

In this issue:

Families and Obesity pages F1 – F24

A sampling of topics: Family systems theory and social cognitive theory—blending perspectives for a more comprehensive view of factors in obesity; school success and perceptions of body weight by middle school students; correlations between mental health and obesity; active choices families can make for reducing childhood obesity; from parents to peers—social influences on student lunch.

Next issue

Fall: Human Rights (2016 conference theme)

Annual Conference 2016 November 2-5, Minneapolis, Minnesota (Preconference workshops, November 1)

Get ready for “The Great Family Get-Together.” You’ll find the best in family research and practice plus great networking with more than 1,100 of your colleagues. Things to know:

Record submissions

- More than any other year, 708
- Sixth straight year over 600 submissions
- Submissions average 659 since 2011, up 30% over the previous decade

Registration open

Register now. Early Bird rates apply through June 13. Significant discounts for members; urge colleagues to join NCFR and attend the conference.

Student discounts

Apply to be a student aide and receive a reduced conference rate of just \$75. Student hotel room forms are available now, too. Reduced rates apply for students rooming together. Limited offer.

Hotel information

Great accommodations right downtown at the Minneapolis Hilton. Close to everything. Reservations open now.



Congratulations to the 2016 NCFR elected officers

The following NCFR members were elected to serve in the following offices beginning in November 2016.

Board Member-at-Large (2016–2019)

Karen Benjamin Guzzo, Ph.D., Associate Professor of Sociology and Associate Director of the Center for Family & Demographic Research at Bowling Green State University.



KAREN GUZZO

Dr. Guzzo has been a member of NCFR for 17 years and is a member of the organization’s Family Policy Section and the Research and Theory Section. She is on the editorial board of NCFR’s *Journal of Family Theory & Review* and has published scholarly work in NCFR’s journals.

“I would like to continue NCFR’s strong record in bridging the worlds of family scholarship, student education, and clinical practice to continue its work supporting and strengthening families,” Dr. Guzzo wrote in her candidate statement. “This entails working to ensure that NCFR’s outreach activities reach across disciplines and foster open communication about the strengths and challenges facing today’s families.”

Board Member-at-Large (2016–2019)

Stephan M. Wilson, Ph.D., CFLE, Dean of the College of Human Sciences and Regents Professor of Human Development and Family Science, Oklahoma State University.

Dr. Wilson is an NCFR Fellow and has been an NCFR member for 34 years. He has served NCFR as chair of the International Section, co-chair of the Rural Families Focus Group, officer of the formerly Family Science Section, member of the Elections Council, member of the Future

of Family Science Task Force, and more. He also has been on the editorial board for NCFR’s journal *Family Relations: Interdisciplinary Journal of Applied Family Studies* and was program chair for the Southeastern Council on Family Relations.



STEPHAN WILSON

“NCFR can and should increase linkages with other organizations around both international and Family Science issues to extend our unique niche,” Dr. Wilson wrote in his candidate statement. “NCFR should aspire to be seen as an international body of scholars and practitioners who are not bound by place, time, or culture. I would work with members to advance their work and our corporate consciousness about these themes.”

Students and New Professionals (SNP) Program Co-Representatives (2016–2018)

Katie M. Barrow, Ph.D., CFLE, Assistant Professor of Family and Child Studies, Louisiana Tech University and

Jessica N. Fish, Ph.D., Postdoctoral Research Fellow, University of Texas at Austin

Elections Council Members 2016–2019

Kimberly Updegraff, Ph.D., Professor of Family and Human Development, Arizona State University

Kevin Roy, Ph.D., Associate Professor and Graduate Director Department of Family Science, School of Public Health, University of Maryland College Park

Fellows Committee Members 2016–2019

Norma J. Bond Burgess, Ph.D., Professor and Dean, College of Liberal Arts &

officers continued on page 2

Report

National Council on Family Relations

Mission Statement for Report:
REPORT, the quarterly newsletter of the National Council on Family Relations, provides timely, useful information to help members succeed in their roles as researchers, educators, and practitioners. Articles address family science issues, programs and trends, including association news.

President: William D. Allen

Board Members: Nathan Cottle, Kimberly Crossman, Frank D. Fincham, Jennifer Kerpelman, Hilary Rose, Sandra Stith, Karen Seccombe, Rachel Engler Jordan, Anisa M. Zvonkovic

Executive Director: Diane Cushman

Family Focus Managing Editor:

Nancy Gonzalez, M.S., CFLE

News Editor: Charles Cheesebrough

How to contribute to the *NCFR Report*:
The magazine is member-written. Articles accepted for publication will be edited using standard editorial practice, and given priority based on (1) relevance to the Family Focus theme, or (2) brevity due to space limitations, and (3) how articles form a complementary collection. For information and guidelines, contact the editor, Nancy Gonzalez, at nancygonzalez@ncfr.org. **The contents of Report articles represent the views of their author(s), which may not represent the position of the entire organization.**

To advertise in *NCFR Report*, please see the specifications and price list at http://www.ncfr.org/adrates_report.html.

NCFR reserves the right to decline any paid advertising at our sole discretion.

Deadlines for each of the quarterly issues are: Spring issue—deadline December 21, Summer issue—February 21, Fall issue—June 21 and the Winter issue—deadline September 21. Send submissions to: Charles Cheesebrough at charlescheesebrough@ncfr.org. For all submissions, please supply an email address to allow readers to contact you.

NCFR Report is published quarterly by the National Council on Family Relations, 1201 West River Parkway, Suite 200, Minneapolis, MN 55454-1115
Toll free: 888-781-9331
Fax: 763-781-9348, website: www.ncfr.org.

Third class postage permit.

Reprints of this publication are available by contacting NCFR headquarters at the address above.

Copyright © 2016 National Council on Family Relations. All rights reserved.

officers continued from page 1

Sciences, Lipscomb University

Joseph G. Grzywacz, Ph.D., Chair and Norejane Hendrickson Professor of Family and Child Sciences, Florida State University

Inclusion and Diversity Committee— Members-at-Large 2016–2019

Miriam Mulrow, Ph.D., Associate Professor, Department of Human Development and Family Studies, Texas Tech University

Thomas W. Blume, Ph.D., Associate Professor, Oakland University

SECTION OFFICERS 2016–2018

Advancing Family Science Section

Jennifer Reinke, Ph.D., CFLE, Chair-Elect

Mindy Markham, Ph.D., CFLE, Secretary/Treasurer

Raymond Petren, Ph.D., Students and New Professionals Representative

Education and Enrichment Section

Wendy Middlemiss, Ph.D., CFLE, Chair-Elect

Claire Kimberly, Ph.D., CFLE, Secretary/Treasurer

James Kale Monk, M.S., CFLE, Students and New Professionals Representative

Ethnic Minorities Section

Yolanda T. Mitchell, Ph.D., Chair-Elect

Lorey Wheeler, Ph.D., Secretary/Treasurer

Henry Gonzalez, M.S., Students and New Professionals Representative

Antoinette M. Landor, Ph.D., Students and New Professionals Representative

Families and Health Section

Kimberly Greder, Ph.D., CFLE, Chair-Elect

Amber Seidel, Ph.D., CFLE, Secretary/Treasurer

Brianna Routh, MPH, RD, Students and New Professionals Representative

Family Therapy Section

Rachel B. Tambling, Ph.D., Chair-Elect

Amber Vennum, Ph.D., CFLE, Secretary/Treasurer

Hoa N. Nguyen, MFT, Students and New Professionals Representative



Fellows nominations sought

Please consider putting forward names for NCFR Fellow status. Nominees must be NCFR members who have made outstanding contributions to the field.

See page 4.

Thank you, donors

Your contribution can be designated to support specific awards or to help maintain reduced fees for students. To donate to NCFR, please visit <https://www.ncfr.org/donating-ncfr>.

Janet C. Benavente

Neil F. Buono

Marsha T. Carolan, CFLE

Teresa M. Cooney

Tammy R. Elkon

Frank D. Fincham

E. Jeffrey Hill, CFLE

Paul Kramer

Linda D. Ladd

Heinz Eugene Malon

Thomas H. McGloshen, CFLE

Curt Newell

Kathleen W. Piercy

Ronald M. Sabatelli, CFLE

Rebecca J. Ward



President's letter - Summer 2016

William D. Allen, Ph.D., LMFT, NCFR President, ballen@umn.edu

Greetings from Minneapolis! I hope you all have some time to relax and enjoy time with friends and family this summer. I'm pleased to report on some wonderful opportunities developing for our organization both here and abroad.

On the road

This summer promises to be a busy and exciting time for a contingent of us who are traveling to China to represent NCFR and the family professionals field. We will be guests of the Shanghai Academy of Social Sciences, a well-respected public institution that wants to promote training and resources for family life educators in China. Anqi Xu, Professor, and her team—including Wenrong Liu, Associate Professor; Yali Xue, Associate Professor; and Liang Zhang, Associate Professor—are organizing the meeting.

Ruth Yan Xia, the International Section chair, is coordinating the participation by our group, which comprises past board member Glen Palm, NCFR Fellow Judy Myers-Walls,

CFLE program director Dawn Cassidy, and me. We will be actively leading a 3-day training event working with the academy's faculty and with service providers from the Women's Federation (a government unit) and other agencies. We will be covering a variety of topics, including family life education, methods and skills in working directly with parents, curriculum development, and the application of research to practice.

Parent education, fathering, and couple relationships are key focus areas. Thus, in the training we will be covering real practice and methods: facilitator skills and leading discussion; father-child relationships; and understanding development issues, such as pressures on families with adolescents.

What makes this trip so exciting for us at NCFR are the possibilities of working internationally with family professionals, the potential development of a certification program like the CFLE credential, and filling an important role in the advancement

of professionalism in delivering parent and family education in China.

And back home

I was pleased to meet with other NCFR members here in March for the formation of the annual conference's Local Arrangements Committee. There were many great ideas shared in our discussion that will almost certainly make for a rich conference experience. Two very promising options are developing—one with a professional perspective and one with a social twist.

Highlighted Programs and Agencies. Our hope is to identify resources and outreach agencies in the Twin Cities and Minnesota that tie to our conference theme of human rights and families. These service providers then would be invited to have a presence at the conference, discuss the value of their work, and share how they make a difference in the lives of the families they touch. Maybe sections or focus groups could become involved as hosts or sponsors; we'll see what develops.

Neighborhoods and nightlife. The committee members are a spirited group, and they want to show off the cultural corners of the Twin Cities. We have restaurants, hang-outs, ethnic centers, and art and entertainment options galore that reflect the history, diversity, progressiveness, and chic that put Minneapolis and St. Paul at the top of livability lists. So we're working now on our lists of where to go and what to do!

Finally, thanks to all of you who responded to the recent survey the Board sent out to all members. This is part of our effort to stay in touch with all of you and help make our decisions reflective of our collective wisdom. We were gratified to see that there was a high response rate—over 60%—which, as most of you know, is a fantastic response for such a survey. We are analyzing the input and hope to share the results with you in the near future.

That's all for now, and in the meantime, stay well. ■

NCFR Report - a member forum

NCFR Report is a quarterly magazine for members designed to encourage member-to-member dialogue; to inform colleagues about our research and to discuss research application for practitioners and policy professionals. Through *Report*, NCFR also builds our community by reporting on people, events and organizational news.

Unlike the content of our scholarly journals, the articles in *NCFR Report* have not been peer-reviewed. In the spirit of open debate and academic freedom, *NCFR Report* is a member forum for exchanging ideas. The opinions or findings expressed are those of the author(s), which may or may not represent the official position of NCFR as an organization nor the prevailing scientific consensus on the topic.

Author email addresses are provided to encourage readers to offer comment to writers. Members may access the content of our scholarly journals on-line at www.ncfr.org. To join NCFR, click on our convenient on-line membership application at www.ncfr.org. Journalists with media inquiries are invited to contact Charles Cheesebrough at 763-231-2885 or via email at charlescheesebrough@ncfr.org for information on our scholarly research.



NCFR Fellows nominations

by Katherine Allen and Stephen Jorgensen, Co-Chairs, NCFR Fellows Committee; kallen@vt.edu; jorgensens@missouri.edu



Greetings, NCFR Members! The Fellows Committee is seeking nominations for the 2016 Fellows Awards. Would you please help us by nominating members who have made significant contributions to the organization and the field? A description of Fellow status in NCFR, the Fellows Award criteria for selection to Fellow status, and the procedure for submitting nominations follow. The Fellows Committee would greatly appreciate your assistance.

What Is Fellow status in NCFR?

Fellow status in NCFR is an honor awarded to living members of NCFR on the basis of their outstanding contributions to the field of family science. Nominations of all family professionals who have made contributions to the field are encouraged. Among the recog-

nized areas of contributions are scholarship; teaching; outreach; practice; and professional service, including service to NCFR. By definition, *outstanding contributions* are those that have had a broad impact on the field and are enduring over time.

What are the criteria for Fellow status?

A. Nominees for Fellow Status must have made outstanding contributions to the field. A combination of these criteria is required. Examples of outstanding contributions include the following:

1. Published, refereed scholarship that has shaped or reshaped the field of family relations.
2. A history of innovation in practice or outreach that has transformed the field, such as the development and

implementation of novel or significant interventions or programs designed to promote healthy family relations.

3. Recognition of teaching excellence through awards and mentoring.
4. The development and implementation of innovative curricula for training professionals in the area of family science.
5. The development and implementation of innovative social policy relevant to families.
6. A history of innovation and publication about the methods and measurement strategies used in related family science arenas.
7. Superior contributions to NCFR as an organization.

B. Nominees must have at least 10 years of professional experience after the receipt of the appropriate graduate or professional degree.

C. Nominees must have held NCFR membership continuously for the past 5 years at the time of nomination.

What is the procedure for nominations?

- A. Nominees must be nominated by another NCFR member.
- B. Nominees must have the endorsement of two additional individuals, one of whom must be an NCFR member, describing the outstanding nature of the nominee's contributions.
- C. In general, nominees should not be aware that they are being considered for Fellow Status. For this reason, the NCFR office will not contact candidates for Fellow Status at the time of their nominations.

For complete information, NCFR Fellow Status Policies and Procedures, a nomination form, and a sample letter of endorsement, visit <http://www.ncfr.org/awards/ncfr-fellow-status/how-become-ncfr-fellow>

Please send your nomination materials to jeannestrand@ncfr.org. The **deadline for nominations is September 15, 2016**. We are building this special recognition to further the legacy of outstanding members of NCFR. Let us hear from you, and thank you very much for your consideration. ■

NCFR . . . The Great Family Get-Together

2016 NCFR Annual Conference

Nov. 2-5 • Minneapolis, Minnesota

"Families and Human Rights: Promise and Vulnerability in the 21st Century"

Lee Ann De Reus, Ph.D., Program Chair

A sampling of sessions . . .

- Interpersonal relationships in older adulthood
- Families and children with special healthcare needs
- Childhood obesity: parental factors
- Risk and resilience for black families
- Sleep: developmental/relational perspectives
- Using research to build better public policy
- LGBTQ families and relationships
- Helping families manage stress in difficult times
- Family life coaching
- Relationship education as prevention
- Mental health and human rights: time for new approaches

Plenary speakers

Alicia Garza, Co-founder, Black Lives Matter
Social justice, racial equity and opportunity

Mary Burke, Ph.D., Professor, Carlow University
Human trafficking

Lisa Sun-Hee Park, Ph.D., Professor, UC Santa Barbara
Environmental justice, health and immigrant families

Saida Abdi, MSW, Boston Children's Hospital
Refugee trauma, resilience, radicalization



Register now!

www.ncfr.org/conference

Conference site/hotel

Hilton Minneapolis

1001 Marquette Ave S

Minneapolis MN 55403

Conference rooms \$169
(plus tax; availability limited)



Oh the Places You'll Go!

Diane Cushman, NCFR Executive Director, dianecushman@ncfr.org

Have you ever wondered why this year's NCFR conference is in Minneapolis in November? Or why it's been 40 years since the conference was held in New York City?

Have you heard the stories of the NCFR conferences of the 1940s and 1950s that took place on college campuses in the summer in order to take advantage of the empty dorm rooms to house the attendees? One memorable meeting was held in the summer of 1971 in Estes Park, Colorado. Those who slept in beds were housed in the YMCA of the Rockies. Many of the 800 attendees spent their nights in tents in the nearby campgrounds alongside their family members, who used the occasion as a family vacation. Do you have any idea of the two years in the past 78 in which the conference was canceled, or why?



NCFR began in 1938 as a national conference—the National Conference on Family Relations. Founded by University of Iowa law professor Paul Sayre, University of Chicago sociology professor Ernest Burgess, and New York City Rabbi Sidney Goldstein, that first meeting, a one-day event, was held at the Hotel Pennsylvania in New York City on September 17, 1938 (<http://history.ncfr.org/wp-content/uploads/2012/12/1938-First-Annual-Meeting-Conference-Program.pdf>).

The entire conference took place in one room where the attendees heard 23 national committees present on topics including but not limited to: marriage laws, working mothers, housing problems, juvenile delinquency, effects of divorce on children, predictable factors in the success or failure of marriage, social security, and preparation

for marriage in high school and college.

In contrast, today's NCFR annual conferences are attended by 1,000 to 1,300 people and are held over four days with two additional days for business meetings and preconference workshops. There are more than 500 presentations (including posters, papers, symposia, plenary sessions, special sessions, lightning sessions, etc.) each year, plus dozens of business meetings and scores of social and networking events. Planning for this "great family get-together" begins six to eight years in advance with the quest for an appropriately sized and situated hotel.

The NCFR conference is too small in attendance and revenue to command a convention center but too large for many hotels. The perfect fit gives NCFR "the run of the house," that is all the hotel meeting and exhibit space (about 50,000 square feet) and up to 500 sleeping rooms on our peak night, which is usually Wednesday, with fewer sleeping rooms the other days of the conference. You might imagine there would be thousands of hotels in the United States to fit such a conference but that is not the case. When NCFR conference registrants are able to buy out most of the sleeping rooms, the hotel in return gives NCFR all the meeting and exhibit space at no additional charge. This is the only formula that allows the conference to work financially.

Two other factors put significant limitations on destination cities and hotel choices. The first is the room rate. In today's dollars, NCFR conference room rates must be held below \$200 to meet the price point of a significant number of conference attendees, including many students, for whom we negotiate a block of rooms that can be shared by up to four people. In 2009 when the conference was in San Francisco, it was held in the suburb of Burlingame, about 16 miles south of downtown San Francisco, where the room rate was more than \$100 per night less than in the city. If you attended that conference you will remember that we shut

down the conference one afternoon and bussed everyone to the downtown area for an evening out on the town. The busses were compliments of the host hotel, the Hyatt Regency Burlingame, as a concession negotiated by the NCFR staff.

The second factor of primary importance is the presence of an international airport with adequate connecting flights to most major cities in the United States and first-tier international hubs. Many of our NCFR members teach or work at schools located outside the range of a major airport. As a result, they have to fly smaller, commuter airlines to a major airport and then hop on another flight to the conference city. In the case of a site like Little Rock, Arkansas (2008), the lack of flights required a stop in Dallas, Atlanta, or Nashville and then another flight into Little Rock. As difficult as transportation becomes for our U.S.-based attendees, it can be an insurmountable hurdle for our international members. Thus, proximity to a major international airport is critical to meet the needs of members.

The next consideration is date availability of the hotel. For the past three decades, the NCFR conference has been held during November. Squeezed between Halloween and Thanksgiving (two important family holidays in the U.S.) and either before or after the national elections during a presidential election year (every four years), the dates which match up with hotel availability become few. NCFR has considered alternate times of the year, but because our members are from many different disciplines we, like our sister associations (SRA, SRCD, PAA, APA, ASA) have avoided scheduling conflicts. The two exceptions are the Gerontological Society of America and the American Anthropological Association whose annual meetings often overlap with the NCFR conference dates.

As hotel options begin to emerge, NCFR staff are mindful of the number of mem-

executive review continued on page 8



NCFR to offer Family Life Education Assessment Exam

Dawn Cassidy, M.Ed., CFLE, Director of Education, dawncassidy@ncfr.org

Over the past few years, many NCFR members have expressed interest in using the Certified Family Life Educator (CFLE) exam as an assessment tool for their family program. For a number of reasons, most notably security, this is not feasible. In addition, the creation of a completely separate assessment exam is cost-prohibitive. The recent creation of a standing CFLE Exam Committee and a process whereby the CFLE Exam item bank is updated on a regular basis now has made the creation of a family life education assessment exam more feasible.

Therefore, last fall we administered a survey to gauge interest; 80% of those who responded to the survey did not currently have an assessment exam. However, over 50% answered "Yes" to the question, "Would your program be interested in a program assessment exam offered through NCFR?" with another 42% saying "Maybe." On the basis of this strong expressed interest, NCFR decided to move ahead with the creation of an assessment exam. I am pleased to announce that it will be available this fall.

Items for the NCFR assessment exam will be developed using the same criteria as the exam that is used to award the CFLE credential to individuals. The CFLE Exam Committee Item Writers (IW) are currently in the process of creating items for a single NCFR item bank based on the *Family Life Education Content and Practice Guidelines*. Although the item writers will review and approve items, they will not know which items may be selected for a particular exam form. Using the approved items from the NCFR test bank, our testing vendor, Schroeder Measurement Technologies (SMT), will create a separate test form for use by academic programs for program assessment. Going forward, both the CFLE Exam and the assessment exam will be updated through items pulled from the same NCFR test bank. However, items will appear on only one test form; we will not pull questions from the CFLE Exam for use on the assessment exam and vice versa.

It is important to note that the assessment exam will *not* result in certification for those who successfully complete it. The assessment exam will be used only to help family science programs evaluate how well their program is covering the family life content areas identified as representing the knowledge, skills, and abilities needed for effective practice in the field of family life education.

The logistics of how the exam will be administered, and the data reported back to the programs are currently being worked out, but overall it will likely look something like this:

- *Paper and pencil administration.* In order to keep the cost of the assessment exam within reach of most programs it will be administered by paper and pencil rather than computer-based testing (CBT) (although administration by CBT will be an option). SMT will ship printed copies of

Certified Family Life Educators

The following is a list of Certified Family Life Educators designated between January 1, 2016 and March 31, 2016. Provisional unless otherwise noted.

Alabama Madeleine Denise Frankford	Maryland Jeremy Charles Plant Jacklyn Selway	Rhode Island Anna M. Kyle
Arizona Lisa Jayned Dotseth FULL Rebekah Anne Keats	Michigan Molly Marie Bergevin Angela Louise Petoskey-Culp Maria Richards Marie Robinson Amanda Zuker	Tennessee Mary Catherine Robinson
California Annika Stella Karlson Wendy C. Monge	Mississippi Ariel Alexis Davis Rebecca D. Jones	Texas Joy O. Gbasouzor Kaitlyn Lohse Carla Denise Mitchell Sean D. Marmolejo Jennifer K. Odneal Emily Jo Patterson Nicole Elizabeth St. John
Illinois Rachael Ann Smith	Nevada Shannon Allyssa Kozel	Utah Kaitlyn Anderson Harmony Davis Sarah Nicole Erwin Heidi Reichner Reid David Lyle Zolman, Jr.
Indiana Melinda DeTar Jenny Marie Gross Kaija Kauffman Kristi Ann Knight Rowles FULL	New York Renee Karr	Washington Michaela Gwen Rogers
Iowa Kellsey Rebecca Forest Kendra E. Holm Mary Katherine Wisnieski	North Carolina Ashlee Shepperd	Wisconsin Merritt Whitney Graham
Kansas Ruddy E. Yanez	Ohio Thomas David Jones Sandra S. Lee Sabrina Elizabeth Low Megan Spieth	
Kentucky Kimberly Anne Usry	Oklahoma Jenifer Nicole Fuller FULL Alicia Gebhard FULL	
Louisiana Victoria D. Grant Debra Stampley		

directions continued on page 9



Copyright—acceptable practices for sharing your article

Jennifer Crosswhite, Ph.D., CFLE, Director of Public Affairs, jennifercrosswhite@ncfr.org

Last summer, I provided background information on copyright from the U.S. Constitution and the U.S. Copyright Act in my *Report* article “Copyright: A Brief Introduction” (ncfr.org/ncfr-report/current-issue/family-science-report-copyright-brief-introduction). I also shared information from NCFR’s Copyright Assignment Form, which authors sign when publishing in NCFR’s journals: *Journal of Marriage and Family*, *Family Relations: Interdisciplinary Journal of Applied Family Studies*, and *Journal of Family Theory and Review*. More important, I provided the implications of signing the Copyright Assignment Form for sharing your article during the peer-review process and after publication.

At the 2015 NCFR conference in Vancouver, Canada, representatives from Wiley-Blackwell, our publisher, shared with NCFR staff and journal editors a new Copyright Transfer Agreement (CTA), which authors will now sign when publishing in NCFR’s journals. This new CTA more clearly explains how authors can share their articles in today’s technological world, so I want to provide an update on acceptable practices for sharing your articles.

Definitions

When discussing the acceptable practices, I’ll discuss three versions of your article: an article *under review*, an *accepted article*, and a *published article*. Here are the definitions, so that all readers are on the same page:

- Your article *under review* is the article you originally submit to the journal for possible publication and is undergoing peer review. No revisions have been made as a result of the peer-review process.
- Your *accepted* article is the originally submitted article revised as a result of the peer-review process. This version of the article does not include journal copyediting or formatting.

- The *published* article is your accepted article that includes journal copyediting and formatting and is published in the journal or online as part of Early View. Early View articles do not include the journal volume or issue numbers.

Acceptable practices for sharing your article

You can share your article in the following ways, regardless of whether your article is under review, has been accepted, or is published:

- Share individual printed copies of the article with colleagues (e.g., handing your colleague a copy of the article).
- Share an individual e-file of the article with colleagues (e.g., through an e-mail) provided you don’t systematically distribute the article (e.g., through a listserv).
- Use the article for teaching or training purposes at your institution, including use in course packs, e-reserves, and password-protected online learning management systems.
 - Please have students download the published article directly from the library. This ensures that article downloads are tracked, and thus the impact of your article can be measured accurately.
- Use the article for research purposes (e.g., grant applications, thesis or dissertation submissions).

Acceptable practices for sharing your article while under review

You also can share your article while *under review*, in the following ways:

- Post an e-file of the article *under review* on your personal website and your employer’s website or repository.
- Archive the article *under review* on the following not-for-profit subject-based preprint servers or repositories: AgEcon, arXiv, PhilPapers, PubMed Central, RePEc, and Social Science Research Network.

- Post an e-file of the article *under review* on Scholarly Collaboration Networks (SCNs) that have endorsed the STM Sharing Principles (see stm-assoc.org/stm-consultations/scn-consultation-2015/endorsements/).

Acceptable practices for sharing your accepted article after the 24-month embargo period

Once an article has been published in one of NCFR’s journals it is subject to a 24-month embargo period. After the embargo period, you may do the following:

- Post an e-file of the *accepted article* on your personal website and on your employer’s website or repository.
- Archive the *accepted article* on the following not-for-profit subject-based preprint servers or repositories: AgEcon, arXiv, PhilPapers, PubMed Central, RePEc, and Social Science Research Network.
- Post an e-file of the *accepted article* on SCNs that have endorsed the STM Sharing Principles.

During the embargo period, you may share an e-file of the published article in password-protected private research groups on SCNs that have agreed to the STM Sharing Principles, provided the SCN does not charge a fee and that you do not systematically distribute the article.

Provide attribution when sharing your article

When you share your article through any of the above methods, please provide full and accurate attribution (e.g., provide the journal information and indicate whether the article is under review, has been accepted for publication, or is published). Please also include the following text when the article has been accepted: “This is the accepted version of the following article: (FULL CITATION including the Digital Object

copyright continued on page 9

bers in the region and the location's current political and social climate. Board policy mandates that consideration must be given to the presence of NCFR members and a local NCFR affiliate in the conference city and the "alignment of the city, state, and hotel property with NCFR's non-discrimination policy." The non-discrimination policy is included in the NCFR bylaws and says that programmatic and operational activities of NCFR will not discriminate on the basis of any of the following:

- ability and disability
- age
- bilingualism and multiculturalism/English language learners
- body size and condition
- customs and traditions
- educational, disciplinary, or career status
- ethnicity, race, national origin, or cultural identity
- gender, gender identity, and gender expression
- geographical background and location
- marital status, relational status (including singlehood), and family structure or identity
- objective and subjective worldviews and standpoints
- political ideologies and affiliations
- religion/no religion, spirituality and affiliations, and faith
- sexual orientation, identities, and expressions
- socioeconomic status, residential status, social class, employment, and national service

You might recall that in 2012 the NCFR conference was held in Phoenix, Arizona. This hotel contract had been signed in 2007, five years before the conference. Then, in late 2010, new immigration-related legislation and law enforcement practices in Arizona caused concerns of safety among NCFR members. While we were not able to terminate the contract without undue hardship for NCFR, we were able to reduce the guest room rates significantly and address the concerns of members. As it turned out, this conference attracted more than 1,000 participants, and not one incident was reported by our attendees. There are a number of states that would not be considered for hosting an NCFR conference because of current laws that allow discrimination that is in conflict with NCFR policy. However, the long lead time between contract execu-

tion and conference occurrence requires ongoing attention to political and social activities in all states.

While I have not specifically addressed the U.S.-centric nature of the NCFR conference, I will say that the conference has been held outside the U.S. only four times, all in Canada, with two in Toronto and two in Vancouver. Travel restrictions after 9/11 have made it much more difficult for international students studying in the U.S. to leave and re-enter the country.

In 2015 several people from Africa wanted to attend the conference in Vancouver but were unable to secure travel visas. It may be feasible to consider locations outside the U.S. for smaller, subject-specific conferences, but at this point we don't have any plans for future annual NCFR conference outside the United States.

There are literally hundreds of other considerations in selecting a conference hotel. I will mention only two. First, to control costs, NCFR brings its own audiovisual equipment and operators to each conference. The hotel allows a significant concession in permitting use of "outside," or non-hotel, resources of this nature. Second, because contracts are signed years in advance, we are mindful of the condition of the hotel and whether it will have to undergo "freshening up" before our visit. If you attended the 2007 conference in Pittsburgh, you witnessed the worst-case scenario. Not only was there a hotel renovation that extended beyond the scheduled deadline into our conference dates, but the Pittsburgh Steelers football team played home games on Monday night before our conference and the Sunday after our conference, one of which was their 75th anniversary celebration. It might have been fun seeing Terry Bradshaw and Franco Harris in our hotel, but it was not fun explaining to our members why they had been displaced from their rooms or why there was sheetrock missing from the wall behind the door.

This year we're back in Minneapolis, home base for NCFR, which is one reason we frequent the Twin Cities every five or six years. A "local" conference saves NCFR the transportation costs of equipment and conference supplies and eliminates the cost of air travel for the 11 staff members who work at the conference. In addition, NCFR membership is relatively high in Minnesota, Wisconsin, and Iowa, so historically the

Minneapolis conference has been well attended and highly rated.

If you're wondering about those two missing conference years, a history of NCFR conference locations, themes, attendance, and program chairs is maintained on the NCFR website at https://www.ncfr.org/sites/default/files/downloads/news/past_annual_conference_themes_0.pdf. A hint: One of the years was due to a national edict prioritizing train travel for military personnel.

If you're planning ahead, next year's conference is in Orlando, Florida, November 15–19, hosted by the Rosen Centre hotel, a favorite of NCFR members. This will be the third time at the Rosen Centre and the fourth year in Orlando. Join us in the land of Disney and plan to attend NCFR for many years to come. *Oh the Places You'll Go!* ■



directions continued from page 6

the Exam to programs via secure shipping. The Exams will be administered by an approved onsite proctor and shipped back to SMT on the same day.

- **Aggregate data.** Exam data will be reported to the program and not to individual students. At this time, we plan to provide a program with the following aggregate data.
 - **Aggregated student data.** Average data for all students' performance (e.g., the average score for all students was 80%)
 - **Aggregated student data for each of the ten family life content areas.** Average data for all students' performance in each of the ten content areas (e.g., average score for all students in content area 1 = 60%, content area 2 = 95%, etc.)
 - **Comparison of aggregated student data.** Data comparing your students' average performance to the average performance of students from peer institutions* (e.g., the average score for all students from University 1 = 79%; University 2 = 84%; etc.). (Note that peer institutions would be identified only by an ID number.)

- **Comparison of aggregated student data for each of the ten family life content areas.** Data comparing your students' average performance in each of the ten content areas to the average performance in each of the ten content areas of students from peer institutions (e.g., the average data for all students' performance in each of the ten content areas at University 1: Content Area 1 = 75%, Content Area 2 = 97%, etc.; University 2: Content Area 1 = 83%, Content Area 2 = 91%, etc.). Comparison data will not be available until a sufficient number of students have completed the assessment exam.
- **Individual student data.** Survey respondents expressed some interest in individual student data (students would only be identified by an ID number) but

there was greater interest in aggregated data. NCFR will have the option of providing data on individual student scores upon request.

I am currently in the process of talking with representatives from family science programs who have expressed interest in an assessment exam to verify expectations, work out the logistics of administration, and finalize costs.

We at NCFR are excited to be able to respond to a need expressed by the membership and to provide this service to the discipline of family science. Of course I will provide more information about the NCFR assessment exam as it becomes available, but please do not hesitate to contact me if you have any questions or want to talk further about the assessment exam. ■

copyright continued from page 7

Identifier [DOI]), which has been published in final form at (link to final article in the Wiley Online Library)."

Unacceptable practices for sharing your article

Overall, the new CTA more clearly defines acceptable methods for sharing your article. Restrictions remain, however, for how you can share your article:

- Do not post *any* version of the article on SCNs that have not endorsed the STM Sharing Principles (e.g., ResearchGate).
- Do not share *any* version of the article on a listserv or network.
- Do not post the Wiley Publishing PDF version of the article (i.e., the PDF of the published article) online in the following locations:
 - Your own personal website
 - Your employer's website or repository
 - On free public servers or
 - Anywhere else on the Internet.
- Do not sell or reproduce the Wiley Publishing PDF version of the article or any part of it for monetary gain.

You must obtain proper permission if you're interested in sharing the Wiley Publishing PDF version of the article, or sharing by other means not explicitly detailed here. Please see the CTA you signed for additional information. Please also see the *Request Permission* link located on the article webpage located in the Wiley Online Library. Additional instructions can

be found on NCFR's permissions webpage (ncfr.org/publications/permissions).

Please remember that copyright infringement does negatively affect journal article sales, NCFR's revenue stream (Cushman, 2014; ncfr.org/ncfr-report/current-issue/executive-review-intellectual-assets-safeguarding-and-sharing), and the ability to accurately measure your article's impact. Wiley-Blackwell enforces NCFR journal copyrights through Copyright Clearance Center. See Copyright Clearance Center's website for information about the possible legal penalties of copyright infringement (support.copyright.com/index.php?action=article&id=61&reid=16).

Copyright is complex. Knowing how you can share your article is only one aspect of copyright laws. Please see the selected copyright resources below or send me an e-mail if you have any questions. Remember, my door is always open.

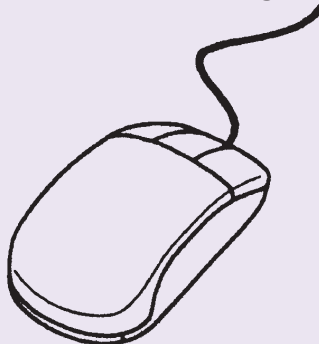
Please note: I am not a lawyer; the information contained in this article is not meant to provide legal advice.

Selected copyright resources

- Copyright Clearance Center (copyright.com/)
- U.S. Copyright Office (copyright.gov/)
- Wiley Online Library (olabout.wiley.com/WileyCDA/Section/id-820227.html)
- Wiley Publishing (exchanges.wiley.com/authors/copyright-and-permissions_333.html)



NCFR on Facebook is absolutely the easiest way to keep up with family-related research, family life education resources, members in the news, NCFR announcements and opportunities, and much more. Updated often...you should visit, www.facebook.com/ncfrpage





How successful writers work: place and ritual

Robert Milardo, Ph.D., University of Maine, rh360@maine.edu

To write, we need a place of our own. It need not be palatial, comfortable and free from distractions will do. In this article we'll take a look at where writers work and how they manage space to suit the requirements of their writing. We'll continue similar themes in the fall issue of *Report* and explore forms of writing groups and the all-important rituals in which writers engage. By understanding our personal needs for writing comfortably and productively we can mindfully adjust for preferences, social circumstances, and the requirements of particular projects.

Writing place

Faculty write in their university offices, in home offices, in public places, and in group



settings. Some have rather austere requirements. Paul Silvia writes daily at home with the simplest desk and chair and no Internet access. "The best kind of self-control is to avoid situations that require self-control," he says. His desk is uncluttered and rather more like a table without drawers. The walls are unadorned. Paul speaks of his early years writing a slew of journal articles from a folding chair and matching folding table. I wrote him recently and asked if his writing place has changed, particularly after becoming a parent to two children. He responded:

My writing space has actually become more spartan over the years. When I got babies, they took over the writing room

and turned it into a museum of sorts for dinosaur and truck toys. We don't have an extra room, so I put an old lounge chair and ottoman at the end of a big passageway that links two parts of the house. So now there isn't even a desk or a door to shut. (For a snapshot of Paul's office, see the Crafting Scholarship Facebook page: <https://www.facebook.com/CraftingScholarship/>)

For Paul, a room with a view is not at all essential; a printer on the floor is nice. Not all writers are quite so spartan in their space requirements (or nearly as productive). Successful writers characteristically select comfortable writing spots, often facing a window with a view. They frequently display favored objects or art in their writing spaces. My colleague Denise displays pastoral watercolors by a local artist we both admire. I write from a home office. The room has a desk (with drawers), comfortable seat, bookcases, comfortable reading chair, photos of friends, some art, and heaps of stuff. The view is of a forest, a snippet of lawn, and off to the southeast, a field with a blanket of snow in the winter and in summer a riot of black-

eyed Susans. There are by some standards plenty of potential distractions, but somehow I find the space all the more comforting. It's an easy place to work. More recently I have been writing from my campus office and from unoccupied seminar rooms, which I scheduled for this purpose simply because there are no distractions and no objects in the spaces imbued with emotional ties. Sometimes spartan surroundings, or at least surroundings in which we have no particular emotional attachments, are a very good idea.

In working on my book and later this article, I spent time talking with many authors. Bill Marsiglio and I talked via Skype for well over an hour. Bill was at his home office

where he does most all of his writing. At the end of interview Bill turned the camera linked to his computer around so I could witness the Floridian view from his window, the same view he has while writing. The picture was of a rural countryside, including a barn, a lawn interspersed with native plants like palmetto and surrounded by a copse of flora common to north-central Florida landscapes. Perhaps Bill, like I, found a room with a view comforting.

Oddly enough, nearly all the writers I spoke with prefer writing from places other than their university offices, although there were exceptions. Harry Reis writes from his university office and never before 10 am. He prefers late afternoons and early evenings, when child care responsibilities permit. Faculty who typically write from home offices or in some cases public venues are far more typical. Paul Amato shared:

I have a complete division between my home and university office. My home office is for my writing. I have everything set up here. I have all my books, files, data files. My office at the university is for teaching, committee work and meeting with students.

The reasons faculty preferred writing at home were simple enough. A university office was associated with too many distractions, interruptions, and in some cases an unpleasant atmosphere. Heather Helms explained, "I need to go to a place where my mind feels clear and uncluttered." When I asked if that were ever her university office, she just laughed. Given that writing is part of our professional assignments, it is a bit peculiar so many find such work impossible at our places of employment.

Not all faculty write from offices or desks. Anisa Zvonkovic prefers to write from common spaces in her home.

When I work at home I really am a kitchen table person, and I like that but

place and ritual continued on page 11

the downside is that I am kind of messy. I think writing is messy; I have stuff out all over the place.

I only had one house with a [home office] and it was a horrific mess always. As a result, I don't really look for homes with a home office and I think that is different for my colleagues. Pretty much everybody had a study room in their house. That never really worked for me. I'm from a big family. I had three brothers and we had a very loud house, very verbal, people talking all the time. We would have multiple conversations going at the same time. I get really nervous when I'm in a quiet space, and isolated from interaction. Actually a lot of noise is good. My friend Elizabeth is like that as well. She had five brothers and we talked about how we do better [working and writing] in a public place where people are moving around us. A coffee place or whatever is good because I just like to have action going on around me.

Sarah Shoppe-Sullivan writes from her home, usually in the mornings after seeing her daughter off to school. "I just sit on my couch with my laptop. I curl up and write."

Elizabeth Sharp prefers writing in a coffee shop with a clear preference for the type of shop and where she positions herself in that space. When I spoke with her she was on an extended leave from her home at Texas Tech and working abroad and writing daily. She tries to get to the coffee shop by 7:30 each morning but sometimes doesn't arrive until 8. I asked her why she preferred coffee shops for writing.

The coffee is a treat for me and especially when I'm writing. I like to have coffee and sometimes if I am really struggling I'll get myself a cappuccino, but usually just a coffee with cream. The coffee shops are a way to help me focus with just one paper, one task in mind. In the coffee shop, it is really important where I sit and so I have to have my back against the wall. I have to have a big table or two tables together, and I have to be able to see everything in the space, and the space has to be kind of big. I don't like small coffee shops.

RM: Why big?

I'm not really sure. I'm just much more comfortable. I have multiple projects I'm working on so that is the other reason

this becomes useful. I say I'm just working on this paper at this coffee shop. I will only be there 2–3 hours because fatigue will set in. I could stay 5 hours but then I'm checking on email and doing other things.

I like public spaces because there are distractions but I don't have to attend to them. At [Texas] Tech there was always someone at the door visiting or an email to answer. So my use of coffee shops was partly to decrease all these distractions because I would tell myself not to touch an email while at a coffee shop. In one coffee shop I can't get on the Internet so it's built in that I can't access those distractions. I would also work at my home office in the early morning before the coffee shops open or late at night when I'm feeling inspired.

Some authors write in just plain old peculiar places. The social psychologist Zick Rubin is said to have written in a McDonald's restaurant, perhaps one nearby Harvard Yard where he worked, and therefore intellectually supersized. Much-favored novelist Jay Parini wrote in Lou's, a diner near Dartmouth College, of which he said, "What I liked about Lou's was the distant clatter of plates, the purr of conversations and the occasional interruption of a friend." Sounds charming.

There are likely many more variations in where faculty write. I recall one colleague who wrote in her car while waiting for her children to complete athletic practices. Sometimes practicality trumps preference. The important point is to be mindful of our requirements for productive writing and to act accordingly. This is true of the places we choose to write as well as the length of our writing sessions, which we consider in the next section.

Structuring time

When faculty write and the length of writing sessions vary. Most seem to prefer early mornings, and most write in bounded sessions. They may do so out of personal preference or simply in response to the available time. Elizabeth Sharp prefers to write in sessions composed of a minimum of 25 minutes of concentrated writing followed by a 5-minute break, during which she refreshes her beverage, checks her email or simply stretches. She executes a minimum of four 25-minute sessions before taking a longer break. The system actually has a name—*Pomodoro*—and of course an app

for the iPhone or similar. It is essentially a time management strategy and means to establish priorities and act on them. Elizabeth finds the structure helpful in focusing and prioritizing her writing, particularly since she typically works on several projects at any given time. By the way, although I don't actually time my writing sessions, I typically write for about 45 minutes before taking a short break; this is nearly always been my preferred style. Twenty-five-minute sessions are too brief, and anything longer than 60 minutes is likely a bit too long. You may find a slightly shorter or longer session suits your particular style.

Perhaps more important, Elizabeth's use of the Pomodoro technique is her response to a need. She has multiple writing projects, all challenging, and all competing for her time. This method is her current attempt to meet the challenges her writing presents while be-

place and ritual continued on page 13

Accolades for Crafting Scholarship and author Robert Milardo, Ph.D.

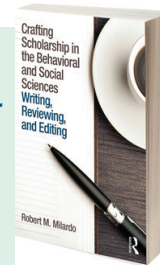
Choice magazine, published by the American Library Association,

has named Dr. Robert Milardo's book *Crafting Scholarship in the Behavioral and Social Sciences* an **Outstanding Academic Title** for 2015, an honor given to fewer than 3% of books published each year. The following is a quote from the review:

Milardo has written a refreshing, inspiring, and readable take on what has typically been a dry, mechanical, and private process.

NCFR is indebted to Dr. Milardo for sharing his ideas and insights on writing through this continuing article series, "Crafting Scholarship," based on his book. As an NCFR Fellow and the founding editor of the *Journal of Family Theory & Review*, he has more than 35 years of experience in teaching, research, and academic writing.

Dr. Milardo's book provides a comprehensive look at writing, editing, and reviewing processes in academic publishing (Fall 2014, Routledge). It is available at www.routledge.com/books/details/9781138787841/



What does social justice mean in the context of family science?

by Anthony James, Vanja Lazarevic, Soyoung Lee, Kate Kovalanka, and Christi McGeorge*

One job of the Inclusion and Diversity Committee (IDC) is to engage the membership in scholarly dialogue pertaining to issues of inclusion and diversity. Like many other organizations, and society at large, NCFR is grappling with issues of social justice. The 2015 conference feedback revealed that many members are calling for NCFR to be more active in discussing and doing social justice work both within and outside the organization. For example, the IDC conducted a session on “Social Justice Strategies in the Age of Ferguson” at the 2015 conference, which clearly resonated with people based on the great attendance and the positive feedback given by attendees. We recognize, however, that social justice may be conceptualized in a number of ways, across a diverse sample of people. Therefore, as we contemplate how to make NCFR a more inclusive organization to serve diverse populations, especially marginalized and less visible families and their members, the IDC has investigated how researchers, practitioners, and educators have conceptualized and applied social justice in the field of family science.

Social justice missions in academic programs

Many academic programs use the term *social justice* to guide their departments and the work that they do. The IDC reviewed the 302 degree programs in family science listed on the NCFR website (www.ncfr.org/degree-programs) and cross-checked the program information via a Google search. Twenty programs explicitly stated social justice in their mission statements or program information. These programs advocate students’ learning through awareness of diversity, injustice and inequalities, self-reflection, and a firm understanding of societal influences on families in order to prepare students to have professional capacities to serve all families, including diverse and marginalized families within multicultural contexts.

Social justice in pedagogy

Family science scholars have also been writing about social justice in higher education for some time (McDowell & Shelton, 2002; McGeorge et al., 2006; Sensoy & DiAngelo, 2009; Speight & Vera, 2004). These pedagogical writings

were part of endeavors to help students understand how social injustice (i.e., oppression, differential privilege and power, structural inequalities, etc.) influences the lives of all families. Through experiential and reflective learning processes, instructors who use a social justice framework in their classrooms emphasize providing an environment for future professionals that allows students to investigate their own lived experiences of power, privilege, and oppression.

Social justice in research

A social justice framework has been used by scholars to conduct methodologically, conceptually, and purposefully various research studies (De Reus & Blume, 2011; Moore, 2011). These researchers argue that societal structures can influence research methods, interpretation of research findings, and theoretical development and application. In addition, biases, power, and privilege exist in science, and inattentive research may reinforce these inequalities (Russell, 2016). Therefore, many scholars have concluded that the effective utilization of scientific knowledge, grounded in a social justice framework, can help researchers contextualize the situations that individuals and families are facing. By extension, this knowledge will also help practitioners and policymakers find better solutions and promote positive development among all individuals, families, and communities (Lerner, 2015).

Future directions

In summary, there is an increasing movement to apply a social justice framework to research, practice, and education in the field of family science. Although there are various notions about the term *social justice* among professionals in the fields mentioned above, it seems that there is a general consensus that dissemination of scientific knowledge and appropriate training among professionals in our field can be a powerful source of social change to promote more equal rights and improved well-being among the diverse families whom we serve. These scholars also emphasize the importance of scientific knowledge-based action to produce a humane and just world. Based upon these literatures, social justice—and operating under a social justice framework—refers to:

Individuals and organizations actively (1) identifying the dynamics of socially structured and institutionalized oppression and privilege; (2) self-reflecting on our own socialization linked to social locations (e.g., race, class, age, gender, sexual orientation, ability, etc.); and (3) acting on systematic and hidden disparities with meaningful leadership in the field of family science.

Our hope is that this article helps open up the discussion as to what social justice means in a context of family science. Based on the current literature, the IDC is currently developing a working definition of social justice and a social justice framework in the field of family science. As always, we welcome your input on defining social justice and social justice framework (www.ncfr.org/idc-webform) because this discussion strengthens the mission of NCFR. In addition, we hope to continue this discussion at the IDC-related sessions during the 2016 annual conference. Keep an eye out for announcements about our sessions so you can join us in continuing a discussion about social justice in the context of family science.

*Additional committee members are Sandy Bailey (chair-elect), Ruben Viramontez Anguiano, Shann Hwa (Abraham) Hwang, and Jennifer Kerpelman (board liaison). ■

Selected references

- De Reus, L. A., & Blume, L. B. (Eds.). (2011). *Social, economic, and environmental justice for all families. Groves Monographs on Marriage and Family: Vol. 1*. Ann Arbor: University of Michigan Library. doi:10.3998/groves.9453087.0001.001
- Lerner, R. (2015). Promoting positive human development and social justice: Integrating theory, research and application in contemporary developmental science. *International Journal of Psychology, 50*, 165–173. doi:10.1002/ijop.12162
- McDowell, T., & Shelton, D. (2002). Valuing ideas of social justice in MFT curricula. *Contemporary Family Therapy, 24*, 313–331. doi:10.1023/A:1015351408957
- McGeorge, C. R., Carlson, T. S., Erickson, M. J., & Guttormson, H. E. (2006). Creating

social justice continued on back page

ing responsive to her personal preferences, and in doing so maximize her productivity. Productive faculty are often well aware of their challenges in writing, willing to experiment in finding ways to meet those challenges, and altering their common practice to meet current circumstance.

Managing comfort

Some writers have preferences for their writing attire, a complete surprise to me. Pajamas are commonly preferred, or in one instance a particular writing leisure suit. For instance, one very productive scholar shared, “Shall I say I’m usually in my pajamas when I do this [write]. [She laughs.] I love pjs.” She was quick to add, “if I’m not at work or going out.” She then offered, “I have a colleague who also writes in her pajamas.” My contemporaries are in good company. The Canadian author and Nobel Prize winner Alice Munro wrote in her nightclothes, as did the prolific and immensely popular British author Beryl Bainbridge. Martha Grimes, best known for her mystery series, wrote in bed with 14 fountain pens with 14 shades of ink to help in fostering different perspectives and keeping boredom at bay. I guess if you write 20+ mystery novels, then boredom might be an issue. And who doesn’t like a change of hue now and again?

None of the men I spoke with had particular sartorial preferences when writing, nor do I ever recall a male colleague sharing with me what he wears when he writes. Nonetheless, there are exceptions: Tom Wolfe is said to write in a turtleneck and khakis, attire in which he would be loath to appear in public and thus anchoring him to his desk. J.D. Salinger wrote in overalls in a cabin reserved for writing. It is curious how gender creeps into the most mundane of issues and, paradoxically, demonstrates just how interesting the ordinary can be. Incidentally, I nearly always wear blue jeans when writing, but then I nearly always wear them at home for just about everything.

A good friend shared with me that when she was about to take a year-long research leave she shopped for a comfortable set of writing clothes. She found something and later recommended the outfit to colleagues who were also planning leaves to concentrate on writing. She referred to the outfit as “loungewear, something between jammies and workout wear.” She said she wore the outfit every day when writing. I forgot to

ask about the hue. If you are interested, give me a shout, and I can put you in touch. The important point, of course, is to be mindful of your preferences and adjust accordingly. If leisurewear works for you, go for it, but perhaps don’t put that in your promotion papers.

Matching place, ambiance, and purpose

Although productive faculty varied in the precise details of their preferences for writing times, places and other personal rituals, they shared some essential qualities. Faculty were in all cases very aware of their preferences. They knew where they preferred to write and why. They understood their personal needs, however quirky or idiosyncratic, and they acted on them without much question. The spaces in which they worked sometimes varied quite intentionally with the needs of the task at hand. Rachele Brunn-Bevel prefers writing from her dining room but editing from her home office. Anisa Zvonkovic prefers writing at home, but at times she vastly prefers a public venue, particularly when she is rewriting. “A different place helps to put on a different perspective,” she says. And when she is writing grants yet another element comes into play.

When I’m grant writing I’ll have a collection of music that I play. Because my work on grants is a little different from my other writing, there is a deadline, and I’ve got to work on it every day, and if not, then almost every day, and I have this Celtic punk band [I like and called Amadan]. And for some reason it has really worked for me. I found that I had high energy and worked really quickly when I had it on. It really helped me to focus.

Amadan is high-energy music and a little angry. And I had a certain anger at the whole grant process and how unfair it is, and [how] few people ever [get] funded, and I just had a kind of head of steam about the whole endeavor and for some reason this music really helped me. Other than that, I usually listen to instrumental music [when writing], because lyrics can be distracting.

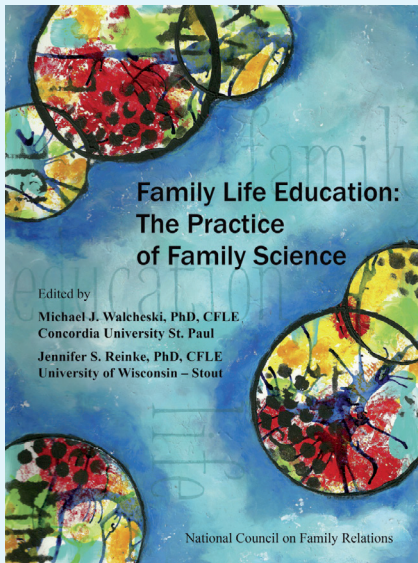
In this instance, the music is matched to the nature of the work and the writer’s temperament regarding that work. Purposeful manipulations of writing environments require an awareness of individual preferences or needs, the special requirements of the work, and one’s attitudes or interpretations of that work. Productive faculty are aware of these issues at some level and act accordingly.

Summary

Productive faculty masterfully regulate their comfort levels by means of manipulations of place, ambiance, the timing and length of writing sessions, and personal attire. These instances of active self-monitoring recognize the inherent difficulty of writing and are designed to ease the burden and facilitate productivity. The masters are exceptional in the work they do and in how they arrange completing that work.

In the end, I think the key is to write mindfully, to know where you are likely to be most focused, productive, comfortable, and able to manage distractions that compete for attention. Productive faculty arrived at different solutions—for instance, working off campus, at home, or in public settings—but they clearly recognized the issues that fuel their productivity and adjusted accordingly. ■





ISBN#: 978-0-916174-75-1

Order # EDFLEFS1501

Member: \$42.00 / Non-member: \$52.00
plus shipping and handling

It's Here!

Family Life Education: The Practice of Family Science

Edited by Michael J. Walcheski, PhD, CFLE,
and Jennifer S. Reinke, PhD, CFLE

Now available through the NCFR Store!

<https://www.ncfr.org/store>

Useful and informative for seasoned and emerging professionals, as well as students, **Family Life Education: The Practice of Family Science** provides a comprehensive examination of the profession from the perspectives of many leading family scholars and educators. It includes three sections: *Current Themes in Family Life Education*; *Integrating Family Life Education Content Areas into Practice* (organized around the ten family life content areas); and *Family Life Education Teaching and Practice Resources*. Chapters include discussion questions supported by accompanying online Key Resources.



Here is a book that promises to be as useful and informative for seasoned, emerging, and rising professionals as it is for university students. The range of topics includes theoretical to specific practice settings. Such a book should be enriching for professionals in the field. Topics covered in the book also make it promising as a supplemental text. In either case, the book provides utility for preparing, updating, or further developing Certified Family Life Educators.
– Stephan M. Wilson, PhD, CFLE, Dean, College of Human Sciences, Regents Professor of Human Development and Family Science, Oklahoma State University



As a licensed parent educator and Certified Family Life Educator, I appreciate the detail that is spent in reviewing the foundations of family life education as well as the successes and challenges that strengthen our field. Family Life Education: The Practice of Family Science acknowledges the depth of knowledge I need to have on a variety of topics in order to meet the needs of the parents and family members I serve and reminds me that the best tools for guiding me in my practice are found within the 10 content areas of family life education. – Beth Gausman MS, CFLE, MN
Licensed Parent Educator



As a principal translational branch of family science, family life education is essential for promoting evidenced-based best practices among couples and families. Family Life Education: The Practice of Family Science provides a comprehensive examination of the profession from the perspectives of many leading family scholars and educators, and in doing so is certain to both advance the profession and become foundational reading for all aspiring family life educators. – Jason Hans, PhD, CFLE, Professor, Department of Family Science, University of Kentucky



Walcheski and Reinke's Family Life Education: The Practice of Family Science is a "must have" for family science professionals and all those engaged in family life education! It is a comprehensive resource covering all matters related to family life education with chapters written by outstanding leaders in the field. I can't wait to share it with my students! – Raeann R. Hamon, PhD, CFLE, Chair, Department of Human Development and Family Science, Distinguished Professor of Family Science and Gerontology, Messiah College

It is refreshing and helpful to find a high quality text precisely angled towards the professional interests and challenges facing family life educators. This book fills a void and is the "go to" text for courses in family life education.
– Clara Gerhardt, PhD, CFLE, Professor in Human Development and Family Science, Samford University

Letters to the Editor

Dear Editor,

As NCFR works to actualize inclusivity and diversity, it is critical that we employ frameworks of social justice, human rights, and intersectionality. Without such frames, inclusive efforts likely will not redress histories of racism, sexism, classism, ableism, homophobia, transphobia, xenophobia, and other forms of oppression that have been systematically structured into every facet of our society. Color-blind and other “neutral” policies and practices put forward under the guise of inclusivity will only replicate and perpetuate inequalities and injustices because they do nothing to address and

change the social-structural impediments to reform. And if we as an organization continue to act under these “neutral” yet “progressive” falsehoods, we remain complicit in furthering a majority culture of privilege to the detriment of actualizing our diversity goals.

Consider NCFR’s past efforts to remain neutral about marriage equality, perhaps for fear of upsetting (or marginalizing) those members who do not approve of or believe in same-sex marriage. Under the veil of neutrality, NCFR might argue that we must be inclusive of all, including members who espouse homophobic beliefs, practices, and

policies. However, this stance risks perpetuating bigotry and runs counter to the human right of nondiscrimination. Using a social justice and human rights frame, NCFR must work to promote the rights and dignity of all families, while simultaneously working to end bigotry and discrimination. Let’s be an organization that holds each other to account for historical and ever-present inequalities and injustices. Let’s work together to grow inclusivity, diversity, and justice.

Bethany L. Letiecq, Ph.D.
Associate Professor and Program Director,
Human Development and Family Science,
George Mason University ■

Family Policy Section News

Making a case for policy implications in research: a reflexive contemplation and call to action

Morgan Cooley, morgan-cooley@utc.edu

Very few people will argue against the importance of policy in daily life, yet there are still many scholars, both novice and experienced, who do not include policy implications in crafting the research and discussion sections of their research articles. It is commonly accepted that implications are provided in research studies with the intention of interpreting the meaning and results of your research. When taking a systems lens, there are very few research topics that would not have a direct or indirect relationship to policy. Policy implications add a holistic lens to the meaning and interpretation of your research beyond the traditional discussion of how your results can be enhanced by other research and how your results can be applied to practice. Implications for policy are most often meso- and macro-level considerations and can include programmatic, community-oriented, state-level, or federal-level reflections of how your research can influence existing systems, how existing systems or societal contexts influence your research or the application of your research, and potential options for how to develop research-informed programs and policies.

If you feel that policy is an area in which you do not have much knowledge or experi-

ence, you have some options for strengthening your competence.

First, and in no particular order of importance, combining forces with a co-author or mentor who has some experience with or knowledge of policy can help you to develop a specific understanding of where to begin, especially as it relates to your area of study. As a new professional who has been teaching family and social policy courses for many years and a researcher with an interest in policy, I have found that my students and mentees often have more policy knowledge than they realize. Gaining policy knowledge is more a manner of learning about the formal systems and governing structures that are in place, identifying pre-existing policies and programs related to their area of research, exploring how macro-level policies influence the individuals and families they research, and using the appropriate language targeted to the various audiences who would be interested in the results.

Second, policy implications should be included as an important aspect of conceptualizing your research plan and developing your scholarly article. Implications are not an afterthought but an intentional part of your purpose and research design. Consider the

family policy continued on back page



Letters to the editor on topics and activities relevant to NCFR member interests may be submitted to *NCFR Report*. Requirements:

- Only letters submitted by members will be accepted.
- Length is limited to 250 words; letters may be edited for space and clarity.
- Letters must be signed and include contact information; submissions are verified.
- Letters that are deemed libelous, malicious, or otherwise inappropriate will not be published.

Submit letters to the editor to allisonwickler@ncfr.org or

NCFR
Attention: NCFR Report
1201 West River Parkway, Suite 200
Minneapolis, MN 55454



in this issue:

Families and Obesity

family policy continued from page 15

audience for your research and the impact you want your research to have. Are you writing articles that can be easily picked up and digested by readers who make important policy or program-level decisions?

Third, explore policy research related to your area of interest. You will often need to digest journals you may never have read or search for materials such as policy briefs, program or policy reports written by government or contracted organizations, or even go straight to government websites. Take note of the language and think criti-

cally about how the information presented to you fits the reality or context of your research. Some of you may identify new research studies, find articles that need to be critiqued or disputed, or find ways to make your research more impactful. And finally, you may identify new research partners or stakeholders for promoting or enhancing your research.

As family scholars who are committed to systems thinking and viewing research through a systemic lens, leaving out policy implications would be like eliminating a

subsystem from a family or surveying only one parent about a family-oriented issue. Most of us pursue research as much more than a personal accolade, viewing it as a way to add to the collective and research-informed discourse, as well as a means of creating positive change in our world. Policy may be the only practical way of making systemic or large-level change. As the context of our research changes—from the micro (e.g., participants and families) to the macro (i.e., political and ideological)—it is time to take responsibility and action for creating digestible and impactful research. ■

social justice continued from page 12

and evaluating a feminist-informed social justice couple and family therapy training model. *Journal of Feminist Family Therapy*, 18, 1–38. doi:10.1300/J086v18n03_01

Moore, S. (Ed.). (2011). Child, youth and family studies. *International Journal of Child, Youth, and Family Studies*, 2 [Special issue].

Russell, S. T. (2016). Social justice, research, and adolescence. *Journal of*

Research on Adolescence, 26, 4–15.
doi:10.1111/jora.12249

Sensoy, Ö, & DiAngelo, R. (2009, January). Developing social justice literacy: An open letter to our faculty colleagues. *Phi Delta Kappan*, pp. 345–352.

Speight, S. L., & Vera, E. M. (2004). A social justice agenda: Ready, or not? *The Counseling Psychologist*, 32, 109–118.
doi:10.1177/0011000003260005