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## BIOGRAPHICAL SKETCH

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NAME: Martin, Marie M

POSITION TITLE: Research Assistant Professor, Health Policy; Assistant Director, Vanderbilt Institute for Global Health

### EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	YEAR(s)	FIELD OF STUDY
Vanderbilt University, Nashville, TN	BA	1995	English
Vanderbilt University, Nashville, TN	M.Ed.	2006	International Ed Policy
Tennessee State University, Nashville, TN	Ph.D.	2016	Public Administration

### A. Personal Statement

I am a Research Assistant Professor of Health Policy and Assistant Director for Education and Training in the Vanderbilt Institute for Global Health (VIGH). As a public health educator and health policy researcher, I specialize in capacity-building initiatives and public budgeting in global health settings. Much of my career focus and impact has been in training students and faculty from the U.S. and low- and middle-income countries (Guyana, Kenya, Zambia, Liberia). These capacity-building activities have focused on developing curriculum, building robust training and education programs, and academic program evaluation. I facilitated the design, development and implementation of the University of Guyana's first Master of Public Health (MPH) program as well as the Global Health Track in the Master of Public Health (MPH) Program at the Vanderbilt University School of Medicine, which has enrolled nearly 60 students since its establishment in 2012. I have spearheaded the development of innovative, multi-modal global health curriculum which has been used domestically and abroad and have presented that work at local and national conferences. Since 2009, I have co-mentored and/or facilitated 47 medical student global health research projects in the Vanderbilt School of Medicine. During my 12 years at Vanderbilt, I have mentored 27 graduate students in the fields of international education and public health, many of whom are making a significant impact in global health in the early stages of their careers.

My research and teaching interests lie at the intersection of health, public policy and education with a focus on agenda-setting and public finance. My research over the past five years focuses on funding trends and organizational composition in global health. My methodological skills include both quantitative and qualitative analysis.

I have enjoyed a productive working relationship with the University of Zambia during my time at Vanderbilt, which has most recently resulted in a needs assessment of doctoral training at the institution in 2016 funded through UNZA-Vanderbilt Training Partnership for HIV-Nutrition-Metabolic Research (UVP, D43TW009744, 2015-2020) and the co-development of the UNZA Mentoring Programme which was established in 2018 through Clayton-Dedonder Mentorship Fellows Program (2D43 TW009744-04S, 2018-2019). I look forward to the opportunity to continue this great collaboration with UNZA colleagues through HEPI.

### B. Positions and Honors

#### Positions

7/07-12/2009	Assistant Director, Global Education Office, Vanderbilt University
12/09-4/2012	Senior Program Manager, Institute for Global Health, Vanderbilt University
12/2011-	Assistant Director, Institute for Global Health, Vanderbilt University Medical Center
8/2012-	Co-Director, Global Health Track, Master of MPH Program, Vanderbilt University
7/2016-	Research Assistant Professor, Department of Health Policy, Vanderbilt University

#### Other Experience and Professional Memberships

2006- 2009	Member, NAFSA: Association of International Educators
2008-	Member, ASPA: American Society for Public Administration
2010-	Member, Consortium of Universities for Global Health (CUGH)
2012-	Board Member, Tennessee Global Health Coalition

2014- Member, Association of Schools and Programs in Public Health (ASPPH)  
2015- Co-Chair, Global Health Education Committee, Vanderbilt University Medical Center

### Honors

2005 Institute for the Study of Man, Columbia University, Summer Research Award  
2008-2010 Gregory Norman Griffith Merit Scholarship, Tennessee State University  
2008 Bronze NASPA Excellence Award for the Vanderbilt Initiative for Scholarship and Global Engagement (VISAGE) program  
2008 Honorable Mention in the Study Abroad Category of the Institute for International Education's 2008 Andrew Heiskell Award for Innovation in International Education for the VISAGE program  
2010 Fulbright Scholar, International Education Administrator (IAE) in Japan  
2017 Induction into the Academy for Excellence in Education, Vanderbilt University  
2017 First Place Blue Ribbon Award for Vanderbilt Health Professions Education Research Day (HPERD)'s poster: "Strengthening Global Health Medical Education through Multi-Modal Curriculum"

### **C. Contributions to Science**

1. **Medical, global, and public health research training and capacity building.** Through my ten years of serving as a course director, research mentor, small group facilitator and education coordinator at Vanderbilt University, I have developed three primary dimensions of my teaching pedagogy: (1) applying and enhancing skills through project and field-based learning; (2) using multi-modal teaching approaches to enhance learning and foster critical thinking skills; and (3) incorporating inter-disciplinary approaches and theoretical frameworks. Through the **University of Guyana Master of Public Health Program (CDC)**, we were supported in the development of curriculum, public health courses, identification of research mentors, and skills training for over 50 University of Guyana MPH students. A manuscript outlining the unique curriculum development process (the IHI Collaborative Model) used to build the academic program is in process. With funding through the **GE Foundation**, I led the development of a multi-modal distance course in Basic Research Methodology as part of the Kenyan Nurse Anesthetist Training Program. This curriculum is being packaged for submission to the peer-reviewed MedEd Portal which promotes educational scholarship and dissemination of teaching materials. Funding through the NIH for the **Clayton-Dedonder Mentorship Program at the University of Zambia**, supporting the co-development of a tailored, contextually-appropriate mentoring curriculum for junior faculty at the institution. A recent award through **USAID for the PEER Liberia** program will support capacity building and medical educational strengthening in the post-Ebola vacuum.

- a. **M. H. Martin**, E. Rose, T. Matherly, H. Myers, S. Nzala, F. Goma, W. Mutale, B. Chi, H. Cassell, D. Heimburger. "Strengthening Academic Mentoring through an Innovative, Train-the-trainer Faculty Development Program in Zambia". Poster presentation, Consortium of Universities in Global Health (CUGH), Chicago, IL. 2019
- b. **M. H. Martin**, E. Rose, L. Fowler, M. Manyano, M. Mungai, J. Kinanu, M. Newton, M. McEvoy, B. Sileshi. "Development of a Research Methodology Course using a blended learning format and digitalized modules for use in low resources settings" Electronic poster presentation, Consortium of Universities in Global Health (CUGH), Chicago, IL. 2019
- c. Martin, M. H., Rose, E. S., Halasa, N., Morgan, D., and Heimburger, D. C. "Strengthening Global Health Medical Education through Multi-Modal Curriculum" Poster Presentation, Health Professions Education Research Day (HPERD), Vanderbilt University (October), Nashville, TN. 2017
- d. **Martin, M. H.** "Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches" Invited Lecture, Kijabe College of Health Sciences, Kijabe, Kenya, 2016
- e. Smart, A., Belvins, M., Warner, T., Lem, C., **Martin, M. H.**, Vermund, S. and Heimburger, D. C. Impact of the NIH Fogarty International Clinical Research Program on trainees' career trajectories: Results from a 2013 impact evaluation. *Annals of Global Health*. 2014; 80(3), 156-157.
- f. Vermund, S. H., Audet, C. M., **Martin, M. H.**, and Heimburger, D. C. Training programmes in global health. *British Medical Journal*. 2010; 341(c6860), 1231-1232. PMID: 21131339.

## 2. Improving knowledge of funding trends and organizational composition of actors in global health:

Through the use of public budgeting and finance theories, my current work aims to increase understanding of the flow of health funds between and within donor and recipient countries through time. Application of these social science theories to multiple datasets of national health financing data, provides a unique window into agenda-setting, issue prioritization and resource allocation. These studies find that external foreign assistance for health and internal health expenditures are volatile and punctuated in nature, with periods of stasis marked by dramatic moments of change. A manuscript examining trends in government health expenditure globally is in process. Empirical exploration of the changing organizational composition of the field through the lens of population ecology provides greater context for the funding trends in global health with a particular focus on the emergence of public private partnerships. The work has been accepted for a presentation at the Consortium of Universities in Global Health (CUGH) Conference in March 2018 and a manuscript is in process on this topic.

- a. **Martin, M. H.** and Streams, M. "An Empirical Investigation of Global Health Funding Trends: The LMIC Perspective," Oral Presentation, Consortium of Universities in Global Health (CUGH) Conference, San Francisco, CA. 2016
- b. **Martin, M. H.** and Streams, M. An empirical investigation of funding trends in global health [Abstract]. *The Lancet Global Health*. 2016; 4(1), S5.
- c. **Martin, M. H.** and Streams, M. "Global Health Funding Trends: Policy, Actors and Priorities" Invited Oral Presentation, Unite for Sight Global Health and Social Innovation Conference, Yale University, New Haven, CT. 2015.
- d. **Martin, M. H.** and Streams, M. Punctuated Equilibrium Theory: An empirical investigation of its relevance for global health expenditure. *Public Budgeting and Finance*. 2015; 35(1), 73-94.
- e. **Martin, M. H.** and Halachmi, A. Public-private partnerships in global health: Addressing issues of public accountability, risk management and governance. *Public Administration Quarterly*. 2012; 36(2), 189-212.

My NCBI:

<https://www.ncbi.nlm.nih.gov/sites/myncbi/1NSGUzshxhA4/bibliography/53955768/public/?sort=date&direction=ascending>.

## D. Research Support

### Ongoing Research Support

AID-OAA-A-11-00012 MILLER BONNIE / MOON, DURWARD T. (Co-PIs) 01/01/2018-06/30/2020  
USAID Partnerships for Enhanced Engagement in Research Liberia (PEER/Liberia)

This is a three and a half year, \$570,000 grant sponsored by the National Academies of Sciences, Engineering and Medicine with funding from the United States Agency for International Development's (USAID). It aims to strengthen medical education, research capacity, and access to Ophthalmology care in response to the aftermath of the West African Ebola epidemic of 2014-2015. Role: Project Director

2D43 TW009744-04S HEIMBURGER, DOUGLAS Corbett (PI) 02/10/18-05/31/19  
Clayton-Dedonder Mentorship Fellows Program

This supplement to the UVP grant funds the creation and refinement of a mentorship curriculum within the University of Zambia PhD Program and the training of 10 Clayton-Dedonder Fellows at UNZA.  
Role: Project Director

### Completed Research Support

No grant number (Co-PIs, Newton/McEvoy) 12/01/2017-11/30/2017

The General Electric (GE) Foundation

ImPACT Africa (Improving Perioperative & Anesthesia Care and Training in Africa)

Through this \$2,696,578 grant, Vanderbilt University School of Medicine's Department of Anesthesiology will develop training programs that can lower surgical and obstetric mortality, as well as improve and expand education of anesthesia providers in these regions. This will include the development of an innovative,

interactive curriculum to train anesthesia providers who will practice in rural Kenya and other regions of the world. With the support of the GE Foundation grant, Vanderbilt will partner with Kijabe Hospital and the Center for Public Health and Development (CPHD) in Kenya to train 25 nurse anesthetists at a training center at Kisumu Regional Hospital and expand its network of trained anesthesia providers to four additional hospitals. The commitment employs a 'Train the Trainers' approach and will develop dedicated trainers in each hospital to provide for ongoing training in the most rural hospitals in Western Kenya. Through this grant, additional training in research methodology was developed through a multi-modal online course. Role: Educational Consultant

5D43 TW009744-03 (Heimbürger/Nzala, MPIs)

06/15/2015-05/31/2020

UNZA-Vanderbilt Training Partnership for HIV-Nutrition-Metabolic Research (UVP)

The UNZA-Vanderbilt Training Partnership for HIV-Nutrition-Metabolic Research (UVP) continues a longstanding training collaboration of the University of Zambia School of Medicine/University Teaching Hospital (UNZA/UTH) and Vanderbilt University (VU) and its Institute for Global Health (VIGH). With PEPFAR's successes turning HIV into a chronic condition, many Africans are living full lives with HIV, but they are facing non-communicable diseases that come with lifelong antiretroviral therapy (ART), lifestyle changes accompanying the epidemiologic transition, and aging. Nutritional factors are central to many of these, especially in low-income countries, affecting pathogenic processes in the gastrointestinal tract, kidneys, nervous system, and cardiovascular system. UNZA-VIGH collaborations have discovered multiple nutritional influences on ART outcomes. UVP support this by training UNZA PhD-level HIV research leaders in nutritionally- and metabolically-related complications and comorbidities of HIV, while expanding UNZA/UTH's research training and investigative capacities. Role: Education Consultant

U2G GH000689. (Heimbürger, PI)

09/30/2012-03/31/2015

University of Guyana Master of Public Health Program

Supported by a two-year grant from the U.S. Centers for Disease Control and Prevention as part of the President's Emergency Plan for AIDS Relief (PEPFAR), educators from the Vanderbilt Institute for Global Health worked with partners from the University of Guyana, the Guyana Ministry of Health, and the University of California San Francisco (UCSF) to design and implement the first MPH program in Guyana. To address needs specific to the health system in Guyana, the MPH program was designed by Guyanese health professionals and educators with support and input from partners at Vanderbilt and UCSF. In addition to didactic coursework in epidemiology, biostatistics, environmental health sciences, social and behavioral sciences, and public health management, field practicum training emphasizes clinical epidemiology, surveillance, and applied public health. The project was fully transitioned to the University of Guyana Faculty of Health Sciences by the end of the grant. Role: Program Manager