

Faculty Development Plan  
August 2021

I am a scholar who continually learns and develops intellectually, socially, physically, and spiritually. I aim to fulfill my role as a faculty member in the School of Family Life at Brigham Young University by supporting individuals and families through my research on parents and children, through teaching, through citizenship efforts, and through personal relationships. I am an assistant professor planning to go up for a third-year review in January 2023. This document describes my plan for fulfilling my role as a faculty member. It is organized into three sections including scholarship, teaching, and citizenship. Each section includes a self-assessment of my strengths, documents my efforts in each area during my first year as a tenure track faculty member, and articulates goals for further development.

Scholarship

*Strengths, skills, and competencies*

My academic research primarily focuses on the causes and consequences of resource investments in children. This research explores family, contextual, and policy factors related to parental time investments in children and family processes. My research also explores the consequences for families of policies which provide early childhood education to children. I generally utilize large demographic datasets on families or households in the United States such as time diary data, Census datasets, vital statistics, and educational funding data. Methodologically, my research is quantitative in nature, and I use statistical modeling such as econometrics (reduced-form models) and structural equation modeling (SEM) to study families and policies.

I have important strengths in my research approach that I bring to research collaborations. I am passionate about research on children and families. I seek out and offer meaningful opportunities for students to collaborate in my research. I work well with collaborators to create innovative research that spans disciplines. I am a responsive coauthor, and I strive to provide meaningful support in every project I am involved with. I ask for feedback, and I strive to implement suggestions from colleagues to improve my research products. I look for opportunities to improve my research skills, such as attending methods workshops, reading new research, learning new software, and regularly attending research presentations. I have a commitment to rigorous, replicable science and hold myself to a high standard of ethical practice and transparency in my research.

*Past Efforts*

This past year, I have prioritized scholarship as an important component of my job portfolio. I responded to job complications faced during 2020 by increasing my effort and focus on research, despite beginning a new position during the COVID-19 pandemic. I built protected research time into my schedule, including participation in a regular research working group with two other scholars. During 2020, I had five academic articles published or accepted for publication. To date in 2021, I have three academic articles published or accepted for publication. In addition, I have a second-round revise and resubmit invitation at the *Journal of Marriage and Family* and a second-round revise and resubmit invitation at the *Journal of Child and Family Studies*. I have five more manuscripts in review. I have given seven research conference presentations so far during 2021.

During the past year, I became more involved in the SFL CREATE data collection project. I regularly attended team meetings, and I assisted with preparing the latest survey to go out to respondents. I submitted questions to be included in the latest wave of data collection. I organized a symposium entitled “Health behavior and health challenges for newlywed couples” which exclusively featured research using CREATE data. The panel was accepted and will be presented at the upcoming 2021 National Council on Family Relations (NCFR) conference.

Since starting a tenure track position, I have submitted one external grant to the *Equitable Growth Foundation*. Although this grant was not funded, the grant proposal made it to the final round. I also was part of an internal university grant submission this year which was not funded.

#### *Goals for further development*

My goals for research development prior to my CFS review include the following:

- 1- Publish at least 2-3 academic articles each year, with half being first, equal, solo authored publication (or second authored on a student mentored project).
- 2- Focus on producing high quality research. I will aim for high quality outlets for publication. These outlets usually have longer review times with difficult revision processes. In addition, the likelihood of rejection is high at top outlets. I may have longer timelines to publish articles, either due to having more rejections or longer revision processes. However, the process will provide me with valuable feedback along the way and hopefully improve the quality of my research.
- 3- Regularly discuss my research (especially at early stages) with my colleagues and proactively invite feedback on my work.
- 4- Continue to provide meaningful experiences for students to collaborate in my research at all steps of the process.
- 5- Attend at least two academic research conference each year to share my research, become better known by scholars in my areas of study, meet researchers doing similar work, and build relationships with coauthors at other institutions.
- 6- Launch a long-term policy research project evaluating family-level effects of publicly provided early childhood education (joint with a coauthor). This project will utilize

Census data. We are in the process of applying for access to protected Census data at the Wasatch Front Research Data Center.

## Teaching

### *Strengths, skills, and competencies*

I have seven years of experience teaching in university settings. I have solid teaching skills and a record of supporting students both in formal and experiential learning settings. I consistently receive high ratings on student evaluation reports. I care about my students, and I am invested in their success in my class and in their future. I know my students by name. As a teacher, I interact with my students in and out of the classroom, and I engage students with captivating approaches to learning so that students learn and grow. I strive to give my students the very best learning experience. I foster an atmosphere where students are unified in learning and safe to explore and share ideas with each other and with me. I use a variety of teaching tools to engage students. I expect high standards from my students, and work to provide rigorous learning opportunities.

While expecting high standards from my students, I recognize that my role as their teacher and facilitator remains vital to their success. I implement strong curriculum, thoroughly prepare for each lecture, offer a balance of theory and application, lead and participate in class discussions, and provide structured hands-on assignments. I am responsive to students both in and out of the classroom. Courses are well organized, and I return student work quickly with constructive feedback. Becoming a quality teacher is a process that requires continual work. I regularly update teaching materials and seek out current events and new research to include in course curriculum each semester to ensure that my curriculum is captivating, meaningful, and applicable to students. I evaluate my performance and work to improve courses. I participate in teaching seminars and seek advice from colleagues to continually improve courses. I take my job as a teacher seriously and work to provide a valuable learning experience.

### *Past Efforts*

I taught one section of SFL 489 (The Family and Public Policy) and one section of MFHD 600 (Multiple Regression Analysis) since starting as a tenure-track faculty member. It had been several years since the family policy class had been taught, and re-developing that course was a significant effort. The course went well, and student evaluations indicated that the course was valuable to students and provided them opportunities for learning and growth. Under my direction, all students created research-based policy initiatives. The course provided students with high-quality training to support work in family policy. The multiple regression course went well, as indicated by student feedback in evaluations. That course provided meaningful opportunities for graduate students to develop their quantitative research skills. In the class, I sought to provide theoretical foundations in statistics while giving students opportunities to apply principles to questions they had about human development or family studies. This meant students

simultaneously learned statistical theory, new statistical software, and conducted independent research. I was highly involved in mentoring the research projects at all stages of the projects, which was a significant investment on my part. The intensity and synergy of the course created a powerful learning experience for students. All students produced independent research projects that were high quality and interesting.

This past year, I met individually with each of my students to provide tailored mentorship. These conversations were about their classes, research interests, goals for the future, and a discussion about what I could do to help them reach their goals. I followed up on those conversations and did what I could to help my students.

### *Goals for further development*

My goals for teaching development prior to my CFS review include the following:

- 1- Seek to make my courses more spiritually strengthening for students. While my teaching evaluations show that students are generally happy with my courses, this area could use improvement to better align classroom experiences with the mission of BYU as a place where students grow spiritually.
- 2- Work to build the quality and reputation of the family policy class so that enrollments grow.
- 3- Consult with the Center for Teaching and Learning to get feedback on improving the classroom experience of students in my courses.
- 4- Continue to mentor students through conversations, information sharing about research opportunities, and working with students in my research.

### Citizenship

#### *Strengths, skills, and competencies*

I care about the success of BYU, the FHSS college, and the School of Family Life. Because of my desire for the institution and its students to succeed, I am committed to being a productive citizen. I have accepted all invitations to serve, and I strive to magnify assignments given to me by my director. I follow through with citizenship commitments on time. I have a unique background in my department and can offer different insights and experiences.

#### *Past Efforts*

Within my department, I served on the MFHD Graduate Committee during the 2020-2021 academic year. In this role, I took seriously the goal of building the program into one of the best programs in the country. Over the past year, I have worked to expand the research opportunities of graduate students by helping them build their networks. I provided graduate students with information about conferences relevant to their areas of research and encouraged

them to submit their work to conferences. I also served on one thesis committee (which is ongoing work). I took opportunities to support colleagues. I actively looked for opportunities to interact with colleagues in my department. I gave research feedback to colleagues when invited. I attended faculty meetings and presentations given by my colleagues, and I actively participated in department and college processes. V.P. Shane Rees recently asked new faculty to be actively involved in unit hiring processes as much as possible, a request I tried to fulfill. I carefully read the research papers that all candidates presented. I volunteered for one-on-one interviews with each candidate. I read application materials and participated in faculty discussions of candidates. I prayed. This was an effort as a citizen to help compensate for the difficulties inherent in online interviews. I attended and actively participated in all university new faculty trainings, a faculty women's association training, and several additional college trainings offered to faculty members.

I contributed to endeavors outside of my institution as part of my citizenship this past year. I took advantage of opportunities for interaction with scholars. I tried to represent BYU well when collaborating with scholars at other institutions, fulfilling conference roles, presenting my research or doing editorial work. I served on the editorial board for the *Journal of Youth and Adolescence* and the *Journal of Social and Personal Relationships*. In addition, I performed high quality and timely ad hoc reviews for various journals in family studies and economics. I continued as a co-organizer of the Utah Demography Summit, an annual research colloquium where social science scholars from all Utah institutions of higher learning gather and share research for one day. I see my work with this group as important to SFL and the college as it builds rapport and maintains important relationships between BYU and the WFRDC, the Utah Population Center, and the Kem Gardner Policy Institute that faculty will be able to leverage in the future. I also worked extensively on the *Utah Family Impact Seminar*, a policy initiative designed to inform legislators about academic research on issues relevant to children and families. This past year, I did a comprehensive evaluation of divorce policy in Utah. With student assistance, I studied recent academic research. I held meetings with various individuals who work with families experiencing divorce in Utah, including family lawyers, family court commissioners, divorce education program administrators, custody evaluators, and family-life researchers. The policy evaluation culminated in a brief report with policy recommendations which was disseminated to key legislators in Utah.

### *Goals for further development*

My goals for citizenship development prior to my CFS review include the following:

- 1- Accept citizenship assignments from my department, college or university and magnify those assignments.
- 2- Serve on editorial boards and provide ad hoc review services for scholarly research in academic journals in family studies and economics.
- 3- Support students in their research development through information sharing, research consultations, support in networking, and serving on their thesis committees.

- 4- Support my colleagues by maintaining collegial relationships and providing help with their research and teaching when needed.
- 5- Engage in public scholarship opportunities, especially related to sharing research on children and families with policymakers.

#### Resources Needed to Implement My Faculty Development Plan

At present, my needs for funding and support have been provided, and I appreciate the supportive working environment created by SFL faculty. That is something I have relied on this past year and hope to continue to rely on moving forward. As a new faculty member, I am anxious to elevate my reputation and research in family studies research circles. Due to COVID-19, I have been unable to attend conferences in person this year. I tried to overcome this challenge by attending virtual conferences and reaching out with cold emails to people whose work I admire, but it has not been an effective substitute for in-person conference participation. I hope to have additional support to attend conferences and network as soon as it becomes feasible. Finally, I am preparing to launch a long-term policy evaluation project at the Wasatch Front RDC. There is an annual cost to use data in that facility, and financial support for the use of the data may be needed. I have applied for grants to support this research and will continue to apply for grants.