

AUBURN UNIVERSITY
Standard Biographical Data
For Submission with Promotion/Tenure Review

Name: Brian Timothy Gillis

Department: Human Development & Family Science

College: Human Sciences

Present Rank: Assistant Professor

Years in Present Rank: 2 (since 2023)

Years in Faculty Service at AU: 2 (since 2023)

Years in Faculty Service Elsewhere: 0

Type of Current Appointment: Untenured

Pay Basis: 9 month

Graduate Faculty Status: Member – Level 1

Date Awarded: Fall 2023

Education:

<u>Institution</u>	<u>Degree</u>	<u>Major</u>	<u>Date Awarded</u>
Auburn University	Ph.D.	Human Development & Family Science	2023
Southern Connecticut State University	M.F.T.	Marriage & Family Therapy	2016
Yale University	M.Div.	Divinity	2009
Auburn University	B.A.	English	2005

Professional Experience:

<u>Institution</u>	<u>Rank</u>	<u>Period of Appointment</u>
Auburn University	Assistant Professor	2023–present

Other Credentials:

Licensed Marriage and Family Therapist (Alabama L528)
Approved Supervisor, American Association for Marriage and Family Therapy
Certified Member, World Professional Association for Transgender Health

I have reviewed (except letters) the contents submitted in the attached dossier:

Signature: _____

Date: _____

Tenure Dossier

Brian T. Gillis

Marriage & Family Therapy Program
 Department of Human Development & Family Science
 College of Human Sciences

2. Assigned Duties:

<u>Semester</u>	<u>Teaching</u>	<u>Research</u>	<u>Service</u>	<u>Outreach</u>	<u>Administrative</u>
Fall 2024	30%	65%	5%	0%	0%
Spring 2024	30%	65%	5%	0%	0%
Fall 2023	30%	65%	5%	0%	0%

3. Significant Honors and Awards:**A. Academic**

2023	Outstanding Doctoral Student Award, Graduate School, Auburn University
2022	AAMFT Foundation Outstanding Research Publication Award with Dr. Joshua R. Novak
2020	Nominee, Harry Merriwether Fellowship, Auburn University Graduate School
2018	1 st Place Oral Presentation in Social Science and Creative Scholarship in Design, Arts, and Humanities, Auburn University This Is Research: Student Symposium
2018	1 st Place Human Development & Family Studies Three-Minute Thesis, Auburn University College of Human Sciences Graduate Student Research Symposium
2017	HDFS Top Poster Research Presentation Award, Auburn University College of Human Sciences Graduate Student Research Symposium

B. Teaching**C. Internal University**

2023	Excellence in Diversity, Equity and Inclusion Award, College of Human Sciences, Auburn University (awarded to Department of Human Development & Family Science Anti-Racism, Equity, and Inclusion Committee)
2022	Global Perspectives on Teaching & Research Fellowship, College of Human Sciences, Auburn University
2022	Beth Stukes Emerging Leaders Fund Scholarship, College of Human Sciences, Auburn University
2005	Undergraduate Research Fellowship, Auburn University

4. Contributions:

A. Teaching

1. Actual courses taught

Semester	Course	Lecture Credits	Lab Credits	Enrollment	Average Evaluation
Fall 2024	HDFS 7600 Marriage and Family Therapy Theory I	3.00	–	10	4.86/6.00
Fall 2024	HDFS 7990 Research and Thesis	–	1.00–2.00	2	–
Summer 2024	HDFS 7920 Marriage and Family Therapy Internship	3.00	–	6	5.83/6.00
Summer 2024	HDFS 3910 Practicum	–	2.00	4	–
Summer 2024	HDFS 7990 Research and Thesis	–	1.00	1	–
Spring 2024	HDFS 7680 Systemic Assessment, Diagnosis, & Treatment of Psychopathology	3.00	–	6	5.61/6.00
Spring 2024	HDFS 4980 Advanced Undergraduate Research in Human Development & Family Science	–	1.00–2.00	2	–
Spring 2024	HDFS 3910 Practicum	–	1.00	3	–
Fall 2023	HDFS 7680 Systemic Assessment, Diagnosis, & Treatment of Psychopathology	3.00	–	5	5.94/6.00

2. Graduate students whose work has been completed

- Major Professor
- Committee Member

<u>Name</u>	<u>Institution</u>	<u>Date</u>	<u>Current Position</u>
Alex Kaeppler	Auburn University	Ph.D. 2024	Assistant Professor
Tumua Siufanua	Auburn University	M.S. 2024	Therapist
Sheila Sjolseth	Auburn University	QE 2024	Doctoral Student

Je'Kylynn Steen	Auburn University	QE 2024	Doctoral Student
Menglin Wei	Auburn University	QE 2024	Doctoral Student

Also served on the committees of 5 M.S. students who graduated in 2024 after completing a non-thesis option.

3. Graduate students on whose committee the candidate is presently serving

A. Major Professor

<u>Name</u>	<u>Institution</u>	<u>Anticipated Date</u>
Hannah Gracy	Auburn University	M.S. 2025
Deniscia Rankine	Auburn University	M.S. 2025
Emily Scott	Auburn University	M.S. 2025
Emma Chandler	Auburn University	M.S. 2026
Mackenzie Pistritto	Auburn University	M.S. 2026

B. Committee Member

<u>Name</u>	<u>Institution</u>	<u>Anticipated Date</u>
Olivia Martín-Piñón	Auburn University	Ph.D. 2025
Menglin Wei	Auburn University	Ph.D. 2025
Sheila Sjolseth	Auburn University	Ph.D. 2025
Je'Kylynn Steen	Auburn University	Ph.D. 2026
Trevor Dahle	Auburn University	QE 2025
L. E. Parsons	Auburn University	QE 2025
Brianna Crumly-Goodwin	Auburn University	QE 2026

4. Courses and curricula developed

HDFS 7600 MARRIAGE AND FAMILY THERAPY THEORY I (Lecture, 3 credits). The theoretical and historical foundations of the classic and contemporary marriage and family therapy (MFT) models and integrative frameworks. The course will introduce

students to the history, leaders, theoretical perspectives, vocabulary, and fundamental marriage and family therapy techniques. This course aims to examine the theoretical roots and terminology used in the field of marriage and family therapy to provide students with a foundational understanding of the dynamics of family interaction from a system perspective. We will survey the primary theoretical models of MFT and apply the principles of socioculturally attuned family therapy to each.

HDFS 7680 Systemic Assessment, Diagnosis, & Treatment of Psychopathology (Lecture, 3 credits). This course will examine current research, theory, and clinical best practices for assessing and diagnosing psychopathology in the context of individual, couple, and family therapy. For each mental health disorder, we want to know: What does it look like? What is happening in the brain and elsewhere in the body? How can we help through a system?

HDFS 4980 Advanced Undergraduate Research in Human Development & Family Science (Lab, 1–2 credits). In this course, you will conduct research for the Good Nights Sleep Program under the direction of a faculty member in Human Development & Family Science (HDFS). Objectives of the course are to increase understanding of health behaviors in the context of socioeconomic adversity; improve understanding of how to use data to promote change in health behaviors; learn to collect and manage health-related data responsibly; articulate knowledge gained during the research experience.

5. Grants received related to teaching
6. Publications pertaining to teaching
7. Other contributions to teaching

Affiliate faculty. I am a faculty affiliate of the Auburn University Women’s and Gender Studies program (2024–present). This role allows me to cross-list courses with the Women’s and Gender Studies program while developing instructional content that advances gender equality and promotes critical thinking at the undergraduate and graduate levels.

Guest lecturer. I have provided support to schools and units across campus by delivering guest lectures as requested.

<u>Semester</u>	<u>Course</u>	<u>Topic</u>
Fall 2024	HDFS 1800 Introduction to HDFS	Marriage and family therapy
Fall 2024	HDFS 7650 MFT Professional Issues	Gender-affirming care
Fall 2023	PAOH 2100 Introduction to Public Health	Adolescent mental health equity
Spring 2023	HDFS 7620 MFT Clinical Issues I	Narrative therapy
Spring 2023	HDFS 7650 MFT Professional Issues	Gender-affirming care
Fall 2022	HDFS 2010 Lifespan Development	Socioemotional development in

		middle childhood
Spring 2022	HDFS 7650 MFT Professional Issues	Gender-affirming care
Fall 2021	HDFS 7650 MFT Professional Issues	Gender-affirming care
Spring 2020	HDFS 7620 MFT Clinical Issues I	Ethnicity in family therapy
Fall 2018	HDFS 4950 Sleep, Health, & Development	Sleep in adolescence; sleep and technology
Spring 2018	HDFS 7620 MFT Clinical Issues I	Brief therapy
Fall 2017	HDFS 7640 MFT Clinical Issues III	Gender-affirming care

Co-presenter. Department of Human Development & Family Science Anti-Racism, Equity, and Inclusion Committee Workshop on Anti-Racist Pedagogy. Shared teaching practices, developed critical thinking questions, and participated in group discussion on approaches to strengthening equity in instruction. (2024)

Faculty participant. Attended and participated in discussion at two departmental seminars on instruction: “Creating an Inclusive Classroom” presented by Dr. Lisa Moyer and “Universal Design for Learning (UDL) and Small Teaching Changes that Support All Learners” presented by Dr. Stephanie Baumann. Both talks focused on equity in instruction.

8. Statement of candidate’s teaching philosophy and self-evaluation

In the marriage and family therapy (MFT) classroom, I am aware that two bodies of knowledge come together. On one side, I bring information about the essential skills and tools of MFT practice, embodied by our traditional and post-modern theories and the AAMFT Code of Ethics. On the other side, students bring years of prior knowledge and experiences (Tobias, 1994), gathered through the lenses of their families, religions, economic backgrounds, races, ethnicities, genders, and sexualities. My job as a faculty member is to help students conceptualize the foundational theories and ethical practices of MFT in ways that they can understand, using examples from their lives. What happens in the classroom and the training clinic is the most thrilling part of our job to me: watching students take the information we have given them, filter it through their prior knowledge and experience, and begin to enact their unique form of family therapy that is rooted in our theories but understood in their own contexts. With this in mind, my teaching philosophy is built around “where, how, and when” learning occurs.

A. A learner needs something to chew on

1. *Where learning occurs.* Students learn when prior knowledge comes in contact with novel information. This intersection – “the known and the new” – is a unique place where students fit what they already know with something that extends, supports, abuts, or possibly contradicts it (Groccia, 1997). Learners can be said to “chew” on new material because there is a struggle involved in reckoning the known and the new. They do not always fit together like Legos! In fact, the student may have been given one Lego and one Tinker Toy; it is up to the student to engineer them together – or, perhaps, to decide to simply hold them simultaneously, letting later context

determine which piece to use. The act of struggling or letting the known and the new wrestle with one another is the location of learning. Vygotsky used the term “zone of proximal development” to describe the overlap or gap where students are able to work independently based on what they know and where they need the support of others to bolster them (Groccia et al., 2014). This is where learning occurs.

2. *My role.* Within this framework, the role of the teacher is to provide students with material to chew on – to create opportunities in which they are exposed to new ideas, and then to facilitate students’ reckoning of the material. The teacher scaffolds students through this process, posing questions to help them become unstuck and encouraging them to stay involved. A major responsibility of the teacher is to pitch material to the correct level – familiar enough to be within grasp, but not so challenging that students become disheartened (Groccia, 1997).

B. Passion about content

1. *How learning occurs.* Any graduate student can tell you that they learned in vastly different ways at the beginning of their undergraduate work versus their doctoral program. Depth of material is one factor, but another very significant variable is the fact that graduate students are studying content that they care deeply about – material that excites them and invigorates them. In the constructivist tradition, learning happens because students discover and follow their own interests (Groccia et al., 2014).
2. *My role.* To allow passion about content to grow, the teacher’s role is to provide meaningful tasks with understanding as the goal. To that end, when possible, the teacher can allow students to select topics for significant projects so that students’ own excitement can accelerate learning. Another way to incorporate students’ passions is to allow students to choose topics they would like to learn about in a “wildcard” class meeting.

C. How we know when learning has occurred

1. *When learning occurs.* Albert Einstein is attributed with saying, “You don’t really understand something unless you can explain it to your grandmother” (Grossman, 2014). We know learning has occurred when students are able to communicate what they have learned. Testing is one moment when students verbalize their understanding, but there is another that may be just as important: peer-to-peer learning. The act of teaching another person requires students to grapple with ideas, understand them, and put them into their own words – all things that indicate and encourage student learning (Svinicki & McKeachie, 2014). Research also shows that recall itself – the act of communicating what we know – reinforces memory and understanding (Roediger & Karpicke, 2006). Students have learned when they can communicate what they know.

2. *My role.* The teacher's role in knowing when students have learned is to assess – and to do so early and often. Frequent assessment gives opportunities for recall that provide evidence of student learning. Prior to testing, the teacher can facilitate activities in which students teach and learn from one another. By engaging in peer-to-peer learning, students check their understanding and reinforce what they have learned.

D. Research

1. Books

None

2. Article-length publications

a. Book chapters

1. Gillis, B. T., & Saini, E. K. (2024). Sleep. In W. Troop-Gordon & E. W. Neblett (Eds.), *Encyclopedia of Adolescence* (2nd ed, Vol. 1). Elsevier.
<https://dx.doi.org/10.1016/B978-0-323-96023-6.00106-8>

b. Refereed journal articles

*Indicates graduate student trainee

See also:

- PubMed:
https://pubmed.ncbi.nlm.nih.gov/?term=Gillis+BT&cauthor_id=37035841
- Google Scholar:
<https://scholar.google.com/citations?user=AswgWuAAAAAJ&hl=en>
- ResearchGate: <https://www.researchgate.net/profile/Brian-Gillis-5>

2025

15. Gillis, B. T., Shimizu, M., Brigham, E. F., Hinnant, J. B. & El-Sheikh, M. (2025). What keeps the night owl well during the week? Sleep schedule consistency as a moderator between morningness–eveningness and adolescent development. *Behavioral Sleep Medicine*, 23(1), 92–104.
<https://doi.org/10.1080/15402002.2024.2412331> (80%, IF = 2.2)

2024

14. Gonzales Real, A., Gillis, B. T., Gower, A. L., Eisenberg, M. E., Parchem, B., Lawrence, S. E., & Russell, S. T. (online 2024). Disparities in sleep among diverse adolescents in two large statewide samples: A need for intersectional

interventions. *Sleep Health*. <https://doi.org/10.1016/j.sleh.2024.09.009> (~25%, IF = 3.40)

13. Thompson, M. J., **Gillis, B. T.**, Hinnant, J. B., Erath, S. A., Buckhalt, J. A., & El-Sheikh, M. (2024). Trajectories of actigraphy-derived sleep duration, quality, and variability from childhood to adolescence: Downstream effects on mental health. *SLEEP*, 47(8), zsa112. <https://doi.org/10.1093/sleep/zsa112> (~25%, IF = 5.30)
12. Kelly, R. J., **Gillis, B. T.**, & El-Sheikh, M. (2024). Longitudinal relations between interpartner aggression and internalizing symptoms among couples: The moderating role of sleep. *Journal of Sleep Research*, 33(1), e14013. <https://doi.org/10.1111/jsr.14013> (~45%, IF = 3.40)

2023

11. **Gillis, B. T.**, McWood, L. M., Brigham, E. F., Hinnant, J. B., & El-Sheikh, M. (2023). Family income as a moderator of relations between sleep and physical health during adolescence. *Sleep Health*, 9(6), 868-875. <https://doi.org/10.1016/j.sleh.2023.09.009> (80%, IF = 4.10)
10. Hinnant, J. B., Buckhalt, J. A., Brigham, E. F., **Gillis, B. T.**, & El-Sheikh, M. (2023). Socioeconomic disparities, nighttime bedroom temperature, and children's sleep. *Journal of Applied Developmental Psychology*, 86, 101530. <https://doi.org/10.1016/j.appdev.2023.101530> (~15%, IF = 3.00)
9. **Gillis, B. T.**, Hinnant, J. B., Erath, S. A., & El-Sheikh, M. (2023). Relationship between family income and trajectories of adjustment in adolescence: Sleep and physical activity as moderators. *Journal of Adolescence*, 95(3), 494–508. <https://doi.org/10.1002/jad.12131> (95%, IF = 3.80)

2022

8. El-Sheikh, M., **Gillis, B. T.**, Saini, E. K., Erath, S. A., & Buckhalt, J. A. (2022). Sleep and disparities in child and adolescent development. *Child Development Perspectives*, 16(4), 200–207. <https://doi.org/10.1111/cdep.12465> (25%, IF = 6.40)
7. Novak, J. R. & **Gillis, B. T.** (2022). A primer on sleep for MFTs: Implications and practical considerations. *Journal of Marital and Family Therapy*, 48(2), 543–559. <https://doi.org/10.1111/jmft.12528> (~25%, IF = 2.58)
Received 2022 AAMFT Foundation Outstanding Research Publication Award
6. Hinnant, J. B., **Gillis, B. T.**, Erath, S. A., & El-Sheikh, M. (2022). Onset of substance use: Deviant peer, sex, and sympathetic nervous system predictors.

Development and Psychopathology, 34(4), 1506–1515.
<https://doi.org/10.1017/S0954579421000158> (~25%, IF = 5.32)

2021

5. Gillis, B. T., Shimizu, M., Philbrook, L. E., & El-Sheikh, M. (2021). Racial disparities in sleep duration: Physical activity as an attenuating factor. *Cultural Diversity & Ethnic Minority Psychology*, 27(1), 118–122.
<https://doi.org/10.1037/cdp0000422> (80%, IF = 4.04)
4. Saini, E. K., Gillis, B. T., Elmore-Staton, L., Buckhalt, J. A., & El-Sheikh, M. (2021). Longitudinal influences of sleep and self-esteem on cognitive functioning in children. *Journal of Sleep Research*, 30(3), e13209.
<https://doi.org/10.1111/jsr.13209> (50%, IF = 5.30)

2020

3. Shimizu, M., Gillis, B. T., Buckhalt, J. A. & El-Sheikh, M. (2020). Linear and nonlinear associations between sleep and adjustment in adolescence. *Behavioral Sleep Medicine*, 18(5), 690–704.
<https://doi.org/10.1080/15402002.2019.1665049> (50%, IF = 2.96)

2019

2. Gillis, B. T., & El-Sheikh, M. (2019). Sleep and adjustment in adolescence: Physical activity as a moderator of risk. *Sleep Health*, 5(3), 266–272.
<https://doi.org/10.1016/j.sleh.2019.02.001> (95%, IF = 4.45)
1. El-Sheikh, M., Saini, E. K., Gillis, B. T., & Kelly, R. J. (2019). Interactions between sleep duration and quality as predictors of adolescents' adjustment. *Sleep Health*, 5(2), 180–186. <https://doi.org/10.1016/j.sleh.2018.11.004> (40%, IF = 4.45)

3. Papers or lectures

a. Refereed presentations

*Indicates graduate student trainee

2024

30. Gracy, H.*, & Gillis, B. T. (November 2024). *Do Accepting Parenting Practices Moderate the Effect of Gender Identity on Sleep?* Poster presentation at Systemic Family Therapy Conference, American Association for Marriage and Family Therapy, Orlando, FL.

29. Rankine, D.*, & **Gillis, B. T.** (November 2024). *Examining the Influence of Parental Acceptance on Children's Prosocial Behavior with Sleep as a Moderator*. Poster presentation at Systemic Family Therapy Conference, American Association for Marriage and Family Therapy, Orlando, FL.
28. **Gillis, B. T.** (October 2024). *Sleep & the Modern Therapist: Unlocking Health Equity One Night at a Time*. 50-minute breakout session at Celebrating Collaborations: Relationships for Change, Center for Individual, Couple, and Family Therapy, Southern Connecticut State University, New Haven, CT.
27. Real, A. G., **Gillis, B. T.**, Rider, G. N., Eisenberg, M. E., Parchem, B., Lawrence, S. E., & Russell, S. T. (June 2024). *Examining School Safety Associations with Sleep Duration Among LGBTQ+ Youth at the Intersection of Multiple Social Positions*. Poster presentation at International Society for Studies of Behavior and Development Biennial Meeting, Lisbon, Portugal.
26. **Gillis, B. T.**, VanAntwerp, J. R.*, Scott, E. R.*, & Peltz, J. (June 2024). *TikTok Made Me Do It: An Analysis of the Scientific Evidence Supporting TikTok's Recommendations for Better Sleep*. Poster presentation at SLEEP, the Associated Professional Sleep Societies Annual Meeting, Houston, TX.
25. **Gillis, B. T.**, & Ketring, S. A. (April 2024). *Does Family Conflict Affect LGBTQ+ Youth Differently Than Their Siblings? A Multilevel Model Examining Differential Relations Between Family Conflict and Youth Mental Health*. Poster presentation at Society for Research on Adolescence Annual Meeting, Chicago, IL.
24. **Gillis, B. T.** (March 2024). *Does Family Conflict Affect LGBTQ+ Youth Differently Than Their Siblings? A Between- and Within-Family Model for Examining Differential Relations Between Family Conflict & Youth Mental Health*. Poster presentation at Adolescent Brain Cognitive Development (ABCD) Insights & Innovations Meeting, National Institutes of Health, Bethesda, MD.
23. Gonzales Real, A., **Gillis, B. T.**, Gower, A. L., Eisenberg, M. E., Parchem, B., Lawrence, S. E., & Russell, S. T. *Sleep Deprivation Among Adolescents at the Intersection of Multiply Marginalized Social Positions*. (March 2024). Abstract accepted for poster presentation at Society for Adolescent Health and Medicine Annual Meeting, San Diego, CA.
22. VanAntwerp, J. R.*, Scott, E. R.*, & **Gillis, B. T.** (March 2024). *Social Media – A Reliable Place for Sleep Advice? Evidence for the Accuracy of Sleep Tips from Content Creators*. Poster presentation at Auburn Research Symposium, Auburn, AL.

21. **Gillis, B. T.**, Thompson, M. J., Hinnant, J. B., Erath, S. A., Buckhalt, J. A., & El-Sheikh, M. (November 2023). *A Dual-Growth Model for Examining Relations Among Sleep Duration, Quality, Regularity, and Mental Health from Childhood to Adolescence*. Oral presentation at Pediatric Sleep Medicine Biennial Meeting, Hilton Head Island, SC.
20. Whittington, P. B., Ketring, S. A. **Gillis, B. T.**, & Benson, M.R. (November 2023). *The Sexual and Relationship Satisfaction for Those Attending Couples Therapy: Mediated and Moderated by Perceptions of Relational Power*. Poster presentation at National Council on Family Relations Annual Conference, Orlando, FL.
19. **Gillis, B. T.**, McWood, L. M., Brigham, E. F., Saini, E. K., & El-Sheikh, M. (March 2023). *Benefits of Sleep Health for Physical Wellbeing Among Low-SES Youth*. Poster presentation at Society for Research in Child Development Biennial Meeting, Salt Lake City, UT.

2022

18. Ketring, S. A., **Gillis, B. T.**, Jackson, G. I., Bamigbola, H. O. (November 2022). *The Relationship Between Therapist Within-Session Behaviors and Client Outcomes*. Poster presentation at National Council on Family Relations Annual Conference, Minneapolis, MN.
17. **Gillis, B. T.**, Whittington, P. B., Ketring, S. A. (October 2022). *Relations Between Therapist Behaviors and Client Perceptions of Therapeutic Alliance*. Poster presentation at American Association for Marriage and Family Therapy Intervention Research in Systemic Family Therapy Annual Conference, East Lansing, MI.
16. **Gillis, B. T.**, Saini, E. K., El-Sheikh, M. (March 2022). *Sleep Is My Superpower: Sleep Quality as a Protective Factor against Behavioral Problems for Sexual-Minority Youth Facing Discrimination*. Data blitz presentation and session co-moderator at Society for Research on Adolescence Biennial Meeting, New Orleans, LA.

2021

15. **Gillis, B. T.** (November 2021). *Physical Activity as a Protective Factor Against Sleep Health Disparities for Gender-Diverse Youth*. Poster presentation at United States Professional Association for Transgender Health Scientific Symposium (virtual).
14. **Gillis, B. T.** (November 2021). *Bioregulatory and Behavioral Protective Factors for Sexual-Minority and Gender-Diverse Youth*. Auburn University Health Disparities Research Initiative Virtual Symposium.

13. Warren, K. E., **Gillis, B. T.**, Ketrings, S. A. (November 2021). *TGCSQ Coding of Therapist Behaviors and Client Alliance*. Poster presentation at National Council on Family Relations Annual Conference (virtual).
12. **Gillis, B. T.**, Warren, K. E., Smith, N. P., Ketrings, S. A. (August 2021). *Cross-sectional and Longitudinal Relations between Therapist Behaviors and Client Outcomes*. Poster presentation at American Association for Marriage and Family Therapy Intervention Research in Systemic Family Therapy Annual Conference (virtual).
11. **Gillis, B. T.**, Shimizu, M., & El-Sheikh, M. (April 2021). *What Keeps Night Owls Well During the Week? Circadian Preference, Sleep Timing, and Adolescent Wellbeing*. Flash talk at Society for Research in Child Development Biennial Meeting (virtual).

2020

10. Warren, K., **Gillis, B.**, Ketrings, S., Benson, M., Ding, R., Fawley, M. (November 2020). *Evaluating Therapist Behaviors Related to Couple Therapy Alliance*. Abstract accepted for poster presentation at American Association for Marriage and Family Therapy Conference [virtual; poster presentations canceled].
9. **Gillis, B. T.**, & El-Sheikh, M. (March 2020). *Bioregulatory, Behavioral, and Environmental Influences on Adjustment in Late Adolescence: A Longitudinal Analysis*. Abstract accepted for poster presentation at Society for Research on Adolescence Biennial Meeting, San Diego, CA [meeting postponed and poster not presented].
8. Shimizu, M., **Gillis, B. T.**, Buckhalt, J. A. & El-Sheikh, M. (March 2020). *Linear and Quadratic Associations Between Sleep and Adjustment in Adolescence*. Abstract accepted for poster presentation at Society for Research on Adolescence Biennial Meeting, San Diego, CA [meeting postponed and poster not presented].
7. **Gillis, B. T.**, & El-Sheikh, M. (March 2020). *Longitudinal Relations Between Family SES and Adolescent Adjustment: Sleep and Physical Activity as Moderators*. Abstract accepted for oral presentation at Auburn Research: Student Symposium, Auburn, AL [canceled].

2019

6. **Gillis, B. T.**, Shimizu, M., & El-Sheikh, M. (March 2019). *Physical Activity as an Attenuator of Racial Disparities in Sleep Duration*. Poster presentation at

Society for Research in Child Development Biennial Meeting, Baltimore, MD.

2018

5. Gillis, B. T., & El-Sheikh, M. (April 2018). *Conjoint Influences of Sleep and Physical Activity on Adolescent Well-being*. Poster presentation at Society for Research on Adolescence Biennial Meeting, Minneapolis, MN.
4. Gillis, B. T., & El-Sheikh, M. (March 2018). *The Association Between Sleep and Adjustment in Adolescence: Physical Activity as a Moderator of Risk*. Oral presentation at This Is Research: Student Symposium, Auburn, AL.

2017

3. Gillis, B. T., Saini, E. K., & El-Sheikh, M. (November 2017). *Longitudinal Influences of Sleep and Self-Esteem on Children's Cognitive Functioning*. Poster presentation at Pediatric Sleep Medicine Biennial Conference, Amelia Island, FL.
2. Gillis, B. T., Saini, E. K., Buckhalt, J. A., & El-Sheikh, M. (April 2017). *Longitudinal Influences of Positive Adaptation and Sleep on Internalizing Symptoms in Children*. Poster presentation at This Is Research: Student Symposium, Auburn, AL.
1. Gillis, B. T. (February 2017). *Optimism, Sleep, and Youth Psychopathology: A Roundtable Discussion on the Use of Positive Measures*. Roundtable discussion at the Southeastern Symposium on Child and Family Development, Auburn, AL.

b. Invited presentations

*Indicates graduate student trainee

2024

9. Gillis, B. T. (November 2024). *Sleep Hygiene: Unlocking the Science of Better Sleep*. Air Command and Staff College, Air University, Maxwell Air Force Base, Montgomery, AL.
8. Gillis, B. T. (March 2024). *Sleep and Mental Health*. Clinical Psychology Lunch and Learn Colloquium Series, Auburn University, Auburn, AL.
7. Gillis, B. T. (March 2024). *Adolescent Health*. Catholic Youth Organization Parents Group, Saint Michael the Archangel Parish, Auburn, AL.

6. **Gillis, B. T., & Kalinina, O.*** (February 2024). *Responding to the Needs of Youth with Depression and Anxiety*. Auburn University Rural Health Initiative, Chambers County Community Health and Wellness Center, LaFayette, AL.

2023

5. **Gillis, B. T.** (November 2023). *Marriage and Family Therapy*. Human Development & Family Science Professional Club, Auburn, AL.
4. Ketring, S. A., Livingston, R., & **Gillis, B. T.** (May 2023). *Stronger Together: Processing Trauma and Grief*. Tallassee City Schools, Tallassee, AL.
3. **Gillis, B. T.** (March 2023). *The ABCs of LGBT*. Invited webinar for private practice, Huntsville, AL.

2022

2. **Gillis, B. T.** (November 2022). *Sleep from A to Zzz*. Health Outcomes Research and Policy Departmental Seminar, Harrison College of Pharmacy, Auburn University, Auburn, AL.
1. Burke, L., & **Gillis, B. T.** (February 2022). *Mindful Couple Relationships*. Eaglecast Webinar, Office of Professional & Continuing Education, Auburn University, Auburn, AL.

c. Other presentations

2023

4. **Gillis, B. T.** (March 2023). *Who Can Afford to Sleep Poorly? Socioeconomic Status as a Moderator of Relations Between Sleep and Physical Health*. Poster presentation at Auburn University College of Human Sciences Graduate Student Research Symposium, Auburn, AL.

2021

3. **Gillis, B. T., Shimizu, M., Buckhalt, J. A., & El-Sheikh, M.** (March 2021). *What Keeps Night Owls Well During the Week? Protective Effects of Consistent Bed Times for Adolescent Wellbeing*. Oral presentation at Auburn University College of Human Sciences Graduate Student Research Symposium.

2018

2. **Gillis, B. T., & El-Sheikh, M.** (March 2018). *Sleep, Physical Activity, and Adjustment in Adolescence*. Oral presentation at Auburn University College of Human

Sciences Graduate Student Research Symposium, Auburn, AL.

2017

1. Gillis, B. T., Saini, E. K., Buckhalt, J. A., & El-Sheikh, M. (April 2017). *Longitudinal Influences of Positive Adaptation and Sleep on Internalizing Symptoms in Children*. Poster presentation at Auburn University College of Human Sciences Graduate Student Research Symposium, Auburn, AL.

4. **Exhibitions***Not applicable*5. **Performances***Not applicable*6. **Patents and inventions***None*7. **Other research contributions**

Co-Facilitator, Auburn University Department of Human Development & Family Science Anti-Racism, Equity, and Inclusion Committee Workshop on Anti-Racist Research. A group of faculty and graduate students watched the National Council on Family Relations webinar, “How To Be An Anti-Racist Researcher,” and Dr. Di Samek and I led discussions among attendees about ways they would apply anti-racist principles in their scholarly work (February 2024).

During an Auburn University Department of Human Development & Family Science Anti-Racism, Equity, and Inclusion Committee -hosted event, “Auburn HDFS AEI Workshop: A Discussion of New Journal Article Reporting Standards for Race, Ethnicity, and Culture (JARS-REC),” presented by Dr. Wendy Troop-Gordon, I took detailed notes and shared them afterward with faculty and graduate students who were unable to attend. (April 2024)

Applicant, National Institute on Minority Health and Health Disparities (NIMHD) Health Disparities Research Institute. I applied to participate in NIMHD’s week-long summer workshop to strengthen health-equity research among early-career scholars. While not selected for the August 2024 cohort, I will apply again in 2025.

Participant, “Best Practices for Research Excellence: Empowering Researchers to Conduct Rigorous, Responsible Research.” Workshop co-hosted by the Office of the Auburn University Vice President for Research and the College of Human Sciences and presented by the University of Washington Bioethics Research Center (May 2022).

8. Grants and contracts

Pending

NIH-NIMHD R01 11209601

07/01/2025–06/30/2029

National Institute on Minority Health and Health Disparities

R01 Research Project Grant Program (\$1,965,000 total direct costs)

PI: Hinnant, J. B.

Title: Good Nights Sleep Program: A randomized clinical trial to improve individual and family sleep

Role: Co-I

Description: Sleep is vital for health, but parents and children in economically disadvantaged families have poorer sleep than those in wealthier families. This project tests a program to improve individual- and family-level sleep hygiene practices and sleep environments as mechanisms of interventions effects on sleep health in economically disadvantaged families.

Current

AAES ALA0-Hinnant

10/01/2023–9/30/2025

Alabama Agricultural Experimental Station

Alabama Agricultural Experimental Station SEED Program (\$50,000 total direct costs)

PI: Hinnant, J. B.

Title: Good Nights Sleep Intervention: Pilot of a randomized clinical trial to improve child and family sleep

Role: Co-I

Description: The main objective of this project is to pilot a randomized clinical trial designed to improve the sleep environments, sleep hygiene practices, and the duration and quality of sleep of children in low-income families preliminary to an R01 grant proposal to the National Institutes of Health.

NIH-NHLBI R01-HL136752

09/01/2017–01/31/2025

National Heart, Lung, & Blood Institute

R01 Research Project Grant Program (\$2,855,866 total direct costs)

PI: El-Sheikh, M.

Title: Child sleep as a mechanism and moderator in the development of health disparities

Role: Consultant (2024) and graduate student trainee (2017–2023)

Description: Sleep disturbances are prevalent and contribute to mental and physical health problems, cognitive difficulties and physiological dysregulation - significant public health problems. Health disparities in sleep along socioeconomic and racial/ethnic lines and their consequences on long-term trajectories of health and adaptation from childhood through early adulthood are essentially unknown. This study will create new knowledge by identifying mechanisms that explicate when and why socioeconomic and racial disparities in sleep emerge, and by elucidating the long-term effects of sleep disturbances in the development of broader health disparities from childhood through early adulthood.

Completed**NIH-NICHD R01-HD046795**

06/01/2004–12/31/2023

National Institute of Child Health and Human Development

R01 Research Project Grant Program (\$5,651,758 total direct costs)

PI: El-Sheikh, M.*Title:* Predicting young adult health: Family aggression and bioregulatory pathways*Role:* Graduate student trainee (2017–2023)

Description: Family aggression is prevalent and may contribute to antisocial and risky behavior, depressed mood, and cognitive difficulties - significant public health problems. The potential effects of important bioregulatory processes, including autonomic nervous system activity and sleep, on long-term trajectories of health and adaptation in the context of family aggression from childhood through adulthood are essentially unknown. This study will create new knowledge by elucidating the roles of key bioregulatory processes that may mediate the risk of family aggression or operate to exacerbate or ameliorate its effects on health from late childhood through early adulthood.

9. Description of candidate's scholarly program

My research program has two primary aims: (1) to identify behaviors that youth can use to protect their mental and physical health, and (2) to build evidence that such behaviors can mitigate health disparities. Working from a biopsychosocial approach, I have identified several conditions under which sleep and physical activity can help to reduce differences in mental and physical health (Gillis et al., 2021; Gillis et al., 2023; Gillis et al., in preparation). While the context of risk has varied across projects – income, race, gender diversity, sexual-minority status – the pattern of effects and conclusions were similar: sleep and physical activity lessen the risk of systemic variation in mental and physical health outcomes.

As evidence that my work is taking hold in the literature, one of my independent projects (Gillis & El-Sheikh, 2019) was cited in the report of a workshop on sleep health disparities hosted by the National Institute on Minority Health and Health Disparities, the National Heart, Lung, and Blood Institute, and the NIH Office of Behavioral and Social Sciences Research (Jackson et al., 2020). Specifically, the authors referenced my study as an example of “potential protective/resiliency factors for healthy sleep,” demonstrating that modifiable behaviors can reduce health disparities.

Students in my lab – the Health Equity Advancement Lab (HEAL@Auburn) – are researching topics such as:

- Parental acceptance as a protective factor between transgender/gender-diversity status and youth sleep.
- Parental acceptance as an amplifying or buffering factor between youth prosocial behavior and youth sleep.
- Unique contributions of parent- and adolescent-held Hispanic cultural values in adolescent sleep utilizing a sample of Latino/a families.

E. Outreach*N/A – no outreach effort***F. Service****1. University service**University service

2024–present Faculty Affiliate, Women’s & Gender Studies, Auburn University
 2022 Moderator, Auburn Student Research Symposium, Auburn University
 2020–2022 Action Committee Co-Leader, LGBTQ+ Counseling & Health and Campus Safety Committee, Campus Pride Index, Auburn University
 2016–2019 Student Advisory Board, Student Counseling and Psychological Services, Auburn University
 2015–2016 Patient and Family Council, Yale Health
 2014–2015 United Way Fundraising Campaign Committee, Yale University

College/school service

2022 Mentor, First Year Experiences, Auburn University Graduate Student Council
 2018–2019 Dean Search Committee, College of Human Sciences, Auburn University
 2020–2021 Judge, College of Sciences and Mathematics Undergraduate Research Poster Session, Auburn University
 2014–2016 Committee on Diversity and Inclusion, Yale School of the Environment
 2014–2016 Student Internship and Research Funding Committee, Yale School of the Environment
 2005 College of Liberal Arts Sub-Committee of 19, World Food Programme Partnership, Auburn University

Departmental service

2022–present Quality of Life and Solidarity Committee, Department of Human Development & Family Science, Auburn University (formerly Anti-Racism, Equity, and Inclusion Committee)
 2018–2019 Marriage and Family Therapy Faculty Search Committee, Department of Human Development & Family Studies, Auburn University
 2016–2017 HDFS Undergraduate Mentoring Program for Graduate School, Department of Human Development & Family Studies, Auburn University
 2016 Student Representative, Commission on Accreditation for Marriage and Family Therapy Reaccreditation, Marriage and Family Therapy Program, Southern Connecticut State University

2. Professional service

Ad-Hoc Reviewer

BMC Public Health
Emerging Adulthood
Frontiers in Public Health
Health Education & Behavior
Journal of Adolescence

Journal of Sleep Research
Psychosomatic Medicine
SLEEP
Sleep Health
Sleep Medicine

Book Chapter Reviewer

2019 SAGE Publishing

Conference Abstract Reviewer

2023 Society for Research in Child Development Anti-Racist Developmental Science Summit
 2023 National Council on Family Relations Annual Conference and Family Therapy Section Awards
 2022 National Council on Family Relations Annual Conference
 2019 Auburn Student Research Symposium, Auburn University
 2017 American Association for Marriage and Family Therapy Annual Conference

National Service

2023–present Student/Early Career Representative, Steering Committee, Sexual Orientation and Gender Identity/Expression (SOGIE) Caucus, Society for Research in Child Development
 2023–present Co-Chair, Finance Committee, SOGIE Caucus, Society for Research in Child Development
 2017 Foundation Development Committee, American Association for Marriage and Family Therapy