

**JULIA A. GRABER**  
**CURRICULUM VITA**

**ADDRESS**

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**EDUCATION**

1991 PhD, Developmental Psychology, The Pennsylvania State University  
1988 MS, Developmental Psychology, The Pennsylvania State University  
1984 BS, Psychology, Michigan State University

**ADMINISTRATIVE APPOINTMENTS**

2025-present, *Re-appointed 3<sup>rd</sup> Term Chair*, 2022-2025, *Re-appointed 2<sup>nd</sup> Term*, 2018-2022, *1<sup>st</sup> Term Chair*, Department of Psychology, College of Liberal Arts & Sciences (CLAS), University of Florida (UF). 45 faculty, including tenured/tenure-track and non-tenure track, 9 Administrative & IT staff, ~100 full-time graduate students in 5 training areas, including an APA-accredited program, ~2200 undergraduate majors. Responsible for the administration of all aspects of the department. 2024-25 Department Budget: \$8,500,000 excluding foundation funds.

*Recent Achievements:*

- Increased faculty numbers by 27% over 4-year period
  - Successfully negotiated retention packages for five faculty members in the same period
- Established support for grant-productive faculty by adjusting teaching loads and recruiting administrative supports
  - >\$18M in new award funds since July 1, 2020
  - Research expenditures ranked #4 in college in 2022-23
  - 70% of tenure-track faculty have an externally funded award
- Founded a grant writing training program for early career faculty and postdoctoral associates
- Fundraising for the Department
  - Established an advisory board to provide guidance on Alumni Relations and Fundraising; Board members are leaders in a broad range of disciplines, including legal professions, psychological practice, higher education, philanthropy, and software development
  - In collaboration with the Dean and CLAS Advancement, established an endowed fund to support graduate student professional development along with two endowed professorships (\$3M total gift), an endowed dissertation fellowship (\$1M gift), and an endowed gift to promote AI training for undergraduate students in faculty labs (\$50,000)
  - Rolled out a collaborative pilot project with donor and department support to improve undergraduate student well-being
- Developed and implemented an enrollment management strategy to provide better access to required courses for undergraduate majors, eliminating bottlenecks in progress to degree completion
- Restructured department staffing to more effectively meet the needs of our highly productive program in research and teaching

- Added a full-time academic advisor to our undergraduate advising office
- Added an HR assistant to support hiring on grants and effort reporting for personnel on externally funded projects.
- Established a Community and Engagement Committee to promote an inclusive climate; the chair of the committee serves on the Department leadership team
  - Established funds for a graduate student committee to hold events
  - Re-allocated funds to support graduate student recruitment in line with these goals
- Co-directing a cross-college initiative to apply prevention science methods to improve student mental health and well-being (funded by the Provost)
  - Launched a faculty and staff training program on how to support student mental health in collaboration with the Center for Teaching Excellence and UF HR
- Provided exceptional leadership for staff, faculty, and students during the pandemic, responding to changing modes of course delivery, maintaining high-quality provision of administrative support, and supporting continued excellence in teaching and research

*Core Responsibilities:*

- Responsible for the department budget and allocation of discretionary funds
- Represent and advocate on behalf of the department, working closely with CLAS Dean's Office
- Construct a comprehensive curriculum for undergraduate and graduate programs
- Ensure excellence in the teaching mission of the department
- Oversee faculty development and advancement
  - Responsible for department review for promotion and/or tenure cases (~3-5 cases per year) and chair's evaluation of the case
  - Conduct chair's evaluation for post-tenure review (~4-5 cases per year)
  - Onboarding program for 16 new faculty hired in prior 4 years
  - Annual evaluation of all faculty
  - Two times per year evaluation of core administrative and IT staff
- Negotiate faculty hiring and retention packages
- Oversee allocation, use, and maintenance of the department's physical space
- Review and resolve student, faculty, and staff concerns
- Chair, Department Policy and Planning Committee
- Member, Social & Behavioral Science Chairs, CLAS
- Member, Science Chairs, CLAS

2017-2018 **Interim Chair**, Department of Psychology, University of Florida (UF). 32 faculty including tenured/tenure-track and non-tenure track, 7 Administrative Staff, ~100 full-time graduate students, ~1600 undergraduate majors. Responsible for administration of all aspects of the department during a one-year interim period. Highlights from the Interim year include:

- Oversaw faculty development and advancement
  - Coordinated department review of 5 cases for different types of promotion and/or tenure
  - Worked with affiliated faculty on development promotion guidelines for their faculty
- Oversaw faculty hiring and retention
  - Successfully hired 2 Tenure-track Assistant Professors
  - Successfully hired 3 non-tenure track faculty
- Fundraising for the Department
  - In collaboration with the CLAS Dean and advancement office, working on several initiatives for gifts to the department. ~\$1,150,000 in new endowments and non-endowed gifts were received in the 2017/18 Academic Year.

2013-2017 **Graduate Coordinator**, Department of Psychology, UF. ~100 graduate students in five areas of Psychology. Significant accomplishments include:

- New funding mechanism for graduate travel and research. Worked with Department Chair (2013-14) on establishing and distributing \$50,000 in new donation fund for enhancing graduate training. Fund was continued for a second round (additional \$50,000).
- Developed and implemented electronic processing for graduate awards resulting in substantial reduction in staff time.
- Implemented and refined systems for annual assessment of Program Goals and Student Learning Outcomes compliant with accreditation protocols; responsible for reporting on all department graduate degree programs.
- Initiated new professional development and research training activities for first year graduate students including development of writing skills, strategies for publication, ethical guidelines for authorship, and ethical conduct of research.
- Chair, the Graduate Studies Committee. Responsible for program regulations, including updating and adapting regulations to be consistent with university regulations as institutional policies changed as well as in line with trends in the field of Psychology; selecting nominees/awardees for department, college, and university awards; and adjudicating graduate student grievances.
- Chair, Department Admissions Committee. Disseminate information on applications and admissions process; coordinate graduate admissions selection and funding award types across the five areas of Psychology in the department.
  - Worked with UF Graduate School to secure competitive funding packages for recruitment and retention of top minority and first-generation college student applicants to our doctoral training program.
- Serve on the Department's Policy and Planning Committee.

2007-2013 **Associate Chair**, Department of Psychology, UF.

- Engaged in strategic planning with the Chair on departmental budgets, personnel issues, administrative staffing, new faculty hiring initiatives, planning course schedules, and related department activities. Of note, in this team process, we
  - Revised tenure and promotion guidelines for the department.
  - Developed and implemented new protocols for mentoring pre-tenure faculty.
  - Initiated a new program for instructional training for graduate instructors; I chaired the search committee charged with hiring the lecturer who directs the program.
  - Increased online course offerings, resulting in a new revenue stream for graduate assistantships.
- Regularly served as acting chair. This included representing the department at college meetings, establishing ad-hoc committees, and conducting all daily administrative duties of the chair.
- Founding Chair, Goldman Fellowship Awards Committee: worked with the Department Chair, University Advancement Office, and estate executor in establishing the graduate training awards that would be distributed under this endowment (\$2M) and chaired the awards committee
- Chair of the Constitution and By-laws Committee. Charged with updating the department constitution
- Co-Chair, 2<sup>nd</sup> and 3<sup>rd</sup> Biennial Gierach Symposia on Psychology of Politics: Perspectives on Health Policy in America (2012) and Health Disparities and Gender (2014). Working with the donors, college development office, and other departments, recruited keynote speakers, planned events, worked with colleagues to identify panel members and supervised administrative support staff assisting with the event

2007- 2016 ***Developmental Area Director***, Department of Psychology, UF.

- Direct the graduate training program in Developmental Psychology. This position includes monitoring graduate student progress in the area, writing evaluation letters, establishing ad-hoc committees for selection of annual awards to doctoral students, and coordinating professional development activities for graduate students.
- Conduct area-related administrative tasks including planning course schedules and teaching assignments for area courses, leading strategic planning for the area, and chairing area faculty meetings. This position also serves as a conduit for information between the area and the Department's Policy and Planning Committee.
- Chair, Early-Career Faculty Mentor Committees for two pre-tenure faculty. The committee assists new faculty in navigating their assigned teaching, research, and service duties and evaluates their progress. As chair, I have provided feedback on grant applications (one subsequently funded by NIH), regularly observed teaching activities, met individually to engage in problem-solving and career planning, and most recently identified external reviews for tenure and promotion packets and presented the candidate's packets to the department faculty.

1994-2001 ***Associate Director***, National Center for Children & Families (NCCF), Teachers College, Columbia University. NCCF is a fully externally funded policy-research center.

- Handled day-to-day coordination of research and financial activities at the center, supervising an administrative assistant, a grants manager plus research program staff, and mentored research scientists. Established efficient internal administrative procedures and coordinated with college grants and contracts office, as well as coordinated space, renovation, and equipment changes to accommodate new grants and projects.

1993-2001 ***Founding Director of Graduate Training***, NCCF, Teachers College, Columbia University.

- I established and coordinated a graduate training program that spanned across projects ensuring that students had similar opportunities for research training, opportunities for collaborative publications, and guidance for their own projects; student enrollment expanded from 3-4 students at inception to 20 full-time doctoral students and 10-15 Masters students and 3-5 undergraduate and high school interns by 2001.

## ACADEMIC POSITIONS

2017-2018 Colonel Allen R. and Margaret G. Crow Term Professor

2010- Professor, Department of Psychology, UF.

2010-2019 Affiliate Faculty member, African American Studies Program.

2014-2018 Affiliate Faculty member, Institute for Child Health Policy.

2003-2010 Associate Professor with tenure, Department of Psychology, UF.

2007-2009 Affiliate Faculty member, Department of Educational Psychology, UF.

2001-2003 Assistant Professor, Department of Psychology, UF.

1992-2001 Sr. Research Scientist, Teachers College, Columbia University.

Adjunct Associate Professor (1999-2000) Division of Sociomedical Sciences, School of Public Health, Columbia University

Adjunct Associate Professor, (1997-2001) Adjunct Assistant Professor, (1992-1994), Department of Human Development, Teachers College, Columbia University.

1991-1992 Postdoctoral Fellow, Research Division, Educational Testing Services

1990-1991 Data Manager, Adolescent Mental Health Study & Penn State Adolescence Study

## EXTERNAL PROGRAM REVIEW

- 2024 External Program Review Panel Member, Department of Psychology, Northern Arizona University
- 2023 External Program Review Panel Member, Department of Psychology, Auburn University
- 2022 External Program Review Panel Member, Department of Psychology, University of South Carolina
- 2018 External Program Review Panel Member, Department of Psychological and Social Sciences, Penn State, Abington
- 2013 External Program Review Panel Member, Department of Psychology, University of South Carolina
- Ongoing External reviewer for promotion and tenure, ~2 per year

## LEADERSHIP TRAINING/TRAINER

- 2022, 2023 Small Group Leader, *IAL Department Chairs Workshop, State University System*, June 5-8, 2022, and June 4-7, 2023, served as facilitator at the workshop for Chairs conducted by the Institute for Academic Leadership, Florida State University.
- 2020-2021 Member, *Advanced Leadership for Academics and Professionals Program-Reprise*; Year-long training program of ALAP Alums. Program meets for intensive two-day sessions, six times throughout the academic year. Group discusses unique challenges for leadership during Covid-19 and tests new modules for implementation in future ALAP training.
- 2020 Participant, *Academics for Black Survival and Wellness*, Anti-racism training, <https://www.academics4blacklives.com>
- 2019 Participant, *IAL Department Chairs Workshop, State University System*, June 2-5, 2019, and October 13-16, 2019, conducted by the Institute for Academic Leadership, Florida State University.
- 2017-2018 Participant, *Academic Administrators Leadership Series*, conducted by UF Provost Office; three-part series for new chairs and associate deans at UF.
- 2016 Faculty Participant, ***Higher Education Resource Services (HERS) Denver Summer Institute***. June 13 – 25, 2016. Nationally renowned leadership training program in Higher Education. Selected for admission via national competition; Funds awarded by the Provost Office and the College of Liberal Arts and Sciences. An intensive, two-week residential program at which participants gain the knowledge, skills, and perspectives needed for advancing as leaders across all institutional types in higher education.
- 2014- Continuing Member, *The UF Leadership Network*; participating in on-going training sessions on special topics including Accountability (Summer, 2014); and Negotiation skills (Fall, 2015); Ideas into Practice: The Practice of Inclusion (Spring, 2016); Discussion of UF Climate Survey findings (Fall, 2016).
- 2013-2014 Member, *Advanced Leadership for Academics and Professionals Program*; Year-long training program; selected from University-wide competition. Program met for intensive two-day sessions, six times throughout the academic year. Training encompassed a range of skills and behaviors foundational to excellence in leadership including creating and communicating vision, building trust, generating alignment, and cultivating talent.
- 2010 Participant, *Insight into Philanthropy Workshop*, presented by Advancement Resources; funded by CLAS in collaboration with the University of Florida Development Office as part of training for department chairs. Training identified best practices for connecting with donors.

- 1999 Future Leader. *University of Rochester Child Health Leadership and Advocacy Program*. Federal Maternal & Child Health Bureau, W. T. Grant Foundation, Foundation for Child Development, Robert Wood Johnson Foundation, & Dyson Foundation. Training science in the media and effective strategies for translating science to policy.

## UNIVERSITY OF FLORIDA LEADERSHIP

- 2020- Member, UF JED Mental Health Taskforce led by the Division of Student Affairs  
 2018-2019 Member, Director Search Committee, African American Studies Program, CLAS  
 2018-2019 Member, College Tenure & Promotion Criteria Review Committee, CLAS  
 2018-2019 Member, African American Studies Steering Committee, CLAS  
 2016 Chair, College Tenure & Promotion Committee, CLAS  
 2014-2015 Member, College Tenure & Promotion Committee, CLAS  
 2015- 2016 Faculty Mentor/research participant. Comprehensive Support for STEM Students with Learning Disability research project (William Mann, PI, NSF).  
 2015-2016 Member, CLAS ad hoc Board of Inquiry  
 2013- Graduate Affairs Committee, CLAS, Invited for 2<sup>nd</sup> term  
 2010-2014 Member, CLAS Quantitative Methods in Social & Behavioral Sciences Working Group  
 2010 Member, CLAS Distance Learning Working Group.  
 2006-2009 Member, Undergraduate Membership Committee, Phi Beta Kappa.  
 2004-2007 Member, Executive Board, Institute for Child and Adolescent Research and Evaluation.

## OTHER PSYCHOLOGY DEPARTMENT LEADERSHIP

- 2013 Member, Lecturer Search Committee, Department of Psychology.  
 2011-2012 Member, Behavioral and Cognitive Neuroscience Faculty Search Committee, Department of Psychology.  
 2009-2010 Chair, Lecturer Search Committee, Department of Psychology.  
 2008-2009 Chair, Developmental Search Committee, Department of Psychology.  
 2006- Chair (2008- ) & Member (2006-2007), Gerber Developmental Award Committee, Department of Psychology.  
 2006 Interim Member, Graduate Studies Committee, Department of Psychology.  
 2005-2007 Elected Member, Merit Committee, Department of Psychology.  
 2003-2007 Admissions Chair, Development Area, Department of Psychology.

## RESEARCH SUPPORT

### *Completed*

- Personal Responsibility Education Program (PREP). Subcontract PI: J. A. Graber.* (Heartland Rural Health Network, Inc., funded agency). Administration on Children, Youth and Families, DHHS. 9/30/21-9/29/24; HRHN elected to end programming after Year 1. (\$396,213 Total Costs: \$276,148 Total Direct Costs & \$120,065 in modified F&A at UF). Continued and expanded collaborative work with the goal to decrease the teen birth rate and decrease the STI rate for 10–19-year-old youth in two rural counties in Florida. UF contract provided process and outcome evaluation of the initiative.
- Personal Responsibility Education Program (PREP). Subcontract PI: J. A. Graber.* (Heartland Rural Health Network, Inc., funded agency). Administration on Children, Youth and Families, DHHS. 9/30/15-9/29/18. (\$154,500 Total Costs: \$104,485 Total Direct Costs & \$50,015 in modified F&A at UF); funding continued with new annual awards through 9/29/2021, resulting in 6-year total funds of \$309,000 in Total Costs. This 6-year project had the goal to decrease the teen birth rate by 5% and

decrease the STI rate by 5% for 10–19-year-old youth, create positive changes in participant's attitudes, beliefs, knowledge, awareness, and behavioral intentions about adolescent pregnancy via evidence-based teen pregnancy prevention (TPP) education annually in a rural county in Florida. UF contract provided process and outcome evaluation of the initiative.

*Student Mental Health Initiative. PI: J. A. Graber.* Provost Initiative Funding. 7/15/2021-6/30/2024 (\$165,500 Annual Costs; \$496,500 Total Costs). Utilize evidence-based approaches and environmental assessment data to develop strategies to prevent adverse mental health outcomes in students. The project identified the needs of students of minoritized identities, provided a review of services available to meet student needs, created faculty and staff trainings, and disseminated findings.

*Estrogen and Brain Development: Outcomes for girls with CPP. Mentor: J. A. Graber.* PI: Sarah Lynne (Landsman). NIH/NCATS UL1 TR000064. University of Florida Clinical and Translational Science Institute. 8/1/2014-1/31/16 (4 month no-cost extension).

This pilot project examined the neural and psychological impact of Gonadotropin Releasing Hormone agonist therapy in a comparison study of untreated and treated girls with idiopathic central precocious puberty and girls with typical pubertal development.

*Rural CABE for Youth 12-18. Subcontract PI: J. A. Graber* (Heartland Rural Health Network, Inc., Funded Agency). Administration for Children and Families, DHHS. 9/30/08-9/29/10. (\$112,294 Direct Costs in Subcontract). Under this initiative, community agencies received funding to conduct and evaluate community-based life skills programs targeting sexual behaviors and healthy relationships. The subcontract covered the evaluation component of the project.

*2008 Provost E-learning Initiative. PI: J. A. Graber.* University of Florida Provost Funds. 5/7/08 – 5/4/09. (\$30,000 total funds).

The goal of this project was to develop and launch a fully online version of DEP3053, Developmental Psychology, at the University of Florida.

*Gender Specific and Common Pathways to Drug Use. Sponsor: J. A. Graber.* (PI: Lynne). NRSA Program, NIH/National Institute on Drug Abuse. 1/1/07 – 6/30/08.

This training project provided integrated statistical and prevention research training and support for conducting research on longitudinal pathways to substance use among urban, minority adolescents. Specific attention focused on the role of gender in determining pathways to aggression and delinquency.

*Drug Abuse and Girls: A Mother-Daughter Intervention. Co-Investigator: J. A. Graber.* (PI: Schinke). Funded by NIH/NIDA. 4/1/05 – 3/3/10. Investigator role completed in 2007.

The major goals of this project were to develop a family-based girl-specific intervention (GSI) to prevent substance abuse.

*Multi-Ethnic Drug Abuse Prevention Among New York Youth (bridge funding). Co-Investigator: J. A. Graber* (PI: Botvin). Funded by NIH/NIDA. 9/30/04 – 8/31/05

The Multi-Ethnic Drug Abuse Prevention Research Center represents an integrated group of individual research projects designed to collectively address the need for efficacious preventive interventions for African American and Hispanic American youth.

*Contextual, Behavioral & Physiological Processes in Boys. Co-PI: J. A. Graber.* (PI: Brooks-Gunn). Funded by the National Institute of Mental Health. 7/99 - 6/04, no cost extension through 6/05.

This 5-year, longitudinal project investigated the biological correlates of boys' social and emotional development during middle childhood and the beginning of puberty. The project followed 130 boys (and their families) during the transition into adolescence. Stress reactivity, hormonal changes, and family interactions were examined.

*Victimization and Mental Health among High-risk Youths. Consultant: J. A. Graber.* (PI: D'Augelli). Funded by the National Institute of Mental Health. 1/99-12/04. Consultant on retrospective assessments of puberty and young adult transitions.

*Adolescent HIV Risk-Social Settings & Prevention Issues.* **Co-Investigator: J. A. Graber.** (PI: Krauss)  
Funded by the National Institute of Mental Health. 11/01 – 10/04. Member of expert panel  
conducting research with adolescents about the context of their sexual experiences.

*Website-Based Training in Drug Prevention.* **Consultant: J. A. Graber,** PI: L. Dusenbury. Funded by  
the National Institute on Drug Abuse. 11/01- 10/03. Assisted in tailoring the materials for different  
grade levels.

*Assessing the Role of Cognitive-Behavioral Skills on ATOB Use.* **Co-PI: J. A. Graber.** (PI: Botvin).  
Funded by the National Institute on Drug Abuse. 9/97 - 8/02.

As part of a larger, Multi-Ethnic Drug Abuse Prevention Center, this project focused on etiology of drug  
abuse and aggression and mediating mechanisms in prevention of drug abuse and violence with inner-  
city minority students. 400 adolescents were seen annually from 6<sup>th</sup> - 8<sup>th</sup> grades and were assessed via  
survey and video-taped interactive protocols.

*Contextual, Behavioral & Physiological Processes in Girls.* **Co-PI: J. A. Graber.** (PI: Brooks-Gunn).  
Funded by the National Institute of Child Health and Human Development. 9/94 - 8/00.

This 4-year, longitudinal project investigated the biological correlates of social and emotional  
development during middle childhood and the beginning of puberty. The project followed 140 girls  
(and their families) as they made the transition into adolescence. Stress reactivity, hormonal changes,  
and family interactions were examined.

*Nutrition & Behavior in Adolescent Girls.* **Co-PI: J. A. Graber.** (PI: Brooks-Gunn). Funded by the  
National Institute of Child Health and Human Development. 8/93 - 7/95.

This project followed a sample of 200 girls (and their mothers) seen in young and mid-adolescence, and  
young adulthood to investigate the development of emotional and eating problems from adolescence  
into young adulthood.

*The Influence of Educational Context on Life and Career Aspirations: A Longitudinal Investigation.* **PI:  
J. A. Graber.** Funded by the Women's College Coalition. 9/93 - 8/94.

This project examined the influence of different educational contexts on girls' achievement, career  
aspirations, life goals, self-esteem and psychological over an 8-year period.

\*A list of unfunded applications is available upon request.

## RESEARCH CONSULTATION

*"Happy to be Me" Project.* **Consultant: J. A. Graber,** PI: W. Doswell. NYC Health & Hospitals  
Corporation. 2/92. Consulted on measurement strategies in an investigation of puberty and body  
image among African-American girls.

*Development of Conduct Disorder in Girls.* **Consultant: J. A. Graber,** PI: R. Loeber. Funded by the  
National Institute of Mental Health. 11/98-1/00. Consulted on assessment of puberty and related  
topics for girls in late childhood and early adolescence.

*Building Better Bodies.* **Co-Investigator: J. A. Graber.** Collaborative initiative with Asphalt Green.  
6/98-6/99. Development of a program to improve girls' health and fitness related knowledge and  
behavior. Program was implemented with African American and Latina girls in grades 7-10.

*Tobacco Use Prevention Among Girls.* **Co-Investigator: J. A. Graber.** 4/00-4/01. Assisted in the  
development of a pilot program targeting tobacco use prevention in middle-school age girls for a not-  
for-profit organization that conducts community-based prevention programming.

## PUBLICATIONS

### Books & Edited Volumes

Graber, J. A., Brooks-Gunn, J., & Petersen, A. C. (Eds.). (1996). *Transitions through adolescence:  
Interpersonal domains and context.* Mahwah, NJ: Lawrence Erlbaum & Associates.



Graber, J. A., & Dubas, J. S. (Vol. Eds.). (1996). *New directions for child development: Vol. 71. Leaving home: Understanding the transition to adulthood*. San Francisco, CA: Jossey-Bass Publishers.

Jensen, P. S., Brooks-Gunn, J., & Graber, J. A. (Guest Eds.) (1999). Special Section. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38.

### Peer-Reviewed Articles: Chronological Order (65 total)

Crockett, L. J., Petersen, A. C., Graber, J. A., Schulenberg, J. E., & Ebata, A. (1989). School transitions and adjustment during early adolescence. *Journal of Early Adolescence*, 9, 181-210.

Petersen, A. C., Crockett, L. J. & Graber, J. A. (1990). Issues in the development of mathematical precocity. *Behavioral and Brain Sciences*, 13, 192-193.

Dubas, J. S., Graber, J. A., & Petersen, A. C. (1991). A longitudinal investigation of adolescents' changing perceptions of pubertal timing. *Developmental Psychology*, 27, 580-586.

Dubas, J. S., Graber, J. A., & Petersen, A. C. (1991). The effects of pubertal development on achievement during adolescence. *American Journal of Education*, 99, 444-460.

Brooks-Gunn, J., & Graber, J. A. (1994). Puberty as a biological and social event: Implications for research on pharmacology. *Journal of Adolescent Health*, 15, 663-671.

Brooks-Gunn, J., Graber, J. A., & Paikoff, R. L. (1994). Studying links between hormones and negative affect: Models and measures. *Journal of Research on Adolescence*, 4(4), 469-486.

Graber, J. A., Brooks-Gunn, J., Paikoff, R. L., & Warren, M. P. (1994). Prediction of eating problems: An eight year study of adolescent girls. *Developmental Psychology*, 30, 823-834. Reprinted in *Annual Progress in Child Psychiatry and Child Development*, 28, 1995.

Graber, J. A., & Brooks-Gunn, J. (1995). Models of development: Understanding risk in adolescence. *Suicide and Life-Threatening Behaviors*, 25 Suppl., 18-25.

Graber, J. A., Brooks-Gunn, J., & Warren, M. P. (1995). The antecedents of menarcheal age: Heredity, family environment, and stressful life events. *Child Development*, 66, 346-359.

Graber, J. A., & Brooks-Gunn, J. (1996). Expectations for and precursors of leaving home in young women. *New directions for child development*, 71, 21-38.

Graber, J. A., & Brooks-Gunn, J. (1996). Growing up female: Navigating body image, eating, and depressive problems. *Journal of Emotional and Behavioral Problems*, 5 (2), 76-80.

Graber, J. A., & Brooks-Gunn, J. (1996). Prevention of eating problems and disorders: Including parents. *Eating Disorders*, 4, 348-363.

\*An expanded version of this paper was published as Graber, J. A., Archibald, A. B., & Brooks-Gunn, J. (1999). The role of parents in the emergence, maintenance, and prevention of eating problems and disorders. In N. Piran, M. P. Levine, & C. Steiner-Adair (Eds.), *Preventing eating disorders: A handbook of interventions and special challenges* (pp. 44-62). Philadelphia: Brunner/Mazel.

Graber, J. A., & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. *Developmental Psychology*, 32 (4), 768-776.

Graber, J. A., Lewinsohn, P. M., Seeley, J. R., & Brooks-Gunn, J. (1997). Is psychopathology associated with the timing of pubertal development? *Journal of the American Academy of Child and Adolescent Psychiatry*, 36, 1768-1776.

\*Reprinted in *Annual Progress in Child Psychiatry and Child Development*, 31, 1998, and in Arnett, J. J. (2002). *Readings on adolescence and emerging adulthood*. Upper Saddle River, NJ: Prentice Hall.

Kohen, D. E., Brooks-Gunn, J., McCormick, M. C., & Graber, J. A. (1997). Maternal and teacher ratings of school functioning, behavior problems and social competencies. *Journal of Developmental and Behavioral Pediatrics*, 18, 295-303.

Bingham, C. R., Stemmler, M., Petersen, A. C., & Graber, J. A. (1998). Imputing missing data values in repeated measurement within-subjects designs. *Methods of Psychological Research*, 3, 131-155.

[On-line available: <http://www.pabst-publishers.de/mpr/>]

- Jensen, P. S., Brooks-Gunn, J., & Graber, J. A. (1999). Dimensional scales and diagnostic categories: Constructing crosswalks for child psychopathology assessments. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38, 118-120.
- Graber, J. A., Warren, M. P., & Brooks-Gunn, J. (1999). The vulnerable transition: Puberty and the development of eating pathology and negative mood. *Women's Health Issues*, 9, 107-114.
- Graber, J. A., & Brooks-Gunn, J. (1999). Developmental transitions: Linking human development with tobacco prevention research. *Nicotine & Tobacco Research*, 1, S73-S77.
- Archibald, A. B., Graber, J. A., & Brooks-Gunn, J. (1999). Associations among parent-adolescent relationships, pubertal growth, dieting and body image in young adolescent girls: A short term longitudinal study. *Journal of Research on Adolescence*, 9, 395-415.
- Byely, L., Archibald, A. B., Graber, J. A., & Brooks-Gunn, J. (2000). A prospective study of familial and social influences on girls' body image and dieting. *International Journal of Eating Disorders*, 28, 155-164.
- O'Connor, L., Brooks-Gunn, J., & Graber, J. A. (2000). Black and white girls' racial preferences in media and peer choices and the role of socialization for black girls. *Journal of Family Psychology*, 14, 510-521.
- Leventhal, T., Graber, J. A., & Brooks-Gunn, J. (2001). Adolescent transitions to young adulthood: Antecedents, correlates, and consequences of adolescent employment. *Journal of Research on Adolescence*, 11, 297-323.
- Graber, J. A., & Brooks-Gunn, J. (2001). Co-occurring eating and depressive problems: An 8-year study of adolescent girls. *International Journal of Eating Disorders*, 30(3), 37-47.
- Ohring, R., Graber, J. A., & Brooks-Gunn, J. (2002). Girls' recurrent and concurrent body dissatisfaction: Correlates and consequences over 8 years. *International Journal of Eating Disorders*, 31, 404-415.
- Tyrka, A. R., Waldron, I., Graber, J. A., & Brooks-Gunn, J. (2002). Prospective predictors of the onset of eating disorders. *International Journal of Eating Disorders*, 32, 282-290.
- Archibald, A. B., Linver, M. R., Graber, J. A., & Brooks-Gunn, J. (2002). Parent-adolescent relationships and girls' unhealthy eating: Testing reciprocal effects. *Journal of Research on Adolescence*, 12, 451-461.
- Graber, J. A., Tyrka, A. R., & Brooks-Gunn, J. (2003). How similar are correlates of different subclinical eating problems and Bulimia Nervosa? *Journal of Child Psychology and Psychiatry*, 44, 262-273.
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### **Chapters: Chronological Order (35 total)**

- Graber, J. A., & Petersen, A. C. (1991). Cognitive changes at adolescence: Biological perspectives. In K. Gibson & A. C. Petersen (Eds.), *Brain maturation and cognitive development: Comparative and cross-cultural perspectives* (pp. 253-279). New York: Aldine.
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- O'Sullivan, L., Graber, J. A., & Brooks-Gunn, J. (2001). Adolescent gender development. In J. Worell (Ed.), *Encyclopedia of women and gender, Vol. 2*, (pp. 55-67). San Diego, CA: Academic Press.
- Graber, J. A., & Brooks-Gunn, J. (2001). Body image. In R. M. Lerner & J. V. Lerner (Eds.), *Adolescence in America* (pp. 90-92). Santa Barbara, CA: ABC-CLIO.
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- Archibald, A. B., Graber, J. A., & Brooks-Gunn, J. (2003). Pubertal processes and physiological growth in adolescence. In G. R. Adams & M. Berzonsky (Eds.), *Handbook on adolescence* (pp. 24-47). Oxford, UK: Blackwell Publishers.
- Archibald, A. B., O'Connor, E., Graber, J. A., & Brooks-Gunn, J. (2003). The role of nutrition and physical activity in promoting healthy adolescent development. In T. Gullotta & M. Bloom (Eds.), *The Encyclopedia of primary prevention and health promotion* (pp. 742-749). New London, CT: Kluwer Academic/Plenum.
- Graber, J. A. (2003). Puberty in context. In C. Hayward (Ed.), *Gender differences at puberty* (pp. 307-325). New York: Cambridge University Press.
- Graber, J. A. (2004). Internalizing problems during adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (pp. 587-619). New York: John Wiley & Sons, Inc.
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- Graber, J. A. (2008). Pubertal and neuroendocrine development and risk for depressive disorders. In Allen, N. B., & Sheeber, L. (Eds.), *Adolescent emotional development and the emergence of depressive disorders* (pp. 74-91). Cambridge, UK: Cambridge University Press.
- Smith, S. W., Graber, J. A., & Daunic, A. P. (2009). Cognitive-behavioral interventions for anger and aggression: Review of research and research to practice issues. In M. J. Mayer, R. Van Acker, J. E. Lochman, & F. M. Gresham, (Eds.), *Cognitive behavioral interventions for students with emotional/behavioral disorders* (pp. 111-142). New York, NY: Guilford Press.
- Graber, J. A., & Sontag, L. M. (2009). Internalizing problems during adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology, 2<sup>nd</sup> Ed.* (pp. 642-682). New York: John Wiley & Sons, Inc.
- Sontag, L. M., Lynne, S. D., Clemans, K. H., & Graber, J. A. (2009). Depression in children. In R. Ingram (Ed.), *The international encyclopedia of depression* (pp. 115-123). New York: Springer Publishing Company.
- DeRose, L., Graber, J. A., & Brooks-Gunn, J. (2010). Psychological effects of precocious and delayed puberty. In R. Nuss and Y. Frank (Eds.), *Cognitive and Behavioral Abnormalities of Pediatric Diseases* (pp. 121-127). New York, NY: Oxford University Press.
- Clemans, K. H., DeRose, L., Graber, J. A., & Brooks-Gunn, J. (2010). Gender in adolescence: Applying a person-in-context approach to gender identity and roles. In J. C. Chrisler & D. R. McCreary (Eds.), *Handbook of gender research in psychology, Vol 1: Gender research in general and experimental psychology* (pp. 527-557). New York: Springer Publishing Company.
- Graber, J. A., Hill, J., & Saczawa, M. (2014). Childhood and the entry into adolescence: A pivotal period in health-related behaviors and prevention. In Z. Sloboda & H. Petras (Eds.), *Defining Prevention Science* (pp. 59-86). New York: Springer Publishing Company.
- Graber, J. A., & Metz, A. (2018). Tanner stages. In M. H. Bornstein (Gen. Ed.), M. E. Arterberry, K. L., Fingerman, & J. E. Lansford, (Eds.), *The SAGE Encyclopedia of Lifespan Human Development* (pp. 2199-2201). Thousand Oaks, CA: SAGE Publications, Inc.
- Lynne, S. D., Metz, A., & Graber, J. A. (2020). Adolescence and puberty: Understanding the emergence of psychopathology. In A. G. C. Wright & M. N. Hallquist, (Eds.), *Handbook of Research Methods*

*in Clinical Psychology* (pp. 205-218). Cambridge: Cambridge University Press.

### **Undergraduate Research Journal**

- Vemuri, A., Metz, A., & Graber, J. A. (2017). Parental socioeconomic status as a predictor of students' self-efficacy and autonomy. *Journal of Undergraduate Research*, 18 (2), 1-7.
- Gibaldi, H., Zhang, X., Grady, G., Abreu, R. L., Lynne, S. D., & Graber, J. A. (2024). Investigating college students' mental health needs and barriers using natural language processing. *Journal of Undergraduate Research*, 26 (Fall), 13pp.

### **Reports, Manuals & Curricula**

- Graber, J.A. (2010). *Evaluator final report*. Heartland Rural Health Network (CBAE Program, Grant No. 90AE0276).
- Zager, K., & Rubenstein, A. (2002). *The inside story on teen girls: Experts answer teens' questions*. Washington, DC: American Psychological Association. (Graber, Expert Panelist)
- Nichols, T., Graber, J. A., Byrne, C., Luppino, C., Reigada, L., Caskey, E., Brooks-Gunn, J., & Botvin, G. J. (2001). *Life skills training: Codebook for social problem solving in peer vignettes*. New York: Center for Children & Families, Teachers College, Columbia University.
- Byrne, C., Nichols, T., Wright, A. J., Graber, J. A., Brooks-Gunn, J., & Botvin, G. J. (2001). *Life skills training: Codebook for social problem solving in parent vignette*. New York: Center for Children & Families, Teachers College, Columbia University.
- Nichols, T., Graber, J. A., Kim, S., Byrne, C., Weber, J., Brooks-Gunn, J., & Botvin, G. J. (2001). *Life skills training: Codebook for the analysis of cigarette and alcohol advertisements*. New York: Center for Children & Families, Teachers College, Columbia University.
- Archibald, A. B., Cole, K., Graber, J. A., Brooks-Gunn, J., & Schinke, S. (2000). *Girls and smoking: Curriculum manual, pilot program*. New York: School of Social Work, Columbia University.
- Graber, J. A. (2000). The Society for Research on Adolescence. *PPFY Newsletter*, 3(4), 10.
- Graber, J. A., Nichols, T., Luppino, C., Galen, B., Brooks-Gunn, J., Schinke, S., & Botvin, G. J. (1999). *Life skills training: Videotape role play codebook*. New York: Center for Children & Families, Teachers College, Columbia University.
- Graber, J. A. (1998, July). Research questions for adolescent health. *COSSA Washington Update*, 17 (13), 5.
- Archibald, A. B., Harris, J., Graber, J. A., & Brooks-Gunn, J. (1998). *Building better bodies: Curriculum manual*. New York: Asphalt Green.
- Brooks-Gunn, J., Bastiani, A. M., & Graber, J. A. (1996). *Growing up female: Stresses of the adolescent transition*. New York: Barnard Center for Research on Women.

### **Book Reviews**

- Graber, J. A. (1987). [Review of *Psychological androgyny*]. *Child Development Abstracts and Bibliography*, 61, 93.
- Graber, J. A., & Petersen, A. C. (1992). [Review of *Pubertal maturation in female development*]. *Archives of Sexual Behavior*, 21, 505-508.
- Graber, J. A. (1996). [Review of *Adolescent sex and love addicts*]. *Child Development Abstracts and Bibliography*, 69, 108-109.

### **INVITED PRESENTATIONS (29 total)**

- Graber, J. A. (1994, November). *The influence of educational context on life and career aspirations: A longitudinal investigation*. Invited presentation at the Women's College Coalition Conference, "Studies in success," South Hadley, MA.



- Graber, J. A. (1996, June). *Understanding psychosocial change at puberty and beyond: Models of adolescent development and sexual orientation*. Invited presentation at the conference, "Research on Lesbian, Gay, and Bisexual Youths," University Park, PA.
- Graber, J. A., & Brooks-Gunn, J. (1996, July). *Girls' development in middle childhood: Linking stress and family process*. Invited presentation at the 4th annual NIMH Family Research Consortium Training Institute, Ames, IA.
- Graber, J. A., Lewinsohn, P. M., Seeley, J. R., & Brooks-Gunn, J. (1996, August). *Is psychopathology associated with the timing of pubertal development?* Invited presentation as part of a symposium at the XIVth Biennial Meeting of ISSBD, Quebec City, Canada.
- Graber, J. A., & Brooks-Gunn, J. (1996, September). *Growing up female: Risk, resilience, and context*. Invited presentation in a symposium at the APA conference, "Psychosocial and behavioral factors in women's health," Washington, D.C.
- Brooks-Gunn, J., Graber, J. A., & Paikoff, R. (1997, April). *Between and between: Health, sex, and self during the adolescent years*. Invited presentation at the Rutgers University Symposium, "Self, Social Identity, and Physical Health: Interdisciplinary explorations," New Brunswick, NJ.
- Graber, J. A., & Brooks-Gunn, J. (1997, May). *Human development and tobacco prevention research*. Invited presentation at the Robert Wood Johnson Foundation Conference: Partnerships and New Paradigms for Tobacco Prevention Research, Sundance, ID.
- Graber, J. A. (1997, October). *Sequence and timing among young adult transitions: The impact of poverty on developmental course*. Invited presentation at the National Symposium, "Transitions to Adulthood in a Changing Economy: No Work, No Family, No Future?" University Park, PA.
- Graber, J. A. (1998, February). *Promoting healthy development during adolescence: Linking basic research with public health campaigns*. Invited presentation for the Ms. Foundation Meeting, "Media and girls: Shaping a public health/public action initiative," New York, NY.
- Collins, J., Graber, J. A., & Brooks-Gunn, J. (1998, May). *Dialog session: Adolescent health issues*. Invited presentation at the APA-CDC conference, "Public health in the 21st Century: Behavioral and social science contributions," Atlanta, GA.
- Graber, J. A., & Archibald, A. B. (1998, October). *Challenges of early adolescence*. Invited presentation at the Educational Records Bureau conference, "How children learn," New York, NY.
- Graber, J. A., & Archibald, A. B. (1999, March). *How do parents fit in to prevention efforts?* Invited presentation at the 2nd Annual National Conference for Educators on Eating Disorders, Waltham, MA.
- Graber, J. A. (1999, October). *Adolescent transitions*. Invited presentation at the National Institute for Mental Health conference, "Settings and situations: Emerging HIV/STD risk in children and youth," Bethesda, MD.
- Graber, J. A. (2000, October). *Sexual desires: The role of pubertal development for boys and girls*. Invited presentation at the HIV Center for Clinical and Behavioral Studies conference, "Sexual desire: A dialogue between mind and body," New York, NY.
- Graber, J. A. (2001, February). *Sexual behavior of young adolescents from a developmental perspective*. Invited presentation at the National Campaign to Prevent Teen Pregnancy and Heilbrunn Center for Population and Family Health seminar, "Middle school age youth: What do we know about sexual attitudes and behaviors of the under-15 set?" New York, NY.
- Graber, J. A. (2001, February). *Patterns of cortisol reactivity and pubertal development: Links with girls' depressive symptoms*. Invited presentation at the Banbury Center, Cold Spring Harbor Laboratory meeting, "Childhood depression: A critical review," Cold Spring Harbor, NY.
- Brooks-Gunn, J., & Graber, J. A. (2002, April). *Integrating the study of drug use and violence into youth and family research*. Paper presented as part of an invited symposium (NIDA sponsored event) at the biennial meeting of the Society for Research on Adolescence, New Orleans, LA.
- Graber, J. A., & Brooks-Gunn, J. (2003, February). *Associations of initial pubertal changes and stress*



*response with affective experience and social interactions.* Invited presentation at the National Institute of Mental Health Research Roundtable on Hormones and Psychopathology in Adolescents, Rockville, MD.

Graber, J. A. (2006, May). *Links between pubertal timing, peer influences, and initiation of drug use among urban students followed through middle school.* Invited presentation at the Weill Medical College of Cornell University, New York, NY.

Graber, J. A. (2007, August). *Puberty as a biological, psychological, and social construct: What we know and what we need to know.* Invited presentation as part of a workshop at the 13<sup>th</sup> European Conference on Developmental Psychology, Jena, Germany.

Graber, J. A. (2009, January). *Translating research findings on pubertal timing effects on aggression, delinquency, and substance use to methods and targets of prevention.* Invited presentation at the Adolescent Risk Conference sponsored by the UNCG Child & Family Research Network at the University of North Carolina Greensboro, Greensboro, NC.

Graber, J. A. (2009, March). *Pubertal timing effects on adjustment: Implications for prevention.* Invited presentation in the Johns Hopkins Center for Prevention & Early Intervention's Distinguished Speaker Colloquium Series, Johns Hopkins University, Baltimore, MD.

Graber, J. A., & Brooks-Gunn, J. (2009, May). *Predicting pathways to healthy versus unhealthy development: An examination of family relationships, stress, and puberty.* Invited presentation as part of a symposium at the annual meeting of the Society for Prevention Research, Washington, DC.

Graber, J. A. (2011, April). *Puberty and psychopathology: Links to self-regulation.* Invited presentation at the Jacobs Foundation Conference, "Adolescence: Exploration and self-regulation of the unknown," Marbach Castle, Germany.

Graber, J. A. (2012, April). *Adolescent sexuality and adjustment.* Keynote address at the Fifth Gender Development Research Conference, San Francisco, CA.

Graber, J. A. (2013, December). *Puberty and pathways for adolescent adjustment.* Invited presentation, Department of Human Development/Family Studies, Penn State University, University Park, PA.

Graber, J. A. (2014, December). *Applying developmental science models to the study of puberty.* Invited presentation, College of Education & Human Development, Univ. of Delaware, Newark, DE.

Graber, J. A. (2014, December). *Puberty and pathways for adolescent adjustment.* Invited presentation, Department of Family and Child Sciences, Florida State University, Tallahassee, FL.

Graber, J. A. (2017, February). *Puberty and pathways for adolescent adjustment.* Invited presentation, Department of Human Development and Family Studies, with collaborative sponsorship from the School of Social Work, and School of Education, Colorado State University, Fort Collins, CO.

## PROFESSIONAL AFFILIATIONS AND ACTIVITIES

### Graduate and Undergraduate Awards & Honors

1990 & 1991 The Graduate Research Fund

1989 The Trumbo Fund

1983 Phi Beta Kappa

1982 Psi Chi

### Elected Governance

1998-2002 Executive Council Member, Society for Research on Adolescence

### Member: National Councils & Consortia

2004-2006 Member, Adolescent Sexuality Research Network, Center for Research on Gender and Sexuality & Ford Foundation

1996-2001 Member, Task Force on Adolescent Girls, American Psychological Association

- 1997 Panel Member, Office of Educational Research & Improvement, U.S. Department of Education
- 1992-1994 Postdoctoral Fellow; Reproductive Transitions Working Group, MacArthur Foundation

### **Member: Professional Societies & Associations (year joined)**

- 1987 - American Psychological Association, Div. 7
- 1993 - Association for Psychological Science
- 1991 - Society for Research on Adolescence
- 1986 - Society for Research in Child Development
- 2017 - Council of Graduate Departments of Psychology (COGDOP)

### **Media Outreach**

- On-screen interview: Fox News; UF Press Office Videos (distributed nationally)
- Periodic Guest, Family Spotlight, WCJB TV20, 6:00pm Newscast: Oct 29, 2009; Dec 3, 2009; Jan 14, 2010; Feb 18, 2010; Mar 18, 2010. 3-minute segments that address family issues in the news.
- Radio interview: One Union Station, WRNI (Rhode Island Public Radio), AM850 Gainesville, WSKY-FM Ocala, WIOD Miami, KCBS San Francisco; *Minnesota Public Radio, The Daily Circuit*, “Why are girls starting puberty at a younger age?” 11:15 AM, April 9, 2012
- Internet: CBS.Healthwatch.com, ABC News.com, MSNBC.com; *WebMD Health News*, “Earlier Puberty: Age 9 or 10 for Average U.S. Boy.” Daniel J. DeNoon. Posted October 20, 2012
- Print interviews, Magazines: American Health Magazine, Parents Magazine, People Magazine (Teen division), Women’s Health Magazine, YM Magazine; What’s Up Annapolis? The Fort Myers News-Press
- Print interviews, Newspaper Stories: Feature Package for Scripps; New York Times News Group; Washington Post, Miami Herald, Orlando Sentinel, New York Newsday; Gainesville Sun; Herald News, West Patterson, NJ; Tampa Tribune, Tampa Florida; Bradenton Herald
- Popular Press Books: New York Times, Stephen Hall; New York Times, John Schwarz; *The New Puberty: How to navigate early development in today’s girls*. Louise Greenspan, MD., & Julianna Deardorff, Ph.D., 2014
- **Notable:**
  - *New York Times Magazine*, “Puberty Before Age 10: A New ‘Normal’?” Elizabeth Weil, March 30, 2012
  - *APA Monitor*. “The risks of earlier puberty.” Kirsten Weir. March, 2016, 47 (3).

### **Planning or Advisory Meeting Participation (Invited)**

- 1997 Beyond Hunt Valley, Office of Women’s Health, NIH, Washington, DC.
- 1998 Transition to Adulthood, MacArthur Foundation, Chicago, IL.
- 1998 Research Network on Psychopathology and Development: Puberty, MacArthur Foundation, Pittsburgh, PA.
- 1998 Scientific Foundations for Parenting: Preventing Youth Tobacco Use and Substance Abuse, Centers for Disease Control, Atlanta, GA.
- 2000 Endocrine Disruptors and Children’s Health, New York Academy of Medicine, New York, NY.
- 2000 Developmental Aspects of Stress, Abuse and Neglect: From Animal Models to Clinical Studies and Intervention,” Rockefeller University & The Sackler Foundation, New York, NY.
- 2003 Roundtable on Hormones and Psychopathology in Adolescents, National Institute of Mental Health, Bethesda, MD.
- 2004 Cutting the Edge of Research in Adolescent Sexuality: Considering Normative

Development, Center for Research on Gender and Sexuality (Funding from the Ford Foundation), San Francisco, CA.

### **Review Activities: Grants**

#### *Adhoc Reviewer:*

1995, 1996 The W. T. Grant Foundation  
 1996 National Science Foundation  
 2000 RO3; National Institute of Mental Health  
 2004, 2005 BSTART; National Institute of Mental Health  
 2005 BSTART; National Institute of Mental Health  
 2005 Psychosocial Development, Risk and Prevention Study Section  
 2021 Society for Research on Adolescence Mid-Career Initiative

#### *Adhoc International:*

2005 Nuttfield Foundation, United Kingdom  
 2005 Social Sciences & Humanities Research Council, Canada  
 2007 Michael Smith Foundation for Health Research, Canada

#### *Chair, NIH Review Meeting*

2012 ZRG1 RPHB-G (90) Special Emphasis Panel

#### *NIH Meeting Panel Member*

2002 Special Emphasis Panel ZRG1 RPHB-3  
 2007, 2009 NIMH SBIR Contract Review  
 2008, 2009, 2011, 2023, 2024  
 NIMH Loan Repayment Program  
 2009 Trans-NIH Recovery Act, Phase 1 Reviewer for 2 Panels  
 2009-2018 Psychosocial Development, Risk and Prevention Study Section, 18 review cycles  
 2014 NIH Director's Early Independence Award; Stage 1 reviewer

### **Review Activities: Journal**

2002-2010 Editorial Board Member, *Developmental Psychology*, 1/02-1/04; 2<sup>nd</sup> term, 1/04-1/06, 3<sup>rd</sup> term, 1/06-1/08, 4<sup>th</sup> term 1/08-12/10.  
 2007-2012 Editorial Board Member, *Journal of Research on Adolescence*  
 2004-2019 Editorial Board Member, *Journal of Adolescent Health* ( Periodic Action Editor)

Action Editor, *Prevention Science*, 4/02-2/05

Ad Hoc Reviewer Activity: *Child Development*, *Development and Psychopathology*, *Journal of Abnormal Psychology*, *Journal of Abnormal Child Psychology*, *Journal of Family Psychology*, *Journal of Research on Adolescence*, *Journal of Personality and Social Psychology*, and others.

### **Review Activities: National Conferences & Awards**

**Review Panel Member**, American Psychological Foundation/ Council of Graduate Departments of Psychology (APF/COGDOP)

2019-2023 Graduate Research Scholarship Program

**Panel Chair or Co-Chair**, Society for Research on Adolescence

- 2000 Physical Development and Health Issues Panel
- 2012 Health & Health Behaviors Panel
- 2014 Health Panel
- 2016, 2018,  
2023 Emotional Development Panel

**Review Panel Member**, Society for Research on Adolescence

- 1994 Physical Development and Health Issues Panel
- 2004, 2006 Psychobiology and Health Issues Panel
- 2008 Social Competence and Positive Development & Alternate Panel Chair
- 2010 Sexuality and Romantic Relationships Panel

**Review Panel Member**, Society for Research in Child Development

- 1997 Adolescence and the Life Course Panel
- 2001 Sociocultural and Ecological Contexts: Gender and Ethnicity Panel
- 2003 Adolescent Physical and Cognitive Processes Panel
- 2005 Parenting Panel
- 2007 Adolescence: Social, Emotional, and Personality Processes Panel
- 2009 Adolescent Physical and Cognitive Processes Panel & Alternate Panel Chair
- 2011 Adolescence: Emotional, Neurodevelopmental, and Cognitive Processes Panel
- 2021 Health, Growth, & Injury Panel

**Review Panel Member**, International Society for the Study of Behavioural Development

- 2012, 2017 Biological Processes, Genetics, Physical Development, & Health Panel

**Service in the Community: Presentations**

- Graber, J. A. (1999, November). *The female athlete triad*. Presentation as part of the Asphalt Green Seminar Series for parents, fitness trainers, and members of the community, New York, NY.
- Graber, J. A. (2010, October). *Lifespan development & the intersection of biology, psychology, and social experience*. Presentation as part of the “Studies in Psychology” series sponsored by the Institute for Lifelong Learning, Oak Hammock, Gainesville, FL.
- Graber, J. A. (2010, November). *Rural community based abstinence education: Preliminary evaluation report*. Presentation at the Heartland Rural Health Network board of directors meeting, Sebring, FL.
- Lynne, S. D., Graber, J. A., & Metz, A. S. (2019, December). *iMad program effects: Community report*. Presentation at the I Make a Difference Conference, sponsored by Heartland Rural Health Network, Sebring, FL.
- Lynne, S. D., Counts, T., & Graber, J. A. (2022, August). *iMad end of year: Community report*. Stakeholders meeting, University of Florida, Gainesville, FL.

**Service in the Community (Other)**

- 2014 Expert testimony, Tenth Judicial Circuit, State of Florida. Provided testimony on the nature of “emerging adulthood” as a unique period of the life course
- 2012-2014 Elected Board Member, Hammock North Homeowners Association, Gainesville, FL.

**TEACHING**

- Adolescent Development—Graduate and undergraduate levels
- Applying Prevention Science—Experiential learning-based undergraduate course

Developmental Psychology—Graduate and undergraduate levels

- Undergraduate: Creator and founding instructor for large enrollment online section of course
- Graduate: Regular instructor for overview course that fulfills APA accreditation requirement for breadth in Lifespan Development

Developmental Psychopathology—Graduate and undergraduate level

Social Development—Graduate and undergraduate levels

Research Training in Social Development—Undergraduate level

### **DISSERTATIONS (Chaired or Research Advisor)**

Schuman, Miriam. Nutrition Education. Teachers College, Columbia University. 1994. (Research Co-Advisor)

Hoy, Kathy. Nutrition Education. Teachers College, Columbia University. 1996. (Research Co-Advisor)

Ohring, Richard. Clinical Psychology. Teachers College, Columbia University. 1996. (Research Co-Advisor)

Kohen, Dafna. Developmental Psychology. Teachers College, Columbia University. 1996. (Research Co-Advisor)

Archibald, Andrea. Developmental Psychology. Teachers College, Columbia University. 2000. (Research Co-Advisor)

Borbely, Christina. Developmental Psychology. Teachers College, Columbia University. 2004. (Research Co-Advisor)

Villanueva Abraham, Sara. Developmental Psychology. University of Florida. 2004. (Chair)

DeRose, Laura. Developmental Psychology. Teachers College, Columbia University. 2005. (Research Co-Advisor)

Lynne, Sarah D. Developmental Psychology. University of Florida. 2008. (Chair)

Sontag, Lisa M. Developmental Psychology. University of Florida. 2009. (Chair)

Clemans, Katherine H. Developmental Psychology. University of Florida. 2010. (Chair)

Marshik, Tesia. Educational Psychology & Developmental Psychology Co-Major. 2010. (Co-Chair)

Hill, Julie. Developmental Psychology. University of Florida. 2015. (Chair)

Saczawa, Mary. Developmental Psychology. University of Florida. 2016. (Chair)

Metz, Allison. Developmental Psychology. University of Florida. 2017. (Chair)

\*Member of 49 additional dissertation committees

### **THESES (Chaired or Research Advisor)**

Archibald, Andrea. Developmental Psychology. Teachers College, Columbia University. 1998. (Research Co-Advisor)

Borbely, Christina. Developmental Psychology. Teachers College, Columbia University. 2002. (Research Co-Advisor)

Wright, Jordan. Clinical Psychology. Teachers College, Columbia University. 2002. (Research Co-Advisor)

Mielcarek, Laura. Developmental Psychology. Teachers College, Columbia University. 2003. (Research Co-Advisor)

Villanueva Abraham, Sara. Developmental Psychology. University of Florida. 2003. (Chair)

Lynne, Sarah. Developmental Psychology. University of Florida. 2005. (Chair)

Rowell, Steven. Developmental Psychology. University of Florida. 2005. (Chair)

Nassau, Gillian. Developmental Psychology. University of Florida. 2006. (Chair)

Sontag, Lisa. Developmental Psychology. University of Florida. 2006. (Chair)

Clemans, Katherine. Developmental Psychology. University of Florida. 2007. (Chair)  
 Hill, Julie. Developmental Psychology. University of Florida. 2010. (Chair)  
 Saczawa, Mary. Developmental Psychology. University of Florida. 2011. (Chair)  
 Metz, Allison. Developmental Psychology. University of Florida. 2013. (Chair)  
 Yang, Phoua. Developmental Psychology. University of Florida. 2015. (Chair)  
 \*Member for 15 additional thesis committees

### UNDERGRADUATE RESEARCH AWARD ADVISOR/SPONSOR

2011 UF Summer Rising Scholars Program (funding from HHMI) mentored 3 students  
 2011-12 Hart, Christine. University Scholars Program & UF-HHMI Science for Life Program  
 2013-14 Werk, Rachel, University Scholars Program  
 2014-15 Vemuri, Adithi, HHMI, Science for Life Intramural program  
 2015-16 Vemuri, Adithi, University Scholars Program  
 \*Chair and member of numerous senior theses committees.

### PRESENTATIONS (Refereed, 137 total; only previous 5 years shown)

Hill, J. C. & Graber, J. A. (2018, April). *Sexual identity development and depressive symptoms during emerging adulthood*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, MN.

Metz, A., Graber, J. A., & Cui, M. (2018, April). *Effects of fathers' indulgent parenting on college students' decision-making style*. Poster presented at the Society for Research on Adolescence Biennial Meeting, Minneapolis, MN.

Bright, M. A., Lynne, S. D., Waldman, M. R., Graber, J. A., & Alexander, R. (2018, July). *Links between school report card release and child maltreatment among 5 – 11 year olds: A time series analysis*. Paper presented at the International Family Violence and Child Victimization Research Conference, Portsmouth, NH.

Davison E.M., Mercurio, T., Lynne, S.D., Metz, A.S., & Graber, J.A. (March, 2019). *Gender minorities and racial minorities report greater bullying victimization during a middle school pregnancy prevention program*. Poster presented at the biennial meeting of the Society for Research on Child Development, Baltimore, MD.

Mercurio, T., Lynne, S.D., Metz, A.S., Davison E.M., & Graber, J.A. (March, 2019). *Substance use and risk & protective factors among gender minority youth from rural middle schools*. Poster presented at the biennial meeting of the Society for Research on Child Development, Baltimore, MD.

Muir, K.L., Metz, A.S., Lynne, S.D., & Graber, J.A. (March, 2019). *Gender differences in the association between sexual knowledge and intentions among rural middle school students*. Poster presented at the biennial meeting of the Society for Research on Child Development, Baltimore, Maryland.

Wilhelm, B. S., Lynne, S. D., Metz, A. S. & Graber, J. A. (June 2021). *"Binaries don't exist!" Measuring gender minority identity among diverse rural middle school youth*. Poster Accepted, not presented, at the biennial meeting of the Society for Research on Adolescence, San Diego, California, March 2020. Paper presented as part of a symposium (Chair and Organizer: Sarah D. Lynne) at the annual meeting of the Society for Prevention Research, Washington, D.C.

Counts, T. M., Lynne, S. D., Metz, A. S., & Graber, J. A. (June 2021) *Disparities in housing among sexual and gender minority middle school aged youth from a rural community*. Poster Accepted, not presented, at the biennial meeting of the Society for Research on Adolescence, San Diego, California, March 2020. Paper presented as part of a symposium (Chair and Organizer: Sarah D. Lynne) at the annual meeting of the Society for Prevention Research, Washington, D.C.

Davison, E. M., Lynne, S. D., Metz, A. S., Moore, L. G., Thibodeau, M. C., & Graber, J. A. (June 2021).

- Implementation of an evidence-based pregnancy prevention program by a community organization: Examination of program reach and effectiveness.* Poster Accepted, not presented, at the annual meeting of the Society for Prevention Research, Washington, D.C., May 2020. Poster presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Lynne, S.D., Metz, A.S., & Graber, J.A. (June 2021). *Early substance use among gender diverse youth in rural communities: Accentuation effects of early maturation.* Paper presented as part of a symposium at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Davison, E.M., Lynne, S.D., Counts, T.M., Moore, L.G., Thibodeau, M.C., & Graber, J.A. (June 2022). *Does modality matter? An examination of an evidence-based pregnancy prevention program's effectiveness given changes from in-person to online delivery related to the COVID-19 pandemic.* Paper presented in a symposium at the Society for Prevention Research Annual Meeting, Seattle.
- Grady, G. J., Graber, J. A., & Lynne, S. D. (March 2023). *A review of upcoming student and staff-informed training materials on supporting student mental health.* Paper presented at the 2023 University of Florida Annual Advising Conference. Gainesville, FL.
- Ateyah W, Vines E, Lockett G, Zhou A, Abraczinskas M, Abreu R, Lynne SD, Graber JA, & Grady G (May 2023). *Centering marginalized student voices: an ecological framework developed from a qualitative study of mental health needs among marginalized and underserved undergraduate students.* Poster presented at the Society for Prevention Research Annual Meeting, Washington, DC.
- Gibaldi H, Patel R, Lockett G, Ateyah W, Vines E, Abreu R, Graber J, & Lynne S (August 2023). *An Exploration of LGBTQ students' experiences of mental health support and resources at a large University in the Southeastern US.* Poster presented at the American Psychological Association Annual Meeting, Washington, DC.
- Ateyah W, Zhou A, Badio K, Tu J, Grady GJ, Graber JA, & Lynne SD (2024, August 8-10). *Exploring BIPOC Students' Mental Health Needs and Resources.* Poster presented at the American Psychological Association Annual Meeting, Seattle, WA.