-characteristics>.

### ***Consultations***

- 2018-Present Registered Dietitian. Review seasonal menus for infant through preschool ages. Offer guidance and action plan through report. Saint Paul Early Childhood Center. Ann Arbor, MI.

## **TEACHING EXPERIENCE**

My teaching areas of interest are informed by my doctoral and current research interests. I focus on instilling professional development skills into my students and ensure they walk away from my courses with tangible work products and competencies. I utilize state-of-the-art pedagogy and simultaneously measure the learning outcomes of students to understand if the pedagogy is working to maximize the student learning experience. Specific topics that I teach include: evidenced-based teaching, professional development, macronutrient metabolism, life-cycle nutrition, and interprofessional education.

### ***Residential courses***

- 2017-Present University of Michigan, School of Public Health, Department of Nutritional Sciences, Instructor: *Effective Teaching in Public Health (NUTR/PUBHLTH 803)*

Course Description: This course will provide you the opportunity to engage in a community graduate students to explore and prepare for a teaching career in public health. The focus on effective teaching is at a university-level and specifically geared towards the field of public health or closely related health professional disciplines. You will be immersed in literature, discussions, and workshops on a number of state-of-the-art pedagogical techniques, e.g., inclusive teaching, backwards course design, classroom assessment techniques, etc. You will apply your pedagogical knowledge and values to develop a teaching philosophy statement, a course syllabus, and a teaching demonstration that you will deliver to your peers.

- 2016-Present University of Michigan, School of Public Health, Department of Nutritional Sciences, Instructor: *Nutrition in the Life Cycle (PUBHLTH 310/NUTR 510)*

Course Description: In this course you will learn about nutrition during critical stages of the life cycle - from the time individuals are in the womb during pregnancy to when they become older adults. The nutritional needs for normal

growth and development, as well as the consequences of under- or over-nutrition at critical life stages and what major interventions have been implemented to address these consequences will be examined. We will also discuss how lifestyle factors and demographics play a role in meeting nutritional requirements at various life stages.

2015-Present University of Michigan, School of Public Health, Department of Nutritional Sciences, Instructor: *Professional Development and Capstone (NUTR 600)*

Course Description: This course examines the evolution of your personal and professional goals within the field of nutrition. It will provide you with skills and knowledge to establish a career that sustains learning as a lifelong process and the opportunity to form relationships with peers and professionals in the field. Overall, this course aims to integrate your goals, experiences, and growth as a nutrition expert in order to fully prepare you for a career in the field of public health nutrition.

2014-2018 University of Michigan, School of Public Health, Department of Nutritional Sciences, Co-instructor: *Principles of Nutritional Sciences: Macronutrient Metabolism in Human Nutrition (NUTR 630)*

Course Description: This course is the foundation of nutritional sciences for macronutrients. Specifically we will discuss the properties, digestion and absorption, and metabolism of carbohydrates, proteins/amino acids, and lipids in humans. This course aims to integrate biochemical and physiological aspects of energy and nutrient utilization, nutrient interactions, and metabolic regulation in humans. Ann Arbor, MI

2009 University of Michigan, School of Public Health, Department of Environmental Health Sciences - Graduate Student Instructor, Courses: 1) *Special Topics in Environmental Health Sciences* (Department Seminar Course), and 2) *Professional Perspectives in Environmental Health* (Department Capstone Course) - Developed curriculum and syllabi. Communicated and worked with several departmental professors to organize group projects intended for students, held office hours for students, and graded assignments. Ann Arbor, MI

2004 Michigan Technological University - Biology Laboratory Teaching Assistant, Course: General Biology I. Houghton, MI

### **Online courses**

2019-present LiquidGoldConcept. Content Developer and Facilitator: *Translational research and practice in lactation: public health applications: University of Michigan School of Public Health Summer Internship*. Online Platform: Google Suite



2018-present University of Michigan, School of Public Health. Faculty Developer and Instructor: *Public Health Interprofessional Didactic Module*. Online Platform: Canvas LMS

Course Description: This module provides an introduction to interprofessional practice from a prevention and population health perspective. Student will gain didactic background for public health competency: perform effectively on interprofessional teams

2018 University of Michigan, Center for Interprofessional Education. Faculty Developer and Instructor: *Interprofessional Teams and Teamwork Experience*. Online Platform: Canvas LMS

Course Description: The primary purpose of this experience is to instill foundational level knowledge of effective teamwork that students can apply to teamwork with peers and in an interprofessional education scenario.

2017-present University of Michigan, Center for Interprofessional Education. Faculty Developer and Implementer: *Introduction to Interprofessional Education 101*. Online Platform: Canvas LMS, previous edX

Course Description: This module provides an introduction to interprofessional education. It allows students from different health science disciplines to engage with and learn from one another on an online format.

2016 University of Michigan, Center for Research on Learning and Teaching, Faculty Mentor: *High Impact Principles and Practices for STEM Education: An Online Short Course for Postdoctoral Scholars*. Online Platform: Canvas LMS

Course Description: The purpose of this online short course is to prepare a select group of advanced postdoctoral scholars from Universities across the country and from a variety of disciplines in the sciences and engineering to teach effectively as future faculty members. The short course consists of eight modules on a number of pedagogical topics.

2015 University of Michigan, Center for Research on Learning and Teaching, Faculty Mentor: *High Impact Principles and Practices for STEM Education: An Online Short Course for Postdoctoral Scholars*. Online Platform: Canvas LMS

Course Description: The purpose of this online short course is to prepare a select group of advanced postdoctoral scholars from a variety of disciplines in the sciences and engineering to teach effectively as future faculty members. The short course consists of eight modules on a number of pedagogical topics.

### ***Guest lectures***

- 2019 *The Summer Internship Learning Agreement and the ePortfolio*. NUTR 688. Research Seminar. University of Michigan, School of Public Health. Ann Arbor, MI.
- 2018 *The Learning Agreement and Communication Strategies*. NUTR 688: Research Seminar. University of Michigan, School of Public Health. Ann Arbor, MI.
- 2018 *Writing Goals and Understanding Competencies*. NUTR 688: Research Seminar. University of Michigan, School of Public Health. Ann Arbor, MI.
- 2017 *Setting Goals and Understanding Competencies*. NUTR 688: Research Seminar. University of Michigan, School of Public Health. Ann Arbor, MI.
- 2012 *Perinatal Bisphenol A Exposure: Effects on Metabolic Homeostasis Throughout the Life-course*. University of Michigan Dietetic Internship Class. Ann Arbor, MI
- 2012 *Maternal and Child Nutritional Health*. University of Michigan Dietetic Internship Class. Ann Arbor, MI
- 2008 St. Joseph Mercy Hospital - Taught a series of Type 2 Diabetes education classes, designed and taught healthy eating/cooking classes, and taught weight management classes aimed for kids and teens (ShapeDown Weight Management for Children and Teens). Ann Arbor, MI

***Invited talks***

- 2019 *Environmental Exposures: What to know for your family's well-being?* Saint Paul Early Childhood Center. Ann Arbor MI
- 2018 *Effective Teaching in the Health Sciences*. Hillman Scholar Research Seminar. Hillman Scholar Program in Nursing Innovation, School of Nursing, Ann Arbor, MI.
- 2018 *Implementation of Gameful Learning in a Required Nutritional Sciences Course*. Gameful Learning Summer Institute. Academic Innovation. Ann Arbor, MI
- 2018 *Toddler and Preschool Nutrition*. Saint Paul Early Childhood Center. Ann Arbor, MI
- 2018 *Principles of Human Nutrition: A Gameful Pedagogical Approach*. Gameful Community of Practice Group. UM CRLT. Ann Arbor, MI
- 2018 *Principles of Human Nutrition: A Gameful Pedagogical Approach*. Celebration of Teaching Successes. School of Public Health Instructional Services. Ann Arbor, MI

2013 *Environmental Exposures in the Womb: Life-long Health Consequences*. New Moon Midwifery, Center for the Childbearing Year. Ann Arbor, MI

***Workshops and seminars***

2019 *Weight Bias in the Classroom*. Professional Development for Continuing Education. School of Public Health. University of Michigan, Ann Arbor, MI (scheduled Fall 2019)

2018 *Diversity, Equity and Inclusion for Nutritional Sciences*. Professional Development for Continuing Education. School of Public Health. University of Michigan, Ann Arbor, MI

2015 Center for Research on Learning and Teaching: Preparing for Future Faculty Program Facilitator. *Preparing for Future Faculty*. University of Michigan. Ann Arbor, MI

2015 *Inclusive Teaching*. University of Michigan Graduate Student Instructor Teaching Orientation. Ann Arbor, MI

2014 *Group Work to Maximize Student Learning in Labs and Discussions*. University of Michigan Graduate Student Instructor Teaching Orientation. Ann Arbor, MI

2014 *Grading in Quantitative Courses and the Sciences*. University of Michigan Graduate Student Instructor Teaching Orientation. Ann Arbor, MI

2014 Orientation Workshop. *Leading Problem Solving*. University of Michigan Graduate Student Instructor Teaching Orientation. Ann Arbor, MI

**MENTORSHIP, ADVISING, AND COMMITTEE MEMBERSHIPS**

***Master thesis committee member***

2017-19 Sarah Falvey, Under-diagnosis of eating disorders among college students: A comparison of military and civilian students

***Graduate student instructor advisor***

My graduate student instructors (GSI) are trained to develop effective teaching practices. Upon accepting the position, the GSI attends weekly meetings, discusses evidence-based teaching practices, develops and teaches at least one lecture, *and conducts scholarly work (three GSIs hold co-authorship positions on three distinct publications and one is in progress)*.

2019 Zak Gersten: PUBHLTH 310/NUTR 510 Nutrition in the Life Cycle

2019 Megan Zhou: PUBHLTH 310/NUTR 510 Nutrition in the Life Cycle

2018 Noura El Habbal: NUTR 630 Principles of Nutrition

2018 Jessica Wu: PUBHLTH 310/NUTR 510 Nutrition in the Life Cycle

2018 Rina Hisamatsu: Interprofessional Teams and Teamwork Experience (online)

2017 Rina Hisamatsu: NUTR 630 Principles of Nutrition  
 2017 Erica Cooper: PUBHLTH 310/NUTR 510 Nutrition in the Life Cycle  
 2017 Carly McCabe: PUBHLTH 310/NUTR 510 Nutrition in the Life Cycle  
 2016 Jennifer LaBarre: NUTR 630 Principles of Nutrition  
 2016 Carly McCabe: PUBHLTH 310/NUTR 510 Nutrition in the Life Cycle  
 2016 Phoebe Goldberg: PUBHLTH 310/NUTR 510 Nutrition in the Life Cycle  
 2014 Nikki Kasper: NUTR 630 Principles of Nutrition

***Research assistant advisor***

2019 Kashvi Gupta  
 2019 Carly McCabe  
 2019 Samantha Chuisano  
 2017-18 Rina Hisamatsu  
 2017 Chia-Ju Lee  
 2016-18 Emily Bair  
 2016-17 Mary Connolly  
 2015-16 Kelley Borton

***Master of Public Health internship preceptor***

2019 Brittany Durant (NS): LiquidGoldConcept Public Health Lactation Internship  
 2019 Eileen Suse (HBHE): LiquidGoldConcept Public Health Lactation Internship  
 2019 Martha Alves (MPH-SW joint): LiquidGoldConcept Public Health Lactation Internship

***Independent study research advisor***

2019 Aria Grabowski – Evaluation of a hands-on lactation curriculum implemented with mid-wifery students  
  
 2018-19 Amelia O’Brien-Combs – Qualitative scoping review of dietetics cultural competency curriculum (submitted for publication; under review), Applied to Diversity, Equity, and Inclusion Innovation Award (not funded)  
  
 2017-19 Samantha Chuisano – Qualitative scoping review of application-based learning in medical and nursing education (published in Journal of Human Lactation)  
  
 2017 Jen Wortman – Curriculum development and implementation of geriatric nutrition

***Academic advisor (Master of Public Health students)***

2019-21 Carrie Ly, Alek Ostrender, Kaitlyn Rau, Megan Remer  
  
 2018-20 Dean Anderson, Angela Davis, Brittany Durant, Sarah Egan, Ekaterina Malikov  
  
 2017-19 Mieko Diener, Iris Liang, Christian Mackey, Gina Sellinger, Lea Wright  
  
 2016-18 Samuel Chey, Samantha Chuisano, Erin Zettell

2015-17 Ojaswi Adhikari, Noah Nelson, Isaac Pohlman, Elizabeth Roach, Amira Shehata, Martha Siegmund

## SERVICE AND ENGAGEMENT

### ***Committee work***

2018-Present *Interprofessional Education Scholarship Committee*. Charged with helping transform curricular activities into scholarship and to report out on scholarship in this domain. University Committee

2018-Present *Council for Education in Public Health (CEPH) Accreditation Task Force*. Assist in efforts for reaccreditation including the conduction of the self-study and representation of the Nutritional Sciences department. School Committee  
*Subcommittee: Applied Practice Experience Workgroup*. Integration of applied practice experiences into the public health curriculum and documentation of experiences through ePortfolios

2018-Present *Interprofessional Education Foundation Experience Task Force*. University Committee  
*Subcommittee: Introduction to IPE 101 Revision Workgroup*. Tasked to develop and implement major revisions to the Intro to IPE 101 module

2018-Present *Nutritional Sciences Curriculum Committee*. Charged to oversee the Nutritional Sciences Master of Public Health, Master of Sciences and Doctor of Philosophy curriculum. Department Committee

2015-2017 *Advisory Committee on Academic Program*. Charged with the general oversight of CEPH requirements and ensuring that these classes are accessible to students. School Committee

2014-2015 *Grants and Awards Administration Team*. Assist in efforts to review grant program structure and analyze awardee data. Center for Research on Learning and Teaching. Department Committee

### ***Society memberships and engagement***

2017-Present American Public Health Association  
*Special Interest Groups: Maternal and Child Health; Food and Nutrition*  
*Appointed Position: Food and Nutrition Strategic Planning Committee*  
*Member; Program Planning Committee Member*

2017-Present Association of Programs in Public Health Nutrition  
*Appointed Position: Curriculum Chair*

2017-Present American Educational Research Association

2012-Present American Society for Nutrition

2009-Present Academy of Nutrition and Dietetics