
BIOGRAPHICAL SKETCH

NAME: Elizabeth T. Gershoff

eRA COMMONS USER NAME: Gershoffe

POSITION TITLE: Associate Professor, Department of Human Development and Family Sciences

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	FIELD OF STUDY
University of Virginia, Charlottesville, VA	BA	05/1992	Psychology, English
The University of Texas at Austin, Austin, TX	MA	05/1995	Child Development
The University of Texas at Austin, Austin, TX	PhD	05/1998	Child Development
Arizona State University, Tempe, AZ	Postdoc	07/1999	Psychology, Prevention Science

A. Personal Statement

I am a family sciences researcher, trained in a Human Development and Family Sciences program, who takes a population-level approach to understanding the impacts of poverty and violence exposure on children and their families as well as the role large-scale intervention programs can play in mitigating these impacts. My work in these areas falls directly under the PDB program area of Families, Health, and Productivity and into the PRC's primary research area of Family Demography and Intergenerational Relationships. In the coming years, I expect to continue to publish in the areas of discipline in homes and schools as well as in the area of interventions to reduce physical punishment of and other violence against children. During my 7 years at the UT PRC, I have been PI on two NICHD R01 awards (2R01HD042144 & 1R01HD069564) and Co-PI of the PRC's NICHD-funded T32 training grant (2T32HD007081-36). I currently serve as the Associate Director for Faculty Development at the PRC and as the director of postdoctoral training. The infrastructure supports from the PRC have been invaluable to my research program; the Administrative and Development cores have been instrumental to the preparation of my proposals and the administration of my awards, and the Science and Technical core services help maintain the scientific rigor and reliability of my work. My success in securing grants and publishing in peer-reviewed journals owes a large debt to the services provided by the PRC cores.

B. Positions and Honors**Positions and Employment**

1999-2003 Associate Research Scientist, National Center for Children in Poverty, Columbia University
2003-2004 Senior Research Associate, National Center for Children in Poverty, Columbia University
2004-2008 Assistant Professor, School of Social Work, University of Michigan
2008-2009 Associate Professor, School of Social Work, University of Michigan
2006-2009 Research Assistant Professor, Center for Human Growth and Development, University of Michigan
2009-present Associate Professor, Department of Human Development and Family Sciences, School of Human Ecology, The University of Texas at Austin
2009-present Faculty Research Associate, Population Research Center, University of Texas at Austin

Other Experience and Professional Memberships

2000-2004 Affiliate, Columbia Center for Youth Violence Prevention, Department of Epidemiology, Columbia University
2004-2005 Affiliate, NIMH Center for Research on Poverty, Risk, and Mental Health, School of Social Work, University of Michigan
2005-2009 Affiliate, Division of Developmental Psychology, Department of Psychology, University of Michigan

2005-2009	Affiliate, Interdisciplinary Research Program on Violence across the Lifespan, University of Michigan
2005-2009	Affiliate, National Poverty Center, Gerald R. Ford School of Public Policy, University of Michigan
2005-2013	Affiliate, Center for Analysis of Pathways from Childhood to Adulthood, Institute for Social Research, University of Michigan
2007-2015	Ad-Hoc Grant Reviewer: NICHD P01 Review Panel; NICHD, Biobehavioral and Behavioral Sciences Subcommittee; NIH CSR Social Science and Population Studies (SPSS) Review Panel; NICHD Special Emphasis Panel: Loan Repayment Project; NIH CSR Risk, Prevention, and Health Behavior Member Conflict Panel; University Grants Committee, Hong Kong, China; Manitoba Institute of Child Health, Winnipeg, Manitoba; Center for Scientific Review, National Institutes of Health; Israel Science Foundation; University of Cyprus.
2014-2016	Associate Editor, <i>Developmental Psychology</i>
2014-present	Member, College of Reviewers, Developmental and Learning Sciences, National Science Foundation
2010-present	Principal Panel Member, Early Intervention and Early Childhood Education (EI & ECE) Review Panel, Institute of Education Sciences, U.S. Department of Education
2015-present	Elected Member-at-Large, Executive Council, Division 7—Developmental Psychology, American Psychological Association
Present	Member, American Psychological Association, Association for Psychological Science, Population Association of America, Society for Research in Adolescence and Society for Research in Child Development

Honors

2010	College of Natural Sciences Teaching Excellence Award
2013	Fellow, Association for Psychological Science
2014	Society for Research on Adolescence Social Policy Award for Best Edited Book
2014	Outstanding Graduate Advisor Award, Graduate School, University of Texas at Austin
2014	Lifetime Legacy Achievement Award, Center for the Human Rights of Children, Loyola University Chicago

C. Contributions to Science

1. Whether parents' use of spanking is beneficial for or harmful to children has been a source of increasing debate over the past several decades. I have conducted several studies addressing aspects of the debate over spanking, finding that spanking does not have differential effects based on the race or ethnic group of the family, or based on how normative parents and children perceive spanking to be, or based on the general levels of warmth mothers show to their children. I have recently expanded my study of physical punishment to include its use in public schools in the U.S.
 - a. **Gershoff, E. T.** (2016). Should parents' physical punishment of children be considered a source of toxic stress? *Family Relations*, 65, 151-162. doi: 10.1111/fare.12177
 - b. **Gershoff, E. T.**, & Font, S. A. (2016). Corporal punishment in U.S. public schools: Prevalence, disparities in use, and status in state and federal policy. *SRCD Social Policy Report*, 30 (1), 1-25.
 - c. **Gershoff, E. T.**, Font, S. A., Taylor, C. A., Foster, R. H., Garza, A. B., Olson-Dorff, D., Terreros, A., Nielsen-Parker, M., & Spector, L. (2016, in press). Medical center staff attitudes about spanking. *Child Abuse and Neglect*.
 - d. **Gershoff, E. T.**, & Grogan-Kaylor, A. (2016). Spanking and child outcomes: New meta-analyses and old controversies. *Journal of Family Psychology*, 30, 453-469. doi: 10.1037/fam0000191
2. One in five American children lives below the poverty line, and each of these children is at risk of falling behind their more affluent peers in academics and social skills. One line of my research has focused on understanding the processes by which living with low income and material hardship affects children and identifying the most effective targets for policy intervention to ameliorate these effects.
 - a. Bringewatt, E. H., & **Gershoff, E. T.** (2010). Falling through the cracks: Gaps and barriers in the mental health system for America's disadvantaged children. *Children and Youth Services Review*, 32, 1291-1299.

- b. **Gershoff, E. T.**, Aber, J. L., Raver, C. C., & Lennon, M. C. (2007). Income is not enough: Incorporating material hardship into models of income associations with parent mediators and child outcomes. *Child Development, 78* (1), 70-95. PMID: 17328694; doi: 10.1111/j.1467-8624.2007.00986.x
 - c. Purtell, K., **Gershoff, E. T.**, & Aber, J. L., (2012). Low income families' utilization of the federal "safety net": Individual and state-level predictors of TANF and food stamp receipt. *Children and Youth Services Review, 34*, 713-724. doi:10.1016/j.childyouth.2011.12.016
 - d. Wagmiller, R. L., **Gershoff, E. T.**, Veliz, P., & Clements, M. (2010). Does children's academic achievement improve when single mothers marry? *Sociology of Education, 83*, 201-226. doi: 10.1177/0038040710375686
3. The federal Head Start program provides early childhood education to over one million low income children each year, but whether the program yields sustained positive impacts has been a source of debate in both policy and academic circles. My recent work, funded by an NICHD grant for which I am the PI, was designed to inform this debate and has focused on understanding how Head Start does benefit children and whether some children benefit more than others.
- a. Ansari, A., & **Gershoff, E. T.** (2016). Parent involvement in Head Start and children's development: Indirect effects through parenting. *Journal of Marriage and Family, 78*, 562-579. doi: 10.1111/jomf.12266
 - b. Ansari, A., Purtell, K. M., & **Gershoff, E. T.** (2016). Classroom age composition and the school readiness of three- and four-year-old children in the Head Start program. *Psychological Science, 27*, 53-63. doi:10.1177/0956797615610882
 - c. **Gershoff, E. T.**, Ansari, A*, Purtell, K. M.†, & Sexton, H. R. (2016). Changes in parents' spanking and reading as mechanisms for Head Start impacts on children. *Journal of Family Psychology, 30*, 480-491. doi: 10.1037/fam0000172
 - d. **Gershoff, E. T.**, Huston, A. C., Purtell, K. M., Sexton, H. R., & Crosby, D. A. (2016, in preparation). *Quality in Head Start classrooms: Teacher education and satisfaction matter.*

The complete list of my peer-reviewed publications is available at:

<https://www.ncbi.nlm.nih.gov/sites/myncbi/elizabeth.gershoff.1/bibliography/41145342/public/?sort=date&direction=descending>

D. Research Support

Ongoing Research Support

90YE0161-01-00 (E. Gershoff, PI)

09/01/15-8/30/17

Administration for Children and Families, DHHS

The Antecedents and Outcomes of Early Care and Education Programs for Latino Children in America: A Mixed Methods Study

Using both quantitative analyses of a large secondary dataset and qualitative analyses of focus groups, this study seeks to identify the reasons why Latino parents enroll their children in organized early childhood education at lower rates than other race and ethnic subgroups.

Role: Principal Investigator and Graduate Student Mentor

Responsibilities: Supervising and collaborating with graduate student; supervising data collection and data analysis; reviewing and interpreting findings; contributing to peer-reviewed publications.

SMA-1519686 (E. Gershoff and R. Crosnoe, PIs)

09/01/15-08/31/20

National Science Foundation

IBSS: The Levels of Timing of Family and School Influences on Children's Development

This grant establishes the Interdisciplinary Collaborative on Development in Context, a consortium of researchers from across the country who will together work on identifying the developmental implications of transitions and turning points in the lives of children and youth.

Role: Principal Investigator

Responsibilities: Coordinating collaborations among scholars and students across three sites; working with postdoctoral fellows and students on analyses; managing data and meeting planning; contributing to peer-reviewed publications.

T32HD007081 (R.K. Raley and E. Gershoff, PIs)

05/01/13-04/30/18

National Institute of Child Health and Human Development

Training Program in Population Studies

This grant provides research support to various federally funded projects at the PRC and trains graduate students in the methodology employed in population and demographic research.

Role: Principal Investigator

Responsibilities: Overseeing the postdoctoral training program, including review of applicants; selecting postdoctoral fellows; holding regular supervisory meetings with and mentoring of postdoctoral trainees.

Completed Research Support

R01HD069564 (E. Gershoff, PI)

07/01/11-04/30/16

National Institute of Child Health and Human Development

Preschool, Home, and School Contexts as Determinants of Head Start

Using nationally representative samples, this study examines how the long-term impacts of the federal Head Start program on children's cognitive, physical, and social-emotional development are a function of center quality, parent involvement, and quality of the schools children later attend.

Role: Principal Investigator

Responsibilities: Coordinating collaborations among scholars and students across four sites; supervising postdoctoral fellow, data analyst, and students on analyses; managing data and meeting planning; contributing to peer-reviewed publications.

F32HD069121 (E. Gershoff, PI)

06/01/12-05/31/14

National Institute of Child Health and Human Development

The Development of Low Income Children in the Context of Welfare and Food Stamps

The overarching goal of the proposed research is to examine associations between family use of public assistance benefits, family contexts, and the development of low-income children and adolescents.

Role: Principal Investigator and Postdoctoral Faculty Mentor

Responsibilities: Supervising and collaborating with postdoctoral fellow; supervising data analysis; reviewing and interpreting findings; contributing to peer-reviewed publications.