1. **Course Background**: The course I chose to work on is my Psychology of Gender (Psych 306) course. The purpose of this course is to introduce students to psychological research, experiences, behaviors and abilities of men and women, and to develop an understanding of gender, gender theories, gender development, and differences in mental abilities, mental health, personality, social behavior and relationship behavior. Students earning a BS in Psychology must complete one gender issues course and are given options from Sociology and Women’s studies as well as this course. I generally have students from Psychology.

2. **A. Learning Outcomes:**
   a. **Gender concepts, theories, and research findings**: Students will demonstrate a fundamental understanding of (a) various concepts and theories of sex and gender, including models of how gender roles are developed and maintained, and (b) the major research findings regarding gender.
      Measurement: Multiple choice tests, short essays, writing assignments.
   b. **Research knowledge and skills**: Students will develop knowledge and skills within gender research for identifying and formulating research hypotheses and the theories supporting them, understanding threats to research validity, formulating designs to test hypotheses, appreciating the limitations of research findings, and critically analyzing the research literature.
      Measurement: Writing research project.
   c. **Critical awareness of cultural effects on gender identity**: Students will be aware of, identify with, and analyze the influence of media, institutions and culture on the development of gender identity, gender-related beliefs, and attitudes through classroom activities, assignments and discussions; and develop an awareness of one’s own expectations and biases as they relate to gender.
      Measurement: Multiple choice tests, short essays; writing assignment.

B. Learning outcomes are the accumulated knowledge, skills and attitudes that students develop during the course. It is important to define outcomes as clearly and explicitly as possible as the more explicit and overt the statements are, the easier it will be to measure learning. Learning outcomes provide the instructor with guidelines. As an instructor, I use the Learning Outcomes to guide me in creating assignments and in presenting course content.

3. **Course Activities.** My style of teaching is heavily focused on class discussion and real-world application of concepts. I believe that students who actively participate learn more. I attended a workshop on developing better writing instruments for my students (Writing Matters Summer Seminar, June 23-27) and I incorporated several ideas in to my class, which I think were quite beneficial. I outline the activities and writing assignments below.
1. I found that quizzes each class period were necessary for students to read their assigned chapters, but quizzes weren’t working well in my class. Students didn’t always do well; and going over the quizzes in class was time consuming. Yet not going over them seemed unhelpful for the students’ understanding of concepts and theories. So I used an idea from the writing seminar and now require Reading Guide for each chapter. In each Guide I outline specific content I want the students to focus on and ask real-life questions for them to answer and think about before the next class period. Each Reading Guide is divided into three sections: Before Reading, During Reading, and After Reading. So, for instance for the chapter on Sexual Lives and Orientation, the Before Reading section asks them to “Think back to high school. Even junior high school or middle school. In your now-adult-wisdom I want you to look back at that time and think about whether you can see a double standard in your dating life. If you are male, do you think you had more freedom than, say, your sister, or a female cousin? If you are female, do you think you were more restricted in your dating life? Looking back, did you feel a double standard then?” For the During Reading section, part of this says: Read carefully and thoughtfully pages 302-307. Sexual assault is, unfortunately, an every-day concern for most women but something men think about infrequently (if you disagree with that statement, you can say so!). After reading these pages, go back and read pages 299-302. How can erotica and pornography contribute to a rape culture?”

The Reading Guides have been well received by the students and I have found that most students are now reading the chapters more thoroughly before class which contributes to a better class discussion.

2. To address Learning Outcome (b) I created an assignment to give them opportunities to read research and critique it on their own and in class. My assignment was to help them understand that gender related research may be conducted or interpreted with a gender bias. As they come to understand threats to research validity and measurement reliability in gender research they will be able to appreciate the limitations of research findings and be able to critically analyze gender research literature. They will also be able to view mainstream media reports with a critical eye, asking questions that can help them better interpret information. My research assignment involves three parts. In parts one and two, early and midway through the semester, I provide a research article for the students (one article for part one and another for part two). They are required to read the article(s) and write a three paragraph summary of the article(s) with the following instructions:

“The first paragraph will summarize the reason the researcher thought this particular concept or idea was important in the advancement of gender understanding. Examine how the researcher listed the prior research on this topic. What do they conclude is the gap in knowledge? The second paragraph will be a summary of what the researcher(s) concluded. Look at their measurements. How did they measure the constructs of interest? The final paragraph will be your assessment of the validity of the research, the reliability of the measurement items and whether you agree with the researcher(s) conclusions. Were their measurements adequate for the gender concept they were examining? This isn’t just a “yes I agree” or a “no, I don’t agree”. Specifically
explain why you do or do not agree with the conclusions. How might the researcher(s) have better accomplished their aims?

For the third and final portion of the assignment, late in the semester, they complete the same assignment but are required to go to PsychInfo or MEDLINE to choose their own article of interest. They are required to cite their article using proper APA style. Each of these assignment is brought to class on the due date and students read each other’s summaries and we discuss them in class.

3. I am interested in how students’ views of gender change over the course of the semester so my first required writing assignment is an Initial Position paper. In this paper the students describe their perspective on gender. They are to discuss the major differences between men and women, differences between their own ideas and those typically expressed in popular culture, and how influences such as world views, family views, religious view, traditions, etc. have shaped their own attitudes toward gender. This paper is very informal and lets the students explore their own thoughts and ideas toward gender. All my writing assignments require a final “reflection” paragraph which is a final note of reflection on the entire assignment, what they thought of the assignment (i.e., was it fun/educational, did it help you understand the concepts, was it a waste of your time). This reflection allows me to see how well the assignment is helping student understanding. At the end of the semester students must write a Final Position Paper. In this paper, they look back at their Initial Position and address how their position has developed (or not!) over the semester. They have to draw on the readings and class discussions and address why and how their position has changed or why it has not. They must use at least four concepts from class and end with their reflection paragraph. I have had very positive feedback from this assignment.

4. Because I want the students to be able to apply concepts from class to the real world I require a Popular Culture Analysis paper. In this paper, students choose a movie, song, piece of artwork or article from a popular magazine and comment on what type of message it conveys about gender. They summarize relevant portions of their chosen piece of pop culture and discuss how women and men are portrayed in the piece. They must also describe ways in which they think the message in the pop culture sample might affect women and men psychologically and apply at least 4 concepts addressed in class or the text. This assignment is one of my students’ favorites; they often look at song lyrics and are amazed at the messages contained in them.

5. The final assignment is an Interview Project/Paper and is worth the same as an exam. In this assignment, students are assigned to one of three options: (a) interview two people: an older woman and an older man, at least 65 years of age and preferably older (but NOT married to each other), or (b) interview one older woman at least 65 years of age and preferably older, and one younger women between the ages of 18 and 25, or (c) interview one older man at least over age 65 and preferably older and one younger man between the ages of 18 and 25. Additionally some will be assigned to interview non-LDS individuals (as we tend to get all the same responses when everyone we interview is LDS! 😊). These people can be people the students know, such as a relative, family friend, or neighbor or they could be people the student does not know (I suggest to them that they could visit a nursing home). Students are to think carefully about
concepts presented in class and create questions that will allow them to employ these concepts in their understanding of these men and women and their life experiences. When they analyze these individuals’ experiences, they are to take into account any assumptions they may have had from this particular age group that were confirmed or refuted due to the interview. They are required to present on the experience in class in a 10 minute presentation and write a 1500-1600 word paper about the experience. Again, most of my students enjoyed this assignment although many said initially they dreaded it. Many interview their own grandparents and expressed surprise at their grandparents attitudes, noting that there were many things they never knew about their grandparents until they interviewed them for this project.

Overall, I’ve been happy with the choice of assignments and feel that the students learn about concepts and theories best when they can see the concepts happening in real time/real life. Although this class has a lot of writing associated with it, I have only had one student complain about the amount of writing. I am quite happy with the reading guides and will keep them for future classes.

Assessments of Student Learning: As previously stated, I use a lot of writing assignments to both help students apply concepts to real life and also as a means of assessment. I can easily see in a paper if the student understands the concept or not by how s/he describes or uses it in the paper. The research assignments help me assess how well the students are understanding threats to research validity, appreciating the limitations of research findings, and critically analyzing the research literature. The papers help me assess how well the students are understanding concepts and theories of sex and gender as each paper requires they properly use and define 4 concepts or theories from class or the textbook readings. The Cultural Analysis paper helps me assess how much students understand the influence of media, institutions and culture on the development of gender identity, gender-related beliefs, and attitudes. Exams help me assess all three of the Learning Outcomes.

Student Achievement of Learning Outcomes:

Grading for the Popular Culture paper showed an average score of 47 (95%); grades for the Interview project averaged 94% and grades for the Final Position paper averaged 45 (90%). Exam grades averaged 86% for the first exam, 86% for the second exam, 93% for the third exam and 85% for the final exam. Students evaluation of the tests and papers as a good measure of learning (6.6) came in above the department average (6.4), although student evaluation of amount learned (6.1) was below the department average (6.4). I do believe some of the lower evaluations were driven by two unhappy students who consistently gave “disagree” responses.

Steps Planned or Taken to Improve Teaching and Student Learning

Overall my students’ comments indicate they like the class format and enjoy the topic. This is a difficult class to teach as some topics are “touchy” (sexuality, feminism, sexual orientation, etc.) and some students react negatively to discussions of these topics. I discuss the Family Proclamation and bring in other gospel topics to increase understanding. I did not do mid-semester evaluations for this class as I missed the deadline, but have found those to be helpful in
adjusting the course, so have already done those for this semester. I will continue to work on class content and evaluations.
Citizenship Project Final Report
Wendy Birmingham

In my citizenship project I had outlined three main methods by which I hoped to improve my citizenship and to be a support for my colleagues both inside and outside of BYU. (1) I wanted to increase my affiliation and collaboration with scholars at BYU; (2) I wanted to arrange to meet and form collaborations and opportunities for support with scholars from other universities; and (3) I wanted to establish a regular session with other faculty members where we discuss ideas to improve scholarship or improve teaching. I’ll address my experiences in each area below.

1. I have made alliances with several faculty members here at BYU. I met Deborah Himes in the nursing department at a writing workshop. We talked about common research interests and discussed several data sets that she is working with. We are now collaborating on a project looking at qualitative data she collected at Huntsman Cancer Institute. I also attended a women’s faculty group and met a researcher from the business school, Lori Wadsworth. We also found common interests and have started collaboration on a project.

I also am a member of an NCI coalition through Huntsman Cancer Institute to increase HPV vaccination here in Utah and in Idaho. As part of the coalition I am preparing to survey LDS individuals’ knowledge and attitudes toward the necessity of HPV vaccination in the LDS community. I spoke with affiliates I have with the Utah Health District and they told me about Beth Lathy here at BYU who might be interested in assisting with the project. I have since made connection with her and we are working to get this project off the ground.

Finally, a student in my lab was interested in conducting research on eating disorders and marital relationship quality. My field is relationship quality and health, but I’ve never examined health through eating disorders. I found Adriane Cavallini here at BYU in the counseling center who works with students with eating disorders. I made contact with her and we are now working together with my student to submit an IRB for the study.

2. To facilitate meeting scholars from other universities, I wanted to attend conferences where I would have the opportunity to network. I attended and presented at the American Association for Cancer Research, Frontiers in Cancer Prevention conference in September. I met two researchers whose interests were similar to mine, but I have not had the opportunity to follow up with either of them. I am attending the Society for Personality and Social Psychology conference in late February and the International Association of Relationship Research in late June. I am hoping these conferences will allow me to meet and network with more individuals

I have collaborated with Maija Reblin from the University of Utah, College of Nursing, with Wendy Kohlmann, who is the director of Genetic Counseling at Huntsman Cancer Institute, and
with Man Hung at the University of Utah, School of Medicine, Orthopaedics Department. I plan to continue these collaborations.

I have also been asked to be a member of the Intermountain West HPV Coalition. Through this coalition I have met several researchers, academics and health care providers. I was invited to speak at the February quarterly meeting in Boise, ID and traveled there to present information on the LDS perspective regarding the necessity of HPV vaccinations. My talk was well received and I talked with several team members afterward about possible collaborations. Deanna Kepka is the PI of this NCI-funded coalition and we are currently exploring ways we can collaborate. I have set up a meeting with her in early March to discuss some options.

3. I hoped to establish a regular session with other faculty. This proved more difficult that I had originally expected. Faculty are all so busy! Despite the advantages such socially supportive meetings could provide it is difficult to step away from the work, and it is difficult to line up everyone’s schedules. Thus this did not get done until just this past month. I arranged a lunch with the women faculty of the psychology department so that we can be a source of support for each other and bounce ideas off one another. We met for the first time last month and were able to share our feelings and our research with each other. We tend not to see each other often as our schedules differ, our offices are on opposite sides of the building, etc. so I hope to make these lunches a bi-monthly occurrence.

Overall, I feel I have done well in establishing collaborations with others at BYU. I have not done as well at establishing collaborations at other universities through conference networking. I have learned that I need to be careful in my selection of conferences to attend, to make sure I attend ones that will increase my opportunities to find individuals with similar interests. I have done well with creating and maintaining affiliations at the U of U and I plan to try to increase my affiliations there.

For the future, I will continue to pursue opportunities with other scholars and plan to continue the women’s faculty lunches.
Scholarship Project Final Report

Wendy Birmingham

In my scholarship project I had outlined four main areas of development by which I hoped to improve my scholarship. (1) I wanted to increase my network of colleagues with whom I can collaborate, specifically with BYU faculty. My goal was to have a solid research project in progress with a BYU colleague; (2) I wanted to enhance my methodological and statistical skill. My goal was to complete one workshop that would increase my skills in either Structural Equation Modeling (SEM) or longitudinal data collection and analysis and submit for funding to attend a summer statistical workshop; (3) I wanted to become proficient in SPSS. My goal was to attend a SAS workshop and find a SPSS workshop to attend; and (4) I wanted to advance my research ideas on marital quality and impacts on children. My goal was to have a draft of this project and a list of scholars with whom I could collaborate to implement the project. I will detail each of these goals below.

1. I have increased my network of colleagues. I have started work with Lori Wadsworth in the business school. I have started work with Beth Luthy in Nursing and with Deborah Himes in Nursing. I have also started a project with Adriane Cavallini in Counseling. My goal was to have a solid research project in progress. Lori and I are currently working on the IRB for our project now and are also writing for funding.

2. In June I was able to complete a workshop on longitudinal SEM taught by Jeremy Yorgason and Justin Dyer of the School of Family Life. This workshop covered basic to intermediate skills in longitudinal SEM, and included information on setting up and modeling longitudinal data across several time points. An important part of the workshop was learning to model data from multiple family members. Although I was not able to submit for funding for a summer workshop, I felt that I completed this portion of my scholarship project.

3. My goal was to become proficient in SPSS and I felt that a workshop would be needed to accomplish this. I taught Research Design and Analysis the fall semester and thus had to teach my students to use SPSS for their analysis. I went online and downloaded and viewed multiple how-to videos on SPSS and these were very helpful! I also purchased How to use SPSS, A Step-by-Step Guide to Analysis and Interpretation by Brian Cronk and this book has been extremely valuable. While I would not say that I am an expert in SPSS, I certainly have become proficient and have used it to analyze data from my current study. Learning SPSS has made me realize I can do much of my analysis there and I don’t feel the need to attend SAS workshops. I will still use SAS for some of the data I collect, but I feel more confident that I can use either program efficiently and effectively.

4. This project has had to take a back seat to other projects that are in the front seat and driving! I currently have one study collecting data (Family History Study), have another going into the IRB within a few weeks (Eating Disorders Study), have a third and a fourth going to the IRB in
late spring (Ambulatory Blood Pressure, Relationship Quality and Nocturnal Dipping) (HPV Perspectives in an LDS Population) and I have several manuscripts that need to be completed and submitted. I feel that I have been productive in scholarship; nevertheless I would like to get this study up and going. My goal will be to start work on this over the summer.

During the past year, I have had three manuscripts accepted for publication. I have another manuscript accepted but not yet in press. I have two in a revise and resubmit process. I also have several in various stages of progress, including one that will be submitted with the next four weeks and one to be submitted by end of spring. I originally had planned to set aside a daily block of time specifically for writing, but this has not worked out well for me. Rather, I have now set aside 5 hours each Friday to write and this has been effective for me.