

## IN THIS ISSUE

### Family Focus theme: Families and Human Rights

Articles in the Family Focus section of this issue address human rights in countries around the world, including Kenya, Qatar, Syria, Senegal, and Singapore; rights of transgender individuals and same-sex couples; rights of oppressed groups in the U.S.; and more.

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## National Council on Family Relations

2016 Annual Conference  
Nov. 2 – 5, Minneapolis, Minnesota

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

Find the schedule at  
[ncfr.org/ncfr-2016](http://ncfr.org/ncfr-2016)

### NCFR Board Update

## Results of NCFR Member Survey Addressing Research and Policy

In early March 2016, NCFR Board President Bill Allen invited NCFR members to participate in the first of several brief surveys designed to help the NCFR Board better understand members' views of NCFR and the work it does. This first survey asked for opinions on the approaches to research and policy that NCFR takes or might take in the future. A total of 505 members responded to the survey. More than half of the respondents were university or college professors, more than 80 respondents were students, and more than 200 practitioners responded. Among the respondents, 32% had been an NCFR member for five years or less, 23% had been a member for more than 20 years, and the remaining fell in between.

### What Did We Learn?

Survey respondents indicated their level of agreement with six statements (see Table 1). Examination of the means and standard deviations showed the strongest endorsement (with little variability) of items that pertained to disseminating research to the public and to policymakers (Item 3: 75% agreed or strongly

agreed; Item 4: 84% agreed or strongly agreed). There also was strong agreement that NCFR should promote social justice for all families (Item 1; 76% agreed or strongly agreed). Given the broadness of the term *social justice*, members likely vary on its meaning. The Board will explore members' views of social justice and its associated activities in a second policy survey.

Respondents were relatively split on whether public statements should be limited to scientific findings (Item 5: 36% agreed or strongly agreed and 37% disagreed or strongly disagreed) and on whether NCFR should take positions on social issues (Item 6: 39% agreed or strongly agreed and 42% disagreed or strongly disagreed). Responses to Item 2, on limiting our work to publishing and reporting scientific data, showed 36% agreed or strongly agreed and 48% disagreed or strongly disagreed.

Most respondents (95%) fell into one of two broad groups. Group 1 strongly endorsed Items 1, 3, and 4 but was less supportive of Items 2, 5, and 6; Group 2 strongly endorsed

*Results of Survey continued on page 10*

**Table 1. Member Opinions on NCFR's Research- and Policy-Related Work**

NCFR, as an organization, should . . .	Mean	SD
1. Promote social justice for all families in its work.	4.00	1.24
2. Limit itself to publishing and facilitating scientific data about families.	2.90	1.28
3. Make it a priority to get family-relevant research into the hands of the public.	4.54	.70
4. Make it a priority to get family-relevant research into the hands of policymakers.	4.61	.76
5. Limit its public statements to reporting scientific findings.	3.19	1.29
6. Avoid statements that might be interpreted as an organizational "position" on a social issue.	3.06	1.36

Note. Responses were on a 5-point scale: *strongly disagree* (1), *disagree* (2), *neutral* (3), *agree* (4), and *strongly agree* (5).

## Mission Statement for NCFR Report

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

**President:** William D. Allen

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**News Editor:** Allison Wickler

**Family Focus Editor:**

Judith A. Myers-Walls, Ph.D., CFLE

## How to contribute to the Family Focus section:

The Family Focus section of NCFR Report is member-written. Articles accepted for publication will be edited using standard editorial practice, and given priority based on

- 1) relevance to the Family Focus theme,
- 2) brevity due to space limitations, and
- 3) how articles form a complementary collection.

For information and guidelines, contact the editor, Judith A. Myers-Walls, Ph.D., CFLE at [reporteditor@ncfr.org](mailto:reporteditor@ncfr.org). *The contents of articles represent the views of their author(s), which may not represent the position of the entire organization.*

## How to advertise in NCFR Report

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## Nominate Candidates to Be NCFR's Next Leaders

The future of NCFR is inextricably tied to the quality and dedication of its leaders. We need you!

As we approach the annual conference in Minneapolis, the Elections Council asks you to think about the leadership opportunities in NCFR that would be a good match for you. Speak with colleagues, mentors, section leaders, or Elections Council members about your desire to serve and your willingness to be nominated for a position. Also, consider nominating colleagues who you think would be a good match for the positions available in the next election cycle:

- Elections Council members (2018–2021), two positions
- Fellows Committee members (2018–2021), three positions
- Students and New Professionals Program Representative (2018–2020)
- Annual Conference Program Chair-elect (2018–2019); Program Chair for 2020 Annual Conference. *Note: The Annual Conference Program Chair-elect is a Board-appointed position; the Board considers candidates who are nominated.*

Each year we begin our work on the next election cycle at the annual conference, asking sections to nominate potential candidates for the organizational-level positions that need to be filled, and encouraging individuals to nominate either themselves or

others. Last year we were more than pleased at the number of candidates who offered to run for office, and we are excited about the outstanding list of potential candidates we have before us.

In the spring, we will meet to identify and discuss possible candidates for 2018 who have been identified by nomination or who have previously served in leadership positions. We consider not only the experience of individual candidates but also the structure of the overall slate, asking ourselves if we are reflecting the strength and diversity of the organization and its members.

The Elections Council's responsibility is to help NCFR members match their leadership abilities to the leadership opportunities that abound within our organization, and we take seriously the NCFR Board's charge to find the right people who are willing to have their names placed on the ballot each year. We are guided by the operating values outlined in the NCFR bylaws and the Elections Council Policies and Procedures. Our desire is to build a slate of representatives from the entire NCFR membership that reflects and promotes the mission and goals of NCFR.

—NCFR Elections Council Chair Mick Cunningham; council members Claire Kamp Dush, Alan C. Taylor, Curtis A. Fox, Ramona Faith Oswald; and Board Liaison to the Elections Council Hilary Rose ❀

## Get Ready for the 2016 NCFR Annual Conference

Lee Ann De Reus, Ph.D., Chair, Conference Program Committee, [lad12@psu.edu](mailto:lad12@psu.edu)

For the first time in NCFR history, human rights are the focus of our annual conference. The theme, "Families and Human Rights: Promise and Vulnerability in the 21st Century," will provide conference attendees with an excellent opportunity to showcase and explore research, theory, teaching, and practices that focus on issues facing diverse families both globally and in our own backyards.

To help emphasize human rights challenges, I used the United Nations' 2030 Sustainable Development Goals as a framework for the

conference. My objective is to engage conference participants in solution-focused, inspiring discussions on topics such as poverty, hunger, access to education, gender inequality, climate change, incarceration, discrimination, and displacement.

Our four plenary speakers will help us take a deeper look at the dire issues facing families. I am thrilled our invitation has been accepted by Ms. Alicia Garza, cofounder of the Black Lives Matter movement; Dr. Mary Burke, an

*Annual Conference continued on page 4*





# An International Perspective on Family Well-Being

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

Things often look very different as you approach them than they do as you leave them.

Recently, a group of us from NCFR visited a group of colleagues in Shanghai to discuss assisting in the development of a family life education program in China. (A member of our group, Dawn Cassidy, will have more to say about this elsewhere in this issue.) I was visiting China for the first time, with little idea of what to expect. My first impressions were of being overwhelmed by this vast country with so many people. It was initially a bit intimidating to be unable to read signs or to understand the words of anyone not in the group I was traveling in. I quickly gained a deeper appreciation for what the many immigrants to the United States must experience upon their arrival.

On the drive in from the airport, I marveled at row upon row of residential high-rise buildings, wondering what life must be like for the tens of thousands of residents living in them. Our host colleagues did a magnificent job showing us what life in Shanghai was like for everyday people from all walks of life. We had opportunities to visit other local universities and social service agencies, gaining a little insight into how family professionals train and provide care for China's growing population. Our presentations on family life education appeared to be well received, although for many of us, they felt much abbreviated and we wished we had more time to elaborate. (How do you summarize years of Family Science into two days of lecture?)

Throughout that first week we learned almost as much about family life in China through observation of families we saw on the streets of Shanghai as from our time spent with our generous hosts. Later, we took a week to tour four additional cities throughout China. We spent much of this time sightseeing at world-famous places like the Great Wall outside of Beijing, and the museum of the Terracotta Army in Xi'an. All around us were a sea of faces representing a different kind of diversity from what we experience in the U.S. It was both refreshing

and, at the same time, slightly intimidating.

The social scientist in me was intrigued by the ways in which family life looked both similar and yet very different from that in the U.S. For example, care of individuals at the beginning and at the end of life looks very different. Many of the preschool-aged children we saw in parks, markets, and on the streets were being cared for (at least in part) by their grandparents, rather than spending most of their day in child-care centers. It was particularly remarkable to see so many toddlers being cared for by their grandfathers, an arrangement both parties seemed to relish. And other than clusters of schoolchildren

**My short time in China piqued my interest in exploring how Family Scientists here might develop more enduring collaborative bonds with our colleagues studying and working with families around the world.**

awaiting buses in late afternoons, I saw fewer sibling groups than might be expected here in the U.S. (no doubt, a legacy of China's recently relaxed "one-child" policy). Despite the love of parents and grandparents showered on many Chinese youth, one university student confessed being somewhat lonely growing up without siblings.

At the other end of the life cycle, elders more typically lived with their adult children (at least as long as they were able). We often saw seniors exercising in public parks in the early morning hours. In general, more of family life appeared to occur out in society than behind closed doors, perhaps an artifact of China being a more collectivist rather than individualistic culture. For instance, children and their parents seemed more at ease

out in public, with little of the caution one observes in parents and children on major streets or in the marketplaces of U.S. cities. These observations are certainly anecdotal, but I couldn't help wonder how family life education might need to look different in this dynamic and evolving society.

My short time in China piqued my interest in exploring how Family Scientists here might develop more enduring collaborative bonds with our colleagues studying and working with families around the world. This could clearly be a difficult task, given shrinking personal and departmental travel budgets, not to mention the political and organizational challenges we face at home. However, there is so much knowledge about families we could share with colleagues around the world, and (based on this brief experience) we clearly could learn valuable approaches to harnessing familial resources that promote healthy family process from our global colleagues.

So, as we left Beijing on the last day of our China visit, I saw the rows of high-rise apartment buildings very differently. Now, instead of anonymous blocks of concrete and steel, I imagined couples of all sorts, grandparents and toddlers, teenagers struggling with school and peer pressures. I saw family members individually and collectively adjusting to lives in a dynamic, evolving society actively balancing the call of traditional, communal values with new impulses toward independence and entrepreneurialism. Chinese families were figuring this out in real time, and family professionals were seeking our help. That is tremendously exciting and also a bit humbling. Collaborating with these and other global colleagues in whatever ways we can will certainly boost our field's aspirations to promote the knowledge and well-being of families, all families wherever they may be. That is, if we answer the call and accept the invitation.

I hope that we will . . .

**Bill Allen**

*Annual Conference* continued from page 2

expert on human trafficking; Dr. Lisa Sun-Hee Park, who studies the connection between environmental justice and immigrant families; and Ms. Saida Abdi, a licensed social worker at Boston's Children's Hospital who treats refugee trauma and studies the radicalization of Somali youth.

Minneapolis provides a relevant context for the November conference as family practitioners, scholars, activists, and policymakers across the Twin Cities and the state of Minnesota address human trafficking, the radicalization of youth, race, and policing. We are actively reaching out and encouraging local family professionals to join us at the November conference to share their best practices and insights. It's important we hear from all of you working in the field.

In addition, many conference sessions are planned that reflect the interdisciplinary nature of scholarship in Family Science, highlighting topics such as parenting, couple relationships, child development, family health, family policy, and many more. You'll find more session highlights throughout this issue of *NCFR Report*.

This remarkable 2016 conference is only possible thanks to those of you who submitted presentations. Submissions hit an all-time high this year, and they have resulted in an exceptional program. I am forever grateful to NCFR section chairs, Students and New Professionals (SNP) representatives, Theory Construction and Research Methodology (TCRM) Workshop chairs, affiliate councils representatives, the Inclusion and Diversity Committee, NCFR President Bill Allen, and of course the amazing NCFR staff who all dedicated endless hours to help organize the program. The conference would not be possible without everyone's hard work and leadership.

I'm excited to see you all in Minneapolis for an engaging and inspiring conference experience! ✨

## 2016 NCFR Annual Conference Major Sponsors

Opportunities are still available to put your institution front and center during the NCFR conference! Contact Judy Schutz with your interest ([judy.schutz@ncfr.org](mailto:judy.schutz@ncfr.org) or 888-781-9331 ext. 2893) in these sponsorships:

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# Delivering Value to Our Members

Diane Cushman, NCFR Executive Director, [dianecushman@ncfr.org](mailto:dianecushman@ncfr.org)

Successful associations of today have to deliver extraordinary value to members. Access to top research and curated content, professional development and career advancement resources, and opportunities to engage in a peer community all rank among the top reasons members cite for remaining active in a professional society. NCFR is taking several steps to meet the needs of current and future members by reorganizing the staff structure, creating a new NCFR website, developing and implementing a learning management system for access to webinars and group discussions, and replacing our email discussion lists with a more robust online community platform. In addition, we are updating NCFR's graphic identity.

## Staff Organization Structure

NCFR's staff organization structure is in the process of changing. There were three main objectives that prompted these changes:

- To enhance the resources to support current and future member programs, particularly the conference, online learning and resources, and policy education
- To provide more timely and effective communication about NCFR programs and initiatives
- To increase the efficiency of NCFR operations

To accomplish these objectives, we are making changes to our Education Department, Membership and Marketing Department, and Governance and Operations area.

Jennifer Crosswhite will move into the Education Department to lead the research and policy education programming areas. She will now oversee the conference planning process, and will work directly with Cindy Winter, conference program consultant, and the conference program planning committee. Dawn Cassidy will focus her efforts in the areas of practice, most notably family life education and the work of advancing the professions of Family Science into additional job sectors. We have created a new position—education coordinator—to whom will move the day-to-day administration of the family life education certification

program and the operational support for webinars and other online learning.

We are strengthening and centralizing our communications and public relations within the Membership and Marketing Department. This area will continue to be responsible for communications, marketing, and member relations, but with the addition of one staff member who will focus on member relations and engagement. We have also reorganized our communications into one position within this department and moved the support for affiliate councils to the member relations position.

**At the core of an association is a group of members who are passionately committed to a common cause.**

One final change was to align all the operations support into one area under the leadership of Jeanne Strand, director of governance and operations. Judy Schutz, conference and meeting planner, will report to Jeanne, as will the office manager, a newly created position that combines work that was done previously in two other positions. These changes were made to better align our internal operations which will, in the long run, enhance our service to members.

## Staffing Changes

NCFR is a difficult organization to leave, but retirement can be an alluring stage of life. After several years of consideration, Charlie Cheesebrough, director of membership and marketing, has decided to join the ranks of those whose days are entirely devoted to their passions. In Charlie's case, that's his family and his classic cars. We'll miss him and all the talent he brought to NCFR, and we wish him well. Allison Wickler has been promoted to the director of membership and marketing position.

Tahera Mamdani, NCFR's talented director of finance, resigned for family reasons. She

divided her time between the United States and Kenya, where much of her and her husband's family members reside, and she wanted some additional time to make plans for her next stage of life. Tahera continued to support NCFR with weekly visits to the office to keep our finances on track while we searched for her successor. We found that person and in mid-July welcomed Rebecca Luxenberg to NCFR. Rebecca comes to us by way of Conservation Minnesota, where she served as finance director. She spent many years at school and working in Portland, Oregon, before returning to Minnesota to be near family. We are delighted that she has taken a position with NCFR.

Work is under way as this issue of *NCFR Report* goes to press to fill the member relations and communications manager positions.

## Systems Changes to Support Member Programs

For years, NCFR conference attendees have described the experience as an annual highlight and the best way to network with colleagues and engage in conversations about topics of mutual interest. For today's associations to remain relevant, they have to be able to support opportunities to engage in peer communities 365 days a year around the world and around the clock. NCFR has maintained a fairly rudimentary system of email discussion lists to support the sections and focus groups, working committees, and task forces. A much more robust system of tools that allows conversations to be categorized and retrieved by topic will enhance the ability of members to connect with each other from anywhere at any time. To accomplish this, NCFR staff is in the process of building online discussion forums that integrate with NCFR's website at [ncfr.org](http://ncfr.org).

Another valuable online tool is the website, and today's functional websites offer curated content that is easy to find and use. The content is tailored to the specific audience and, when done well, can be a feature of membership that provides ongoing resources for use in teaching, research, policy, and practice. NCFR's website is

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## In Memoriam

# Joan Jurich, 1953–2016

Longtime NCFR member Joan Jurich passed away on May 22, 2016, at age 62, after a three-year battle with pancreatic cancer.

*NCFR member Karen Myers-Bowman has written the following in memory of Dr. Jurich:*

Dr. Joan Jurich was an NCFR member for nearly 40 years. She served as secretary of the NCFR Board of Directors from 1993–1995, and had recently become chair of the Research and Theory Section. She was a member of the Conference Quality Control Committee and the Jessie Bernard, Reuben Hill, and Ernest G. Osborne award committees; chair of the Human Sexuality Focus Group; and president of the Ohio Council on Family Relations.

Joan began her professional career at Planned Parenthood as a counselor and trainer from 1979 to 1984. Her passion for women's health continued as she completed graduate school. She earned a Ph.D. from the Department of Child Development and Family Studies at Purdue University and was subsequently hired as a professor in that department, where she served from 1986 to 2001. From 2003 to 2008 she was the instructional development specialist and coordinator of TA Programs at the Center for Instructional Excellence at Purdue. In 2008, Joan joined the faculty of the Department of Social and Public Health at Ohio University, earning tenure for a second time. Her research interests centered on adolescent and young adult sexuality, parent–child relationships (including parent–child communication about sexuality), and women's reproductive health. She also made significant contributions to the field of Family Science in the areas of theory and feminist teaching techniques.

Joan was blessed with both intelligence and a good heart, and she shared these gifts freely with her students and colleagues. As an educator, she worked tirelessly to learn students' strengths and use that knowledge to move them to ever-higher levels of learning and skill. Joan was highly respected and loved by her students. We appreciated and valued her vast knowledge and supportive teaching style that included kindness and respect for all. Her exceptional teaching skills were frequently recognized—she was the recipient of

numerous teaching awards. Most recently, the Ohio University College of Health Sciences and Professions' (CHSP) Student Advisory Council selected her to receive the Outstanding Teaching Award for the 2015–2016 year. Additionally, Joan received the Class of 1950 Faculty Excellence Award from Ohio University in 2013, and the CHSP's Innovative Teaching Award in 2011. Joan was also the 1991 recipient of the Ernest G. Osborne Award, given every other year to an NCFR member who has excelled in teaching Family Science.

On a more personal note, Joan began as my mentor and major professor in graduate school at Purdue in 1988, but she grew to be one of my closest friends and a true soul mate.

She was a wonderful friend, mother, wife, sister, and daughter. She had a genuine and boundless interest in others, and the ability to hear, support, and—when

helpful—challenge us to grow. I know I represent many others when I say that I will miss Joan's support, honesty, love, intelligence, and commitment. I am a much better person because she has been in my life. Her influence will live on in us—her students, colleagues, children, family members, and friends. ✨



Joan Jurich

# Murray A. Straus, 1926–2016

Longtime NCFR member Murray A. Straus passed away on May 13, 2016, at age 89. He was an NCFR member for 55 years, and served as president of the NCFR Board of Directors in 1972–1973.

Dr. Straus was known for his foundational work in the areas of family violence and family measurement techniques, and later for his study of spanking and corporal punishment. In addition to being a prolific scholar and author—he wrote hundreds of scholarly articles and more than 15 books during his career—in 1979 he created the Conflict Tactics Scale for measuring intimate partner violence, which became the standard for gathering information about spouse and child abuse and has been widely used for many years.

Dr. Straus joined the sociology faculty at the University of New Hampshire in 1968 and remained there until his death. He founded and directed the university's Family Research Laboratory.

Before his time at the University of New Hampshire, he held positions at Washington State University, the University of Wisconsin, Cornell University, and the University of Minnesota. He received his doctoral degree from the University of Wisconsin.

In addition to his service on the NCFR Board, Dr. Straus also served as chair of NCFR's Research and Theory Section in 1969–1970 and as conference program chair for the 1972 NCFR Annual Conference. In 1966, he helped transform the NCFR Annual Conference by being the first to produce the conference proceedings (plenary speaker abstracts and section programs).

Dr. Straus was the 1977 recipient of NCFR's Ernest W. Burgess Award, which recognizes outstanding scholarly achievement in the study of families. His award address was titled "Coming Full Circle: A Theory of Industrialization and Family Structure."

Dr. Straus was "a gentle, generous person who loved his students and mentored many," said former NCFR Executive Director Mary Jo Czaplewski. He was known to always wear a suit and tie with sandals, even when he rode his motorcycle.

Find more reflections about Dr. Straus and access some of his work online at [bit.ly/MurrayStraus](http://bit.ly/MurrayStraus). ✨



Murray A. Straus



# Global Family Life Education: China and Beyond

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

In June of this year I traveled to Shanghai, China, with NCFR President Bill Allen and NCFR members and CFLEs Judy Myers-Walls, Glen Palm, and Yan Ruth Xia. Our trip was at the invitation of the Shanghai Women's Federation, the Institute of Sociology, and the Shanghai Academy of Social Sciences (SASS).

Based on an ongoing relationship with Dr. Xia, SASS asked for her help in identifying family professionals from the United States who could assist in providing training in family life education (FLE) to Chinese human services professionals. SASS was interested in taking a more intentional, family-focused approach to helping families and also in the possibility of creating a certification program for family life educators. They were specifically interested in parenting (especially fatherhood), couples and relationships skills, and learning a bit about the history of family life education and certification in the United States. In addition, Dr. Allen was asked to speak specifically about video-game addiction among teenagers.

**This trip was a life-changing experience. The generosity and hospitality shown to us was humbling, and the enthusiasm of the Chinese people we met for learning more about families was inspiring.**

The schedule and focus of the presentations changed a bit from the time we started preparing to when we actually presented, but in the end we provided a two-day workshop in Shanghai to approximately 150 professionals who worked with or for families in some capacity. In addition, we had the opportunity to visit two family services agencies, and we presented to students at East China Normal University.

Preparing for an audience from a culture as different from the U.S. as China proved to be

a tremendous learning experience. As family life educators speaking about the practice of family life education, it was important that we model family life education principles in our approach and delivery. But China is a culture that reveres expertise. We were told more than once, "You are the experts; we just want to learn from you." As Judy wisely pointed out during one of our planning meetings, "We want to teach them to cook, not feed them." Our plans to include small-group work and audience participation were sometimes met with concern that the audience might not be comfortable with that kind of interaction. As it turned out, the audience we thought might be too shy to share their thoughts or insights easily broke into groups; they were quick to volunteer for on-stage demonstrations and activities. The response to the two-day SASS conference was very positive. Participants were eager to learn more about Family Science and the approach of family life education.

While in Shanghai, Glen and I had the opportunity to visit an organization called Vibrant Communities. Workers migrating from rural to major urban areas have been a key part of China's rapid growth, but the children of migrant workers face discrimination and a lack of educational opportunities. Vibrant Communities provides migrant children and their families with educational services to improve parent-child relationships. They provide an early childhood development program, an after-school program, and a program that combines art and science as a means to strengthen and empower migrant communities. We were able to talk with some of the staff and, even though it was

a Saturday, meet with some of the children participating in the programming.

Judy, Yan, and Bill visited an organization called ShouldAid, a cooperative organization focused on meeting the needs of families in the community. Their services included a small school with opportunities for the children to learn art and writing, and to gain cultural skills. The children played an active role by serving lunch in the organization's restaurant. In addition, they served as guides for an exhibit that included artworks they made using trash and discarded items.

Since arriving back home, several of us have continued to communicate via email with representatives from these organizations. Both organizations, while serving needs particular to



*Presenters and organizers of the Family Life Educator (International) Workshop, Shanghai, China.*

their communities, were surprisingly similar to programs offered in the United States. It was an important reminder that families throughout the world are more similar than different.

We also had the opportunity to meet with students at East China Normal University (ECNU). Glen and I presented to a class of

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*Directions* continued from page 7

students studying to teach special education. I shared my presentation about family life education, and Glen talked about the importance of fathers. We had a translator, but it appeared that most students had a good command of English, as evidenced by their thoughtful and articulate questions.

Judy and Bill spoke to a class of social work students at the ECNU School of Social

Development. Judy gave a brief presentation about the Domains of Family Practice Model and led a stress-management activity as a way to model the interactive nature of family life education. Bill shared his presentation on video-game addiction.

As Bill shared in his President's Report column, we all had our own preconceived notions about China before taking this trip.

I think I can speak for the entire group in saying that this trip was a life-changing experience. The generosity and hospitality shown to us was humbling, and the enthusiasm of the Chinese people we met for learning more about families was inspiring.



As is often the case, funding will likely be the deciding factor in determining the next steps. It is clear that there is interest in future collaboration between those involved in planning and participating in this first conference on family life education and NCFR. Our hosts are eager to continue to learn more about how they can help strengthen families through family life education. In fact, several of us are continuing to communicate and collaborate with the people we met at the family agencies by sharing information back and forth.

The China trip also provides an opportunity for NCFR to carefully consider the role we can play in advancing family life education globally. Over the years several countries have expressed interest in family life education through the translation of the FLE village story into Chinese and Japanese, and through NCFR's consultation with Singapore's Family Matters! initiative.

Over the past year, NCFR members and CFLEs Justin Petkus and Tyler Smith contacted me on separate occasions with similar suggestions for enhancing NCFR's role in advancing global family life education. We are working with Dr. Xia, NCFR's International Section Chair, to create a task force to consider the appropriate role of NCFR. If you are interested in being involved in this effort, please send me an email ([dawncassidy@ncfr.org](mailto:dawncassidy@ncfr.org)).

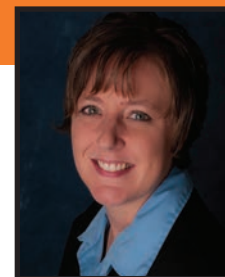
Glen, Judy, and I were fortunate to have our spouses join us on this trip (at our own expense). Thanks to Judy's husband, Dick, for serving as the trip's historian by taking more than 8,000 photos! Following a week of presentations and professional visits in Shanghai, we all spent the next week touring some of the amazing sites of China. I really enjoyed the opportunity to spend social time with people I have known professionally for years, and I appreciated the fact that we were given the opportunity to share this amazing experience with our families. ❄️

## Congratulations to Our New Certified Family Life Educators

The following is a list of Certified Family Life Educators designated between April 1 and June 30, 2016. Provisional unless otherwise noted.

<b>California</b>		<b>Nevada</b>	
Christina Nathaly Cantero		Jenna Hayes Dewar	FULL
		Vanessa A. Helfrick	
<b>Hawaii</b>		<b>New York</b>	
Jenny Wen-Yu Wu		Wales Alton Brown	FULL
<b>Iowa</b>		<b>North Dakota</b>	
Jonathan Robert Douglas	FULL	Alissa Morgan	
Emily D. Sorenson		<b>Ohio</b>	
<b>Kentucky</b>		Lindsay Short	
Jessica M. King		<b>Oklahoma</b>	
<b>Louisiana</b>		Kala Lee Hensley	
Karaline Ortego		<b>Oregon</b>	
Courtney Rogers		Timothy M. Ottusch	FULL
Johannah Monique Metzler		<b>Tennessee</b>	
<b>Maryland</b>		Jennifer Leigh Goncalves	
Rebecca M. Suplee		Kate Estenson	
<b>Michigan</b>		Sharonda R. Stiggers	
Holly Beth Tiret	FULL	Spencer B. Olmstead	
Leslie S. Aaron		<b>Texas</b>	
Jessica Wiggins-Mora		Lou Ann Rose	
Anna M. Brundige		Katie Jo Grant	
Katelyn Jo Zalewski		Iris E. Contreras-Sereno	
Leah Cynthia Bransdorfer		Ashley Reinhardt	
Jasmin L. King		Leslie Griffin	
Melinda K. Kelley		<b>Utah</b>	
Rachel Gehm		Elizabeth A. Hamilton	
<b>Minnesota</b>		Brittan Plante	
Shawna Elizabeth Garbers		Mackenzie Pranger	
<b>Mississippi</b>		Angela K. Byington	
Samantha Sabol		<b>Wisconsin</b>	
Aundrea Fenaé Bivens		Emily Nelson	





# Policy Activities at the 2016 NCFR Conference

Jennifer Crosswhite, Ph.D., CFLE, Director of Research and Policy Education, [jennifercrosswhite@ncfr.org](mailto:jennifercrosswhite@ncfr.org)

As I write this article, I've just returned from my long Fourth of July weekend. NCFR staff are in full swing preparing for the upcoming NCFR Annual Conference, Nov. 2–5, 2016. The proposals have been submitted and reviewed, the authors have been notified about their presentations, and people are beginning to plan for their conference experience. NCFR's conference program planning committee and Conference Program Chair Lee Ann De Reus, Ph.D., did a fabulous job of planning an excellent conference. The 2016 conference theme is "Families and Human Rights: Promise and Vulnerability in the 21st Century." You'll find many phenomenal sessions throughout the conference, including pre- and postconference workshops, both within and outside the theme. Visit NCFR's conference website ([ncfr.org/ncfr-2016](http://ncfr.org/ncfr-2016)) for a full list of conference activities.

As you prepare, I want to highlight some of the many policy sessions and activities that will occur during the conference. Be sure to check out the conference program ([ncfr.org/ncfr-2016/conference-schedule](http://ncfr.org/ncfr-2016/conference-schedule)) for a full list of policy sessions, including the many policy-related posters not listed here.

## Tuesday, Nov. 1

- A policy preconference workshop, "Promoting Family Policy Through the Legislative Process: An Interactive Skill-Building Workshop," with Susie Brown, public policy director of the Minnesota Council of Nonprofits (separate registration required).

## Wednesday, Nov. 2

- "Foster Care," a lightning paper session with nine papers. Implications for family policy will be discussed.
- "Promise for Incarcerated Parents and their Families: The Policy and Programmatic Interface," a live-streamed symposium with four papers and discussion. Specific policy initiatives will be addressed.
- "IPV and Human Trafficking from an International Perspective," a paper session with five papers, cosponsored by both the International and the Family Policy

sections. Information on advocacy efforts to decrease human trafficking will be shared.

## Thursday, Nov. 3

- The Family Policy and Families and Health sections are combining their section meetings this year. Sure to be a thought-provoking time!

## Friday, Nov. 4

- "Emerging Trends in Adoption Openness and Birth Family Contact," a live-streamed symposium with four papers and discussion. The session will highlight how adoption openness practices have changed and the resulting policy implications.

**The conference is sure to be thought provoking, inspiring, and full of opportunities for growth and development in and outside of family policy.**

- "Innovations for Using Research to Build Better Public Policy," a live-streamed special session. This all-star lineup of presenters will discuss how to influence family-related policy in a nonpartisan way.
- "Feminist Perspectives on Family Violence: Relational, Generational, and Community Experiences," a lightning paper session with six papers, cosponsored by the Feminism and Family Studies, Family Therapy, and the Family Policy sections. Suggestions for policy changes to improve family court practices will be provided.
- "Linking the United Nations 2030 Sustainable Development Goals and Family Science: Curricular, Research and Policy Implications and Applications," a live-streamed special session. Sponsored by the International Section.

In addition to the family policy sessions, the four plenary sessions scheduled throughout the conference—all of which will be live-streamed—are sure to inspire those interested in family policy to critically think

about family policy implications. As you listen to the plenaries, ask yourself, "How can the research and information provided in the plenaries be used to critically analyze family policies or other policies from a family perspective?" Here is a list of the four plenary sessions with dates.

**Wednesday, Nov. 2:** Opening plenary session with Alicia Garza, Black Lives Matter, will discuss state-sanctioned violence and police brutality, violence against black domestic workers, and violence against transgender or nonconforming people of color.

**Thursday, Nov. 3:** Plenary session with Mary Burke, Ph.D., will discuss human trafficking and family law.

**Friday, Nov. 4:** Plenary session with Lisa Sun-Hee Park, Ph.D., "Families on the Verge: Migration, Rights and Environmental Privilege."

**Saturday, Nov. 5:** Closing plenary with Saida Abdi, LICSW, MSW, M.A., "Promoting Resilience and Reducing Risk Among Refugee Youth in the U.S.: The Role of Parents, Practitioners, and Communities."

Finally, sections other than the Family Policy Section also have sponsored papers that discuss policy implications. This is an example of how family policy affects us all, including those outside the Family Policy Section. Here are just a few examples.

## Wednesday, Nov. 2

- "Diverse Pathways to and Experiences of Motherhood," a poster symposium with six posters and discussion, sponsored by Feminism and Family Studies. One poster will demonstrate the impact of policy on lesbian known-donor family formation.
- "Adolescent Development in Global Contexts," a lightning paper session with seven papers, sponsored by the International Section. Implications of China's one-child policy will be discussed.

## Thursday, Nov. 3

- "Communicating Research to Inform Practices and Policies on Incarceration," a *Family Science* continued on page 12

## Results of Survey continued from page 1

Items 2–6 but was only moderately in favor of Item 1. Collectively, the close-ended responses show where there is consensus among NCFR members, particularly in the areas of dissemination of research to policymakers and the public. There also is considerable endorsement of the statement that NCFR should promote social justice for all families in its work. Although there was less agreement about limiting NCFR activities to publishing and facilitating scientific data about families and the nature of public statements made by NCFR, there clearly is room for dialogue about NCFR's policy-related activities.

Responses to the open-ended questions offered additional insights regarding members' views. There were 333 responses to a question on how NCFR can best use its influence to strengthen families, 183 responses regarding additional comments about NCFR and policy, and 96 "other" comments that respondents shared. The Board greatly appreciates the time that survey respondents took to think about NCFR's meaning for families and engagement with policy. To benefit from the open-ended input, a Board representative gave the responses an initial reading and placed into categories. Two qualitative researchers then read responses to check for fit with the assigned categories. A second pass was made using open coding techniques (focusing on the "thought unit"). A third pass was used to develop subthemes in each category (responses could belong to more than one subtheme). Responses to the open-ended questions yielded nine primary themes with a number of attending subthemes, as follows:

### 1. Disseminate Research

A large proportion of respondents advocated for NCFR's dissemination of research; many people noted how dissemination of research should be NCFR's niche.

- Example subthemes: (a) research should be high quality, translational, cutting edge; (b) research should be used to inform and/or educate

### 2. Inform Policymakers

A large proportion of respondents also wrote about NCFR's informing of policymakers.

- Example subthemes: (a) translate and interpret for policymakers; (b) collaborate with policymakers

### 3. Research to Practice

A sizable number of people noted the importance of connecting research and practice.

- Example subthemes: (a) get information out in a reader-friendly form; (b) researchers should collaborate with practitioners

### 4. Speak Up and Stand Up for Families

Several NCFR members wrote about how NCFR as an organization is especially well equipped to speak up and stand up for families in all their forms and as concerns a variety of policies in which family experts are not as involved as they could be. Respondents offered examples of specific areas where NCFR could have such impact, such as paid family leave and child-care benefits.

- Example subthemes: (a) educate others outside of NCFR; (b) science and advocacy are not mutually exclusive

### 5. Safe Place for Dialogue

A few people discussed the value of NCFR providing a safe place for dialogue.

- Example subthemes: (a) open discussion helps advance families; (b) seek out diversity in discussion and facilitate debates

### 6. Bridging Philosophical Divide (Personal Values)

A few people also noted that NCFR should help bridge diversity of perspectives.

- Example subthemes: (a) NCFR members should be having evidence-based dialogue; (b) NCFR's materials should be valued by diverse end users

### 7. & 8. Make Position Statements and Make No Position Statements

Some respondents questioned the purpose of making position statements, yet a similar number of respondents warned of the consequences of not making them.

- Example subthemes for making position statements: (a) position statements based on high-quality research; (b) position statements that are relevant public issues
- Example subthemes for not making position statements: (a) focus on the research; (b) advocacy goes beyond our expertise and the consequences

of perceived advocacy could be negative

### 9. Promote Social Justice

People mentioned different ways to facilitate social justice on a variety of topics and how it relates to NCFR's status as a premier family research and practice organization.

- Example subthemes: (a) promote social justice on the basis of science and evidence; (b) promote social justice through NCFR activities (e.g., educating, publicizing research, preparing professionals to give voice to social justice)

The Board is continuing to review the open-ended input and will use it to guide further dialogue with members. The Board is committed to hearing a diversity of perspectives from NCFR members, with the ultimate goal of promoting conversations among NCFR members to facilitate shared meaning and member consensus on the work of NCFR.

### Next Steps

1. Given the strong interest in getting research into the hands of the public and policymakers, the Board will examine what NCFR already is doing and make sure those efforts are recognized. The NCFR Board will look at ways to get information about NCFR's policy-related activities more directly to members. We also will explore additional ways that NCFR can facilitate the dissemination of its members' Family Science research.
2. The Board will continue to examine the meaning of social justice and how it can inform NCFR's actions, as well as ways to increase the connection between research with practice.
3. A second member survey is being developed through careful review of member responses to the first survey and in consultation with the Family Policy Section and the Inclusion and Diversity Committee. Please take time to complete the second member survey, which will allow you to indicate the extent to which you agree with the findings from the first survey and will also offer follow-up questions on actions NCFR as an organization can take, and actions NCFR members can take to communicate about family policy issues. The second survey will launch during fall 2016. ✨



# Writing Communities and Personal Ritual

Robert Milardo, Ph.D., University of Maine, rhd360@maine.edu

In this article, we'll examine writing communities that are sometimes quite informal and involve establishing writing dates with a colleague or two, and more formal writing groups that meet weekly in concentrated writing sessions. We'll end with a brief nod to the all-important, and rather quirky, rituals that writers privately embrace.

## The Company We Keep: Writing in Groups

In the end, writing is between you, as the writer, and the page, an inherently asocial activity, but it can be helpful to have fellow travelers and to write in a neighborhood of other writers. I recently spoke with a bright assistant professor of family studies who prefers writing in public settings like libraries and coffee shops, and often with a colleague. She said:

*I make a date with one other person to set up our computers in the same place (usually a coffee shop) and work on different things while we are in the same space. We usually don't talk to each other very much except when we greet each other and break for a meal or to walk back to our offices. The point is to heighten external pressure to write at a particular time rather than actually share ideas, though sometimes it's nice to ask or answer a quick question!*

David Brunsma at Virginia Tech takes the idea of writing in groups to a new level. David organizes weekly writing sessions with an open invitation to faculty to attend. He refers to these sessions as "write-ins," where faculty come together to write for two hours with the expectation that the group atmosphere will enhance everyone's productivity:

*I started these [gatherings] I call "write-ins" so it's kind of a takeoff on "sit-ins." I like the political association. The idea behind it is to get a group of people sitting around a table in the same space, kind of feeding off of each other's collective energies. In academia we all have to write.*

*So I set up this structure so that I could both send the message to the people I was mentoring that writing is fundamental to what we do, fundamental part of*

*scholarship and teaching. . . . Writing has to be a habit, a practice that you get into. [And] I thought about how to construct a space or some sort of approach that would send that message while also allowing me to continue my writing. So I created these things called "write-ins." Right now I'm doing 3 per week [each is 2 hours].*

*It is just a basic time that anybody can come and we sit down and when 9 o'clock starts we just start working on our projects. We don't really talk—that's not completely fair to say, at times we do—but by and large the goal is to turn off email, and Facebook. You can keep Internet for Google Scholar and other things you might need, but nothing else.*

**In the end, writing is between you, as the writer, and the page . . . but it can be helpful to have fellow travelers and to write in a neighborhood of other writers.**

*Some people put on headphones to kind of drown out the environment a little bit. But what is really happening is there is kind of collective camaraderie, a kind of a collective energy, even a collective soft, but important, accountability system that is built in there too. The people who have ended up being regulars, because it doesn't work for everybody, say, "This is the way to do it."*

*The other thing that is as important, if not more important, is simply the idea that one needs to set aside blocks of time to write and sometimes that means that you will sit in front of a blank screen, but at least you are in that good pattern. You are not going to wait for the inspiration. You're going to get in the habit of writing a little bit at a time.*

David's approach is unique among social science writers and clearly principled. As a senior faculty member, he understands the importance of writing and the need to

establish a routine writing schedule, and pairs that with a sense of social responsibility for the success of his junior colleagues. Rachelle Brunn-Bevel participated in the weekly write-ins; I asked her how she liked writing in a group setting. She told me:

*I actually like it quite a bit because [of]—David uses the term—collective energy, but there really is something about seeing other people working that makes you want to write more, especially on days when you may be struggling on a particular piece and you might be tempted to just say: "I'm just not going to write today; I'm going to do something else." But the pressure of being around other people who are also struggling with writing is for me helpful so that is really why I like going to those groups.*

*We usually talk for a few minutes at the very beginning as we are setting up our computers and plugging in, usually about whatever it is that we are going to work on that day, and then again as we are packing up something about what we accomplished as we were writing.*

Some faculty have developed writing groups in which participants share details on their current projects, and perhaps reading material and other resources on productive writing strategies. Often graduate students are included and the sessions become a way for participants to share experiences, to support and mentor one another. Cheryl Logan and Paul Silvia began a writer's group for faculty in which participants share short-term goals, celebrate accomplishments, and generally provide a forum to discuss writing. Tanya Golash-Boza developed the Facebook page "Daily Writing Updates" to use as a platform to support members' writing, by posting short-term (e.g., daily, weekly) writing goals and pairing those with progress reports. Elizabeth Sharp schedules writing retreats with colleagues, usually in highly desirable settings (e.g., a favored city or rural setting). These are multiday sessions in which participants work on their joint or individual writing projects. In all of these instances, faculty actively seek out ways

*Crafting Scholarship* continued on page 13

### Executive Review continued from page 5

undergoing a complete redo, and when it is launched in 2017 it will have a new look and new navigation that will be easier to use and of greater value to members. Thank you to those members who have already supported this effort by completing a website user survey. We will be reaching out for further input from members throughout the remaining months of 2016.

The first version of a third online tool is now in place and in use. The Learning Management System (LMS) allows NCFR to provide access to archived video and audio materials such as conference sessions and webinars. The LMS also houses the recorded conversations on leadership for the Academic Administration and Leadership Focus Group and the CFLE Continuing Conversations discussions. Continuing education specific to career and professional development is a core association competency that requires new tools to disseminate. The LMS is such a tool and delivers archived programs for use when the individual member or classroom is ready to make use of the content.

### Graphic Design Refresh

As time marches on, graphic design updates are needed to remain fresh and current. You will begin to see a new look in NCFR communications and materials. Slight color changes, different font styles, and the addition of original line art will now be reflected in NCFR print and digital materials. Your first look at these designs is in your hands or on your screen, with this issue of *NCFR Report*.

### A Final Word About Successful Associations

At the core of an association is a group of members who are passionately committed to a common cause. In the case of NCFR, that cause is strengthening families. Members do this in diverse ways. We honor all of you engaged in this work and strive to support you by providing the resources, tools, and networking opportunities for you to do your best work. Please let us know when we succeed or fall short. And know that we rely on you as individuals, sections, and focus groups to empower yourselves to make NCFR a viable professional home that supports you, your work, and families around the world. ✨

### Family Science continued from page 9

symposium with three papers, sponsored by the Education and Enrichment Section. Part of this session will share how collaborative partnerships enabled changes in policy.

- "Social Justice Strategies to Address the Elephant in the Classroom or the Family Room: Race and Racism in America," an Inclusion and Diversity Committee special session cosponsored by eight of the 10 sections, including Family Policy. Engaging roundtable discussion titles will include "African American Families and Incarceration or Police Brutality," "Latino Families and Immigration," "Muslim Families and Islamophobia within North America," "Native American/Indigenous Families and Historic Trauma," and "White Families and White Privilege."
- "Relationship Education as Prevention," a paper session with four papers, sponsored by the Education and Enrichment Section. Implications from at least one paper will inform policy.

### Saturday, Nov. 5

- "Academic Expectations of Hispanic Youth," a paper session with four papers,

sponsored by the Ethnic Minorities and Advancing Family Science sections. Results from one study demonstrate the need for educational policy changes.

The conference is sure to be thought provoking, inspiring, and full of opportunities for growth and development in and outside of family policy. I look forward to seeing you all there!

### Speaking of Policy . . .

A quick update on the NCFR's research and policy briefs.

In case you missed it, NCFR now has a research and policy briefs webpage ([ncfr.org/publications/research-and-policy-briefs](http://ncfr.org/publications/research-and-policy-briefs)), which contains information about the briefs and author guidelines for writing a brief. Please complete the provided webform to contact the editor, Joyce Arditti, Ph.D., if you are interested in writing a timely, research-based research or policy brief. Briefs are currently being commissioned, while others are being submitted for possible publication. All briefs will undergo a double-blind peer review. I encourage you to contact Dr. Arditti if you are interested in writing a brief. ✨

## Letters to the Editor

You may submit letters to the editor to *NCFR Report* on topics and activities relevant to NCFR member interests. The following guidelines apply:

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

### Email letters to the editor to:

[allisonwickler@ncfr.org](mailto:allisonwickler@ncfr.org)

### Or mail to:

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





*Crafting Scholarship* continued from page 11

to support their writing by creating or joining writing communities.

One common strategy for improving a manuscript is to share drafts with colleagues in order to invite feedback. This is certainly a fine tactic. Having a trusted colleague read a draft can help identify areas in need of attention and lead to significant improvements, and it is far better to discover inadequacies, even relatively minor issues like lapses in grammar, typographical errors, or missing references, before submitting an article for review. I recently received an article for review with grammatical errors in the title and abstract. This is not an ideal way to impress your editor or reviewers. In this case, I like to think that a colleague who reviewed the manuscript before submission would have discovered those simple shortcomings, and perhaps added more substantive suggestions as well. I would not recommend asking your former adviser to comment on a new manuscript unless you previously discussed the issue. It is well to recall that reading and editing a manuscript is time consuming, easily a multiple-hour session. Consider asking a peer to read your work and offer to reciprocate the favor.

### Creating an Institutional Writing Culture

Elizabeth Sharp, with her colleague Caroline Bishop, organized the Women Faculty Writing Group at Texas Tech ([bit.ly/TTUWomenWriting](http://bit.ly/TTUWomenWriting)). The group comprises women faculty across disciplines and meets for a three-hour session each week. The sessions begin with a 30-minute discussion of an article all have read, including time to record each participant's writing goals for the session, and 2.5 hours of writing. The intention is to provide a balance of camaraderie and individual focus on writing, elevating the importance of successful writing and publishing in the hurried lives of all academics. The program has some institutional support, rather than an informal and more typical writing group, from the University Writing Center, the Women's Studies Program, and the President's Gender Equity Council, which Elizabeth happens to chair. Having institutional support seems a distinct benefit because it acknowledges the importance of active research and writing, creating a supportive culture of scholarship. Well-designed writing programs

for faculty squarely centered on their productivity are, surprisingly, unusual.

### Ritual

In all these practices, attention to personal preferences and rituals is important for successful writing. Writing often feels chaotic, near impossible, and makes us just plain ornery as we try to wrestle ideas and words into some semblance of meaningful prose. Perhaps for these reasons writers seem to quickly develop rituals in their writing habits, well defined and purposeful. My colleagues easily and immediately responded to my questions about their use of computers, paper, and writing implements. Nearly all have very particular preferences, and some were a bit self-conscious about sharing the details of their preferences, not wanting to appear "silly" or all that peculiar.

### Writing Mediums

On writing mediums, nearly all use large screens or laptops. I have one colleague who writes all her drafts in longhand on lined paper, only later transcribing the draft to a laptop, and in doing so edits her work. Most use laptops, some use large monitors or multiple monitors, but there are the occasional exceptions. One colleague shared: "Recently I had to give a talk to a developmental group and even though it was based on some [of my own] recently published work, I had to write out the talk by hand on a legal pad. For some reason I couldn't do it on a computer." Sometimes it's just a good idea to go with the flow, wherever it takes us.

Faculty use lined or scrap paper to jot down notes or sketch conceptual drawings as they work. Some carry conveniently styled notebooks wherever they go, to quickly record ideas as they come. (My current favorite is the Quo Vadis brand of notebooks.) One colleague uses a smartphone for this purpose, which seems like a great idea. For many, the routine of moving from writing on a screen and sketching notes on paper is an integral part of the process. Paul Amato commented:

*Usually I write at a screen. I take notes to myself on paper. It might be outlines or diagrams or sometimes it's keywords when I'm trying to think things through. If I'm trying to think through how a series of ideas are logically related, I'll write down a couple of words or a brief idea and draw arrows*

*between them, and make little pictures like a Venn diagram to help my thinking. Those diagrams don't appear in an article but I've used them to help me think through how things are related. I'll have a pad of paper next to my computer screen. I'll write for 15 minutes then stop and scratch on my pad, then go back to writing again.*

For Paul, and perhaps other writers, the physical process of moving from one medium to another helps to formulate and organize ideas. Nearly all writers I spoke with take notes as they write, but none used a note-taking software or created an ephemeral digital notes file. Typically, I keep a brief outline and relevant notes within a manuscript and most often immediately following the section I'm working on. As I complete writing on a particular issue or section of a manuscript, I erase the relevant notes. (A separate and permanent file contains summaries of notes on readings.)



### Writing Implements

On writing implements, nearly all expressed clear preferences for a pencil or pen, but typically not both, and within those generic gatherings, there were some more particular preferences. I've not encountered any especially predictive personality attributes or links to early developmental experiences, but the preferences are clear:

- "I don't use mechanical pencils. We have them lying around [the house] but I prefer lead pencils. I didn't have a lot of pencils until I had kids. With kids you've got like pencils littered all over the place."

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*Crafting Scholarship* continued from page 13

- RM: Do you prefer writing with a pen or pencil?  
"Pen."  
RM: Never a pencil?  
"No."  
RM: Any reason?  
"No. I just like pens."
- "I always use a pencil, sharp with a good eraser. My daughter has this whole caddy of pencils so I usually just pick up her pencils and use them."
- "A pen with purple ink. They are the Pilot brand, very fine, rolling ball pens. I buy them by the bunch."
- "Always a pencil."
- "I have a real fondness for fine-point pens, and oddly enough I feel like I can write better and think better if I have the appropriate instrument. I have a distinct preference for these extra-fine point pens. [He'll use others if the preferred type is unavailable, but not for sketching.]

- "I almost always use a pen. The only reason I might use a pencil is if my pen is missing."
- "I'm very particular about this. It's a pen and I usually have a favorite pen that I have to have and usually it's purple or black, but not always. I don't like fine points; I like more of a midpoint, a thicker line. I have to have my special pen at the time [when I'm writing in a notebook]. My partner has bought me pens and he knows which ones to get and which ones I like."

And in case you're wondering, I use pencils and not just any old pencil. No, no. I vastly prefer Palomino blues with a white eraser, and nearly as often a Blackwing 602 with black eraser. Both are nominally HB2 pencils, but the Palominos are a bit harder lead and the Blackwings a bit softer but smoother writing, and the erasers are exceptional. Indispensable is a fine sharpener. There you have it. The ultimate truth is revealed.

### Summary

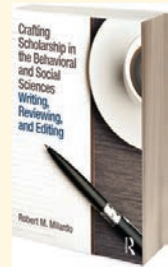
The key to writing and publishing is to write regularly, establishing clear writing times each week and daily sessions if possible. Writing in groups or having writing dates with a colleague can be inspirational and an effective way to maintain an active and regular writing schedule. To my knowledge, more formalized writing groups where colleagues

from neighboring disciplines are invited are not terribly common, the Women Faculty Writing Program at Texas Tech being an exception. Similar programs might be organized differently to suit the needs of potential participants.

Writing groups can also serve as places for faculty to share their personal experiences of writing, where they may find many more

similarities in their experiences than not. The rituals we develop as we write are often unacknowledged but I think fun and important to acknowledge. Knowing your particular preferences for writing instruments and venues is important, as it leads us to be mindful of our process and of what is apt to make our writing sessions more productive and successful. ✨

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



*Choice* magazine, published by the American Library Association, has named Dr. Robert Milardo's book *Crafting Scholarship in the Behavioral and Social Sciences an*

**Outstanding Academic Title** for 2015, an honor given to fewer than 3% of books published each year. The following is a quote from the review:

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

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

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



I suppose an artist wants a certain kind of brush; [with the right pen] I feel comfortable and I feel my mind works better, more relaxed, and the words are more likely to flow or the diagram I'm working on will seem better. When I go to a store, if they have [a pen] on display, I'll go test it out to see if I like it. There have been times when I accidentally bought the wrong one and have been very annoyed."

## NCFR Focus Groups

# Connect With People Who Think Like You!

Members consistently tell us that opportunities for networking and exchanging ideas are a primary reason they belong to NCFR.

One of the best ways to connect with other professionals and students who share your interests is through NCFR's "focus groups." You can join a focus group at any time, and it's free. For more information, visit [ncfr.org/focus-groups](http://ncfr.org/focus-groups).



Primary interaction is through your focus group's email discussion list, where you can get involved in the conversation, ask about resources, or just sit back and monitor the topics. But if you're attending the 2016 NCFR Annual Conference in Minneapolis, Nov. 2–5, be sure to attend the focus group meeting. See listings below (we recommend confirming the day and time just before the conference).

**Academic Administration and Leadership Focus Group**—Friday, Nov. 4, 8–10 a.m., Session 308

Stephen M. Gavazzi, chair

**Adoption Focus Group**—Wednesday, Nov. 2, 7–8:15 a.m., Session 102

Cheryl Fortner-Wood and Rachel Farr, co-chairs

**Asian American Families Focus Group**—Wednesday, Nov. 2, 7:30–9 p.m., Session 156

Kristy Y. Shih and Hyun-Kyung (HK) You, co-chairs

**Coparenting/Divorce Education Focus Group**—Thursday, Nov. 3, 6–7:30 p.m., Session 239

Lawrence Shelton, chair

**Directors of Graduate Study Focus Group**—Wednesday, Nov. 2, 11:30 a.m.–1 p.m., Session 132

Jason D. Hans, CFLE, chair

**Eastern European Families Focus Group**—Friday, Nov. 4, 7–8:15 a.m., Session 300

Mihaela Robila, CFLE, chair

**Families and Technology Focus Group**—Wednesday, Nov. 2, 11:30 a.m.–1 p.m., Session 133

Susan K. Walker, chair

**Family Economics Focus Group**—Friday, Nov. 4, 4:45–6:15 p.m., Session 342

Clinton G. Gudmunson, chair

**Gay, Lesbian, Bisexual, Transgender, Straight**

**Alliance (GLBTSA) Focus Group**—Friday, Nov. 4, 4:45–6:15 p.m., Session 343

Jessica Fish, Jenifer K. McGuire, and Stephen T. Russell, co-chairs

**Grief and Families Focus Group**—Thursday, Nov. 3, 12–1:30 p.m., Session 220

Colleen I. Murray, chair

**Issues in Aging Focus Group**—Thursday, Nov. 3, 6–7:30 p.m., Session 240

Amber Seidel, CFLE, and Amy Rauer, co-chairs

**Latino(a) Research Focus Group**—Thursday, Nov. 3, 7–8:15 a.m., Session 200

Veronica R. Barrios and Gloria Andrade, co-chairs

**Men in Families Focus Group**—Thursday, Nov. 13, 7:45–9:15 p.m., Session 246

Geoffrey Brown and Kevin Shafer, co-chairs

**Military Families and Children Focus Group**—Thursday, Nov. 3, 7–8:15 a.m., Session 201

Stacy A. Hawkins, chair

**Qualitative Family Research Network (QFRN) Focus Group**—Thursday, Nov. 3, 12–1:30 p.m., Session 221

Megan Haselschwerdt and Justin Hendricks, co-chairs

**Sexuality Focus Group**—Friday, Nov. 4, 7–8:15 a.m., Session 301

Katie Barrow and Kristen Benson, co-chairs

**Work and Family Focus Group**—Wednesday, Nov. 2, 7:30–9 p.m., Session 155

Kamala Ramadoss, CFLE, chair ✨

## NCFR Report: A Member Forum

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

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



## Inclusion and Diversity Committee (IDC) Update

# Muslim Families and Islamophobia within North America

Manijeh Daneshpour, Iman Dadras, and IDC members: Vanja Lazarevic, Christi McGeorge, and Sandy Bailey

Since the aftermath of 9/11, and the subsequent War on Terror, the phenomenon of Islamophobia has impacted many individuals and families—both immigrant and U.S.-born—who are perceived as sharing a background similar to members of Islamist terrorist groups. From 2005 to 2010, the atmosphere of Islamophobia resulted in an increase in discrimination reports by Muslim employees by about 60% (Greenhouse, 2010). The drastic increase in systemic racial and religious antagonism against those with a Muslim background—especially immigrants—has created a context of fear that stigmatizes individuals from other cultures. As of yet, there have been limited social discourses around the ontology of Islamophobia and how American citizens who culturally or religiously identify as Muslim have experienced it. Recent world events, including the Orlando shooting massacre this past June and the resulting calls to close U.S. borders to all Muslim immigrants, continue to underscore the need for family researchers and practitioners to learn about marginalized groups, work to educate others, and seek social justice and equality. The IDC aims to bring NCFR members' attention to the situations facing marginalized groups, such as Muslims in America.

In an effort to continue the dialogue on social justice strategies that began at the 2015 NCFR conference, the IDC is pleased to hold a session at this year's annual conference titled "Social Justice Strategies to Address the Elephant in the Classroom or the Family Room: Race and Racism in America," scheduled for Thursday, Nov. 3, 1:45-3 p.m. The session will focus on issues of racism that affect several different racial and ethnic groups and will offer a series of roundtables, each focused on a different topic and led by NCFR members with expertise in that particular area. The roundtable titles include "African American Families and Incarceration," "African American Families and Police Brutality," "Latino Families and Immigration," "Muslim Families and Islamophobia within North America," "Native American/Indigenous Families and Historic Trauma," and "White Families and White Privilege." The "Muslim Families and Islamophobia within North America" discussion will revolve around three issues: (1) the construction of hyphenated selves—who are Muslim-Americans?; (2) Islamophobia and its impact on individual and family systems; and (3) how to mobilize social solidarity and justice through increasing self and group awareness.

Although the roundtable discussions at this session will not be representative of all racial and ethnic groups, the session will conclude with a focus on actions that participants can engage in and utilize in a variety of contexts. Our goal is to continue discussions of inclusion and diversity by increasing awareness of some of the many individuals and families who are underrepresented and marginalized. The session is being cosponsored by the following sections: Advancing Family Science; Education and Enrichment; Ethnic Minorities; Feminism and Family Studies; Family Therapy; International; Religion, Spirituality, and Family; and Students and New Professionals (SNPs).

We invite all conference attendees to join us at the IDC breakfast on Friday, Nov. 4, 7:30-9 a.m. The breakfast has been a popular venue for NCFR members to have a conversation about issues related to inclusion and diversity. This year we plan to utilize the breakfast meeting to continue the discussion from the IDC special session. We hope that the breakfast will serve as a space for NCFR members to share their thoughts related to the special session in a more intimate setting and to raise other issues of inclusion and diversity relevant to NCFR and our members. In addition, we plan to update NCFR members on various projects and initiatives that the IDC has been working on this past year. A goal of the IDC breakfast is to foster communication and conversation among NCFR members around issues related to inclusion and diversity. We hope you will join us for the special session and the breakfast in Minneapolis! ❄

### Source

Greenhouse, S. (2010, September 23).

Muslims report rising discrimination at work. *New York Times*. Retrieved from <http://www.nytimes.com/2010/09/24/business/24muslim.html?pagewanted=all&r=0>.

*Additional IDC Members: Soyoung Lee, Chair, Kate Kovalanka, Shann-Hwa Hwang, Reuben Anguiano, Anthony James, and Jennifer Kerpelman (Board Liaison)*



Weber State University's Child and Family Studies Student Association (CFSSA), an NCFR student affiliate, raised funds and goods this spring for families who receive services from Catholic Community Services of Northern Utah. CFSSA donated 281.5 pounds of baby items and \$343.27 in cash to the Joyce Hansen Hall Food Bank, Bridging the Gap, and St. Martha's Baby Project. The CFSSA looks forward to another great year of raising funds, products, and awareness for their community partners in 2016-2017!



## Students and New Professionals (SNP) Update

Megan Haselschwerdt, Ph.D., SNP Program Chair

The NCFR Annual Conference in November is going to be a great one for all attendees, but in my humble opinion, it will be a really great one for Students and New Professionals (SNPs)! This year's conference theme, "Families and Human Rights: Promise and Vulnerability in the 21st Century," is perfect for the field of Family Science, as we are often ahead of the curve in conducting and disseminating research beyond academia and truly trying to make a difference at local, national, and international levels.

To complement this year's program, NCFR's SNPs are sponsoring and cosponsoring a number of sessions that are bound to inspire

about the future of the field and what we can accomplish. For example, please join us Saturday morning for an extended session on social justice in the academy and taking a practitioner-activist approach in your career. SNPs also are cosponsoring, along with many other sessions, the Inclusion and Diversity Committee's special session, "Social Justice Strategies to Address the Elephant in the Classroom or the Family Room: Race and Racism in America."

Here are a few of the other highlights in this year's conference program specifically for SNPs:

- "So You Got Tenure: Now What?" for the academic new professionals and students

who are really planning ahead. *Wednesday, session 124*

- "What Can You Do With Your Family Science Degree? Career Plans and Speed Mentoring." *Thursday, session 241*
- "Imposter Syndrome Is Not Just for Students and New Professionals: NCFR Leaders Share Their Experiences and Tips." *Friday, session 316*
- "Hot Topics in Academia," which will include lightning papers on a variety of professional development, teaching, and advocacy topics. *Friday, session 322*

Stay tuned for more detailed updates as we get closer to the conference! ✨

## Minnesota Affiliate Update

Peg Lindlof, M.S., CFLE, Affiliate President

It's been a busy year for NCFR's Minnesota affiliate!

- We are now using the acronym "MNCFR" rather than "MCFR," and have adopted NCFR's brand for our affiliate logo, as many other affiliates have done.
- Our *MinneNews* "mini"-newsletter is published electronically every few weeks, with member-researched content, and current resources and happenings. Anyone is welcome to subscribe. Email your request to Tammy Dunrud ([td4mcfcr@gmail.com](mailto:td4mcfcr@gmail.com)).
- We have collaborated with University of Minnesota Extension for many years. Our December 2015 conference, "Addressing



- Gender in School, Work, and Family," was a cutting-edge topic, and was broadcast electronically to several remote locations in the state because of that collaboration.
- Another successful collaboration resulted in the spring 2016 conference, "Improving Outcomes by Identifying Fetal Alcohol Spectrum Disorder and Modifying Approaches."
  - We are excited to announce the title for our conference on Dec. 2, 2016: "Tools for Engaging Families in Social, Educational, and Economic Justice." ✨

NCFR's staff extends condolences to our colleague Jennifer Crosswhite, Ph.D., CFLE, NCFR's director of research and policy education. Jennifer's husband, Brad Gamble, passed away July 24, 2016, at age 42. We are extremely privileged to have Jennifer—who has an undeniable passion for championing Family Science and for strengthening families—on our staff, and we hope to support her as much as we possibly can during this difficult time.

## Thank You, Donors

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## NCFR Webinars

# Check out NCFR's archived webinars!



All NCFR webinars are accessible after the live broadcast via the NCFR Archive <http://www.ncfr.org/professional-resources/archived-webinars> including the following:

### Family Life Education Practice

Why Should Families 'Buy Into' Your Family Life Education? Establishing Credibility as an Educator  
Private No More: Integrating Domestic Violence Awareness in the Work of Family Life Education  
The Role of Wisdom in Youth and Family Practice  
Improving Family Programs Using Evidence-based Principles  
Best Practices for Reaching & Teaching Stepfamilies  
Helping Families Learn to Live with Ambiguous Loss  
Self-reflection in FLE: The Educator as a Programming Component  
From Personal to Public: Community Engaged Parent Education  
Who, Me Lead a Group? Group Facilitation Skills  
Cross-cultural Competence in Family Science  
The Domains of Family Practice Model: Differentiating the Roles of Family Professionals

### Family Science Research Updates

Parent's Use of Social Media  
Parenting in an Overindulgent World: Up-to-date Research on Overindulgence for Family Life Educators  
Using the FLE Framework for Program Development & Evaluation

### Research Methodology & Statistics

Missing Values, SEM, & Growth Curves Using Stata (4-part series)  
Conducting a Systematic Literature Review and Meta-analysis  
Skills for Qualitative Research (4-part series)  
Item Response Theory / Rasch Modeling Using Stata 14

### Family Policy

Legislation 101: Insights into 'The Process' for 'The People'  
Tips for Public Policy Involvement 101  
Teaching Family Policy in College Classrooms



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## Feminism and Family Studies Section Update

Tara Saathoff-Wells, Ph.D., CFLE, Section Chair



The 2016 conference is a wonderful year for the Feminism and Family Studies Section—our 30th anniversary as a section! We hope you can arrange your travel so that you are ready to start our celebration with our section meeting at 7 a.m. on Wednesday (Nov. 2)! Be assured, we know how to do a lively early morning meeting, and we'll get you off to a good start for the entire conference.

Wednesday is full of presentations by, for, and relevant to our section members, including two poster symposia, the

Alexis Walker Lifetime Achievement Award address, and an interactive paper symposium.

As the conference continues into the following days, be sure to highlight your program to attend a live-streamed paper symposium on Thursday afternoon and a lightning paper session on Friday afternoon that includes our 2015 Jessie Bernard proposal winner. The GLBTSA Focus Group will meet on Friday afternoon, and our section's final poster symposium is Saturday morning.

There is such a diverse array of topics and presentations across our section this year that we're sure you will find many opportunities to gain information, develop connections, and engage with others who share a goal of understanding diverse family experiences and improving our communities for all.

Please be on the lookout for section emails and Facebook posts to solicit your thoughts and ideas for our 30th anniversary celebration. We look forward to seeing you in Minneapolis! ✨

## Ethnic Minorities Section Update

Ani Yazedjian, Ph.D., Section Chair



This November, the Ethnic Minorities Section will be sponsoring several inspiring NCFR conference sessions. Three of these symposia are highlighted here.

On Wednesday, Nov. 2, Bill Allen and Cari Michaels will present the symposium "The Cultural Providers Network: Building Community-Provider Linkages." The CPN is a collaborative effort of educators, researchers, and practitioners who share the goal of improving access to and the quality of mental health services to several underserved populations in a major urban setting in the upper Midwest. Over the past decade, CPN members have worked together on innovative research regarding community definitions of family health and well-being,

and have shared effective approaches to providing culturally competent care to a range of diverse populations. This session describes the group's history and shares ideas with participants who are interested in starting similar collaborations.

Also on Wednesday, Nov. 2, Kevin Shafer and colleagues will present the session "Barriers to Father Involvement Among Racial/Ethnic Minorities." Paternal involvement in the lives of children varies substantially by race and ethnicity; however, research studies addressing variability in father involvement by race/ethnicity have had difficulty parsing out the effects of racial/ethnic minority status from economic issues. The papers in this session will address how contextual and cultural factors interact with socioeconomic and sociodemographic factors to influence father involvement in African American and Hispanic families, specifically exploring how economic opportunities and cultural influences may interact to support or hinder paternal involvement.

On Friday, Nov. 4, Antoinette Landor and colleagues will present the symposium "Human Rights and Relationships of African Americans: Exploring Health and Well-Being."

This session will focus on the myriad factors found to be associated with the health and well-being of African Americans and their families. Little, however, is known about the impact of human rights issues on African American relationships more broadly, including intimate relationships and relationships with law enforcement. This session will explore how human rights issues such as discrimination, access to health insurance, exposure to trauma and violence, and gender inequalities impact relationships of African Americans, as well as implications for health and well-being.

Many other thought-provoking papers and posters will be presented at the conference. Be sure to read our preconference newsletter in late October for more details. In addition, the Students and New Professionals (SNP) representatives are planning an engaging networking opportunity during our oral history session on Thursday evening.

Finally, thank you to everyone who reviewed proposals for this year's conference. Your time and meaningful feedback are critical in supporting the success of the sessions sponsored by our section. See you all in Minneapolis! ✨

### Correction

The summer 2016 issue of *NCFR Report* incorrectly reported that the NCFR Board's policy survey had a response rate of 60%. The response rate was 18%.



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**College of Education and Human Services**



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