

DIANA R. SAMEK

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CURRENT ACADEMIC APPOINTMENT

Associate Professor (with tenure) 2019-present
Human Development and Family Studies Department
College of Human Sciences
Auburn University, Auburn, AL

PAST ACADEMIC APPOINTMENTS

Assistant Professor at Auburn University 2014-2019
Department of Human Development and Family Studies, Auburn, AL
Post-Doctoral Research Associate at University of Minnesota 2012-2014
Department of Psychology, Minnesota Center for Twin and Family Research,
Minneapolis, MN
Adjunct Professor at St. Catherine University 2013-2014
Department of Psychology, St. Paul, MN

EDUCATION

Ph.D., University of Minnesota – Minneapolis – St. Paul, MN 2009-2012
Major field: Family Social Science
Supporting program: Psychology
M.A., University of Minnesota – Minneapolis – St. Paul, MN 2007-2009
Major field: Family Social Science
B.A., University of Minnesota – Minneapolis – St. Paul, MN 2002-2006
Summa cum laude
Major field: Psychology, Double minored in Philosophy, Sociology

RESEARCH INTERESTS

- Alcohol and substance use
- Child, adolescent, and young adult development
- Externalizing and internalizing behaviors and disorders
- Parenting, peer, sibling, romantic relationships
- Personality and temperament
- Person (individual difference) x environment (social context) x development (developmental stage) interplay
- Risk, protective, and resilience factors
- Transdiagnostic factors (emotion regulation, impulsivity, disinhibition, negative affect)

TEACHING INTERESTS

- Child, adolescent, adult development
- Scientific writing
- Teaching in higher education

RESEARCH SUPPORT & GRANTSMANSHIP

Current

AU AAES Seed Grant Funding

10/01/2022-07/15/2024

Alabama Agricultural Experiment Station, Auburn University (\$45,800 total costs).

PI: Samek, D.R.

Title: Identifying risk and protective factors for recurrent and potentially co-occurring mental health and problematic substance use at key developmental transitions: Addressing the unique needs of college students of color at a predominately white institution

Description: The purpose of this study is to oversample first-year students of color via a cohort-sequential, longitudinal design ($N = \sim 400$, $\sim 70\%$ BIPOC, $\sim 50\%$ female, $\sim 16\%$ LGBTQ+) and further evaluate what is driving the increase in mental health symptoms among such adolescents as they transition through college.

NIH-NIDA R01 DA054313-01A1

08/15/2022-06/30/2027

National Institute on Drug Abuse

R01 Research Project Grant Program (\$585,515 total costs)

PI: Prom-Wormley, E.

Title: Using a genetic approach to understand factors influencing resistance to substance use

Role: Consultant

Description: The goal of this project is to index individual resistance to psychoactive substance use (SU) during adolescence and use the indices to identify factors influencing resistance into early middle adulthood (30-40 years old), with a special focus on potentially modifiable factors.

Completed

AU Pilot Funding

08/01/2021-7/31/2022

Auburn University College of Human Sciences and Department of Human Development and Family Science Internal Funding (\$20,000 total costs)

PI: Samek, D.R.

Title: AU College Experiences Study

Description: The objective of this study is to recruit a diverse sample of first year college students ($N = 191$, 69% BIPOC, 52% female, 15.7% LGBTQ+) and identify unique risk and protective factors (e.g., experiences of microaggressions, perceptions of campus climate) for mental health symptoms and potentially co-occurring substance use behaviors in historically excluded vs. included populations.

2019 Intramural Grants Program Faculty Research Initiation Grant

08/15/2019-08/15/2021

Auburn University (\$20,585 total costs)

PI: Samek, D.R.

Title: College Experiences Leading to Chronic Alcohol Use Disorder and Depression

Description: The primary objective of this study is to follow-up on the 209 original first and second year AU students (data collected in the 2015-2016 and 2016-2017 academic years) when they are estimated to be in first year post-graduation (2019-2020 academic year; $N = 209$, 90% white, 60% female). Outcomes of the proposed study include identification of what risk factors in the first and second year of college that predict chronic and comorbid AUD and depression one-year post-college.

NIH-NIAAA R03 AA024282

08/01/2016-08/01/2019

National Institutes on Alcohol Abuse and Alcoholism

R03 (small grant) mechanism (\$148,000 total costs)

PI: Samek, D.R.

Title: Persistence of Alcohol Use Disorders: Person and Environment Effects

Description: A secondary data analysis of the Minnesota Twin Family Study ($N = 2,769$, 96% white, 52% female) is proposed to evaluate for complex processes of individual-social context interplay as it relates to substance use disorder onset and course from adolescence through late young adulthood. A 6-wave data set will be used, with comprehensive assessments of personality, substance use, and social context at each time point.

AAES Young Investigator Research Support Award

10/01/15-10/01/2017

Alabama Agricultural Experiment Station, Auburn University (\$50,000 total costs).

PI: Samek, D.R.

Title: College Experiences Leading to Alcohol and Cannabis Use Disorder Onset, Persistence, and Desistence: A Longitudinal Study

Description: The purpose of this two-wave longitudinal study is to evaluate complex processes of individual-social context interplay as it relates to substance use disorder onset and course over the first two years of college.

PEER REVIEWED PUBLICATIONS (32 TOTAL)

- also see Google Scholar: <https://scholar.google.com/citations?user=iTpeyaQAAAAJ&hl=en>

*indicates graduate student author

2023

1. *Akua, B.A. & **Samek, D.R.** (2023). The developmental unfolding of substance use disorders and academic achievement in the transition into and out of college. *Addictive Behaviors*, 137, 107530. <https://doi.org/10.1016/j.addbeh.2022.107530>

2022

2. **Samek, D.R.**, & *Akua, B.A. (2022). Predictors of stable alcohol use disorder and potentially co-occurring depressive symptoms: Insights from the longitudinal College Experiences Study. *Journal of Adolescence*, 94(6), 844-854. <https://doi.org/10.1002/jad.12068>
3. *Dawson, M.D.R., & **Samek, D.R.** (2022). Parent and peer social-emotional support as predictors of depressive symptoms in the transition into and out of college. *Personality and Individual Differences*, 192, 111588. <https://doi.org/10.1016/j.paid.2022.111588>

2021

4. Brisin, S.J., Clark, A., Heitzeg, M.M., **Samek, D.R.**, Iacono, W.G., McGue, M., & Hicks, B.M. (2021). Co-development of alcohol use problems and antisocial peer affiliation from ages 11 to 34: Selection, socialization, and genetic and environmental influences. *Addiction*, 116(8), 1999-2007. <https://doi.org/10.1111/add.15402>
5. *Reeves, B.C., & **Samek, D.R.** (2021). Interplay between personality and antisocial peer

affiliation as prospective predictors of marijuana use and academic achievement in the transition into and out of college. *Addictive Behaviors*, 114, 106736.

<https://doi.org/10.1016/j.addbeh.2020.106736> (online first publication in 2020).

-Note corrigendum:

Reeves, B.C., & **Samek, D.R.** (2022). Corrigendum to “Interplay between personality and antisocial peer affiliation as prospective predictors of marijuana use and academic achievement in the transition into and out of college” [Addict. Behav. 114 (2021) 106736]. *Addictive Behaviors*, 126, 107206.

<https://doi.org/10.1016/j.addbeh.2021.107206>

2020

6. **Samek, D.R.**, Hicks, B.M., Iacono, W.G., & McGue, M. (2020). Personality, romantic relationships, and alcohol use disorder symptoms in adolescence and young adulthood: An evaluation of personality x social context interplay. *Development and Psychopathology*, 32, 1097-1112. <https://doi.org/10.1017/s0954579419001111> (online first publication in 2019)

2019

7. *Nichols, L.R., **Samek, D.R.**, *McConnell, L. (2019). Key personality traits and alcohol use disorder symptoms in first and second year college students: Detangling antecedent from consequence. *Addictive Behaviors*, 89, 178-187. <https://doi.org/10.1016/j.addbeh.2018.10.004> (online first publication in 2018)
8. *Goodman, R.J., **Samek, D.R.**, Wilson, S., Iacono, W.G., & McGue, M. (2019). Features of interpersonal relationship context and major depressive disorder symptoms: Exploring antecedent vs. consequence using a developmental cascade approach. *Development and Psychopathology*, 31, 1451-1465. <https://doi.org/10.1017/S0954579418001037> (online first publication in 2018)

2018

9. **Samek, D.R.**, Hicks, B., Durbin, E. Hinnant, J.B., McGue, M., & Iacono, W.G. (2018). Co-development between key personality traits and alcohol use disorder from adolescence through young adulthood. *Journal of Personality*, 86, 261-282. <https://doi.org/10.1111/jopy.12311> (online first publication in 2017)
10. **Samek, D.R.**, *Goodman, R.J., *Riley, L., Iacono, W.G., & McGue, M (2018). The developmental unfolding of sibling influences on alcohol use over time. *Journal of Youth and Adolescence*, 47, 349-368. <https://doi.org/10.1007/s10964-017-0703-7> (online first publication in 2017)
11. Elkins, I.J., Saunders, G.R.B., Malone, S.M., Keyes, M.A., **Samek, D.R.**, McGue, M., & Iacono, W.G. (2018). Increased risk of smoking in female adolescents who had childhood ADHD. *American Journal of Psychiatry*, 175, 63-70. <https://doi.org/10.1176/appi.ajp.2017.17010009> (online first publication in 2017)
12. **Samek, D.R.**, Wilson, S., McGue, M., & Iacono, W.G. (2018). Genetic and environmental

influences on parent-child conflict and child depression through late adolescence. *Journal of Clinical Child and Adolescent Psychology*, 47(S1), S5-S20.
<https://doi.org/10.1080/15374416.2016.1141357> (online first publication in 2016)

2017

13. **Samek, D.R.**, Hicks, B., Keyes, M.A., McGue, M., & Iacono, W.G. (2017). Antisocial peer affiliation and externalizing disorders: Evidence for gene x environment x development interaction. *Development and Psychopathology*, 29, 155-172.
<https://doi.org/10.1017/s0954579416000109> (online first publication in 2016)
14. Maes, H.H., Prom-Wormley, E., Eaves, L.J., Rhee, S.H., Hewitt, J.K., Young, S., Corley, R., McGue, M., Iacono, W.G., Legrand, L., **Samek, D.R.**, Murrelle, E.L., Silberg, J.L., Miles, D., Schieken, R.M., Beunen, G.P., Thomis, M., Rose, R.J., Dick, D.M., Boomsma, D.I., Bartels, M., Vink, J.M., Lichtenstein, P., White, V., Kaprio, J., & Neale, M.C. (2016). A genetic epidemiological mega analysis of smoking initiation in adolescents. *Nicotine & Tobacco Research*, 19, 401-409. <https://doi.org/10.1093/ntr/ntw294> (online first publication in 2015)

2016

15. **Samek, D.R.**, *Goodman, R., Erath, S. McGue, M., & Iacono, W.G. (2016). Antisocial peer affiliation and externalizing disorders in the transition from adolescent to young adulthood: Selection versus socialization effects. *Developmental Psychology*, 52, 813-823.
<https://doi.org/10.1037/dev0000109>
16. Rauer, A.J., Pettit, G.S., **Samek, D.R.**, Lansford, J.E., Dodge, K.A., & Bates, J.E. (2016). A developmental perspective on adult alcohol use: Links between substance use in adolescence and later romantic relationship involvement. *Development and Psychopathology*, 28, 773-789. <https://doi.org/10.1017/s0954579416000304>
- Awarded the 2016 Outstanding Professional Paper/Publications Award by the Families and Health Section of the *National Council of Family Relations*
17. **Samek, D.R.**, Bailey, J., Hill, K.G., Wilson, S. Lee, S., Keyes, M.A., Epstein, M., Smolen, A., Miller, M., Winters, K.C., Hawkins, J.D., Catalano, R.F., Iacono, W.G., & McGue, M. (2016). A test-replicate approach to candidate gene research on addiction and externalizing disorders: A collaboration across five longitudinal studies. *Behavior Genetics*, 46, 608-626.
<https://doi.org/10.1007/s10519-016-9800-8>

2015

18. **Samek, D.R.**, Rueter, M.A., Keyes, M.A., McGue, M., & Iacono, W.G. (2015). Parent involvement, sibling companionship, and adolescent substance use: A longitudinal, genetically-informed design. *Journal of Family Psychology*, 29(4), 614-623.
<https://doi.org/10.1037/fam0000097>
- Awarded the 2015 Outstanding New Professional Paper Award by the Families and Health Section of the *National Council of Family Relations*
19. Hamilton, E.R., **Samek, D.R.**, Keyes, M., Iacono, W.G., & McGue, M. (2015). Identity

development in a transracial environment: Racial/ethnic minority adjustment in Minnesota. *Adoption Quarterly*, 18(3), 213-233. <https://doi.org/10.1080/10926755.2015.1013593>

20. **Samek, D.R.**, Elkins, I.J., Keyes, M.A., Iacono, W.G., & McGue, M. (2015). High school sports involvement diminishes the association between childhood conduct disorder and adult antisocial behavior. *Journal of Adolescent Health*, 57(1), 107-112. <https://doi.org/10.1016/j.jadohealth.2015.03.009>
21. **Samek, D.R.**, Hicks, B., Keyes, M., Bailey, J., Iacono, W.G., & McGue, M. (2015). Gene-environment interplay between parent-child relationship problems and externalizing disorders in adolescence and young adulthood. *Psychological Medicine*, 45, 333-344. <https://doi.org/10.1017/s0033291714001445> (online first publication in 2014)
22. **Samek, D.R.**, McGue, M., Keyes, M., & Iacono, W.G. (2015). Sibling facilitation mediates the association between older and younger sibling alcohol use in late adolescence. *Journal of Research on Adolescence*, 25(4), 638-651. <https://doi.org/10.1111/jora.12154> (online first publication in 2014)

2014

23. **Samek, D.R.**, & Hicks, B.M. (2014). Externalizing disorders and environmental risk: Mechanisms of gene-environment interplay and strategies for intervention. *Clinical Practice*, 11, 537-547. <https://doi.org/10.2217/cpr.14.47>
24. **Samek, D.R.**, Keyes, M., Hicks, B., Bailey, J., McGue, M., & Iacono, W.G. (2014). General and substance-specific predictors of young adult nicotine and alcohol dependence in early adulthood: Genetic and Environmental Influences. *Journal of Studies on Alcohol and Drugs*, 75, 623-634. <https://doi.org/10.15288%2Fjsad.2014.75.623>
25. Bailey, J., **Samek, D.R.**, Keyes, M., Hill, K.G., Hicks, B., McGue, M., Iacono, W.G., Epstein, M., Catalano, R.F., Haggerty, K.P., & Hawkins, J.D. (2014). General and substance-specific predictors of young adult nicotine dependence, alcohol use disorder, and problem behavior: Replication in two samples. *Drug and Alcohol Dependence*, 138, 161-168. <https://doi.org/10.1016/j.drugalcdep.2014.02.023>
26. **Samek, D.R.**, Iacono, W.G., Keyes, M., Epstein, M., Bornovalova, M.A., & McGue, M. (2014). The developmental progression of age 14 behavioral disinhibition, early age of sexual initiation, and subsequent sexual risk-taking behavior. *Journal of Child Psychology and Psychiatry*, 55, 784-792. <https://doi.org/10.1111/jcpp.12176> (online first publication in 2013)

2013

27. **Samek, D.R.**, Koh, B., & Rueter, M.A. (2013). Overview of behavioral genetics research for family researchers. *Journal of Family Theory & Review*, 5, 214-233. <https://doi.org/10.1111/jftr.12013>
28. **Samek, D.R.**, Keyes, M.A., Iacono, W.G., & McGue, M. (2013). Peer deviance, alcohol

expectancies, and adolescent alcohol use: Explaining shared and nonshared environmental effects using an adoptive sibling pair design. *Behavior Genetics*, 43, 286-296.
<https://doi.org/10.1007/s10519-013-9595-9>

29. Wroble, G.M., Grotevant, H.D., **Samek, D.R.**, & Von Korff, L. (2013). Adoptees' curiosity and information seeking about birth parents in emerging adulthood: Context, motivation, and behavior. *International Journal of Behavioral Development*, 37, 441-450.
<https://doi.org/10.1177/0165025413486420>

2011

30. **Samek, D.R.**, & Rueter, M.A. (2011). Considerations of elder sibling closeness in predicting younger sibling substance use: Social learning versus social bonding explanations. *Journal of Family Psychology*, 25, 931 - 941. <https://doi.org/10.1037/a0025857>
31. **Samek, D.R.**, & Rueter, M.A. (2011). Associations between family communication patterns, sibling closeness, and adoptive status. *Journal of Marriage and Family*, 73, 1015-1031.
<https://doi.org/10.1111/j.1741-3737.2011.00865.x>

2010

32. Von Korff, L., Grotevant, H.D., Koh, B.D., & **Samek, D.R.** (2010). Adoptive mothers: Identity agents on the pathway to adoptive identity formation. *Identity: An International Journal of Theory and Research*, 10, 122-137. <https://doi.org/10.1080/15283481003711767>

SELECTED PEER REVIEWED PRESENTATIONS (43 TOTAL)

*indicates graduate student author

2023

1. **Samek, D.R.**, Crumly, B., Akua, B.A., Dawson, M., Duke, A. (2023, April). Links between microaggressions, perceptions of campus climate, and mental health symptoms for first-year college students of color. Flask talk (to be) presented at the 2023 Annual Meeting of the Society for Research on Adolescence, San Diego, CA.
2. Crumly, B., **Samek, D.R.** (2023, April). Contextualizing the development of emotion regulation in early adolescence: Results from the ABCD study. Poster (to be) presented at the 2023 Annual Meeting of the Society for Research on Adolescence, San Diego, CA.

2022

3. **Samek, D.R.** (2022, April). Personality by romantic relationship interplay as predictors of alcohol use disorder in college. Poster presented at the Society for the Study of Human Development 2021-2022 Series (virtual).

2021

4. *Akua, B.A., & **Samek, D.R.** (2021, November). The Developmental unfolding of substance

use disorders and academic achievement in the transition into and out of college. Interactive poster presented at the 2021 Annual Meeting of the National Council on Family Relations (virtual).

5. *Dawson, M.R., **Samek, D.R.** (2021, November). College Students, positive emotionality, negative emotionality, depressive and anxiety symptoms, and GPA: A Longitudinal mediation and moderation analysis. National Council on Family Relations. Interactive poster presented at the 2021 Annual Meeting of the National Council on Family Relations (virtual).
6. *Akua, B. A., & **Samek, D.R.** (2021, April). Predictors and consequences of alcohol and marijuana co-use (vs. alcohol use only) in college. Poster presented at the 2021 Annual Meeting of the Society for Research on Child Development (virtual).
Poster award: Officially recognized by SRCDC as exemplifying Policy Research related to children's development.

2020

7. **Samek, D.R.** & Beckmeyer, J. (2020, November). Romantic partner relationship experiences, personality, and problematic alcohol use. Paper presented at the 2020 Annual Meeting of the National Council on Family Relations (virtual).
8. *Dawson, M. & **Samek, D.R.** (2020, November). Parent and peer support as predictors of depressive symptoms. Paper presented at the 2020 Annual Meeting of the National Council on Family Relations (virtual).

2019

9. Hicks, B.M., Clark, D.A., Durbin, C.E., **Samek, D.R.**, Iacono, W.G., & McGue, M. Personality x peer interplay on alcohol consumption in adolescence and young adulthood. (2019, June). Poster presented at the 42nd annual Research Society on Alcoholism, Minneapolis, MN.

2018

10. **Samek, D.R.**, *Goodman, R.J., *Riley, L. K. (2018, November). Person x environment interplay involved in a recurrent vs. never alcohol use disorder course in the first two years of college. Poster presented at the 2018 Annual Meeting of the National Council of Family Relations, San Diego, CA.
11. **Samek, D.R.**, Hicks, B.M., McGue, M., & Iacono, W.G. (2018, April). Gene x environment vs. personality-based risk x environment interplay involved in adolescent substance use disorders. Paper presented at the 2018 Biennial Meeting of the Society for Research on Adolescence, Minneapolis, MN.
12. **Samek, D.R.**, *Goodman, R.J., & *Riley, L.K., (2018, April). Person x environment interplay involved in alcohol use disorder in first and second year college students: A longitudinal analysis. Poster presented at the 2018 Biennial Meeting of the Society for Research on Adolescence, Minneapolis, MN.

13. *Riley, L.K., **Samek, D.R.**, & *Goodman, R.J. (2018, April). Key personality traits and alcohol use disorder among first- and second-year college students: Detangling antecedent vs. consequence. Poster presented at 2018 the Biennial Meeting of the Society for Research on Adolescence, Minneapolis, MN.

2017

14. *Goodman, R.J., **Samek, D.R.**, Wilson, S., McGue, M., & Iacono, W.G. (2017, November). Close relationships and depression: A developmental cascade approach. Paper (to be) presented at the 2017 Annual Meeting of the National Council of Family Relations, Orlando, Florida.
15. **Samek, D.R.**, Hicks, B.M., McGue, M., & Iacono, W.G. (2017, September). Romantic relationships and alcohol use disorder in young adulthood: Person x environment interplay. Poster presented at the 2017 Annual Meeting of the Society for Research on Psychopathology, Denver, Colorado.

2016

16. **Samek, D.R.**, *Goodman, R.J., Erath, S.A., McGue, M., Iacono, W.G. (2016, March). Antisocial peer affiliation and externalizing disorders from adolescence to young adulthood: Selection versus socialization. Poster presented at the 2016 Biennial Meeting of the Society for Research on Adolescence, Baltimore, MD.

2015

17. Rauer, A., Pettit, G., **Samek, D.R.**, Lansford, J., Bates, J. Romance and drugs: Adolescent substance use as a gateway to later romantic relationships and why that might be a good thing. (2015, March). Paper presented at the 2015 Annual Meeting of the Society for Research on Child Development, Philadelphia, PA.
18. **Samek, D.R.**, Bailey, J., Hill, K.G., Keyes, M.A., Lee, S., Miller, M., Winters, K., Iacono, W.G., & McGue, M. (2015, May). A test-replicate approach to candidate gene research on addiction and externalizing disorders: A collaboration across four longitudinal studies. Paper presented at the 2015 Annual Meeting of the Society for Prevention Research, Washington, D.C.
19. **Samek, D.R.**, Hicks, B.M., McGue, M., & Iacono, W.G. (2015, June). A cross-lagged panel analysis of the associations between aggressive undercontrol and alcohol use disorder from adolescence to young adulthood. Paper presented at the 2015 Biennial Meeting of the Association for Research in Personality, St. Louis, MO.
20. **Samek, D.R.**, Hicks, B.M., Keyes, M.A., Iacono, W.G., & McGue, M. (2015, August). A developmental analysis of gene-environment interplay: Peers and externalizing disorders. Poster presented at the 2015 Annual Meeting of the American Psychological Association (Division 7: Developmental Psychology), Toronto, Ontario, Canada.
21. **Samek, D.R.**, Rueter, M.A., Keyes, M.A., McGue, M., & Iacono, W.G. (2015, November).

Parent involvement, sibling companionship, and adolescent substance use. Paper presented at the 2015 Annual Meeting of the National Council on Family Relations. Vancouver, British Columbia (Canada).

CHAired SYMPOSIA

1. **Samek, D.R.** (2020, November). Close relationships and health: Insights from the College Experiences Study. Paper symposium presented at the National Council of Family Relations 2020 Annual Conference.
2. **Samek, D.R.** & Beckmeyer, J.J. (2017, November). Romantic relationships and health in adolescence and young adulthood. Paper symposium presented at the National Council of Family Relations 2017 Annual Conference, Orlando, Florida (United States).
3. **Samek, D.R.** (2015, November). Family factors associated with child and adolescent adjustment. Paper symposium presented at The National Council of Family Relations 2015 Annual Conference, Vancouver, British Columbia (Canada).

TEACHING EXPERIENCE

2019-present, **Associate Professor** (with tenure)

2014-2019, **Assistant Professor**

Department of Human Development and Family Studies, Auburn University, Auburn, AL

Graduate Seminars taught:

- *HDFS 7010: Child and Adolescent Development in Context* (3 credits)
 - Developed syllabus and course materials on the topic of child and adolescent development, facilitated graduate student learning through active reading, discussion, critical review of theory, methods, and key research findings
 - Students evaluated on weekly critical essays, a semester-long paper/project, and weekly participation/discussion
 - I've taught this course at least once every year since 2016. My average teaching evaluation score has ranged from 5.6 to 6.0 ($M = 5.7$) on a scale of 1 to 6, where 1 indicates low quality teaching and 6 indicates high quality teaching). Peer evaluations from two senior colleagues also note the many strengths of my approach (detailed evaluations and letters available by request), for example:
 - "Throughout my 27 years as a professor at Auburn University who has observed the teaching of many colleagues, it is my strong belief that teaching such a comprehensive set of skills covered in such depth is rarely seen. Although the class is quite demanding, she gives the students many opportunities to learn and improve their critical thinking and writing skills through scaffolding, feedback on each writing assignment and opportunities for revision. I expect that students benefit greatly from such opportunities, which of course translate to a lot of work for Dr. Samek."
- *HDFS 7900: Directed Studies*
 - Mentored graduate student research experience in my Adolescent and Young Adult Development lab

- Students prepare agenda for weekly meetings breaking down larger goals (e.g., training Undergraduate Research Assistants, extracting data, weekly online survey reports, SPSS and Mplus syntax writing, statistical analysis, grant prep, lit reviews, data analysis, manuscript prep) to yearly, monthly, weekly, and sometimes daily goals, then report on those goals at our weekly or bi-monthly meetings
 - Fall, 2017 through Spring, 2018 (Lucy Riley)
 - Spring, 2020 (Mary Dawson, Bruno Ache Akua)
 - Fall, 2021 (Mary Dawson)
 - Spring, 2022 (Brianna Crumly)
 - Fall, 2022-Spring, 2022 (Bruch Ache Akua)

- *HDFS 7990: Research and Thesis*
 - Mentored graduate student Master’s thesis proposal and writing
 - Students prepare agenda for weekly meetings breaking down larger goals (e.g., preparing first draft of intro through passing thesis proposal, written thesis, and defense) to yearly, monthly, weekly, and sometimes daily goals, then report on those goals at our weekly or bi-monthly meetings
 - Summer, 2017 through Spring, 2018 (Lucy Riley)
 - Fall, 2019 through Spring, 2020 (Mary Dawson)
 - Fall, 2022 through Spring 2023 (Brianna Crumly)

- *HDFS 8990: Research and Dissertation*
 - Mentored graduate student qualifying exam and dissertation writing
 - Students prepare agenda for weekly meetings breaking down larger goals (e.g., passing qualifying exam) to yearly, monthly, weekly, and sometimes daily goals, then report on those goals at our weekly or bi-monthly meetings
 - Summer, 2015 through Summer, 2017 (Rebecca Goodman)
 - Summer, 2020 through Fall, 2022 (Mary Dawson)
 - Summer, 2022 through Spring, 2023 (Bruno Ache Akua)

Undergraduate courses taught:

- *HDFS 3030: Adolescent Development in the Family* (3 credits)
 - Developed syllabus and course materials on the topic of adolescent and young adult development, facilitated class instruction (e.g., lecture, active learning assignments, discussions)
 - Students evaluated on exams (multiple choice, short answer essay), in-class assignments (e.g., minute papers, worksheets), a final literature review paper (broken into multiple assignments with lots of scaffolding and in class paper workshops), and a written manual for “How to Raise or Work With an Adolescent”
 - I’ve taught this course at least once every year since 2016. My average teaching evaluation score has ranges from 5.1 to 6.0 ($M = 5.7$) on a scale of 1 to 6, where 1 indicates low quality teaching and 6 indicates high quality teaching). Peer evaluations from one senior colleague also note the many strengths of my approach (detailed evaluations and letters available by request), for example:
 - “What I found most impressive is that her extensive learning support strategies offer opportunities for students to improve. That is, her multiple

forms of engaging presentation, carefully developed and structured assignments, and intensive feedback likely allow students to over-perform - to learn more - in her course compared to their usual academic performance. If we aim to help students become better students, then Di's teaching is an important model for the Department.”

- *HDFS 2010: Lifespan Development in the Family* (3 credits)
 - Developed syllabus and course materials on the topic of prenatal through late adult development, facilitated class instruction (e.g., lecture, active learning assignments, discussions)
 - Students evaluated on three major exams (multiple choice, short answer essay), in-class assignments (e.g., minute papers, worksheets), and two scientific essays that expand on topics covered in lecture/text by reviewing peer-reviewed empirical research articles (with lots of scaffolding and in class paper workshops)
 - I’ve taught this course three times (Spring 2019, 2020, 2022). My average teaching evaluation score has ranges from 5.5 to 5.8 ($M = 5.7$) on a scale 1 to 6, where 1 indicates low quality teaching and 6 indicates high quality teaching). Peer evaluations not yet available.

- *HDFS 3980/4980: Undergraduate Research and Study/Advanced Undergraduate Research in Human Development and Family Studies*
 - Supervised students in my Adolescent and Young Adult Development lab
 - Students evaluated on weekly task completion, including participant location and recruitment for the AU College Experiences Study (PI Samek), preparing compensation reports, individualized personality feedback, attendance to lab meetings, journal entries, and summarizing and leading research article discussions relevant to the work we are doing in the lab.
 - For *HDFS 4980, students complete the former as well as a research paper that includes a literature review and analysis of data collected from the College Experiences Study and discussion of how the findings expand on prior research.

▪ Name	Semester
▪ Grace Wimberly	Spring, 2023
▪ Olivia New	Spring, 2023
▪ Sophia Freeman	Spring, 2022-Spring, 2023
▪ Kendi Davis	Spring, 2022
▪ Carmin Anglin	Spring, 2022
▪ Madison Wright	Fall, 2021-Spring, 2022
▪ Amber Cruz	Fall, 2021
▪ Ryann Holley	Fall, 2021
▪ Lily Anino	Fall, 2020-Spring, 2021
▪ Ashlyn Leleux	Fall, 2020-Spring, 2021
▪ *Cortney Haymon	Fall, 2019-Spring, 2020
▪ Emily Campbell	Spring, 2019-Fall, 2019
▪ Ashley Patton	Fall, 2019
▪ *Ben Cage	Fall, 2017-Spring, 2019
▪ Tiffani Appling	Spring, 2018-Spring, 2019

- Michael Miley Fall, 2017-Spring, 2018
- Chase Woodley Fall, 2017-Spring, 2018
- Allison Tidwell Fall, 2017
- MC Cunningham Fall, 2016-Spring, 2017
- Kathlene Gorman Spring, 2017
- Laura Parker Spring, 2017
- Miranda Pecot Fall, 2016
- Savannah Grimes Fall, 2016
- Bri DiPalmo Spring, 2016
- Katie Schloder Spring, 2016
- Sharonda Watson Fall, 2015
- Lucy Riley Fall, 2015

Adjunct Professor

Department of Psychology, St. Catherine University, St. Paul, MN
2013-2014

Undergraduate courses taught:

- *PSYC 2025: Lifespan Developmental Psychology* (4 credits)
 - Fall 2013 (28 students), **average teaching evaluation score: 4.5** (scale 1 to 5, where 1 indicates low quality teaching and 5 indicates high quality teaching)
 - Developed syllabus and course materials on the topic of developmental psychology, facilitated class instruction (lecture, active learning assignments).
 - Students evaluated on class discussion, exams (multiple choice, short answer, essay), a semester long paper assignment, and presentations.
- *PSYC 1001: General Psychology* (4 credits)
 - Spring 2014 (22 students), **average teaching evaluation score: 4.5** (scale 1 to 5, where 1 indicates low quality teaching and 5 indicates high quality teaching)
 - Developed syllabus and course materials on into to contemporary scientific psychology, facilitated class instruction in-person (lecture, active learning assignments).
 - Students evaluated on in-class assignments, participation, unit quizzes, and lab reports.

Department of Family Social Science, University of Minnesota, Minneapolis-St. Paul, MN
2011-2011

Undergraduate courses taught:

- *FSoS 4150: Sibling Relationships* (1 credit)
 - Summer 2011 (23 students), **average teaching evaluation score: 5.3** (scale 1 to 6, where 1 indicates low quality teaching and 6 indicates high quality teaching)
 - Developed and taught intensive 2-day in-person course covering major themes relevant to understanding sibling relationship dynamics throughout the life-course. A variety of topics covered, e.g., mental health, cultural variations, siblings of individuals with disabilities, genetics, divorce, substance use.

- Students evaluated on class discussion, giving and evaluating group presentations, completing a take-home, essay-based exam.

ACADEMIC HONORS & AWARDS

- Awarded the SGA 2019-2020 Faculty Member of the Year for the College of Human Sciences, Auburn University 2020
- Accepted to participate in the competitive Early Career Reward program for the Center of Scientific Review at the National Institutes of Health 2017
- Awarded the 2016 Faculty Excellence Award, Department of Human Development and Family Studies, Auburn University (\$1,000) 2016
- Awarded the 2016 Outstanding Professional Paper/Publications Award (3st author, resulted in [publication listed above](#)) by the Families and Health Section of the *National Council of Family Relations* 2016
- Awarded the 2015 Outstanding New Professional Paper Award (1st author, resulted in [publication listed above](#)) by the Families and Health Section of the *National Council of Family Relations* (\$200) 2015
- Fellowship recipient of National Institutes of Mental Health Neurobehavioral Aspects of Personality and Psychopathology Training Grant (MH017069) (\$39,264 stipend + \$2,000 travel; \$41,264 total) 2012-13
- Recipient of departmental dissertation funding (McFarland Award) (\$12,089 stipend + tuition waiver; ~\$14,000 total) 2011-12
- Recipient of three departmental fellowships (Waller Awards) (\$5,000 each year; \$15,000 total) 2009-11
- Outstanding Undergraduate Teaching Assistant Award, University of Minnesota, Department of Sociology 2006

PROFFESIONAL MEMBERSHIPS

- American Psychological Association, Division 7: Developmental Psychology
- Behavior Genetics Association
- National Council on Family Relations
- Society for Prevention Research
- Society for Research on Adolescence
- Society for Research on Child Development
- Society for Research on Psychopathology

AD HOC REVIEWER

- Addictive Behaviors
- Addiction Research & Theory
- Alcoholism: Clinical & Experimental Research
- Child Development
- Communication Research
- Current Psychology
- Developmental Psychobiology
- Developmental Psychology
- Development and Psychopathology
- Drug and Alcohol Dependence
- Journal of Child and Family Studies
- Journal of Child Psychology and Psychiatry
- Journal of Developmental and Life-Course Criminology
- Journal of Early Adolescence
- Journal of Abnormal Psychology
- Journal of Family Psychology
- Journal of Family Theory & Review
- Journal of Marriage and Family
- Journal of Quantitative Criminology

- European Child & Adolescent Psychiatry
- Frontiers in Psychology
- Journal of Adolescent Health
- Journal of Affective Disorders
- Journal of the American Medical Association, Psychiatry
- Journal of Child and Adolescent Psychopharmacology
- International Journal of Offender Therapy and Comparative Criminology
- Journal of Research on Adolescence
- Journal of Social and Personal Relationships
- Journal of Studies on Alcohol and Drugs
- Personal Relationships
- Personality and Individual Differences
- PLOS one
- Social Psychiatry and Psychiatric Epidemiology
- Social Science & Medicine

OTHER (SELECTED) SERVICE

- Department
 - *Faculty Committee Member*, M.S. and Ph.D. Graduate Program Admissions and Awards Committee (2015 - present)
 - *Faculty Committee Member*, HDFS Antiracism, equity, and inclusivity committee (Summer 2020 - present)
 - *Faculty Chair*, Job Search for the Family Child Care Partnerships Executive Director (2021)
 - *Faculty Committee Member*, Job Search for Assistant Professor for Marriage and Family Therapy (2022-2023)
 - *Faculty Committee Member*, Job Search for Associate Professor with expertise in Child Development (2016)
- College
 - *Faculty Mentor*, College of Human Sciences Mentoring Network, 2021- present
 - *Faculty Judge*, College of Human Sciences Graduate Student Symposium, 2021
 - *Faculty Reviewer*, Alabama Agricultural Experiment Station (AAES) HATCH project proposal (2016, 2018, 2020).
- University
 - *Faculty Senator* for HDFS (2022 - present)
 - *Faculty Committee Member*, Academic Honesty Committee (2022-2025)
 - *Faculty Committee Member*, Women and Gender Studies Minor Executive Committee (2022-2025)
 - *Faculty Affiliate*, Women's Studies Minor Program (2019 - present)
 - *Participant*, Active Shooter Training (reviewed practices for how to react, lockdown, barricade, and counter an active shooter on campus) (2015)
- Professional
 - *Associate Editor*, Emerging Adulthood (2022-2025)
 - *Scientific Reviewer*, NSF Developmental Science, early-career proposal (2022)
 - *Abstract Reviewer*, Society for Research on Child and Adolescent Development (2014, 2016, 2022).
 - *Abstract Reviewer*, Society for Research on Adolescence (2019, 2022)
 - *Abstract Reviewer*, Society for the Study of Emerging Adulthood (2022)
 - *Abstract Reviewer*, National Council on Family Relationships (2014-2019, 2021)
 - *Scientific Reviewer*, NIH Center for Scientific Review (CSR); Risk, Prevention and Health Behavior (RPHB) Integrated Review Group; Special Emphasis Panel (March, 2020)

- *Scientific Reviewer*, National Institutes of Health Study Section: Addiction Risks and Mechanisms (ARM) (2019, February).
- *Early Career Scientific Reviewer*, National Institutes of Health Study Section: Addiction Risks and Mechanisms (ARM) (2018, June).
- *Faculty Mentor*, Scholars Committed to Opportunities in Psychological Education. SCOPE is aimed at improving recruitment of talented racial/ethnic minority students into psychology (and related) graduate programs, Auburn University (2016-2017)
- *Guest Speaker*, Translating Research into Action, Anti-Drug Coalitions of America (CADCA), Research in Action Webinar (2016)