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Faculty Development Plan

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I am an assistant professor in the School of Family Life at Brigham Young University. I will go up for my third-year review in January 2024. This faculty development plan includes goals in scholarship, teaching and citizenship that will guide the next two years of my faculty development. My first semester as faculty at BYU, President Kevin J. Worthen introduced the forum theme for the 2021-2022 year, *Having our Hearts Knit Together in Unity and Love*, which is essential to building the *Beloved Community*. Because this talk coincided with the inception of my academic journey at BYU, it impacted me greatly and set the tone for my development goals. Thus, the guiding principle that I will use in each section of this plan is building the “Beloved Community,” or a “Community of Belonging” at BYU through my efforts in scholarship, teaching, and service. In his address, President Worthen (BYU Speeches, 2021) said, “Inclusive communities can become powerful forces for improving the human condition...knitting our hearts together requires that we trust Him completely with the one thing that is uniquely ours: our will.” I hope to encapsulate the principles of trust, stretching, perseverance and submission that will be required to build such a community in every way that I am involved at BYU. Each proceeding section will include the ways that I am trying to strengthen the Beloved Community through past practices and improvement goals in scholarship, teaching and citizenship.

Scholarship

Past Efforts

The overarching goal of my research has been to understand and support positive development across childhood and adolescence. To do so, I pursue three interrelated lines of research: 1) the development and socialization of hopeful future orientation; 2) the moral development and socialization of empathy and prosocial behavior, particularly toward outgroup members; 3) the development and socialization of racism and discrimination in hopes to promote inclusion and social equity. Across these topics, my research is committed to unpacking a more complete and contextualized view of child development by focusing on the interplays between individual, familial, and sociocultural factors through the lens of ecological systems (Bronfenbrenner, 1992), the integrated model of child development (Garcia-Coll, 1995) and critical race theories (Delgado & Stefancic, 2017).

Much of my early work focused on prosocial behavior in White adolescents and emerging adults (CV papers 1-10). This research gave me a solid theoretical foundation in positive youth development and ecological systems (e.g., family, peer, media influences) that supported positive developmental outcomes. Practically, these projects helped me learn how to work in a research team, navigate the publication process, and be a successful writer. More recently, I have attempted to build on this work by extending my research into underserved populations and additional positive constructs. For example, I have added eight papers to my CV that investigated adolescent hope (CV papers 12, 14-18, 20). Projects have centered on hope development in Colombian adolescents, Latinx adolescents in rural Arizona, and college students struggling through the throws of the COVID pandemic at ASU. These papers primarily used minoritized samples, which helped my coauthors and I illuminate hopeful processes in populations who are in perhaps the most need of hope.

Three additional papers I have recently authored centered on prosocial behavior toward diverse others. For example, one paper showed that adolescent boys were more prosocial toward other boys

when their masculine attitudes were lower compared to higher (CV paper 19). Further, a paper on EEG Mu Suppression (CV paper 13) showed that young White children were just as likely to show EEG empathy toward Black children as they were toward White children when viewing peer victimization. Another project showed that young White children's empathic concern and prosocial behavior toward Black children increased with age across five- to nine-year-olds (CV paper 21). Another way I have diversified my research in recent years was to study younger children than I previously had because I truly believe that the seeds of hope, morality, and racially equitable attitudes/behaviors in children are planted young. In this vein, my coauthors and I were able to investigate selectivity and socialization of helping and sharing (prosocial behavior) in two- and three-year-olds (CV paper 22). My hope and equity work has and will be similarly extended to early childhood, which will be described in the next section.

As far as research dissemination, I have presented at multiple research conferences as both a first author and contributing author at BYU and in national organizations. I currently have 19 presentations on my vita. I have also presented research informally in an interview/article with the ASU Knowledge Enterprise and I have been on the Hope to Move Forward podcast to discuss a scientific approach to studying hope.

Future Goals

Given the current state of my research, my future goals generally revolve around continuing to collect and analyze data on socialization and positive development across age, particularly among racially/ethnically diverse samples. Further, I intend to generally understand how majority-population (i.e., White) families understand and socialize their children about race/ethnicity and social class. I am involved in several research projects at both ASU and BYU to pursue this work, and I will outline my specific goals in relation to each project below:

- Project MEDIA (PI)
 - Support Dr. Sarah Coyne and our PI team in collecting parent/child data in whatever way is needed
 - Add 200 racially/ethnically diverse families to the project to increase external validity
 - Continue to investigate how media influences in the home affect parent and adult attitudes and socialization around race/ethnicity
 - Continue to investigate how media influences in the home affect child hope development
 - Produce at least 1 first-author publication out of this data each year
 - Support any student-driven publications coming out of this data (generally multiple)
 - Attend the International Communication Association and Society for Research on Child Development conferences annually to present and investigate emerging research
 - Look for new public scholarship opportunities in relation to this project
- Project ADEPT (PI)
 - Support Dr. Adam Rogers and our PI team in collecting parent/adolescent data in whatever way is needed
 - Investigate how racial/ethnic socialization protects children through strengthening racial/ethnic identity (2 student-led papers currently in progress)
 - Investigate how adolescent hope is fostered and buffers against mental health challenges in racially/ethnically minoritized youth (1 paper currently in progress)
 - Produce at least 1 first-author publication out of this data each year
 - Support any student-driven publications coming out of this data (generally multiple)

- Attend the Society for Research on Adolescence and Society for Research on Child Development conferences annually to present and investigate emerging research in this area
- Look for new public scholarship opportunities in relation to this project
- FESTIVALS project (PI)
 - Support co-PI Dr. Andrea Busby in training RAs, collecting, and analyzing data on parent socialization around race/ethnicity and SES in middle-childhood in diverse populations
 - Start the 403R class that will support this project
 - Produce at least 1 first-author publication out of this data each year
 - Support any student-driven publications coming out of this data
 - Look for new public scholarship opportunities in relation to this project
- The Hope Project at ASU
 - Continue to investigate hope development, predictors, and outcomes among youth and emerging adults through previously collected data out of Saddle Mountain School District (SMUSD), Colombian post-war youth data, and through the You and Your View at ASU (YYV) Project with emerging adults at ASU.
 - Produce at least 1 first-author publication out of this data each year
 - Support any student-driven publications coming out of this data
 - Look for new public scholarship opportunities in relation to this project

Relation to the Beloved Community

Each line of my research relates to my goal of building the Beloved Community because it adds context to our existing knowledge of child development. Dr. Tom Weisner reported that 95% of our research on child development comes from 16% of the population (2016), primarily WEIRD (Western, Educated, Industrialized, Rich, Democratic) samples. In my view, if we are going to build a Beloved Community where all populations are valued equally (or equitably), we must focus more of our research on minoritized populations. Therefore, I want to focus my positive development research on diverse samples in all of my projects, both within the U.S. and globally. Further, I will continue to study how families talk to their children about race/ethnicity to strengthen the Beloved Community by developing tools and tactics that majority populations can use to not only welcome diverse others into their communities but build new communities with diverse others in mind from the start. In these ways, I hope to build a more Beloved Community at both BYU, in the Child Development research field at large, and in my community.

Resources Needed

Resources needed to continue my research will include space for undergraduate RAs, money to hire graduate and undergraduate students to work on each of the aforementioned projects with me, and funds to travel and present our novel and valuable work and network with like-minded scholars. Sponsored statistics training would also be very helpful in some areas (EFA/CFA; Person-Centered Analysis; Mixed Methods). Most importantly, my work could be greatly strengthened by hiring more faculty into the school that are interested in studying underserved populations and helping me (and Dr. Busby) to share the cultural taxation load that comes from being some of the few people of color in the college. Taking some of this emotional load off would really help in every area of my job.

Teaching

Past Efforts

My prior teaching experience includes in-person courses, online courses, and supervision of instructional faculty at BYU-Idaho. I taught *SFL 240: Parenting* at BYU and was employed in the *Marriage and Family Studies* program at *BYU-Idaho Online* for 3 years teaching multiple courses. In my time at BYU-Idaho, I was a Teaching Group Leader, where I oversaw instructors (8-12), and an Online Course Representative, where I developed new curriculum and assignments. These leadership opportunities illuminated the process of course design and improved my interpersonal management skills. I prioritized meaningful relationships with students by fostering one-on-one connections and holding small group meetings to ease students' comfort in approaching me for personal or academic reasons. I received positive evaluations at BYU, BYU-I, and ASU (as a TA).

Since I have come to BYU, I have taught two semesters of SFL 210 and received high marks in my student evaluations. I have tried to bring in new concepts, adapt the course shell that was gracious given to me, and relate one-on-one with our large group of students and TAs. One problem that I did have was that my first semester teaching 210, my student GPA was too high (3.7 average), but I was able to bring that down to 3.4 my second semester. I also received student feedback that my exams were not organized very well, which I amended my second semester. Although much of my teaching is going well, I have a number of things I would like to improve upon as a teacher.

Future Goals

- Prepare lectures faster in advance
- Improve my SFL 210 Parenting Lecture (it seems to be coming off somewhat dry)
- Improve my SFL 210 Gender Lecture (it seems to still be too long and detailed)
- Adjust our assignments, especially by updating our Taking Sides paper to be more about critical thinking and adding a Qualitative Interview assignment to increase experiential learning.
- Continue to push the students to understand hard concepts (gender, race) in ways that also strengthen their faith
- Develop SFL 210 into an online course
- Develop Moral Development curriculum and assignments; Alter as needed across semesters
- Develop a graduate level Race and Ethnicity course before CFS review
- Help teach and support the Latinx Civil Rights Seminar

Relation to the Beloved Community

I see multiple direct ties between my teaching and building the Beloved Community. First, I teach about racial/ethnic, feminism and gender in each of my classes, inviting the students to do “lens checks” to understand how the ways that their bodies have existed in the world might have affected their development and subsequent understandings of others' development. I openly encourage students to try and see development from different, perhaps marginalized points of view. I also do my best to build my students' faith through bringing in gospel teachings and applying “human development” to “godly development.” I openly invite diverse perspectives on developmental topics across several domains (e.g., students with different racial/ethnic backgrounds, faith-levels, political affiliations, genders, sexual orientations, and family structures). I want everyone to feel that they are listened to and accepted in my classroom, even if they are pushed into discomfort by considering different perspectives. I have also had a number of precious one-on-one experiences with struggling students. Students and TAs who are failing a class, struggling with a certain topic, or just having a hard time in life have come to my office to receive encouragement and support. I believe that taking the time

to truly listen to each of them and potentially develop a plan for improvement builds the Beloved Community one student at a time through love and individualized attention. I plan to do be a disciple leader in each class that I will teach and develop at BYU.

Resources Needed

I am hoping to receive a course release at some point to develop SFL 210 Online. I will also need additional TAs as I adjust assignments for SFL 210. My chair and I have also discussed a course release to take on more responsibility with Civil Rights Seminar. I would also like to find some way to get additional training on Poll Everywhere, which may take additional funds.

Citizenship

Past Efforts

I was actively involved in the graduate student professional associations at the department and university levels throughout my Master and Doctoral degree training. I have also been a lead on publications and data collection projects where I have mentored students who are behind me in academic training. Since coming to BYU, I have served on the SLF Diversity and Inclusion Committee. I feel I have been an active and valuable member there. I have also been actively engaged with the SFLSA to work on diversity and inclusion in their club. I have had extra meetings with the board members of the SFLSA “behind the scenes” to try and help them get more diverse representation on their board and in their association at large. I feel like this will make a long-term impact. We have held a diversity panel to meet with the presidency and board where we discussed diversity, equity and inclusion. I was also involved in a SFLSA-sponsored “BIPOC Women Meet-and-Greet” activity in the Spring. Finally, I attended the MFHD Graduate Student interviews for any student who reported that they were BIPOC themselves or wanted to study BIPOC populations as an MFHD grad. I felt it was important for these students to know that there was BIPOC representation on the faculty and that we supported the challenging work of researching minoritized populations. Informally, I have spent over 50 hours in the 2021-22 academic year mentoring students in meetings one-on-one or in groups (e.g., SFL 210 TAs and Project Media RAs in mentor settings, meeting with Students of Color at the BIPOC in Academia Conference, mentoring grad students at new faculty/student brown-bags, SFLSA Women of Color Networking event, etc.). I also attended and presented a session on Diversity and Inclusion in Academia with Dr. Busby at the SFL-sponsored Women in Academia conference. In the MFHD program, I also serve on five thesis committees as either a chair, co-chair, or committee member.

At the University-level, I gave “The Power of Proximity” presentation to BYU Vice President/CFO Steve Hafen and the BYU departments he is over as part of their 2021 Aspen Grove Fall Retreat – the focus was on diversity, active listening, and building Zion through individual efforts toward inclusion. This was very well received. I additionally attended and supported the FHSS BIPOC Faculty Conference as well as the BYU BIPOC faculty meeting with President Worthen, VP Reese, and VP Bridgewater in 2021. This has taken up a significant amount of time and emotional energy to support and collaborate with minority faculty members at BYU. I feel like I am an important voice in these meetings and offer substantial support in these spaces by showing up, speaking up, and volunteering my time to listen to other BIPOC faculty before, during and after these meetings. I am also a member of the BIPOC Faculty Association at BYU and attend all of their events.

On a broader level, I have completed 5 empirical article peer-reviews for *Frontiers*, *Electronic Journal for Research in Educational Psychology*, and *Learning and Individual Differences* in addition to a grant review for the W.T. Grant foundation. I am an active affiliate of the Center for the Advanced Study

and Practice of Hope at Arizona State University. This position (unpaid) allows me to work with the community-based Kids at Hope and Hopeful Minds nonprofit organizations, which allow me to network with teachers, community leaders, and juvenile justice workers internationally and in the U.S. to put hope research into policy and practice.

Future Goals

My future goals in citizenship include the following:

- Continue to be a contributing member of the Diversity Committee in the School of Family Life under Dr. Roy Bean
- Continue to help diversify the SFLSA board and have inclusive SFLSA activities
- Be in close contact with FHSS Associate Dean Lita Gibbons to help with diversity efforts at the college level, including BIPOC Faculty Conferences
- Mentor and encourage diverse students to research with me and apply to our graduate programs
- Continue to informally mentor any undergraduate or graduate students who want to discuss personal/academic issues with me privately
- Continue to be a proactive and thoughtful mentor to the MFHD students who I chair, co-chair, or serve as a thesis committee member for.
- Find new and novel ways to support diverse faculty members in SFL and in the college so that we stay invested in BYU

Relation to the Beloved Community

My goal in all my citizenship efforts is to emulate the Savior in amplifying marginalized voices, being a soft place to land when minoritized students need support and encouraging all members of the university to understand why social equity is key to the Beloved Community. Just being in spaces where BIPOC women have not been present in the past is one way that I am trying to be a good citizen of the Beloved Community. Although it has been challenging, I am striving to be visible to as many students as possible so that they know that a Latina woman can have a PhD and be a powerful teacher, scholar, and leader. On a more one-on-one basis, I aim to be a person that minoritized students can always come to as a resource when they need to vent, feel seen and heard, or just be with someone who can relate. White students are also welcome to visit and learn with me. I feel that the greatest work that I do to build the Beloved Community is in my classroom and office. That being said, I will also continue my efforts to discuss my research and be a voice for BIPOC perspectives at the college and university level. In all my citizenship efforts, I hope to build bridges between groups that disagree on race and equity issues by meeting people where they are at gently encourage others to help dismantle systems of privilege and oppression with whatever opportunities they have to do so. Further, I will do whatever I can informally to support other BYU faculty of color so that we can maintain and grow our presence at BYU. I believe that each of these efforts will continue to build a diverse and beautiful Beloved Community at BYU where every voice is represented and valued.

Resources Needed

Presently, my needs are being met in this area, and I am proud of what I am doing in this area of my job. Again, the greatest resource I could have in this sphere would be additional BIPOC faculty to share the load.