School of Public Health
Center for Research on Ethnicity, Culture, and Health (CRECH)

An IMSD Research and Education Program

Dedicated to developing viable approaches to preparing students to meet the public health needs of a culturally diverse society.

PREDOCTORAL STUDENT HANDBOOK
2017-2018
All information in this publication is correct as of September 2017, but is subject to change from time to time. CRECH reserves the right to change the content or the method of study it offers predoctoral scholars, while being supported by the NIH Training Grant Educational Program.

Updated information may be obtained by viewing the CRECH Web site at http://www.crech.org/ or by personal inquiry.

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The CRECH Research Education Training Program continues to be funded (2013-2018) as part of MORE’s Initiative for Maximizing Student Diversity (IMSD). For CRECH to continue supporting doctoral research training, it is important that we continue to demonstrate the program’s impact to our NIH funding source by maintaining its record of attracting and graduating students from racially and ethnically underrepresented groups. The Promoting Ethnic Diversity in Public Health Research Training program is a unique doctoral training program for students conducting research on the clarification, reduction, and elimination of racial and ethnic health disparities. The program focuses on the development of substantive critical thinking and research methods that can be applied to racial and ethnic health disparities. While all students interested in this research area are eligible for the IMSD program, the program is particularly interested in maintaining its record of attracting students from racially and ethnically underrepresented groups. The training program is located in the Center for Research on Ethnicity, Culture, and Health (CRECH).
The **mission** of the CRECH “Promoting Ethnic Diversity in Public Health Training Program” is to focus more directly on the participation and enrollment of students from racial and ethnic groups that have been underrepresented in schools of public health: African Americans, Latinos/Hispanics, American Indians, and Pacific Islanders. Specifically, the program will employ three mechanisms to fully ensure URM participation.

**First**, the IMSD education program will maintain its substantive focus on supporting only those students interested in research on racial and ethnic health disparities. It has been our clear experience that the topic of racial and ethnic health disparities is an extremely attractive issue for URM students. In fact, almost all of the URM students with whom we have worked since the program’s inception in 2000 have focused their doctoral work on racial/ethnic health disparities.

**Second**, the IMSD program will institute additional targeted recruitment and outreach efforts focused on Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal colleges in order to build an extensive pool of potential URM students. Clearly, students who have graduated from these institutions are more likely to be URM students.

**Third**, in keeping with the purpose of the IMSD, the program’s selection committee will in its deliberations emphasize the importance of identifying students from racial/ethnic groups which have been traditionally underrepresented in public health. We are making a special effort to ensure participation by racial and ethnic minority students who often are from cultural and educational backgrounds that have inhibited their ability to pursue research careers in health-related research. In keeping with IMSD policy, no one will be denied participation in our IMSD research educational program solely on the basis of race, ethnicity, gender or religion.
PART II
Student Agreement Form

• Graduate Research Assistantship

The central feature of the program is appointment as a Graduate Student Research Assistant (GSRA). This allows participants to work on a specific sponsored research project where one will be exposed to an “inside look” at what is involved in conducting research on a day-to-day basis. Because we feel it is important that students are linked directly with a faculty mentor, CRECH students receive a salary in exchange for research activities performed with the guidance and supervision of SPH faculty. We feel that this arrangement helps guarantee that a solid student-faculty relationship will be established.

For the 2017-2018 academic year, CRECH will offer participants support as a .50 (20 hours/week) Graduate Student Research Assistant for the university year (September through April.) CRECH cannot guarantee summer support.

• Tuition and Fees

Students receive fall and winter tuition, but the training grant cannot pay any fees charged by the University of Michigan.

• Faculty Mentoring

Faculty mentoring is an essential part of this program. As a GSRA students must be paired with a Research Mentor in their department. The Research Mentor will be the person CRECH will contact to ensure that the research work performed is appropriate for the .50 GSRA position. The Research Mentor is also expected to help guide you through your doctoral requirements. Therefore, you and your Research Mentor should interact regularly, focusing on skill development in quantitative and qualitative data analysis, scientific writing, manuscript preparation, proposal development, and oral presentations.
• **Doctoral Seminar on Eliminating Racial/Ethnic Disparities in Health**

All CRECH doctoral students are required to participate in the year-long (fall and winter semesters) doctoral seminar, HBHE 702, for students supported by the IMSD program. This seminar is designed specifically for the trainees and offers opportunities to engage in open discussions about current topics and important issues related to racial and ethnic disparities in health. The seminar is an intimate setting where you can interact with scholars whose research is in the forefront of important public health topics. It is also a forum where you will be expected to present your own work as it develops.

• **Presentations, Campus Brown Bags and Poster Sessions**

Each CRECH doctoral student is expected to develop abstracts (with consultation and help from your Research Mentor) to be submitted for a poster session or presentation at appropriate regional and national professional conferences. We also encourage students to develop abstracts for submission to local conferences such as the Department of Epidemiology’s Annual Poster Session, the School of Public Health’s Annual Minority Health Conference, or the Rackham Graduate School’s Students of Color of Rackham (SCOR) Conference.

• **Travel**

To facilitate your presentations, the CRECH IMSD program provides financial support ($1,000) to help with the cost of travel and lodging at one conference each year. It is not necessary that you are scheduled to present in order to use the travel funds if you are attending a conference with your Research Mentor. We have found that this helps in the “networking” that is necessary for career development. If traveling to a conference without your mentor, you must be scheduled to present. If traveling to a professional meeting with support from CRECH funds, students must submit a Travel Expense Report (receipts go to Ms. Lynda Fuerstnau, Program Coordinator) if a cash travel advance is obtained. **Note: Only domestic travel is covered.**
• Manuscripts and Journal Articles

We expect that the results of your work with your Research Mentor will result in co-authored papers that will be submitted for publication in peer-reviewed journals.

• Social Interaction with other CRECH Scholars

One of the most important goals of the CRECH Doctoral Training Program is the creation of a cohesive and supportive environment for doctoral students. The larger CRECH research training program consists of several components focusing on undergraduates, master’s students, postdoctoral scholars, and distinguished visiting professors. As a supported CRECH doctoral student, you will be invited to attend all regularly-scheduled CRECH functions. Students also will have access to the computer work stations and printer located in the CRECH bay on the second floor of SPH I.

• What does the program require from you?

CRECH requires students supported by this IMSD Research Education Program to be engaged in research on a regular weekly basis. We require regular participation in the doctoral seminar (HBHE 702). NIGMS holds the IMSD programs to a very high standard, including the requirement of an evaluation plan and a clear set of measurable objectives. For CRECH to continue supporting doctoral research training, it is important that students respond to our requests for information in a timely manner so that we can continue to demonstrate the program’s impact to our NIH funding source. Therefore, students are required to participate in the program evaluation activities (i.e., CRLT focus groups, questionnaires, and the National Advisory Panel Meeting). Of course, satisfactory progress toward the doctoral degree is by far the most important requirement of the program.

Once invited to participate in the CRECH Training Program, we consider participants to be a member of the CRECH family through completion of the PhD and beyond. This means that while one may not be supported by the CRECH program in any given semester, one will be invited to attend all CRECH activities and will have access to travel support, the CRECH work stations, CRECH lectures, and the seminar.
The Center for Research on Ethnicity, Culture, and Health (CRECH)

CRECH’s goal is to support efforts within the School of Public Health to prepare students to address the public health needs of an increasingly diverse society. The mission of the CRECH IMSD research education program is to provide a forum for training students to conduct basic and applied research on racial and ethnic inequities in health across all departments within the UMSPH. The Paul B. Cornely Postdoctoral Fellowship Program is administered by the Center. For a complete listing of news and upcoming events, visit the CRECH Web site at http://www.crech.org/.

The University of Michigan School of Public Health (UMSPH)

The UMSPH has a number of other training programs and research initiatives that demonstrates the School’s commitment to diversity and its ability to provide a rich research environment.

  • The Summer Enrichment Program (SEP) in Health Management and Policy is a summer internship program for undergraduate students interested in eliminating racial and ethnic health disparities. For more information visit http://www.sph.umich.edu/sep/.

  • The Prevention Research Center of Michigan (PRC), was established in 1998 with funding from the Centers for Disease Control and Prevention (CDC) to close gaps in health disparities and improve health through community-based prevention research partnerships with families and communities in Flint, Michigan and state-wide. For more information visit http://www.sph.umich.edu/prc/.
• The Detroit Community-Academic Urban Research Center (URC) was established in 1995 and is a national leader in CBPR approaches to research. The mission of the URC is to promote and support interdisciplinary, collaborative research that improves the health and quality of life of families and communities on the east and southwest sides of Detroit, and contributes to the understanding of the relationship between social determinants, protective factors, intermediate outcomes, and long-term health outcomes specific to inner-city, urban environments. For more information visit http://www.sph.umich.edu/urc/.

The Rackham School of Graduate Studies

Rackham is deeply committed to ethnic diversity in doctoral training. The most relevant graduate school program for the proposed IMSD education program is the Rackham Merit Fellowship (RMF) Competition. The Rackham Merit Fellowship Program helps sustain the academic excellence and inclusiveness of the Michigan graduate community, one that embraces students with diverse experiences and goals, and who come from many educational, cultural, geographic, and familial backgrounds. By offering financial assistance to those students who might not otherwise have access, Rackham aims to reduce disparities in graduate education and aims to promote the values of diversity and inclusion by encouraging the admission and funding of students who represent a broad array of life experiences and perspectives, because this enhances the quality of the intellectual environment for all students. Visit http://www.rackham.umich.edu/ and click on Rackham Merit Fellowship Program.

Participating School of Public Health Academic Departments

• The Department of Biostatistics provides quantitative expertise to a wide spectrum of health-related problems by advancing knowledge in biostatistics and health through educational programs for students and applied researchers. The department provides leadership and scholarship in research, teaching, and service, in fulfillment of its mission. To learn more visit http://www.sph.umich.edu/biostat/.
PART III: Research Opportunities at the University of Michigan School of Public Health (continued)

- The Department of Environmental Health Sciences. The environmental health sciences are concerned with the impact of environmental conditions on human health -- in particular the health effects in people that can arise from exposures to agents (chemical, biological, physical, or even behavior) through the air they breathe, the water they drink, the food they eat, and the manner in which they go about their lives and their work. It is an essential component of public health, and includes environmental chemistry, physics and biology, environmental and occupational health, toxicology and human nutrition. Environmental health is a multidisciplinary field grounded in the physical life sciences with applications to the social, management and political sciences. To learn more visit http://www.sph.umich.edu/ehs/.

- The Department of Epidemiology practices epidemiology as a broad scientific discipline addressing the causes of health and disease in populations, integrating causal concepts at the molecular, cellular, medical, and social levels. To learn more visit http://www.sph.umich.edu/epid/.

- The Department of Health Behavior and Health Education seeks to promote health and prevent and manage disease within populations. A number of societal trends have a significant impact on teaching, research, and practice within the Department. For example, the population is aging; chronic diseases are emerging as primary causes of morbidity and escalating health care costs. Increasing empirical evidence recognizes the complex set of causes and risk factors (e.g., economic status, environmental exposures, individual behavior and social inequalities) that are associated with a diverse array of diseases, including the growing ethnic diversity of the United States population. To learn more visit http://www.sph.umich.edu/hbhe/.

- The Department of Health Management and Policy has been at the national forefront in educating outstanding professionals in health management, policy, and research. Michigan’s health management program is currently ranked first (and has been since 1993) in a national survey conducted by U.S. News and World Report. To learn more visit http://www.sph.umich.edu/hmp/.

- The Department of Nutritional Sciences Nutrition has become a topic of growing national and global interest especially in the past decade, with intensifying research and scholarship related to topics like obesity, chronic disease risks, food safety and security, global hunger and undernutrition and the environmental and health impacts of agriculture. The interdisciplinary nature of these issues, and the multi-dimensional and collaborative study and problem-solving related to them, is a hallmark of the University of Michigan Nutritional Sciences program. To learn more visit https://sph.umich.edu/ns/about.html
The CRECH Student Tracking/Reporting System was developed by our CRECH Administrator, Lynda Fuerstnau, in consultation with our Webmaster, Connie Lippert. The system is a web-based interactive student database that we use to store information from current and past doctoral program students by using the UM SiteMaker system. This interactive system allows CRECH administrative staff to initialize and create a new student record when a student is accepted in the program.

Given reasonable cooperation by the scholars (whom we contact via e-mail and phone), this system maintains addresses and contact information that we can use to remind students to update personal information. We also use this system to contact non-responders, to update and maintain validity tables, and to create and run period reports (e.g., annual progress reports, monthly report of student information status). This is an important part of our evaluation plan because our largest challenge is maintaining communication with former IMSD scholars once they graduate from the University of Michigan. Creating and using this web-based tracking system has allowed us to more easily stay in touch with people, issues, and career opportunities. We are in the process of adding the following student benchmarks to this system: 1) initial meeting with faculty mentor; 2) research topic and research project; 3) completion of required coursework; 4) IMSD doctoral seminar presentations; 5) establishment of comprehensive examination (“prelims”) study group; 6) comprehensive examination outcome (high pass, pass, provisional pass, fail); 7) candidacy status; 8) dissertation committee formation; 9) dissertation defense; 10) post-orals dissertation revisions completed.

For CRECH to continue supporting doctoral research training, it is important that we continue to demonstrate the program’s impact to our NIH funding source. Therefore, student participation is critical in obtaining the required information to make this tracking system successful. It is extremely important that you respond to our requests for information in a timely manner so that we can continue to demonstrate the program’s impact to our NIH funding source. Student access to the tracking system is easy: just go to the CRECH Home page (http://www.crech.org/) and click on the Doctoral Student link located in the lower left corner on the page.
PART V: Frequently Asked Questions

This collection of frequently asked questions (FAQ) provides brief answers to many common questions about the CRECH “Promoting Ethnic Diversity in Public Health Training Program.” It also provides links to more detailed information available from this website.

1) What are the requirements - grade or research-based (if any) for keeping the funding once it is awarded?

Satisfactory progress toward the degree, minimum of 20 hours/week research effort, participation in the program’s seminar.

2) Does the IMSD funding last for my entire time here as a student? Or do I go up for re-consideration of funding at some point?

Students are usually supported by the training grant for two years. However, there are students who receive additional funding to complete their doctorate.

3) Does the stipend amount change after becoming a candidate?

When Candidacy is approved, tuition will then be reassessed at the Candidacy rate. The defense of the dissertation must be held under an 8 hour Candidacy enrollment. No part of the fee for that enrollment is refundable. This regulation applies whether or not the student has already reached the required fee total minimum. For further information on Required Fee Total and Candidacy Course Registration, check at http://www.rackham.umich.edu/policies/gsh/section2/#2121.

4) Does the research hour requirement (must work 20 hours/wk with a faculty member etc.) change after becoming candidate?

No, it does not change.
5) Does CRECH offer money for conference travel? If so, how much?

Yes. CRECH’s IMSD program provides $1,000 to help with the cost of travel and lodging at one domestic conference each year. It is not necessary that one is scheduled to present in order to use the travel expense funds if your Research Mentor is in attendance. If traveling to a conference without a Research Mentor, one must be scheduled to present. We have found that participation in conferences helps in “networking” that is necessary for career development. To request CRECH/NIH Travel Funds, contact Lynda Fuerstnau at ljfirsti@umich.edu.

6) Are there opportunities (social or professional) for CRECH scholars to congregate?

The program is one part of a web of diversity training programs developed by CRECH. Having a number of programs operating at different levels of academic preparation results in “synergistic” dynamics that cut across students at different levels. For example, when our CRECH doctoral students interact with master’s students who are drawn to CRECH, the former become role models and teachers. The master’s students, on the other hand, are provided with an opportunity for a “close-up” view of what it is like to be in a doctoral program. For many, these interactions answer questions about future career options; and for some, it opens up new possibilities not considered previously. It is customary for the CRECH Paul Cornely postdoctoral scholars to deliver a job talk each year as they enter the market. Many of our doctoral students attend those presentations, again, providing them with a glimpse of what they can expect in the future. CRECH has become a second “home” (after their department) for many of our supported students. The doctoral seminar and the physical space provided by the CRECH research room (work stations, networked computers, etc.) helped to build this cohesiveness and exchange.
7) Does CRECH offer courses? Do I have to take them?

All CRECH doctoral students are required to participate in the year-long (fall and winter semesters) Doctoral Seminar on Eliminating Racial/Ethnic Disparities in Health, HBHE 702, designed specifically for students supported by the IMSD program. The seminar offers opportunities to engage in open discussions about current topics and important issues related to racial and ethnic disparities in health. The seminar is an intimate setting where you can interact with scholars whose research is in the forefront of important public health topics. It is also a forum where you will be expected to present your own work as it develops. For a description of the seminar, visit the Health Behavior and Health Education Web site http://www.sph.umich.edu/hbhe/ and click on Courses.

8) At the end of my time as a PhD student, are there any special requirements/capstone materials to complete for CRECH?

Notify CRECH (Lynda Fuerstnau) of details regarding dissertation defense. Scholars should check Rackham’s online document “Completing the Doctoral Degree Requirements” at http://www.rackham.umich.edu/current-students/policies/docorial/phd-students/completing-doctoral-degree-requirements to ensure that all Rackham requirements have been met.

9) Can I work with a professor who is not affiliated with CRECH while receiving CRECH funding?

The research assistantship is the main mechanism through which students receive the mentoring and training necessary to be successful doctoral students. Each student will work a minimum of 20 hours/week under the guidance of their faculty mentor. Mentors are expected to devote substantial time and resources to ensuring that the students are fully integrated into all aspects of the research project, including: development of a research question; obtaining seed money for preliminary studies; proposal development; research team coordination; instrument development; pretesting and pilot work; data collection, management and analysis; and manuscript preparation. Mentors are required to meet with doctoral students on a regular and consistent basis to provide individual feedback on course selections, academic performance and progress, and career advice.
9) Can I work with a professor who is not affiliated with CRECH while receiving CRECH funding? (continued)

These meetings will be required at the beginning of each semester and at various points during the semester. Specifically, mentors will have responsibility for informal academic advising, career counseling, but mostly skill development and evaluation which includes one-on-one critique and feedback of student papers in order to improve scientific writing skills, manuscript preparation, proposal development, and exposure to the peer review process. In many instances, the mentor will serve as chairperson of the student’s dissertation committee. The mentor will motivate students to progress in their programs in a timely manner. Mentors will devote personal time and resources to interacting with the students in individual meetings, research administration meetings, and strategic planning meetings.

10) I am not a citizen or a non-citizen national of the United States. Am I eligible for this program?

A student participating in the IMSD program must be a citizen or a noncitizen national of the United States or have been lawfully admitted for permanent residence. (A non-citizen national is a person who, although not a citizen of the United States, owes permanent allegiance to the U.S. They are generally persons born in lands that are not states, but are under U.S. sovereignty, jurisdiction, or administration, for example American Samoa.) An individual lawfully admitted for permanent residence must possess an alien registration receipt card (I-151) or (I-551) prior to appointment on the grant. Individuals on temporary visas are not eligible for support from the IMSD program.
Selection of doctoral students for this training program is a two-stage process:

1. A student must be admitted to one of the following departments: Epidemiology, Health Behavior and Health Education, Health Management and Policy, Biostatistics, Environmental Health Sciences.

2. Once accepted into one of the departments, students can be nominated for the CRECH doctoral training program.

Selection of students is made by a special training program committee. Once a trainee becomes part of the program, placement with a faculty mentor is coordinated by CRECH with assistance from the student’s doctoral program chair.
PART VII: Student Application Form

UM/SPH Center for Research on Ethnicity, Culture, and Health
National Institute of Health (NIH)
“Promoting Ethnic Diversity in Public Health Training”
Doctoral Training in Racial and Ethnic Health Disparities

Personal Information

Last Name_______________________First Name________________________Middle Initial_____
Student ID Number________________________________________________________________
Birthdate (mm/dd/yyyy)____________________________________________________________
Local address__________________________________________Telephone__________________
E-mail Address(es):________________________________________________________________
Permanent address (if different from local address) ______________________________________
                                                                                       ______________________________________
Demographic information (please check appropriate box) □ Female □ Male
Race/ Ethnicity
□ African American (Black) □ Asian American/ Pacific Islander □ White
□ Native American □ Hispanic/Latino/Latina
□ Bi-Racial/Mixed Race (please specify): ____________________________________
APPLICATION DATA

List prospective or current SPH department:______________________________________________

Department Academic Advisor:________________________________________________________

Proposed Research Training Mentor:__________________________________________________

Field of Study you are planning to pursue _____________________________________________

Please submit a one-page statement describing your interest in doctoral training and research on
definition, reduction, and elimination of racial or ethnic health disparities. (Attach this
document to the application form.)

EDUCATIONAL AND PROFESSIONAL HISTORY

List in chronological order (most recent first) all colleges and universities attended. If studies are
not complete, indicate degree and date expected. (You may attach an updated resume’ or curriculum
vitae in lieu of completing this section. Be sure it includes GRE Scores.)

Institution________________________Location city/state/country________________________

Entrance date month/year_________Leaving date month/year_______Degree received or
expected _______GPA___________Major______________________________________________

Institution________________________Location city/state/country________________________

Entrance date month/year_________Leaving date month/year_______Degree received or
expected _______GPA___________Major______________________________________________

Institution________________________Location city/state/country________________________

Entrance date month/year_________Leaving date month/year_______Degree received or
expected _______GPA___________Major______________________________________________
List prospective or current SPH department: ________________________________

Department Academic Advisor: ____________________________________________

Proposed Research Training Mentor: _______________________________________

Field of Study you are planning to pursue: ________________________________

Please submit a one-page statement describing your interest in doctoral training and research on the clarification, reduction, and elimination of racial or ethnic health disparities. (Attach this document to the application form.)

List in chronological order (most recent first) all colleges and universities attended. If studies are not complete, indicate degree and date expected. (You may attach an updated resume or curriculum vitae in lieu of completing this section. Be sure it includes GRE Scores.)

Institution________________________ Location city/state/country________________________

Entrance date month/year____________ Leaving date month/year_______ Degree received or expected _______ GPA________ Major________________________________________

GPA________ Major___________________________________________________________

GRE Verbal Score Percentile _______ GRE Quantitative Score Percentile ____________

Previous Support: List all undergraduate and graduate fellowships, scholarships, teaching assistantships and include dates of tenure. (Attach additional sheet if necessary)

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Academic or professional honors or awards. (Please list and give dates)

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Professional papers published or presented. (Please list dates and locations)

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

List all previous pertinent work or research experience, beginning with the most recent, including full-time and part-time. (Attach additional sheet if necessary)

From Month/Year_______ To Month/Year_______ Position ___________________________
Supervisor___________ Employer and Full Address _______________________________

From Month/Year_______ To Month/Year_______ Position ___________________________
Supervisor___________ Employer and Full Address _______________________________

From Month/Year_______ To Month/Year_______ Position ___________________________
Supervisor___________ Employer and Full Address _______________________________

From Month/Year_______ To Month/Year_______ Position ___________________________
Supervisor___________ Employer and Full Address _______________________________

From Month/Year_______ To Month/Year_______ Position ___________________________
Supervisor___________ Employer and Full Address _______________________________
SUBMITTING YOUR APPLICATION:

To the best of my knowledge, all of the information provided in this application, including all schools attended, is accurate. I understand that misrepresentation of any portion of this application may be cause for canceling this application.

Signature____________________________________________________________

Date______________________________________

ALL APPLICANTS MUST SIGN:

APPLICATIONS WILL NOT BE ACCEPTED WITHOUT ALL THREE (3) ITEMS LISTED BELOW:

1. Completed application form
2. Completed one-page statement describing your interest in doctoral training and research on the clarification, reduction, and elimination of racial or ethnic disparities (one-inch margins, single or double spaced and 12 point font).
3. A letter of support from a faculty member at the University of Michigan indicating he or she agree to work with you on research pertaining to racial disparities in health. The faculty member does not have to be in the School of Public Health as long as he or she does research on racial or ethnic disparities in health.

ALL INQUIRIES AND APPLICATIONS SHOULD BE SUBMITTED TO:
Ms. Lynda Fuerstnau
Center Administrator & Program Coordinator
Center for Research on Ethnicity, Culture, and Health (CRECH)
University of Michigan School of Public Health
1415 Washington Heights, 2858 SPH I
Ann Arbor, MI 48109-2029
E-mail: ljfirsti@umich.edu
Phone: 734-647-6665
Fax: 734-763-9265
The relationship between graduate student participant and faculty research mentor is the foundation of the CRECH Doctoral Research Education Program. Mentors are crucial to the educational experience. Research and related projects may include literature/research reviews, development of research question(s), quantitative data analysis/interpretation, conference presentations, research methodology design, manuscript development, development of presentations (e.g., for conferences, professional meetings), publications and other activities. Faculty Mentors are afforded a great deal of autonomy in developing a working and mentoring relationship with the student. However, the following could serve as a guide:

- Spend substantial quality time with students, investing a suggested minimum of two-three hours per week.
- Give regular and constructive feedback to the student(s).
- Make yourself available to interact with the student(s) by e-mail, telephone and in person following the formal CRECH mentorship arrangement.
- Allow students some freedom in selecting their assignments.
- Create experiences that engage the student’s technical expertise.
- Develop tasks that allow the student to use their academic skills.
- Do your best to involve the student in projects that relate to their future coursework and career goals.

Communication
Successful partnerships require consistent and clear student/mentor communication. Please keep in mind that graduate-level research may be a new experience for some CRECH students. Students may be unclear about mentor expectations and the tasks involved in completing a research project. We recommend that mentors clarify their expectations during the first student
meeting. It is also helpful to keep students informed of ongoing changes regarding the project. For students and mentors alike, some suggestions to facilitate good communication include:

- Set mutually agreed upon target dates for completion of specific tasks.
- Establish regular meeting times and work hours.
- Introduce student to other individuals who can help answer their questions in your absence or the reporting structure in your lab/department.
- Let student know the best way/times to contact their mentors - telephone, e-mail, office hours.

Regularly Scheduled Meetings/Feedback
Regularly scheduled meetings aid communication. They also help assure progress toward the agreed upon final product. The Doctoral Research Education Program requires students to submit an annual progress report. We recommend regular meetings between students and mentors to discuss project ideas, status, and questions. During meetings, mentors can assess the student’s ability to engage in independent work and offer feedback about work habits, work quality, strengths, and areas in need of improvement. Weekly meetings are also a great time to share your personal reflections on research career challenges and rewards.

Student Development
Although students accepted into the Doctoral Research Education Program are highly qualified academically, the student will gain experience in working independently on research projects. Some students may need to be guided through each step of the research process before taking on such a role. Dividing a complex task into sub-tasks can allow the mentor to monitor student progress at each step. A task list will provide the student with a clear understanding of the project and the necessary steps for completion. Eventually, the student should become comfortable and confident performing a task without supervision.
Program Commitments and Student Responsibilities

Graduate Student Research Assistantship
The central feature of the CRECH Doctoral Research Education Program is a Graduate Student Research Assistantship (GSRA) appointment. The assistantship pays your tuition for the fall and winter semesters. More importantly, your position as a GSRA allows you to work on a specific research project where you will be exposed to an “inside look” at what is involved in conducting research on a day-to-day basis. Because we feel it is important that students are linked directly with a faculty Research Mentor, CRECH students receive a salary (not a stipend) in exchange for research activities performed with the guidance and supervision of SPH faculty. We feel that this arrangement helps guarantee that a solid student-faculty relationship will be established. The GSRA is a .50 (20 hours/week) appointment during the university year (September 1 through April 31).

Because CRECH fellowship awardees are expected to be engaged full-time in the program of study for which they are awarded, a fellow may not accept any employment obligation involving more than 10 hours of work per week while receiving CRECH support. In the case of Graduate Student Instructors (GSIs), Graduate Student Research Assistants (GSRAs), or Graduate Student Staff Assistant (GSSAs), this is equivalent to a 0.25 appointment. Requests for exceptions may be submitted to the CRECH Office with supporting documentation from your faculty advisor.

This appointment includes GRADCARE. The program cannot pay fees charged by the University of Michigan. Unfortunately, the CRECH program cannot pay summer support.

Doctoral Seminar on Eliminating Racial/Ethnic Disparities in Health
All CRECH doctoral students are required to participate in the year-long (fall and winter semesters) doctoral seminar, HBHE 702, designed specifically for students supported by the IMSD program. The seminar offers opportunities to engage in open discussions about current topics and important issues related to racial and ethnic disparities in health. The seminar is an intimate setting where you can interact with scholars whose research is in the forefront of important Public Health topics. It is also a forum where you will be expected to present your own work as it develops.
PART VIII: Student/Mentor Guidelines

Student Requirements

CRECH requires students supported by this IMSD Research Education Program

- To be engaged in research on a weekly basis.
- Participate in the doctoral seminar (HBHE 702).
- Respond to the NIGMS/IMSD program’s evaluation plan by responding to all requests for information in a timely manner so that we can continue to demonstrate the program’s impact to our NIH funding source. Therefore, you are required to participate in the program evaluation activities (e.g., focus groups, questionnaires, and the National Advisory Panel Meeting).
- Obtain approval for travel funds by contacting Ms. Lynda Fuerstnau, Program Coordinator in a timely manner.
- Satisfactory process toward your degree is by far the most important requirement of the program.

Once invited to participate in the CRECH Training Program, we consider you to be a member of the CRECH family until you complete your PhD studies and beyond. This means that while you may not be supported by the CRECH program in any given semester, you will be invited to attend all CRECH activities and will have access to travel support, the CRECH work stations, CRECH lectures, and the seminar.
PART VIII: Student/Mentor Sample Worksheets

Worksheet 1 - Mentee Expectations

Use this worksheet to develop an understanding of what you expect to gain from your mentoring relationships. By clarifying your own expectations, you will be able to communicate them more effectively to your mentors. Add items you deem important.

The reasons I want a mentor are to:

- Receive encouragement and support
- Increase my confidence when dealing with professionals
- Challenge myself to achieve new goals and explore alternatives
- Gain a realistic perspective of the workplace
- Get advice on how to balance work and other responsibilities, and set priorities
- Gain knowledge of “do’s and don’ts”
- Learn how to operate in a network of talented peers
- Other ____________________________

I hope that my mentor and I will:

- Tour my mentor’s workplace/explore various teaching or work sites
- Go to formal mentoring events together
- Meet over coffee, lunch, or dinner
- Go to educational events such as lectures, conferences, talks, or other university events together
- Go to local, regional, and national professional meetings together
- Other ____________________________

I hope that my mentor and I will discuss:

- Academic subjects that will benefit my future career
- Career options and job preparation
- The realities of the workplace
- My mentor’s work
- Technical and related field issues
### Worksheet 1 - Mentee Expectations

I hope that my mentor and I will discuss:

- [ ] How to network
- [ ] How to manage work and family life
- [ ] Personal dreams and life circumstances
- [ ] Other ___________________________________________________

The things that I feel are off limits in my mentoring relationship include:

- [ ] Disclosing our conversation to others
- [ ] Using non-public places for meetings
- [ ] Sharing intimate aspects of our lives
- [ ] Meeting behind closed doors
- [ ] Other ___________________________________________________

I hope that my mentor will help me with job opportunities by:

- [ ] Opening doors for me to job possibilities
- [ ] Introducing me to people who might be interested in hiring me
- [ ] Helping me practice for job interviews
- [ ] Suggesting potential work contacts for me to pursue on my own
- [ ] Teaching me about networking
- [ ] My resume or curriculum vitae
- [ ] Other ___________________________________________________

The amount of time I can spend with my mentor is likely to be, on average:

1 2 3 4 hours each week/every other week/per month (circle one)

The amount of time my mentor can spend with me is likely to be, on average:

1 2 3 4 hours each week/every other week/per month (circle one)
Worksheet 2 - Planning for First Meetings: A Mentee’s Checklist

Use this checklist to plan initial meetings with your mentors in light of what you hope to achieve over the long term.

_____ Arrange first meeting with a prospective mentor.

_____ Explain your goals for meetings and ask how confidentiality should be handled.

_____ Discuss with your mentor what you both perceive as the boundaries of the mentoring relationship.

_____ Review the current experience and qualifications. Record these on a professional development plan (see Worksheet 3).

_____ Discuss and record your immediate and long-term goals. Explore useful professional development experiences in view of these goals. Discuss options and target dates.

_____ Discuss and record any issues that may affect the mentoring relationship such as time, financial constraints, lack of confidence, or newness to the role, etc.

_____ Arrange a meeting schedule with your mentor (try to meet at least once a quarter). Record topics discussed and feedback given at each meeting. Request that meeting records be kept confidential and in a safe place.
Worksheet 2 - Planning for First Meetings: A Mentee’s Checklist

Use this checklist to plan initial meetings with your mentors in light of what you hope to achieve over the long term.

____ Discuss with your mentor the following activities that can form part of your mentoring relationship:

• Getting advice on strategies for improving teaching or research
• Organizing observation(s) of teaching and providing constructive feedback
• Organizing a session of work shadowing (in a campus or other employment setting)
• Getting advice on issues or concerns with colleagues in study or research groups
• Providing feedback from other sources (students, faculty, administrators, and other mentors in or outside the university)

____ Create a mentoring action plan that reflects different professional development needs at different stages of your graduate program.

____ Encourage your mentor to reflect regularly with you on your goals, achievements, and areas for improvement. Compose a brief reflection essay (e.g., 1/2 page) prior to each meeting.

____ Amend your mentoring action plan as needed by focusing on your developing needs.
### Worksheet 3: Graduate Student Professional Development Plan

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</table>
Worksheet 4 - Sample Mentor and Mentee Agreement

Consider using this agreement, or another one that you and your mentor(s) create together, if you believe the mentoring relationship will be strengthened by formalizing a mutual agreement of roles, responsibilities, and expectations.

We are voluntarily entering into a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in professional development activities. To this end, we have mutually agreed upon the terms and conditions of our relationship as outlined in this agreement.

Objective

We hope to achieve:                                           To accomplish this we will:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Confidentiality

Any sensitive issues that we discuss will be held in confidence. Issues that are off-limits in this relationship include:
________________________________________________________________________

Frequency of Meetings

We will attempt to meet at least__________ time(s) each month. If we cannot attend a scheduled meeting, we agree to notify one another in advance.

Duration

We have determined that our mentoring relationship will continue as long as we both feel comfortable or until:
________________________________________________________________________
No-Fault Termination

We have committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to abide by one another’s decision.

__________________________________________________________________________
Mentor

__________________________________________________________________________
Mentee

__________________________________________________________________________
Date

__________________________________________________________________________
Date
The National Institute of General Medical Sciences (NIGMS) Initiative for Maximizing Student Development (IMSD) funds the CRECH Promoting Ethnic Diversity in Public Health Research Training Program, which is located within the University of Michigan’s School of Public Health’s (UMSPH) Center for Research on Ethnicity, Culture, and Health (CRECH). The central purpose of this Initiative for Maximizing Student Development (IMSD) program is to increase and maintain the number of underrepresented students (i.e., African American, Latino, and American Indian) who apply, enroll, and successfully complete doctoral studies at the UMSPH. The program recruits all UMSPH qualified students, regardless of race or ethnicity, interested in the study of racial and ethnic health disparities. The substantive focus on racial/ethnic disparities is justified on the basis of two observations. First, despite improvements in overall health, noticeable inequalities among population groups persist. Second, far too many health problems fall disproportionately on racial and ethnic minority groups. Clearly there remains an ongoing need for public health research scientists working to describe, explain, and reduce health disparities.

Selected IMSD students are appointed as paid graduate research assistants. All IMSD students are matched on the basis of substantive interests with faculty who are responsible for personalized research instruction, direction, and career mentoring. IMSD students must also enroll in the IMSD doctoral seminar where they learn about disparities research and are required to deliver research presentations on their own work. Students are also exposed to training in the responsible conduct of research in the seminar.
Current CRECH Student Profiles

Sara Abelson, MPH, will begin her second year as a doctoral student in the Department of Health Behavior and Health Education in September 2017. She is working with Dr. Daniel Eisenberg on the Healthy Minds Study an annual national survey of college students about mental health, help-seeking behavior, and related issues. Sara is taking the lead on research to understand how the campus climate at U.S. colleges and universities might support or detract from the mental health and wellbeing of diverse populations, including students of color and students from the LGBTQ community. Sara received her bachelor’s degree in human social behavior (a self-designed, interdisciplinary major) from Cornell University and her Master’s in health behavior and health education with a focus in health equity from the University of Michigan School of Public Health in 2008.

Julie Ober Allen, MPH, is a Doctoral Candidate in the Health Behavior and Health Education Department at the UM School of Public Health. Prior to beginning her doctoral studies, she contributed to a variety of community-based research, intervention, and evaluation projects to reduce health disparities in Michigan. Her research interests are to better understand and address how social determinants of health contribute to gender role strain and chronic disease, with a particular focus on midlife and older African American men. Julie works with her Faculty Research Mentors, Drs. Cleopatra Caldwell and Daphne Watson.

Kristi Allgood, MPH, is a first year doctoral student in the Department of Epidemiology and is working with Dr. Belinda Needham. Kristi has worked as a Social Epidemiologist at a research institute nested in a safety-net hospital located on the westside of Chicago since 2004. Her work has focused on racial and ethnic health disparities in breast cancer, HIV, STIs and hepatitis C. Kristi has developed several programs that incorporate lay-navigators and community health workers in standard medical settings as well as in the community setting throughout Chicago. Kristi earned her bachelor’s degree in exercise science with a focus in physiology and a minor in nutrition from Miami University of Ohio and her Master’s in epidemiology at University of Illinois at Chicago School of Public Health.
Current CRECH Student Profiles

A. Kilolo Harris Evans, MSW, MPH, is a Ph.D. Candidate in the Department of Health Behavior and Health Education, with a certificate in Latin American and Caribbean Studies. Kilolo’s area of research focuses on using qualitative methods for the global study of race, racism, and health among Latin American populations of African descent in the Americas and the Caribbean. Her dissertation draws on the voices and experiences of Cuban Women of African descent in Cuba with regard to identity, stressors, coping strategies, and health related outcomes.

Tamar Goldenberg, MPH, is a doctoral student in the Department of Health Behavior and Health Education. She received her MPH in Global Health from the Rollins School of Public Health at Emory University in 2011. Currently, Tamar works at the UMSPH SexLab to learn about building structural interventions and to investigate social determinants of sexual and reproductive health among disenfranchised populations, including LGBT communities. She is interested in examining health disparities based on gender identity, race, and sexual orientation and in understanding how discrimination and stigma influence access to healthcare.

Lisbeth Iglesias-Rios, has a master’s degree in Psychiatry and Medical Psychology from the Autonomous University of Barcelona and an MPH from the University of New Mexico. Prior to coming to UMSPH, Lisbeth was a Cancer Research Training Award (CRTA) Fellow at the Tobacco Control Research Branch, National Cancer Institute, NIH. Lisbeth has worked in Mexico City, Barcelona, and the United States in various research projects as a research assistant and as a licensed substance abuse counselor. Lisbeth’s current research focus examine the association between human trafficking and both, physical and mental health outcomes among a cohort of formerly trafficked individuals who experienced various forms of forced labor and exploitation in the Mekong sub-region.
Current CRECH Student Profiles

Maria Joachim, MSc, is a PhD Candidate in the Program in Health Services Organization and Policy within the Department of Health Policy and Management. Maria is working with Dr. Scott Greer on several research projects with a focus on the ways health systems do, or do not address health needs and inequalities. Prior to pursuing a PhD, Maria worked at Boston’s Children’s Hospital, followed by placements in Peru and Nepal, focusing on Tuberculosis and Family Planning Programs respectively. Through her PhD training, Maria hopes to bring management and business research and tools to global health and health systems. Maria earned her Bachelor’s degree from Bates College with a major in Biology and her Masters degree in Global Health from the Harvard T.H. Chan School of Public Health with a focus on Health Systems.

Amanda (Richardson) Onwuka, MPH, received a BA in Community Health and English in 2006 and her Masters of Public Health in Environmental Science in 2008 from Tufts University. After obtaining her MPH, Amanda worked at CDC as a Public Health Prevention Service Fellow (2009-2012). Amanda is a PhD Candidate in Epidemiology studying the impact of neighborhood level characteristics on health to better understand the mechanisms of racial inequities.

Myra Tetteh, MPP, is a third year doctoral candidate in the Health Behavior and Health Education Department working with Dr. Amy Schulz. Myra received her Master of Public Policy in 2010 from the University of Michigan. Myra’s research interests are understanding how the physical design of urban communities’ impact the likelihood of urban residents meeting appropriate physical activity levels critical for health. Specifically, she is interested in exploring how the factors in urban communities (e.g. violence, frequency of crosswalks, presence of parks, among and other factors) impact a person’s willingness and ability to be physically active. Myra is the Founder and Chair of the Detroit Complete Streets Coalition; Co-Chair of the Active Living Work Group for the Detroit Food and Fitness Collaborative; and Mayoral Appointee of the City of Detroit Parks and Recreation Commission.
**Current CRECH Student Profiles**

**Kazumi Tsuchiya, MPH,** is a third year doctoral candidate in the Department of Health Behavior and Health Education. Prior to becoming a doctoral student, Kazumi worked as a Graduate Research Assistant in the UM Center for Managing Chronic Disease. Kazumi is working with Dr. Cleopatra Caldwell on four manuscripts all at various stages with a focus on families and health inequities. For her dissertation, she is looking at intergenerational effects of citizenship status, intersecting with chronic stress and discrimination on second-generation immigrant adolescents. She is also interested in examining the effects of citizenship status across the life course on social mobility and health inequities on second-generation immigrants.

**Ryan Wade, MSW,** is a fifth year Ph.D. Candidate in Health Behavior and Health Education. Ryan’s research interests are broadly focused on racial and ethnic health disparities among gay, bisexual, and other men who have sex with men. Ryan examines sexuality, sexual health, structural determinants of HIV/AIDS, and other related health issues faced by men of color in the LGBT community. Ryan’s other research experiences are global research on MSM living in Western Kenya; HIV-related research; sexuality and mental health research; substance use and abuse. Currently, Ryan is finalizing his dissertation proposal, remarking, “This is an understudied phenomenon called racialized sexual discrimination (RSD) and is generally defined as sexualized discrimination on the basis of race/ethnicity, in places where gay and bisexual men are seeking sexual partners.”
Sasha Zhou, MPH, MHSA, is a fourth year PhD Candidate in Health Management and Policy. She received her MPH in Health Behavior and Health Education and MHSA in Health Management and Policy in 2013 from the University of Michigan. Her academic background and work experience has led her to develop a strong interest on structural interventions in mental health. Sasha is interested in exploring intergroup racial and ethnic differences in psychological distress, access to treatment, utilization of mental health care services, and mental health outcomes. She hopes to further dissect how these differences manifest in the context of cultural variations and structural discrimination. research focuses on racial and ethnic disparities in mental health; structural interventions surrounding mental health of adolescents and young adults, especially in China. Sasha is at work on finalizing her dissertation proposal.
With the generous support of the NIH National Institute of General Medical Sciences (Minority Opportunities for Research Division) and the Rackham School of Graduate Studies, we are proud to announce that to date CRECH has aided in the graduation of 50 students, all of whom are committed to conducting research that in some way addresses the pervasive racial and ethnic disparities in health that continue to plague our nation. There continues to be a need for researchers and policy-makers to confront the question of what accounts for racial differences in health. They are joined by the common fact that disparities must be addressed by a team approach that recognizes the complex interplay of biological, psychological, behavioral, social, and political factors. CRECH scholars continue to work as hard as they can to better understand these forces as causes of racial health inequalities and how to build effective interventions.

Here is a list of the CRECH graduates since they received their doctorate degree from the University of Michigan. This information is also listed on the CRECH Website (http://www.crech.org.)

# CRECH GRADUATES

**DOCTORAL DEGREES CONFERRED: 2004**

**Ana P. Ortíz Martínez, PhD, MPH**
SPH Department of Epidemiology Alum

Associate Director of Epidemiology, Associate Professor University of Puerto Rico Comprehensive Cancer Center Department of Biostatistics and Epidemiology, Graduate School of Public Health, University of Puerto Rico.

Dr. Martínez’s career goal is to transition into an independent investigator and become a leader in the field of cancer epidemiology and health disparities, with a focus in the prevention and control of female cancers, particularly cervical, breast and endometrial cancers.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2004

Carla Stokes, PhD, MPH
SPH Department of Health Behavior and Health Education Alum
Founder & President
Dr. Carla LLC and Helping Our Teens in Real Life Situations, Inc. (HOTGIRLS)
Atlanta, Georgia

Dr. Stokes is a professional speaker and certified success coach for life, school and business. Dr. Carla founded Helping Our Teen Girls In Real Life Situations, Inc. (HOTGIRLS), an award-winning 501(c)(3) nonprofit organization dedicated to empowering underserved young women and girls to develop leadership skills, create positive social change in their communities and realize their potential. Dr. Carla has devoted two decades to public health and youth development programming and is internationally recognized as an expert on the impact of media on girls’ health, relationships, identify and sexuality. She is a leader and trailblazer in the fields of women’s and girls’ health, adolescent health, and positive youth development.

DOCTORAL DEGREES CONFERRED: 2005

Edna Viruell-Fuentes, PhD, MPH
SPH Department of Health Behavior and Health Education Alum
Associate Professor & Associate Chair of Department of Latina/Latino Studies, Affiliate of Latin American and Caribbean Studies
University of Illinois at Urbana-Champaign

Dr. Edna A. Viruell-Fuentes’ scholarship intervenes in the debates about the health and wellbeing of Latinos and immigrants in the United States by highlighting the health impacts of: (1) racialization processes and discrimination; (2) transnational processes and practices; and (3) structural contexts, such as neighborhoods and immigration policies. She received her doctorate from the School of Public Health at the University of Michigan. Prior to her current position, she was a joint Yerby and Kellogg Scholars in Health Disparities Program postdoctoral scholar at the Harvard School of Public Health.
Dr. Barrington has primary research interests in the social epidemiology of racial/ethnic disparities in perinatal outcomes and the effects of nativity status and intergenerational factors on the health of African-Americans. Her educational background is in Epidemiology, Biostatistics, and Epidemiological Science. From 2005 to 2007, Dr. Barrington came to Georgetown from her position as a senior researcher fellow in the Division of Intramural Research at NIMHD. She previously served as an assistant professor of epidemiology and a Robert Wood Johnson Foundation Health & Society Scholar at Columbia University’s Mailman School of Public Health.

For two decades, Dr. Sinclair has conducted grant-funded diabetes prevention and diabetes self-management research with racial and ethnic populations across the United States. Dr. Sinclair’s work focuses on culturally adapting health programs and offering them in communities to make them more accessible to underserved populations. In Hawai‘i she worked with Native Hawaiian and Pacific Islander (NHPI) communities. Since moving to Washington three years ago, she has become actively involved with the NHPI community in the Puget Sound region, building a community-academic partnership with several NHPI-serving organizations including the Asian Counseling and Referral Service, the International Community Health Services, and the Asia Pacific Cultural Center, of which she is a member of the Board of Directors.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2005

Carl V. Hill, PhD, MPH
SPH Department of Health Behavior and Health Education Alum

Director, Office of Special Populations at National Institute on Aging (NIA)
National Institute of Health, Bethesda, Maryland

Dr. Hill joined the National Institute on Aging as the new Director of the Office of Special Populations. In this role he facilitates studies focused on health disparities, facilitates the development of initiatives to enhance NIA’s research and training efforts targeting underrepresented groups, including minorities and women; and provides advice and guidance to senior staff on health research related to special populations. Hill comes to NIA from the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), where he was a Contract Officer’s Technical Representative (COTR) with the National Children’s Study after serving as Health Scientist Administrator (HSA) for the Extramural Associates Research Development Award (EARDA) in the NICHD Division of Special Populations.

DOCTORAL DEGREES CONFERRED: 2006

Alexis J. Handal, PhD, MPH
SPH Department of Epidemiology Alum

Associate Professor, College of Population Health Health Sciences Center
University of New Mexico
The University of New Mexico

Dr. Handal's research interests include environmental epidemiology, reproductive epidemiology, and child health and development examined within a social/political/economic context, specifically in underrepresented populations groups in the U.S. and Latin America. Dr. Handal is recognized nationally and internationally for her research on the impact of export-led production on women and their families. Her current research focuses on the impact of industry-related exposures (chemical, psychosocial, structural) among Ecuadorian female flower workers on child health and development. Secondary research interests include examining childhood nutritional status among Latinos focusing and the impact of the social and economic environment regarding food access on immigrant families and community behaviors, moving from a disease-oriented perspective (childhood obesity) to a health-oriented one (childhood nutrition).
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2006

Haslyn E. R. Hunte, PhD, MPH, MPIA
SPH Department of Health Management and Policy Alum

Assistant Professor
Department of Social and Behavioral Sciences
School of Public Health
Robert C. Byrd Health Sciences Center
West Virginia University

Dr. Hunte’s main area of research is social determinants of health, focusing on the health of vulnerable populations and disparities in health. Using a multidisciplinary system approach, he seeks to bridge the gap between the social and biological sciences by understanding health as a result of complex and dynamic interventions between physiological, behavioral, psychological, and sociodemographic factors. His current research activities include (a) studying the impact of perceived discrimination as a psychosocial stressor on health outcomes and on maladaptive coping health behaviors, such as smoking, drinking and substance use/abuse and (b) the barriers and enablers to receiving quality health care services.

Jay Pearson, PhD, MPH
SPH Department of Health Behavior and Health Education Alum

Assistant Professor in the Sanford School of Public Policy
Assistant Research Professor of Global Health
Sanford School of Public Policy
Duke University
Durham, North Carolina

Dr. Pearson’s research examines how policy-sponsored structural inequality influences social determination of health. His research focuses are on health impact of policy influenced social determinants including racial assignment, ethnic identity formation, immigration/trans-nationalism, social discrimination, socio-economic indicators, social-cultural orientation, and physical embodiment. While pursuing his doctoral degree at the University of Michigan, Pearson began to study the social determinants of population health. He is particularly interested in the health effects of conventional and non-conventional resources associated with racial assignment, ethnic identity, national origin, immigration, and cultural orientations.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2006

Robyn Watson Ellerbe, PhD, MPH
SPH Department of Health Management and Policy Alum

Vice President of Research
American Physical Therapy Association
Alexandria, Virginia

Dr. Watson Ellerbe is the Vice President of Research at the American Physical Therapy Association. She has a PhD in Health Services Organization & Policy with a special focus on women and minority health. Dr. Robyn Watson Ellerbe has over 10 years of experience applying science-based principles and social science methods in the design, implementation, and evaluation of prevention and treatment programs. She has publications in peer reviewed journals and has past experience performing studies in cancer disparities, clinical care and management, health paraprofessionals, and academic-community partnerships.

Patricia C. Juliao, PhD, MPH
SPH Department of Epidemiology Alum

Regional Epidemiologic Manager
Latin America and Caribbean
GlaxoSmithKline Biologics
Panama, Rep. of Panama

Dr. Juliao develops epidemiology projects for Latin America & Caribbean that support development and use of vaccines within the region. She manages epidemiologic studies/projects associated with vaccine preventable diseases such as rotavirus, pneumococcal and other respiratory diseases, meningococcal disease, varicella HPV, and others, participates in publication of regional epidemiologic data, and provides consultancy support on epidemiological topics within GSK as well as external partners. Dr. Juliao assists in strengthening a network of outside researchers and collaborators in the region.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2006

José Siri, PhD, MPH
SPH Department of Epidemiology Alum
Research Fellow
United Nations University
International Institute for Global Health
Federal Territory of Kuala Lumpur, Malaysia

Dr. José Siri joined the UNU-IIGH in February 2014 as a Research Fellow in Urban Health. Dr. Siri has been involved for four years with the International Council for Science (ICSU) initiative Health and Wellbeing in the Changing Urban Environment – a Systems Analysis Approach, a global programme now being co-sponsored by UNU, along with ICSU and the Interacademy Medical Panel (IAMP). Dr. Siri is currently focusing on infectious disease transmission, systems-analytic research and global urban health.

DOCTORAL DEGREES CONFERRED: 2007

Brenda Henry-Sanchez, PhD, MPH
SPH Department of Health Behavior and Health Education Alum
Chief Operating Officer
Division of Early Care and Education
New York City Administration for Children’s Services
New York City

Dr. Brenda Henry-Sanchez was appointed Chief Operating Office for the City of New York, Administration for Children’s Services, Division of Early Care and Education in June 2015. She served as Director of Research for Special Projects at the New York-based The Foundation Center. The Children’s Services’ mission is to ensure the safety and well-being of New York City children and protects children by investigating an average of 55,000 reports of abuse or neglect each year. Helping to ensure low-income children in NYC have high quality early childhood and child care experiences is critical. Her 20 year professional career has enabled her to cultivate a versatile skill set that can be applied to a wide range of projects. Dr. Henry-Sanchez is committed to achieving health equity.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2007

Latetia Moore Freeman, PhD, MSPH
SPH Department of Epidemiology Alum

Deputy Associate Director of Science
Division of Nutrition, Physical Activity, and Obesity
Prevention & Control
Centers for Disease Control and Prevention
Promotion, Atlanta, GA

As an epidemiologist in the CDC's Nutrition Branch in the Division of Nutrition, Physical Activity, and Obesity, Dr. Moore pursues a public health approach focused on research, surveillance, and the development of guidelines and recommendations to improve those aspects of dietary quality most related to the population burden of chronic diseases. Dr. Moore specializes in providing guidance to Nutrition Branch staff and state partners on determining appropriate surveillance and evaluation tools for measurement of the food environment and its impact on dietary quality. Dr. Moore’s previous research has focused on measuring the built environment and how resources are differentially allocated across neighborhoods to understand how these factors influence the health of the U.S. population, including issues such as the effect of spatial inequities in recreational and food resources on dietary quality, physical activity, and obesity.

Mahasin Mujahid, PhD, MS, FAHA
SPH Department of Epidemiology Alum

Associate Professor of Epidemiology
Martin Sisters Endowed Chair in Medical Research and Public Health
School of Public Health, Division of Epidemiology
University of California, Berkeley

Dr. Mujahid’s research examines how features of neighborhood environments impact cardiovascular health and health disparities. Using data from several U.S. based cardiovascular cohorts, Dr. Mujahid seeks to improve the measurement of specific features of neighborhood physical and social environments and use state of the art statistical methods to estimate “causal” neighborhood health effects. In related research, she wants to understand the multi-level and multi-factorial determinants of the clustering of cardiovascular risk factors (obesity, diabetes, hypertension) in racial/ethnic minorities and the consequences of this clustering on the long-term cardiovascular health of these groups.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2007

Paul A. Burns, PhD, MA
SPH Department of Health Behavior and Health Education Alum
Health Systems Strengthening Specialist
International Development Solutions (ITS) Shows, Inc.
Luanda, Angola

Dr. Burns’ research areas are biostatistics, epidemiology, and bioinformatics. His research project is entitled “Neighborhoods, Water, Sanitation and Hygiene and HIV/AIDS in Kenya. The goal of the project is to better understand the ways in which neighborhood physical characteristics, specifically access to water and sanitation infrastructure contribute to HIV disease progression among a sample of children ages 0-13 years in Kenya.

Kai McKeever Bullard, PhD, MPH
SPH Department of Epidemiology Alum
Epidemiologist
Epidemiology and Statistics Branch
Division of Diabetes Translation
Centers for Disease Control and Prevention
Atlanta, GA

Dr. Kai McKeever Bullard serves as epidemiologist and lead analyst for the Epidemiology team within the Division of Diabetes Translation at the Centers for Disease Control and Prevention. She conducts statistical analyses for epidemiologic and public health research studies, as well as ensures and documents quality and accuracy of data analyses performed in epidemiology section of the division. She also collaborates with other epidemiologists in the branch, writing manuscripts for internal purposes and external peer review.
CRECH ALUMNI

CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2008

Rashid Njai, PhD, MPH
SPH Department of Health Behavior and Health Education Alum
Health Scientist, Epidemiologist, Lieutenant Commander US Public Health Service
Centers for Disease Control and Prevention
CDC, Atlanta, GA

Rashid Njai, (PhD, MPH), is a Lieutenant Commander in the US Public Health Service (USPHS) Commissioned Corps and Health Scientist at the Office of Noncommunicable Diseases, Injury and Environmental Health (ONDIEH) at the Centers for Disease Control and Prevention (CDC). His current work includes supporting the Senior Advisor for Science of ONDIEH on cross-cutting science activities and opportunities in the area of Noncommunicable diseases (chronic diseases, birth defects and developmental disabilities, injury, and environmental health); his work broadly focuses on the social/behavioral epidemiology of mental and physical health disparities among vulnerable populations, as they relate to the Social Determinants of Health, resiliency and wellness.

Naima Wong Croal, PhD, MPH
SPH Department of Health Behavior and Health Education Alum
Independent Consultant
Croal Services Group, LLC
Washington, DC

Dr. Wong Croal provides project management for the Health Opportunity and Equity (HOPE) Measures, a health equity indicator research project conducted in partnership with Texas Health Institute and the Virginia Commonwealth University Center on Society and Health with funding from the Robert Wood Johnson Foundation. She directs the Building Public Health Capacity to Advance Equity project funded by W.K. Kellogg Foundation to provide an environment scan on governmental public health capacity related to racial equity and community engagement.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2008

Shajuan J. Colbert, Ph.D., M.P.H.
SPH Department of Health Behavior and Health Education Alum

August 7, 1977 - February 2, 2012
Forever in our Hearts

DOCTORAL DEGREES CONFERRED: 2009

Zanetta Gant, PhD, MS
SPH Department of Epidemiology Alum
Senior Epidemiologist
HIV Incidence and Case Surveillance Branch
Division of HIV/AIDS, National Ctr for HIV, STD, TB Prevention, CDC, Atlanta, GA

Dr. Gant is a lead epidemiologist on a GIS mapping supplement project to the HIV surveillance program whose purpose is to enhance the capacity of state and local health departments to conduct geocoding and GIS activities, including spatially linking HIV surveillance data with social determinants of health (SDH). The goal of the project is to strengthen the capacity nationwide to monitor the HIV epidemic. Focusing on and examining socioenvironmental factors as they relate to increased rates of HIV infection, the program hopes to provide research outcome to implement change in policy.
**CRECH GRADUATES (continued)**

**DOCTORAL DEGREES CONFERRED: 2009**

**Darrell Hudson, PhD, MPH**

SPH Department of Health Behavior and Health Education Alum

Associate Professor
George Warren Brown School of Social Work
Institute for Public Health
Washington University in St. Louis

Dr. Hudson is an Associate Professor at Brown School MPH program, and Faculty Scholar, Institute for Public Health, at Washington University in St. Louis. He teaches social epidemiology and health behavior and promotion as well as a new, innovative course he developed in popular culture and public health. Dr. Hudson's research examines racial/ethnic differences in depression, including the effects of socioeconomic status, racial discrimination, and social context.

**Lisa Lapeyrouse, PhD, MPH**

SPH Department of Health Behavior and Health Education Alum

Assistant Professor
Department of Public Health and Health Sciences
University of Michigan-Flint
Flint, MI

Dr. Lapeyrouse is an Assistant Professor in the Department of Public Health and Health Sciences at The University of Michigan-Flint. Her areas of expertise are in racial/ethnic disparities in mental health and health care access among Latino communities, including immigrant and border populations. Through interdisciplinary training in Women and Gender Studies, Mexican American Studies, and Public Health, her work employs an intersectionality framework where she investigates the impact of racial/ethnic discrimination, gender-based sources of acculturative stress, and culturally protective assets on mental health outcomes. Her publications appear in Archives of Women's Mental Health and The Journal of Immigrant and Minority Health. She has delivered presentations at national conferences held by the American Public Health Association, the National Latina/o Psychological Association, and the National Association of Chicana/Chicano Studies. Her continued contributions in applied research and dedication to the public awareness of issues of mental health disparities serve not only her immediate community but the public at-large.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2010

Grace (Chela) Hall, PhD, MS
SPH Department of Health Behavior and Health Education Alum
ORISE Postdoctoral Fellow
Capacity Building Branch/Division of HIV/AIDS Prevention
Centers for Disease Control and Prevention
Atlanta, GA

Dr. Hall assists CDC scientists with the Science-based Translation of Effective Program Strategies to Care (STEPS to Care) and the Black Men Evolving (B-ME) Homegrown project. Chela has a long history of involvement in HIV and AIDS prevention work with various populations including substance using men and women, South African sex workers, MSM, and transgender women.

Ana Quiñones, PhD, MS
SPH Department of Health Management & Policy Alum
Assistant Professor
School of Public Health, OHSU
Health Services Research & Development VAMC
Division of Public Administration (Affiliate), PSU
Portland, OR

Dr. Quiñones is a gerontologist and health services and outcomes researcher. Her work addresses four main theses: age-related changes to health, chronic disease epidemiology, racial and ethnic disparities in health, and health care delivery system. Ana is interested in studying disparities in health outcomes between Latinos, blacks and whites in the U.S.; comparative, cross-country analyses of health care systems; and examining the effectiveness of health care delivery. Her specialties include: ethnic disparities in health-related changes (trajectories) with age.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2010

**Tenaya Sunbury, PhD, MS**
SPH Department of Health Behavior and Health Education Alum

Program Evaluator
Texas Health and Human Services Commission
Center for Analytics and Decision Support
Austin, Texas

Dr. Sunbury is a Program Evaluator at Texas Health and Human Services Commission and performs highly advanced research including the development, implementation, and analysis of evaluation projects. Tenaya’s research explores the use of geomatics (e.g., spatial analysis methods and GIS) for health and social issues in primarily rural areas. Dr. Sunbury is particularly interested in combining quantitative research methods in a GIS framework for assessing geographical patterns of disease, analyzing access to health facility location, exposure modeling (e.g., air pollution and network analysis). Her specialties include: Spatial analysis of public health data, and working with large data sets.

**Vicki Johnson-Lawrence, PhD, MPH**
SPH Dept of Epidemiology Alum

Assistant Professor
Family Medicine and Division of Public Health
College of Human Medicine
Michigan State University (Flint Campus)

Dr. Johnson-Lawrence is a social epidemiologist interested in the application of epidemiologic methods that capture the dynamic nature of psychosocial factors over the life course, and how these factors contribute to chronic disease risk. Dr. Johnson-Lawrence is interested in Multilevel social determinants of multimorbid chronic disease, Intersection of social determinants, complex stressors, and resilience and Community engaged social epidemiology.
Dr. Kershaw is a social epidemiologist with research focused on understanding the contributions of the social environment to cardiovascular health and health disparities. Dr. Kershaw has done a lot of research using secondary data to examine cross-sectional and longitudinal associations of racial/ethnic residential segregation with obesity and cardiovascular disease. Currently, she has begun to explore the health impacts of two strategies for addressing the negative impact of segregation on health: 1) providing individuals with opportunities to move to neighborhoods with more health-promoting resources and 2) improving access to resources in segregated neighborhoods.

Dr. Perez has served as Associate Director in Global Outcomes Research at Takeda Pharmaceuticals since 2016. Dr. Perez works on projects related to infectious disease risk, including examining the effect of non-pharmaceutical interventions on primary attack rates of influenza and examining the effect of community-based hand hygiene interventions on the risk of respiratory infection and gastrointestinal illness. Dr. Perez has experience in the application of a wide variety of statistical methods to epidemiological data, specifically analysis of cluster-randomized intervention trials, meta-analysis, multivariate regression techniques, and principal components and factor analysis for data reduction. She also has expertise in managing and analyzing large epidemiologic databases.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2012

Jonetta (Johnson) Mpofu, PhD, MPH
SPH Department of Health Behavior and Health Education Alum
Epidemiologist/Scientist
US Public Health Service
Division of Reproductive Health
Centers for Disease Control and Prevention
Atlanta, GA

CDC's Division of Reproductive Health is the focal point for issues related to reproductive health, maternal health, and infant health. For nearly 50 years, we have been dedicated to improving the lives of women, children, and families through research, public health monitoring, scientific assistance, and partnerships. Dr. Mpofu's research interests focus on reproductive health and chronic disease among women of reproductive age; Racial and ethnic disparities in chronic disease among women of reproductive age; Global health and infectious disease prevention.

Tomi Akinyemiju, PhD, MS
SPH Department of Epidemiology Alum
Assistant Professor/Associate Scientist
Department of Epidemiology
School of Public Health
University of Alabama at Birmingham

Dr. Akinyemiju's main research interests are in the area of health disparities in cancer in the U.S. and in Africa. Her research is focused on investigating upstream determinants of racial disparities in cancer along the prevention continuum. She has examined the influence of individual and neighborhood level socio-economic status and availability of healthcare resources in relation to black-white differences in screening, survival and treatment for breast cancer. She is also interested in understanding racial disparities in cancer risk, by examining risk factors for young onset, highly aggressive cancer sub-types among people of African descent. Her current research program includes the use of current molecular epidemiology methods and epigenetics to understand the risk and prognosis of breast cancer among newly diagnosed patients in Nigeria.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2012

**Cameron Shultz, PhD, MSW**

SPH Department of Health Behavior and Health Education Alum

Associate Director for Research
St. Mary Mercy Livonia
Livonia, MI

Dr. Shultz is the Associate Director for Research at St. Mary Mercy Livonia. He is involved in research strategic planning (enterprise development); program/policy development; project (QI and research) planning and implantation (design through analysis); mentoring trainees and faculty; lectures/didactics; supervision of research office staff.

DOCTORAL DEGREES CONFERRED: 2013

**Peter Larson, PhD, MS**

SPH Department of Epidemiology Alum

Assistant Professor of Epidemiology
Nagasaki University
Adjunct Assistant Professor
University of Michigan School of Natural Resources and Environment
Ann Arbor, MI

Dr. Larson's research encompasses three broad themes all focusing on issues relating to or methodologies which can be applied to research in developing countries: 1. Disease ecology within biological contexts and the broader socio-cultural-economic human ecology. 2. Measurement of socio-economic development, poverty and the environment, and 3. Access to health care in resource challenged environments. Peter has done work in many sub-Saharan African countries, but the brunt of his research focuses on Kenya where he currently manages a health and demographic surveillance system. He surveys more than 100,000 people 3-4 times a year in two regions of Kenya collecting information on basic health indicators and demographics and work with international partners and graduate students to accommodate other types of research projects.
Researchers

**DOCTORAL DEGREES CONFERRED: 2013**

**Ebony Reddock, PhD, MPH**  
SPH Department of Health Behavior and Health Education Alum  
Program Manager & LEO Adjunct Lecturer  
Curtis Center Program Evaluation Group  
School of Social Work  
University of Michigan  
Ann Arbor, MI

Dr. Reddock served as the Coordinator of the Michigan Partners Project in the Center for the Education of Women (CEW) at the University of Michigan. Ebony’s experience working in academia, as well as nonprofits that address the issues of women and girls, enabled her to connect with the collaborating partners with a keen understanding of their concerns, approaches, and desired outcomes. Dr. Reddock’s career focus is Program evaluation for health and human service programs; teaching and training in macro social work.

**DOCTORAL DEGREES CONFERRED: 2014**

**Jennifer Hartfield, PhD, MPH, MCHES**  
SPH Department of Health Behavior and Health Education Alum  
Assistant Director  
Center for Research on Men’s Health  
Vanderbilt University  
Nashville, TN 37240

Dr. Hartfield is an experienced public health profession with 18 years of progressive public health experience in quantitative and qualitative analyses. Dr. Hartfield has experience working with diverse disease specific and content specific public health initiatives to include community needs assessment; community partnerships; community mobilization; programmatic design, implementation, and evaluation; technical assistance; conference planning, data analyses; and behavioral theories. Her research topics include health equity, racism, and social policies.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2014

Jamila Kwarteng, PhD, MS
SPH Department of Health Behavior and Health Education Alum

Instructor
Medical College of Wisconsin
Milwaukee, WI

Dr. Kwarteng is a Postdoctoral Research Fellow in the Medical College of Wisconsin. Her work focuses broadly on understanding social inequalities in health. Most recently, Dr. Kwarteng's research has examined the role of the built and social environment in shaping higher rates of obesity among minority and economically disadvantaged populations. Her research interests also include racial health disparities, with an emphasis on obesity and breast cancer in young Black and White women.

Elizabeth A. (Becker) Watts, PhD, MPH
SPH Department of Epidemiology Alum

Research Scientist
Institute for Health Research and Policy
University of Illinois at Chicago
Chicago, IL

Dr. Becker is a research scientist in the Cancer Education and Career Development Program (CECDP) funded by the National Cancer Institute, at the UIC Institute for Health Research and Policy. Her dissertation research focused on patient and physician behaviors related to cancer screening as well as methodological challenges in cancer screening research. Dr. Becker's research focuses on the racial and ethnic health and health care disparities, social determinants of health and health behaviors, methodological issues in disparities research and cancer disparities.
CRECH GRADUATES (continued)

**DOCTORAL DEGREES CONFERRED: 2014**

Lori Wallace, PhD, MPH
SPH Department of Health Behavior and Health Education Alum
Postdoctoral Associate
New Haven Mental Health Outreach for Mothers Partnership
Yale University
New Haven, CT

Dr. Wallace is a Postdoctoral Associate at the New Haven Mental Health Outreach for Mothers Partnership. Lori is co-investigator of the VA-Yale collaborative research study and conducts quantitative and qualitative analyses; and spearheads the creation of new research projects and community partnerships. Her research interest areas are race-ethnic and socioeconomic disparities in mental health outcomes, including trauma, posttraumatic health disorder, maternal depression, and two-generation intervention approaches.

Kanika Harris, PhD, MPH
SPH Department of Health Behavior and Health Education Alum
Consultant
Center for School, Health and Education
Division of Public Health Policy & Practice
American Public Health Association
Washington, DC

Dr. Harris joined the Center for School, Health and Education as a consultant in 2015 and has a wealth of expertise in social determinants of health and health disparities. Dr. Harris brings innovative approaches and a social-culturally relevant lens to investigating current health issues. She assists in facilitating the professional development and technical assistance program designed for school based health center leaders and their school partners in addressing barriers for youth at risk for high school dropout and adverse health outcomes.
CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2014

**André Markon, PhD, MPH**

SPH Department Epidemiology Alum

Epidemiologist/Regulatory Health Project Manager
US Department of Health & Human Services
Food & Drug Administration
Center for Food Safety and Applied Nutrition
College Park, MD

Dr. Markon joined the Epidemiology Branch as a Presidential Management Fellow in November 2014. He served on the White House Office of Science, Technology, and Policy’s Innovation Toolkit: Design Thinking Team and a rotation with the Office of the Commissioner – Office of Public Health Strategy and Analysis. Dr. Markon specializes in infectious diseases epidemiology, including food- and vector-borne diseases, as well as analytical methods and metrics innovation for food safety-related studies. His other scientific interests include nutrition, global health, social epidemiology, geospatial analysis, and health disparities research.

DOCTORAL DEGREES CONFERRED: 2015

**Denise Carty, PhD, RN, MS, MA**

SPH Department of Health Behavior and Health Education Alum

Public Health Evaluatoor
ORISE/Center for Disease Control and Prevention
Atlanta, GA

Dr. Carty received her doctorate degree in January 2015. Her dissertation topic was Adverse Birth Outcomes in U.S. and Foreign-Born Black Women: A Conceptual and Empirical Analysis.” Currently, Dr. Carty serves as an Evaluation Fellow at the CDC and specializes in Program Evaluation, Chronic Diseases, and Systematic Reviews. Her research interests include Public Health Program Research and Evaluation; Racial Health Disparities; and Women’s Health.
CRECH ALUMNI

CRECH GRADUATES (continued)

DOCTORAL DEGREES CONFERRED: 2015

Dayna Johnson, PhD, MPH, MSW, MS
SPH Department Epidemiology Alum

Postdoctoral Research Fellow
Division of Sleep and Circadian Disorders
Brigham and Women’s Hospital
Harvard Medical School
Boston, MA

Dr. Johnson is currently a postdoctoral fellow in Sleep Epidemiology in the Division of Sleep and Circadian Disorders at Harvard Medical School and the Brigham and Women’s Hospital. This June 2017, Dr. Johnson will transition to a faculty position at Harvard. Her research focuses on understanding the social and environmental determinants of sleep in minority populations and studying sleep as a modifiable risk factor to address cardiovascular disparities.

Sokhna Khady Ndao-Brumblay, PhD, Pharm.D., MPH
SPH Department of Health Management and Policy Alum

Experienced Public Health Professional
Dr. Ndao-Brumblay is an experienced public health professional
Kalamazoo, MI

Dr. Ndao-Brumblay recievied her doctorate degree in August 2015. Her dissertation focused on Heath Changes after Diabetes Diagnosis in Middle and Old Age: Physical, Mental and Cognitive Health Trajectories and Social Stratification.
**C R E C H A L U M N I**

**CRECH GRADUATES (continued)**

**DOCTORAL DEGREES CONFERRED: 2015**

**Katrina R. Ellis, PhD, MPM, MSW**
SPH Department of Health Behavior & Health Education Alum

CHER Postdoctoral Research Fellow
University of North Carolina at Chapel Hill
Cancer Health Disparities Training Program
Center for Health Equity Research
Chapel Hill, NC

Dr. Ellis holds a Postdoctoral Fellow Position in the Center for Health Equity Research in conjunction with the Cancer Health Disparities Training Program (UNC School of Public Health). Her research interests include family health interventions; cancer survivorship; racial and ethnic disparities in cancer; and, program evaluation. Katrina’s future program of research includes the design and implementation of interventions to support the quality of life and healthy lifestyle and coping behaviors of cancer survivors, caregivers and family members.

**Alana LeBron, PhD, MW, MS**
SPH Department of Health Behavior & Health Education Alum

Assistant Professor
Program in Public Health
Department of Chicano/Latino Studies
University of California-Irvine
Irvine, CA

Dr. Alana LeBrón is a Assistant Professor in the Department of Chicano/Latino Studies and Program in Public Health at the University of California-Irvine. Dr. LeBrón’s primary areas of research include the intersections of ethnicity, socioeconomic position, and gender and their implications for the social determinants of health and health inequities among Latino communities. She focuses specifically on the intersections of racial and ethnic identities, socioeconomic position, gender, immigrant generation, and documentation statuses and their relationship to health, as well as strategies that communities engage to disrupt the linkages between social inequalities and health. Much of Dr. LeBrón’s work centers on the social determinants of health of Latino communities.
**CRECH GRADUATES** (continued)

**DOCTORAL DEGREES CONFERRED: 2016**

**Miatta Buxton, PhD, MPH, BA**
SPH Department of Epidemiology
Education Alum
Research Fellow
UM-CEHC

Dr. Buxton is Research Fellow in the UM’s Children’s Environmental Health and Disease Prevention Research Center (UM-CEHC). She completed her doctorate in April 2016. Dr. Buxton’s research evaluates the role of air pollution and dietary factors on inflammation patterns during pregnancy as well as the subsequent association with pregnancy outcomes. Miatta’s research uses data from two Mexico City based birth cohorts, namely: i) Early Live Exposure in Mexico to Environmental Toxicants (ELEMENT) study and ii) the Environmental Pollution and Birth Outcomes in Mexico study.

**Jorge Soler, PhD, MPH**
SPH Department of Epidemiology
Education Alum
Postdoctoral Fellow
International Center for AIDS Care and Treatment Programs (ICAP)
Columbia University
New York, NY

Dr. Jorge Soler holds a Postdoctoral Fellow at Columbia University’s International Center for AIDS Care and Treatment Programs (ICAP). As a ICAP Postdoctoral Fellow, Jorge’s research interests focuses on social and structural determinants of sexual health among LGBT populations and specifically among young gay and bisexual men Black and Latino men with respect to HIV prevention.
Dr. Lopez is a Postdoctoral Fellow at the University of Michigan’s National Center for Institutional Diversity and School of Social Work. His mixed-methods work focuses on the effects of immigration policy on local Latina/o communities, specifically considering the health effects of immigration home raids. Dr. Lopez’s research focus includes Public health, anthropology, immigration, and social determinants of health.

Dr. Jedele is a Health Research Science Specialist at the Serious Mental Health Treatment Resource and Evaluation Center at the Ann Arbor Veteran Health Administration. Dr. Jedele develops and directs evaluations of measurement based on care initiatives. Her research interests include impact of socio-economic policies on health; non-participation in Medicaid and other means-tested programs; Medicaid policy; and the mental health care of United States Veterans.
**CRECH GRADUATES** (continued)

**DOCTORAL DEGREES CONFERRED: 2017**

**Kristen Brown, PhD, MS, BA**
SPH Department of Epidemiology Alum

Postdoctoral Fellowship  
School of Public Health  
Emory University  
Atlanta, GA

Dr. Brown begins a Postdoctoral Fellow at Emory University’s School of Public Health in the fall 2017. Her work studies the relationship between psychosocial stress and gene expression and how that affects racial disparities in health. Dr. Brown defended her dissertation titled Getting “Under the Skin:” Human Social Genomics in the Multi-Ethnic Study of Atherosclerosis” last April.

**Linnea Evans, PhD, MPH**
SPH Department of Health Behavior and Health Education Alum

NIH Postdoctoral Fellowship  
Medical School  
University of Wisconsin-Madison  
Madison, WI

Dr. Evans will move into a NIH Postdoctoral Fellowship within the Medical School at the University of Wisconsin-Madison in the fall 2017. Dr. Evans completed her doctorate in May 2017. The title of her dissertation is Racialized realignment of time and its effects on health: An investigation of time-use as a proxy for differential lived experiences at the intersection of race and gender. She will continue her research in social and environmental influences on health inequities, and the effects of public policy.