Congratulations to 2 New NCFR Fellows

NCFR is proud to announce that two accomplished NCFR members have been awarded NCFR’s prestigious Fellow status for 2018.

Katia Paz Goldfarb, Ph.D., and Jennifer L. Hardesty, Ph.D., CFLE, make up the 2018 class of NCFR Fellows. They join the elite ranks of NCFR members who have made outstanding and enduring contributions to Family Science in scholarship, teaching, outreach, or professional service, including service to NCFR.

NCFR Fellows are nominated by their peers and are selected by the NCFR Fellows Committee. Drs. Goldfarb and Hardesty will be recognized as new Fellows at the 2019 NCFR Annual Conference, Nov. 20–23, in Fort Worth, Texas.

Turn to page 2 to read more about the impressive accomplishments of our two newest Fellows. ✉

Call for Nominations for 2019 NCFR Awards

Honor Your Distinguished Colleagues

The National Council on Family Relations (NCFR), the NCFR sections, NCFR focus groups, the Certified Family Life Educator (CFLE) Advisory Board, and the affiliate councils have established awards to recognize those groups and individuals who further the interests of the organization and/or exemplify the standards to which members aspire. Award recipients are distinguished colleagues who have dedicated themselves to working in the discipline of Family Science and have given outstanding service.

Members nominate other members for the awards, send supporting evidence, and list other people who can verify the nominee’s qualifications. A selection committee evaluates the applicants or nominees and selects the recipient(s).

The deadline for most awards is May 1 of the year in which the award will be presented (unless indicated otherwise). Awards with special deadlines include the Jessie Bernard Awards (April 15), the Reuben Hill Award (March 30), affiliate councils awards (June 1), and the CFLE Special Recognition Award (Sept. 1).

Please check the NCFR website for a listing of all awards, criteria, the nomination and application processes, and deadlines: ncfr.org/awards.

Call for Nominations continued on page 16
2018 NCFR Fellows

Katia Paz Goldfarb
Katia Paz Goldfarb, Ph.D., is a professor of Family Science and human development and assistant vice president for Hispanic-serving initiatives at Montclair State University.

Dr. Goldfarb benefited from an international education. She attended elementary and secondary school in Chile and Venezuela. She earned her bachelor’s degree from the Hebrew University of Jerusalem in Israel; studied social theory at the Facultad Latinoamericana de Ciencias Sociales (FLACSO) in Buenos Aires, Argentina; earned her master’s degree in education from Eastern Michigan University; and earned her Ph.D. in family and child ecology from Michigan State University.

At Montclair State University, Dr. Goldfarb was a founding chair of the Family Science and Human Development Department. In her 13 years in that role, she spearheaded Certified Family Life Educator (CFLE) undergraduate program approval across three concentrations and started a doctoral program. In her current role as assistant vice president for Hispanic-serving initiatives, she coordinates university partners and structures to strengthen programs for Hispanic students, faculty, and staff.

Dr. Goldfarb’s substantial publication record addresses ethnic diversity in international perspectives and across the life course; Latinx families and students; and pedagogical practices for teaching diversity to diverse populations. Her extensive contributions to her university and communities include research collaborations with the New Jersey Department of Children and Families; keynote addresses and presentations at international family conferences; service as institutional liaison to the Hispanic Association of Colleges and Universities; service as cofounder of the course Familias Latinas en los Estados Unidos; and development of a Spanish-language-based Family Science concentration. She has received numerous college, university, and national awards for her efforts to nurture the next generation of scholars.

Dr. Goldfarb also has provided distinguished service to NCFR through her commitment to the Ethnic Minorities Section, her cofounding of the Latino/a Research Focus Group, and her service on the Inclusion and Diversity Committee and Institutional Identity Task Force. She will serve as program chair for the 2019 NCFR Annual Conference in Fort Worth, Texas.

Jennifer L. Hardesty
Jennifer L. Hardesty, Ph.D., CFLE, is a professor of human development and family studies at the University of Illinois at Urbana–Champaign.

Dr. Hardesty earned her bachelor’s degree from Eastern Kentucky University, from which she graduated summa cum laude; and her master’s degree and Ph.D. from the University of Missouri–Columbia. She extended her training as a National Institute of Mental Health postdoctoral fellow at the Johns Hopkins University School of Nursing, and then began her career in academia as an assistant professor at the University of Illinois in 2003.

A distinguished scholar, Dr. Hardesty has made sustained and influential contributions to scholarship on intimate partner violence (IPV). Her research interests in that area include IPV, separation and divorce, and coparenting after separation; coercive control in current and former intimate partner relationships; family court responses to IPV; and health and safety of mothers and children after leaving abusive partners.

Dr. Hardesty has published more than 30 refereed journal articles and book chapters, and her work is widely cited. Impressively, Dr. Hardesty’s work has been supported by funding from the National Science Foundation, the National Institute of Justice, the National Institutes of Health, and the Lesbian Health Fund for the Gay and Lesbian Medical Association.

Dr. Hardesty has performed extensive service to NCFR through her frequent presentations at annual conferences, her leadership on the NCFR Board of Directors,
Family Science Training Provides Relevant Competencies for 21st-Century Workforce and Life

Anisa M. Zvonkovic, Ph.D., NCFR President, zvonkovica18@ecu.edu

Lately I’ve been reflecting upon the advantages that Family Science training has given me in my work and personal life. I am sure that many of you have realized similar benefits in your varied occupations and private lives. I’m particularly grateful to my colleagues and mentors for imparting to me rich, deep, relevant training, and to my students for helping me realize what I’ve learned from them.

It is worth making explicit the ways that Family Science education contributes to broad work and life skills. Students new to the discipline, members whose training was in another discipline, and colleagues from other fields will greatly benefit from learning about the competencies that Family Science provides. Apart from knowledge of family dynamics and families in context, I am aware of at least four major abilities formed from studying Family Science.

Systems Perspective and Systems Thinking
I don’t think you can be a Family Scientist without a working understanding of systems, both systems within the family and systems around families that affect how they work. With such deep knowledge of systems, Family Scientists are outstanding members of social service organizations because we understand both the internal dynamics of organizations and how they operate with respect to other organizations.

Applied science and experiential learning are all the rage, and we Family Scientists have a wealth of techniques, examples, and approaches to share with the world.

and community. For example, how many times have you noticed that you can’t help but draw a family genogram in your head rather than an organizational chart for institutions in which you are involved? As Family Scientists, we always attend to the internal relationships as well as the explicit reporting lines. Such attention makes our contributions to change in organizations much more effective than if we did not notice internal dynamics. It’s no surprise that many of my colleagues have played active roles on the boards of nonprofits in their communities. Developmentally, many of my former students have cut their teeth with professional service through activities in campus organizations, which quickly turned into serving in leadership roles around the various campuses in which they have enrolled. I do not think it’s an accident that family scientists are so involved in professional organizations. Our involvement is because of our core desire to improve the world, but it’s also because of our skills in understanding and working effectively within systems.

Developmentalists With Context
All Family Scientists have (at least a bit of) a developmentalist in them. We understand that families change over time, and we must have a working knowledge of individual development to be aware of how development affects relationships. For example, I think embracing developmental change allows me to not get too riled up by present circumstances. Ideally, it also allows me to savor the good times. Regardless of the line of work we find ourselves in, having a sense that the situation changes and rejecting a homeostatic paradigm are both helpful for adapting to change in one’s work. If I had a dollar for every time someone I supervise has said, “We’ve always done it this way,” when confronted with macro- or micro-level changes they did not support, and for which they did not feel prepared, I could buy an extra cup of tea every day! I believe that Family Scientists with developmental training are more likely to embrace change than folks in other disciplines and embracing change is a key quality in the modern workforce.

Another insight that comes from a developmental perspective is the realization that we all develop at our own pace. This realization helped me immeasurably when...
NCFR Strongly Advocates for Family Scholars and Professionals

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

NCFR will represent the scholars and professionals in Family Science by establishing standards for research, education, and practice and by advocating for the development and advancement of the discipline and the professions of Family Science. —NCFR Global Ends 3

NCFR is proud to represent a diverse and interdisciplinary body of members working hard in their respective fields to understand and best support an increasingly complex variety of families in an ever-changing and connected world. Efforts in recent years to advance the discipline of Family Science have received considerable attention, not only because they benefit academic members in the advancement of their careers all the way from their undergraduate years into tenure and beyond, but also because they aid their departments in carving out an identity for themselves within their institution.

These efforts greatly benefit the work of practitioners as well. Members of the Certified Family Life Educator (CFLE) Advisory Board (which includes selected positions for both practitioner and academic representatives) are tasked with developing and implementing policies regarding the promotion and advancement of the CFLE credential program, which in turn adds value to anyone who identifies as a Family Life Educator.

It is clear, then, that continuing to champion the concepts of Family Science and Family Life Education is important for the future of the discipline and for members who are up-and-coming in their careers. It is also true that this work benefits scholars and professionals who specialize in families but work more squarely in associated disciplines such as psychology and sociology.

Advocacy Projects in 2018

Because so much of the advocacy work that NCFR does on behalf of its members happens quietly and behind the scenes, it’s worth highlighting several achievements from 2018 that you may have missed.

In May 2018, NCFR was alerted of proposed legislation in Louisiana that, if signed into law, would have prohibited individuals in the state from calling themselves certified in any profession. This would have had implications for the livelihood of CFLEs and weakened the CFLE credential.

Raising the national profile of Family Life Education could lead to more employment opportunities for CFLEs.

Thanks to many individuals and organizations, including members of NCFR and the American Society of Association Executives (ASAE), who contacted their Louisiana state legislators, the bill was amended in committee to eliminate all language related to the use of the term certified.

Earlier that year, in March, we were thrilled to learn that a law was passed in Utah that recognizes Family Life Educators certified by a national organization (i.e., NCFR) as an approved provider of premarital counseling and education. We hope that this breakthrough legislation provides a model for other states to follow. Raising the national profile of Family Life Education could lead to more employment opportunities for CFLEs.

The NCFR weekly e-newsletter and website highlighted several ongoing stories in 2018 that have a bearing on the work of our members:

- The National Institutes of Health (NIH) has developed a new expanded definition of the term clinical trial that will now include many basic behavioral and social science studies. The planned implementation of new NIH policies will require Family Science researchers to adhere to new federal funding and reporting standards. NCFR shared developments on this topic and provided members with the opportunity to share their feedback on an NIH Request for Information.
- NCFR added its name to a letter to the U.S. Congress regarding research on gun violence coauthored by the March for Science and the American Psychological Association. The current lack of data on gun violence prevents Family Scientists from developing evidence-based policies and prevention strategies to protect families.
- Proposed questions on the 2020 U.S. Census and American Community Survey have far-reaching implications for family professionals who utilize census data in their work. NCFR and other social science organizations are concerned that asking respondents to identify their citizenship could potentially deter members of immigrant communities from completing the survey accurately, or at all. Other proposed changes on race and ethnicity questions may also have implications for members’ work. Throughout the year, NCFR announced via email and social media when there were opportunities for members to provide feedback to the U.S. Census Bureau on their data products.
- NCFR will continue in 2019 and beyond to advocate for its members on matters that have an impact on their professions and on the lives of the families they work with. As always, we welcome your feedback as to which areas we can better address, especially in matters at the level of state legislation. ✊
International Perspectives on Family Life Education

Dawn Cassidy, M.Ed., CFLE, Director of Family Life Education, dawncassidy@nfr.org

As Family Life Education (FLE) continues to evolve and expand throughout the United States, interest in this approach to strengthening and supporting families is also growing worldwide. In March 2018, two longtime NCFR members—Ayako Kuramoto, Ph.D., professor in the Department of Human Sciences at Seinan Gakuin University, and Kinuyo Kurokawa, M.A., professor at the Naruto University of Education—traveled from Japan to Minneapolis to get a firsthand perspective. In addition to visiting the NCFR office to talk briefly about the Certified Family Life Educator (CFLE) credential, they met with representatives of the University of Minnesota to learn about the parent education license and attended the Minnesota Association for the Education of Young Children conference.

Following her visit to Minneapolis, Dr. Kuramoto, one of the key players behind the effort to advance Family Life Education in Japan, invited me to speak at a full-day International Symposium on Family Life Education. This symposium, held at Jissen Women’s University in Tokyo in December 2018, represented another step forward in advancing Family Life Education in that country. I had the honor and privilege to be one of four presenters to share information on this topic from our respective countries (United States, South Korea, Taiwan, and Japan).

Keiko Takahashi, Ph.D., professor of human life sciences at Jissen Women’s University, and a committee that included Hiromi Gocho, Ph.D., past-president of the Japan Society of Home Economics, organized the symposium. This planning team was interested in learning about the development and implementation of Family Life Education from other countries to determine best measures in advancing the practice in Japan. Presenters were asked to share information about the history of Family Life Education in their country, content, implementation, challenges, and recommendations for Japan.

**Taiwan**

Jo-lin Chen, Ph.D., managing director of the Taiwan Council on Family Life Education and associate professor of child and family studies at Fu Jen Catholic University, shared a brief history of Family Life Education in Taiwan, which included the passing of the Family Education Act in 2003. The Ministry of Education and a Family Education Advisory Committee are responsible for the formulation of laws, regulations, and policies pertaining to Family Life Education; research and development on their implementation and promotion; and the planning, delegation, supervision, and evaluation of national family programs. Additionally, these bodies coordinate identified qualifications and training methods for Family Life Education specialists. In Taiwan, this practice is promoted within the government, the business community, schools, and the media.

The content of Family Life Education within Taiwan includes education about marriage, parenting education, gender, multicultural and intergenerational issues, filial duty, ethics, family relations, and family resources and management. There is a special focus on children with one parent and those who are orphaned.

Family Life Education challenges in Taiwan include the need for a sufficiently trained labor force, funding, various definitions of family, and social challenges—including single parenthood, intergenerational culture, international marriage, and family violence.

Dr. Chen’s suggestions for Japan included legislation of Family Life Education, establishment of a system that integrates this practice into local institutions including the business community and schools, university curricula that supports the training of Family Life Educators, and government investment.

**South Korea**

Heekeum Cho, Ph.D., professor at Daegu University in South Korea, 2018 president of the Korean Home Economic Association, discussed the Healthy Family Framework Act, described as a “basic law of family policy,” which was enacted in 2003 and has been enforced since 2005. The act resulted from a demand among home economists for research and education focused on family life issues including rapid changes in family and society (declining birth rate, growing elderly population, increase of two-earner families, change in the value
of marriage and children, increasing divorce rate, and an increasing number of multicultural families). Additionally, the idea of universal welfare for ordinary families is emerging. The vision behind the act included health, home, healthy society, and construction of welfare state. There were five major directions for the effort: strengthening of family functions, potential development of the family, cultural development of family and community, response to various family needs, and integration of family and society. Initially the act was proposed as the Framework Act of Family Welfare but was later changed to the Healthy Family Framework Act.

The general provisions of the Healthy Family Framework Act are the citizens’ right to maintain their family’s health with the support of the government and the simultaneous responsibility of the citizens and government to instill family values, promote marriage and childbirth, and prevent family dissolution. Goals of the act include improvement of the family as a unit; improvement of family relationships and gender equality; prevention of divorce and support to the divorced family; and healthy family education, including premarriage education, parent education, family ethics education, and the realization of family values.

The act includes provisions regarding qualifications of service providers, but there are multiple positions and supporting agencies, including the Ministry of Women and Family, the Korean Home Economics Association, and the Citizens’ Association of Healthy Families. Private qualifications certified by family-related academic associations (e.g., Korean Association of Family Relations) include the family worker, family counselor, and family manager. Dr. Cho emphasized the triangle medium- and long-term programs based on theory; cooperation and collaboration needed within home economics and other fields; and workforce settings.

**Japan**

NCFR member Dr. Kuramoto was the speaker representing Japan. In her presentation she discussed issues identified as concerns in Japan, including child abuse, poverty, gender inequality, karoshi (death by working long hours), changing family structure, increasing double-income households, division of labor, and gender disparity in housework and child care.

In addition to resolving family problems, the promotion of Family Life Education is considered a way to improve the social contribution of home economics and the status of home economists. The identified content reflects traditional home economics subjects, such as family relations, child rearing, family resource management, clothing, design, and nutrition, as well as other approaches—the body-of-knowledge model, the family ecosystem model, and the NCFR’s 2011 Framework for Life Span Family Life Education have all influenced Japan’s approach.

**Dr. Kuramoto discussed issues identified as concerns in Japan, including child abuse, poverty, gender inequality, and karoshi (death by working long hours).**

Qualifications for the position of Family Life Advisor were presented by the Division of Home Economics Education in 2010. In 2016 the seminar “Summary and the Challenges of the Activities for Establishing the FLE System” was presented by the Division of Home Economic Education with a goal of “developing consensus and new qualifications for the social contribution of home economics.” In 2017 the Japan Society of Home Economics began creation of the Family Life Advisor qualification.

Challenges include creating a training program for Family Life Advisers; program development, including evaluation of medium- and long-term programs based on theory; cooperation and collaboration needed within home economics and other fields; and workforce settings.

**United States**

My presentation regarding Family Life Education (FLE) in the U.S. began with the village story that is often used as an analogy for working upstream. I reviewed the principles identified in the figure created by myself and Carol A. Darling, Ph.D., CFLE, titled Foundations of Family Life Education Model: FLE is preventive, educational, strengths based, and research and theory based. A brief overview of the 10 FLE content areas was followed by a discussion regarding employment settings. Additionally, I provided a brief history of Family Life Education and an overview of the CFLE program, including information on obtaining and maintaining certification.

I wrapped up my presentation with discussion of the challenges (lack of identity as a discipline, unstable funding for FLE programs and agencies, and the diversity of settings in which FLE takes place) and strategies for growth (promote and support standards of practice, educate employers and the public, incorporate FLE into intervention settings, increase recognition of Family Life Educators as providers in legislation, increase and stabilize funding for evidence-based and informed prevention programs, and promote and normalize FLE through the media. My recommendation to Japan focused on the need to strike a balance of the need to establish meaningful standards of practice and a reasonable and obtainable method by which to award certification.

While the history, content, philosophy behind, and implementation of Family Life Education in each highlighted country varied, it was clear that there were more similarities than differences. In addition to presenting with the amazing women from Taiwan, Korea, and Japan, I had opportunities to meet with representatives of agencies and academic institutions from throughout Japan. I was struck by the grace and passion the participants and presenters showed regarding the value of family and the important role that Family Life Education can play in strengthening individuals, families, and society. It was very rewarding to have the opportunity to collaborate and learn from these wonderful family professionals.
There’s Never Been a Better Time to Get to Know Your Legislators

Jennifer Crosswhite, Ph.D., CFLE, Director of Research and Policy Education, jennifercrosswhite@ncfr.org

According to the Brookings Institution, the freshmen class of the 116th United States Congress has the least amount of prior political experience in history, following a trend that began with the 114th Congress. Further, many legislators from the previous Congress will not return. A record number of House Republicans retired, and many other lawmakers were appointed or elected to another office, defeated in the general election, or simply resigned, as tracked by the Center for Responsive Politics’ “casualty list.” All of this leads to an increase in inexperienced legislators in Congress.

The American Society of Association Executives (ASAE) has referred to this wave of inexperienced policymakers as a “looming knowledge gap” that has the potential to turn any constituent meetings on a topic of issue advocacy into a meeting on issue education (Lusk, 2018).

This presents an incredible opportunity for family scholars and practitioners to be the ones providing that education to incoming freshmen and incumbents as they create and decide on new legislation that has an impact on family. NCFR members are extremely well positioned to be the ones to lead and inform members of Congress on the importance of Family Science, thanks to their knowledge and experience in this discipline. NCFR members also have a wealth of knowledge at their fingertips thanks to the many resources available at NCFR’s website, especially our growing collection of resource and policy briefs, with new editions slated for 2019 (more on that below).

Despite their lack of political experience, Congress’s new class is record setting in another, more beneficial way: Its members are among the highest-educated freshman classes on record, second only to the 115th Congress (Burgat & Hunt, 2018).

Overall, the 116th Congress is the most educated in history, with 72% of House representatives having earned a graduate degree in fields as varied as law, medicine, and science. A record 102 women were sworn into the House of Representatives in 2019, comprising 23.4% of the chamber (DeSilver, 2018), another way that this class is set apart from previous ones.

NCFR members are extremely well positioned to be the ones to lead and inform members of Congress on the importance of Family Science.

Now more than ever, it’s important for NCFR members to make connections with Washington, DC, on issues related to Family Science research. An easy way to begin is by writing a letter to your representatives on family policies related to your area of expertise. You can find my recent column with best practices on writing letters to Congress at this link: bit.ly/talk2congress.

However, I encourage you to go one step further and look for ways to build a closer relationship with your members of Congress and develop a reputation with them as an expert on family research. Schedule a one-on-one meeting with them or attend a listening session or town-hall meeting. Alternatively, many policy experts suggest a low-key approach and developing a relationship with your legislator before providing research or policy recommendations (Bogenschneider & Corbett, 2010). For example, you can invite a legislator to speak in your class, participate in panels or seminars, or attend other events on family research topics.

For more specific advice, please see my previous column on working with legislators at bit.ly/tips4policy.

An Update on NCFR Research and Policy Briefs

I am happy to report that we have a number of research and policy briefs in various stages of production. Since taking over as the brief editor in July, Elaine A. Anderson, Ph.D., has been working with authors to complete briefs that were in progress, commence writing new briefs, and solicit ideas for new briefs. Some of the brief topics moving forward address research and policy issues related to childhood obesity, immigration challenges across the life cycle, farm-family stress and suicide, the needs and challenges of military families, the relationship between gun violence and mental health, child protective services reform, and responsible fatherhood initiatives. There are several other brief topics in various stages of discussion and finalization.

We will move forward with several brief topics that members identified in a previous survey as important for our discussion. We also received suggested topics for our consideration from members, and several topics presented at the 2018 NCFR Annual Conference elicited additional ideas for a brief development. Thank you for your interest and participation as we continue to expand the development of our brief offerings.

Dr. Anderson will be contacting members for assistance in reviewing briefs or writing a brief on a topic for which they are an expert. If you have ideas that you would like the brief series to consider, or if you have a brief you would like to write for a review, please contact Dr. Anderson at briefeditor@ncfr.com.

Dr. Anderson shared the following assessment of our research and policy brief activities: "I am quite pleased with the interest in our brief initiative and the range
of topics that have been suggested and are being developed on current challenges facing families. I hope as our brief publications become more regular, ideas for additional briefs will come to your mind and you will offer to become engaged in the development of these briefs. It is important that our research voices be heard and the impact of our research is visible for the development of policy. I look forward to working with many more of you in the future.”

References

President’s Report continued from page 3
I was an instructor and had to assign grades. I hated for students to do poorly, but when I took a developmental perspective, it was easier to understand that the student might not have demonstrated competency at the time I was assessing them, but that did not mean the student wouldn’t get there in time. Any one of us who has received messages from former students or people we have mentored years later can relate to this idea—student or mentee development is self-guided, rarely episodic, and, in general, minimally associated with what an instructor or mentor might do.

This idea that developmental trajectories are different for each person also helps me understand diversity—to be conscious of how people act (as well as their personal histories over time) in the face of constraints in their environments. I think about constraints that stem from a mismatch between the individual and the social systems around that person, whether due to ability status or to expression of difference in a harsh environment or to disadvantage and disparities of opportunity and how those affect actions in a particular environment. Many Family Scientists like me are pulled toward action related to diversity because we understand social and physical environmental limitations that affect people’s ability to flourish, and we want to do something to remove those limitations.

I would like to think that a developmental perspective has also been helpful in my personal life—as a parent and as a partner. Taking people “where they are” is very freeing and stems from an appreciation of life-span developmentalism.

Focus on Everyday Lived Experience
Family Science is an applied science. We tend to be well trained to think “so what?” in all the roles we play. In my opinion, our applied perspective has, in the past, been associated with a bit of denigration, as if our field were somehow less pristine because we get down into the dirty aspects of everyday life. Now, however, applied science and experiential learning are all the rage, and we Family Scientists have a wealth of techniques, examples, and approaches to share with the world. We are very good at understanding and articulating the importance of everyday life. I urge Family Scientists to unhesitatingly state why everyday life matters. The rest of the world, scholars and policymakers in particular, need to hear from us to understand why everyday lived experience is important.

Aptitude for Service and Leadership
Thanks to NCFR, Family Scientists have leadership opportunities in a professional organization that is optimized for making connections with colleagues. As someone who has supervised many scholars in interdisciplinary programs over the years, I can say with confidence that the profiles of family scientists, both faculty and graduate students, are chock-full of professional service activities that exceed the profiles of faculty in other disciplines. I think this is because NCFR is “right sized”: There are three professional journals published by NCFR and many opportunities for participation in the organization, including affiliate councils, sections, focus groups, and committees related to NCFR’s programming and functions. Student participation is welcomed and encouraged at NCFR. We seek out the perspective and needs of members to provide tailor-made professional development webinars, conference sessions, resources, and many other opportunities and experiences. In turn, members who become leaders in NCFR demonstrate skills that help them in other aspects of their careers and lives.

Now It’s Your Turn
I have elaborated several examples of how Family Science competencies can be useful in life both inside and outside of your vocation. Family scholars and Family Life Educators may find some use in these examples when articulating the value and expertise they bring to employers, within their institution, or to colleagues or clients. What other competencies have you discovered? I invite you to elaborate for yourself how these and other skills and abilities are useful to you in whatever walks of life you travel.
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Kansas State University Global Campus
At the 2018 NCFR Annual Conference in San Diego, California, the Journal of Family Theory & Review (JFTR) Digital Scholarship Board (DSB) and editorial team (both previous and incoming) met to discuss the future of digital scholarship at the journal. Founded in 2015 under the leadership of then-JFTR editor Libby Balter Blume, Ph.D., CFLE, and Robert Hughes Jr., Ph.D. (the first JFTR digital scholarship editor), the DSB was formed in response to a growing recognition of the role that social media outlets like Facebook, Twitter, and blogs play in contemporary science communication. Over the past three years, the journal’s Twitter account (@JFTR_NCFR) has accumulated nearly 600 followers, and in 2018 alone it made over 38,000 digital impressions. The journal’s Facebook page (@jftrpage) has accumulated over 1,100 followers, and in just the past year, three individual posts on the diverse topics of military families, relationship-maintenance tools, and hegemonic heteronormativity individually reached more than 1,000 individuals, with a fourth on debunking myths of parent–child estrangement reaching over 2,000! It is clear there is a broad community of academics, professionals, and the general public who are interested in family research reviews and family theory—and that engaging with these audiences can help promote the reach and impact of JFTR. As such, the incoming JFTR editorial team of editor Mark A. Fine, Ph.D., and deputy editor Anthony G. James Jr., Ph.D., CFLE, will continue to utilize and grow the DSB and expand the journal’s digital presence.

What’s Next?
A key goal that the DSB and editorial team seek to accomplish in the coming year is the development and implementation of several regular digital features. These features (outlined here) are designed to benefit current JFTR readership and authors, and help expand awareness of the journal and the applications of family theories and knowledge to classroom teaching, program implementation, and current events. Currently we have plans for six types of features.

Teaching Corner. In these features, instructors will be interviewed and provide advice on how they are currently incorporating JFTR articles into their classrooms, syllabi, and assignments. We hope to provide specific suggestions for matching manuscripts with course content, developing creative assignments inspired by or that incorporate JFTR articles, and exploring best practices for scaffolding the construction of a Family Science literature review or article critique.

Building Bridges With Practice and Application. In another set of features, we will seek to explore how family theories and review are currently being utilized by practicing professionals. These pieces will include discussions regarding how theory and collected Family Science knowledge influence tasks like program design and implementation, in-person interactions or pedagogy, and/or private or public policy development and advocacy. We will also seek to explore the aspects of theoretical or review articles that can most effectively facilitate application of Family Science and theory in clinical, policy, or programming contexts.

Theoretical Perspectives on Current Events. In these features, we will consider and discuss how varying theoretical lenses can provide insight into ongoing events. This may include what various Family Science theories can tell us about experiences of topics in the news, such as violence in schools, responses to crises and (un)natural disasters, discrimination in the workplace, immigration, or changing social and interpersonal dynamics in society. These features will also address how varying family theories might be used to analyze contemporary cultural artifacts such as popular films, television shows, music, and literature.

Tips for Publishing in JFTR. These features will highlight important tips for authors.
looking to publish in JFTR. Topics will include issues like identifying whether an article is a good fit for JFTR; common challenges for authors, as identified by editors or reviewers; best practices in responding to reviewers; how to “show your work” in the process of theorizing; and how to determine when a body of literature would benefit from a review.

Notes From the Author(s). As part of publishing in JFTR, we hope to regularly ask authors whether they are willing to engage briefly with the DSB to discuss any additional notes or thoughts that they have about their finished manuscript. Like the video abstracts implemented by some journals, this (completely voluntary) supplementary material would be made available through JFTR’s digital platforms. We hope that this will provide an avenue for scholars to expand on their work and provide a forum for them to give brief informal highlights that will both help drive readers to their published work and broaden its impact for additional audiences. We anticipate that some of these features may find themselves “double-showing” in other categories (e.g., if an author has a great plan for how a manuscript can be used in teaching or applied practice settings).

Early View and Issue Previews. Finally, JFTR’s Twitter and Facebook accounts will continue to post announcements about upcoming manuscripts and issue contents as they are released. Although this is a continuation of previous practices, the recent implementation of publishing articles online before their inclusion in a printed issue of JFTR is very exciting and will lead to more constant updates than in the past. Early View is particularly exciting for JFTR authors, who can be confident that their work will be made more widely available quickly after it has been accepted and finalized. The DSB will continuously work to provide previews and announcements of new articles and new issues to increase visibility of the journal, articles, and authors.

How to Get Involved
We are currently seeking to recruit additional members for the DSB who are interested in using new media outlets and platforms (e.g., Twitter, Facebook, LinkedIn, YouTube) to broaden the conversation about contemporary Family Science and theory occurring in JFTR both within and beyond the academic community. Our goal is to keep involvement in the DSB meaningful, regular, and limited in its demand on DSB members’ time and energy. The current plan is to develop feature teams (one team for each feature outlined in the previous section) that will be responsible for completing approximately one product every few months. Most of this “work” will involve identifying experts, developing relevant questions, and then emailing or (occasionally) conducting live digital interviews. Being a member of the board does not require being an “expert” in new media or technology; rather, we are looking for content experts or enthusiasts who will be able to utilize their knowledge and networks to create compelling, useful, and brief snapshots that connect teaching, research, practice, and/or current events to the latest family theory and review published in JFTR. We are looking for members with diverse professional affiliations (e.g., academics, community organizations, nonprofits), content expertise, and at all stages of their careers (including students and new or seasoned professionals). If you are interested in serving on the JFTR DSB, contact the JFTR digital scholarship editor, Luke T. Russell, Ph.D., CFLE, at ltrusse@ilstu.edu for more details, and keep an eye out for additional information in the NCFR’s Zippy News newsletter and JFTR Twitter (@JFTR_NCFR) and Facebook (@jftrpage) accounts. ✽

Congratulations to Our New Certified Family Life Educators

The following is a list of Certified Family Life Educators (CFLEs) designated between Oct. 1 and Dec. 30, 2018. Provisional unless otherwise noted.

Alabama
Danielle Cymone Stevenson

California
I-Chieh Kao
Queen Szanice Best Calaguas

Florida
Angela D. Dames-Johnson
Alicia Marie Poliard

Georgia
Kerri Lyn McDaniel

Illinois
Emily Johannah Janssen

Maryland
Dara Lee Debus

Michigan
Beth Shaw
Gloria O. Wilkerson
Lauren Werkema
Sierra Braxton
Sarah Elizabeth Hettig

Minnesota
Alisha Marie VanKirk
New Jersey
Ashley E Ermer

New Mexico
Kara A Lanctot
North Carolina
Jaclyn Denise Powers

Ohio
Jeffrey D. Livingston
Ashley Marie Williams
Madalyn Short
Emily R. Cojocar
Hali Dingo

Oklahoma
Chi M. Dungee
Oregon
Thea E. Block

South Carolina
Charleen Jo Beth Allen

Tennessee
Lisa Ann Connor
Casey E. Scannell

Texas
Carlos Perez
Rachel Leah Jumper

Utah
Jerevie Malig Canlas
Amanda Lynne
Gunnerson
Kylee Rowley
Kristina E Stein
Benjamin C. Stout
Ciara Blankenfeld

Wisconsin
Val Keiper
MEMBER GROUP UPDATES

Advancing Family Science Section

Jennifer S. Reinke, Ph.D., LAMFT, CFLE, AFS Section Chair, reinkej@uwstout.edu

The 2018 NCFR Annual Conference has come and gone, and attendees experienced another great conference filled with informative presentations, engaging roundtable discussions, thought-provoking keynotes, and a trip or two to the shopping-mall complex across the street. Thank you to the program chair Bahira Sherif Trask, the Program Planning Committee, and the NCFR staff for planning and executing a great program. I want to extend a special thanks to Advancing Family Science (AFS) Section past chair Raeann Hamon, whose work in carefully curating a number of thoughtfully chosen proposals resulted in strong representation of the AFS Section. Her hard work set the stage for our section to shine!

The closing of the conference marked the ending of Raeann’s term and the beginning of my term as AFS Section chair. It also marked the beginning of Scott Tobias’s term as chair-elect, Jaimee Hartenstein’s term as secretary-treasurer, and Jenn Greiving’s term as Students and New Professionals representative. I have been a member of NCFR since 2005 and have served the organization through my involvement with the Academic Program Review Committee as well as through reviewing proposals for the NCFR conference and NCFR Student Honors award. I am also the current president of the Family Science Association, which has roots in the AFS Section, and I am grateful to be a part of a community that collaboratively strives to advance Family Science. I look forward to working with AFS Section leadership to tap into the rich resources and ideas our section members have to offer, and I will soon be reaching out via the discussion groups tool to inquire about thoughts, ideas, or concerns members may have, with hopes of defining a united AFS Section vision for this year.

Speaking of this year—I hope that you are planning to attend the 2019 conference in Fort Worth, Texas, Nov. 20–23. I also hope that many of you submitted a proposal to the AFS Section! Topics we often look forward to seeing relate to the strength and sustainability of Family Science programs, including marketing and recruiting for Family Science programs; innovative and effective teaching strategies for Family Sciences courses, including the development, delivery, and evaluation of Family Science curricula; best practices for administrators of Family Science programs; ethical issues in the practice of Family Science; and the state of Family Science as a discipline. In addition, each year the section welcomes conference proposals that address the conference theme. Some topics that pertain to this year’s conference theme include the following:

- Scholarship of Teaching and Learning related to family sustainability—sustainability in the family home, sustainable family development, and sustainable family living
- Innovative strategies for teaching about contemporary challenges and salient topics related to sustainability in Family Science
- How to create sustainable service-learning, study-abroad, and other collaborative local or international partnerships.
- Evidence-based practices that effectively demonstrate and promote Family Science program viability.
- The role of Family Science administrators in advancing Family Science programs and the discipline by addressing universal threats to family sustainability.

I look forward to crossing paths with you in the AFS online discussion group! ✤

Advertise in NCFR Report

Looking to promote your university’s programs to potential students or faculty candidates? Want to advertise an event or workshop you’re organizing?

Get the message to your NCFR colleagues by advertising in NCFR Report, NCFR’s quarterly member magazine.

Each issue of Report — which includes organizational news and the popular “Family Focus” section made up of translational, research-based articles — goes out to the entire NCFR membership.

Space is available for advertising in every issue of Report. Rates start at $350 for a quarter-page ad (with volume discounts available).

Interested? Find more details about rates, deadlines, and specs at ncfrr.org/advertise-ncfr-report
The NCFR membership is diverse and just over 40 percent of that membership is comprised of Students and New Professionals (SNP). SNP are valued members of NCFR. They review conference proposals, present at our conference, publish in our journals and Report, serve as reviewers for our journals, and serve as leaders within our sections and focus groups. There are 27 student affiliate councils across the country which allow SNP to engage in leadership, community service, and professional development activities at a local level. It is my goal to be the voice for our SNP members, to make sure they are supported within our organization, and to work with SNP leaders to create a welcoming and inclusive environment for SNP members at the conference and year-round.

**Update on the Proposed Mentor Program**

Kimberly (Kimi) A. Crossman, Ph.D., held the SNP Board Representative position for the past two years, during which time she was an active voice for SNP members. Dr. Crossman also rejuvenated the SNP Leadership Council, which is comprised of the section SNP representatives, the SNP conference program chairs, and the Inclusion and Diversity Committee SNP representative.

Dr. Crossman and the leadership council worked together to gauge member interest in a formal, NCFR-wide mentor program. After hosting two town hall meetings during the last two annual conferences and disseminating a survey about interest in the program to the broad membership, the mentor program is now in its infancy. Dr. Crossman is now leading the NCFR Mentor Program Committee, an informal committee comprised of the previous SNP program chairs (Katie M. Barrow, Ph.D., and Jessica N. Fish, Ph.D.) and other SNP leaders who have assisted in the planning of the program thus far.

This committee is currently open to members who want to be involved in the production and analysis portion of the pilot program (senior scholars are highly welcome). The mentor program will tentatively be accepting applications in the late spring (keep an eye on Zippy News for more information) so that the pilot program cohort can start in November at the 2019 conference. Dr. Crossman’s actions as the SNP Board Representative have implemented substantial change and I look forward to continuing to work with her in the future. Indeed, my goal is to continue her legacy and expand it further.

**My Vision for the Future**

As the current SNP Board Representative (2018-2020), I want to see the mentor program pilot tested and successfully developed into a meaningful program for both mentees and mentors. I also want to open up communication among SNP members, while making us more visible within the membership and giving us a strong voice. We have a lot of SNP members but we also lose a lot of SNP members every year. We need to create an environment of inclusivity. We need to help SNP feel welcome, valued, and heard. Thankfully, I am working with a wonderful SNP Leadership Council to achieve these goals:

- **SNP Program Co-Chairs** – J. Kale Monk, Ph.D., CFLE, and Erin S. Lavender-Stott, Ph.D.
- **SNP IDC Rep** – Elizabeth G. Holman, Ph.D.
- **Student Affiliate Adviser Rep** – Bill Anderson, Ph.D., CFLE
- **Advancing Family Science SNP Rep** – Jennifer “Jenn” Greiving, M.A.
- **Education and Enrichment SNP Rep** – Sarah Kuborn, Ph.D., CFLE
- **Economic Minorities SNP Reps** – Sarai Coba-Rodriguez, Ph.D., CFLE, and Jenee’ C. Duncan, Ph.D., CFLE
- **Families and Health SNP Rep** – Carolyn A. Sutter, Ph.D.
- **Family Policy SNP Rep** – Anthony J. Ferraro, Ph.D., CFLE
- **Feminism and Family Studies SNP Reps** – Sonio L. Molloy, Ph.D. and Alison Chrise, Ph.D.
- **Family Therapy SNP Rep** – Ashley A. Walsdor, M.S.
- **International SNP Rep** – Cagla Giray, M.S.
- **Religion, Spirituality, and Family SNP Rep** – Ilya Okhotnikov, Ph.D., CFLE
- **Research and Theory SNP Rep** – TeKisha Rice, M.S., CFLE

**SNP Leader Highlight**

Erin S. Lavender-Stott, Ph.D. (assistant professor, South Dakota State University), and J. Kale Monk, Ph.D., CFLE (assistant professor, University of Missouri), were originally set to compete for the sole position of SNP Program Chair. Both saw how well the previous program chairs (Dr. Fish and Dr. Barrow) had worked together and petitioned to be elected together. They were granted this request, have begun their roles as program co-chairs and already have big plans for the 2019 conference in Fort Worth, Texas!

Hearing from more experienced people in the field and seeing the success of the 2018 conference session, “Negotiating an Academic Job: Considerations for Women and Minority Scholars,” Dr. Lavender-Stott and Dr. Monk decided to continue the momentum regarding professional development during student to new professional transitions (i.e., securing a job upon graduation). In 2019 they are planning sessions regarding navigating the job market for women and minority scholars, “alt-ac” options or jobs outside of academic positions, and what to do once new professionals have a job. They are also very excited to receive proposals from people across sections focused on promoting skills for SNP or providing information to future leaders in Family Science.
MEMBER GROUP UPDATES

Inclusion and Diversity Committee Report:
What’s Your Social Location?
Highlights from the special session at the 2018 NCFR Annual Conference

IDC members: Tiffany L. Brown, Ph.D.; Chalandra M. Bryant, Ph.D., CFLE; Daphne C. Hernandez, Ph.D.; Elizabeth G. Holman, Ph.D.; Miriam Mulsow, Ph.D.; and Kristy Y. Shih, Ph.D.

The purpose of the NCFR Inclusion and Diversity Committee (IDC) is to (a) identify the inclusion and diversity strengths, issues, and opportunities within all aspects of NCFR; (b) develop strategies and plans to examine ways that NCFR includes and excludes (however unintentionally) its members; (c) propose strategies to enhance NCFR’s ability to meet the needs of its diverse membership; and (d) document the successes of inclusivity approaches. IDC strives to engage NCFR members in scholarly dialogues on topics related to inclusivity.

At the 2018 NCFR Annual Conference in San Diego, the IDC continued its tradition of hosting special sessions on the topic of social justice with the support of the NCFR Board of Directors. The goal of these sessions is to equip participants with new insights and skills that can help to challenge institutionalized inequality one classroom experience, therapy session, or family interaction at a time. In previous years, these special sessions have examined problematic social structures; however, this latest session turned its focus inward, asking participants to consider how their own identities and vocations play a role in the intersection of social justice and Family Science.

Six NCFR members, from a diversity of backgrounds, were invited to serve as panelists to discuss how social locations shape their work in the family field. An individual’s social location is defined as the combination of factors including gender, race, social class, age, ability, religion, sexual orientation, and geographic location. This makes social location particular to each individual; that is, social location is not always exactly the same for any two individuals. To advance inclusivity at NCFR, the IDC members felt that it was important for participants to learn how to acknowledge their own social locations; examine interactions within and between broader systems of privilege and oppression; and reflect on how their social locations affect their approaches to education, research, and practice.

Co-moderated by Tyler Jamison, Ph.D., assistant professor, University of New Hampshire, and Anthony G. James Jr., Ph.D., CFLE, associate professor and director of Family Science Program, Miami University, each panelist identified his or her own social locations. Panelists then took turns answering a series of questions posed by the moderators, before taking questions from the audience.

Below are a just a few notable quotes from the panelists. Listen to the full session (#143) at ncfrr.org/2018-recordings, accessible to all conference attendees (in-person and live-streaming registrants). If you were unable to attend, you may still purchase access at a special reduced rate.

Adrienne Duke, Ph.D., Assistant Professor, Department of Human Development and Family Studies, Auburn University
Because I’m young, female, and Black, the way in which [my students] interact with me is very interesting. [They have] a sense of formality with other professors and a sense of informality with me. I get lots of personal questions about my life, about my hair, about the things I do on the weekend, which could speak to . . . a shared affinity, but it could also be how I appear to them and how that’s reflected back.

Veronica Barrios, Ph.D., Assistant Professor, Department of Family Science and Social Work, Miami University
The first thing I do, whatever course I’m in, is to first introduce my social location to my class . . . and then I follow this up with explaining intersectionality theory. I want [my class] to understand where I’m coming from and where I’m about to walk with them as we go through the course. Depending on their level of comfort, I will invite others to share their responses to [my social location]. As the course progresses, I invite my students to step into other people’s shoes. I want my students to be able to self-identify and be able to acknowledge . . . [their] privilege and also experiences of oppression within themselves and with others.

Vanja Lazarevic, Ph.D., Assistant Professor, Department of Child and Family Development, San Diego State University
At the beginning of the semester we talk a lot about positionalinity. I invite
[my students] to list some assumptions they have about me. How old do you think I am? Am I married? Do I have kids? . . . I try very hard to create a space and environment where people’s opinions are welcome. I really want to hear diverse opinions and diverse experiences. . . . Intersectionality can be difficult to grasp, but privilege seems to be easier. It’s a way to make people think [about] where they are coming from, and what that means for their experiences, and the experiences of people around them.

Manijeh Daneshpour, Ph.D., LMFT, Professor and Systemwide Director of Marriage and Family Therapy, Alliant International University in California

The way I view myself as a person (in terms of class, gender, power) really contradicts how I’m defined in this society. My father, who was a philosopher, believed that gender is a social construct. He would say feminism and equality of men and women only happens when women are highly educated and economically independent. I came to this country with the notion that there are no differences between men and women in terms of intelligence, what you can do, and what is possible.

- Manijeh Daneshpour

Greg Brooks Ph.D., LMFT, Assistant Professor of Marriage and Family Studies, Abilene Christian University

I worry about the notion of safe spaces [in the classroom] . . . in part because there’s so many layers between me and my students . . . that I have no idea whether they feel safe or not. I don’t know whether they feel comfortable or uncomfortable with our conversation . . . afraid, or sad and angry. I ask them, and sometimes they tell me, but I often just don’t know. So, I try not to promise that they’ll feel safe, but I want to have an environment where we can talk about anything and be respectful of each other.

I came to this country with the notion that there are no differences between men and women in terms of intelligence, what you can do, and what is possible.

- Manijeh Daneshpour

The following morning during IDC’s annual breakfast meeting (open to all conference attendees), conversations that took place during that special session continued in roundtables. Each roundtable was invited to consider discussion questions pertaining to issues of inclusion, diversity, and social justice within NCFR. The breakfast was well attended. Several members of the NCFR Board of Directors were present, in addition to long-term members and first-time attendees.

Finally, the IDC honored Lee Ann De Reus, Ph.D., as the 2018 recipient of the Social Justice Award for Contributions to Family Science. Dr. De Reus is an internationally recognized expert on gender, sexualized violence, and women’s rights. She is the executive director of the Domestic Violence Legal Empowerment and Appeals Project (DV LEAP), a national nonprofit organization based in Washington, DC. Working on behalf of the survivors of domestic violence, the organization challenges unjust trial outcomes; provides training for mental health professionals, judges, and lawyers; and improves policies intended to promote safety. Dr. Reus is also the cofounder and chair of Panzi Foundation USA, a nonprofit that assists survivors of gender-based violence at Panzi Hospital in the Democratic Republic of Congo.

The IDC welcomes suggestions for topics that should be addressed through organizational initiatives or through conference special sessions. Please submit them through our web form at https://www.ncfr.org/idc-webform. We appreciate your suggestions and look forward to continuing our dialogue about future plans for these special sessions.

Lee Ann De Reus (left) receives 2018 Social Justice Award
CALL FOR AWARD NOMINATIONS

Call for Nominations continued from page 1

NCFR-Sponsored Awards
Cindy Winter Scholarship Award—Students and New Professionals (SNP)

Purpose
This biennial award (presented in odd years) recognizes Cindy Winter, NCFR’s conference director from 1964 to 2007. It honors a student or new professional who has demonstrated outstanding leadership or service in the discipline of Family Science.

Award
The recipient receives a monetary award of $250 to use for travel expenses to attend the NCFR Annual Conference, up to $125 toward NCFR Annual Conference registration, and a plaque. The award is presented at the beginning of a plenary session at the NCFR Annual Conference.

Czaplewski Fellowship Award

Purpose
Past presidents of NCFR established this fellowship in administration in honor of Mary Jo Czaplewski, retired executive director. She served as NCFR’s chief executive from 1984 to 1999. The fellowship’s purpose is to provide funding to support the efforts of family scholars who want to obtain and make midcareer moves into academic or nonprofit administration.

Award
The fellowship is awarded only when there is a request for the support, but not more often than once every other year, and then after review of application materials. An award of up to $500 can be given biennially to a qualified applicant.

Felix Berardo Scholarship Award for Mentoring

Purpose
The Felix Berardo Scholarship Award for Mentoring is given in honor of Dr. Felix Berardo, a well-known and beloved professor from the University of Florida who went above and beyond expectations in mentoring many students to become outstanding leaders in the family field. The award recognizes an NCFR member for excellence in mentoring junior colleagues, graduate students, or undergraduates. Outstanding mentoring goes beyond classroom teaching and includes the provision of support, guidance, and opportunities for professional development.

Award
The annual award is recognized with a plaque and a $500 stipend, both of which are presented at the beginning of a plenary session at the NCFR Annual Conference. Thank you to the Advancing Family Science Section for administering the award beginning this year.

NCFR Student Award (SNP)

Purpose
This award is given to an NCFR graduate student member who has demonstrated excellence as a student and shows high potential for contributing to the discipline of Family Science.

Award
The recipient receives a $500 cash award and a plaque, both of which are presented at the beginning of a plenary session at the NCFR Annual Conference.

Affiliate Councils Awards
Affiliate Councils Award for Meritorious Service

Purpose
The Affiliate Councils Meritorious Service Award recognizes the outstanding service of affiliate members within their local, state, and regional councils.

Award
The award recipient receives a plaque, which will be presented at the Affiliate Councils business meeting, held at the NCFR Annual Conference. Up to five Meritorious Service Awards are given each year to deserving candidates chosen from nominees who fulfill the criteria (criteria are the same for university faculty members and community members).

Affiliate Grant

Purpose
The Affiliate Grant is designed to support an affiliate’s activities and promote involvement in the affiliate and/or NCFR. Student and state or regional affiliates are invited to apply for a grant of up to $300.

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.

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CALL FOR AWARD NOMINATIONS

to support an activity or project in their community or region. Grant applications will be evaluated on the basis of the grant criteria. Student and state or regional affiliates are evaluated separately, and more than one grant may be awarded. Affiliates may receive this award only once every three years.

Award
The recipient affiliate(s) will receive a grant of up to $300 and will be recognized during the Affiliate Councils business meeting at the NCFR Annual Conference.

Students and New Professionals
President-for-a-Day Award

Purpose
This award recognizes NCFR student or new professionals’ commitment, energy, and innovation in service to NCFR and empowers them to continue evolving their leadership role.

Award
In recognition of dedication, the award recipient receives a $500 conference travel stipend, a President-for-a-Day plaque, and the opportunity to shadow the current NCFR Board of Directors president during one day of the NCFR Annual Conference. The award will be presented during the Affiliate Councils business meeting at the NCFR Annual Conference. The recipient will be notified in advance and the date of shadowing the NCFR board president will be predetermined on the basis of the award recipient’s and president’s schedules.

Certified Family Life Educator Program
Certified Family Life Educator Special Recognition Award

Purpose
The intention of the NCFR Certified Family Life Educator (CFLE) Special Recognition Award is to recognize an individual or individuals who have demonstrated exceptional effort in promoting the CFLE designation or program. These efforts can be demonstrated through committee involvement, development of related publications or materials, advocacy, or marketing and outreach efforts. Nominees can include individuals (academic or practitioner) or teams of CFLE individuals.

Ethnic Minorities Section
Marie F. Peters Award

Purpose
The Marie F. Peters Award was established in 1983 to recognize distinguished scholars, researchers, and practitioners who have made significant contributions to the area of ethnic minority families. It is presented in memory of Marie F. Peters, who was a distinguished scholar, researcher, practitioner, and mentor, as well as an illustrious member of NCFR, a member of the Board of Directors, and the Ethnic Minorities (EM) Section leader.

Award
Presented biennially (odd years), a $500 cash award and a plaque are given at the beginning of a plenary session at the NCFR Annual Conference. The Marie Peters Address is given during the annual conference in the year the award is presented.

Family Policy Section
Feldman Outstanding Research Proposal for Research in Family Policy

Purpose
The award is presented in memory of Harold Feldman and Margaret Feldman, who were NCFR members and pioneers in the field of family policy. The award recognizes a graduate student or new professional who has demonstrated excellence in research and potential contribution to family policy studies, particularly in the areas of gender and/or women’s issues, or poverty.

Award
The recipient receives a $250 cash award and a plaque. The recipient is expected to present a brief report on the project and related findings at the following year’s NCFR Annual Conference.
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• Why Should Families ‘Buy Into’ Your Family Life Education? Establishing Credibility as an Educator

• Building an Online Family Life Education Practice: Tips, Tricks, Technology, and More

• Missing Values, SEM, and Growth Curves Using Stata (4-part series)

• Starting and Running Your Own Family Life Education Business (4-part series)

• Adverse Childhood Experiences (ACEs), Parts 1 & 2

New Webinars in Spring 2019
Available On Demand Soon After Their Live Date

• Advances in Moderation Analysis: An Introduction to Mixture Regression
  Tuesday, April 30, 2019, 11 a.m. - noon CT

• The Fundamentals of Dealing with Missing Data
  Thursday, May 16, 2019, 11 a.m. - 12:30 p.m. CT

• Mid-Range Models: It’s More Than Just SEM
  Tuesday, May 21, 2019, 11 a.m. - noon CT

See more at ncfr.org/webinars
CALL FOR AWARD NOMINATIONS

Family Therapy Section
Kathleen Briggs Outstanding Mentor Award

Purpose
The Kathleen Briggs Outstanding Mentor Award recognizes an outstanding mentor of students and new professionals in the area of marriage and family therapy. It is given in honor of Kathleen Briggs, a longtime Family Therapy (FT) Section member and leader. She was committed to mentoring marriage and family therapy graduate students and new professionals. Dr. Briggs was well known and respected for her leadership, insight, optimism, enthusiasm, and mentoring.

Award
Recognition, a plaque, and a $200 award are presented biennially (odd years) at the beginning of a plenary session at the NCFR Annual Conference.

Feminism and Family Studies Section
Jessie Bernard Outstanding Research Proposal From a Feminist Perspective (SNP)

Purpose
This award is presented in memory of Jessie Bernard, a former member of the NCFR Board of Directors and a pioneer in the field of feminist family studies. Dr. Bernard declared herself a feminist in 1970 and is known for her celebrated description of “his” and “her” marriages. She was a board member of the American Sociological Association, the Groves Conference on Marriage and Family, and NCFR. This award recognizes a graduate student or new professional who has published or is about to publish a paper using feminist frameworks and methodologies in research.

Award
The award recipient receives a gift of complimentary books, up to $350 in travel allowance, up to $95 toward the NCFR Annual Conference registration to accept the award, and a plaque. A summary of the recipient’s research results will be published in the Feminism and Family Studies (FF) Section newsletter, and recipients are expected to present a report of their project and findings at the next NCFR Annual Conference. The award is presented at the beginning of a plenary session at the NCFR Annual Conference.

Research and Theory Section
Reuben Hill Award

Purpose
The award is given in memory of Reuben Hill, Ph.D., who had a distinguished career as a university professor and pioneered the scholarly study of family. Dr. Hill is remembered for his determination to promote high-quality research and to advance theory about families with the intent of producing practical benefits for families. The award is presented to the author(s) of the best research article for the year prior to the award. It is given in...

Letters to the Editor

You may submit letters to the editor to NCFR Report on topics and activities relevant to NCFR member interests. The following guidelines apply:
• 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 author contact information; submissions are verified.
• Letters that are deemed libelous, malicious, or otherwise inappropriate will not be published.

Email letters to the editor to: tripsullivan@ncfr.org
Or mail to: NCFR, Attn: NCFR Report, 661 LaSalle Street, Suite 200, St. Paul, MN 55114
CALL FOR AWARD NOMINATIONS

recognition of an outstanding article, book, or monograph that combines theory and methodology in the analysis and interpretation of a significant family issue.

Award
A plaque is given to the authors of the award-winning contribution. Also, a cash award of $1,000 and a $750 travel allowance is divided equally if there is more than one author. The award is presented at the beginning of a plenary session at the NCFR Annual Conference.

Additional Section Awards and Focus Group Awards
The sections and focus groups offer additional awards (nondesignated). See links at ncfr.org/about/awards

Advancing Family Science Section
- Legacy Award
- Scholarship of Teaching and Learning (SoTL) Paper Award
- Wesley Burr Student Scholarship Awards (one undergraduate award and one graduate award)

Education and Enrichment Section
- Student Proposal Awards (three awards given)

Ethnic Minorities Section
- Student and New Professional Best Paper Awards (one student award and one new professional award)

Families and Health Section
- Outstanding Professional Paper/Publications Award
- Outstanding Student and New Professional Paper Award
- Outstanding Ph.D./New Professional Poster Award
- Outstanding Undergraduate/Graduate Student Poster Award

Family Policy
- Feldman Best Conference Proposal Award (SNP)
- Feldman Internship Award (SNP)

Family Therapy Section
- Best Student Research Paper Award
- Best New Professional Research Paper Award
- Best Student Poster Award
- Best New Professional Poster Award

Feminism and Family Studies Section
- Alexis J. Walker Award for Mid-Career Achievement in Feminist Family Studies

International Section
- Jan Trost Award
- Annual Conference Travel Scholarship
- Student and New Professional Annual Conference Travel Scholarship (two awards given)

Religion, Spirituality, and Family Section
- Outstanding Paper Award
- Student and New Professional

Outstanding Paper Award
- Research and Theory Section
- Best Abstract by a Student or New Professional Award

Family Economics Focus Group
- Best Family Economics Paper Award

Issues in Aging Focus Group
- Student and New Professional Issues in Aging Award
- Professional Issues in Aging Award

Latino(a) Research Focus Group
- Best Student Paper Award
- Best Student Poster Award

Men in Families Focus Group
- Best Research Article Award
- Best New Professional Research Article Award

Reflections on Receiving the President-for-a-Day Award

Gizem Erdem, Ph.D., LMFT, Assistant Professor of Psychology, Koç University

NCFR is my scholarly home and every annual conference is a reunion with friends and colleagues. This year’s conference was even more special because I had the privilege of receiving the 2018 NCFR President-for-a-Day Award of the Affiliate Councils and I shadowed NCFR President Anisa M. Zvonkovic for two days.

Anisa introduced me to senior researchers including her friends/colleagues, past graduate students, her own professors, and NCFR staff. I was surprised at how little I knew about the management processes of NCFR, roles of academic and staff in leadership, and the extent of diligence, effort, and commitment they put into their work.

Through our informal conversations, she gently pushed me to think about what it means to be a young woman in academia and how I can construct my unique professional identity, despite the gender stereotypes and cultural barriers. Even months after the conference, her advice on that matter stayed with me; I carry it to every department meeting I attend, every course I teach, and every professional interaction I have on campus.

Reflecting back, I notice there is an intergenerational transmission of values, commitment, scholarly work, and dedication from senior researchers to new professionals, and then graduate students across the years. I am proud to be part of this family system! ✰
**Diversity and Inclusion Research Article Award**

**Military Families and Children Focus Group**

- Outstanding Student and New Professional Proposal Award
- Outstanding Professional Proposal Award

**Qualitative Family Research Network Focus Group (QFRN)**

- Anselm Strauss Award for Qualitative Family Research

**Inclusion and Diversity Committee (IDC)**

- Social Justice Award

**Theory Construction and Research Methodology (TCRM)**

- Best Student/Early Career Presentation Award

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### NCFR Fellow Status

**ncfr.org/awards/ncfr-fellow-status**

Fellow status in NCFR is an honor awarded to relatively few living members on the basis of their outstanding contributions to Family Science. Nominations of all family researchers and professionals who have made contributions to the family field are encouraged. Among the recognized areas of contribution are scholarship, teaching, outreach, practice, and professional service—including service to NCFR. By definition, outstanding contributions are those that have broad impact on the field and are enduring over time. Deadline is Sept. 15.

**Instructions**

1. Please include a cover letter or use the cover form available online at ncfr.org.
2. Enclose or attach all documentation, including letters of recommendation, nominee vita, and other supporting materials with the application form.
3. Send electronically to jeannestrand@ncfr.org or by mail to NCFR Awards, 1201 West River Parkway, Suite 200, Minneapolis, MN 55454.

Contact NCFR with questions telephone 763-781-9331 toll-free: 888-781-9331 email: bethanycox@ncfr.org ncfr.org/about/awards

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### On the Bookshelf

NCFR members are encouraged to submit any recently authored or edited book upon its publishing (at least one author must an NCFR member). Please follow the format used below and email to tripsullivan@ncfr.org. The following books are listed in alphabetical order by the first author’s last name. Inclusion in this section does not constitute endorsement by NCFR.


**Abbie E. Goldberg, Ph.D., and Adam P. Romero, J.D.** (2019). *LGBTQ Divorce and Relationship Dissolution: Psychological and Legal Perspectives and Implications for Practice*. Oxford University Press.


Journal Editor Position

*Family Relations: Interdisciplinary Journal of Applied Family Science*

The National Council on Family Relations (NCFR) is seeking nominations and applications for the position of editor of *Journal of Marriage and Family (JMF)*. The term of the current editor, Kristi Williams (Ohio State University), will be completed with the publication of the December 2020 issue.

The four-year term of the new editor will begin with the publication of the February 2021 issue. However, editorial responsibilities will begin to transfer to the new editor beginning January 2020. The JMF Editor Search Committee anticipates selecting the new editor by Oct. 1, 2019, and the new editor will be announced at the 2019 NCFR Annual Conference in November in Fort Worth, Texas.

You may obtain a detailed description of the editor’s responsibilities by emailing Jeanne Strand, NCFR’s director of governance and board operations, and staff liaison to the search committee, at jeannestrand@ncfr.org.

Send nominations and applications, including a letter of application and a curriculum vitae, to the National Council on Family Relations, 661 LaSalle Street, Suite 200 Saint Paul, MN, USA, 55114 or electronically to jeannestrand@ncfr.org. The JMF Editor Search Committee will review application materials beginning Aug. 1, 2019. Nominees and applicants must be members of the National Council on Family Relations.
A Special Welcome to our Newest Members!
October–December 2018

Azza Abdelmoneium
Maya Autret
L. Barnes
Angela Bell
David Boakye
Rebecca Bush
Jennifer Camacho
Shaheen Ahmed Chowdhury
Stephanie I. Coard
Erica Coates
Gina Rebecca Cortez
Mary Cowan
Meghan Cary Cox
Tracy Cutchlow
David A. Davis
Robert Davis
Sandy Dawoud
Lydia DeFlorio
Olivia Joyce DeWitte
Jamie Maria Dellinger
Sarah Deming
Sam Douthitt
Mikayla Renee Downs
Domonique Edwards
Mariana K. Falconier
Elke Fehler
Synithia Flowers
Aimee Fox
Leshhle Amanda Franklin
Jillian Louise French
Yvette DeAnn Godley
Xiaopeng Gong
Olaf Gretar Gunnarsson
Dumayi Gutierrez
Brianna Mae Ham
Kira Haney
Cecily Renee Hardaway
Julie H Haupt
Christin Danielle Haynes
Sarah Elizabeth Hettig
Taylor Hilliard
Brandon Hollie

Annie T. Hunt
Heather Jaffe
Emily Johannaans Janssen
Deandre John
Ethel G. Jones
Margaret Mary Joyce
Yong Kang
Codina Kawar
Hayley Arden Keiser
Kelly B. Kendall
Mindy Ann Kotelman
Stephanie Krauthamer Ewing
Bohdan Krewsun
Ana Kunst
Olivia Lalk
Jacqueline Lamas
Katherine Lawless
Paul Lepley
Natalie Leva
Lindsey G. Lightfoot
Zhimin Lin
Jason N. Linder
Sheila Marie Lipsco
Judy Maria Madrigal
Ashleigh Malan
Laura Malone
Shaon M. Martineau
Kyle McKenzie
Shelbie McLain
Kristie Ann Jean Merril
Jennifer Smith Miller
Brooke M. Montoya
Amanda Riley Moran
James Donald Morgante
LaToya Nang
Laura Napolitano
Karen Lockett Neal
Catherine E. Nolan
Brooke Dolenc Nott
Carla Nunez
Mari Carmen Ortega
Aniya Raiford
Amy Read

Erika Lizzette Renteria
Rodney Kyle Rhodes
Karley Leah Richard
Dane Rivas
Martha Linn Roberts
Mya Lynn Rome
Malena Rousseau
Mariah Ruziska
Sarah Ryerson
Eric Eduardo Salinas
Casey E. Scannell
Kaitlyn Rae Schlueter
Sara Schmitt
Carolyn Scholte
Carly Schultz
Sally Sexton
Madalyn Short,
M. Rosie Shroat
Shakur Slias
David Smallen
Mallorie Marie Smith
Tim Smith
Brent W Stafford
Claire E. Stanley
Angela Starks
Amie J. Stearns
J. Bart Stykes
Emily K. Taylor
Adam Thomas
William Mart Thompson
Stephanie Anne Tucker
Alexandra VanBergen
Rebecca Lynn Vierreckl
Laura Jean Waldvogel
Sean Wang
Tracie Eyre Whitlock
Mengya Xia
Anna Zeigler

Member Advantages

Thank you for being a member of NCFR! Don’t forget to make the most of your member advantages. In addition to receiving access to the online and print versions of NCFR Report, you’ll also receive:

- Discounted registration for the NCFR Annual Conference
- Automatic membership in your local NCFR Chapter (state/regional affiliate)
- Access to NCFR’s online resources
- Discounts on NCFR webinars, CFLE credential fees, and other NCFR products
- Entry in NCFR’s online discussion group
- Voting rights and the opportunity to serve in leadership positions
- Communication and networking opportunities with others in your field
- The opportunity to apply for NCFR awards
- And more!

Members can also select a membership level where they subscribe to NCFR’s premier journals. For the full details, please visit ncfr.org/membership.
in this issue:

Family Focus on...
Policies with Unintended Consequences

Nov. 20-23, 2019 | Registration now open!
Visit ncfr.org/ncfr-2019