

## FACULTY DEVELOPMENT PLAN

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Department of Sociology  
Brigham Young University

### SCHOLARSHIP

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My research focuses on the intersection of family, migration, and education, and on the effect of material inequality on child and adolescent well-being. I am particularly interested in highlighting how migration affects families, particularly adolescents and young adults. I pursue these interests with both qualitative and quantitative research methods, in the United States and Mexico (with some work in other countries, as well), and through various data sources.

#### *Strengths*

- Passionate about research areas
- Experience in data collection, instrument design, and analysis of both quantitative and qualitative data
- Access to and knowledge of both longitudinal and cross-sectional datasets that are uniquely suited to address my research interests
- Involvement in multiple research teams and collaborations
- Experience strategically identifying journals for publication
- Experience publishing in peer-reviewed journals
- Conscientious and thorough
- Protecting research time (non-teaching days are considered writing days)

#### *Opportunities for growth*

- Limited experience working with longitudinal data
- Limited experience working with certain advanced statistical methods (e.g., HLM)
- Collecting more data (especially qualitative interviews) as a part of my tied migration project
- Most collaborators are outside of BYU
- Undergraduate and graduate students not currently involved in my research projects

#### *Goals*

- Attend STAT camps or other statistical/methods workshops (e.g., ICPSR) to learn more advanced methods
- Involve more undergraduate/graduate students in my research projects
- Submit 3-4 articles for review each year
- Publish 2-3 articles per year
- Use conference deadlines for ASA and PAA annual meetings as informal deadlines for developing new papers and projects
- Qualitative data collection for tied migration and family outcomes project
  - Begin working through IRB approval during the second half of Winter 2022
- Longitudinal data analysis using FAMELO data
  - Wave II of data will be available in mid-2022

- Gain familiarity with PSID data for tied migration and family outcomes project
  - Attend PSID training (summer 2022) conducted at the University of Michigan
- Develop projects to collaborate with my BYU colleagues and colleagues from other universities

## TEACHING

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I approach teaching with the intent to increase access, equity, and understanding in the classroom. I bring my own experiences and understanding into the classroom to help create a safe, equitable learning environment for those I teach – and to allow them to teach me about experiences beyond my own. I strive to leave students with lasting understanding of how social science matters for their own lives as they move from the classroom to the workplace, the voting booth, the community, their own families, and, in some cases, to further studies. I work with students to give them the skills to tap into the “sociological imagination” and apply these critical thinking skills to other aspects of life. This challenges students to see class material and social science research not as abstractions but as empirical realities that are applicable to their own lives. I currently teach SOC 360: Intro to Family Sociology and SOC 460: Issues in Family Sociology.

### *Strengths*

- Passionate about courses and helping students succeed
- Deep understanding of subject matter
- Willing to ask for feedback from peers and students
- Providing students opportunities to apply class material to their own lives
- Ability to connect with students
- Applying gospel truths to course-related topics and helping students reconcile science and faith in the context of our class

### *Opportunities for growth*

- Confidence in the classroom
- Ongoing refining of organization of class materials
- Rigor in assessment of student learning
- Using TAs more effectively in developing and refining lectures, as well as grading large assignments (including final papers and exams)

### *Goals*

- Have class evaluation scores overlap with the departmental average
- Involve TAs in gathering and prepping class lectures (e.g., finding video clips or other forms of media to include in lectures)
- Design and implement course activities that require experiential learning (e.g., community-oriented assignments, interviews, etc.)
- Utilize classroom experiences/discussion to help facilitate my own research agenda and involve students in my research
- Attend at least two Master Teaching Luncheons each semester

- Work with the Center for Teaching and Learning each semester to get comment classification on my student reviews
- Meet regularly with my mentor to discuss ongoing teaching challenges and successes
- Continue developing confidence in the classroom

## **CITIZENSHIP**

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As an academic, I am dedicated to serving my discipline, my home department, and the university. As a woman of color and first-generation college graduate, I am especially committed to efforts to increase diversity and equity within academia. Mentoring students from underrepresented populations is key to increasing diversity in both applicant pools and graduate cohorts – and to ensuring their success once they enter graduate school. Demystifying the academy and increasing access for underrepresented populations has been an incredibly rewarding part of my academic career thus far, particularly because I benefited greatly from others doing the same for me. I look forward to continuing these efforts and will actively seek out opportunities to mentor all students, especially women, students of color, and first-generation college students.

### *Strengths*

- Desire and willingness to serve
- Ability to connect with students
- Experience assisting students with graduate school applications, especially the process of crafting a statement of intent
- Experience serving as a reviewer for multiple peer-reviewed journals in my substantive areas
- Attends professional meetings annually (PAA & ASA, other conferences as relevant)
- Experience serving on departmental committees as both a student and a faculty member
- Actively involved in organizations, groups, and centers on campus dedicated to serving underrepresented faculty, staff, and students (e.g, BYU Dreamers, Global Women's Studies, Faculty of Color Association, etc.)

### *Opportunities for growth*

- Limited experiences serving the discipline
- Limited experience serving as a formal 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
- Difficulty setting boundaries for myself around service (in terms of time and amount of informal mentoring)

### *Goals*

- Seek out opportunities to serve my discipline, including reviewing for journals in my discipline, serving as session organizers or discussants at academic conferences, etc.
- Serve on student committees, as needed

- Pursue opportunities to mentor undergraduate/graduate students, making sure to not overburden myself and paying note to issues of cultural taxation
- Include students in my own research pursuits