

In this issue:

Dating and Mate Selection

pages F1 – F20

Family Focus articles concentrate on romantic relationships, courtship, partnering and dissolutions. Topics include healthy adolescent relationships, mental and physical health correlates, technology's impact on romance, ethnic/cultural influences and more.

Next issue: Family Resource Management



NCFR 2015
77th Annual Conference
Vancouver, Canada

Save the date

NCFR Annual Conference 2015

November 11–14, Vancouver, British Columbia, Canada

“Conflict, Violence, and War: Family Risks and Resilience”

Shelley MacDermid Wadsworth, Ph.D., Program Chair, Purdue University

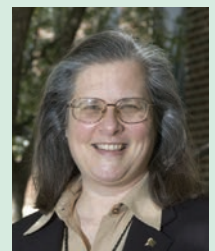
The year 2015 marks the end of U.S. involvement in Afghanistan as well as the 200th anniversary of the end of the War of 1812, the last armed conflict between the U.S. and Canada, our host nation.

Holding our conference in an international location is an excellent opportunity for us to consider risks, resilience, and recovery at home and around the world in light of conflict, violence, and war. In the midst of threats and challenges, millions of families attempt to form and maintain relationships, bear and rear children, and take care of all of their members.

Many NCFR members are working to help families survive and even thrive in the aftermath of traumatic experiences:

- Strong human connections can prevent or overcome conflict between groups or individuals.

- Empowerment can help groups or individuals to avoid becoming targets of violence.
- Peace can be actively forged as an alternative to war.



SHELLY
MACDERMID
WADSWORTH

NCFR’s 2015 conference welcomes presentations that focus on the implications for families of all these forces: conflict and connection, violence and empowerment, and war and peacemaking.

Confirmed speakers . . .

- Lee Ann De Reus**, Pennsylvania State University, Altoona
- Ann Masten**, University of Minnesota
- E. Mark Cummings**, University of Notre Dame



2015 Call for Proposals . . . Visit <https://www.ncfr.org/ncfr-2014/2015-call-proposals>

Maureen Perry-Jenkins
named 2017 conference chair

Maureen Perry-Jenkins has been appointed program chair by the Board of Directors for the 2017 NCFR Annual Conference scheduled to be held in Orlando, Florida. The program chair’s primary duties are to select the theme, identify the plenary speakers, and prepare the call for abstracts for a particular year’s conference.

Dr. Perry-Jenkins is director of the Center for Research on Families and a professor of psychology at the University of Massachusetts, Amherst; she has been at the university since 1995. She earned her bachelor’s degree in psychology from the

University of Massachusetts, Amherst, and her master’s and doctorate in human development and family studies from Pennsylvania State University. Dr. Perry-Jenkins, who is also an NCFR Fellow and has served on NCFR’s Board of Directors, is nationally and internationally recognized for her research on



MAUREEN
PERRY-JENKINS

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Report

of The National Council on Family Relations

Mission Statement for Report:

REPORT, the quarterly newsletter of the National Council on Family Relations, strives to provide timely, useful information to help members succeed in their roles as researchers, educators, and practitioners. Articles address family field issues, programs and trends, including association news.

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Deadlines for each of the quarterly issues are: Spring issue—deadline December 21, Summer issue—March 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.

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SNP Spotlight

The academic and life journey of Mame Kani Diop

By Lyndal Khaw, SNP Representative, NCFR Board of Directors



As the outgoing Students and New Professionals (SNP) board representative, I have been privileged to meet many wonderful NCFR SNP members along the way in the past two years. SNPs are innovative budding scholars, advocates, and practitioners with a dedicated passion for the field and future of family science. No doubt some of the world's best and brightest SNPs call NCFR their professional family and home.

As any proud family member, I want to brag about our rising stars in our new "SNP Spotlight" segments. In future issues, you will see many more SNPs featured here. Because our 2014 conference theme focused on global perspectives, I thought it would be fitting to shine our first spotlight on an international SNP. Here is Mame Kani Diop's story.



MAME KANI DIOP

Mame Kani Diop (Kani) is a Ph.D. Fellow in Family and Child Studies at Montclair State University in Montclair, New Jersey. Born in Senegal (West Africa), Kani was raised in a culture where

patriarchal ideologies were deeply rooted in her traditional household and violence against girls and women was a cultural norm. She refused to adhere to such norms and instead sought a good education, for which she received much backlash.

"I was told that school was no place for a woman and that instead I should be at home caring for a husband and children," she says. Scorned for her insistence on going to school, Kani was deprived of any support for

fear that an educational journey may liberate her. Despite such setbacks, Kani pursued her education and later emigrated to the United States in August of 1993 in search of a better life for her and her family.

Since her arrival, Kani has spent her adult life in New Jersey, determined to educate the public about African realities, specifically, the disturbing status of women in African societies, where young girls are given in early marriage and women exploited and oppressed under polygamy's institutionalized regime. In 2004, she published a children's book titled *Eye On Africa* (Africa Books, available on Amazon.com), which depicts the mixed feelings of frustration and fulfillment of an immigrant African woman in the United States. The purpose of this book was to refute widely held misconceptions of Africa. At the same time, Kani's "cultural baggage," as she calls it, puts her on a mission to raise awareness about African family values and traditional practices that are detrimental to women's physical, psychological, and sexual health. She became committed to the research on female genital mutilation (FGM) and heavily involved as a community organizer in international grassroots organizations such as the Commission Pour l'Abolition des Mutilations Sexuelles, which fights for the abandonment of FGM worldwide.

Every day, countless African women are deprived of their human rights and condemned to a life of dire poverty and no education. The field of family science has helped shape Kani's understanding of these women's lives and of their families, relationships, and cultural practices. Kani found her

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the intersection of work and family, and the challenges facing low-income and working poor families as they cope with work-family life demands and with the transition to parenthood.

As part of her appointment, she will also serve as a member of the 2016 conference program committee prior to serving as program chair for 2017.

"Dr. Perry-Jenkins has assembled a timely, academically rigorous, and practically relevant proposed program for NCFR's 2017 conference," wrote NCFR Elections Council members in their recommendation to the NCFR Board of Directors. "Further, the proposed lineup of plenary speakers would provide deep and academically informed insight into the key conference issues." ■



Hypotheses are many splendedored things

Paul R. Amato, Ph.D., NCFR President, paulamato00@gmail.com

Recently I listened to a conference paper on whether children stabilize marriage. We know that the probability of divorce is lower for couples that have children together. But do children serve as an impediment to divorce (a causal hypothesis), or do unhappy couples headed for divorce avoid having children (a selection hypothesis)? The authors presented a series of complicated statistical analyses in an attempt to disentangle the causation and selection hypotheses. The results, however, were ambiguous.

But let's reflect for a moment. Isn't it likely that having children leads some spouses to turn aside thoughts of divorce? And isn't it also likely that marital unhappiness leads some spouses to postpone having children? It seems plausible that both possibilities occur. Moreover children probably increase (rather than decrease) the chances of divorce in some families, for example, when children have serious behavioral problems, or when the division of childcare responsibilities becomes a source of conflict in the marriage. Moreover, isn't it true that many couples will either divorce or remain together for a lifetime irrespective of whether they have children? If all of these patterns are present to some degree in the real world, then what does it mean to pit alternative hypotheses against one another in a statistical model?

Family researchers usually assume that their data will either support or fail to support their hypotheses. In other words, they assume that their hypotheses are either true or false, and that false hypotheses are eventually "weeded out" through the accumulation of research findings. An alternative way of thinking about the social world, however, is to assume that almost any reasonable hypothesis is true, at least in some cases.

The belief that hypotheses are either true or false makes a great deal of sense in the physical sciences. Because the physical universe operates on the basis of objective, deterministic laws, a false hypothesis is one that does not accurately describe the way the world actually works. Indeed, the history

of science reveals many incorrect hypotheses that have been rejected on the basis of observation and experiment, including the notion that the sun rotates around the earth, that a substance known as phlogiston produces (and is released through) combustion, that evolution occurs through the inheritance of acquired characteristics, and that miasma (bad air) is the cause of disease.

Physical phenomena are remarkably uniform. If I drop a handful of marbles, each will fall to the earth at the same speed, even if they are of different weights. None of the marbles will hover in the air, move sideways, or drift upward. Gravity affects each marble in exactly the same way. People, in contrast, are remarkably variable. Each person is born with a unique combination of genetic proclivities, and people become even more unique with each formative life experience. When people form aggregates, like couples and families, additional variability is introduced. People and families do not react to a given stimulus (or a change in the value of an independent variable) in identical ways. Instead, a wide range of outcomes usually occurs. Given the extreme variability that exists in the social world, it is not possible to formulate universal laws that apply to everyone.

Consider research on children and divorce. Many studies show that children exhibit significantly more behavior problems following divorce than do children with continuously married parents, on average. But a statistically significant mean difference (or regression coefficient) often reflects a pattern in which some children have more problems following divorce, other children have fewer problems, and yet other children (perhaps the majority) do not change at all. In a hypothetical but typical study, divorce may be followed by an increase in problems for 30% of children, a decrease in problems for 15% of children, and no change in the remaining 55%. In a case like this, the mean difference (or regression coefficient) might be statistically significant and suggest that divorce increases the level of children's be-

havior problems. But focusing on the mean difference is misleading because it tells only part of the story and obscures the substantial degree of variability in children's reactions.

The same situation characterizes most research topics in family science. Consider the hypothesis that wives' full-time employment increases marital tension. It probably does in some marriages, but it probably has the opposite effect in others. What about the hypothesis that children benefit from joint physical custody? Once again, joint physical custody is probably good for some children and bad for other children. What about the hypothesis that marriage makes people happier? Well...you get the picture.

When there is substantial variability in how individuals and families react to a change in an independent variable, two outcomes are likely: (1) the mean effect size across studies will be modest in magnitude, and (b) statistically significant findings will be difficult to replicate consistently. These two outcomes, in fact, describe most research literatures in family science.

Testing hypotheses about families with the expectation that they are either true or false reflects a mindset based on the physical sciences. In the social sciences, any reasonable hypothesis is probably true for some cases, and the opposite of any reasonable hypothesis is probably true for other cases. The point of doing research on most topics should be to determine (a) how common each pattern is, and (b) establish the conditions under which each pattern appears.

If my reasoning makes sense, then the goal of family research should not be to eliminate false hypotheses. Instead, the goal should be to determine the circumstances, types of families, cultural groups, and historical periods for which a particular hypothesis holds. Some hypotheses may turn out to generalize across a wide range of conditions, whereas other hypotheses may turn out to be narrowly circumscribed. We

president's report continued on page 6

Vote and nominate!

Abbie Goldberg and Mihaela Robila, CFLE, NCFR 2015 Elections Council Co-Chairs

Get involved in the leadership of YOUR organization!

The vitality of NCFR depends on the dedication of its members to serve in leadership capacities at various levels of the organization. The charge of the Elections Council is to identify people who are willing to commit their time and energy to leadership positions. Please consider how your skills and gifts might benefit NCFR. In turn, we are quite sure that you will gain valuable leadership experience and will grow personally as well as professionally.

Leadership in NCFR offers many benefits and rewards, including:

- the opportunity to share our knowledge and expertise in ways that will help to promote the welfare of families and children;
- status and recognition by local, state, national, and international audiences; and
- networking and professional development opportunities.

VOTE . . . in the upcoming elections (February 2015)

The Elections Council wants to encourage all members to vote in February 2015. We have submitted a nomination slate (ballots will be e-mailed to members in February 2015) for terms that will be filled at the end of the national meeting in Vancouver, British Columbia, Canada in November 2015. The nominees are:

Board President-Elect (2015–2017)–President (2017–2019)

Norma Burgess (TN) vs. Anisa Zvonkovic (VA)

Affiliate Councils President-Elect (2015–2017) – Affiliate Councils Board President (2017–2019)

Nathan Cottle (UT)

Students and New Professionals (SNP) Board Representative-Elect (2015–2016) – SNP Board Representative (2016–2018)

Kimberly Crossman (IL) vs. Amanda Williams (MS)

Elections Council (2015–2018): 2 positions
Wm. Michael Fleming (IA) vs. Curtis Fox (CA)

Melissa Curran (AZ) vs. Ramona F. Oswald (IL)

Fellows Committee (2015–2018): 3 positions

David H. Demo (NC)

Jay Mancini (GA)

B. Jan McCulloch (MN)

Laura Sanchez (OH)

Stephan M. Wilson (OK)

Inclusion and Diversity Committee Chair-Elect (2015–2016)–Chair (2016–2018)
Sandra Bailey (MT) vs. Dorothy Rombo (NY)

Inclusion and Diversity Committee Students and New Professionals Representative (2015–2017)

Katie Barrow (LA) vs. Vanja Lazarevic (MA)

NOMINATE . . .

yourself or others for the February 2016 slate (due January 31, 2015)

The Elections Council encourages all members to apply or to nominate others for the

February 2016 slate. Here are the selection criteria to help you decide whether you would be willing to be nominated and/or to identify potential candidates for the upcoming election:

Eligibility for nominations

- Current membership in NCFR
- Knowledge and/or experience in areas reflecting broad trends in human development, family science, marriage and family practice, sociology, and related professions
- Knowledge and/or experience in leadership roles through Sections, Affiliate Councils, Elections Council, conference planning, publishing, public policy, or other committee work

As you think about who would serve NCFR well, remember that we are a multidisciplinary association—one that serves researchers, college faculty, practitioners, and students. A slate of candidates that reflects the membership helps engage more people in the election process.

Professional interests are another consideration in filling leadership positions, and our members' occupation titles reflect that: demographers, social workers, Certified Family Life Educators, college faculty and administrators, extension outreach agents, clergy, marriage and family therapists, pre-K/12 teachers, and more.

NCFR is committed to inclusion in creating opportunities for members to hold office. Candidates are sought that will reflect that

vote and nominate continued on page 8

snp spotlight from page 2

calling and obtained both a bachelor's and a master's degree in Family and Child Studies. Currently working on her Ph.D., Kani examines the practices of FGM through the social justice lenses of family, diversity, and humanity. According to Kani's advisor and mentor, Dr. Pearl Stewart: "One of Kani's greatest strengths is her ability to conduct research on FGM in ways that promote the rights and integrity of girls and women while acknowledging and respecting their cultural contexts."

At NCFR, which has been Kani's professional home for three years, she has presented her research work on FGM and children's well-being, and polygamy

practices in West Africa in past conferences. This year in Baltimore, she presented her work on men's role in the perpetuation and eradication of FGM.

Kani's research and activism efforts in the areas of FGM and polygamy have garnered much attention. She has coauthored a manuscript on polygamy that is currently in press in the *Encyclopedia of Family Studies*, a global collaboration project organized by the International Sociological Association. Kani has also been invited to share her knowledge about FGM in various local, national, and international venues.

This November, Kani was invited by the Rotary Club to speak to an audience of over

1,300 attendees at the Rotary International United Nations Day in New York. Upon completing her doctoral degree, Kani is interested in evaluating anti-FGM organizations to determine their efficiency and efficacy in the process of eradicating FGM. She plans to continue teaching, researching, and writing about the phenomenon of FGM until this cultural practice is completely eradicated throughout the world. ■

If you know of an SNP who should be featured in a future segment (or want to share your own story), please contact the incoming SNP board representative, Rachel Jordan, (Or contact the NCFR Report editors, Jennifer Crosswhite or Charlie Cheesebrough.)



Intellectual assets—safeguarding and sharing

Diane Cushman, Executive Director, dianecushman@ncfr.org

Journal publishing

Journal “access” and “copyrights” or “rights” used to be straightforward. For most of the first 60 years of NCFR’s existence, individuals and organizations (libraries) accessed the hard copy journals by purchasing a membership. NCFR published the journals in house. Authors signed the copyrights to their articles (copyright transfer agreements) over to NCFR, who then administered requests to reprint articles in whole or in part.

This process and journal access changed dramatically for NCFR in 2004, when NCFR contracted with international publisher Blackwell, now Wiley-Blackwell, for the sales, publication, and distribution of the *Journal of Marriage and Family and Family Relations: Interdisciplinary Journal of Applied Family Studies*. This global publishing house had the capacity to deliver scholarly journals online, via electronic subscriptions, to individuals and libraries around the world. No longer did an individual or a university library have to be a member of NCFR to access the journal content. University libraries bought subscriptions directly from Wiley Blackwell, with NCFR receiving a percentage of the sales revenue. NCFR members could now access journal content from any computer via their institution’s library.

The proliferation of the Internet in general, and the move to Wiley-Blackwell in particular, were positive for NCFR in that they made it easier to disseminate our research to wider audiences. There have been two complications, however: (a) Copyright infringement is now more common, and

(b) open access is complicating everything. Both of these trends pose challenges to the revenue stream we receive from publications—a development that is affecting many professional societies. Journal subscription sales and royalties from the sale of archived content make up a significant source of revenue for many professional societies. Posting copyrighted journal articles online takes revenue away from NCFR and puts members at risk of getting into trouble for copyright infringement.

Copyrights

Copyright assignment to NCFR continued in much the same way for the first few years of the Wiley-Blackwell contract, with a few procedural changes. As part of the new contract, Wiley-Blackwell assumed the administration of the rights, including the enforcement of copyrights and monitoring violations. With a dedicated rights department in England, Wiley-Blackwell was better positioned in a digital age to search out, track down, and enforce NCFR rights when infringements of copyright occurred, than was NCFR.

Fast forward through the past five years of rapid change due to “open access” to funded research—and content licensing—and arrive at 2014. Open access, simply put, means free online access to journal articles. The stage for this era of publishing and access was set by the Internet, severe budgetary pressure on academic libraries, and rising journal subscription fees. The way journal and other digitized content is sold, consumed, shared and reshared has changed so quickly that

it has literally been a moving target for all, including the sales departments at publishing houses. Today, journals are rarely sold individually to libraries but rather as bundles to consortia and now, in pilot programs, by entire publisher collections (Wiley-Blackwell publishes 1,600 journals).

Unfortunately, the rapid rate of change and accompanying confusion have resulted in widespread misunderstanding of copyright requirements. Often these pdfs of JSTOR articles (where NCFR’s journal archive of articles more than five years old is housed), or those downloaded directly from the Wiley-Blackwell site, are posted by the authors themselves, lured by websites like Research Gate, where they might mistakenly believe they can post the published article version of their submitted manuscript without regard to copyright or licensing agreements. The details in the fine print of such websites put the onus and the penalties of copyright infringement on the author(s) of the articles.

Illegal posting of articles published in association-owned journals is one issue of the modern digital age. Another worldwide challenge, and opportunity, is open access. Intended to make government-funded research available to the masses, open access has resulted in confusion for authors and opportunities for black market entrepreneurs who divert journal content through rogue websites where the unknowing public buys stolen content. As nefarious and disturbing as this is, I want to set it aside to focus on open access and author intention.

Open access

Open access is relatively simple in its intent but complicated in practice. There are scores of educational opportunities to learn about open access aimed at publishers and societies, and with each one new information and interpretations emerge. During one recent webinar, the moderator described open access as an “evolution.” The short description of open access is literal: Authors’ published

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Thank you, donors

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Perhaps the most important aspects of open access for researchers/authors when submitting manuscripts are (a) whether your research funding source requires you to publish your research in an open access or hybrid open access journal and, (b) if so, which type of access you are required to select. Another significant factor is whether your funding source or your institution will pay the open access publication fee (which usually ranges from \$1,000 to \$3,000 per article, depending on the journal). NCFR journals are hybrid open access. We use a traditional publishing model but allow publication of articles whose funders require open access through Wiley-Blackwell's OnlineOpen. Wiley Blackwell's manuscript software program that supports NCFR's journals (ScholarOne's Manuscript Central) facilitates current federal legislation requiring all investigators funded by the National Institutes of Health to post a final, peer-reviewed manuscript to the National Library of Medicine's PubMed Central. Any future legislation with regard to open access, such as that being considered by the National Science Foundation would, by law, be supported by our publisher as well.

To be more informed about these issues you can check out the sources below.

In the publishing industry, the Copyright Clearance Center, a global rights broker, may be the most active organization with regard to helping authors, societies, and publishers understand open access and all its permutations and implications. Along with publishing partners and experts in open access, they host instructional webinars on the topic. www.copyright.com/

The Association of Learned and Professional Society Publishers (ALPSP) www.alpsp.org/Ebusiness/Home.aspx is another good resource to learn about open access. Formed in 1972, ALPSP is the largest international trade association for scholarly and professional publishers. Although the primary audience for both ALPSP and the Copyright Clearance Center is not the author/researcher, they both have a lot of information on

copyrights and open access, much of which is available free on their websites.

The best source of information on open access for NCFR's journals is the Wiley-Blackwell journal website. Open access information pertaining to NCFR journals is available here: [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1741-3737/homepage/FundedAccess.html](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1741-3737/homepage/FundedAccess.html) <http://olabout.wiley.com/WileyCDA/Section/id-815641.html>

Reproduction of works for classroom use is a much-misunderstood area of copyright law, and for good reason. The best advice is to avoid the risk of copyright infringement by providing a reading list of materials that can be accessed via the university online library. By supporting use of university-owned materials you will also be facilitating accurate tracking of the use of journals, an important metric for librarians in making subscription decisions and purchases. Details of "Fair Use" may be found here: www.copyright.gov/circs/circ21.pdf

Webinars

Part of NCFR's purpose is to "provide opportunities for professional development and knowledge development in the areas of family research, theory, education, policy, and practice."* Relative to research, we are specifically charged with providing "ongoing education and training in scientific methods for studying families."* Although we have provided workshops on data analysis and

share hundreds of research projects at the conference, we have only recently begun to do so through webinars. We want to thank Dr. Alan Acock for sharing "Missing Values, SEM, & Growth Curves Using Stata" through a four-part online training program this past fall. The content included (a) missing values and regression models, (b) missing values with path analysis, (c) full SEM models, and (d) latent growth curves using Stata. This webinar was our most successful to date with 88 registrants. All NCFR webinars are recorded and available for purchase, so if you missed it and would like it for personal or classroom use, check it out at <https://www.ncfr.org/professional-resources/archived-webinars>.

*NCFR 2014 Global Ends, https://www.ncfr.org/sites/default/files/downloads/news/section_i-ends.pdf

Staff changes

We said goodbye to Morgan Cole, our accounting assistant, in September and welcomed Sue Baker into that position. Sue is a certified nonprofit accounting professional and has been in accounting positions at for-profit and nonprofit organizations as well as city and county governments. She and her husband live in the Minneapolis/St. Paul area and have four children, three of whom are in college and one in high school. Those of you who attended the NCFR 2014 conference in Baltimore might have met Sue at the registration desk. Please feel free to welcome Sue to NCFR at susanbaker@ncfr.org. ■

president's report

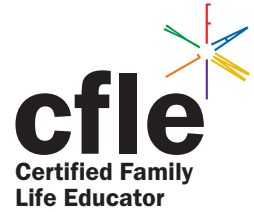
 from page 3

will not know until we study variation in outcomes more carefully.

The lack of attention to variation is compounded by the fact that most of our analytic methods, such as standard regression analysis, tend to obscure rather than reveal heterogeneity in outcomes. (The use of interactions terms to search for moderation effects is a step in the right direction and should be de rigueur in most analyses, provided that it is based on theoretical reasoning.) Methods that highlight variability, rather than differences between groups in central tendency, are not in common use. Latent class analysis and mixture modeling are examples of recently developed methods that may do a better job of capturing variability in family experiences and outcomes.

Although my comments are aimed at researchers, they have implications for educa-

tors and practitioners. When we teach general principles to our students, we should be careful to specify (or at least speculate about) the conditions under which our generalizations apply and not create the mistaken impression that they are universal laws of nature: fixed for all times and places. Doing so will require some humility on our part, because we never will have anything like chemistry's periodic table of elements. Moreover, although family practitioners should base their interventions on research, they should not apply research findings indiscriminately. Even hypotheses that have received consistent research support do not necessarily apply to all (or even most) families, and interventions always need to be sensitive to the particular circumstances and unique histories of individuals and families. ■



NCFR updating the CFLE exam

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

In 2007, NCFR undertook the task of creating a standardized exam for the Certified Family Life Educator (CFLE) credential. We contracted with Schroeder Measurement

Technologies (SMT), whose professionals facilitated a Job Analysis for the practice of family life education (FLE) as well as the process of creating the exam questions.

Over the past seven years, the 150 multiple-choice question exam has served NCFR well. The questions have been proven to be valid and reliable, and our pass rate has been well within industry standards. In 2011, we replaced approximately 15 questions that were not performing to standards with questions from our test bank, but other than that small change the exam has remained unchanged.

Enough time has passed, and enough people have taken the CFLE exam, to warrant the creation of an updated exam. Over the past year I have been working with SMT to create the third test form of the CFLE exam. When we first undertook this process in 2007 I was nervous, as I had no experience in the practice of developing exams or writing test questions and have never been especially adept at statistics. Fortunately, though, my role was to oversee the project and coordinate with SMT and two committees, Job Analysis and Item Writing, made up of a number of dedicated and qualified NCFR members and CFLEs. I have to say that I found it to be an extremely interesting and enjoyable project.

The process this second time around has been fairly similar to the first effort. Although we had conducted a comprehensive Job Analysis in 2007 and were fairly confident that the field of family life education (knowledge, skills and abilities needed for effective practice) had not changed significantly over the past 7 years, we decided to conduct a second Job Analysis. As I and Jennifer Crosswhite have shared in past and current columns in *Report*, NCFR is undertaking a concerted effort to increase the resources available to those practicing in the field of family science. The Job Analysis process provided valuable data regarding employment settings and structure, practice areas, funding sources, demographics, and more. These data will soon be shared via the **Career Resources** section (<http://www.ncfr.org/career-resources>) of the NCFR website.

In short, the Job Analysis survey asked FLE professionals to rate the importance of each

directions continued on page 8

Certified Family Life Educators

The following is a list of Certified Family Life Educators designated between July 1, 2014 and September 30, 2014. Provisional unless otherwise noted.

Alabama	Ashton Sanderson	Oregon	Lindsey Sue Collins
Emma Yevonne Hazlewood	Brenda Forshee	Pennsylvania	Natalie Douglas
Ashley M Davis	Ariel Dawn Riley	Kristina Okerman	Schamika Laguerre
Caroline Alexandra Nelson	Vicki Ribar	Tennessee	Robin Christa Abernathy
Arizona	Tamara L Borucki	Meagan Butler	
Judy Gail Perry	Wendy J Todd	Texas	Amy R Allison
YoLanda Sanders	Kristin O'Donnoghue	Cindy K Daniels	Jessica Burrows
California	Joshua Ulm	Tiel Jenkins	Le'Britney Denice Lane
Michele Kimberly	Lauren Nicole Carden	Adrienne Anderson-Burdine	David W Wall
Godfre	Alyssa Lucia Sullivan	Lindsey Hale	Brenna Boyd
Vanessa Mojarro	Laura Walter	Brittani Marie Barrett	Kelsha Donnell
Josh R Malfavon	Emylie Elizabeth Laperriere	Molly Pearson	April Forehand
Colorado	Kalee M Corey	Shayla Naomi-Renee Pickett	Jocelynn Elise Denham
Kelsey Briana Vincent	Michelle Catherine Wasenko	Keilah Villarreal	
Connecticut	Minnesota	Utah	Audrey Theresa Powell
Craig M Pawloski	Paige Knealing	Cathy Dorton	Lori Kay Ransom
Georgia	Mississippi	Cara Anne Bangerter	Virginia Lee Tolman
Kimberly Newkirk	Danielle Nicole White	Evette L Allen	Washington
Illinois	Petra Chess	Christian Andrew Comito	
JoLee Bottorff	Nebraska	Wisconsin	Alaria Aaryn Anderson
Indiana	Ashley D Pick	Marissa Lynn Christensen	
Brandi Lee Smith	New York	Armed Forces Pacific	Hillary Vance
Iowa	Kathryn Cannino		
Ayla Leopold	Leann M Keller	Canada	
Kansas	Nicole M Ariniello	Ontario	Lydia Ruth Marann Arnold
Jessica F Janzen	North Carolina		
LaCrista Brightbill	Charity Katherine Kohkemper		
Jamie E Tyler	Elizabeth Drew		
Victoria Brynne Cowley	Netalia J Saunders		
Kentucky	Alyssa Behnke		
Kimberly Nicole Webb	Rachel Alexander Sugg		
Brianna Holderbaum	Ohio		
Louisiana	Carmen Marie Irving		
Jennifer Webb Abadie	Dana M Neiding		
Courtney Geary	Ruth Ann Boston-Gromer		
LaTosha Coney Mouton	Renae Schalk		
Maryland	Briana Vargo		
Samantha Marie Norris	Katherine Hill		
Sarah Hogge	Shauna M Jenney		
Michigan	Oklahoma		
Sherry L Patterson	Tiana Cherie Davis		
Courtney Maher			

of the concepts within the CFLE exam content outline using a scale ranging from 0 = *Not Performed/1 = Of No Importance* to 5 = *Extremely Important*. In effect, *how important is it* for an entry-level FLE professional to know about a certain topic (e.g., healthy and unhealthy characteristics pertaining to family relationships) or be able to do demonstrate a particular skill (e.g., employ a variety of strategies to meet the needs of different audiences)? The results of the survey influence the number of exam questions focused on each concept and ultimately determine the percentage of questions included in the exam for each content area.

vote and nominate from page 2

commitment to diversity in culture, race, age, gender, ethnicity, sexual orientation, spirituality and personal beliefs, ability/disability, marital status and family structure, geographic location, and social and political views.

See the Nomination Information section of the NCFR website for more details about eligibility, forms, and the work of the Elections Council, <http://www.ncfr.org/about/board-directors/ncfr-elections-process/nominations-information>.

Keeping this in mind, we invite self-nominations and nominations of others for the following positions for the slate to be elected in February of 2016. The terms for these positions will begin November 2016 at the end of the annual conference in Minneapolis, Minnesota.

Board Member-at-Large—2016–2019: two positions open

NCFR Board members are responsible for the overall governance of the organization on behalf of all NCFR members. They attend two face-to-face Board meetings per year, along with regular conference calls and e-mail exchanges. They take responsibility for maintaining contact with the membership and reflecting the needs of all NCFR members.

Students and New Professionals (SNP) Program Representative—2016–2018

The SNP program representative serves a two-year term as a member of the Annual Conference Program Committee and a member of the Student Award Committees and has several other conference responsibilities, as well as assisting networking among students and new professionals.

We were pleased to receive a 24% response rate to the Job Analysis survey, which provided us with solid data on which to base the development of the exam question. Once the survey results were compiled, the Job Analysis committee (see insert), via an online webinar, reviewed the information, made a few modifications to the wording of some of the content areas concepts, and approved the final content outline.

We are currently in the process of writing the exam questions based on the updated content outline. When we first developed the exam in 2007, members of the Item Writing Commit-

tee met for a four-day meeting at the SMT headquarters in Clearwater, Florida, and wrote and reviewed the exam questions. This time around, the new Item Writing Committee (see insert) created the questions independently through an online process. Each committee member was assigned a certain number of questions to write based on one or two of the CFLE Content Areas, depending upon his or her area of expertise. Item writers must support each question with at least one citation, but the questions must reflect information that could be found through any number of sources.

In late January 2015, the Item Writing Committee will meet at SMT headquarters to review all new questions and approve, modify, or reject them. The new exam will be a combination of these newly created questions and questions from the previous test form. Any questions not used on the exam will be placed in our test bank for future use.

The new CFLE exam will be launched during the July 2015 testing window. The updated CFLE Content and Practice Guidelines, as well as a suggested reading list for use in preparing for the exam, will be posted on the NCFR website in the *CFLE Certification* section (<https://www.ncfr.org/cfle-certification>).

Creation of the third test form of the CFLE Exam continues to be an interesting and rewarding experience. I am appreciative of the wonderful members of the Job Analysis and Item Writing committees, who so generously gave their time and expertise to developing this important exam, and to all those who completed the CFLE Job Analysis survey. The CFLE exam plays an important role in the credibility of the CFLE credential, which in turn enhances the profession of family life education.

Job Analysis Committee

Carol Darling, Wm. Michael Fleming, Deborah Gentry, Richard Glotzer, Chloe Merrill, Susan Meyerle, Tami Moore, Glen Palm, Maisie Ross, Yan Ruth Xia

Item Writing Committee

Carol Darling, Wm. Michael Fleming, Richard Glotzer, Susan Meyerle, Tami Moore, Glen Palm, Maisie Ross, Yan Ruth Xia ■

Elections Council Members—2016–2019: two positions open

The Elections Council prepares a slate of nominees for the following offices and committees: the Board of Directors, SNP Board Representative, SNP Program Representative, Fellows Committee, Elections Council, and the Inclusion and Diversity Committee (IDC). The Elections Council ensures that the policies regarding recruitment as provided by the NCFR Bylaws and the Elections Council Policies and Procedures are followed.

Fellows Committee—2016–2019: two positions open

The Fellows Committee reviews the applications from nominees for NCFR Fellow status. During the NCFR Annual Conference, they discuss and vote on which nominees will be recommended to the Board of Directors for NCFR Fellow status.

Inclusion & Diversity Committee (IDC) Member-at-Large—2016–2019: two positions open

IDC Members-at-Large will assist the IDC in responding to the needs and desires of NCFR members. The Members-at-Large will help the committee send updates on the work of IDC via webpage postings, NCFR Report, and other means of communication. The Members-at-Large will provide information and suggestions to IDC, ensuring that information is documented via a report.

Again, become involved in leadership positions of our organization. Consider what your involvement will be. Send nominations to Jeanne Strand at jeannestrand@ncfr.org. For additional information, please review our website, www.ncfr.org. The deadline for nominations is January 31, 2015. ■



Expanding NCFR's Career Resources

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

Whether we individually identify ourselves as a student, new professional, professional, researcher, professor, practitioner, etc., we are all connected to one another around our love and passion for families. We also are similar in that we need continued education, that is, professional development and resources to help us succeed in our careers. NCFR is here to provide career and professional development resources across the professional lifespan to our members. A number of resources already exist, with many more in the development stage.

Career Resources on the NCFR website

Newly reorganized during 2014, NCFR's Career Resources page (<http://www.ncfr.org/career-resources>) offers general resources relevant to all, such as preparing for your profession; information to include on CVs; how to explain family life education (FLE) and the Certified Family Life Educator credential to employers; and information on how to differentiate the roles of family life educators, family case managers, and family therapists.

Additional resources available in Career Resources are categorized according to *Academia*, *Research*, *Practice*, and *Students*. Resources under *Academia* are meant to help academicians navigate the academic world and include a wide range of topics, such as working with the media and retirement. Resources under *Research* are meant to help strengthen professional research skills, including funding and publishing tips, reading and producing qualitative research, writing effective reviews, and more. Resources under *Practice* are geared toward practitioners working with families including career profiles that highlight the many different areas a family professional may work. Under *Students*, undergraduate and graduate students will find resources on exploration and transitioning into one's career, including strategies and tips for getting a job, exploring FLE and Marriage and Family Therapy, finding a good mentor, and more. Even if you have visited the Career Resources page recently, come back again; new resources are continuously being added.

Leadership development

As part of professional development, we are exploring additional leadership resources for our members. Dawn Cassidy and I will work with **Dr. Stephen Gavazzi**, a longtime member of NCFR and Dean and Director of The Ohio State University-Mansfield Campus, in these efforts. Updates on this effort will be provided in future NCFR communications.

Webinars and webcasts

Over the past couple of years, Dawn Cassidy, Director of Education, and Jason Samuels, Director of Innovation and Technology, have developed a number of webinars and webcasts. Archived webinars and webcasts (<http://www.ncfr.org/archived-webinars>) are located under *Professional Resources* on the NCFR webpage. Webinars are available for individual use to view when convenient and to purchase for one-year unlimited classroom use. Topics include information relevant to (1) family life educators, such as understanding how facilitators affect program effectiveness; (2) policy, such as being involved in public policy; and (3) research, such as conducting a systematic literature review and meta-analysis and a four-part webinar series on working with missing values, *SEM*, and growth curves. Future webinars on research and statistics, teaching, and practice are in the development stage.

Free webcasts are available for individuals' professional development. Many are centered on the annual NCFR conference, including tips on submitting and reviewing conference proposals and understanding the various conference presentation formats. Additional information on ethics and how to apply for Certified Family Life Educator program approval is available.

Jobs Center

As mentioned in Dawn Cassidy's fall 2014 Directions column in *Report*, Jason Samuels was assessing the feasibility of upgrading the NCFR Jobs Center (<http://www.ncfr.org/jobs-center>) to allow for more FLE jobs to be posted in our Job Center. Not only was the feasibility explored, but the NCFR

Jobs Center has been updated! Visit our Job Center whether you are seeking employment in and outside of academia, including the family life education field.

Careers in Family Science booklet

Also mentioned in Dawn's fall 2014 column, the *Careers in Family Science* booklet (<https://www.ncfr.org/professional-resources/careers-family-science-booklet>) was being updated. That update is now complete. You'll find updated information on the family science discipline and profession, capitalizing on undergraduate and graduate education, family science career opportunities, and career profiles showcasing various employment settings and responsibilities for those working in family science. Thank you **Dr. Sharon Ballard**, **Stephan Duncan**, **Racann Hamon**, and **Alan Taylor** for your contributions to this important update. This booklet continues to be a great tool for recruiting and teaching family science students. A hard copy of the booklet continues to be available for purchase through the NCFR store, <https://www.ncfr.org/store>. The updated booklet also is now available on our website for individual use through the Professional Resource Library.

Bureau of Labor Statistics Standard Occupational Classification

The Bureau of Labor Statistics, under the U.S. Department of Labor, requested public comments in mid-2014 to update the Standard Occupational Classification (SOC) system. The SOC system is used to provide occupational data to federal statistical agencies on occupations listed in the system. The purpose of the update is to include new occupations not previously identified in the SOC. The occupation of Family Life Educator is not listed. In an effort to help raise awareness of family life education as a profession, NCFR submitted a public comment providing a description of FLE and data regarding the number of jobs available in the occupation. If Family

expanding resources continued on page 11

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and Libby Blume (2015)

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Crafting scholarship: masterful reviews

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

In this article, we consider selected best practices in reviewing “substandard,” and more developed, submissions to journals. In both instances, the purpose of a review is to guide an editor’s decision and authors’ future revisions. Understanding the elements of useful reviews informs the overall quality of reviews and helps authors in their initial preparation of manuscripts.

Reviewing elementary or substandard submissions

Occasionally, editors receive manuscripts for consideration that seem to have little chance of being published. Such manuscripts may be deficient in a number of ways. They may lack a clear understanding of the available literature, lack the data appropriate to the intended purpose, misinterpret analyses, or be otherwise substandard in fundamental ways. In some instances, an editor or editorial team will review submissions and reject a substantial percentage outright and without further review. For many journals, editors rely on the peer review

process for informing nearly all decisions, including instances where at first glance a manuscript appears substandard.

Reviewers vary in how they approach manuscripts that they judge as inappropriate for the journal. They may pen a very brief review that states their evaluation and little more. An appropriate brief review might read: “This manuscript investigates an important topic in many regards. Work in this area is difficult; nonetheless, a true test of the hypotheses requires more direct measures of the key variables and data from both relationship partners.” The reviewer should add a bit more detail on why the measures and sample are deficient, but not much else. I prefer reviews that close with a *soft landing* encouraging the author to continue their work, for example, “I do hope the authors find these comments helpful in their continuing work.”

Some reviewers, even in the case of a decidedly marginal manuscript, provide substantial feedback to authors and in doing so invest much of their time. Either approach

(i.e., a brief rejection note or a longer one with more thorough feedback) is appropriate when the recommendation is to forgo pursuing a manuscript. The only clear responsibility of the reviewer is to distinctly state the reasons for his or her evaluation.

Most submissions are not entirely substandard and often are accomplished in some regards. The literature review may be especially strong and well written even if the data were inappropriate or ineffectively analyzed. In these cases, longer reviews are not optional; they are required.

There are instances when substantial feedback to authors is helpful, benefiting the author and potentially the field more generally. Sarah Schoppe-Sullivan shared such a story. I asked her if she had recently had a

crafting scholarship continued on page 18

expanding resources *continued from page 9*

Life Educator becomes listed as a distinct occupation in the SOC, statistical data on Family Life Educators would be collected and identified in the *Occupational Outlook Handbook*; a book provided by the Bureau of Labor Statistics that details job outlook, required training, median pay, and more on the occupation. Perhaps with easier reporting for employers, more employees will be hired with the specific title of Family Life Educator. Another benefit of being listed in the *Occupational Outlook Handbook* is that individuals searching for possible careers would find, learn about, and become aware of family life education. As of October 2014, confirmation from the SOC policy committee was provided that they received our public comment. We’ll know whether the occupation Family Life Educator will be included when the proposed revisions are

released in spring 2015 for additional public comments.

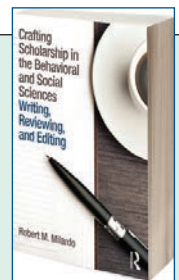
Additional resources

Beyond the specific career resources noted above, additional professional resources are located on our website, including the Professional Resource Library; Degree Programs in Family Science; Resource Collections; Video Lexicon; On the Bookshelf: Members’ Books; Family Content Area Pages; and links to other organizations that may be of interest.

Remember, we all need continued education because education is the key to success. If you have any ideas for career or professional development resources, or would like to develop one of the resources yourself, please let me know at jennifercrosswhite@ncfr.org. I would love to work with you. . . . My door is always open. ■

More “Crafting Scholarship,” our continuing series on academic writing by Bob Milardo

Enjoy this insider’s guide to improving your professional writing by Robert Milardo, Ph.D., NCFR Fellow and the founding editor of the *Journal of Family Theory & Review*, who has over 35 years of experience in teaching, research, and academic writing. “Crafting Scholarship” is a regular *NCFR Report* column where Bob addresses insights useful to anyone engaged in scholarly work and journal article preparation. His new book, *Crafting Scholarship in the Behavioral and Social Sciences*, provides a comprehensive look at writing, editing, and reviewing processes in academic publishing. (Fall 2014, Routledge); www.routledge.com/books/details/9781138787841/



Awards 2014

Awards to members and other scholars and practitioners in family-related areas are an important part of the work of NCFR. As an organization, we congratulate these deserving recipients for awards presented in 2014.

You are encouraged to nominate members or to apply for NCFR awards. Most awards include recognition at the annual conference, sometimes a cash award or travel stipend, and a plaque. The awards brochure will be included in the Spring 2015 issue of *NCFR Report*.

Ruth Hathaway Jewson Award

Jennifer Doty

The Jewson Award recipient is Ms. Jennifer Doty, a doctoral candidate in family social science at the University of Minnesota. She has authored six publications (four as first author), with a focus on parents in an online environment. In her dissertation research, she focuses on the relationship between parents and adolescents prospectively over three generations in the Youth Development Study. She was awarded a Kappa Omicron Nu Research Award for her dissertation work.

Ms. Doty's research interests include the well-being of parents and adolescents,

translational research using online tools, and parent-based prevention. Her long-term goal is to build bridges between basic research and applied settings.

This award is given in honor of Ruth Hathaway Jewson, NCFR's second executive director. It funds the best dissertation proposal submitted by a doctoral candidate in the field of family science. ■



JENNIFER DOTY

Felix Berardo Scholarship Award for Mentoring

Katherine Allen, Robert Hughes

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.

Dr. Katherine Allen is a professor of human development at Virginia Polytechnic Institute and State University and is also on the faculty of Health Sciences and a faculty affiliate of the Center for Gerontology and the Women and Gender Studies Program. She has been a member of NCFR since 1979

and has served in many capacities, including three terms on the Board of Directors. She has also received several NCFR awards and serves on the editorial board for all three of NCFR's journals. She is one of the 12 inaugural Fellows of NCFR.

In her letter nominating Dr. Allen, April Few-Demo writes about "the Allen Way of Mentoring":

"Katherine's way of mentoring involves much more than answering questions about professional development issues; it is an ongoing formal and informal relationships of learning, trust, constant dialogue, and modeling. . . . It is common for Katherine's former and current students to describe her mentoring style as personifying a kind of mothering

role. Her mentees feel a connection to her that extends beyond professional boundaries."

Dr. Robert Hughes is a professor of human development and family studies at the University of Illinois at Urbana-Champaign, and previously served as department head for the university's Department of Human and Community Development. He has been an NCFR member since 1983 and received a career achievement award in family life extension from NCFR in 1998. He has served on the editorial board of NCFR's *Family Relations* journal since 1987 and has produced numerous scholarly publications during his career.

Dr. Hughes "has touched the lives of many undergraduate students, graduate students, staff, and faculty through his mentoring, personal style, and professional demeanor," write Elissa Thomann Mitchell and Jill Bowers in their nomination letter. Several former students wrote that they credited many of their successes in the field to Dr. Hughes' mentoring and the opportunities he provided them.

"Mentoring is not something that Bob does on a whim or 'if he has time,'" wrote Thomann Mitchell and Bowers. "It is part of his everyday interactions." ■



KATHERINE ALLEN



ROBERT HUGHES

NCFR Student Award (SNP)

Laura Frey

The NCFR Student Award recipient is Laura Frey, a Ph.D. candidate at the University of Kentucky with a background in couple and family therapy. She is a licensed marriage and family therapist and a board-approved clinical supervisor for marriage and family therapy in Kentucky. She earned a bachelor's degree in youth, adult, and family services from Purdue University, and a master's degree in marriage and family therapy from the University of Kentucky.

Ms. Frey's primary professional interest is in the intersection of family processes and mental health. Specifically, she explores the role of stigma and family interactions

following a member's disclosure of suicidal behavior. She advocates for examining the family's role in experiences leading up to suicidal behavior and the assets family can provide in the treatment process.

This award is given to an NCFR graduate student member who has demonstrated excellence as a student and shows high potential for contribution to the discipline of family studies. The winner receives a \$500 cash award and a plaque. ■



LAURA FREY

Jessie Bernard Awards

Outstanding Research Proposal from a Feminist Perspective – Rachel Farr

Outstanding Contribution to Feminist Scholarship Paper – Jill Yavorsky

These awards honor Jessie Bernard, former NCFR Board Member and pioneer in the field of Feminist Family Studies. Jessie Bernard declared herself a feminist in 1970 and is known for her celebrated description of “his” and “her” marriages. She was also a board member of ASA and the Groves Conference on Marriage and Family.



RACHEL FARR

has demonstrated excellence in research and potential contribution to feminist scholarship. The feminist scholarship paper 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. Both include support for conference attendance and reporting on the research projects.

Outstanding Research Proposal

The award for research proposal goes to Dr. Rachel Farr, a research assistant professor at the University of Massachusetts Amherst. She was recognized for her paper, “Sexual Minority Adoptive Parents and Birth

Families: Navigating Complex and Creative Kin Relationships.” She received her Ph.D. in developmental and community psychology from the University of Virginia in 2011. Dr. Farr’s research is related to openness in adoption, particularly about how primary tasks of adulthood (e.g., entering long-term romantic partnerships, marriage, establishing a career, having children) are influenced by adoptive and birth family dynamics.



JILL YAVORSKY

The research proposal award recognizes a graduate student or new professional who

Reuben Hill Award

R. Chris Fraley, Glenn I. Roisman, Cathryn Booth-LaForce, Margaret Tresch Owen, and Ashley S. Holland

Recipients of the 2014 Reuben Hill Award are R. Chris Fraley, Glenn I. Roisman, Cathryn Booth-LaForce, Margaret Tresch Owen, and Ashley S. Holland. The Reuben Hill Award is given to the author(s) of an outstanding article or book that combines theory and methodology to analyze and interpret a significant family issue. Their winning article is titled “Interpersonal and Genetic Origins of Adult Attachment Style: A Longitudinal Study from Infancy to Early Adulthood.”

Dr. Fraley is a professor in the University of Illinois Department of Psychology. His research involves the study of attachment processes in close relationships, personality dynamics and social development, and research methods.

Dr. Roisman is a professor of child psychology at the University of Minnesota. His research interests concern the legacy of childhood experience as an organizing force in adolescent and adult development.

Dr. Booth-LaForce is the Charles and Gerda Spence Professor of Nursing in the Department of Family and Child Nursing at the University of Washington. Her research focuses on the social-emotional development of children, primarily from the perspective of attachment theory.

Dr. Owen is the Robinson Family Professor of Psychological Sciences and Director of the Center for Children and Families in



Clockwise from upper left: R. Chris Fraley, Glenn I. Roisman, Margaret Tresch Owen, Cathryn Booth-LaForce. Not pictured: Ashley Holland

the School of Behavioral Health and Brain Sciences at the University of Texas at Dallas. Her research addresses children’s development in the context of family relationships and caregiver-child relationships.

Dr. Holland is an associate professor of psychology at Edgewood College in Madison, Wisconsin. Her research interests broadly include attachment relationships, the legacy of early experiences, and romantic relationships.

The award is given in memory of Reuben Hill who had a distinguished career as a university professor and pioneered the scholarly study of family. ■

Dr. Farr’s graduate school work about how parental sexual orientation impacts child outcomes, parenting, and family dynamics in adoptive families with young children has been informative to policy, practice, and law surrounding ongoing controversy about lesbian and gay parent adoption. Since then, she has been conducting a follow-up study with these families, whose children are now school-age. She is particularly interested in examining adoption-related dynamics (e.g., birth family contact), experiences of stigma and socialization as related to adoption, race, and parental sexual orientation, and children’s understanding of adoption.

Outstanding Contribution to Feminist Scholarship

Ms. Jill Yavorsky is a doctoral candidate in sociology at The Ohio State University and the recipient of the outstanding contribution to scholarship award. Her paper, which has been accepted to NCFR’s *Journal of Marriage and Family*, is titled “Production of Inequality: Gender Division of Labor Across the Transition to Parenthood.” Her research interests focus on two areas: determinants, patterns, and consequences of employment inequalities between men and women; and divisions of labor (e.g., housework, child-care, and paid employment) and time-use patterns of couples, particularly of new parents. For her dissertation, she is conducting a field experiment examining the prevalence of hiring discrimination on the basis of gender in white-collar and working-class jobs across five U.S. regions.

Ms. Yavorsky is also managing editor of the journal *Social Currents*, and has published in *Sociological Quarterly*. ■

John L. and Harriette P. McAdoo Dissertation Award

Shuntay McCoy

Dr. Shuntay McCoy, the McAdoo Award recipient, is an assistant professor of social work at Johnson C. Smith University, where she is helping to establish a Master's of Social Work Program for culturally competent advanced generalist social workers, the institution's first graduate degree program.



SHUNTAY MCCOY

ment and Family Studies. Her dissertation examined postsecondary African American students' perceptions of their identity development within the context of predominantly white institutions and historically black colleges and universities; in her dissertation, Dr. McCoy also deconstructed student perceptions of socialization influences (e.g. families and secondary schools) within a racialized societal context, as well as the extent to which they perceive that their identity affects their postsecondary academic achievement.

As eminent scholars and educators, Drs. John L. and Harriette P. McAdoo made significant contributions to the scholarship on ethnic mi-

nority families, especially our understanding of African Americans' familial experiences. John L. McAdoo was a founding member of the Ethnic Minorities Section. Harriette P. McAdoo was the first recipient of the Marie Peters Award and became NCFR President in 1993. The purpose of this award is to provide support for the completion of an approved doctoral dissertation with a focus on issues impacting ethnic minority families. ■

Ernest W. Burgess Award

Frank Fincham

NCFR is proud to recognize Dr. Frank Fincham as the 2014 recipient of the Ernest W. Burgess Award. Dr. Fincham is eminent scholar and director of the Florida State University Family Institute. An active NCFR member since 1988, he is an NCFR Fellow and current board member. Dr. Fincham's substantial influence on the family science discipline is evident: he has been published numerous times in many peer-reviewed publications; his work is cited more than 300 times per year; and he has obtained more than \$9 million in grants for his research since 2000.



FRANK FINCHAM

He is former editor of the journal *Cognition and Emotion* and has served on several editorial boards for scholarly journals. He has been a keynote speaker at conferences around the world and has received numerous awards from professional organizations.

"On virtually every dimension that one can classify a scholarly career, Professor Fincham has excelled," said NCFR President Paul Amato in his letter nominating Dr. Fincham for this award.

Ernest W. Burgess, a noted professor at the University of Chicago with a career spanning five decades, was an NCFR co-founder, fourth president, and a pioneer in marriage and family research in America. The award recognizes outstanding scholarly achievement and continuous and meritorious contributions to theory and research in the family field. ■

2014 Affiliate Councils Awards



Affiliate Councils Award for Meritorious Service

This award is given to NCFR members who have been active in affiliate councils and provided a significant leadership role in community service or public policy on behalf of an affiliate.

Axton Betz-Hamilton, Eastern Illinois University

Affiliate Councils Outstanding Graduate Student Research Paper Award

Laura M. Frey, University of Kentucky; "Suicide Attempt Survivors and Lived Experiences: Do Suicide Disclosure and Family Reaction Impact Mental Health?"

Affiliate Councils Outstanding Undergraduate Student Research Paper Award

Hannah Chandlee, Samford University; "Parental Chronic Illness and Young Adult Women's Psychological Stress"

Affiliate Councils Student and New professional President-For-A-Day Award

Janeal M. McCauley, Louisiana State University

Feldman Awards – Family Policy

Lorien Jordan

Lorien Jordan, University of Georgia, is the winner of the Feldman Outstanding Research Proposal for Research in Family Policy Award for her paper, "The Policy Participation of Marriage and Family Therapists: A Modified Replication Study." Ms. Jordan, LAMFT, is a doctoral student in the University of Georgia's Human Development and Family Science program with a specialization in Marriage and Family Therapy. In 2012, she received the Master's of Family Therapy degree from Mercer University's School of Medicine. Her clinical interests include creating meaningful therapy for underrepresented and marginalized populations. Her research is focused on the interplay of legislation and family policy discourse and

the way it effects access to mental health services. She is currently active as a lobbyist in the state of Georgia working towards more comprehensive legislation for family therapists and clients.



LORIEN JORDAN

The Feldman Family Policy Awards—named for Harold Feldman and Margaret Feldman, long-time NCFR members and pioneers in the field of family policy—are given for outstanding research proposals, support for graduate students in internships, and support for conference travel.

Additional Awards: Sections, Focus Groups, TCRM

Education & Enrichment Section

Margaret E. Arcus Outstanding Family Life Educator Award

Judith, Myers-Walls, CFLE, Purdue University

Student Proposal Award

Julianne McGill, Auburn University;
“The Experiences of Female Mentors in a Community Mentoring Program: Building a Conceptual Model”

Student Proposal Award

Raymond Petren, Florida State University;
“Co-parental Cooperation and Conflict Following Divorce”

Student Proposal Award

Kayla Reed, Florida State University;
“Adverse Family Influences & Depression: Identifying Points of Intervention”

Ethnic Minorities Section

Students and New Professionals Best Paper Award

Diamond Bravo, Arizona State University;
“Mothers’ Educational Expectations as a Moderator of Acculturative Stress and Adolescent Mothers’ Adjustment”

Families & Health Section

Outstanding Professional Paper
Heather Dillaway, Cathy Lysack, Wayne State University; “Contradictions in Women’s Reproductive Health Experiences after Spinal Cord Injury”

Outstanding SNP Paper Award

Jessica N. Fish, University of Arizona-Tucson; Kay Pasley, Florida State University; “Sexual (Minority) Trajectories and Mental

Health Outcomes: A Longitudinal Study—Youth to Adulthood”

Family Policy Section

Feldman Travel Award – Graduate Student
Anthony Ferraro, Florida State University; “The Stress Process of Divorce for Fathers, Co-parental Cooperation and Conflict Following Divorce, Adverse Family Influences and Mechanisms to Emerging Adult Depression”

Feldman Travel Award – New Professional
Colleen Vesely, George Mason University; “Families Caught in Anti-Immigrant Cross-hairs: Trauma, Risk, and Resilience”

Advancing Family Science Section

Wesley Burr Graduate Student Scholarship Award

Sung Cho and Hye-Jung Yun, Florida State University; “Cohabiting Parents Plan to Marry, Co-Parenting and Relational Stability”

Wesley Burr Graduate Student Scholarship Award

Heather Cline, University of Minnesota; “Promoting Transformative Learning through a Parent-Child Interaction Course”

Family Therapy Section

Best Research Paper Award – Student
James Kale Monk, University of Illinois Urbana-Champaign; “Trauma Disclosure as a Buffer in Military Couples’ Relationships”

Best Research Paper Award – New Professional

Lindsay Edwards, University of Connecticut; “Emotional Intimacy and its Intersection with Traditional Masculine Gender Ideology”

Best Poster Award – Student

Patricia Barros-Gomes, Kansas State University; “Depression as Mediator between Psychological and Physical Aggression”

Best Poster Award – New Professional
Desiree M. Seponski, University of Georgia; “The Impact of Poverty on Mental Health Treatment: A Responsive Evaluation”

Feminism & Family Studies Section

Alexis J. Walker Award for Lifetime Achievement in Feminist Family Studies
Katherine R. Allen, Virginia Tech

International Section

Jan Trost Award

John DeFrain, University of Nebraska Lincoln (retired)

International Section Annual Conference Travel Scholarship

Lucy Wandiri Mbirianjau, Kenya

additional awards continued on page 17

Honors graduates

These student members are honored for their scholarship, leadership, and community service through the NCFR Honors Student Recognition Program. All graduated with family-related degrees during spring, summer, and fall terms 2014. Next deadline is March 1 for spring 2015 graduates; visit www.ncfr.org/honors.

Adrienne Anderson-Burdine, Texas Woman’s University

Victoria Belmont, Texas Woman’s University

Kathryn Bieber, Messiah College

Katelyn Branson, University of North Texas

Je’Lisa Brown, Texas Woman’s University

Kerry Brumback, McNeese State University

Diane Castle, Spring Arbor University

Hannah Chandlee, Samford University

Marissa Christensen, University of Wisconsin-Stevens Point

Amy Cooper, University of Central Oklahoma

Amber Cunningham, Messiah College

María Dominguez, Kansas State University

Natalie Douglas, Messiah College

Megan Dubbs, Messiah College

Briana Eagleton, Stephen F. Austin State University

Rachel Fagras, Indiana State University

Christina Frizzell, Texas Woman’s University

Lindsey Fye, Messiah College

Tatiana Garcia, University of Florida

Rebekah Grubbs, Samford University

Keighan Gunther, Texas Woman’s University

Jennifer Hales, Utah Valley University

Laura Hanson, University of Wisconsin-Stout

Lauren Hardy, Illinois State University

Deborah Herendeen, Central Washington University

Marlene Holcomb, McNeese State University

Jordan Hukill, Texas Tech University

Jessie Hume, Illinois State University

Kami Kalkowski, University of Nebraska-Kearney

Leann Keller, Messiah College

Sajeeda Khan-Woehle, University of Florida

Laura Kreider, Messiah College

Katie LaPlant, Central Michigan University

Jin Lee, University of Florida

Olivia Lemaire, McNeese State University

Kaylene-Lynn Mason, Messiah College

Nicole Maupin, Central Washington University

Ryan May, Miami University

Jillian McBride, McNeese State University

Katherine Mossie, Kansas State University

Kathleen Nolin, Samford University

Kristina Okerman, Messiah College

C. Rebecca Oldham, Texas Tech University

Tobi Parrott, McNeese State University

Kirby Pohlidal, Messiah College

Soledad Ramos, American Military University (APUS)

Deborah Rodriguez, Texas Woman’s University

Lou Rose, Texas Woman’s University

Rachel Schmuck, Messiah College

Rachel Schweitzer, Illinois State University

Tiffany Shiflet, Messiah College

Clara Simpson, Central Washington University

Jennifer Walls, McNeese State University

Michelle Washburn, Weber State University

Caitlin Wilson, Weber State University

Faculty Honors Recipient

Dan Hubler, Weber State University

Research and Theory Section update



Joyce A. Arditti, Chair, arditti@vt.edu

Greetings from the Research and Theory (RT) Section! We hope everyone enjoyed the 2014 conference in Baltimore. A theme for RT this year involved collaborations in programming that included a special session on “Indigenous Justice,” cosponsored with the Family Policy (FP) Section and Virginia Tech. Our collaboration with FP extended into our RT annual section meeting: We welcomed FP Section members and NCFR Director of Public Affairs Jennifer Crosswhite to discuss both Sections’ role in the development of the research and policy briefs that will be published by NCFR. RT also collaborated with the Religion and Family Life Section on a lightning session and cosponsored two separate roundtables with the Family Health and the Feminism and Family Studies sections. We were also very pleased to welcome sociologist John Hagan (Northwestern University) to NCFR (at a special session cosponsored with the Theory Construction/Research Methodology Workshop) to discuss the children’s rights and the family experience of parental incarceration.

I hope that our spirit of collaboration will extend into the next year. Excellence in research and theory is increasingly a collaborative and interdisciplinary endeavor. As we learned in our “dual section” meeting in Baltimore with our FP colleagues, cross-fertilization promotes new ideas and problem solving. Similarly, society’s most critical problems require diverse disciplines and perspectives to foster dialogue and understanding.

I am particularly excited about our 2015 conference theme next year: “Conflict, Violence, and War: Family Risks and Resilience” because it necessitates an interdisciplinary sensibility given the profound and global scope of violence within and outside of families. War and terrorism are exerting an increasing influence on the world, and our conference theme asks scholars to consider how these, as well as other forms of mass violence, influence families and communities. Family science has much to offer with regard to shaping the research agenda and responding to the needs of families and

youth affected by mass violence, given our ecologically rich theoretical traditions that highlight human agency and resilience. Mass violence poses threats to families, and these same families affect the environments in which they live. In examining how conflict, violence, and war affect the health and well-being of families and communities we must also consider the ways in which these same families transcend adversity and forge meaningful and functional lives.

With these thoughts in mind, we invite you to submit a conference proposal to the RT Section for the 2015 conference. Your proposal might investigate how contexts of war and violence influence family functioning and youth outcomes, as well as how families

define their experience or seek innovative solutions to their problems. We hope to see proposals that apply existing theory to the study of conflict and violence, or represent innovative theoretical and methodological approaches to studying family risk and resilience as they pertain to war, conflict, and related issues. “Wars” at home may not be as obvious as the ones overseas, and the conference theme suggests a host of related substantive areas of interest, such as research on social inequality (e.g., “the war on the poor”), marginalization processes, military families, and violence within families and communities.

Enjoy the upcoming winter holidays, and we look forward to seeing you in Vancouver! ■

Family Science advances



Bahira S. Sharif Trask, Chair, bstrask@udel.edu

I extend a heartfelt thank you to all members of our Section and the extremely helpful officers Robin Yaure, Michael Sturm, Donna Hoskins, and Tammy Harpel! Every time I have sent out an e-mail asking for reviewers, help at conference meetings, evaluations of grants, etc., I have received virtually immediate helpful responses! Each of the officers has worked hard to make things easier for me and to make sure that the business side of our Section functions smoothly, and this is greatly appreciated. The membership has been equally fabulous to work with. Every single time I sent out a request for reviewers, I have received many, many helpful responses, often with a pleasant note about the work of our Section!

I think our greatest accomplishment over this last year has been to raise the profile of our Section—in part by debating the Section’s name but, more importantly, by questioning the purpose of the Section and its relationship to the field. In part, this raising of consciousness has also led to a larger discussion in the NCFR community about the role of Family Science in our local environments and disciplines, our nation, and our world. In particular, many of us have struggled with the following issue: We all know, teach, and study the importance of families in all their various permutations, and yet the family field is often marginal-

ized at our universities and in the larger national dialogue.

At last year’s Section meeting the group decided that “Advancing Family Science” would be the most appropriate name (we received about 20 different suggestions) and that we needed to have the whole membership vote on the name. Since then, I have received a number of e-mails questioning whether a name change would accomplish the purpose of redefining and clarifying the issue of what this Section is about.

I have thought a great deal about the issue and have come to the following conclusions: No name will (1) satisfy every constituency, and (2) every name comes with its own set of connotations. The name we have agreed on as a membership, “Advancing Family Science,” at least encompasses a dynamic notion of disciplinary movement and allows us to have the theoretical debates that are so crucial in order to keep our field current with rapidly changing social phenomena.

As we continue to conduct and promote research about the role of the field; as we continue to sponsor plenaries and special sessions that deal with disciplinary identity; and as we continue to engage in an active, relevant dialogue we thereby advance the field and do that about which we all intrinsically care: support and strengthen families. Thank you all! ■

Ethnic Minorities Section



Ani Yazedjian, Chair, ayazedj@ilstu.edu

It was great to see so many familiar faces in Baltimore at the NCFR Annual Conference. We had several engaging sessions and stimulating conversation throughout the conference. I extend a thank you to all members who volunteered their time reviewing conference proposals and serving as facilitators and discussants for our various sessions. The success of our sessions depends in large part on your hard work prior to and during the conference.

We also had the privilege of celebrating the 35th anniversary of the Ethnic Minorities Section during our Oral History. During that time, we had the opportunity to reflect on the vibrant history of the Section, highlight some of the many accomplishments of our members, and articulate a vision of what we hope to accomplish in the next 35 years.

In addition, in conjunction with the International Section, the Ethnic Minorities Section cosponsored and cohosted an informal networking event for students and new professionals (SNPs) at this year's conference. The event provided SNPs with an opportunity to get to know new colleagues in a relaxed and casual environment. We hope to continue this successful new tradition at future conferences.

This year, the Section also recognized Dr. Shuntay McCoy as the winner of the John L. and Harriette P. McAdoo Dissertation award. Dr. McCoy's dissertation qualitatively investigated African American postsecondary

students' perceptions of their identity development within the context of predominantly White institutions and historically Black colleges and universities. Dr. McCoy will present her findings at next year's conference in Vancouver, British Columbia, Canada.

In closing, I want to thank our outgoing officers—Mayra Bamaca (SNP), Yolanda Mitchell (SNP), and Kristy Shih (Secretary/

Treasurer)—for their hard work over the last two years. They have been a pleasure to work with and tireless in their commitment to the Section. The Section now welcomes incoming officers Shuntay McCoy (SNP), Yolanda Mitchell (Secretary/Treasurer), Jose Miguel Rodas (SNP), and Roudi Nazarinia Roy (Chair-Elect), who began their terms at the conference in Baltimore. ■

Families and Religion update



Julie Zaloudek, Section Chair, zaloudekj@uwstout.edu

This year, the Religion and Family Life Section celebrates its 30th anniversary! We were established in 1943 as the "Religion and the Family Section" and re-established in 1949 as the "Religion and Family Section." After over 20 years of inactivity, the section was again established in 1984 as the "Religion and Family Life Section" and has been active ever since.

We celebrate this year by voting on a name change that will be inclusive of spirituality as well as religion in family life and better represent the diversity of members, teaching interests, and scholarly work of our Section members. All past and current members are invited to celebrate with us at our Section meeting, and current members will receive an anniversary ribbon with their conference packet. We look forward to many more years

as a vital and active contributor to the NCFR community and family life education field!

If you have any stories, photos, or memorabilia from our Section over the years, please e-mail them to me, Julie Zaloudek at zaloudekj@uwstout.edu.

Award winners

Join us in congratulating our two award winners for 2014!

Outstanding Paper for Students/New Professionals

Anthony Walker: "Spiritual Modeling, Conflict and Faith-Identity: A Moderation Effect?" (co-author: Linda Behrendt)

Outstanding Paper for Full Professionals

Cheryl Cheek: "Older Adults Solving Ill-Defined Problems in Intensive Volunteering" (co-author: Kathleen W. Piercy) ■

additional awards

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Religion & Family Life Section

Outstanding Paper Award

Cheryl Cheek, Pennsylvania State University; "Older Adults Solving Ill-defined Problems in Intensive Volunteering" (Co-author Kathleen W. Piercy)

Outstanding SNP Paper Award

Anthony Walker, Indiana State University; "Spiritual Modeling, Conflict and Faith-Identity: A Moderation Effect?" (Co-author Linda Behrendt)

Research & Theory Section

Best Abstract by a Student and New Professional Award

Letitia Kotila, The Ohio State University; "The (De)Institutionalized Father"

Focus Group Awards

QFRN Focus Group—Anselm Strauss

Award for Qualitative Family Research

Charlott Nyman, Lasse Reinikainen, and Janet Stocks Nyman (2013); "Reflections on a Cross-National Qualitative Study of Within-Household Finances." *Journal of Marriage and Family*, 75(3), 640-650.

Men in Families Focus Group – Best New Professionals Research Article Award

Lauren R. McClain, Western Kentucky University, and Alfred DeMaris, Bowling Green State University (2013); "A Better Deal for Cohabiting Fathers? Union Status Differences in Father Involvement," *Fathering*, 11, 199-220.

Men in Families Focus Group – Best Research Article Award

Kerry J. Daly, Lynda Ashbourne, and Jaime L. Brown, University of Guelph, Canada (2013) "A Reorientation of Worldview: Children's Influences on Fathers," *Journal*

of Family Issues, 34, 1401-1424.

Issues in Aging Focus Group Award – Students and New Professionals

Hyo Jung Lee, University of Massachusetts Boston; "Does Moving in with Adult Children Benefit Older Koreans' Health?"

Issues in Aging Focus Group Award – Professional

Lawrence Ganong, University of Missouri (co-authors: Ashton Chapman, Luke Russell, Youngjin Kang, Caroline Sanner, Marilyn Coleman); "Step-grandparents' Relationships with Step-grandchildren"

Theory Construction and Research Methodology

TCRM Best Student/Early Career Presentation Award

Alison Chrisler, Michigan State University; "Mom and Dad, Please Accept Me: Understanding Parent Reactions to Coming Out" ■

particularly positive experience in having her work reviewed. Here is her response:

Yes. Recently my students and I submitted a paper to a journal that was rejected quickly, but the reviews were so helpful and constructive that we used them to completely revise the paper. When we sent it to the next journal, it got a very positive response and request for a revision and re-submission. The resubmission was accepted [by the Journal of Family Psychology]. So even though the original submission was rejected, the reviews were helpful, and it was a great experience for the students. They could clearly see that the paper was so much better after we made the revision. That's not the only positive experience I've had, but it's one of the most positive. It was the way things are supposed to work.

In this example, the initial reviewers were not obliged to provide suggestions for improving the manuscript but, because they had done so, Sarah and her colleagues took advantage of the suggestions, revised the paper, and sent it off to a second and very well-regarded journal, where it was finally accepted. Both the authors and the field were served well. Writing detailed reviews can be a service to our colleagues, informing the decisions of editors and directing authors in ways to improve their work. In the case of substandard submissions, reviewers may not always have the time to invest in a comprehensive review, but when they do it can generate a string of positive consequences.

Masterful reviews

Let's consider the core of a review that is helpful to editors and authors. After all, writing technical articles is no easy task, and having peers read our work and provide suggestions for improvement is a significant part of crafting great work.

The best reviews, or what we might address as *masterful reviews*, are detailed and evaluate each of the core parts of a manuscript. Throughout a manuscript, reviewers, like readers, expect some precision in the use of language. For instance, the following statement sounds intriguing in principle but is terribly unhelpful in particulars: "Social psychological theory suggests a certain relational outcome in family communication." Just what is *social psychological theory*? Quite possibly the author had something specific in mind. The reviewer's mission is to encourage the full development of the underlying argument and the degree of precision in the use of language. In this case, we need a clear expla-

nation of the term *social psychological theory* and probably a more particular explanation of the precise theory the author had in mind.

In this way, great reviews help to push advancements, for instance, pushing theory through a series of challenging questions, as in the following example: "Can you move beyond Erikson's fairly simple notion of stages? Are the developmental trajectories of secure and avoidant children likely to be unique? Can you extend these arguments?"

Great reviews often request added refinements to existing arguments or analyses. "I would like to see the author buttress her arguments with some mention of the earlier work by Larry Kurdek on gay and lesbian couples." Or in regard to a series of regressions, a reviewer might ask for a complementary comparison of means. Reviews often call for more nuanced arguments and in this way encourage authors to advance their thinking and perhaps their underlying theory or the complexity of design, measurement, or analyses. For example, in a literature review one author noted how cohabitation before marriage raises the risk of later divorce, relative to couples who do not cohabit before marrying. This is true, but more recent work by Jay Teachman and others adds a bit of nuance to this long-standing finding in that the effect is not consistent across all cohabiting couples.

Effective reviews prioritize commentary

The most useful reviews center on a few core issues, and the overall clarity of the presentation is among the most important. Reviewers expect a clear, unambiguous statement of the purpose of a manuscript, and they expect this within the first few paragraphs. Heather Helms, an accomplished author and reviewer, commented on this issue: "In reviewing an article, if I don't know by the end of the third paragraph what the study is about I am not optimistic about the paper."

Great reviews, and the reviewers who write them, look for the clarity of the breadcrumb trail. All elements of the manuscript need to be clearly linked: the introduction clear and concise, the literature review appropriate to the research questions, the data and analyses pertinent to the questions being asked, and the conclusions clearly derivative of the analyses. There should be a "clear conceptual pathway through the thicket of ideas," as one reviewer noted. Often this is evidenced by the author's selection of headings.

Reviewers may usefully question the scope of a manuscript and in this way question the

overall contribution. For instance, in a paper on intervention programs for violent adolescent offenders, a reviewer may question the exclusion of programs directed at adults, or the importance of distinguishing programs that are designed specifically for young women rather than young men. For authors, this suggests that they should anticipate the issues a reviewer is apt to raise and provide explanations for the overall design and any likely concerns.

Reviewers can benefit authors when they read rather literally for clarity and consistency of language. The clarity of any paper is largely contingent on the clarity of key concepts. Oddly enough, for instance, the term *family* is used imprecisely, sometimes referring to spouses and their children or the individuals living in a single household and sometimes referring to multiple households and a wider tracing of people related by birth, marriage or strong positive sentiments (e.g., fictive kin). In this case, even the most common terms (i.e., *family*) may need clarification. Authors can assemble manuscripts with an eye toward clearly defining and consistently using key concepts.

Identifying matters of style

There are a variety of additional issues to consider as well, largely minor concerns in that they are relatively easy to remedy. For example, as an editor I am not terribly concerned with minor lapses in style or the occasional typographical or grammatical error. Once a manuscript is accepted, editors of major journals have professional copyeditors review the manuscript for all of these issues. Editors vary in their concern about such issues and the degree of support they receive from their publishers (e.g., to pay for expert copyediting). Journals sponsored by professional organizations (like NCFR) are typically well supported in these regards, and editors and reviewers can focus on substantive issues where their expertise resides. Reviewers, at their own discretion, may include suggestions for authors regarding minor issues of style; such comments are typically included at the end of a review.

In contrast, significant lapses in preparation of a manuscript raise questions about the things that really do matter: How carefully did the author construct this particular research report, case study, review, or theory paper? I recently received a manuscript that had a glaring grammatical error in the title, and not fewer than eight simple errors on

crafting scholarship continued on page 19

the first page. If the authors can't proof-read their first page, what confidence can I have that their data are clean? A manuscript replete with simple errors invites questions from editors and reviewers regarding more substantive issues, such as the quality of the literature review, design, measurement, analysis, and interpretation.

In short, a few lapses in style or presentation are minor issues; anything more than that is a distraction for reviewers.

Missing citations

Reviewers often suggest additional work they regard as relevant that was not cited originally by authors. This can be quite helpful when it services our mutual goal to produce the best possible scholarship. Given the complexity of publishing and the breadth of sophistication needed to assemble an article, it is not surprising when an author misses what could be a useful source. The simple omission of a few pertinent publications is important to note but has little impact on the editorial outcome, and it shouldn't. There are exceptions.

More significant are occasions when substantial work is omitted and, in particular, work that might have informed an initial research design, the development of a theoretical model, or a policy implication. In these cases,

the omission can figure prominently in the reviewer's recommendation and, eventually, that of the editor. Given the sophistication of methods for searching literatures, authors can largely avoid such problems with a bit of effort. But what if a scholar—for instance, a developmental psychologist—is working in the area of adolescent siblings and in an otherwise-talented report misses pertinent material published in an education journal? This kind of omission happens quite regularly, and the questions are was the theoretical modeling or the manuscript's research design affected and can the omission be corrected easily?

In journals representing multiple disciplines and diverse readerships, there is an expectation that authors will be familiar with work in neighboring disciplines. The journals sponsored by inherently multidisciplinary disciplines like education, social work, communications, or family science are unique in that there is an expectation that authors write for multidisciplinary audiences, at least up to a point. Some disciplines are implicitly regarded as too distant. We would not expect someone writing on kinship in family science to cite work in comparative biology (e.g., sisterhood in rodents). In fact, animal studies, including work with primates, is rarely addressed in fields that regularly

publish work on human relationships and families, although it would be useful if there were more cross-disciplinary fertilization.

Recommending self-citations

At times, reviewers face thorny ethical concerns. A reviewer might recommend a variety of work to an author, including the reviewer's own publications. A reviewer may prefer a more conservative position and communicate the potential relevance of a self-citation to the editor and let her decide if it is appropriate to pass the recommendation along to an author. In nearly all cases, a light touch is appropriate, and authors should have the prerogative to include suggested references or not. In the case of the latter, authors can communicate the rationale for their decision to exclude a reference in the correspondence that accompanies a revision. At the very least, the editor and reviewers need to know the issue was considered thoughtfully.

In the end, write the reviews you would like to receive: encouraging, generative, and critical. Our goal is to create great science in a supportive community.

Please share your experiences in reviewing and being reviewed on our Facebook page "Crafting Scholarship," <https://www.facebook.com/CraftingScholarship>. ■



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