OMB No. 0925-0001 and 0925-0002 (Rev. 10/15 Approved Through 10/31/2018)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Timothy A. Brusseau Jr.

eRA COMMONS USER NAME (credential, e.g., agency login): TIMBRUSSEAU

POSITION TITLE: Associate Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)

| INSTITUTION AND LOCATION | DEGREE(if applicable) | Completion DateMM/YYYY | FIELD OF STUDY |
| --- | --- | --- | --- |
| Ithaca College, Ithaca, NY | B.S. | 05/2003 | Health and Physical Education |
| Ithaca College, Ithaca, NY | M.S. | 09/2004 | Exercise and Sport Science |
| Arizona State University | Ph.D. | 05/2008 | Sport Pedagogy and Physical Activity Epidemiology |
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**A. Personal Statement**

My training and research background has focused on physical activity measurement issues, physical activity surveillance utilizing objective monitors including pedometers and accelerometers, and interventions designed to change physical activity behavior in youth. Most notably I am considered a national expert on school-based multi-component interventions and more specifically Comprehensive School Physical Activity Programs (also referred to Let’s Move in Schools). To date, I have 60 peer reviewed publications and over 100 conference and meetings presentations on these topics. Additionally, I am a Principal Investigator or Co-Investigator on multiple projects measuring physical activity across a variety of populations, most notably within the school context and with youth. I am currently the Director of the Physical Activity Research Laboratory at the University of Utah where I lead and assist numerous objectively-measured physical activity based research projects. Specific to this study, I have previous experience with this specific school district, with the physical activity and health-related fitness measurements, and school based interventions and will serve as the principal investigator overseeing all implementation and evaluation of the proposed intervention. In summary, I am an ideal fit to lead the research team, my previous training and expertise in school-based research and physical activity measurement will facilitate successful completion of the proposed research.

1. aBurns, R. D., **Brusseau, T. A**., Fu, Y, cFang, Y., & Hannon, J. C. (2017). Gross Motor Skills and Cardio-metabolic Risk in Low-Income Children: A Mediation Analysis. *Medicine and Science in Sports and Exercise, 49 ($), 746-751.* doi: 10.1249/MSS.0000000000001147
2. Burns, R. D., Brusseau, T. A., Fu, Y., Myrer, R., & Hannon, J. C. (2016). Impact of CSPAP on children on-task behavior at school. American Journal of Health Behavior, 40(1), 100-107. DOI: <http://dx.doi.org/10.5993/AJHB.40.1.11>
3. Beets, M. W., Oakley, A., Weaver, R. G., Webster, C., Lubans, D., **Brusseau, T. A**., Carson, R., & Cliff, D. (2016). The Theory of Expanded, Extended, and Enhanced Opportunities for Youth Physical Activity Promotion. *International Journal of Behavioral Nutrition and Physical Activity, 13: 120.* DOI 10.1186/s12966-016-0442-2
4. **Brusseau, T. A**., Bulger, S., Elliot, E., Hannon, J. C., & Jones, E. (2015). University and Community Partnerships to Implement Comprehensive School Physical Activity Programs: Insights and Impacts for Kinesiology Departments. *Kinesiology Review, 4, 370-377.*

**B. Positions and Honors**

**Positions and Employment**

2016-Present Director – Kinesiology, Department of Health, Kinesiology, and Recreation, University of Utah, Salt Lake City, UT

2013-Present Director – Physical Activity Research Laboratory, Department of Health, Kinesiology, and Recreation, University of Utah, Salt Lake City, UT

2012-Present – Assistant/Associate Professor, Department of Health, Kinesiology, and Recreation, College of Health, University of Utah, Salt Lake City, UT

2008-2012 – Assistant Professor and Graduate Director, Department of Kinesiology, Sport Studies, and Physical Education, SUNY Brockport, Brockport, NY

**Honors**

2013 American Alliance for Health, Physical Education, Recreation, and Dance Research Consortium Fellow

2014 American Alliance for Health, Physical Education, Recreation, and Dance Mable Lee Outstanding Young Professional Award

2015 University of Utah - College of Health Early Investigator Award

2015 The Obesity Society Bio-Behavioral Research Poster Award

2016 University of Utah Academy of Healthy Sciences Educators Early Career Award

2017 University of Utah Early Career Teaching Award

2017 SHAPE America CSPAP Innovative Paper Award

**C. Contribution to Science**

My scholarly pursuits primarily address three areas of physical activity epidemiology: physical activity surveillance, physical activity interventions designed to change behavior, and physical activity measurement issues. I have built a national reputation for my surveillance and intervention work that has focused on the intricacies of physical activity in children and adolescents. The measurement work has become increasingly important as the realm of objective measurement of physical activity continues to expand.

**Physical Activity Surveillance**

The physical activity surveillance work has been instrumental and understanding the intricacies of an individual’s physical activity patterns which are of utmost importance when attempting to change behavior. The work has specifically examined patterns in small segments including during recess or physical education, at school, before and after school all the way to 24-hour or habitual physical activity on weekdays, weekends, and across various seasons and times of the year. This work has been completed with youth across elementary, middle, and high school as well as youth in custody in secure facilities. The research has primarily utilized four forms of objective measures, specifically pedometers, accelerometers, heart-rate monitors, and direct observation. This work has allowed for greater confidence in expected values in children due to the validity of the instruments when compared to traditional surveys and questionnaires. My work with children has been instrumental in designing school and community based intervention by providing expected values for both researchers and practitioners designing programming for children.

1. aBurns, R. D., **Brusseau, T. A**., & Hannon, J. C. (2017). Multivariate Associations Among Health-Related Fitness, Physical Activity, and TGMD-3 Test Items. *Perceptual Motor Skills*, 124, 86-104 *doi:10.1177/0031512516672118*
2. bJones, R., **Brusseau, T. A**., Kulinna, P. H., & van der Mars, H. (2017). Step Counts on Weekdays, Weekends, and during Physical Education of Navajo High School Students. *Journal of Racial and Ethnic Health Disparities*, 4(5), 911-915. doi:10.1007/s40615-016-0294-0
3. Weaver, R. G., bCrimarco, A., **Brusseau, T.A.,** Webster, C. A., aBurns, R. D., Hannon, J. C. (2016) Accelerometry-Derived Physical Activity of First through Third Grade Children During the Segmented School Day. *Journal of School Health, 86 (10): 726-733.*
4. ***Brusseau, T. A.,*** Finkelstein, T., Kulinna, P. H., & Pangrazi, C. (2014). Health-Related Fitness of American Indian Children. *Research Quarterly for Exercise and Sport, 85 (2) 257-261.*

**Physical Activity Interventions**

The physical activity intervention work has focused on school, facility and community based programming designed to increase both access to and physical activity behavior. The work has explored the impact of these interventions on physical activity, physical fitness, knowledge, classroom behavior and cardio-metabolic risks factors in youth. My previous work has led to positive change in both physical activity and health-related physical fitness in numerous settings and with an array of underserved populations including ethnic minority school children, youth in American Indian communities, youth in juvenile justice facilities and bariatric surgery patients. The work with children has been funded by local, state, and federal agencies and I have become a nationally recognized expert in Comprehensive School Physical Activity Programs and their evaluation. The school-based work has examined ways to improve physical activity and fitness through various small and larger time segments including physical education, recess, before/after school, classroom based physical activity, total school day, outside of school, summer camps, and total habitual physical activity.

1. aBurns, R. D., **Brusseau, T. A**., & Hannon, J. C. (2017). Effect of Comprehensive School Physical Activity Programming on Cardio-metabolic Health Markers in Hispanic Children from Low-Income Schools. *Journal of Physical Activity and Health*, 14, 671-676.
2. aBurns, R. D., **Brusseau, T. A**., & Fu, Y. (2017). Influence of goal setting on physical activity and cardio-respiratory endurance in low-income children enrolled in CSPAP schools. *American Journal of Health Education, 48(1) 32-40.* DOI: 10.1080/19325037.2016.1250689
3. Burns, R. D., Fu, Y., Hannon, J. C., & **Brusseau, T. A**., (2017). School Physical Activity Programming and Gross Motor Skills in Children. *American* *Journal of Health Behavior, 41, 591-598.*
4. ***Brusseau, T. A***., aBurns, R. D., & Hannon, J. C. (2016). Effects of Comprehensive School Physical Activity Program on Physical Activity and Health Related Fitness in At-Risk Youth, *Journal of Physical Activity and Health*. 13(8): 888-894. DOI: <http://dx.doi.org/10.1123/jpah.2016-0028>

**Physical Activity Measurement**

The physical activity measurement work has focused on validity and reliability issues with pedometers and accelerometers as well as field-based health-related fitness measures. The work has identified instruments that are acceptable for physical activity measurement in research as well as measurement issues related to epoch lengths and target activity levels. We have also established improved formulas for estimating aerobic fitness from field-based fitness testing. The work has been important for researchers interested in measuring both physical activity and health-related fitness (i.e. cardio-respiratory) in children and adolescents in schools and field settings.

1. aBurns, R. D., **Brusseau, T. A**., cFang, Y., Fu, Y., & Hannon, J. C. (2016). Establishing Waist-to-Height Ratio standards from criterion-referenced BMI using ROC curves in low-income children. *Journal of Obesity*. doi:10.1155/2016/2740538
2. Burns, R., Hannon, J. C., **Brusseau, T. A**., Eisenman, P., & Shultz, B., Saint-Maurice, P. F., Welk, G. J., & Mahar, M. T. (2015). Development of a VO2 Peak Prediction Model from One-mile Run/Walk Performance. *Journal of Sport Sciences. Epub ahead of print. DOI: 10.1080/02640414.2015.1031163*
3. aBurns, R. D.,**Brusseau, T. A**., Fu, Y., & Hannon, J. C. (2016). Establishing School Day Pedometer Step Count Cut-points using ROC Curves in Low-Income Children. *Preventive Medicine*, 86, 117-122.
4. Burns, R., Hannon, J. C., **Brusseau, T. A**., Mahar, M., Eisenman, P., & Shultz, B. (2015). External Cross-Validation of VO2 Peak Prediction Models in Adolescents. *Pediatric Exercise Science, 27:* 404-411*. DOI: 10.1123/pes.2014-0175.*

List of Published Work in MyBibliography:

<https://www.ncbi.nlm.nih.gov/sites/myncbi/timothy.brusseau.1/bibliography/53762846/public/?sort=date&direction=ascending>

Link to Citations:

<https://scholar.google.com/citations?user=S9shILUAAAAJ&hl=en>

**D. Research Support**

**Ongoing Research Support**

* 1. United States Department of Education: The Carol M. White Physical Education Program. Let’s Get Fit-to-Learn: A Comprehensive Approach to Nutrition and Physical Activity

Role: PI

Goal: Change physical behavior of inner-city children through a comprehensive and multiple component physical activity program.

2014-2017State of UtahJuvenile Justice Services. Juvenile Justice Service Physical Activity Program Evaluation.

Role: PI

Goal: Evaluate the effectiveness of the SPARK program on the physical activity and health-related fitness of youth in secure juvenile justice facilities.

2015-2016SHAPE America Research Consortium. Fit & Cool Dudes: A goal setting physical activity intervention.

Role: PI

Goal: Evaluate the effectiveness of a goal setting and peer modeling intervention on physical activity behavior in children.

**Previous Research Support**

**2013-2014 AAHPERD Research Consortium Early Investigator Grant. Compendium of Physical Education Physical Activities.**

**Role: PI**

**Goal: Determine the expected physical activity values of children attending daily physical education.**

**2007-2010 United States Department of Education. Salt River Pima-Maricopa Community Schools Health Living Initiative. Funded by the U.S. Department of Education.**

**Role: Research Assistant**

**Goal: Implementation and evaluation of a school-based physical activity intervention in the Salt River American Indian Community.**

**2005-2007 United States Department of Education. Gila River Diabetes Prevention Initiative Consortium Agreement.**

**Role: Research Assistant**

**Goal: Implement a new physical activity program in two American Indian Communities.**