

Curriculum Vitae

College of Health Ball State University

Part I. Personal Data

Name: Martin L. Wood, Ph.D.

Department: Nutrition and Health Science

Rank: Associate Professor

A. Education

<u>Degree</u>	<u>Date</u>	<u>University</u>	<u>Major</u>	<u>Minor</u>
Ph.D.	1992	Indiana University, Bloomington	Health behavior	Public health education Educational psychology
M.S.	1989	Indiana University, Bloomington	Health promotion	
B.A.	1980	Indiana University, Bloomington	French	Business administration

B. Professional Employment Prior to Arrival at Ball State

Sam Houston State University, Division of Health & Kinesiology, Huntsville, TX

Assistant Professor, 1992-1994: Taught undergraduate and graduate health content, foundation, and methods courses. Particular emphasis on health communication, management and administration of health education programs, environmental health, HIV/AIDS education, and early childhood health education.

Indiana University, Department of Applied Health Science, Bloomington, IN

Associate Instructor, 1990-1992: Taught several sections of Personal Health course.

Graduate Assistant; 1989: Assisted with Drug Use in American Society course; 1991: Assisted with Women's Health course.

Research Assistant, 1989-1991: Involved in data collection, analysis, and presentation as assistant to various faculty.

Guest Lecturer, 1989-1992: lectured to undergraduate and graduate classes on research methods, evaluation and measurement, public health statistics, and community health.

American Lung Association of Indiana/Southeast Region, 424 Fifth Street, Columbus, IN

Health Education Intern, June 1989 - August 1989: involved primarily in promotion and public relations activities.

Indiana University, Center for Health and Safety Studies, Department of Applied Health Science, Bloomington, IN

Coordinator, Operation SmART Decision, 1989: served as project coordinator of adolescent drug and alcohol intervention project directed toward area junior and senior high school students.
Editorial Assistant, Tobacco-Free Young America Reporter (formerly Smoking & Health Reporter).

Human Kinetics Publishers, Inc., 1607 N. Market Street, Champaign, IL
Marketing Associate, Book/Video Clubs, Foreign and Subsidiary Rights, Special Projects, January 1987 to July 1987.

Phi Delta Kappa, Inc., Center on Evaluation, Development, and Research, Eighth & Union Streets, Bloomington, IN, July, 1985 to July, 1986
Editor, Research Bulletin: Researched, wrote, edited, and produced an irregular bulletin that reported current research of interest to teachers and education policy-makers.
Research Editor: Coordinated all editorial and production phases of two book series dealing with educational research (Hot Topics and Exemplary Practice).

Rodale Press, Inc., 33 E. Minor Street, Emmaus, PA, September 1984 to July 1985
Research Editor, Men's Health Newsletter: involved in conception and production of a bimonthly newsletter dealing with specific men's health issues.
Associate Research Editor, Prevention magazine and Prevention Health Books: served primarily in research capacity at all phases of magazine and book production.

C. **Initial Employment at Ball State**

Date: August 19, 1994
Rank: Assistant Professor

D. **Promotions at Ball State**

Date: August 2000
Rank: Associate Professor

E. Fields of Professional Specialization

Teaching expertise

Biostatistics
Epidemiology
Health communication
HIV/AIDS education
Human sexuality
Personal health
Research methodology

Research areas

Sexual minority youth
Health education workforce
issues
Health communication
Social marketing and health
HIV/AIDS risk/preventive
attitudes and behaviors
Smoking and tobacco use
Street youth and health

F. Primary Role in the Department

I view my contribution to the department as one that encompasses the traditional "**teacher-scholar**" role. I attempt to achieve a productive and healthy balance between the three areas of teaching, research, and service to the academic and civic community. In my role as teacher, I interpret often difficult professional course material related to research methodology, statistics, and epidemiology. It is my mission to dispel student fears and self-doubt regarding technical subject matter. I believe I accomplish this through thorough and patient instruction, and frequent application to "real-life" situations, while nurturing strong, friendly relationships with students. In the area of research, I am pursuing several intriguing areas of inquiry into health behaviors of children and adults, attempting to develop and sustain productive links with researchers at other institutions. Two of the more important research topics include health behaviors of sexual minority youth (gay, lesbian, bisexual, transgender, and questioning) and patterns of communication technology use by health educators. Finally, I view the health science faculty member as uniquely equipped to serve the civic community in its pursuit of healthful lifestyles and environment for its citizens. I am an active member and participant in several local, state, regional, and national organizations. I consider my role as health education resource person central to my life as a health education professional.

Part II. Accomplishments

A. Evidence of Outstanding Teaching

I am responsible for two of the more technologically challenging majors' courses, Quantitative Methods and Epidemiology (HSC387) and Health Education Communication (HSC394). These courses develop skills that are critically important for interns and entry-level health educators. The courses are also quite time-consuming to develop and manage. Students learn to apply major research and statistical principles in the practice of health education in numerous settings. I also provide media expertise gained from a prior career in health publishing. This has direct application to my instruction of the health education communication course. I have made it my mission to assure that my students leave my two primary classes literate in social marketing methodology and practice as applied to community health promotion, able to write

and speak with clarity and economy, proficient at reading and understanding health education research, and unintimidated by the details of epidemiology and biostatistics. As a faculty advisor for graduate health science majors and minors, I provide guidance to students in making educational and career decisions. My teaching effectiveness has been evaluated by students and peers, and is further evidenced by syllabi and other course materials provided.

1. **Classroom Instruction: Ball State University**

a. **Student Ratings**

Evidence of instructional quality is presented in this document in the form of student evaluations, peer evaluations, and photocopied course syllabi and selected course materials, from both Ball State University and Sam Houston State University courses. Complete results of these evaluations are summarized in the tables that follow.

Beginning in Fall 1996, and continuing until Summer 2010, students were asked to use a **7-item Student Evaluation of Teaching Form** to complete formal course evaluations at the end of all BSU courses.

Beginning in Summer 2010, students were asked to use a standard **online Student Evaluation of Teaching**, and to complete formal course evaluations at the end of all BSU courses:

Pertinent summary information from these BSU student evaluations are presented in the tables that follow.

HSC160: Fundamentals of Human Health		Sum. 2013 <i>n</i> = 25		Spr. 2013 <i>n</i> = 11		Sum. 2011 <i>n</i> = 3		Sum. 2010 <i>n</i> = 6	
		Ave. rating	?	Ave. rating	?	Ave. rating	?	Ave. rating	?
1.	My instructor explains the course objectives clearly. strongly disagree (1) - strongly agree (5)	4.27	1.01	4.00	1.18	5.00	0.00	4.50	.55
2.	My instructor explains course content clearly. strongly disagree (1) - strongly agree (5)	4.36	.67	3.91	1.30	5.00	0.00	4.50	.55
3.	My instructor uses effective examples and illustrations. strongly disagree (1) - strongly agree (5)	4.09	1.04	3.89	1.27	5.00	0.00	4.50	.55
4.	My instructor is respectful when I have a question or comment. strongly disagree (1) - strongly agree (5)	4.27	.79	3.55	1.70	4.33	1.16	4.20	1.10
5.	My instructor provides feedback that helps me improve my performance in the class. strongly disagree (1) - strongly agree (5)	4.27	.65	3.36	1.57	4.33	.58	3.80	1.30
6.	My instructor is available for consultation (e.g., after class, email, office hours, or by appointment). strongly disagree (1) - strongly agree (5)	4.27	.79	3.82	1.33	4.67	.58	4.00	.89

7.	I would rate the instructor's explanation of course content as: Very confusing (1) – very clear (5)	4.18	.98			4.67	.58		
8.	I would rate the instructor's organization of the course as: Very disorganized (1) – very organized (5)	4.36	.81			4.67	..58		
9.	The instructor was well prepared for class. strongly disagree (1) - strongly agree (5)	4.36	.81			4.33	.58		
10.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.36	.81			5.00	0.00		
11.	This course has clear objectives strongly disagree (1) - strongly agree (5)	4.27	.65	4.27	.79	5.00	0.00	4.33	.52
12.	This course is effective in meeting its objectives. strongly disagree (1) - strongly agree (5)	4.27	.65	4.27	.65	5.00	0.00	3.83	1.47
13.	This course has assignments related to the objectives of the course. strongly disagree (1) - strongly agree (5)	4.27	.65	4.27	.65	5.00	0.00	4.17	1.17
14.	This course has a clear grading system. strongly disagree (1) - strongly agree (5)	4.27	.65	4.46	.69	5.00	0.00	4.50	.55
15.	This course broadens my perspective and/or knowledge. strongly disagree (1) - strongly agree (5)	4.18	.75	4.27	.65	5.00	0.00	3.67	1.51

16. Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate..
strongly disagree (1) - strongly agree (5)

4.27 .65 5.00 0.00

HSC160: Fundamentals of Human Health

		Suml. 2009 <i>n = 13</i>		Suml. 2008 <i>n = 15</i>		Fall 2006 <i>n = 35</i>		Fall 2006 <i>n = 32</i>		Suml. 2006 <i>n = 19</i>		Fall 2005 <i>n = 53</i>	
		Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ

1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.62	.51	4.87	.35	4.11	.72	4.41	.61	4.16	1.01	3.91	.71
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.62	.51	4.60	.51	4.14	.65	4.28	.73	4.42	.77	4.15	.72
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.85	.38	4.87	.35	4.34	.64	4.50	.62	4.63	.50	4.25	.68
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.69	.48	4.87	.35	4.31	.87	4.59	.50	4.58	.61	3.68	.87
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	4.38	.77	4.87	.49	4.00	.84	4.41	.61	4.05	1.03	3.66	.98

HSC160: Fundamentals of Human Health

		Suml. 2005 <i>n = 6</i>		Fall 2004 <i>n = 81</i>		Spring 2004 <i>n = 23</i>		Suml. 2003 <i>n = 12</i>		Spring 2002 <i>n = 19</i>		Fall 2001 <i>n = 87</i>	
		Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ

1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.67	.52	4.00	.77	4.65	.49	4.67	.49	4.05	1.03	4.16	.95
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.67	.82	4.35	.65	4.74	.45	4.83	.39	4.17	.99	4.26	.91
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.83	.41	4.49	.61	4.78	.42	4.58	1.16	4.26	.81	4.17	.93
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.83	.41	4.14	.85	4.61	.58	4.42	1.16	4.50	.71	4.31	.87

5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	4.17	.98	3.88	.90	4.22	.90	4.33	.78	3.63	1.16	3.83	1.04
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HSC160: Fundamentals of Human Health		SumI. 2001 <i>n = 30</i>		SumI. 2000 <i>n = 22</i>		SumII. 1999 <i>n = 11</i>		SumII. 1998 <i>n = 20</i>		SumI. 1997 <i>n = 42</i>	
		Ave. rating	SD	Ave. rating	SD	Ave. rating	SD	Ave. rating	SD	Ave. rating	SD
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.53	.52	4.77	.43	4.50	.53	3.96	.71	4.64	.48
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.55	.52	4.86	.35	4.50	.53	4.31	.58	4.61	.53
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.66	.50	4.95	.21	4.70	.48	4.24	.69	4.67	.52
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.57	.56	4.73	.46	4.40	.52	4.07	.85	4.67	.59
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	4.13	.85	4.05	1.05	3.90	.74	3.38	1.05	4.03	1.10

HSC160: Fundamentals of Human Health		SumI. 1996 <i>n = 21</i>	
		Ave. rating	SD
2.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.18	.88
3.	I would rate the instructor's concern about my progress in the course as: very unconcerned (1) - genuinely concerned (5)	3.29	1.31
4.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.35	.7
5.	Compared to other instructors I have had at BSU, I would rate the instructor as: much worse (1) - much better (5)	3.65	1.06

HSC261: Health, Sexuality, and Family Life		Spr. 2013 n = 32		Fall 2012 n = 49		Fall 2012 n = 29		Spr. 2012 n = 21		Fall 2011 n = 12	
		Ave. rating	SD	Ave. rating	SD	Ave. rating	SD	Ave. rating	SD	Ave. rating	SD
1.	My instructor explains the course objectives clearly. strongly disagree (1) - strongly agree (5)	4.59	.56	4.57	.61	4.45	.51	4.43	.81	4.56	.59
2.	My instructor explains course content clearly. strongly disagree (1) - strongly agree (5)	4.59	.56	4.59	.61	4.52	.51	4.33	.66	4.58	.54
3.	My instructor uses effective examples and illustrations. strongly disagree (1) - strongly agree (5)	4.63	.61	4.59	.61	4.62	.49	4.43	.60	4.58	.58
4.	My instructor is respectful when I have a question or comment. strongly disagree (1) - strongly agree (5)	4.63	.75	4.65	.60	4.52	.51	4.43	.75	4.48	.70
5.	My instructor provides feedback that helps me improve my performance in the class. strongly disagree (1) - strongly agree (5)	4.38	.83	4.54	.65	4.31	.85	4.14	.96	4.27	.96
6.	My instructor is available for consultation (e.g., after class, email, office hours, or by appointment). strongly disagree (1) - strongly agree (5)	4.42	.72	4.55	.58	4.38	.68	4.19	.68	4.36	.72

7.	I would rate the instructor's explanation of course content as: Very confusing (1) – very clear (5)	4.55	.72	4.54	.58	4.52	.51	4.29	.64	4.51	.55
8.	I would rate the instructor's organization of the course as: Very disorganized (1) – very organized (5)	4.72	.52	4.60	.57	4.62	.49	4.33	.66	4.36	.72
9.	The instructor was well prepared for class. strongly disagree (1) - strongly agree (5)	4.78	.49	4.63	.61	4.69	.47	4.57	.60	4.56	.55
10.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.75	.44	4.55	.65	4.64	.56	4.60	.60	4.56	.66
11.	This course has clear objectives strongly disagree (1) - strongly agree (5)	4.56	.56	4.56	.58	4.52	.51	4.14	.73	4.49	.59
12.	This course is effective in meeting its objectives. strongly disagree (1) - strongly agree (5)	4.63	.55	4.54	.58	4.48	.5	4.15	.67	4.49	.59
13.	This course has assignments related to the objectives of the course. strongly disagree (1) - strongly agree (5)	4.59	.56	4.56	.62	4.55	.51	4.19	.98	4.53	.66
14.	This course has a clear grading system. strongly disagree (1) - strongly agree (5)	4.66	.48	4.58	.58	4.45	.69	4.52	.51	4.51	.59
15.	This course broadens my perspective and/or knowledge. strongly disagree (1) - strongly agree (5)	4.71	.46	4.56	.62	4.61	.50	4.38	.67	4.53	.76

16.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate.. strongly disagree (1) - strongly agree (5)	4.44	.72	4.42	.68	4.25	.80	4.14	.96	4.29	.90
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HSC261: Health, Sexuality, and Family Life

		Fall 2011 <i>n = 16</i>		Spr. 2011 <i>n = 19</i>		Fall 2010 <i>n = 26</i>		Fall 2010 <i>n = 17</i>		Sum. 2010 <i>n = 2</i>	
		Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ
1.	My instructor explains the course objectives clearly. strongly disagree (1) - strongly agree (5)	4.63	.62	4.39	.70	4.69	.62	4.29	.99	4.50	.71
2.	My instructor explains course content clearly. strongly disagree (1) - strongly agree (5)	4.63	.81	4.47	.70	4.69	.62	4.29	.99	4.50	.71
3.	My instructor uses effective examples and illustrations. strongly disagree (1) - strongly agree (5)	4.69	.60	4.37	.76	4.73	.60	4.41	1.00	4.50	.71
4.	My instructor is respectful when I have a question or comment. strongly disagree (1) - strongly agree (5)	4.50	1.10	4.32	.75	4.77	.51	4.47	1.01	4.50	.71
5.	My instructor provides feedback that helps me improve my performance in the class. strongly disagree (1) - strongly agree (5)	4.38	1.15	4.26	.93	4.50	.81	4.29	1.05	4.50	.71
6.	My instructor is available for consultation (e.g., after class, email, office hours, or by appointment). strongly disagree (1) - strongly agree (5)	4.56	.89	4.37	.68	4.68	.69	4.18	1.02	4.50	.71

7.	I would rate the instructor's explanation of course content as: Very confusing (1) – very clear (5)	4.63	.62	4.37	.76	4.69	.74	4.47	.51		
8.	I would rate the instructor's organization of the course as: Very disorganized (1) – very organized (5)	4.69	.48	4.44	.78	4.81	.49	4.53	.62		
9.	The instructor was well prepared for class. strongly disagree (1) - strongly agree (5)	4.75	.58	4.47	.70	4.89	.33	4.65	.49		
10.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.75	.78	4.58	.69	4.81	.40	4.71	.47		
11.	This course has clear objectives strongly disagree (1) - strongly agree (5)	4.69	.79	4.47	.70	4.58	.64	4.35	.49	4.50	.71
12.	This course is effective in meeting its objectives. strongly disagree (1) - strongly agree (5)	4.69	.79	4.37	.76	4.69	.62	4.29	.59	4.50	.71
13.	This course has assignments related to the objectives of the course. strongly disagree (1) - strongly agree (5)	4.69	.60	4.53	.70	4.73	.60	4.41	.51	4.50	.71
14.	This course has a clear grading system. strongly disagree (1) - strongly agree (5)	4.80	.41	4.47	.70	4.85	.37	4.47	.51	4.50	.71

15.	This course broadens my perspective and/or knowledge. strongly disagree (1) - strongly agree (5)	4.69	1.01	4.47	.70	4.80	.65	4.44	.81	4.50	.71
16.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate.. strongly disagree (1) - strongly agree (5)	4.63	.81	4.16	.83	4.62	.70	4.41	.51		

HSC261: Health, Sexuality, and Family Life

Spring 2009
n = 35

Spring 2009
n = 57

Fall 2008
n = 58

Spring 2008
n = 50

		Ave. rating	σ	Ave. rating	Ave. rating	Ave. rating	σ	Ave. rating	σ
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.40	.55	4.61	.56	4.67	.51	4.44	.67
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.63	.55	4.77	.42	4.62	.56	4.26	.72
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.69	.47	4.79	.41	4.84	.41	4.38	.57
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.57	.65	4.81	.40	4.78	.53	4.68	.51
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	4.31	.68	4.47	.60	4.53	.73	4.20	.90

HSC261: Health, Sexuality, and Family Life

Fall 2007
n = 34

Spring 2007
n = 27

Suml. 2006
n = 13

Spring 2006
n = 30

		Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.38	.55	4.48	.58	4.62	.51	4.60	.56
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.32	.59	4.41	.57	4.38	.65	4.63	.56
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.50	.62	4.56	.58	4.85	.38	4.83	.46

4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.65	.54	4.85	.46	4.46	.52	4.83	.38
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	3.97	1.06	4.26	.66	4.69	.63	4.40	.72

HSC261: Health, Sexuality, and Family Life		SumI. 2005		Spring 2003		SumII. 2002		SumII. 2000	
		<i>n = 16</i>		<i>n = 32</i>		<i>n = 14</i>		<i>n = 21</i>	
		Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.75	.45	4.75	.44	4.36	.63	4.62	.50
2.	I would rate the instructor's concern about my progress in the course as: very unconcerned (1) - genuinely concerned (5)	4.81	.40	4.69	.47	4.43	.76	4.43	.68
3.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.81	.40	4.66	.48	4.46	.78	4.33	.58
4.	Compared to other instructors I have had at BSU, I would rate the instructor as: much worse (1) - much better (5)	4.75	.45	4.71	.46	4.14	.66	4.57	.68
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	4.50	.63	4.50	.82	4.07	.83	4.38	.67

HSC261: Health, Sexuality, and Family Life		SumII. 1999	
		<i>n = 17</i>	
		Ave. rating	σ
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.21	.80
2.	I would rate the instructor's concern about my progress in the course as: very unconcerned (1) - genuinely concerned (5)	4.36	.74
3.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.43	.65
4.	Compared to other instructors I have had at BSU, I would rate the instructor as: much worse (1) - much better (5)	4.14	.77

5. Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate.
strongly disagree (1) - strongly agree (5)

3.71 1.27

HSC261: Health, Sexuality, and Family Life

Suml. 1996
n = 32

Ave. rating σ^2

2. I would rate the instructor's explanation of the course content as:
very confusing (1) - very clear (5)

4.79 .14

3. I would rate the instructor's concern about my progress in the course as:
very unconcerned (1) - genuinely concerned (5)

4.36 1.04

4. I would rate the instructor's organization of the course as:
very disorganized (1) - highly organized (5)

4.89 .31

5. Compared to other instructors I have had at BSU, I would rate the instructor as:
much worse (1) - much better (5)

4.54 .46

HSC387: Quantitative Methods and Epidemiology		Spr. 2013 <i>n = 30</i>		Spr. 2012 <i>n = 16</i>		Spr. 2011 <i>n = 19</i>	
		Ave. rating	SD	Ave. rating	SD	Ave. rating	SD
1.	My instructor explains the course objectives clearly. strongly disagree (1) - strongly agree (5)	4.63	.49	4.56	.63	4.47	.96
2.	My instructor explains course content clearly. strongly disagree (1) - strongly agree (5)	4.57	.50	4.31	.87	4.53	.96
3.	My instructor uses effective examples and illustrations. strongly disagree (1) - strongly agree (5)	4.50	.78	4.44	.89	4.47	.96
4.	My instructor is respectful when I have a question or comment. strongly disagree (1) - strongly agree (5)	4.33	.84	4.31	1.10	4.26	1.10
5.	My instructor provides feedback that helps me improve my performance in the class. strongly disagree (1) - strongly agree (5)	4.60	.50	4.31	1.20	4.39	1.04
6.	My instructor is available for consultation (e.g., after class, email, office hours, or by appointment). strongly disagree (1) - strongly agree (5)	4.70	.47	4.73	.46	4.32	1.00
							.79
7.	I would rate the instructor's explanation of course content as: Very confusing (1) – very clear (5)	4.53	.51	4.31	.87	4.50	
8.	I would rate the instructor's organization of the course as: Very disorganized (1) – very organized (5)	4.67	.55	4.56	.63	4.63	.50
9.	The instructor was well prepared for class. strongly disagree (1) - strongly agree (5)	4.73	.45	4.69	.48	4.74	.45
10.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.63	.56	4.60	.63	4.68	.48
11.	This course has clear objectives strongly disagree (1) - strongly agree (5)	4.47	.57	4.31	1.08	4.53	.61
12.	This course is effective in meeting its objectives. strongly disagree (1) - strongly agree (5)	4.57	.50	4.44	.73	4.53	.61
13.	This course has assignments related to the objectives of the course. strongly disagree (1) - strongly agree (5)	4.50	.57	4.44	.73	4.53	.61
14.	This course has a clear grading system. strongly disagree (1) - strongly agree (5)	4.50	.68	4.25	1.13	4.50	.71
15.	This course broadens my perspective and/or knowledge. strongly disagree (1) - strongly agree (5)	4.47	.73	4.38	.89	4.32	.82

16. Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate..
strongly disagree (1) - strongly agree (5)

4.33 .76 4.19 1.05 4.42 .77

HSC387: Quantitative Methods and Epidemiology

	Fall 2008 <i>n = 20</i>		Fall 2007 <i>n = 16</i>		Spring 2007 <i>n = 19</i>		Spring 2006 <i>n = 31</i>		Spring 2005 <i>n = 23</i>		Spring 2004 <i>n = 13</i>	
	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ

1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.15	.59	4.07	1.09	4.63	.50	4.57	.57	4.04	.98	4.08	.86
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.45	.60	4.19	.98	4.58	.69	4.74	.44	4.57	.66	4.46	.52
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.70	.47	4.56	.63	4.63	.60	4.84	.37	4.70	.56	4.77	.44
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.50	.51	4.63	.50	4.74	.56	4.63	.49	4.26	1.18	4.31	.75
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	4.25	.72	3.69	.87	4.37	.60	4.39	.88	3.91	1.08	3.69	.85

HSC387: Quantitative Methods and Epidemiology

	Spring 2003 <i>n = 34</i>		Spring 2002 <i>n = 20</i>		Spring 2001 <i>n = 29</i>		Spring 2000 <i>n = 30</i>		Spring 1999 <i>n = 41</i>		Spring 1998 <i>n = 47</i>	
	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ

1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.18	.83	3.95	1.00	4.07	.96	3.80	1.19	4.41	.71	4.09	.75
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.50	.66	4.30	.73	4.45	.95	4.23	.90	4.75	.51	4.23	.84
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.68	.47	4.45	.51	4.41	.95	4.30	.88	4.72	.52	4.53	.55
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.56	.56	4.10	.72	4.41	.63	3.90	.80	4.41	.71	4.33	.75

5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	3.82	.87	3.55	.89	3.97	.98	3.43	1.10	3.88	1.13	3.51	.94
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HSC387: Quantitative Methods and Epidemiology		Spring 1997 <i>n = 47</i>		Spring 2000 <i>n = 30</i>		Spring 1999 <i>n = 41</i>		Spring 1998 <i>n = 47</i>		Spring 1997 <i>n = 47</i>	
		Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.45	.66	3.80	1.19	4.41	.71	4.09	.75	4.45	.66
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.55	.73	4.23	.90	4.75	.51	4.23	.84	4.55	.73
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.64	.57	4.30	.88	4.72	.52	4.53	.55	4.64	.57
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.66	.48	3.90	.80	4.41	.71	4.33	.75	4.66	.48
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	4.05	.89	3.43	1.10	3.88	1.13	3.51	.94	4.05	.89

HSC387: Quantitative Methods and Epidemiology		Spring 1996 <i>n = 42</i>		Spring 1995 <i>n = 54</i>		Fall 1994 <i>n = 44</i>	
		Ave. rating	%ile rank	Ave. rating	%ile rank	Ave. rating	%ile rank
2.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	3.5	24	4.6	90	4.5	61
3.	I would rate the instructor's concern about my progress in the course as: very unconcerned (1) - genuinely concerned (5)	3.7	41	4.5	92	4.23	91
4.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	3.9	39	4.8	97	4.74	51
5.	Compared to other instructors I have had at BSU, I would rate the instructor as: much worse (1) - much better (5)	4.46	.82	4.7	97	3.5	32

HSC394: Health Education Communication		Fall 2012		Fall 2011		Fall 2010		Sum. 2012	Spr. 2012
		n = 24		n = 13		n = 16		n =	n = 12
		Ave. rating	SD	Ave. rating	SD	Ave. rating	SD	Ave. rating	SD
1.	My instructor explains the course objectives clearly. strongly disagree (1) - strongly agree (5)	4.58	.50	4.54	.52	4.44	.51		
2.	My instructor explains course content clearly. strongly disagree (1) - strongly agree (5)	4.63	.50	4.46	.66	4.06	1.00		
3.	My instructor uses effective examples and illustrations. strongly disagree (1) - strongly agree (5)	4.56	.72	4.39	.77	4.31	.95		
4.	My instructor is respectful when I have a question or comment. strongly disagree (1) - strongly agree (5)	4.54	.59	4.46	.52	4.25	1.29		
5.	My instructor provides feedback that helps me improve my performance in the class. strongly disagree (1) - strongly agree (5)	4.58	.50	4.23	.73	4.06	1.18		
6.	My instructor is available for consultation (e.g., after class, email, office hours, or by appointment). strongly disagree (1) - strongly agree (5)	4.63	.58	4.46	.52	4.50	.63		

7.	I would rate the instructor's explanation of course content as: Very confusing (1) – very clear (5)	4.68	.48	4.23	.60	4.00	1.10		
8.	I would rate the instructor's organization of the course as: Very disorganized (1) – very organized (5)	4.63	.50	4.67	.49	4.69	.48		
9.	The instructor was well prepared for class. strongly disagree (1) - strongly agree (5)	4.63	.50	4.46	.52	4.75	.45		
10.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.42	.65	4.31	.63	4.50	.82		
11.	This course has clear objectives strongly disagree (1) - strongly agree (5)	4.50	.511	4.46	.52	4.38	.62		
12.	This course is effective in meeting its objectives. strongly disagree (1) - strongly agree (5)	4.50	.59	4.39	.51	4.38	.62		
13.	This course has assignments related to the objectives of the course. strongly disagree (1) - strongly agree (5)	4.58	.50	4.39	.65	4.50	.63		
14.	This course has a clear grading system. strongly disagree (1) - strongly agree (5)	4.68	.48	4.54	.52	3.94	1.29		
15.	This course broadens my perspective and/or knowledge. strongly disagree (1) - strongly agree (5)	4.54	.51	4.46	.66	4.13	.89		
16.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate.. strongly disagree (1) - strongly agree (5)	4.46	.66	4.00	.91	3.81	1.22		

HSC394: Health Education Communication		Spring 2009		Spring 2008		Fall 2006		Fall 2005		Summer 2002	
		<i>n = 26</i>		<i>n = 19</i>		<i>n = 17</i>		<i>n = 28</i>		<i>n = 10</i>	
		Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	3.96	1.00	3.05	1.08	4.28	.75	3.54	.84	3.78	.97
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.27	.87	3.05	1.08	4.17	.79	3.71	.98	4.10	.74
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.58	.58	2.53	1.17	4.33	.69	3.96	.84	4.40	.52
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.23	.76	3.53	1.22	4.22	.65	3.79	1.20	3.70	.95
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	4.04	1.00	2.63	1.21	3.94	.87	3.43	1.29	3.60	1.35

HSC394: Health Education Communication		Fall 2001		Summer 2001		Summer 2000		Fall 1999		Fall 1998	
		<i>n = 29</i>		<i>n = 9</i>		<i>n = 8</i>		<i>n = 18</i>		<i>n = 17</i>	
		Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	3.59	.92	4.22	.97	4.00	.53	4.06	1.03	4.30	.63
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.26	.75	4.56	.73	3.88	.64	4.50	.76	4.40	.54
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.36	.60	4.44	.88	3.88	.99	4.39	.76	4.60	.47
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.08	.96	4.67	.50	4.00	.76	4.28	.80	4.35	.59
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	3.31	.98	4.56	.73	3.88	1.36	3.72	.80	4.20	.78

HSC394: Health Education Communication		Fall 1997		Fall 1996	
		<i>n = 40</i>		<i>n = 29</i>	
		Ave. rating	σ ²	Ave. rating	σ ²
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.26	.69	4.36	.84
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.34	.78	4.32	.88
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.58	.60	4.52	.64
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.67	.60	4.56	.64
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	3.74	1.16	4.00	1.20

HSC394: Health Education Communication		Fall 1995	
		<i>n = 34</i>	
		Ave. rating	%ile rank
2.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.48	.58
3.	I would rate the instructor's concern about my progress in the course as: very unconcerned (1) - genuinely concerned (5)	3.96	1.22
4.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.48	.58
5.	Compared to other instructors I have had at BSU, I would rate the instructor as: much worse (1) - much better (5)	4.11	1.12

HSC471/571: Death and Dying		Suml. 2003	
		<i>n = 5</i>	
		Ave. rating	σ ²
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.20	.84
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.40	.89
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.40	.89
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.60	.55
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	3.20	1.30

HSC482: Environmental Health		Spr. 2012	
		<i>n</i> = 6	
		Ave. rating	SD
1.	My instructor explains the course objectives clearly. strongly disagree (1) - strongly agree (5)	4.17	.75
2.	My instructor explains course content clearly. strongly disagree (1) - strongly agree (5)	3.50	1.38
3.	My instructor uses effective examples and illustrations. strongly disagree (1) - strongly agree (5)	3.67	1.21
4.	My instructor is respectful when I have a question or comment. strongly disagree (1) - strongly agree (5)	4.17	.98
5.	My instructor provides feedback that helps me improve my performance in the class. strongly disagree (1) - strongly agree (5)	3.67	1.03
6.	My instructor is available for consultation (e.g., after class, email, office hours, or by appointment). strongly disagree (1) - strongly agree (5)	4.33	.82

7.	I would rate the instructor's explanation of course content as: Very confusing (1) – very clear (5)	3.67	1.21
8.	I would rate the instructor's organization of the course as: Very disorganized (1) – very organized (5)	3.67	1.03
9.	The instructor was well prepared for class. strongly disagree (1) - strongly agree (5)	4.00	.89
10.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.00	.89
11.	This course has clear objectives strongly disagree (1) - strongly agree (5)	3.67	1.03
12.	This course is effective in meeting its objectives. strongly disagree (1) - strongly agree (5)	3.50	1.05
13.	This course has assignments related to the objectives of the course. strongly disagree (1) - strongly agree (5)	3.20	1.30
14.	This course has a clear grading system. strongly disagree (1) - strongly agree (5)	3.83	.98
15.	This course broadens my perspective and/or knowledge. strongly disagree (1) - strongly agree (5)	3.83	1.17

16. Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate.
strongly disagree (1) - strongly agree (5)

HSC482/582: Environmental Health

Fall 2004
n = 16

		Ave. rating	SD
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	3.19	1.05
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	3.94	.77
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.19	.54
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	3.50	.97
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	2.63	1.02

HSC670: Health Science Research Techniques		Fall 2004 <i>n = 7</i>		Fall 2002 <i>n = 7</i>		Fall 2000 <i>n = 8</i>		Fall 1999 <i>n = 11</i>		Fall 1998 <i>n = 6</i>	
		Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ	Ave. rating	σ
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.29	.76	3.43	.79	4.50	.53	4.18	.75	4.17	.75
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.29	.76	4.00	.58	4.75	.46	4.27	.47	4.33	.52
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.86	.38	4.43	.79	4.75	.46	4.55	.52	4.33	.52
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.29	.76	3.71	.95	4.50	.53	3.82	.87	4.00	.89
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	3.29	1.38	3.00	.82	4.25	.89	3.91	1.22	3.83	.98

HSC670: Health Science Research Techniques		Fall 1997 <i>n = 7</i>		Fall 1996 <i>n = 12</i>	
		Ave. rating	σ	Ave. rating	σ
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.14	1.07	4.33	.65
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.43	.53	4.50	.52
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.57	.53	4.58	.51
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.57	.53	4.33	.49
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	4.14	.69	4.00	.74

HSC670: Health Science Research Techniques		Spring 1995		Spring 1994	
		<i>n = 12</i>		<i>n = 12</i>	
		Ave. rating	σ	Ave. rating	%ile rank
2.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.67	.49	4.60	90
3.	I would rate the instructor's concern about my progress in the course as: very unconcerned (1) - genuinely concerned (5)	4.67	.49	4.60	95
4.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.92	.29	4.50	84
5.	Compared to other instructors I have had at BSU, I would rate the instructor as: much worse (1) - much better (5)	4.42	.67	4.30	80

HSC683: Epidemiology		Spring 2002	
		<i>n = 9</i>	
		Ave. rating	σ
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	3.89	.93
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.33	.50
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.22	.67
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	3.67	1.00
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	4.00	.87

HSC683: Epidemiology		Spring 1994 <i>n = 26</i>	
		Ave. rating	%ile rank
2.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.7	93
3.	I would rate the instructor's concern about my progress in the course as: very unconcerned (1) - genuinely concerned (5)	4.6	95
4.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.7	94
5.	Compared to other instructors I have had at BSU, I would rate the instructor as: much worse (1) - much better (5)	4.5	89

HSC695: Seminar in Health Science		Spring 2000 <i>n = 11</i>		Spring 1998 <i>n = 6</i>	
		Ave. rating	α	Ave. rating	α
1.	I would rate the instructor's explanation of the course content as: very confusing (1) - very clear (5)	4.71	.69	4.67	.82
2.	I would rate the instructor's organization of the course as: very disorganized (1) - highly organized (5)	4.71	.93	4.67	.52
3.	The instructor was well-prepared for class. strongly disagree (1) - strongly agree (5)	4.81	.67	4.83	.41
4.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)	4.71	.50	4.83	.41
5.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate. strongly disagree (1) - strongly agree (5)	3.80	.90	4.17	1.17

**WELNS670: Interdisciplinary Wellness Research
Design**

Spr. 2011
n = 7

		Ave. rating	σ
1.	My instructor explains the course objectives clearly. strongly disagree (1) - strongly agree (5)	4.43	.79
2.	My instructor explains course content clearly. strongly disagree (1) - strongly agree (5)	3.86	.90
3.	My instructor uses effective examples and illustrations. strongly disagree (1) - strongly agree (5)	4.29	.49
4.	My instructor is respectful when I have a question or comment. strongly disagree (1) - strongly agree (5)	4.57	.54
5.	My instructor provides feedback that helps me improve my performance in the class. strongly disagree (1) - strongly agree (5)	4.57	.54
6.	My instructor is available for consultation (e.g., after class, email, office hours, or by appointment). strongly disagree (1) - strongly agree (5)	4.29	.76

7.	I would rate the instructor's explanation of course content as: Very confusing (1) – very clear (5)		
8.	I would rate the instructor's organization of the course as: Very disorganized (1) – very organized (5)		
9.	The instructor was well prepared for class. strongly disagree (1) - strongly agree (5)		
10.	The instructor was enthusiastic and interested in the subject. strongly disagree (1) - strongly agree (5)		
11.	This course has clear objectives strongly disagree (1) - strongly agree (5)	4.43	.54
12.	This course is effective in meeting its objectives. strongly disagree (1) - strongly agree (5)	4.43	.54
13.	This course has assignments related to the objectives of the course. strongly disagree (1) - strongly agree (5)	4.57	.54
14.	This course has a clear grading system. strongly disagree (1) - strongly agree (5)	4.00	.82
15.	This course broadens my perspective and/or knowledge. strongly disagree (1) - strongly agree (5)	4.71	.49
16.	Examinations, assignments, and other methods of evaluating student progress seemed fair and appropriate.. strongly disagree (1) - strongly agree (5)		

b. **Peer Review of Teaching**

In accordance with college and departmental policy, peer evaluation of teaching effectiveness was solicited. Results available upon request.

c. **Other Instructional Activity**

Grade Distribution: Ball State University

Course number/title	Sem.	Enr.	Grade distribution* (n/%)				
			A	B	C	D	F
HSC160: Fund. of Human Health	Fall05	64	13/20	31/48	8/13	3/5	6/9
	SumII05	12	4/33	4/33	4/33	0	0
	SumI05	12	1/8	6/50	3/25	1/8	0
	Fall04	112	25/22	38/34	30/27	7/6	8/7
	Spr04	35	11/31	11/31	5/14	0	0
	SumI03	14	3/21	6/43	3/21	1/7	0
	Spr02	20	2/10	7/35	6/30	3/15	1/5
	SumII00	23	6/26	14/61	3/13	0	0
	SumII99	11	2/18	8/73	0	0	0
	SumII98	20	2/10	9/45	6/30	2/10	1/5
	SumI97	42	9/21	23/55	7/17	2/5	1/2
	SumI96	21	8/38	8/38	4/19	0	1/5
	SumI95	20	4/20	12/60	4/20	0	0
HSC261: Health, Sex & Family Life	SumI05	22	3/14	15/68	2/9	0	0
	Spr03	39	10/26	25/64	3/7	0	0
	SumII02	19	5/26	12/63	1/5	0	0
	SumI00	30	9/30	12/40	6/20	1/3	2/7
	SumII99	17	4/23	5/29	4/23	0	0
	SumI96	17	12/71	5/29	0	0	0
	SumII96	15	7/47	2/13	3/20	1/7	2/13
HSC387: Quant. Methods & Epidem.	Spr05	29	5/17	11/38	8/28	2/7	1/3
	Spr04	17	0	9/53	3/18	2/12	1/6
	Spr03	38	7/18	16/42	11/29	2/5	1/3
	Spr02	24	4/17	11/46	9/38	0	0
	Sp00	32	4/13	9/28	16/50	3/9	0
	Spr99	41	12/29	13/32	9/22	7/17	0
	Spr98	47	3/6	20/43	17/36	5/11	2/4
	Spr97	47	11/23	18/38	15/32	3/7	0
	Spr96	42	11/26	22/52	8/19	1/2.	0
	SumI95	8	3/38	3/38	1/13	0	1/13
	Spr95	54	18/33	23/43	8/15	1/2	3/6
Fall94	44	24/55	7/16	7/16	4/9	0	
HSC394: Health Educ. Communication	Fall05	38	10/26	20/53	3/8	0	0
	Fall03	15	4/27	10/67	1/7	0	0

	SumII02	12	5/42	6/50	1/8	0	0
	SumII00	7	3/43	4/57	0	0	0
	Fall99	20	6/30	7/35	6/30	0	1/5
	Fall98	17	4/24	10/59	2/12	0	1/6
	Fall97	40	7/18	26/65	6/15	0	0
	Fall96	29	13/45	15/52	1/3	0	0
HSC471/571: Death & Dying	SumI03	6	3/50	2/33	0	0	1/2
HSC482/582: Environmental Health	Fall04	19	3/16	11/58	4/21	0	1/5
HSC670: Health Sc. Research Techn.	Fall04	6	1/17	4/67	1/17	0	0
	Fall03	8	2/25	4/50	2/25	0	0
	Fall02	8	2/25	4/50	2/25	0	0
	Fall99	11	8/73	3/27	0	0	0
	Fall98	6	4/67	2/33	0	0	0
	Fall97	8	3/38	5/63	0	0	0
	Fall96	13	9/69	4/31	0	0	0
	Fall95	13	7/54	5/39	1/8	0	0
HSC683: Epidemiology	Spr02	9	2/22	6/67	11/1	0	0
	Fall94	12	8/67	3/25	1/8	0	0
HSC695: Seminar HIV/AIDS & STD	Spr95	26	14/54	11/42	1/4	0	0
HSC695: Seminar in Health Science	Spr05	6	2/33	1/17	0	0	0
	Spr03	8	4/50	1/1	0	0	0
	Spr00	10	9/90	1/10	0	0	0
	Spr99	6	5/83	1/17	0	0	0
	Spr98	6	5/83	1/17	0	0	0
	Spr97	8	6/75	2/25	0	0	0
	Spr96	6	6/100	0	0	0	0

* Beginning Fall 1996 grade distribution incorporates the +/- system; "A" denotes A and A-, "B" denotes B-, B, and B+, etc.

2. Other Outstanding Instructional Activity

a. Implementor of Instructional Innovation

1. Ball State University

HSC387, HSC387L: Quantitative Methods and Epidemiology

Laboratory assignments. Beginning in 1994, developed 9-10 laboratory lesson/assignments that combine computer analysis of epidemiology/public health data, and statistics. During my first nine years teaching 387, I used the statistical analysis program Minitab for lab assignments. Since that time, students have used SPSS for their assignments.

"You be the Epidemiologist." In order to dispel some of the initial confusion and apprehension about the subject matter, developed opening class activity called "You Be the Epidemiologist." I have adapted this activity and used it in two middle school health classes at Burriss Laboratory School. It was presented as a "Teaching Technique" at a national conference, and published in 2002.

HSC394, HSC394L: Health Education Communication

Technology applications. In compliance with the seven health education competencies identified by the National Commission for Health Education Credentialing, Inc., enhanced activities requiring internet proficiency. These included critical review of health web sites and development of a student web page resume. Recent alterations to the course description and the addition of a new course that specifically addresses technology training have led to elimination of these internet activities in HSC394.

HSC670: Health Science Research Techniques

Survey development. During the eight semesters in which I have taught this course, students have constructed and pilot tested their own attitude survey, on a topic of their choosing. Preliminary data from the 1998 class were presented at the American School Health Association national meeting, October 1999, in Kansas City, Missouri.

2. **Sam Houston State University.** My use of novel course activities and experiences included these examples, which were presented as teaching techniques at national professional meetings.
 - a. **HED490:** adapted a Project WILD activity called "habittrekking", for use in environmental health course.
 - b. **HED166:** developed a date rape trial simulation, which required volunteer students to role play victim and rapist in a mock trial.

b. **Initiator of New Programs/Courses**

1. **Ball State University**
 - a. **Seminar in Health Science, HSC695** (introduced Spring 1996)
Developed as a natural sequel to HSC670, Health Science Research Techniques. Students refine their thesis or research paper proposals, and with faculty assistance, take concrete steps toward completion of their research projects. Public proposal presentation to department faculty is the culminating activity.

- b. Integrated into one 4-hour course (**HSC387, Quantitative Methods and Epidemiology**, and lab section HSC387L) what were previously two 3-hour courses, HSC392, Quantitative Methods in Health Science, and HSC483, Epidemiology. Lecture materials, lecture activities, 16 labs, and 12 lab assignments were developed to encompass both topics (statistics and epidemiology). Most semesters, I train and supervise a graduate assistant who teaches one of the lab sections.
 - c. **HIV/AIDS and Other STD, HSC695**, developed as graduate summer seminar (1995). Similar in format to the course developed for SHSU, necessitated establishing contacts with HIV/AIDS education and support community in central Indiana, for the purpose of scheduling guest speakers. A large compendium of readings was collected to accompany course speakers.
2. **Sam Houston State University**. Developed HED492A, a summer intensive workshop on HIV/AIDS and other sexually transmissible diseases.

c. **Doctoral Committee Member**

Abner, Gail (Ed.D., Science education): **co-chair**
 Title: Hospital initiatives to encourage breast-feeding among postpartum mothers. [ongoing]

Horn, Jocelyn L. (Ph.D., School psychology): committee member
 Title: An examination of shortened measures of intelligence in the assessment of giftedness. [completed]

d. **Thesis Committee Member**

Ball State University

On-going

Brooks, Jason (M.S., Health Science): committee member
 Title: Patterns of disseminated written educational materials by pediatricians. [discontinued]

Edwards, (Walker), Erin (M.S., Health Science): **chair**
 Title: Do college-age females understand osteoporosis and the importance of prevention before age 20? [completed with another committee]

Knight, Alton J. (M.S., Health Science): committee member
 Title: Eating disorders and menstrual function among African American high school athletes [discontinued]

Lawhorne, Catherine A. (M.S., Health Science): committee member
Title: Knowledge and attitudes of family practice residents concerning complimentary and alternative medicine [discontinued]

McBride, Jessica N. (M.S., Health Science): committee member
Title: The influence of sexual guilt on attitude towards abortion in undergraduate college students [discontinued]

Completed 2012

Jenkins, Stephanie (M.S., Dietetics) committee member
Title: Effectiveness of a grocery store tour for parents of WIC children with low serum iron levels [completed July 2012]

Completed 2011

Gibson, Joshua (M.S., Health Science) committee member
Title: Indiana school administrators' attitudes towards sexuality education [completed]

Completed 2009

Brown Jackson, Tiffany L. (M.S., Health Science): committee member
Title: Knowledge and attitudes of Ball State University pre-service elementary education students on emergency care in the school setting [completed]

Completed 2007

Baran, Angela R. (M.S., Health Science): committee member
Title: Teacher burnout: Skills among secondary health teachers in comparison to other teachers [switched to M.A. Spring 2007]

Completed 2006

Wilcox, Carrie E. (M.S., Health Science): committee member
Title: Impact of a recognized diabetes education program with telephonic and letter follow-up on the glycosylated hemoglobin (HbA1c) levels and quality of life of patients with Type II diabetes. [completed]

Completed 2004

Vogler, Jessica L. (M.S., Health Science): committee member
Title: An instrument to measure effectiveness of the Smokebusters: Busting Big Tobacco program. [completed]

Completed 2003

Larson, Chandra S. (M.S., Health Science): committee member
Title: Tobacco use of college smokers related to the perceptions and measurement of nicotine dependence. [completed]

Completed 2002

Jones, Heather L. (M.S., Health Science): committee member
Title: Variables related to breast self-examination among undergraduate female students

Completed 2001

Havice, Adam (M.S., Health Science): committee member
Title: Health education content areas addressed by home school programs. [completed July 2001]
Mack, Jennifer (M.S., Health Science): committee member
Title: Precursors of eating disorders among early adolescent females. [completed July 2001]

Completed 2000

Crabtree, Melody (M.S., Health science): committee member
Title: Self reported effect of patient education on stress and decision making in newly diagnosed cancer patients. [completed October 2000]
Glew, Angela (M.S., Health Science): committee member
Title: Content analysis of worksite health promotion courses in undergraduate health education programs. [completed June 2000]
Green, Kerri (M.S., Health Science): committee member
Title: A Descriptive analysis of cardiac rehabilitation education programs. [completed June 2000]
Stanley-Fuller, Tricia (M.S., Health Science): committee member
Title: Short-term effects of certified education programs on glycemic control of Type II diabetes patients. [completed Sept. 2000]

Completed 1999

Day, Julie (M.S., Health Science): committee member
Title: Behavior of family practice residents to screen and treat at-risk patients for high blood cholesterol. [completed: July 1999]

Miller, Angela (M.S., Health Science): **chair**

Title: Occupational stress and coping mechanisms among emergency medical technicians and paramedics. [completed: July 1999]

Completed 1998

Greenwalt, Terrie (M.S., Health Science): committee member

Title: Health promotion by religious leaders in Delaware County, Indiana. [completed: April 1998]

Completed 1997

Capps, Patricia (M.S., Health Science): committee member

Title: Assessing Lyme disease knowledge of Indiana local health department nurses. [completed: June 1997]

Everman, Melinda (M.S., Health Science): **chair**

Title: Self-regulation, outcome expectancy value, and exercise identity as predictors of physical activity. [completed: Dec. 1997]

Jones, Kim (M.S., Health Science): committee member

Title: Member self-reported opinions of a university health promotion program. [completed: May 1997]

Kain, Lorie (M.S., Health Science): **chair**

Title: Physical activity and barriers to physical activity among Honors College students. [completed: Nov. 1997]

Completed 1996

Fields, Lisa (M.S., Health Science): **chair**

Title: Effect of humor programs on recuperation time and medication usage. [completed: April 1996]

Willits, Carol (M.S., Health Science): committee member

Title: Collaboration and communication strategies: A content analysis [completed: July 1996]

Sam Houston State University

Wisdom, Lynn (M.S.): **chair**

[Incomplete]

d. **Research Paper/Creative Project Advisor**

Ball State University

Gorden, Erica E. (M.A., Health Science)

Title: The Abstinence sexuality education activities of faith-based organization in Delaware County, Indiana. [completed with another committee]

Griffith, Stacey (M.A., Health Science)

Title: Frequency of and factors associated with nutrition facts label use among adults. [completed with another committee]

Gumbert, Joshua (M.A., Health Science)

Title: Enhancing accessibility to college health promotion programs. [completed: July 1997]

Price, Theresa (M.A., Health Science)

Title: Patients' perceptions of psychosocial factors impacting recovery from bulimia nervosa. [completed: July 1997]

Williams, Cecilia (M.A., Health Science)

Title: Environmental issues on the initiation and cessation of tobacco use among African-American men, ages 18-40. [completed]

Independent Study Projects

Bryie, Lindsey A. (B.S., Health Science)

Title: Extending the mission of health: Accessibility of university health education materials, programs, and services for online students. [exp. completion: March 2017]

Deathe, Andrew R. (B.S., Health Science)

Title: Ball State University students' knowledge, perceptions, and behaviors related to Ebola and pandemic disease. [scheduled completion: May 2015]

Dunbar, Matthew K. (B.S., Health Science)

Title: Stop Teen Pregnancy evaluation. [completed: June 1997]

Gardner, Taylor N. (B.S., Health Science)

Title: Health and wellness objectives of U.S. higher education institutions: Content analysis of statements of university mission, vision, and strategic plan. [exp. completion: May 2016]

Hosack, Kisii M. (B.S., Health Science), & Meyer, Stephanie L. (B.S., Health Science)

Title: Extending the mission of health: Accessibility of university health education materials, programs, and services for online students. [exp. completion: May 2016]

Litwack, Isabella N. (B.S., School Health Education)

Title: Masculinity, self-esteem, and health behavior among male undergraduate theatre students. [exp. completed: Aug. 2017]

Mangapora, Sabrina F. (B.S., Health Science), & Thomas, Rachel N. (B.S., Health Science)

Title: Health and wellness objectives of U.S. higher education institutions: Content analysis of statements of university mission, vision, and strategic plan. [exp. completion: Sept. 2017]

Senior Honors Thesis faculty advisor [HONR 499]

Del Ciello, Monica (B.S., Health Promotion and Education)

Title: [exp. completed: May 2018]

e. **Special Assignments**

1. Beginning in Summer 2016, was primary Internship Supervisor for health science, and health education and promotion, majors. Coordination of undergraduate health science interns remained the responsibility of the full-time department advisor. Intern supervision included, but was not limited to faculty teaching assignment to HSC 479, the 6-hour Internship course. It also included one or two in-person site visits to all students' internship sites, sometimes at a significant distance.
2. Volunteered to serve as instructor HSC 683, Epidemiology, to two doctoral students in Counseling Psychology who needed the course for a doctoral cognate in Public Health. Updated and adapted existing online course to new textbook edition and course schedule, revised all assignments, quizzes, and exams (Spring 2015).
3. I began coordinating a correspondence version of HSC160, Fundamentals of Human Health in 1995. During summer 1999, I completed a full course revision, including adaptation to a new textbook, and development of 20 new course lessons and two exams. During summer 2002, I completed another course revision, this time with a new edition of the same textbook. During summer 2005, I participated in a workshop to adapt correspondence courses for distance education students. Adaptation of this course is complete and now offered fully online. Students may opt for a 10-week "fast-track" version, or the standard 9-month course. Each semester I supervise the online activities of 20-30 students.
4. In January, 1996, I began supervising the Credit by Examination program for HSC160, Fundamentals of Human Health. Between one and three students per semester request to receive credit for HSC160 by passing a 100-point comprehensive exam. I administer and grade each exam, coordinate correspondence and other paperwork, as required.

f. **Creative Teaching Grants**

Agency/Organiz.	Contributors	Date appl.	Term	Amt.	Status
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a.	Dean, College of Sciences and Humanities "Development of a Social Marketing Strategy-IL mini-grant."	Martin L. Wood	3/19/2014	2014	\$560	\$560 funded
b.	Office of Associate Provost, Student Curricular Activities Fund " American Association for Health Education (AAHE) Case Study Competition"	Yuba Gautam [Lead] Martin L. Wood	9/17/2012	2012-2013	\$500	\$500 funded
c.	Office of Associate Provost, Student Curricular Activities Fund " American Association for Health Education (AAHE) Case Study Competition"	Martin L. Wood [Lead]	9/19/2011	2011-2012	\$500	\$300 funded
d.	Office of Associate Provost, Student Curricular Activities Fund " American Association for Health Education (AAHE) Case Study Competition"	Jeffrey Clark [Lead] Martin L. Wood	9/20/2010	2010-2011	\$500	\$300 funded
Total creative teaching grants submitted					<u>\$1500</u>	<u>\$1100</u>

g. Other

1. Organized and oversaw all aspects of semester-end poster presentation event required of undergraduate health science interns. Developed template professional-style poster, instructed interns through two online webinars, and required its use as the model. Arranged for event venue, tables/chairs, catering, awards, and invitations sent to site supervisors and Ball State faculty/administrators. Starting Summer 2016.
2. Supervised/collaborated on preparation of team of undergraduate health science majors for American Association of Health Education Case Study Competition at the national conference of the American Alliance for Health, Physical Education, Recreation, and Dance, 2013 (Charlotte, NC), 2012 (Boston, MA), 2011 (San Diego, CA).

h. Creative teaching grants submitted/not funded

	Agency/Organiz.	Contributors	Date appl.	Term	Amt.	Status
a.	George & Frances Ball Found. Fund for Acad. Excellence "Enhancement of computer facility in support of media instruction in physiology and health science"	Martin L. Wood [Lead]	1/15/98	5/98 - 12/99	\$14,939	Not funded
b.	George & Frances Ball Found. Fund for Acad. Excellence "Enhancement of computer facility in support of media instruction in health science"	Martin L. Wood [Lead]	1/15/97	5/97 - 12/98	\$9,988	Not funded
Total creative teaching grants submitted/not funded					<u>\$24,927</u>	

B. Evidence of Research, Publication, Creative Endeavors, or Other Scholarly Productivity

Scholarly inquiry is an important part of my role as a university professor. I have explored health education manpower needs and hiring practices in the various health education settings, health educators as role models, as well as matters relevant to HIV/AIDS. My most recent scholarly research centered on attitudes of high school and middle school counselors regarding gay, lesbian, bisexual, and transgender students. The results of my research and investigations have been published in respected refereed journals and presented at professional conferences, as described in the following sections. My record also demonstrates the ongoing search for internal and external funding to support research and scholarly activities. Finally, as a representative of Ball State, I am involved with several national and regional professional organizations.

1. Refereed Publications

Ball State University

- a. Deathe, A. R., & **Wood, M. L.** (2015). College students' knowledge, perceptions, and behaviors related to Ebola and pandemic disease. *Journal of American College Health* [Submitted].
[contribution: literature review, 20%; data collection/analysis, 60%; writing/editing, 75%]
[readership: ; acceptance rate: %]

- b. **Wood, M. L.**, Griffin, D. N., Fredericks, E. L., & Barrett, A. C. (2003). Contemporary electronic mailing list use by health educators: A content analysis of HEDIR messages. *American Journal of Health Education, 34*, 154-161.
[contribution: literature review, 100%; data collection/analysis, 65%; writing/editing, 95%]
[readership: ; acceptance rate: %]
- c. **Wood, M. L.** (2002). You be the epidemiologist! *The Health Educator, Journal of Eta Sigma Gamma, 32*, 25-29.
[contribution: teaching technique development/design, 100%; writing/editing, 100%]
[readership: 10,000; acceptance rate: 50%]
- d. Capps, P. A., Pinger, R. R., Russell, K. M., & **Wood, M. L.** (1999). Community health nurses' knowledge of Lyme disease: Implications for surveillance and community education. *Journal of Community Health Nursing, 16*, 1-15.
[contribution: research design, 40%; data analysis, 15%; writing/editing, 20%]
[readership: 1,300; acceptance rate: 21-30%]
- e. Clark, J. K., **Wood, M. L.**, Kotecki, J. E., & Sauter, M. (1999). Growth and program evaluation in community health education centers. *Journal of Health Education, 30*, 229-234.
[contribution: research design, 10%; data analysis, 15%; writing/editing, 40%]
[readership: 10,000; acceptance rate: 18%]
- f. Clark, J. K., **Wood, M. L.**, Lucas, B., & Russell, L. (1999). The Sexual behaviors of street youth: A descriptive study. *Journal of At-Risk Issues, 5*(2), 39-45.
[contribution: research design, 50%; data analysis, 50%; writing/editing, 35%]
[readership: ; acceptance rate: 43-45%]
- g. McKenzie, J. F., **Wood, M. L.**, Kotecki, J. E., Clark, J. K., & Brey, R. A. (1999). Establishing content validity: Using qualitative and quantitative steps. *American Journal of Health Behavior, 23*, 311-318.
[contribution: literature review, 50%; writing/editing, 40%]
[readership: 900; acceptance rate: 23%]
- h. Clark, J. K., Parrillo, A. V., & **Wood, M. L.** (1998). Attitudes and perceptions about health education credentialing: A national study of top agency executives in local health departments. *Journal of Health Education, 29*, 244-249.
[contribution: research design, 10%; data analysis, 25%; writing/editing, 35%]
[readership: 10,000; acceptance rate: 18%]
- i. Clark, J. K., **Wood, M. L.**, & Parrillo, A. V. (1998). Where public health educators are working: A national study of the hiring practices and manpower needs of local health departments. *Journal of Health Education, 29*, 250-257.
[contribution: research design, 10%; data analysis, 25%; writing/editing, 35%]
[readership: 10,000; acceptance rate: 18%]
- j. **Wood, M. L.**, & Price, P. (1997). Machismo and marianismo: Implications for HIV/AIDS risk reduction and education. *American Journal of Health Studies, 13*(1), 44-52.

[contribution: research design & literature review, 45%; writing/editing, 50%]
[readership: 900; acceptance rate: 42%]

- k. **Wood, M. L.** (1995). Preschool children's assessment of health value related to selected non-health values. *Health Values, 19*(6), 11-22.

[contribution: research design, 100%; data analysis, 100%; writing/editing, 100%]
[readership: 2500; acceptance rate: 23%]

Pre-Ball State University

- k. Torabi, M. R., Majd-Jabbari, M., Plaford, G., Seffrin, C., Ellis, N. T., & **Wood, M. L.** (1991). Prevalence of selected factors associated with drug abuse among high school students. *Wellness Perspectives, 7*(4), 65-75.

[contribution: research design, 10%; data analysis, 25%; writing/editing, 35%]
[readership: 900; acceptance rate: 42%]

2. Grants for Research/Creative Endeavors

	Agency/Organiz.	Contributors	Date appl.	Date rec'd	Amt.	Term
a.	Ball State University, Dept. of Nutrition & Health Science Research Fund Extending the mission of health: Accessibility of university health education materials, programs, and services for online students	Martin L. Wood	2/17	3/17	\$132	3/17-6/17
b.	Ball State University, Office of Institutional Effectiveness, Summer assessment grants Aligning Health Education and Promotion program objectives and assessment activities with criteria from the Council on Public Health Education (CEPH) for standalone baccalaureate programs in public health	Martin L. Wood	4/16	4/16	\$1000	5/16-8/16
c.	Ball State University, Dept. of Physiology & Health Science Research Fund Health and wellness objectives of U.S. higher education institutions: Content analysis of statements of university mission, vision, and strategic plan	Martin L. Wood Taylor Gardner	11/15	11/15	\$578	11/15-11/16
d.	Ball State University, Office of the Provost, Presidents Travel Fund Society for Public Health Education National Conference, Portland, OR, April 23-25, 2015	Martin L. Wood	1/15	2/15	\$295	
e.	Ball State University, Office of Institutional Effectiveness, Summer assessment grants "Assessment to Improve Program and Student Learning Outcomes in Health Science and Physiology"	Martin L. Wood Charity Bishop	4/14	4/14	\$2000	5/14-8/14

f.	Ball State University, Office of the Provost, Presidents Travel Fund Society for Public Health Education National Conference, Baltimore, MD, March 19-21, 2014	Martin L. Wood	3/14	4/14	\$603	
g.	Ball State University, Office of Institutional Effectiveness, Summer assessment grants "Refining Assessment to Improve the Health Science Program"	Lisa Smith Martin L. Wood Charity Bishop	4/13	5/13	\$4,500	5/13-8/13
h.	Ball State University, Office of Institutional Effectiveness, Summer assessment grants "Refining Assessment to the Improve the Health Science Program"	Denise Seabert Martin L. Wood Charity Bishop	4/11	5/11	\$4,500	5/11-8/11
i.	Ball State University, Office of Institutional Effectiveness, Summer assessment grants "Health Science Graduate Program Needs Assessment"	Martin L. Wood	4/09	5/09	\$1,200	5/09-8/09
j.	Ball State University, Office of Institutional Effectiveness, Summer assessment grants "Development of a Procedure for Assessment of Graduate Student Preparation, Interests, Performance, and Career Goals"	Martin L. Wood	4/05	5/05	\$1,200	5/05-8/05
k.	Ball State University; Summer Salary and S.E.E.T. grants "Rural Gay and Lesbian Youth in Indiana: Assessing the School Counselor's Experiences and Perceptions"	Martin L. Wood	11/03	3/04	\$11,765	6/04 – 9/04
l.	Ball State University, Office of Institutional Effectiveness, Summer assessment grants "Assessment of Information Technology Fluency Among Health Science Majors"	Martin L. Wood	3/03	5/03	\$1,200	5/03-8/03

m.	Ball State University; S.E.E.T. grants "Feasibility Study for a Center of Health Education Workforce Research"	Martin L. Wood Jeffrey K. Clark [co-P.I.s]	11/97	3/98	\$2,558	7/98 - 6/99
n.	Ball State University, Office of Institutional Effectiveness, Summer Assessment Grants "Development of a Pre/Posttest Self-Assessment Instrument for Undergraduate Health Science Majors"	Martin L. Wood	3/95	5/95	\$1,200	5/95-8/95
o.	Ball State University, Sponsored Programs Office, New Faculty Research Grants "Sociometric Status and HIV Risk Behaviors Among Middle and Senior High School Students"	Martin L. Wood [P.I.] Rosanne S. Keathley Jeffrey K. Clark [co-recipients]	1/95	3/95	\$744	1995-96
p.	Indiana University, School of HPER Graduate Student Research Grant-in-Aid	Martin L. Wood	2/92	5/92	\$475	1991-92
q.	Phi Delta Kappa "Mini grant" for doctoral research	Martin L. Wood	1/90	6/90	\$250	1990-91
Total grants for research creative endeavors received					<u>\$29,592</u>	

3. Papers Presented at Professional Meetings (Invited or Refereed)

Ball State University

- a. **Wood, M. L.**, Bryie, L., Hosack, K., & Meyer, S. (March, 2017). Extending the mission of health: Accessibility of university health education materials, programs, and services for online students. Poster presented at the National Conference of the Society for Public Health Education, Denver, CO.
[refereed; contribution: research design, 90%; data collection/analysis, 70%; writing/editing, 70%]
- b. **Wood, M. L.**, Bishop, C. A., & Seabert, D. M. (April, 2016). Development of a comprehensive undergraduate community health exit exam: A template for measuring program success and student mastery of CHES content. Poster presented at the National Conference of the Society for Public Health Education, Charlotte, NC.
- c. **Wood, M. L.**, & Khubchandani, J. (April, 2015). Addressing health and social needs of LGBT-led families: A comprehensive review and recommendations for

health professionals. Poster presented at the National Conference of the Society for Public Health Education, Portland, OR.

[\[refereed; contribution: research design, 60%; data collection/analysis, 50%; writing/editing, 50%\]](#)

- d. Khubchandani, J., **Wood, M. L.**, & Payton, E. (April, 2015). Adolescent sexual minority status and victimization: Associations with health risk factors and psychosocial distress. Poster presented at the National Conference of the Society for Public Health Education, Portland, OR.

[\[refereed; contribution: research design, 60%; data collection/analysis, 50%; writing/editing, 50%\]](#)

- e. **Wood, M. L.**, Khubchandani, J., & Brey, B. (March 2014). LGBT health: What do we know and how do we close the gaps? Poster presented at the National Conference of the Society for Public Health Education, Baltimore, MD.

[\[refereed; contribution: research design, 50%; data collection/analysis, 50%; writing/editing, 50%\]](#)

- f. Wood, M. L., & Khubchandani, J. (April, 2013). Dating violence in LGBT youth: An Exploratory review. Poster presented at the National Conference of the Society for Public Health Education, Orlando, FL.

[\[refereed; contribution: research design, 60%; data collection/analysis, 50%; writing/editing, 50%\]](#)

- g. **Wood, M. L.**, & Khubchandani, J. (April 2013). The Nature and extent of school violence against LGBT youth: A Review of prevalence, predictors, and preventive measures. Paper presented at the National Conference of the Society for Public Health Education, Orlando, FL.

[\[refereed; contribution: research design, 80%; data collection/analysis, 80%; writing/editing, 80%\]](#)

- h. **Wood, M. L.**, Clark, J. K., & Ryan, K. S. (August, 2012). [Evaluating a county ordinance for secondhand smoke. Poster presented at the National Conference on Tobacco or Health, Kansas City, MO.](#)

[\[refereed; contribution: research design, 25%; data collection/analysis, 80%; writing/editing, 60%\]](#)

- i. **Wood, M. L.** (October, 2004). Rural gay and lesbian youth in Indiana: Assessing the school counselor's experiences and perceptions. Poster presented at the meeting of the American School Health Association, Pittsburgh, PA.

[\[refereed; contribution: research design, 100%; data collection/analysis, 100%; writing/editing, 100%\]](#)

- j. **Wood, M. L.**, & Marini, D. C. (March, 2004). Using digital video and audio editing software to produce professional-quality health promotion materials. Paper accepted for presentation at the meeting of the American Association for Health Education, New Orleans, LA.

[\[refereed; contribution: research design, 50%; data collection/analysis, 50%; writing/editing, 40%\]](#)

- k. **Wood, M. L.**, Griffin, D. N., Fredericks, E. L., & Barrett, A. C. (2002, November). What health educators are saying to each other: A content analysis of HEDIR messages. Paper presented at the meeting of the Society for Public Health Education, Philadelphia, PA.

[\[refereed; contribution: research design, 100%; data collection/analysis, 60%; writing/editing, 100%\]](#)

- l. **Wood, M. L., & Clark, J. K. (2000, October).** Living arrangements and patterns of drug use among Indianapolis street youth. Paper presented at the meeting of the American School Health Association, New Orleans, LA.
[refereed; contribution: research design, 10%; data collection/analysis, 30%; writing/editing, 70%]
- m. **Wood, M. L., Stewart, C. D., & Nehl, E. J. (1999, October).** The health educator as role model: Results of preliminary data. Paper presented at the meeting of the American School Health Association, Kansas City, MO.
[refereed; contribution: research design, 60%; data collection/analysis, 50%; writing/editing, 70%]
- n. **Wood, M. L., Clark, J. K., & Lucas, B. (1998, November).** Psychosocial correlates of drug-taking behavior among street youth. Paper presented at the meeting of the American Public Health Association, Washington, DC.
[refereed; contribution: research design, 10%; data collection/analysis, 60%; writing/editing, 70%]
- o. Clark, J. K., **Wood, M. L., Lucas, B., & Russell, L. (1998, November).** Street youth's perceptions of health care needs and availability. Poster session presented at the meeting of the American Public Health Association, Washington, DC.
[refereed; contribution: research design, 10%; data collection/analysis, 30%; writing/editing, 40%]
- p. **Wood, M. L., & Wood, M. P. (1998, October).** You be the epidemiologist! [teaching technique]. Paper presented at the meeting of the American School Health Association, Colorado Springs, CO.
[refereed; contribution: technique design, 100%; writing/editing, 90%]
- q. **Wood, M. L., & Gumbert, J. D. (1998, April).** Enhancing the accessibility of health education/promotion programs for physically challenged college students. Poster session presented at the meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Reno, NV.
[refereed; contribution: research design, 40%; data collection/analysis, 30%; writing/editing, 60%]
- r. Everman, M. K., **Wood, M. L., & Hallam, J. (1997, November).** Self-regulation, outcome expectancies, and exercise role identity as predictors of exercise behavior. Poster session presented at the meeting of the American Public Health Association, Indianapolis, IN.
[refereed; contribution: research design, 40%; data collection/analysis, 20%; writing/editing, 40%]
- s. Clark, J. K., **Wood, M. L., & Parrillo, A. V. (1997, March).** Employment of health educators by local health departments. Research Consortium symposium paper presented at the meeting of the American Alliance for Health, Physical Education, Recreation and Dance, St. Louis, MO.
[refereed; contribution: research design, 30%; data collection/analysis, 40%; writing/editing, 60%]
- t. **Wood, M. L., Clark, J. K., & Keathley, R. S. (1996, November).** Sociometric status and HIV risk behaviors among middle and senior high school students. Poster session presented at the meeting of the American Public Health Association, New York, NY.
[refereed; contribution: research design, 80%; data collection/analysis, 70%; writing/editing, 80%]

- u. Clark, J. K., **Wood, M. L.**, & Lucas, B. (1996, October). The sexual health behaviors of street youth. Paper presented at the American School Health Association, St. Louis, MO.
[refereed; contribution: data analysis, 20%; writing/editing, 40%]
- v. Lucas, B. S., Clark, J. K., & **Wood, M. L.** (1996, October). The health behaviors of street youth: A descriptive study. Poster session presented at the meeting of the American School Health Association, St. Louis, MO.
[refereed; contribution: data analysis, 20%; writing/editing, 30%]
- w. **Wood, M. L.**, Clark, J. K., & Lucas, B. (1996, October). Psychological issues and related health behaviors among Indianapolis street youth. Paper presented at the meeting of the American School Health Association, St. Louis, MO.
[refereed; contribution: data analysis, 60%; writing/editing, 80%]
- x. **Wood, M. L.**, & Price, T. W. (1996, October). Machismo and marianismo among Hispanic adolescents: Effects on HIV/AIDS risk behaviors and implications for school-based HIV/AIDS education. Poster session presented at the meeting of the American School Health Association, St. Louis, MO.
[refereed; contribution: research design & literature review, 45%; writing/editing, 50%]
- y. Clark, J. K., **Wood, M. L.**, & Parrillo, A. V. (1996, April). Attitudes of top agency executives of local health departments toward credentialing. Paper presented at the meeting of the Indiana Public Health Association, Muncie, IN.
[refereed; contribution: research design, 10%; data analysis, 25%; writing/editing, 35%]
- z. **Wood, M. L.** (1994, October). Preschool children's assessment of health value related to selected nonhealth values. Paper presented at the meeting of the American School Health Association, Houston, TX.
[refereed; contribution: research design, 100%; data analysis, 100%; writing/editing, 100%]
- aa. **Wood, M. L.** (1994, October). Responsibility and respect on trial: A date rape trial simulation. Poster session presented at the meeting of the American School Health Association, Houston, TX.
[refereed; contribution: technique design, 100%; writing/editing, 100%]

Sam Houston State University

- bb. **Wood, M. L.** (1993, October). Adapting selected Project WILD lessons for use in the secondary environmental health program. Poster session presented at the meeting of the American School Health Association, Pittsburgh, PA.
[refereed; contribution: technique design, 100%; writing/editing, 100%]
- cc. Oden, G., **Wood, M.**, & Hyman, W. (1993, February). Comparison of bioelectric impedance and skinfold assessment of body composition in a non-laboratory setting. Paper presented at the meeting of the Texas Association for Health, Physical Education, Recreation, and Dance, Dallas, TX.

4. **Professional/Creative Endeavor Presentations**

None

5. **Development of Exceptional Curricular and Course Materials**

For the two Seminars on HIV/AIDS and Other STDs I developed, one each at Sam Houston State University (HED492A) and Ball State University (HSC695), I did extensive research of the current literature in order to compile large compendia of readings for student use.

6. **Audio Tapes, Video Tapes, Film, Software**

None

7. **Non-refereed Publications**

Delaware County Air Quality Study, July – October 2011 [Jeffrey K. Clark, Co-PI]. Collaboration with Delaware County Health Department and Indiana Department of Health on study of effects on indoor air quality of county legislation to ban smoking in bars and restaurants. Completion date: July 2012

Publicity surrounding 20th anniversary of Ryan White on April 9, 2010.

Wood, M. L. (10 April 2010). Guest commentary: Ryan White changed nation's perception of AIDS. Northwest Indiana Times [On-line]. Available: http://www.nwitimes.com/news/opinion/guest-commentary/article_ff3ab829-a1b7-5764-9df8-b93db28bb809.html

Publicity surrounding 2004 study of school guidance counselors' experience with and attitudes towards counseling gay, lesbian, bisexual, transgendered and questioning youth (a-e).

- a. Editor. (29 March 2005). Help for red-state teens. *Advocate*, issue 936, 20.
- b. Duchnowski, J. (2005, February 5). Students, counselors grapple with gay-lesbian issues. *Anderson (Indiana) Herald-Bulletin*. Retrieved February 16, 2005, from <http://www.theheraldbulletin.com/story.asp?id=10525>
- c. Bushweller, K. (2005, January 26). Counselors want aid to help gay students [Report Roundup]. *Education Week*, 24(20), 12.
- d. Barker, T. [ed.] (2005, January 13). High school counselors say they lack skills to assist gay, lesbian students. Ball State University. *Update. News for Ball State*

Employees. Retrieved January 14, 2005 from
<http://www.bsu.edu/update/article/0,1384,38104-5107-29074,00.html>

- e Ransford, M. (2005, January 12). High school counselors say they lack skills to assist gay, lesbian students. Ball State University. *Newscenter. Latest Campus Headlines*. Retrieved January 14, 2005, from
<http://www.bsu.edu/news/article/0,1370,7273-850-29067,00.html>
- f. Lucas, B., & Hackett, L. (1996). Evaluation study of street youth in Indianapolis, Indiana. Indianapolis, IN: Homeless Initiative Program (October, 1995).
 [data analysis & presentation by Clark, J. K., & **Wood, M. L.** (contribution: 45%)]
- g. **Wood, M. L.** (Ed.). (1987). *Foreign Language* (Exemplary Practice series No. 3). Bloomington, IN: Phi Delta Kappa, Inc., Center on Evaluation, Development, and Research.
 [literature review: 100%; writing/editing: 90%]

8. **Published Abstracts**

Wood, M. L. (1993). Preschool children's assessment of health value related to selected nonhealth values. *International Institute for Sport and Human Performance Microform Publications: Health, Physical Education, and Recreation*, 7 (3, No. HE523).

9. **Sponsorship of Student Grants**

	Agency/Organiz.	Contributors	Date appl.	Term	Amt.	Status
a.	Sponsored Programs Office, ASPIRE Undergraduate Research Grant "Extending the mission of health: Accessibility of university health education materials, programs, and services for online students"	Kisii Hosack Stephanie Meyer Lindsey Bryie [Students] Martin L. Wood	11/10/15	2016	\$300	Unfunded
b.	Sponsored Programs Office, ASPIRE Undergraduate Research Grant " Ball State University Students' Knowledge, Perceptions, and Behaviors Related to Ebola and Pandemic Disease"	Andrew Deathe [Student lead] Martin L. Wood	11/6/14	2015	\$300	\$300 funded

Total sponsored student grants submitted	<u>\$300</u>	<u>\$300</u>
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10. **Other**

- a. **Research consultant/collaborator** on projects at Ball Memorial Hospital, Medical Education Program, Internal Medicine Residency, Pathology Residency, and Sports Medicine Fellowship programs
 - i. Gonzalez, J., & Wood, M. L. Changes in flexibility, function, and pain in patients with chronic hamstring symptoms treated with the ASTYM™ system
 - ii. Hix, J., & Wood, M. L. Evaluation of treatment outcomes and MRI changes in patients with chronic plantar fasciitis treated with the ASTYM™ system.
 - iii. Neal, M., & Wood, M. L. Use of U-500 insulin for glycemic control in insulin resistant type 2 diabetics.
 - iv. Oropeza, G. L., Singal, P., Perry, R. C., & Wood, M. L. Postoperative hyperglycemia and coronary artery bypass in patients without diabetes.

- v. Wilson, J., & Wood, M. L. Evaluation of treatment outcomes and MRI changes in patients with patellar tendonitis treated with the ASTYM™ system. [completed February 2005]

b. Research grants submitted/not funded

	Agency/Organiz.	Contributors	Date appl.	Term	Amt.	Status
a.	Center for Creative Inquiry Ball State University "Development of an Interactive Epidemiology CD-ROM"	Martin L. Wood [P.I.]	2/00	6/00 – 12/00	\$21,146	not funded
b.	U.S. Dept. Health & Human Services, Health Resources & Serv. Admin. "BMH GIM primary care training: Dynamic, community-based, health-oriented"	William B. Fisher [Program Dir.] Martin L. Wood [Community Research Coord.: consultant] others	9/98	7/1/99 - 6/30/02	\$471,651	not funded
c.	Centers for Disease Control & Prevention, Public Health Conference Support Grant Program "Indiana Conference on Health Education Workforce Research"	Martin L. Wood [P.I.] Jeffrey K. Clark [co-P.I.]	3/98	7/98 - 6/01	\$30,000	Letter of intent denied
Total research grants submitted/not funded					\$522,797	

C. Evidence of Professional Service

As a university professor, I am a citizen of numerous communities, both scholarly and otherwise, and through my activities I strive to be a contributing member. I carry my own weight in terms of participation in and leadership of departmental and college committees, which form a foundation of support for other scholarly endeavors. I circulate through the primary national health education organizations and have been involved with leadership activities in many of them. In many instances, my skills and experience as a writer and editor have been put to use on editorial review boards and review panels, and as a consultant to members of my local community. I have been a member of the American Cancer Society Board of Directors, and regularly participate in community fundraising activities that benefit the health of area children and adults.

1. **Service to the Academic Community**

a. **Committee Work: Department, College, University**

Ball State University

Department

Assessment Committee (2011-present)
Community Health Advisory Committee (2013/2014-2015)
Computer Facilities Committee (1997-2004, 2007-09)
Contract Faculty Merit Review Committee (1996, 2004, 2013)
Courses and Curriculum (1995-97, 2009-present; Chair, 2009-2012, 2015-16)
External Relations Committee (1996-98, 00; Chair, 1996-97)
Graduate Assistant Recruitment Selection Committee (1997-2004)
Graduate Faculty Selection Committee (1995-96, 2004, 2009-2013; Chair, 2009-2013)
Honors and Awards Committee (1995-96; 2006-07, 2014-16; Chair; 2008-09, 2015-16)
Health Science Graduate Program Ad Hoc Committee (2008-09)
Library Committee (1994-95)
McGovern Lecture Committee (2009-2012)
Merit Salary Committee (2003-04, 2007-2012)
 Ad hoc Merit Salary Document Review (2004-05; Chair)
Minimum Grade Requirement Ad Hoc Committee (2005; Chair)
Planning Task Forces, 2000-02
 Curriculum
 Facilities
 Alumni Relations/Finance
Promotion and Tenure Committee (1994-present; Chair, 1995-96, 2015-16; Secretary, 2016-present)
Social Committee (1998-99, 2000-01, 2003-04)
Tenure Track Search Committee (2015-2016)

College, Sciences and Humanities

College Curriculum Committee (2002-05, 2008-09; Chair, 2004-05, 2008-09)
Promotion and Tenure Committee (1995-96, 2015-16)
General Studies Science Ad Hoc Committee (1996): select committee convened by University College to study pedagogy underlying general studies science courses
Computer Committee (1994-95): departmental rep.

College, Health

Immersive Learning Committee, 2016-2018

University

Academic Policies Council (Spring 2000)
Council on the Environment (College of Health rep) (Spring 2018)
Creative Arts Committee (2017-2019)

Graduate Research Committee (1999-2000, 2004)
Immersive Learning Advisory Committee, College of Health rep.
(2018-2019)
Undergraduate Education Committee (2000-03)

Sam Houston State University

Department

Health Education Curriculum Committee (chair)
Graduate Health Education Program Director
Undergraduate Curriculum Committee

b. **Special Lectures, Interdepartmental Contributions**

Ball State University

Reader, Writing Competency Exam, September 30, 2003.
NCATE/BOE training session, hosted by Teachers College, 7/00.
Represented Undergraduate Education Committee of University
Senate

Invited lecture, "Psychological issues and related health behaviors among
Indianapolis street youth: Paper presented at ASHA Conference."
Alpha Chapter of Eta Sigma Gamma monthly meeting, November
4, 1996.

Sam Houston State University

Invited lecture, "Environment Health Issues," Kinesiology residence hall,
November 1993
Invited lecture, "Men's Health Matters for the 1990s," Campus Health
Awareness Week, February 1994
College representative, numerous masters degree oral examinations

c. **Administrative and Counseling Duties**

Ball State University

Program Director, BS, Health Education and Promotion, Minor in Public Health
(2015-present)

Graduate Health Science Program Director (2002-2008): Responsible for the
graduate program in health science. Principal contact person for
prospective masters and doctoral-level students in health science. Sole
advisor for graduate health science students, comprising between 10 and
25 students each year. Provide external promotion of the graduate
programs, via targeted mailings, the department newsletter, and the
department website. Liaison to doctoral program in science education,
housed in the Biology Department.

Health Science student assessment (1995-present): As part of Summer Assessment Project, first funded by the Offices of Institutional Research and Academic Assessment, developed pre/posttest measurement system to assess attainment of knowledge and skills by Health Science majors. Administered to health science undergraduates during HSC200 and post-internship, beginning Spring semester 1996. Revised and analyzed assessment data during summer 1996 as part of additional Summer Assessment Project. Received honorarium of \$1,200. Adapted pre/posttest instrument for use on InQsit Fall 2005.

Summer Assessment Projects, Office of Institutional Research and Academic Assessment, Ball State University.

Development of proposal for assessment of student information technology competency (2003). Alteration of existing self-assessment tool, additions to proposed exit exam, and proposal for IT designation of courses. Developed and distributed IT designation tool for evaluation of health science course. Received honorarium.

Needs assessment in preparation for implementing an online graduate certificate in community health (2009). Involved investigation of existing graduate degrees and certificate programs offered entirely or partly online at other universities and colleges. Also made revisions on an existing instrument to measure prospective graduate students' preferences for course delivery format (i.e., on campus, online, combination). Received honorarium.

Administration of computing resources

Department server (1995-2001): Received specific training in managing and troubleshooting operations of the department's computer server, was consulted when there were requests for server use or problems with server operations (required average of three hours office time each week).

Department computer lab policy (1997-2002): Developed comprehensive computer facilities policy, subsequently adopted in the Code of Operations for the Department of Physiology and Health Science, Fall 1997. Revised lab policy, Fall 2002.

Department computer labs management (1995-2003): Supervised use of the noninstructional departmental computer lab. This has included: routine maintenance of hardware and software; lab security; advertising, hiring, and supervision of student laboratory assistants.

Departmental web site (1997-2000): As server administrator and department computer facilities committee member, I devoted considerable time developing and subsequently revising the departmental web site. The departmental web site is a comprehensive site designed for ready access and easy use, and is now overseen by the department Media Specialist.

Project ASSIST/Smokefree Indiana

Consultant for the department's subcontract with the Indiana State Board of Health for the American Stop Smoking Intervention Study (ASSIST) for Cancer Prevention, October 1996 - September 1999. Administrator: J. F. McKenzie. Consultants: J. K. Clark, J.E. Kotecki, & M. L. Wood.

My involvement included assisting the director with development of process evaluation criteria for Clean Indoor Air (CIA) program objectives, developing an evaluation tool for staff effectiveness of the state ASSIST office, developing evaluation tools for the national TAP (Tobacco Awareness Program) and TEG (Tobacco Education Group) youth smoking cessation programs, and writing manuscripts for publication.

Project Manager, 2000 Indiana Youth Tobacco Survey data analysis. Analyzed and developed an executive summary of initial data collected as part of nationwide CDC tobacco use surveillance program. Analyzed second set of IYTS data collected during Fall 2000 and developed full report for submission to CDC. Attended CDC-sponsored YTS workshop, "Linking YTS Data to Action," 17-19 October, 2000, Atlanta, Georgia.

Student organization involvement

Faculty ally, Spectrum, organization for lesbian, gay, bisexual and transgendered students. Underwent training program for designation as faculty ally. Serve in counseling role for student dealing with issues related to sexual orientation.

Ball State University and Sam Houston State University

Undergraduate academic advisor for 25-30 students per semester [Ball State University (1994-present)
Graduate health science program advisor [Ball State University (2004 – 2006)]

Sam Houston State University

Graduate Health Education Program Coordinator (1992-93)

2. **Service Related Grants Funded**

Agency/Organiz.	Contributors	Date appl.	Date rec'd	Amt.	Term
Henry County Health Dept. Graduate assistant position	Jeffrey K. Clark	10/96	11/96	\$6,000	8/97 - 5/98
	[Lead]	7/96	9/96	3,000	1/97 - 5/97
	Martin L. Wood	10/95	1/96	5,150	1/96 -
		1/95	12/95	<u>5,000</u>	12/96
				<u>\$19,150</u>	1994 - 1995
Total service grants received				<u>\$19,150</u>	

3. **Offices held in Local, Regional, State, National, and International Professional Organizations**

- a. American Cancer Society, Delaware County Unit Board of Directors (1996-2001)
- b. American School Health Association

- i. Secretary, Research Council (1996-98)
 - ii. Assistant Chair, Council on Early Childhood Health Education and Services (1993-95)
 - c. Eta Sigma Gamma
 - Chapter Faculty Sponsor, Beta Eta chapter, Sam Houston State University (1992-94)
4. **Editorships, Review Panels**
- a. American Association of Health Education
 - i. Research Consortium Review Panel Chair, 1996
 - ii. Research Consortium Review Panel, 1995-1996
 - b. *American Journal of Health Education* (formerly *Journal of Health Education*).
Community Learning Ideas and Procedures (CLIPS) column
Reviewer: 1995-1996, 2000-2008
 - c. *American Journal of Health Studies* (formerly *Wellness Perspectives*)
Editorial Board, 1996-present
 - d. American Public Health Association
Abstract reviewer, 2016 Annual Meeting
Abstract reviewer, 2018 Annual Meeting
 - e. American School Health Association
Research Council abstract reviewer: 2000
Teaching Techniques Forum Review Panel: 1994-96
 - f. Ball State University, Office of Academic Research and Sponsored Programs
 - i. Outside Reviewer, Summer Research Grant competition, 1995-present
 - ii. Outside Reviewer, University Research Committee, 1999, 2004
 - iii. Outside Reviewer, Provost Initiative Grant Competition, 2000
 - g. Brooks/Cole Publishing Company
 - i. Seventh Edition Review, *An invitation to health* (Hales), 1995
 - ii. Eleventh Edition Review, *An invitation to health* (Hales), 2002
 - h. Eta Sigma Gamma
 - i. Guest Editor, *Eta Sigma Gamma Student Monograph*, 1996.
 - ii. Editorial Review Board, *Eta Sigma Gamma Student Monograph*, 1994-1995, 1998-2002
 - i. *Health Educator, Journal of Eta Sigma Gamma*
Editorial Associate, 1995-1998

- j. Indiana University
Editorial Assistant, *Tobacco-Free Young America Reporter* (formerly *Smoking & Health Reporter*): 1988.
- k. Kuzma, J. W. (1993). *Basic statistics for the health sciences* (2nd ed.). Mountain View, CA: Mayfield Publishing Co.
Editorial consultant for formulae and calculations: 1991.
- l. Phi Delta Kappa, Inc.
 - i. Editor, *Research Bulletin*: 1985-1986.
 - ii. Research Editor, *Exemplary Practice* series (examples: School/Business Partnerships, Staff Development, English Education), *Hot Topics* series (example: School Finance): 1985-1986.
- m. Rodale Press, Inc.
 - i. Research Editor, *Men's Health* newsletter: 1984-1985.
 - ii. Associate Research Editor, 1984-1985: *Prevention* magazine; Prevention Health Books (examples: *Using Medicines Wisely*, *High Energy Living*)
- n. Society for Public Health Education
 - i. Abstract Reviewer, 70th Annual meeting, 2019.
 - ii. Abstract Reviewer, 69th Annual meeting, 2018.
 - iii. Abstract Reviewer, 68th Annual meeting, 2017.
 - iv. Abstract Reviewer, 67th Annual meeting, 2016
 - v. Abstract Reviewer, 66th Annual meeting, 2015.
 - vi. Abstract Reviewer, 65th Annual meeting, 2014.
 - vii. Abstract Reviewer, 63rd Annual meeting, 2012.

5. **Service to Local, State, Regional, National, and International**

- a. Professional Consulting: Research/statistical analysis
 - i. Research/statistical analysis consultant to Ball Memorial Hospital's Medical Education residencies in internal medicine and pathology. Instructed 2nd year residents in research design, epidemiological principles, clinical trial methodology, and statistical analysis. Served as statistical consultant for resident research projects, as well as research projects headed by medical education staff members (2003-2005).
 - ii. Statistical analyst for Ball Memorial Hospital's Sports Medicine Fellowship program, special project on treatment outcomes with patients with patellar tendonitis. 2004. Continued work with sports medicine physicians/researchers on staff at Performance Dynamics, Muncie, IN (2004-2005).

- iii. Homeless Initiative Program. Data analysis for evaluation study of street youth in Indianapolis, in collaboration with Indiana Department of Health, October, 1995
 - iv. Smokefree Indiana, Project Manager, data analysis for Youth Tobacco Survey. *See: Administrative and Counseling Duties.*
- b. Professional Consulting: Other
- i. Luther Consulting, LLC. Instructional designer for private Indianapolis firm that provides onsite and remote research capabilities to client organizations. Collaborated with team at Centers for Disease Control and Prevention, Division of HIV/AIDS Prevention, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, to develop and deliver webinars to community-based organizations receiving CDC funds for HIV/AIDS testing, counseling, referral, and prevention services. Assisted with data collection software development and testing. May-August, 2012.
 - ii. Healthy Child magazine. Participated in conceptualization, planning, funding, and launching of Healthy Child magazine, a popular press publication pertaining to health education needs of the early childhood educator, 1994-1995.
- c. American Cancer Society, Delaware County, Indiana
- i. Board of Directors, 1996-2000
 - ii. Facilities Coordinator, ACS Relay for Life, July 1996
 - iii. Numerous community fund-raising activities, 1997 - 2000
- d. Regional Science Olympiad competition, Ball State University, Feb. 26, 2000
Event supervisor, "Disease Detectives"
- e. Provided training in Minitab statistical software, presented to mathematics class from Winchester High School, Winchester, IN, May 20, 1996
- f. Invited lecture, "Investigating an Outbreak: Lyme Disease." Burriss Laboratory School, Middle School health classes, April 21, 1997.
- c. Invited lecture, "Investigating an Outbreak: Hepatitis A." Burriss Laboratory School, Middle School health classes, May 15, 1997 and December 8, 1998.
- h. Juror, qualitative and quantitative content validation, of instrument on breastfeeding education and family practice clinic patients, Dr. Tricia Baird, supervising.

- i. Little Red Door Cancer Agency of Indianapolis; Faces of Hope Breakfast invited attendee, Nov. 19, 2015.

D. **Advanced Study or Other Professional Improvement**

1. **Special assigned leaves**

Development of an Interactive Epidemiology CD-ROM (applied 11/02; awarded 2/03; duration of leave Fall semester 2003/2004)

The purpose of the leave was to research the development of an interactive CD-ROM based activity tied directly to HSC387, Quantitative Methods and Epidemiology. I began meeting with professional staff at the BSU Teleplex before fall semester 2003. During summer and fall 2003, I enrolled in several information technology classes devoted to digital audiovisual production, offered by Ball State's Teaching and Learning Academy, in the Office of Teaching and Learning Advancement. The courses that I took and course descriptions were:

TLA141, Essential Digital Camcorder; Features of digital camcorder; composition and coverage concepts; lighting; audio; activities for experimenting with camera features.

TLA144, Essential Digital Graphics; Use of digital still camera; importing/exporting files; scanning photographs; image-editing techniques.

TLA147, Essential Digital Audio; Importing/exporting files; recording; digital formats; basic editing.

TLA241, Basic Digital Editing: Video; Video editing; flow of content development; titles, transitions, and special effects; capturing and importing video; exporting to other formats/applications.

TLA247, Basic Digital Editing: Audio; Audio editing; flow of content development; mixing and special effects; capturing and importing audio; exporting audio to other formats/applications.

TLA340, Multimedia Authoring; Individually designed, developed, and produced multimedia project for undergraduate teaching using authoring software. Weekly project discussions.

I immersed myself in readings pertaining to: (a) Nature of the infectious agent; natural history and symptomology of the disease; person, place and time factors relevant to the occurrence of the disease; diagnosis and testing; current distribution of cases nationally and worldwide; reservoir of agent; mode of transmission; susceptibility and resistance; methods of control; and epidemic measures; (b) Healthcare system response to the disease, including intake and documentation of cases, short-term and long-term treatment of cases, reporting of cases; (c) Public health system response to outbreak, including reporting and record-keeping of cases, materials and processes for investigation of outbreaks

I spent two weeks developing a replica case report form for use in the activity. I spent a week learning about differences in the various forms of hepatitis, how each presents symptomatically, and how each is treated. Online sources provided much of the

information I needed concerning the public health response to an infectious disease outbreak, including generic information about foodborne illness.

I received training in the use of Designer's Edge, a performance support tool for instructional developers, by the staff at the Office of Teaching and Learning Advancement.

2. Fellowships

None

3. Postdoctoral Work/Post Terminal Degree Work

None

4. Membership in Professional and Honorary Societies

- a. American Alliance for Health, Physical Education, Recreation and Dance (1992 - present)
 - i. American Association for Health Education (1992 - present)
 - ii. Texas Association for Health, Physical Education, Recreation and Dance (1992 - 1994)
- b. American Public Health Association (1991 - 1993, 1996-present)
Public Health Education and Health Promotion Section (1996-present)
- c. American School Health Association (1989 - 2005)
 - i. Research Council (1991 - 2005)
 - ii. Councils on Health Behaviors, Young Professionals, Early Childhood Health Education and Services, (1989 - 1995)
- d. Eta Sigma Gamma (1989 - present)
- e. Phi Delta Kappa (1989 - 1992)
- f. Society for Public Health Education (1996-present)
- g. Texas School Health Association (1993 - 1994)
- h. Indiana Association of Health Educators (1989 - 1992)

5. Attendance at Professional Meetings, Institutes, Workshops

- a. American Alliance for Health, Physical Education, Recreation and Dance
 - i. National conference attendance: 1992, 1997-1998, 2004, 2010-2011
Presider: 1997
Research presentation: 1997, 2004

- Poster presentation: 1998
 - ii. American Association for Health Education
National conference attendance: 1992, 2004, 2010-2013
 - iii. Southern District AAHPERD, TAHPERD
Conference attendance: 1993
Research presentation: 1993
 - b. American Public Health Association
Poster presentation: 1996 - 1998
Research presentation: 1998
 - c. American School Health Association
 - i. National conference attendance: 1989 - 1996, 1998-2000, 2004
 - ii. Research Council presentation: 1994, 1996(2), 1998-2000
 - iii. Poster presentations: 1993 to 1994, 1996(2), 2004
 - iv. President: 1995-1996, 2000
 - d. Eta Sigma Gamma
National meeting attendance: 1989 to 1996
 - e. Health Education Foundation of Texas, Health Education in Higher Education conference, College Station, TX
Annual conference attendance: 1994
 - f. Indiana Association of Health Educators
State spring meeting: 1989
 - g. Indiana Public Health Association
State conference, 1996
Poster presentation: 1996
 - h. Society for Public Health Education
Midyear Scientific Conference, Cincinnati, OH, 2002
National conference attendance: 2002, 2004, 2013-2016
6. **Other Workshops**
- a. Collaborative Institutional Training Initiative (CITI Program). Social & Behavioral Research – Basic/Refresher online course (Stage 1 – Basic Course). Completed 2/26/15.
 - b. “Learning ArcGIS” Desktop online course through the ESRI Virtual Campus. Completed 2/15.
 - c. My Mediasite training for transition from Mediasite system; November 10, 2014, Ball State University, Muncie, IN.

- d. Blackboard Outcomes Assessment trainings; June 3, 2014, October 24, 2014, Ball State University, Muncie, IN.
 - e. Qualtrics workshop; January 29, 2014, Ball State University, Muncie, IN.
 - f. Five Year Indiana State Asthma Plan; selected to participate in statewide development workshop, November 20, 2013, Indianapolis, IN. One of two facilitators for the meeting.
 - g. Immersive Learning informational luncheon. Sponsored by Office of the Dean, College of Sciences and Humanities. 28 October 2013.
 - h. Cayuse 424 training for online proposal submissions. Sponsored Programs office. 4 September 2013.
 - i. Banner training for graduate admissions. Graduate School training for graduate program advisors' use of new Banner system for student records. Muncie, IN, 24 October 2011.
 - j. Out At Work. Mini-conference presented by the Office of Institutional Diversity and the Counseling Center, Ball State University, Muncie, IN, 29 October 2010.
 - k. Educators as Allies: The Critical Role of Supportive Educators in LGBT Youth's School Experiences [Live webinar]. Gay, Lesbian and Straight Education Network [GLSEN], 28 October 2010.
 - l. Mapping Indiana Communities: An Introduction to GIS & Community Analysis. Indianapolis, IN, March 2006.
 - m. Independent Learning Program workshop on adapting correspondence courses for distance learning students, May 2005.
 - n. University Core Curriculum Summer Workshop, May 2004
 - o. Digital Chisel training, Ball State University Teleplex, Fall 1996.
 - p. Fileserver training, Department of Physiology and Health Science fileserver, Fall 1996.
7. **Other**
- a. **Service-related grants submitted/not funded**

Agency/Organiz.	Contributors	Date appl.	Term	Amt.	Status
Building the Four-Year Commitment: Dept. Retention Initiative Diversity in Health Advocates	Martin L. Wood, P.I.	2/21/03	8/03 - 12/03	\$3,027	Not funded
W.K. Kellogg Foundation "Rural mobile healthcare delivery"	Greg W. Schnepf [Project Dir.] Martin L. Wood [Assoc. Dir.]	7/22/96	10/96 - 9/99	\$297,999	Not funded
Total service-related grants submitted/not funded				<u>\$301,026</u>	

E. Additional Accomplishments

1. Recognitions

Nominee, Member-at-Large, Eta Sigma Gamma National Executive Committee (1995) [refer to **Appendix E**]

2. Awards

- a. Accessible Teacher Award (2005), Ball State University, Disabled Student Development, nominated by student.
- b. J.K. Rash Award (1991-92), given by Department of Applied Health Science, Indiana University, in honor of academic performance in major area of health behavior.