

# Sample 1

## **Teaching**

I aim to create opportunities for “inspiring learning” within and outside of the classroom. I teach courses that are specific to my discipline and others that are part of the BYU general education program. All of the courses I teach have important social implications and should provide students with both the skills and awareness to better serve their communities. While I tailor my teaching practices, assignments, and examinations to each class, I believe there are overarching principles that can and should influence all of my teaching. I have four central goals that I hope to achieve in my teaching, both for the two courses I currently teach and any additional courses I will develop in the future:

### 1. Make active and experiential learning a central feature of my teaching.

Academic research, church doctrine, and my own personal experience confirm President Worthen’s assertion that experience is a key element of learning. I will strive to provide students multiple opportunities throughout the semester to apply the concepts and skills we are learning through direct experience, rather than only through readings and lectures. These types of experiences, such as data collection and analysis, service learning, and civic engagement, contribute meaningfully to student understanding and retention of key course content. Including an emphasis on active and experiential learning will also directly contribute toward meeting all four aims of a BYU education.

Goals:

- (1) Make sure each class I design has at least one assignment that involves experiential learning.
- (2) Make sure each class I design has at least one activity that involves experiential learning.
- (3) Make sure each class I design includes at least one civic engagement/service learning element.

### 2. Use a variety of approaches in my teaching to ensure accessibility for all students.

Students learn in different ways, and teaching the same principle multiple times through different means can be crucial in cementing student comprehension. I will improve my teaching by incorporating many different methods and tools into my teaching beyond lectures, slides, and whole-class discussion. I will utilize more topic-specific clips, small group discussion, activities, and in-class written work (and more) to reinforce key concepts and encourage deeper understanding.

Goal:

- (1) For each topic covered (usually 1-3 weeks in the syllabus), make sure that our learning experience includes at least one element that supports each of the following learning styles: visual, auditory, reading/writing, and kinesthetic.
- (2) Improve lecture slides (when used) to help with pacing for student learning

3. Develop strategies to include all students in learning both within and outside of class.

Some students are more naturally inclined than others to raise their hands, ask questions, share their opinions with a class full of strangers, risk giving the wrong answer, admit lack of understanding, and/or challenge the instructor's assertions. While my current teaching style incorporates significant interaction with students, many students never participate in these whole-class discussions. I will seek to create more and different opportunities for students to actively participate and contribute in class and outside of class and will solicit student suggestions on how to do this effectively through mid-course evaluations. Some strategies include: games, debates, simulations, and soliciting questions from students before class.

Goals:

- (1) Give students the opportunity at the beginning or end of every class period to ask “stupid questions” (acknowledging that there are no stupid questions, but that they can and should ask any question that will help improve their learning). Also make this option available through Learning Suite (for those who do not want to ask in front of everyone).
- (2) Incorporate smaller group discussions/projects/activities in class to encourage all students to participate in class discussions and learning.

4. Provide Meaningful and Individual-Centered Mentoring

I am committed to engaging with and supporting students outside of the classroom setting. I am particularly concerned with providing support to students who may feel, for one reason or another, unwelcome or uncomfortable in a (Church-sponsored) university setting.

Goals:

- (1) Find ways to include undergraduate and graduate students in all of my research activities.
- (2) Proactively reach out to and encourage students who are struggling in my classes or who express a vulnerability that may require more direct support.
- (3) Proactively reach out to students who are excelling my classes and encourage them to pursue additional learning and research opportunities at BYU.
- (4) Support student groups on campus that reach underrepresented students at BYU.

## Scholarship

My research centers on the legal and social identity of citizenship, its social construction, and the process by which one comes to “belong” to a country. I study citizenship by examining different junctures in which the substance or meaning of citizenship is missing, changes, is challenged, or requires effort on the part of the citizen. By focusing on these moments in which citizenship (or the lack thereof) becomes meaningful, I can better illuminate the boundaries of citizenship, its true content, and its value. I anticipate continuing the research and publication trajectory that I have followed thus far in my academic career. I plan to accomplish this by focusing the majority of my research efforts on the following three research projects:

### 1. Mixed-citizenship American families. (anticipated research outputs: 3 articles and 1 book)

While I have completed data collection on this project, I still have a number of publications that I would like to develop from the project. I have recently published portions of two chapters of the dissertation and a third chapter is currently under for publication. I plan to take the introduction and the remaining chapter of the dissertation and expand them into a book which will be published with a top-ranked academic press for immigration and law research (top choices: Stanford University Press or University of California Press). This will be the central product of my scholarship for my CFS file and, as such, will be a focus of my research efforts during my first three years at BYU. By August 2019, I plan to have a complete book proposal and two substantive chapter drafts to share with editors at my top choice presses. Beginning in September 2019, I will draft one new chapter per month, and in May 2020 I will revise those chapter drafts. By August 2020, I will have a complete draft of the book ready for submission to a press.

### 2. Immigrant and Refugee Incorporation in Utah. (anticipated research outputs: 3+ articles and 1+ book(s))

This project will be, at least in part, a collaboration with Dr. [REDACTED] of the BYU Social Work department and will examine immigrant and refugee incorporation in Utah. This project will make a major contribution to current academic scholarship on immigration by examining the experiences of immigrants and refugees simultaneously, rather than treating them as separate subjects. I anticipate that the data generated through this project will lead to a number of publications in academic journals as well as at least one, if not two, books published by academic presses. Data for this project will include interviews with nearly 100 refugees and 150 immigrants who have lived in Utah for at least 5 years. We will also conduct a community-level survey if we are able to secure additional funding. Dr. [REDACTED] has already conducted the interviews with refugees and my undergraduate and graduate RAs and I have begun interviewing immigrants. If possible, I also hope to incorporate students in my Sociology of Immigration capstone course into the research project. We should be able to begin writing articles by late 2020 and begin working on a book manuscript by late 2021.

### 3. Citizenship obligations. (anticipated research outputs: 3 articles and 1 book)

This is a second project that I have been developing since graduate school and hope to begin researching in earnest by the beginning of my third year at BYU. I plan to use data from previous projects to write an article on taxation as a citizenship obligation and a separate article on jury

duty as a citizenship obligation; I will write an additional article (targeted at a top, general sociology journal) that summarizes the main contribution of the book. The book will be an in-depth examination of the history of citizenship obligations and the four citizenship obligations that are currently legally-enforceable in the US and will be published in a top university press. Supreme court cases and some historical archival records will compose the majority of as-yet uncollected data for this project.

I also hope to pursue opportunities for collaboration with my colleagues and students in the BYU sociology department and beyond. A number of such collaborations with colleagues are already in progress. I am also actively engaging students in these research projects through undergraduate and graduate research assistantships and directed research.

Goals:

- (1) Organize my schedule to include a fixed writing time every day (at least one hour per day)
- (2) Include undergraduate and graduate researchers in at least one of my current research projects; include them in every step of the research process (literature review and framing; data collection, data analysis, writing, etc.)

### **Citizenship**

I am eager to contribute to the BYU sociology department, BYU, and to the discipline of sociology through service. The following goals will help me to do so:

#### ***Service to the Sociology Department***

1. Accept and fulfill all department committee appointments.

I am currently serving on the Sociology Department Graduate Committee. My committee tasks have included participating in recruitment efforts for the graduate program, reviewing all applications and deliberating on admission decisions, and supporting graduate students in the program (through formal and informal mentorship). My time commitment to this committee is usually about one hour a week or less, but increases to 10-20 hours for 2 weeks in late January/early February when we are reviewing applications and making admissions decisions.

2. Attend and actively participate in faculty meetings, workshops, etc.

#### ***Service to the University***

1. Selectively accept and fulfill committee appointments to college and/or university committees.

I was recently asked to serve on the new FHSS College workgroup for supporting and increasing faculty and student diversity and inclusion. We will meet monthly and work to create and improve efforts to support under-represented faculty and students and foster a more inclusive environment in the college.

2. Actively participate in faculty center workshops and programs for pre-CFS faculty.
3. Regularly attend workshops offered by the college and university (at least once a semester).
4. Support student groups on campus by sharing my research, participating on panels, etc. when asked to do so (limit one such event per semester).

#### ***Service to the Discipline***

1. Continue to act as a peer reviewer for academic journals on an ad-hoc basis.
2. Participate as a mentor in an ASA and/or LSA section mentorship program.
3. Participate in ASA and LSA conferences as a presenter and/or discussant.
4. (After 3rd year) Volunteer to serve as a committee member for ASA and/or LSA section leadership.

(ASA = American Sociological Association; LSA = Law & Society Association)

# Sample 2

# FACULTY DEVELOPMENT PLAN

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Department of Sociology  
Brigham Young University

## SCHOLARSHIP

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My research focuses on gender, crime and deviance, childhood adversity, intimate partner violence (IPV), and the incarceration of women. I am particularly interested in highlighting how abuse and trauma are linked to negative outcomes across the life course, such as mental illnesses, deviant and criminal behaviors, and incarceration.

### Strengths

- Passionate about research areas
- Designed and collected original quantitative and qualitative data for multiple papers
- Access to both longitudinal and cross-sectional data sets
- Involvement in multiple research teams (mostly at my previous university)
- Strategically identify places to publish
- Experience publishing in peer-reviewed journal articles
- Conscientious
- Thorough

### Weaknesses

- Little experience working with longitudinal data
- Lack knowledge on performing more advanced statistical methods (e.g., HLM)
- Collect more data in the future to address some of my research interests
- Develop more collaborations with faculty at BYU
- Little involvement of students in my research

### Goals

- Have under review 4 new manuscript a year (1 in Fall, 1 in Winter, 2 over Spring/Summer)
- Publish 3-4 articles a year
- Develop more projects to collaborate with my BYU colleagues
- Attend STAT camps or other statistical seminars to learn more advanced statistical methods
- Develop relationships with Utah's Department of Corrections (UDOC) staff to help gain access to the population for future research projects
- Seek help from colleagues on how to utilize longitudinal data
- Gain access to more secondary data sets
- Involve more undergraduate/graduate students in my research projects



## TEACHING

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I have had the opportunity to participate in several teaching positions that have allowed me to actively pursue my teaching philosophy. This includes encouraging students to embrace new ideas, foster their ability to utilize the sociological imagination to examine the world around them, to assist students on their quest for perfection and eternal life, and to generate a desire to bring about social change.

### Strengths

- Passionate about courses and helping students succeed
- Ability to creative fun and engaging activities with students (e.g., discussion, media, in-class activities, instructional games)
- Rigor in assessment of student learning
- Organization of course topics/materials
- Applying gospel truths to course related topics (e.g., Atonement)
- Ability to connect with students

### Weaknesses

- Use class to develop my research interests
- Helping students get more proximal to course topics/materials
- Provide students with activities/assignments that connect students with their communities
- More effectively utilize TAs in further developing lectures and other related course materials

### Goals

- Involve TAs in gathering and prepping class lectures
- Design and implement course activities that require involvement in the community
- Utilize classroom experiences/discussion to help facilitate my own research agenda and involve students in my research pursuits

## CITIZENSHIP

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As an academic, I am dedicated to serving my discipline, the Department of Sociology, and the University.

### Strengths

- Desire and willingness to serve
- Experience serving as a reviewer for multiple journals in my field of study
- Served as a student member of an editorial board at a reputable peer-reviewed journal
- Experience serving on departmental committees as both a student and a faculty member
- Reviews book and articles drafts for colleagues regularly
- Attends professional meetings annually

### Weaknesses

- Limited experiences serving the discipline
- Little experience serving as a mentor to undergraduate/graduate students
- Little to no experience serving on graduate student committees
- Limited connections with people who are in my area of expertise

### Goals

- Seek out opportunities to serve my discipline, including serving on the editorial board of academic journals, divisions, etc.
- Serve on student committees
- More actively pursue opportunities to mentor undergraduate/graduate students
- Include students in my own research pursuits
- Meet with researchers in my areas of interest at conferences and create more connections/potential collaboration opportunities

# SOC 383: Juvenile Delinquency

Fall 2019

MW: 12:30-1:45 pm

JFSB B032

**Instructor:**

**Office:**

**Mailbox:**

**Email:**

**Office Hours:** M 2:00-3:00 pm

**TA:**

**Email:**

**Office:**

**Office Hours:** MW 11-12 pm

R 11-12 pm

## Required Materials:

- 1) Agnew, Robert and Timothy Brezina. 2018. *Juvenile Delinquency: Causes and Control*.
  - 2) Costello, Barbara J., and Trina L. Hope. 2016. *Peer Pressure, Peer Prevention: The Role of Friends in Crime and Conformity*.
  - 3) Hubner, John. 2008. *Last Chance in Texas: The Redemption of Criminal Youth*.
  - 4) Additional readings will be posted on learning suite.
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## INTRODUCTION

This course is divided into four sections, with each section being organized around one or more questions about delinquency.

### **I. The Nature and Extent of Delinquency**

The first section will deal with some basic “facts” about delinquency. We will answer four questions: (1) What is delinquency and how does it differ from adult crime? (2) How much delinquency is there? (3) is delinquency increasing? (4) What types of people tend to commit delinquent acts?

### **II. Theories of Delinquency**

Next, we will focus on the most frequently asked question about delinquency: What causes juveniles to break the law? We will examine major sociological theories or explanations of delinquency.

### **III. Research on the Causes of Delinquency**

We will examine the extent to which delinquency is caused by individual traits (e.g., low intelligence, negative emotionality), family factors (e.g., “broken homes,” poor discipline), school factors, delinquent peer groups, gangs, and other factors.

### **IV. The Control and Prevention**

In the final section of the course, we will ask, “How can we control or prevent delinquency?” We will spend the first part of this section examining what the juvenile justice system (police, juvenile court, juvenile corrections agencies) do to control delinquency. Three questions will guide our analysis: (1) How do these agencies operate—what do they do to control delinquency? (2) To what extent do these agencies violate the rights of individuals and groups in their efforts to control delinquency? (3) How effective are these agencies, and what can they

do to be more effective? We will then examine four general strategies to control delinquency: deterrence, incapacitation, rehabilitation, and prevention.

## LEARNING OUTCOMES

By the end of the semester you should be able to:

1. Identify and discuss the nature of delinquency
2. Identify and apply various theories of delinquency
3. Understand major causes and consequences of juvenile delinquency
4. Critique current research and synthesize research on topic areas within juvenile delinquency

## GENERAL POLICIES

Etiquette—Sociology addresses many complex issues about which people have widely varying insights. Because it is so important to hear all sides of an issue, we should always listen to what others have to say and also be willing to share our own thoughts. I expect each member of the class to try to understand the perspectives of others. Please think before you speak. **NO CELL PHONES ARE ALLOWED** in my class. Period. If I observe you using your phone I will give you a warning. After the first warning, I reserve the right to ask you to leave my class for the day.

Grading Policy— Grading will be conducted by the instructor and the teaching assistant. If a student wishes to appeal his or her grade on an individual assignment or exam, he or she must do so in writing via an email to the instructor and justify the requested regrading. Student should be aware that if such a request is granted, regrading means that the entire exam or assignment will be reevaluated and there is a possibility that the grade may be decreased as well as increased. If regrading involves a simple calculation error, the mistake will be corrected after reviewing the calculation while the content will not be reviewed or regraded.

It is each student's responsibility to be aware of assignments and adhere to due dates. You will earn a zero on any assignment that is turned in late for any reason. You can only receive credit for in-class assignments if you are there to participate. I give make-up work only when it is not possible for you to complete the assignment on time due to a serious health problem or a family crisis. *To be eligible for make-up work, you must provide me with paperwork documenting the illness or crisis.*

Extra Credit—There will be no extra credit assignments. I am telling you in advance, so please don't ask.

Participation Policy—Students are expected to complete the readings and come prepared to discuss interesting questions raised by the authors. It is expected that students who choose to use laptop or tablet computers during the class period will use them to take notes and access class materials, not email or social network sites.

Attendance—I do not take attendance in this course, but in order to do well in this course you will need to come to class. In addition, you will need to be in class on the days of the in-class assignments in order to get those points. At the end of the semester, I will consider your class attendance and class participation when deciding your final grade. That being said, it would be in your best interest to attend class regularly.

## REQUIREMENTS

You can earn up to 400 points in this class:

1. **Three Exams.** The exams are a combination of multiple choice, short answer, short essay, and long essay questions. Each exam is worth **75 points**. The exams will cover the text, additional readings, lectures, class discussions, and video or films shown in class. I will give make-up exams only when it is not possible for you to take the exam due to a serious health problem or a family crisis. *To be eligible for make-up exams, you must provide me with paperwork documenting the illness or crisis.*
2. **Research Paper.** This assignment involves examining closely a particular area of juvenile delinquency. This paper is worth 100 points. You will come up with your own research question, conduct a literature review (50% of total grade), apply theory or theories of delinquency to your topic (25% of total grade), and offer possible solutions to the problem (25% of total grade). The solutions you offer must be grounded in sociological and criminological research and viable (possible to achieve and potentially effective). I am not looking for a specific number of solutions, but I will assess your solutions in terms of their potential effectiveness, expense, and creativity. You are responsible to find **at least ten SCHOLARLY** outside resources (e.g., journal articles, books, or published reports) to incorporate in your paper. A work cited paper is needed in **ASA format**. Use **12-point font**. Your paper should be between **7-10 pages, double spaced** (which does not include your reference page) with 1-inch margins. This paper is due on the date outlined on the syllabus. Late papers will not be accepted.
3. **Book Review.** You will write a 3-4-page book review of *Last Chance in Texas*. A book review is **NOT** a summary of the book, but a critical assessment of the content, themes, research approaches, etc. presented by the author(s). In your book review you will discuss both the strengths and weaknesses of the book as well as any suggestions for improvement. Examples of book reviews will be posted under the content tab online. This paper is worth **25 points**.
4. **In-Class Activities.** Throughout the semester, there will various in-class activities and assignments. In-class assignments will be assigned on 10 randomly selected days throughout the semester with **5 points** each. These assignments are not only to ensure that you are attending class and understanding course material, but serve as a means of helping your grade. There will be no make-ups for in-class assignments.

## GRADES

Here is a summary of the requirements:

Exam #1	75 points
Exam #2	75 points
Exam #3	75 points
Research Paper	100 points
Book Review	25 points
<u>In-class Assignments (5 points each)</u>	<u>50 points</u>
Total:	400 points

## GRADING SCALE

Grade	Percent	Grade	Percent	Grade	Percent	Grade	Percent
A	94% to 100%	B	83% to 86%	C	73% to 76%	D	63% to 66%
A-	90% to 92%	B-	80 to 82%	C-	70% to 72%	D-	60% to 62%
B+	87% to 89%	C+	77% to 79%	D+	67% to 69%	E	0% to 59%

## LEARNING SUITE

I post grades and assigned readings, as well as other course materials on Learning Suite. Be sure to check Learning Suite for class material each week.

## UNIVERSITY POLICIES

**Honor Code.** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Preventing & Responding to Sexual Misconduct.** In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

**Student Disability.** Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The

UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Plagiarism.** Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

**Academic Honesty.** The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Respectful Environment.** "Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or

unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010.

### **Goals for Teaching This Course for Fall 2019**

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- Achieve higher student ratings than the previous semester
  - Design and implement more in-class activities to further help accomplish learning outcomes
  - Spend more time chatting and getting to know my students on a more personal level
  - Have my teaching evaluated by one of my colleagues
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## **COURSE DEVELOPMENT PROJECT GRANT PROPOSAL**

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I would like to use the course development project grant proposal to help enhance learning in my SOC 383—Juvenile Delinquency course by purchasing a Teen Dating Violence game from Washington State Coalition Against Domestic Violence (WSCADV). Much research suggests that peers play a significant role in delinquency. Moreover, studies have shown that adolescent romantic relationships can increase the likelihood of youth delinquency for some adolescents. This activity is designed for experimental learning about how teen dating violence can lead to adolescent delinquency. Students will have the opportunity in groups to learn about real cases of adolescents involved in abusive intimate relationships and how those experiences may shape adolescent behaviors.

## SCHOLARSHIP STRATEGIES PROJECT

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My research focuses on gender, crime and deviance, childhood adversity, intimate partner violence (IPV), and the incarceration of women. I am particularly interested in highlighting how abuse and trauma are linked to negative outcomes across the life course, such as mental illnesses, deviant and criminal behaviors, and incarceration.

### Goals

- Have under review 4 new manuscript a year (1 in Fall, 1 in Winter, 2 over Spring/Summer)
- Publish 3-4 articles a year
- Gain access to more secondary data sets

### Strategies for Accomplishing My Goals

- Meet regularly with peers to share drafts and get feedback
- Develop more projects to collaborate with my BYU colleagues
- Involve more undergraduate/graduate students in my research projects
- Identify data that will help address my various research questions and apply for IRB

### Methods Used to Evaluate Success

- Number of new manuscripts set out for review
- Number of articles that are accepted for publication
- Manuscripts that involve students and/or BYU colleagues
- Gained access to secondary data sets

## CITIZENSHIP PROJECT

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As an academic, I am dedicated to serving my discipline, the Department of Sociology, and the University.

### Goals

- Seek out opportunities to serve my discipline, including serving on the editorial board of academic journals, divisions, etc.
- Serve on student committees
- More actively pursue opportunities to mentor undergraduate/graduate students
- Include students in my own research pursuits
- Meet with researchers in my areas of interest at conferences and create more connections/potential collaboration opportunities