VITA

COLLEGE OF SCIENCES AND HUMANITIES

PART I. PERSONAL DATA

Name: Chadwick L. Menning Current Rank: Associate Professor

Department: Sociology

A. EDUCATION

<u>Degree</u>	<u>Date</u>	<u>University</u>	<u>Major</u>	<u>Minor</u>
Ph.D.	2003	Indiana University	Sociology	Russian and
				East European
M.A.	1999	Indiana University	Sociology	Studies
B.A.	1994	Arizona State University Summa cum laude	Russian	

B. PROFESSIONAL EMPLOYMENT PRIOR TO ARRIVAL AT BALL STATE

Teaching Experience

1998-2003 **Associate Instructor**, Department of Sociology, Indiana University Full responsibility for all aspects of each course's design, preparation, and implementation; class sizes ranging from 13 to 70.

1996-1998 **Graduate Assistant**, Department of Sociology, Indiana University Responsible for grading, data entry, and collection of course-related materials.

Research Experience

2002-2003	Principal Investigator, National Science Foundation Doctoral
	Dissertation Improvement Grant
2002	Doctoral Grant-in-Aid of Research, Indiana University
	Project: Adolescents' and Parents' Perceptions of Nonresident
	Parental Involvement

Activities: Responsible for conducting and coordinating data collection, managing project budget, and training and supervising a

four-member research team.

2001 **Principal Investigator**, President's Summer Undergraduate Research

Initiative, Indiana University

Project: Adolescents' Perceptions of Nonresident Parental

Involvement

Activities: Responsible for conducting and coordinating data collection, managing project budget, and training and supervising

an eight-member research team.

1997 **Research Assistant**, Summer Research Practicum, Indiana University

Project: The Ethnography of a Survey Research Center.

Principle Investigator: Douglas W. Maynard

Activities: Data collection, transcription, and analysis.

C. INITIAL EMPLOYMENT AT BALL STATE

Date: August 2003

Rank: Assistant Professor

D. PROMOTIONS AT BALL STATE

Effective Date From (rank) To (rank)

Fall 2008 Assistant Professor Associate Professor

E. FIELDS OF PROFESSIONAL SPECIALIZATION

Sociology of the Family Social Inequality Quantitative and Qualitative Methodologies

F. RESPONDENT'S CONCEPT OF HIS/HER PRIMARY ROLE IN DEPARTMENT (TEACHING, RESEARCH, ETC.)

My primary departmental roles are that of teacher and researcher, and I appreciate the balance in these roles that Ball State promotes. I consider myself fortunate to be part of a demanding yet supportive and collegial environment in which these closely-related roles and skill sets have been fostered. I am firmly committed to fostering student development, expanding the envelope of knowledge in my field, and helping to shape the departmental and university structure through which these processes are carried out.

My major foci have been to develop my teaching and research, and I have given both goals equal priority. For me, the key to both involves innovation and constant refinement and revision—both of my materials and myself. I enjoy experimenting in the classroom, developing simulations, updating material, finding new ways to engage students, and refining content to enable students to comprehend and apply it better, thus giving them a competitive advantage. I apply these

approaches to my regular courses: Family and Society, Social Inequality, and Survey Research. Family and Society is a large (125-seat), sophomore-level elective course. Social Inequality is a junior-level elective course that is cross-listed as a graduate elective. Survey Research is a required sociology graduate course that is also taken by students in other departments. I have also taught several independent study courses, including an intensive, graduate-level course in survey design that I developed and taught upon student request as if it were a regular course in Spring 2007. I take delight in intense mentoring challenges when they contribute to my students' well-being, especially when they stand to gain a competitive edge. I have also served on several thesis committees. I currently serve as the department's Undergraduate Advisor. I have mentored the executive board of the BSU Martial Arts Club as their faculty advisor and instructor and worked to foster their leadership, knowledge, and organizational skills while minimizing risk to students and to the university.

I have maintained an ambitious research program: Six of my seven career publications have come since my arrival in 2003. All of them are in high quality, peer-reviewed, national outlets, and several more projects are in the pipeline. All but one of these publications are in the same substantive topic area (i.e., adolescence after divorce and separation), which improves not only the salience of my research, but also the visibility of my departmental and university affiliation in my subfield. I continue to collaborate with others in my department and in my field, which has been fruitful and mutually beneficial. In keeping with the teacher-scholar model, I share these findings with students and place great emphasis on bridging my research with the focus and content of my teaching. I also look for opportunities to publicize research findings in the community through media interviews.

The small size of our department, the recent wave of retirements, and the relative youth of the current faculty have necessitated my involvement in a wide array of service capacities and consequently—as with other recently-promoted department members—accelerated development as a departmental and university citizen. At the university level, I have also served on the Academic Policies Council. In the department, I currently serve as chair or member of several committees (e.g., the Undergraduate, Salary, Promotion and Tenure, and Core Curriculum Committees) and have served on several of these and others for multiple terms. As chair of the Undergraduate Committee, I am in the middle of a 3-year term as Director of Undergraduate Studies, which has brought increased contact with students and further opportunities for mentorship.

As the accompanying supporting materials show, my efforts so far have been positively evaluated by my students, departmental peers, and external reviewers.

PART II. ACCOMPLISHMENTS

A. EVIDENCE OF OUTSTANDING TEACHING

My primary responsibilities are to teach undergraduate courses in Family and Society and Social Inequality as well as a graduate course in Survey Research. Family and Society helps to meet the department's need to offer courses that invite students to consider how their family experiences fit into other social processes. Social Inequality is a broad-based course wherein students explore the scope, causes, and consequences of the unequal distribution of valued resources; this course is aimed at advanced undergraduates and is cross-listed at the graduate level. Survey Research is designed to provide graduate students with an intensive introduction to processes governing a fundamental research methodology used in our discipline. At the request of several graduate students, I also developed a course on survey sampling and taught it as an independent study in Spring 2007. (See "Initiator of New Programs/Courses" in the following section for further details.)

Because I place high value on enabling students to comprehend class material and therefore apply it better to their lives and the world around them, I take several approaches that can be found to varying extents in all of my classes, such as demonstrating social phenomena through simulations and role plays (e.g., a divorce simulation that I created to show how divorce leads to gender inequality), group work (especially in my graduate courses, which prepares them to produce similar products in the workforce, where research tasks are accomplished in similar ways), and multiple methods of content presentation designed to appeal to visual, tactile, and auditory learners (e.g., heavy use of advanced PowerPoint functions, games, movies, Tablet PC note-taking). I focus heavily on mastery learning in my graduate courses by giving students nearly limitless possibilities for feedback on project drafts and opportunities to revise and resubmit their work, and I make myself readily available to students (coming in on Saturdays or Sundays, if need be).

Conveying research findings effectively to undergraduates can be tricky at times. It is often difficult to keep students interested, especially when covering topics that require large quantities of charts, graphs, and tables, such as wealth inequality and social mobility. I engage this issue in a variety of ways. First, I tend to emphasize qualitative studies in readings and films to complement an emphasis on quantitative findings in lecture. This makes the phenomena we cover more "real" to students than they might be otherwise and helps to maintain their interest in the readings. Second, I construct exercises that involve data collection so that students learn how quantitative data are gathered and analyzed. I want them to become participants in the scientific process, and this fits well with the departmental goal of teaching students to understand sociological methods and thereby become more astute consumers of information that is generated through scientific methods more generally. Student feedback, course test results, and students' responses to in-class exercises suggest that these efforts have been successful in my classes. (Please see the accompanying course-related materials, including student and peer evaluations, sample syllabi, sample assignments, exams, and lecture notes.)

1. <u>Classroom instruction</u>

a. Student ratings

(Full reports are provided in Supporting Materials.)

Evaluation Summary of Family and Society (SOC 224)

For Most Responses:

(1) Strongly Agree (2) Agree (3) Undecided (4) Disagree (5) Strongly Disagree

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Fall	Spring	Fall	Spring
2003	2004	2004	2005
Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<i>N</i> =70	<i>N</i> =89	N=62	<i>N</i> =93
2.91 (1.13)	1.57 (.64)	1.31 (.46)	1.61 (.67)
2.03 (1.15)	1.22 (.45)	1.08 (.27)	1.24 (.43)
3.14 (1.24)	1.77 (.81)	1.45 (.64)	2.00 (1.00)
1.87 (.95)	1.46 (.62)	1.29 (.49)	1.49 (.56)
2.14 (1.07)	1.31 (.51)	1.13 (.34)	1.37 (.56)
2.44 (1.12)	1.52 (.62)	1.21 (.45)	1.57 (.48)
2.70 (1.23)	1.52 (.57)	1.32 (.47)	1.68 (.71)
2.04 (1.04)	1.30 (.49)	1.19 (.40)	1.28 (.78)
1.93 (1.13)	1.35 (.55)	1.16 (.37)	1.34 (.45)
3.43 (1.30)	1.58 (.82)	1.34 (.60)	1.47 (.60)
2.37 (1.05)	1.44 (.56)	1.24 (.43)	1.46 (.75)
3.12 (1.25)	1.55 (.69)	1.27 (.45)	1.43 (.64)
2.53 (1.03)	1.72 (.67)	1.56 (.74)	1.76 (.56)
2.73 (1.21)	1.64 (.69)	1.32 (.57)	1.54 (.83)
2.25 (1.10)	1.52 (.62)	1.29 (.58)	1.47 (.60)
2.65 (1.22)	1.47 (.60)	1.23 (.42)	1.45 (.64)
2.21 (.70)	1.59 (.54)	1.35 (.55)	1.66 (.58)
3.30 (1.29)	1.67 (.81)	1.39 (.55)	1.61 (.52)
3.04 (1.08)	2.07 (.81)	1.77 (.66)	2.26 (.69)
2.70 (1.17)	1.50 (.63)	1.19 (.47)	1.49 (.84)
	Fall 2003 Mean (SD) N=70 2.91 (1.13) 2.03 (1.15) 3.14 (1.24) 1.87 (.95) 2.14 (1.07) 2.44 (1.12) 2.70 (1.23) 2.04 (1.04) 1.93 (1.13) 3.43 (1.30) 2.37 (1.05) 3.12 (1.25) 2.53 (1.03) 2.73 (1.21) 2.25 (1.10) 2.65 (1.22) 2.21 (.70) 3.30 (1.29) 3.04 (1.08)	Fall 2003 2004 Mean (SD) Mean (SD) N=70 N=89 2.91 (1.13) 1.57 (.64) 2.03 (1.15) 1.22 (.45) 3.14 (1.24) 1.77 (.81) 1.87 (.95) 1.46 (.62) 2.14 (1.07) 1.31 (.51) 2.44 (1.12) 1.52 (.62) 2.70 (1.23) 1.52 (.57) 2.04 (1.04) 1.30 (.49) 1.93 (1.13) 1.35 (.55) 3.43 (1.30) 1.58 (.82) 2.37 (1.05) 1.44 (.56) 3.12 (1.25) 1.55 (.69) 2.53 (1.03) 1.72 (.67) 2.73 (1.21) 1.64 (.69) 2.25 (1.10) 1.52 (.62) 2.65 (1.22) 1.47 (.60) 2.21 (.70) 1.59 (.54) 3.04 (1.08) 2.07 (.81)	2003 2004 2004 Mean (SD) Mean (SD) Mean (SD) N=70 N=89 N=62 2.91 (1.13) 1.57 (.64) 1.31 (.46) 2.03 (1.15) 1.22 (.45) 1.08 (.27) 3.14 (1.24) 1.77 (.81) 1.45 (.64) 1.87 (.95) 1.46 (.62) 1.29 (.49) 2.14 (1.07) 1.31 (.51) 1.13 (.34) 2.44 (1.12) 1.52 (.62) 1.21 (.45) 2.70 (1.23) 1.52 (.57) 1.32 (.47) 2.04 (1.04) 1.30 (.49) 1.19 (.40) 1.93 (1.13) 1.35 (.55) 1.16 (.37) 3.43 (1.30) 1.58 (.82) 1.34 (.60) 2.37 (1.05) 1.44 (.56) 1.24 (.43) 3.12 (1.25) 1.55 (.69) 1.27 (.45) 2.53 (1.03) 1.72 (.67) 1.56 (.74) 2.73 (1.21) 1.64 (.69) 1.32 (.57) 2.25 (1.10) 1.52 (.62) 1.29 (.58) 2.65 (1.22) 1.47 (.60) 1.23 (.42) 2.21 (.70) 1.59 (.54) 1.35 (.55)

	Fall	Spring	Fall	Spring	Spring
	2005	2006	2006	2007	2008
SOC 224 (cont.)	Mean	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
	(SD)	N=56	N = 39	N = 65	N = 70
	N=52				
1. My instructor has an effective style of presentation.	1.61 (.70)	1.66 (.86)	1.26 (.33)	1.38 (.63)	1.46 (.77)
2. My instructor seems well prepared for class.	1.23 (.43)	1.30 (.50)	1.10 (.31)	1.12 (.33)	1.23 (.73)
3. My instructor holds the interest of the class.	1.96 (.91)	1.82 (1.11)	1.49 (.82)	1.60 (.83)	1.54 (.88)
4. My instructor encourages student participation in class.	1.37 (.53)	1.61 (.82)	1.44 (.68)	1.35 (.57)	1.47 (.83)
5. My instructor displays enthusiasm when teaching.	1.44 (.64)	1.48 (.63)	1.23 (.43)	1.25 (.53)	1.36 (.78)
6. My instructor makes good use of examples and illustrations.	1.73 (.77)	1.55 (.74)	1.21 (.41)	1.31 (.50)	1.43 (.85)
7. My instructor creates a climate that encourages learning.	1.65 (.71)	1.59 (.78)	1.28 (.65)	1.37 (.52)	1.44 (.79)
8. My instructor is well organized.	1.29 (.46)	1.36 (.59)	1.18 (.45)	1.12 (.33)	1.29 (.74)
9. My instructor shows respect for students.	1.29 (.57)	1.36 (.67)	1.15 (.54)	1.14 (.35)	1.19 (.71)
10. My instructor offers exams that are fair tests of student knowledge.	1.85 (1.04)	1.54 (.71)	1.41 (.79)	1.23 (.42)	1.43 (.79)
11. My instructor relates the subject matter to other courses/real-life	1.62 (.69)	1.41 (.65)	1.21 (.61)	1.18 (.39)	1.31 (.75)
situations.	1.02 (.09)				
12. Exams in this course have stressed important points in lectures & text.	1.88 (1.02)	1.48 (.69)	1.31 (.52)	1.22 (.41)	1.30 (.75)
13. In this course, I have learned to value new viewpoints.	1.71 (.75)	1.61 (.85)	1.41 (.79)	1.40 (.68)	1.43 (.81)
14. My instructor clearly indicated what was expected of students in this	1.52 (.58)	1.52 (.71)	1.36 (.67)	1.31 (.47)	1.36 (.76)
class.	1.32 (.30)				
15. My instructor deals fairly and impartially with students.	1.50 (.75)	1.55 (.76)	1.21 (.47)	1.23 (.42)	1.27 (.74)
16. My instructor explains material at a level that students can understand.	1.73 (.77)	1.50 (.74)	1.33 (.58)	1.22 (.41)	1.31 (.75)
17. In this class I have learned	1.77 (.58)	1.45 (.60)	1.33 (.48)	1.38 (.52)	1.36 (.48)
18. I would recommend this class to other students.	1.77 (.88)	1.70 (1.03)	1.44 (.60)	1.52 (.71)	1.46 (.58)
19. Overall I think this course was	2.15 (.92)	1.91 (1.10)	1.82 (.72)	1.88 (.78)	1.79 (.76)
20. Overall, in this course my instructor was	1.52 (.75)	1.59 (1.01)	1.23 (.54)	1.30 (.56)	1.30 (.52)

Evaluation Summary of Social Inequality (SOC 320)

For Most Responses:
(1) Strongly Agree (2) Agree (3) Undecided (4) Disagree (5) Strongly Disagree

(1) 22218 (2) 2321 (2) 2321 (2) 2321 (2)	Spring	Summer	Summer
	2004	2004	2005
	Mean (SD)	Mean (SD)	Mean (SD)
	N=26	<i>N</i> =10	<i>N</i> =19
1. My instructor has an effective style of presentation.	1.50 (.86)	1.10 (.32)	1.42 (.51)
2. My instructor seems well prepared for class.	1.35 (.85)	1.00 (.0)	1.21 (.42)
3. My instructor holds the interest of the class.	1.65 (.98)	1.10 (.32)	1.42 (.51)
4. My instructor encourages student participation in class.	1.46 (.86)	1.00 (.0)	1.21 (.42)
5. My instructor displays enthusiasm when teaching.	1.38 (.90)	1.10 (.32)	1.42 (.61)
6. My instructor makes good use of examples and illustrations.	1.46 (.86)	1.10 (.32)	1.53 (.61)
7. My instructor creates a climate that encourages learning.	1.46 (.86)	1.10 (.32)	1.47 (.61)
8. My instructor is well organized.	1.35 (.89)	1.00 (.0)	1.21 (.42)
9. My instructor shows respect for students.	1.35 (.85)	1.00 (.0)	1.16 (.37)
10. My instructor offers examinations that are fair tests of student	1.62 (1.06)	1.30 (.67)	1.53 (.61)
knowledge.			
11. My instructor relates the subject matter to other courses or real-life	1.42 (.86)	1.10 (.32)	1.32 (.58)
situations.			
12. Examinations in this course have stressed important points in lectures	1.56 (.96)	1.30 (.67)	1.47 (.70)
and text.			
13. In this course, I have learned to value new viewpoints.	1.54 (.99)	1.30 (.48)	1.63 (.68)
14. My instructor clearly indicated what was expected of students in this	1.54 (.95)	1.00 (.0)	1.42 (.51)
class.			
15. My instructor deals fairly and impartially with students.	1.46 (.86)	1.00 (.0)	1.32 (.48)
16. My instructor explains material at a level that students can understand.	1.54 (.90)	1.10 (.32)	1.32 (.48)
17. In this class I have learned	1.50 (.58)	1.20 (.42)	1.26 (.45)
18. I would recommend this class to other students.	1.38 (.64)	1.10 (.32)	1.16 (.37)
19. Overall I think this course was	1.69 (.79)	1.60 (.52)	1.84 (.60)
20. Overall, in this course my instructor was	1.31 (.55)	1.10 (.0)	1.32 (.58)

SOC 320 (cont.)	Spring 2006	Spring 2007	Spring 2008	Summer 2008
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
	N=31	N=27	N=28	N=14
1. My instructor has an effective style of presentation.	1.52 (.57)	1.48 (.58)	1.50 (.75)	1.71 (.47)
2. My instructor seems well prepared for class.	1.13 (.34)	1.19 (.40)	1.25 (.44)	1.36 (.50)
3. My instructor holds the interest of the class.	2.06 (.81)	1.63 (.74)	1.82 (.94)	1.93 (.73)
4. My instructor encourages student participation in class.	1.35 (.49)	1.37 (.69)	1.32 (.48)	1.31 (.48)
5. My instructor displays enthusiasm when teaching.	1.35 (.49)	1.26 (.45)	1.36 (.49)	1.57 (.51)
6. My instructor makes good use of examples and illustrations.	1.29 (.46)	1.15 (.36)	1.57 (.84)	1.43 (.51)
7. My instructor creates a climate that encourages learning.	1.52 (.57)	1.56 (.70)	1.54 (.64)	1.50 (.52)
8. My instructor is well organized.	1.23 (.43)	1.26 (.45)	1.39 (.57)	1.43 (.51)
9. My instructor shows respect for students.	1.16 (.37)	1.19 (.40)	1.29 (.46)	1.43 (.51)
10. My instructor offers examinations that are fair tests of student knowledge.	1.52 (.72)	1.30 (.67)	1.50 (.58)	1.64 (.63)
11. My instructor relates the subject matter to other courses or real-life situations.	1.29 (.46)	1.22 (.42)	1.39 (.50)	1.57 (.51)
12. Examinations in this course have stressed important points in lectures and text.	1.35 (.55)	1.30 (.54)	1.36 (.49)	1.57 (.51)
13. In this course, I have learned to value new viewpoints.	1.58 (.72)	1.44 (.58)	1.50 (.75)	1.50 (.52)
14. My instructor clearly indicated what was expected of students in this class.	1.55 (.62)	1.56 (.85)	1.39 (.57)	1.64 (.63)
15. My instructor deals fairly and impartially with students.	1.23 (.43)	1.44 (.64)	1.32 (.48)	1.50 (.65)
16. My instructor explains material at a level that students can understand.	1.39 (.50)	1.41 (.69)	1.41 (.64)	1.57 (.65)
17. In this class I have learned	1.52 (.51)	1.48 (.58)	1.46 (.64)	1.43 (.51)
18. I would recommend this class to other students.	1.70 (.75)	1.63 (.79)	1.64 (.91)	1.93 (.73)
19. Overall I think this course was	2.13 (.85)	2.11 (.80)	2.00 (.86)	1.71 (.83)
20. Overall, in this course my instructor was	1.55 (.62)	1.30 (.54)	1.46 (.69)	1.57 (.65)

Evaluation Summary of Social Inequality: GRADUATE (SOC 520)

For Most Responses:
(1) Strongly Agree (2) Agree (3) Undecided (4) Disagree (5) Strongly Disagree

(1) Buongly Figree (2) Figree (3) Endeemed (1) Bisagree (3) Strongly	Summer 2004
	Mean (SD)
	N=3
1. My instructor has an effective style of presentation.	1.67 (.58)
2. My instructor seems well prepared for class.	1.00 (.0)
3. My instructor holds the interest of the class.	2.00 (.0)
4. My instructor encourages student participation in class.	1.33 (.58)
5. My instructor displays enthusiasm when teaching.	1.33 (.58)
6. My instructor makes good use of examples and illustrations.	1.33 (.58)
7. My instructor creates a climate that encourages learning.	1.67 (.58)
8. My instructor is well organized.	1.00 (.0)
9. My instructor shows respect for students.	1.33 (.58)
10. My instructor offers examinations that are fair tests of student knowledge.	N/A
11. My instructor relates the subject matter to other courses or real-life situations.	1.33 (.58)
12. Examinations in this course have stressed important points in lectures and text.	N/A
13. In this course, I have learned to value new viewpoints.	2.00 (.0)
14. My instructor clearly indicated what was expected of students in this class.	1.33 (.58)
15. My instructor deals fairly and impartially with students.	2.50 (.71)
16. My instructor explains material at a level that students can understand.	1.33 (.58)
17. In this class I have learned	1.33 (.58)
18. I would recommend this class to other students.	1.33 (.58)
19. Overall I think this course was	1.67 (.58)
20. Overall, in this course my instructor was	1.00 (.0)

Evaluation Summary of Survey Research (SOC 681)

For Most Responses:

(1) Strongly Agree (2) Agree (3) Undecided (4) Disagree (5) Strongly Disagree

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	Fall 2004	Fall 2005	Fall 2006	Fall 2007
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
	<i>N</i> =9	N = 6	<i>N</i> = 12	N = 8
1. My instructor has an effective style of presentation.	1.22 (.44)	2.33 (.82)	1.50 (.52)	2.50 (.53)
2. My instructor seems well prepared for class.	1.11 (.33)	1.33 (.52)	1.33 (.49)	1.63 (.52)
3. My instructor holds the interest of the class.	1.56 (1.01)	3.00 (1.10)	1.67 (.65)	3.25 (1.04)
4. My instructor encourages student participation in class.	1.44 (.73)	1.67 (.52)	1.33 (.49)	1.50 (.53)
5. My instructor displays enthusiasm when teaching.	1.44 (.73)	2.83 (.98)	1.17 (.39)	2.00 (.76)
6. My instructor makes good use of examples and illustrations.	1.33 (.50)	1.67 (.52)	1.42 (.51)	2.13 (.64)
7. My instructor creates a climate that encourages learning.	1.22 (.44)	1.83 (.41)	1.42 (.67)	2.63 (.74)
8. My instructor is well organized.	1.22 (.44)	1.50 (.84)	1.33 (.65)	1.63 (.52)
9. My instructor shows respect for students.	1.22 (.44)	1.33 (.52)	1.25 (.45)	1.57 (.53)
10. My instructor offers examinations that are fair tests of student knowledge.	N/A	N/A	N/A	N/A
11. My instructor relates the subject matter to other courses or real-life	1.33 (.50)	1.33 (.52)	1.25 (.45)	1.88 (.64)
situations.				
12. Examinations in this course have stressed important points in lectures and	N/A	N/A	N/A	N/A
text.				
13. In this course, I have learned to value new viewpoints.	1.78 (1.30)	1.83 (.75)	1.83 (.83)	2.29 (.76)
14. My instructor clearly indicated what was expected of students in this class.	1.56 (1.01)	1.67 (1.21)	1.42 (.67)	2.50 (1.31)
15. My instructor deals fairly and impartially with students.	1.44 (.73)	1.50 (.84)	1.25 (.45)	1.63 (.52)
16. My instructor explains material at a level that students can understand.	1.33 (.50)	1.50 (.55)	1.58 (.79)	2.63 (.74)
17. In this class I have learned	1.22 (.44)	1.33 (.52)	1.50 (.52)	2.00 (.53)
18. I would recommend this class to other students.	1.44 (.53)	2.00 (.89)	1.58 (.67)	3.00 (1.07)
19. Overall I think this course was	1.44 (.73)	1.83 (.75)	1.83 (.83)	2.63 (.52)
20. Overall, in this course my instructor was	1.44 (.73)	1.50 (.55)	1.25 (.45)	2.13 (.64)

Note: Evaluations for SOC 681 (Survey Research) for Fall 2003 are unavailable because the overall class size (*N*=3) was smaller than the minimum for which official course evaluations may be given.

Evaluation Summary of Independent Study: Survey Sampling (SOC 590)

For Most Responses: (1) Strongly Agree (2) Agree (3) Undecided (4) Disagree (5) Strongly Disagree

	Spring 2007 Mean (SD)
	<i>N</i> =4
1. My instructor has an effective style of presentation.	1.00 (.00)
2. My instructor seems well prepared for class.	1.00 (.00)
3. My instructor holds the interest of the class.	1.00 (.00)
4. My instructor encourages student participation in class.	1.00 (.00)
5. My instructor displays enthusiasm when teaching.	1.00 (.00)
6. My instructor makes good use of examples and illustrations.	1.00 (.00)
7. My instructor creates a climate that encourages learning.	1.00 (.00)
8. My instructor is well organized.	1.00 (.00)
9. My instructor shows respect for students.	1.00 (.00)
10. My instructor offers examinations that are fair tests of student knowledge.	N/A
11. My instructor relates the subject matter to other courses or real-life situations.	1.00 (.00)
12. Examinations in this course have stressed important points in lectures and text.	1.00 (.00)
13. In this course, I have learned to value new viewpoints.	1.50 (.58)
14. My instructor clearly indicated what was expected of students in this class.	1.25 (.50)
15. My instructor deals fairly and impartially with students.	1.00 (.00)
16. My instructor explains material at a level that students can understand.	1.25 (.50)
17. In this class I have learned	1.00 (.00)
18. I would recommend this class to other students.	1.75 (.96)
19. Overall I think this course was	1.00 (.00)
20. Overall, in this course my instructor was	1.25 (.50)

b. Evidence of means of evaluating teaching

General comments from Peer Evaluations:

My teaching has been evaluated on several occasions by two members of my department, Mellisa Holtzman and Carolyn Kapinus. General comments and categorical ratings are presented below, and the full reports are included in Supporting Materials.

SOC 320, Spring 2008 by Dr. Melinda Messineo

"Dr. Menning does an outstanding job with the modified lecture format. He skillfully blends discussion, interactive formative assessment, and group interaction with high quality lecture material. Students are clearly engaged with material and find his teaching strategies effective."

SOC 320, Spring 2007 by Dr. Mellisa Holtzman:

"Dr. Menning's class was well organized—it contained a student discussion, lecture, activities, and question and answer dialogue. The segue between each of these teaching techniques was smooth and meaningful."

SOC 320, Spring 2006 by Dr. Carolyn Kapinus:

"Overall, I think Professor Menning's lecture on social mobility was thoughtfully crafted and carefully executed."

SOC 224, Spring 2005 by Dr. Carolyn Kapinus:

"Dr. Menning effectively used a game to reinforce reading material and an in-class simulation to illustrate the process and outcomes of divorce. These activities combined with skillful use of PowerPoint and in-class discussion demonstrated Dr. Menning's creative and effective techniques for teaching and reinforcing important class concepts while keeping students engaged."

SOC 224, Fall 2003 by Dr. Mellisa Holtzman:

"Dr. Menning provides his students with a structured, organized, and interactive classroom environment that combines a traditional lecture-style format with an activity-based, student-group format. In combination, these teaching techniques allow Dr. Menning to engage students with one another in order to foster learning while still providing them with the structure that is necessary in large classrooms (100+ students)."

Evaluated Area	Messineo 2008	Holtzman 2007	Kapinus 2006	Kapinus 2005	Holtzman 2003
Instructor's Preparation	Excellent	Excellent	Excellent	Excellent	Excellent
Knowledge of Subject	Excellent	Excellent	Excellent	Excellent	Excellent
Org. of Materials	Excellent	Excellent	Excellent	Excellent	Excellent
Instructor's Enthusiasm	Excellent	Excellent	Excellent	Excellent	Excellent
Explanation of Material	Excellent	Excellent	Excellent	Excellent	Excellent
Student Involvement	Excellent	Good	Good	Excellent	Good
Response to Students	Excellent	Excellent	Excellent	Excellent	Excellent
General Class Climate	Excellent	Excellent	Excellent	Good	Excellent

c. Other evidence in support of outstanding classroom instruction

I gather regular, informal evaluations from students to measure instructional clarity, material accessibility and volume, and other aspects of course content and design. Ratings suggest that the students find the material interesting, clear, accessible, and informative.

2. Other instructional activity

a. Implementor of instructional innovation

Students in all of my classes use Blackboard to retrieve study guides, check correct answers to quizzes, and find additional information related to course content. Students use Web Gradebook to check grades. Tests for undergraduate classes are administered online using InQsit through the proctored computer testing labs. I use PowerPoint in my lecture presentations and Tablet PC technology in the classroom, which has been effective in integrating lecture content with notes generated through classroom discussion.

I developed a game called "Grab the Monster" that is played on a daily basis in SOC 224 and SOC 320. Students assign themselves to teams at the beginning of the semester, and teams are selected at random before each class. Individual members of each team face off with members of the opposing team to answer multiple-choice questions; the content of the questions used in the game is determined by a series of study questions for each reading, all of which are posted on Blackboard at the beginning of the semester. A stuffed toy monster serves as the "buzzer" (hence the name of the game). The team that answers the most questions correctly earns a modest number of extra credit points. As each question is answered, the class engages in discussion of why certain answers are right or wrong, what important points are demonstrated by the question, and what related issues came up in the reading. Exam questions that cover the

content of the reading are closely related to this discussion. Student commentary strongly suggests that this innovation both encourages them to complete course readings on time and aids in their understanding of the readings. The game takes about 15 minutes to play, and is worth every last second.

SOC 224 (Family and Society):

(For representative materials, see Supporting Materials.)

SOC 320/520 (Social Inequality):

(For representative materials, see Supporting Materials.)

SOC 681 (Survey Research):

Instructional materials include training in the use of several software packages, such as Microsoft Publisher and SPSS. (For representative materials, see Supporting Materials.)

b. Initiator of new programs/courses

In Spring 2007, I developed and taught a course on advanced survey sampling to a group of four graduate students who specifically asked me to teach it. The course was taught as an independent study (SOC 590). By synthesizing this mathematically intensive training with the rest of their methodological repertoire, these graduate students now possess an advanced set of skills in survey design and implementation that are seldom found in a single package. Most graduate students who have training in survey methodology know how to develop and refine questionnaires, determine the appropriate means for piloting and implementing the instrument, and handle data that is returned, but—especially with large, complex samples the details of sample design are left to statisticians with specialized training. In contrast, this class of graduate students now has training in advanced sample design as well, which clearly gives them an important edge over their competitors from other institutions in the job market. Although I received no financial compensation for teaching this course, the students' enthusiasm, gratitude, and ability to push beyond the limits of some of the most complex material at the end of the course to derive their own solutions made this one of the most rewarding classroom experiences that I have ever had. I look forward to having the opportunity to teach it again as a regularly offered course.

c. Thesis/dissertation member or chairperson

2006-2007: Eric Burns (Member) 2005-2006: Angie Andriot (Chair) 2005-2006: Terri Hardy (Member)

2005-2006: Todd Fleming (Director of Honors thesis)

d. Research paper/creative project adviser

Not at this time.

e. Special assignments

Spring 2008 – independent study with Amanda Burge

Ms. Burge read several social inequality textbooks written from both U.S. and Australian perspectives. She wrote five 5-page papers while studying abroad in Australia in which she compared and contrasted systems of social inequality in the two countries based on the content of these textbooks, other materials, and her experiences while abroad.

Fall 2005 – independent study with Brittany Temme

Ms. Temme read and assessed articles and other readings in sociobiology with an emphasis on social and biological influences on family formation. She wrote weekly papers responding to what she read and met with me weekly or biweekly to discuss them. She designed a hypothetical study to test sociobiological explanations for gendered patterns in mate-seeking behavior.

Spring 2005 – independent study with Elizabeth Stowe

Ms. Stowe completed independent readings on social inequality with an emphasis on trends in the U.S. She wrote a series of papers responding to what she read and met with me on a weekly basis to discuss progress.

Spring 2005 – independent study with Molly Johnson

Ms. Johnson completed a series of independent readings on gay and lesbian relationships, with an emphasis on scholarly articles on such relationships among the elderly. She wrote responses to the readings and completed a summary literature review.

Spring 2004 – independent study with Kristin Garrison

Ms. Garrison explored differences in behavior between children from divorced and non-divorced households at the after-school program where she volunteered. She read and summarized original research articles and other related materials that described behavioral outcomes for children of divorce, kept a journal of her experiences in the after-school program, and met regularly with me to describe her progress.

f. Creative teaching grants

2007. Kapinus, Carolyn, Chadwick L. Menning, Melinda Messineo, and Lisa Pellerin. EPI-Immersion Grant: Sociology Immersive Capstone Project. \$8,500 for work on developing the departmental Capstone course. My role in this project was to procure, install, and test equipment needed for student data collection in the departmental Capstone.

g. Other

Not at this time.

3. Advanced study, additional accomplishments, and professional improvement

I have completed the following professional development courses offered by the Office of Teaching and Learning Advancement and the Office of Student Organizations and Activities.

T & L Workshop: Working with Students When Emotional Problems Interfere with Learning, Fall 2008

T & L Workshop: Managing Group Projects, Fall 2007

Microsoft Publisher: Basics, Fall 2006 InQsit: Creating Online Surveys, Fall 2006 Introduction to SharePoint, Summer 2005 SharePoint Site Manager, Summer 2005 Advisor Resources and Training Workshop sequence, Spring 2004 Alpha Beta Seminar sequence, Spring 2004

Alpha Seminar sequence, Fall 2003

Graduate Faculty member since Fall 2003

B. EVIDENCE OF RESEARCH, PUBLICATION, CREATIVE ENDEAVORS, OR OTHER SCHOLARLY PRODUCTIVITY

My main research agenda focuses on adolescents after parental divorce or separation; I am currently pursuing two lines of research within this vein. First, I am using large, nationally representative data sets, such as the National Longitudinal Study of Adolescent Health (Add Health), to investigate the effects of noncustodial parenting practices on adolescents' well-being in terms of educational, health, and labor market outcomes. Nearly all earlier work using nationally-representative data has shown no significant relationship between noncustodial parental involvement and later outcomes, and has instead tended to attribute improvements in well-being to the payment of child support. However, my research strongly challenges these earlier findings by incorporating more detailed measures of involvement. Most recently, I have focused on the effects of post-divorce parenting on outcomes related to behavioral influences on health, such as obesity, smoking, sexual behavior, and access to health care. Second, I use qualitative interview data that I collected from adolescents to describe complexities introduced into parent-adolescent relationships after divorce that have not previously been described or accounted for in models of adolescent well-being after divorce. The results indicate that these adolescents can use household structure to manage relationships with their parents and perform "kin work" that has previously not been attributed to those in this age group. These qualitative results will shape future large-scale quantitative data collection efforts. I have a secondary interest in young adults' perceptions of personal safety at fraternity and non-fraternity parties and have collected and analyzed primary survey data to explore this interest.

My research has yielded seven publications in national journals so far, two of which are forthcoming. One of these publications is in *Journal of Health and Social Behavior*, which is considered the top medical sociology journal. A second publication has appeared in *Perspectives on Sexual and Reproductive Health*, which is a highly influential interdisciplinary journal. I also have two additional papers under review, both of which have received invitations to be resubmitted. Furthermore, I have several other projects in development that deal with adolescents after divorce.

I plan to continue to disseminate my research results through presentations at scholarly conferences and by publishing in peer-reviewed scholarly journals. In a typical year, I present papers at one national conference (e.g., the annual meeting of the American Sociological Association) and one regional conference (e.g., the annual meeting of the Midwest Sociological Society). These activities are considered to be the normative means of disseminating information in my field, and I find them useful as a means of obtaining feedback from peers, learning about advances in the field, and pursuing collaborative work.

1. Refereed publications

Where available, I include ISI/Thompson Scientific impact factors and associated rankings. Impact factors are a measure of how often the "average article" in a particular journal is cited within about a one-year period of time. Higher scores indicate that articles in that journal are cited more frequently and are thus more influential. The associated rankings measure a journal's influence (as determined by the impact score) relative to others within particular subfields. Please see Supporting Materials for copies of refereed publications.

Forthcoming. Menning, Chadwick L. "Unsafe at any house? Attendees' perceptions of microlevel environmental traits and personal safety at fraternity and non-fraternity parties."

Journal of Interpersonal Violence.

This article uses primary quantitative data to show what factors in the immediate environment affect party attendees' perceptions of personal safety at fraternity and non-fraternity parties. Patterns vary by gender and other factors; however, the amount of alcohol perceived to be consumed by attendees has no effect on perceptions of safety. *Journal of Interpersonal Violence* is a national, peer-reviewed publication. (ISI/Thompson Scientific journal citation report ranking: 9/27 [Criminology & Penology]; 10/28 [Family Studies]; 24/54 [Applied Psychology]; Impact Factor = 1.139)

Forthcoming. Menning, Chadwick L. and Susan D. Stewart. "Nonresident father involvement, social class, and adolescent weight." *Journal of Family Issues*.

This article uses data from Add Health to explore how adolescent weight classification is intertwined with both father involvement and social class. I did the data analyses for this project; my contribution was 50%. *Journal of Family Issues* is a national, peer-reviewed publication. (ISI/Thompson Scientific journal citation report ranking: 16/28 [Family Studies]; Impact factor = 0.802)

2008. Menning, Chadwick L. "'I've kept it that way on purpose': Adolescents' management of negative parental relationship traits after divorce and separation." *Journal of Contemporary Ethnography*, *37*: 586-618.

This article, which employs ethnographic analyses of primary qualitative interview data, shows how adolescents use household structures to manage their relationships with their parents after divorce and separation. *Journal of Contemporary Ethnography* is a national, peer-reviewed publication. This is the first of my published articles to use qualitative data and analyses. (ISI/Thompson Scientific journal citation report ranking: 57/93 [Sociology], 20/29 [Urban Studies]; Impact factor = 0.462).

2007. Menning, Chadwick L., Mellisa Holtzman, and Carolyn Kapinus. "Stepfather involvement and adolescents' dispositions toward having sex. *Perspectives on Sexual and Reproductive Health*, 39: 82-89.

This article uses data from Add Health to demonstrate how stepfather-stepchild relationships influence adolescents' attitudes toward sexual behavior. I did the data analyses for this project; my contribution was 33%. The journal in which this article appears is highly competitive and highly influential (ISI/Thompson Scientific journal citation report ranking: 1/17 [Demography]; 1/28 [Family Studies]; Impact factor = 2.571; acceptance rate = 16%).

2006. Menning, Chadwick L. "Nonresident fathers' involvement and adolescents' smoking." *Journal of Health and Social Behavior*, 47: 32-46.

This article, which uses data from Add Health, presents the strongest and most direct evidence to date that noncustodial fathers can affect their children's well-being in some manner other than paying child support. It also makes contributions to the development of control theory and social learning theory. *Journal of Health and Social Behavior* is the top health sociology journal and the work appearing there has influence in policy decisions. The journal is highly competitive; the acceptance rate in the year that this article was accepted was 10%. This is my best solo-authored work.

2006. Menning, Chadwick L. "Nonresident fathering and school failure." *Journal of Family Issues*, 27: 1356-1382.

This article uses Add Health data and shows that noncustodial fathering affects adolescents' educational outcomes. *Journal of Family Issues* is a national, peer-reviewed publication. (ISI/Thompson Scientific journal citation report ranking: 16/28 [Family Studies]; Impact factor = 0.802)

Publication prior to Ball State:

2002. Menning, Chadwick L. "Absent parents are more than money: The joint effect of activities and financial support on youths' educational attainment." *Journal of Family Issues*, 23(5): 648-671.

This article, which was published prior to my arrival at Ball State, uses data from the *National Survey of Families and Households* to show that the combination of nonresident parental involvement and child support payment (but not one or the other independently) increased the odds of finishing high school and obtaining a college education. (ISI/Thompson Scientific journal citation report ranking: 16/28 [Family Studies]; Impact factor = 0.802)

2. Grants for research/creative endeavors

New Faculty Research Grant, Ball State University (\$4,556) Title: "Noncustodial Parenting Practices and Long-Term Adolescent Outcomes." Supplemental assigned time was used for analyses of Add Health data; results indicated that long-term outcomes such as joblessness and educational attainment are affected by nonresident father involvement. Preliminary results were presented at the

annual meeting of the Southern Sociological Society in 2005. The resulting paper has an invitation to be revised and resubmitted to *Journal of Family Issues*.

Ad Hoc Research Grant, Ball State University (\$250) Title: "Nonresident Parenting Practices and Youths' Outcomes." Funds were applied toward the acquisition of the Add Health dataset.

Grants prior to Ball State:

2002-2003	Doctoral Dissertation Improvement Grant, National Science Foundation (\$7,500)
2002	Doctoral Grant-in-Aid of Research, Indiana University (\$1,000)
2001	President's Summer Undergraduate Research Initiative, Indiana University
	(\$5,000)

3. Papers presented at professional meetings (refereed)

- 2008 Menning, Chadwick L. "Nonresident father involvement and offsprings' behavioral and mental health well-being in early adulthood." Annual meeting of the North Central Sociological Association. Cincinnati, OH.
- 2007 Stewart, Susan D. and Chadwick L. Menning. "Fast food dads? The effect of family structure and nonresident father involvement on adolescent eating patterns." Annual meeting of the American Sociological Society. New York, NY.
- 2007 Menning, Chadwick L. "Family structure in adolescence and access to health care in early adulthood." Annual meeting of the Midwest Sociological Society. Chicago, IL.
- 2006 Menning, Chadwick L. "Nonresident fathers' involvement and offsprings' occupations in early adulthood." Annual meeting of the American Sociological Association. Montreal, Quebec, Canada.
- 2005 Menning, Chadwick L., Mellisa Holtzman, and Carolyn Kapinus. "Stepfather involvement and adolescents' disposition toward having sex." Annual meeting of the National Council on Family Relations. Phoenix, AZ.
- 2005 Menning, Chadwick L., and Susan D. Stewart. "Nonresident father involvement, socioeconomic status, and adolescent weight." Annual meeting of the American Sociological Association. Philadelphia, PA.
- 2005 Menning, Chadwick L. "Effects of nonresident fathering practices on adolescent pregnancy and sexual behavior." Annual meeting of the Society for the Study of Social Problems. Philadelphia, PA.
- 2005 Menning, Chadwick L. "Noncustodial fathers' involvement and idleness in early adulthood." Annual meeting of the Southern Sociological Society. Charlotte, NC.

- 2004 Menning, Chadwick L. "Unsafe at any house? Comparisons of perceived risk to personal safety in fraternity and non-fraternity party environments." Annual meeting of the American Society of Criminology. Nashville, TN.
- 2004 Menning, Chadwick L. "Nonresident fathers and smoking among adolescents: Does fathers' involvement matter?" Annual meeting of the American Sociological Association, San Francisco, CA.
- 2004 Menning, Chadwick L. and Brandon Feasel. "Reading the danger signs? Gendered perceptions of personal risk in fraternity party environments." Annual meeting of the Society for the Study of Social Problems, San Francisco, CA.
- 2004 Menning, Chadwick L. "Matrices of judgment: Evaluations of noncustodial parental utility." Annual meeting of the Southern Sociological Society, Atlanta, GA.
- 2003 Menning, Chadwick L. "Information games: How adolescents exercise power in relationships with non-resident parents." Annual meeting of the National Council on Family Relations, Vancouver, BC.

Presentations prior to Ball State:

- 2001 Menning, Chadwick L. "Do actions speak louder than words? Nonresidential paternal and residential maternal involvement, gender, and high school attendance." Annual meeting of the American Sociological Association, Anaheim, CA.
- 2000 Menning, Chadwick L. "Absent parenting beyond child support: The joint effects of parent-child activity and financial contributions on children's educational attainment." Annual meeting of the American Sociological Association, Washington, D.C.
- 2000 Menning, Chadwick L. "Do actions speak louder than words? How nonresident fathers can help keep their children in school." Annual meeting of the Southern Sociological Society, New Orleans, LA.
- 4. Professional presentations (invited/sponsored)

Not at this time.

5. <u>Development of exceptional curricular and course materials</u>

Not at this time.

6. Audio tapes, video tapes, film, software, etc.

Not at this time.

7. <u>Non-refereed publications</u>

Not at this time.

8. Published abstracts

2004 Menning, Chadwick L. "Nonresident fathers and smoking among adolescents: Does fathers' involvement matter?" *American Sociological Association Alcohol, Drugs, and Tobacco Section Newsletter* 14(2).

9. Sponsorship of student grants

Not at this time.

10. Advanced study, additional accomplishments, and professional improvement

Prior to my arrival at Ball State, I participated in a conference on the use of the Early Childhood Longitudinal Study (a large, nationally representative dataset produced by the Department of Education).

11. Other

Work under review

Menning, Chadwick L. "Nonresident fathers' involvement and offsprings' outcomes in early adulthood: Idleness, public assistance, and living with parents." Revise and resubmit to *Journal of Family Issues*.

Stewart, Susan D. and Chadwick L. Menning. "Fast food dads? The effect of family structure and nonresident father involvement on adolescent eating patterns." Revise and resubmit to *Journal of Adolescent Health*. (2nd invitation.)

Work in preparation for submission

Menning, Chadwick L. "Family structure in adolescence and access to health care in early adulthood." In preparation for journal submission. I am bringing on Carolyn Kapinus as coauthor.

Menning, Chadwick L. "Matrices of judgments: Adolescents' evaluations of nonresident parents." Rough draft of paper prepared; in preparation for journal submission.

Menning, Chadwick L. "Effects of nonresident fathering practices on adolescent pregnancy and sexual behavior." In preparation for journal submission.

Menning, Chadwick L. "Nonresident fathering practices and adolescents' substance use and abuse." In preparation for submission.

C. EVIDENCE OF PROFESSIONAL SERVICE

In my department, I currently chair the Salary Committee and the Undergraduate Committee and serve on the Core Curriculum Committee. I have also served on several other departmental committees in the past, including several terms on the Promotion and Tenure and the Graduate Committees, and was responsible for managing and maintaining the departmental computer lab. Furthermore, I am providing guidance to students as the department's Director of Undergraduate Studies. In my capacities on these committees, I have been responsible for program development (including the planning and institution of the new departmental Capstone course), assessment, academic advising, chairing the department's Undergraduate Committee, and mentoring the Assistant Director of Undergraduate Studies. At the university level, I have served on the Academic Policies Council and currently provide mentorship as faculty advisor for the Ball State Martial Arts Club. I have also served as coauthor of four funded service grants—one to develop assessment procedures and objectives for the department's UCC-21 Tier 1 courses, one to fund our department's colloquium series, one to enhance assessment of the department's undergraduate curriculum, and one to help construct our department's shared definition of scholarship.

In terms of professional service outside of Ball State, I consider my role as a researcher to include dissemination of research findings through media outlets, which not only promotes the application of such findings on a grass-roots level but also reflects positively on my department and Ball State. As noted, these media activities have included the authorship of an op-ed piece for *The Star Press*, media releases of recent research findings through the Ball State University News Center that have appeared locally (e.g., in *The Star Press*) as well as on the web, two television interviews with Indianapolis-based *WXIN Fox 59*, and several interviews on the radio. Much of this coverage has been related to how my research is connected to substance abuse and its prevention. On a similar note, I serve the local community through my membership in the Local Epidemiology and Outcomes Workgroup (LEOW), which, as part of the Strategic Prevention Framework State Incentive Grant (SPF SIG), is responsible for collecting data that may be used to address underage drinking and binge drinking in Delaware County. I expect to continue to contribute to public efforts to reduce substance use and abuse.

1. <u>Service to the academic community</u>

a. Committee work

Department

2008-present Salary Committee (Chair) 2007-present Core Curriculum Committee

2005-2008 Capstone Committee (2007-2008: Chair)

2005-2007; 2008 Promotion and Tenure Committee

2004-present Undergraduate Committee (2005-2006: Vice Chair; 2007-present: Chair)

2004-2007 Recruitment Committee 2003-2004 Graduate Committee

University

2003-2005 Academic Policies Council

b. Special lectures, interdepartmental contributions

Not at this time.

c. Administrative and counseling/advising duties

2007-present Director of Undergraduate Studies

I am the academic advisor for our department's nearly 180 majors. This position entails myriad duties, such as assisting students with arranging internships, approving transfer credits, program exceptions and independent learning courses, and assisting students with course planning and selection. I also have primary responsibility for finalizing and implementing the assessment plan for the major and for conducting an annual survey of satisfaction with the departments' undergraduate programs.

2006-2007 Assistant Director of Undergraduate Studies

In this position, I assisted the Director of Undergraduate Studies (then Lisa Pellerin) with student advising via email and the development of the assessment plan for the undergraduate major.

2004-2006 Coordinator for Departmental Computer Lab (NQ243)

I was responsible for scheduling lab workers, reporting system problems, scheduling classroom use of the facility, and taking care of other miscellaneous items necessary for lab maintenance and use.

2004-2005 Coordinator for Departmental Colloquium Series

I invited and made arrangements for several speakers (including those from other departments at BSU and from other universities) to present their research.

2003-present Faculty Advisor for BSU Martial Arts Club

I have mentored the executive board of the BSU Martial Arts Club as their faculty advisor and have worked simultaneously to foster the growth of their leadership, knowledge, and organizational skills while minimizing risk to students and to the university. Under my supervision, the club has developed and instituted a comprehensive set of safety rules and regulations, which was especially challenging given the variety of martial arts styles and experience levels represented by our membership. This role requires extensive time commitments (4-6 hours per week of teaching and training), as I also serve as a regular instructor for the club and as a safety officer.

2. Service-related grants funded

- 2008 Kapinus, Carolyn, Mellisa Holtzman, and Chadwick L. Menning. AAIR Summer Assessment Grant, Department of Sociology. \$1,500 to develop procedures to assess objectives and learning outcomes for Tier 1 courses planned for inclusion in UCC-21.
- 2006 Menning, Chadwick L. and Mellisa Holtzman. AAIR Assessment Grant, Department of Sociology. \$2,000 for work on defining research standards for the Department of Sociology.
- 2005 Pellerin, Lisa and Chadwick L. Menning. AAIR Summer Assessment Grant, Department of Sociology. \$2,000 for the development of an assessment plan for the undergraduate major.
- 2004 Menning, Chadwick L., Mellisa Holtzman, and Melinda Messineo. "Building the Four-Year Commitment." Lilly II Grant. \$1,575 for expansion of departmental colloquium series.

3. Offices held in professional organizations

Prior to Ball State

2001-2002 IU Department of Sociology Applied Research Group, founding moderator 2001-2002 IU Dept. of Sociology Social Action League, founding moderator

Professional memberships

American Sociological Association American Sociological Association Family and Childhood Sections Midwest Sociological Society

4. Editorships, review panels

2007-present American Sociological Review, reviewer
2007-present Sociological Inquiry, reviewer
2007-present Sociological Perspectives, reviewer
2005-present Journal of Family Issues, reviewer
2005-present Journal of Health and Social Behavior, reviewer
2005-present McGraw-Hill, textbook reviewer
1998-present Sociology of Education, Ad hoc reviewer

5. Service to the local, state, regional, and national communities

2007 Local Epidemiology and Outcomes Workgroup (Invited Member). Participant in an ongoing initial assessment phase of the Strategic Prevention Framework State Incentive Grant (SPF SIG), a five-year cooperative agreement from the Substance Abuse and

- Mental Health Services Administration. Project addresses underage drinking and binge drinking in the 18-25 age group in Delaware County.
- 2007 Menning, Chadwick L. Phone interview for Indiana Youth Institute's *Kids Count* program; January 12.
- 2006 Menning, Chadwick L. Phone interview with WOWO Fort Wayne; June 9.
- 2006 Koch, Gail. "Study [Menning, 2006] links teen smoking to father roles." *The Star Press*, June 10.
- 2005 Menning, Chadwick L. Fox 59 Indianapolis Television Interview on 10:00 Evening News, Aired February 7.
- 2004 Menning, Chadwick L. Fox 59 Indianapolis Television Interview on 10:00 Evening News, Aired July 7.
- 2004 Menning, Chadwick L. "Successful single dads make best use of their time." *The Star Press*, June 28.
- 2004 Menning, Chadwick L. "Adolescents manipulate parents following divorce, separation." *BSU Update*, June 25. Online news release received national and international coverage through United Press International.
- 6. Advanced study, additional accomplishments, and professional improvement

Not at this time.

D. ADDITIONAL ACCOMPLISHMENTS

1. Recognitions

Not at this time.

- 2. Awards (*Prior to Ball State*)
- 2003 Department of Sociology Social Action Award, Indiana University
- 1994 Phi Beta Kappa, Arizona State University
- 1992 Joyce C. Hall Memorial Scholarship, People to People International