**DUE ON MONDAY, FEBRUARY 3, 2025**

**Michigan State University**

**Human Development and Family Studies**

**Faculty Annual Report**

**January 1, 2024 – December 31, 2024**

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| **Name** |  | **Department** |  | **Academic Rank** |  |

**Directions:** The annual report should list information on the following categories for the reporting period. Please follow the format as closely as possible. If a category does not apply to you for this report, you may delete it or leave it blank. Multiple items can be listed within each category; the box will automatically expand as needed. No one format will fit the entire faculty of the department completely, so reasonable adaptations of certain categories may be necessary.

You will be evaluated based on what is included in this document. The faculty member is responsible for including all relevant items. Items not included in this document will not be considered in your annual review.

# I. Research, Scholarly, and Creative Achievements

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|  | Product |
| A. Research and scholarly publications, creative publications, performances, exhibitions, and compositions according to the subdivisions listed below. Faculty can include a publication when it is published or “in press.” However, the publication can only be listed one year, and may not be listed multiple years. Please provide FULL APA formatted citation, including all authors, title, journal, volume and page numbers; for journal articles, include impact factors found on the [Web of Science Journal Citation Report](https://jcr-clarivate-com.proxy2.cl.msu.edu/jcr/home?app=jcr&Init=Yes&authCode=null&SrcApp=IC2LS). Use an \* to identify student authors. | |
| 1. Refereed article in an academic journal (cite impact factor) | Konishi, H., Bowles, R., Skibbe, L., Montroy, J., Cameron, C. E., & McClelland, M. (2024). Understanding peer effects for executive function and academic development in a diverse sample of preschoolers. *Journal of Early Childhood Education* (2024). https://doi.org/10.1007/s10643-024-01822-6. No IF.  Douglas, S. N., Dunkel-Jackson, S., Bowles, R. P., Plavnick, J., Sun, T.\*, & Bagawan, A.\* (in press). POWR+ intervention results: An online communication partner training program for educational teams. *Communication Disorders Quarterly*. IF: .7  Cary, K. M.+, Maas, M. K., Bowles, R. P. (2024). Development and validation of the online sexual objectification experiences scale among college women. *Psychology of Women Quarterly, 48*(3), 443-459. IF: 2.5 |
| 1. Published book, research focus |  |
| 1. Published monograph |  |
| 1. Published book, practice focus or textbook |  |
| 1. Edited book, served as editor |  |
| 1. Book chapter, refereed |  |
| 1. Book chapter, non-refereed |  |
| 1. Other published items (e.g., refereed proceedings, non-refereed proceedings, white papers, research and grant reports, non-refereed article in an academic journal, encyclopedia article, book or software reviews, editorials, noting local, regional, or national media outlets) |  |
| 1. Research award/s |  |
| B. Funded research, new and continuing. Indicate the project name, status, funding source, amount, award period, indirect cost rate, role (e.g., PI, Co-PI, Co-I,), contributions (overall oversight, conceptualizing, design, analysis, dissemination, etc.) and if it’s a multisite grant. Note if it is a student grant such as a dissertation award. | |
| 1. External grant or award | Principal Investigator (Co-PIs: G. Bingham & H. K. Gerde). *Development and validation of two complementary measures of early writing to assess teacher practice and child outcomes*. Institute of Education Sciences, July 2021 – June 2025, $1,999,022.  I am the Principal Investigator, in charge of all aspects of the project, including oversight, conceptualizing, design, analysis, and dissemination. Multisite grant with Georgia State University and Texas A&M University. |
| 1. Internal grant or award |  |
| 1. Internal grant with student as lead |  |
| 1. Number of graduate students funded by assistantship on grants each semester. List names, semesters of funding, and FTE (e.g., .25 or .50). |  |
| 1. Number of post-doctoral fellows funded |  |
| 1. External grants submitted, but not funded. Indicate whether scored or not. Include score. | Co-Principal Investigator (PI: Bingham). *A longitudinal examination of early writing: Attention to causal and malleable factors.* Submitted Sep. 2023, Scored 2.14, Resubmitted Sep. 2024, Pending. $1,699,991. |
| 1. External grants pending review | See above. |
| 1. External student grant, not funded or pending |  |
| 1. Internal grant, not funded or pending |  |
| C. Presentations. Include APA citation. Indicate if you are the presenter or co-presenter, whether the meeting is international, national, regional, or local, and if the presentation is refereed or non-refereed. Use \* to indicate student authors. | |
| 1. Presentation of an individual paper, paper within a symposium, or poster within a symposium at a professional meeting. Note a poster within a symposium is one in which the presenter provides an oral presentation to the full symposium audience. | Bingham, G. E., Gerde, H. K., Zhang, X. Y., Bowles, R. P., & Ongur, M. (2024, December). Iterative development and initial feasibility of an observational assessment of preschool teachers’ early writing practices. In H. K. Gerde (chair), *Approaches for supporting young writers: Leveraging assessment, instructional practice, and peer supports* [Symposium]*.* Literacy Research Association Annual Meeting. Atlanta, GA.  Bowles, R. P., Gerde, H. K., Bingham, G. E., & Zhang, X. (2024, July). Development of the cWRITE assessment of early writing skills. In G. E. Bingham (Chair), *Designing early writing assessment* [Symposium]. Society for the Scientific Study of Reading. Copenhagen, Denmark.  Gerde, H. K., Bingham, G. E., & Bowles, R. P. (2024, April). Designing an online professional learning system, iWRITE, to promote teacher engagement and children’s literacy. In Wasik, B. A. (Chair), *Using iterative development to design equitable and culturally responsive early childhood interventions* [Symposium]. American Education Research Association, Philadelphia, PA. |
| 1. Chair or co-chair of a poster or paper symposium |  |
| 1. Presentation of a poster at a professional meeting | \*Pratt, F., \*Young, D., Dwanyen, L., & Bowles, R. P. (2024, November). *Perceived social views and accessibility to mental health care for Black American women: A confirmatory factor analysis* [Poster presentation]. Systemic Family Therapy Conference, Orlando, FL.  \*Sun, T., Bowles, R. P., Douglas, S. N., Lu, Y., \*Bagawan, A., Sun, S., & Liu, J. (2024, Feburary). *Language and communication measures of children who use AAC: A scoping review* [Poster presentation]. Biennial Conference on Research Innovations in Early Intervention. San Diego, CA.  Zhao, Y., Gerde, H. K., Bingham, G. E., Zhang, X., & Bowles, R. P., (2024, January). *Relative importance of predictors in preschool children’s transcription and composing* [Poster presentation]. Pacific Coast Research Conference. Coronado, CA. |
| 1. Invited speaker at a national or international conference |  |
| 1. Invited speaker at an organization or university |  |
| 1. Other research presentation (e.g., software development) |  |
| D. Media coverage of work. List media source, dates, articles, grants, or work covered. |  |

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| Diversity, Equity, and Inclusion (DEI) in research– describe how DEI is incorporated into your research. Refer to the attached rubric for examples of DEI to incorporate into your annual review materials)  My research focuses on language and literacy development for preschool-aged children. Children with disabilities are a major focus of my research, including three of my recent major grants. These projects include providing interventions for children who use alternative methods of communication, understanding vocabulary development for children with autism, and providing appropriate assessments for children with speech disabilities. One major focus of my research is on ensuring that assessments are fair; that is, ensuring the score that results from the assessment reflects the same level of underlying skill, ability, or knowledge, regardless of disability status, racial/ethnic status, or language background. For example, I used contemporary statistical methods to examine whether the individual items on a test of phonological awareness were measuring this critical language skill the same way for children with and without speech disabilities, and for children whose primary language was Spanish or English. |

Please refer to the research section of the rubrics in the department bylaws (also sent with this year’s annual review material) and note which category you fit in the rubric and provide a brief explanation. Please include your DEI self-evaluation.

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| Category | Brief Explanation |
| Meets/Exceeds Expectations | 3 peer-reviewed publications, one in high-impact journals, no first authorships.  Strong grant activity including major grant as PI and pending grant as co-PI  6 conference presentations including 1 led by my student and 1 led by a student presenting research completed when taking one of my courses.  Strong focus on fairness in research. |

# II. Teaching and Academic Advising

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| A. A chronological list of all courses taught during each semester of the year. Use one line for each course taught in tabular format as indicated. Add or delete extra rows as necessary. If the same course was taught more than once, each section should be placed on its own line. Include independent studies. Include means from teaching evaluations in designated columns (<https://msu.bluera.com/msu/>). Indicate which items in the notes list apply to you and insert them in the “notes” column. | |
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| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Sem | Course No. | Course Title | Instructor Role | \*Notes | Atmo-sphere | Demon-strate Under-standing | Expanded Under-standing | Expect-ations | Interest increased | Organiz-ation | No. of students enrolled | No. of students completed evaluation | | Spring 2024 | HDFS 960 | Applied Multivariate Analysis |  | 1 | 2.86 | 4.14 | 3.57 | 3.71 | 2.86 | 4.14 | 12 | 7 | | Fall 2024 | HDFS 892 | Applied Measurement |  |  | 4.75 | 5.00 | 4.88 | 4.88 | 4.63 | 4.88 | 8 | 8 | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |   \*Notes. 1 = New preparation or substantially revised; 2 = TA assisted; 3 = Online Course; 4 = Off-campus; 5 = Extra comp. | |
| Describe any substantial revisions or other notes. | Spring 2024 was my first time teaching Multivariate Analysis since we implemented the methods sequence. There was a mismatch between the content of the course and the skills students had entering the course. I have made substantial revisions to the course for Spring 2025. |
| 1. Teaching awards |  |
| 1. Student teaching award (e.g., student for whom you are a primary mentor) |  |
| 1. Other similar evidence |  |
| B. Student Committee Activities | |
| Ph.D. Committee, Chair | |
| |  |  |  |  | | --- | --- | --- | --- | | Student Name | Program | Stage (indicate if completed proposal, comprehensive exam, or defense in reporting period) | Graduated (leave blank if active) | | Maddy Klotz | Child Development | Completed comps, May 2024. Currently writing dissertation proposal. |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | |
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| M.S. Plan A Committee, Chair   |  |  |  |  | | --- | --- | --- | --- | | Student Name | Program | Stage (indicate if completed proposal, comprehensive exam, or defense in reporting period) | Graduated (leave blank if active) | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | |
| Master’s Plan B Committee, Chair   |  |  |  |  | | --- | --- | --- | --- | | Student Name | Program | Stage (indicate if completed oral exam in reporting period) | Graduated (leave blank if active) | |  |  |  |  | |  |  |  |  | | |
| Graduate Committees, Member   |  |  |  |  | | --- | --- | --- | --- | | Student Name | Degree Type (i.e., Ph.D., M.S. Plan A, M.S. Plan B) | Program | Stage (indicate if completed proposal, comprehensive exam, or defense in reporting period) | | Burcu Tatar | PhD | CD | Proposed dissertation, Dec. 2024 | | Jenna Beffel | PhD | CD | Defended dissertation, Oct. 2024 | | John Keane | PhD | Educational Psychology | Defended dissertation, Dec. 2024 | | Prince Owusu | PhD | CD | Completed comps, Aug. 2024 | | Anissa Eddie | PhD | CD | Writing dissertation | | Lindy Johnson | PhD | Special Education | Preparing for comps. | |  |  |  |  | | |
| 1. Describe involvement of undergraduate students in research. List specific students if applicable. | Undergraduate students are heavily involved in my WRITE project, primarily responsible for data collection and coding. I do not directly supervise them, but I work closely with three of the RAs on analyses. |
| 1. Other mentoring activities (e.g., mentoring a K award) | I am heavily involved in mentoring graduate students and other faculty on statistical issues and grant preparation. I work with a number of students, postdocs, and faculty directly on manuscripts that involve complex statistical methods but are not directly in my research area. These have resulted in many publications, as well as submissions and manuscripts in preparation. |

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| Diversity, Equity, and Inclusion (DEI) in teaching – describe how DEI is incorporated into your teaching. Refer to the attached rubric for examples of DEI to incorporate into your annual review materials)  My primary expertise is in applied statistical methods. This field is dominated by white men, and it can be daunting for women and people of color to feel that they have the skills to be successful both in the field of applied statistics and as applied statistics experts in their own field. My goal as a teacher is to engage everyone in the study of statistics, regardless of background. Within the classroom, I do this by bringing all students into our discussions, and by having each student lead discussion several times during the semester to ensure they have experience ‘being the expert’. In addition, I intentionally recruit individuals from less represented groups to present at our methods speaker series. |

Please refer to the teaching section of the rubrics in the department bylaws (also sent with this year’s annual review material) and note which category you fit in the rubrics and provide a brief explanation. Please include your DEI self-evaluation.

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| Category | Brief Explanation |
| Meets expectations with some exceeds expectations | Exceptionally high course evaluations for my Applied Measurement course.  Primary advising and mentorship on 1 grad student and major work supporting methods for several other students’ dissertations and comps.  Substantial mentoring of faculty, postdocs, and graduate students for whom I am not primary advisor, including major work with students on their statistics for projects and manuscripts.  Focus on diversifying field of applied statistics. |

# III. Service

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|  | Provide details including dates of appointment/work |
| 1. Journal editor. List journal and impact factor. |  |
| 1. Associate editor, editorial board member, editor of a special issue, panelist, other similar activities. List journal and impact factor. | Editorial board member, Journal of Educational Psychology, IF: 5.6 |
| 1. Manuscript reviews for journal. | 6 reviews:  5 for Journal of Educational Psychology  1 for Psychological Assessment |
| 1. Federal grant review panel service. Indicate if appointed member of a standing committee (e.g., NIH or IES) and include the committee name, |  |
| 1. Other grant review panel service external organization, foundation, other. Include if appointed member of a standing committee and include committee name. |  |
| 1. Other grant review activity. List the number of proposals reviewed and funding source. Note if internal or external. |  |
| 1. Leadership in professional service. (e.g., position on an affinity group board, board of directors or advisory committee, conference session organizer, committee service in professional organizations such as NCFR, NAEYC, AAMFT, SRCD, etc.). Do not include chairing sessions at professional meetings. |  |
| 1. Service to a scholarly professional society (e.g., committee member on an NCFR subgroup, etc.) |  |
| 1. Significant national outreach demonstrating national/international reputation (e.g., provision of expert testimony to Congress, expert information to a White House commission) |  |
| 1. Served as a paid consultant on a federal grant |  |
| 1. Site visitor |  |
| 1. External reviewer for RTP documents of scholars at other universities or other similar activities |  |
| 1. Department, College, or University committee, chair | Department grant review committee. We had one submission this year. This continues to be an underutilized resource in the department. |
| 1. Department, College, or University standing or ad hoc committee, member | HDFS DAC  College of Social Science Faculty Advisory Council |
| 1. RTP chair |  |
| 1. Search committee, chair |  |
| 1. Search committee, member |  |
| 1. Administrative position (e.g., Director of Graduate Studies, Associate Chair, Program Director, Clinic Director, CDL Research Director) |  |
| 1. Area group leader |  |
| 1. Nominator for external or internal award for faculty member or student |  |
| 1. Faculty advisor to a student group |  |
| 1. Student letters of recommendation |  |
| 1. Outreach to the public, service to public organization related to academic scholarship. List presentations and trainings to the public and community partners. |  |
| 1. Other similar service (e.g., mentoring colleagues contributing to university initiatives, participating in events such as Grandparent’s University) |  |
| 1. Other | Co-leader of HDFS Methods and Statistics Speaker Series |

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| Diversity, Equity, and Inclusion (DEI) in service and outreach – describe how DEI is incorporated into your service and outreach. Refer to the attached rubric for examples of DEI to incorporate into your annual review materials)  In my leadership roles within the department and on college committees, I endeavor to make sure all voices are heard. In my experience, the university often does actions that undermine their words saying DEI is a critical issue. In my role as the HDFS representative to the college Faculty Advisory Council, I have pushed against ideas and proposed policies that would negatively impact faculty from underrepresented populations. |

Please refer to the service section of the rubrics in the department bylaws (also sent with this year’s annual review material) and note which category you fit in the rubrics and provide a brief explanation. Please include your DEI self-evaluation.

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| Category | Brief Explanation |
| Meets expectations | Manuscript review activity with editorial board membership  Substantial internal department and college level committee membership including multiple leadership roles with emphasis on ensuring wide range of voices heard |

# IV. Goals and objectives for 2025

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| In the HDFS bylaws passed in April, 2019, all faculty are required to develop a Career Plan by completing the items below. | |
| A. List briefly, as relevant, the direction of, or goals for, your work in the coming academic year in: | |
| 1. Teaching activities    1. Growth in teaching    2. Goals to improve teaching | I will be teaching the undergraduate methods class in the next academic year. I look forward to working with those students. |
| 1. Research, scholarly, and creative works.    1. Short-term goals for the year and long-term goals for the next five years.    2. Progress based on previous year’s goals    3. Principal research problems and objectives to be addressed, as well as plans and a timetable for completing significant stages of work;    4. An appropriate set of peer-reviewed disciplinary or professional journals in which to publish, along with articles planned for submission;    5. A discussion of strategies for extramural funding. | My ongoing goal is to increase my first authorship publication rate. As a methodologist, I tend not to lead manuscripts as often. My ongoing goal is to increase my first authorship rate to 1-2 per year. I expect to submit 2 first authorships in early 2025.  My main research focus is on assessment development. My primary objective is to complete major work on my current grant and publish these results over the next two years. I aim for top-tier child development and early childhood education journals. I am also working to publish two assessments (i.e., through a publisher selling to educational professionals) and plan to develop another with the aim of publishing it.  I have been very successful with extramural funding. Given the current climate, including efforts to eliminate the U.S. Department of Education, I expect to adjust strategies for further funding regularly in the near future. |
| 1. Service    1. Quality and quantity of service    2. Changes to service    3. Discussion of balance of service commitments to career stage and goals    4. List the committees you prefer to serve on next year | With my major grant commitments, I felt overcommitted on service responsibilities, particularly during major data collection in Spring 2024. I have adjusted service commitments to more effectively achieve my goals. I am happy to serve on whatever committees I am needed for except for the awards committee. |
| B. Indicate how the department/college might assist you in your work and/or professional development. Limit your comments to no more than 250 words. | Administrative support for grants has been an impediment to my grant activity efforts for a long time, which spills over into all aspects of the job in light of my high level of grant activity. |
| C. Mentoring Needs (describe your current mentoring and what would be most helpful to you in the area of mentoring to enable you to most effectively meet the goals you described above). | I have no current formal mentoring and cannot identify any form of mentoring that would be helpful. |