

EXPANDED CURRICULUM VITAE

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EDUCATION

1996-1998	Ph.D. University of Colorado, Boulder.	Kinesiology
1991-1996	M.S. University of Colorado, Boulder.	Kinesiology
1980-1985	B.A. University of Northern Colorado.	Biology

PROFESSIONAL EXPERIENCE

Postdoctoral Training

1998 – 2001	Postdoctoral Fellow, Division on Aging, Harvard Medical School, Boston MA.
1998 – 2001	Shuman Research Fellow, Hebrew Rehabilitation Center for Aged, Boston MA.

Academic Appointments

2001 – 2004	Instructor in Medicine, Harvard Medical School, Boston MA.
2004 – 2008	Assistant Professor, Kinesiology, University of Massachusetts, Amherst MA.
2008 – present	Associate Professor, Applied Health Science, Wheaton College, Wheaton IL.
2016 – present	Chair, Applied Health Science, Wheaton College, Wheaton IL.

COURSES TAUGHT AT WHEATON COLLEGE

2009 – Present Integrative Human Physiology (AHS 361)

Pedagogical innovation: As a reflection of my “training” pedagogy I have incorporated a significant case-based learning and assessment component. This provides both context for learning and requires higher order thinking during assessment. Moreover, it reflects the type of assessment approaches our students see in graduate school. In order to support students in developing this higher-order thinking, and based on student feedback, I have developed many clinical case studies that students can use to test their knowledge and critical thinking abilities. At the end of each unit I post my answers to these case studies so that students can compare their thinking to mine. Moreover, at the end of the semester we work through an actual clinical case. My purpose is to help the students recognize just how far they have developed in their understanding of integrative human physiology.

Curricular innovation: I have designed a year long research experience across both AHS 361, which students take the spring semester of their sophomore year, and AHS 452, which students take the fall semester of their junior year. Student research teams are given an experimental question/topic. These teams then spend the semester reviewing the literature related to that question, refine the question, formulate a hypothesis/purpose, and develop a study design to test their hypothesis. Students are also trained in the ethical conduct of research, and fill out the necessary paperwork for IRB review.

To help students make the connection between the material they are learning and their faith I have incorporated an opportunity for students to earn credit by writing a paper on how their developing understanding regarding the integrative manner in which our human bodies work can inform their view of how God intends the body of Christ to function here on earth, drawing from specific physiological and scriptural examples.

2008 – Present Applied Human Physiology (AHS 452)

Pedagogical innovation: As with AHS 361 above, I have incorporated a case-based learning and assessment component.

Curricular innovation: Building upon the work done in AHS 361 student research teams pilot test their research protocols, recruit study participants, collect and analyze data, write a manuscript, and present their findings orally. Thus, across these two courses (AHS 361 and 452) all AHS students get an authentic scientific research experience. Moreover, several teams have continued these projects and presented their data at scientific meetings and are submitting their manuscripts for publication in peer-reviewed journals.

To help students see how physical activity and other wellness practices fit into a Biblical worldview I ask students to read my Faith and Learning paper, and throughout the semester I schedule discussions on various sections of the paper, asking them to consider the human body, and physical activity in particular, from a Biblical perspective.

2009 – Present Wellness (AHS 101)

Curricular innovations: As in my Applied Physiology course I require students to read and discuss the various sections of my Faith and Learning paper. This means I have moved away from primarily providing health and wellness information toward more discussion and writing on why a Christian should care about their body, and how their bodies might properly be used to connect with their Creator, and the barriers we face.

2016 – Present Biostatistics (AHS 281)

Curricular innovations: This is a course I designed from scratch. The over-arching theme of this course is that we, humans, should be interested in learning what is objectively true about the universe God created. Scripture is of course one tool we can use, but statistics is another tool that can assist us in this quest. This course is aimed at statistical literacy (appropriate use and interpretation of data), rather than computation. Thus, beyond the instruction regarding the basic tests used to quantitatively assess information, the students read papers written by statisticians discussing issues within the statistical community such as the unreliability and misuse of p-values, inappropriate visual display of data, statistical versus clinical significance, etc.) Given that the students in this course are planning on careers in medicine, all teaching examples, practice problems, and test questions are based on clinical data that have been gleaned from published biomedical studies or data from the Centers for Disease Control).

2008 Cardiovascular Evaluation & Prescription (AHS 369)

2010 Advanced Cardiovascular Physiology (AHS 460)

2018 – 2019 Internship Coordinator (AHS 496)

2019 Senior Integrative Seminar (AHS 494)

APPROVED SABBATICAL/ACADEMIC LEAVE

none

PROFESSIONAL HONORS

none

RESEARCH PUBLICATIONS FROM WHEATON COLLEGE

Published Original Articles (student authors in bold)

1. Walters, P., Thom N., **Libby, K. Edgren, S. Azadian, A. Tannous, D. Sorenson, E.** Hunt, BE. The effect of intermittent head cooling on aerobic performance in the heat. *J Sports Sci Med.* 2017 March;16(1):77-83.
2. Thom NJ. **Early, AR.** Hunt, BE. Harris, RA. Herring, MP. Eating and arterial endothelial function: a meta-analysis of the acute effects of meal consumption on flow-mediated dilation. *Obesity Rev.* 2016, July: 17(11): 1080-1090.
3. Hunt BE. **Flavin, DC. Bauschatz, E.** Whitney, HM. The accuracy and robustness of a simple algorithm to measure vessel diameter from B-mode ultrasound images. *J Appl. Physiol.* June:120(11):1374-1379, 2016.
4. Salacinski AJ, **Alford M, Drevets K, Hart S,** Hunt BE. Validity and Reliability of a glucometer against industry reference standards. *J Diabetes Sci Technol,* 8(1):95-99, 2014.

5. **Hart S, Drevets K, Alford M**, Salacinski A, Hunt BE. A method-comparison study regarding the validity and reliability of the lactate plus analyzer. *BMJ Open*, 2013, 3:e001899. Doi:10.1136/bmjopen-2012-001899
6. Hunt BE, Tamisier R, Gilmartin GS, Curley M, Anand A, Weiss JW. Baroreflex responsiveness during ventilatory acclimatization in humans. *Am J Physiol Heart Circ Physiol*. 295(4):H1794-1801. 2008.

Published Books/Book Chapters

1. Hunt BE. Measurement of arterial function and reactivity. In *Neuropsychology and Cardiovascular Disease*. RA Cohen and J Gunstad Editors. Oxford Press, NY, NY. 2010.

Manuscripts Submitted

1. Reiter D, Farrell D, Hunt BE. Affect of step size and duration on submaximal exercise responses during stress testing. *International Journal of Exercise Science*. Submitted, in revision for resubmission.
2. Ganther G, Rohrer C, Elder A, and Hunt BE. The efficacy of a minimal dose of aerobic exercise or soluble fiber on lowering postprandial glucose response. *Dose Response*. Submitted, in revision for resubmission.

Manuscripts in Preparation

1. **Phillips M, Cole M**, Hunt BE. Affect of protein ingestion on postprandial endothelial function after a high-fat meal.

Research Projects Underway

1. Hunt BE, Alford M. Predictors of mobility in lower-limb amputees.
2. Hunt BE, Huttenlock T. Publication rates for health science faculty members at liberal arts colleges and universities.

OTHER PROFESSIONAL ACTIVITIES

Invited Presentations

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| 2014 | <i>Lactate threshold as a predictor of fatigue during repeated high intensity exercise</i> . Presented by J Burdett and E Ogden at the annual meeting of the American College of Sports Medicine, Orlando, FL. |
| 2014 | <i>The effect of protein on postprandial endothelial function after a high-fat meal</i> . Presented by M Cole , A Offerdahl , and M Phillips at the annual Experimental Biology meeting, San Diego, CA. 2014 |

- 2013 *Conducting research with limited time and resources.* Presented at the annual meeting of the Christian Society of Kinesiology and Leisure Studies, Waco, TX.
- 2013 *Affect of step size and duration on stress test responses.* Presented by **D Reiter** at the annual meeting of the Christian Society of Kinesiology and Leisure Studies, Waco, TX.
- 2012 *A theological grounding for physical activity.* Presented at the annual meeting of the Christian Society of Kinesiology and Leisure Studies, Marion, IN.
- 2009 *The affect of age on lactate threshold and metabolism during exercise in humans.* Presented by **K Larson** at the Midwest Regional meeting of the American College of Sports Medicine, West Chicago, IL.

Research Funding

- Submitted NSF MRI-R2: Co-investigator
 “Acquisition of a laser scanning confocal fluorescence microscope with TIRF for combined optical and force microscopy at Wheaton College” (\$400K)
- Funded
- 2014 WELkins, LLC Grant: Co-Principal Investigator
 “Efficacy of the Welkins Cooling Cap on Physical and Cognitive Performance” (\$40K)
- 2010-2013 NSF Co-Investigator
 “MRI-R2: “Acquisition of Instrumentation for Characterizing Soft Interfaces on the Nanoscale and Single-Molecule Levels” (\$400K)

Editorial Boards

- 2014 – Present ad hoc reviewer, British Journal of Medicine
- 2000 – Present ad hoc reviewer, Circulation
- 1999 – Present ad hoc reviewer, Am J Physiol: Heart Circ Physiol
- 1998 – Present ad hoc reviewer, Am J Physiol: Reg Integrative Comp Physiol

ADVISING LOAD

- 2017-2018 44 students
- 2018-2019 90 students

INSTITUTIONAL SERVICE

2008 – 2010 Member – institutional review board
2010 – 2019 Chair – institutional review board

Responsibility: As Chair of the IRB I reviewed, managed the review process by other committee members, and communicated with faculty and student investigators on 67 research packages during the 2012-2013 academic year. During the 2013-2014 academic year, this grew to 91 research packages. Research packages currently fluctuate between approximately 80 and 100 each year.

2019 – Vice Chair – institutional review board

2016 – Chair – Applied Health Science department

Responsibility: As Chair of the AHS Department I work to provide the environment, and advocate for the supplies, and equipment to maximize the potential for each faculty member to become master teachers and consistent scholars. I work to build consensus among faculty members as we work together to optimize the learning opportunities for our students. Lastly, I am responsible to oversee the day-to-day administrative duties such as FTE allocation, budget, faculty searches, annual reports, etc.

2012 AHS faculty search committee member
2013 AHS faculty search committee member
2016 AHS faculty search committee member
2017 AHS faculty search committee member
2019 AHS faculty search committee member
2020 AHS faculty search committee member

2009 Mentored student research fellows
2011 Mentored student research fellows
2013 Mentored student research fellow
2014 Mentored student research fellow

2014 HNGR faculty advisor/visitor (Ecuador)
2015 HNGR faculty advisor/visitor (Ghana)

2008 – Present AHS representative at various College student recruitment events

2013 – 2019 Faculty Partner to Men and Women's golf teams

COMMUNITY SERVICE

2009 – Present Local multi-church event (CareFest)
2013 – Present Advisors Board, Community Soccer Outreach (NPO)
2014 – Present Member, Board of Directors for Shma'Fit (NPO)

CHURCH MEMBERSHIP

2008 – Present Wheaton Bible Church
2008 – Present Ambassadors "adult community" (aka: Sunday School)
2008 – 2011 Adult small group leader

2009 – 2014	local multi-church mission event (CareFest)
2017 – 2019	Short-term mission trip to Whitefish River First Nations, Canada
2018	Short-term mission trip to Pine Ridge Reservation, South Dakota

SPIRITUAL MODELING

My own maturation has been marked by life experiences through which the Holy Spirit has asked of me ‘am I in all and through all that you think, say, and do?’ My maturation continues to be one in which I strive, as the Spirit enables me, to be a God-filled, Christ-soaked person, to paraphrase Brennan Manning. I believe a significant challenge for most evangelical Christians is to fend off the belief that our Christianity can be compartmentalized to some small, but cosmically significant portion of our lives. As such, my goal is not to integrate my faith with my learning, teaching, or living, but rather, I hope to show students that faith is an integral part of every aspect of my life, and thus encourage students on their journey to discover that the breadth and depth of their faith shows up in everything they do. I hope that I do this when I share personal stories with my students about the life events that have prompted me to consider how God infuses all aspects of my life. I hope my students consider how faith informs their learning and how their learning informs their faith in writing their Body of Christ papers for Human Physiology class. I hope they experience authentic marriage and family interactions when students come to my house to enjoy Easter dinner with my family. It is my hope that when my wife visits my Wellness classes, and we open the class to questions regarding dating, marriage, and children, that students hear and see that our marriage only exists by God’s grace, and in our submission to Him. I hope that my research students are challenged to consider how encompassing their own faith is when we read and discuss books together such as *Finding the Groove: Developing a Jazz-Shaped Faith* by Robert Gelinias, or *The Ragamuffin Gospel* by Brennan Manning, or *A Mind for God* by James Emory White, or *The Calling* by Os Guinness, or *Just Do Something* by Kevin DeYoung. I hope that students who attend Wheaton Bible Church are encouraged to see me, other faculty, staff, and coaches sitting in the seats near them on Sunday mornings and Wednesday evenings. I hope that by living an authentic Christian life in front of my students, that I model a person that presses on toward the goal of living a God-filled, Christ-soaked life.