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**BIOGRAPHICAL SKETCH**

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NAME: Robert Crosnoe

eRA COMMONS USER NAME: rlcrosnoe

POSITION TITLE: C.B. Smith, Sr. Centennial Chair &amp; Department Head, Department of Sociology

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**EDUCATION/TRAINING**

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INSTITUTION AND LOCATION	DEGREE	COMPLETION DATE MM/YYYY	FIELD OF STUDY
University of Texas, Austin, TX	BA	05/1994	Plan II Honors Program
Stanford University, Stanford, CA	MA	06/1995	Sociology
Stanford University, Stanford, CA	PhD	06/1999	Sociology
University of North Carolina, Chapel Hill, NC	Postdoc	08/2001	Demography & Developmental Science

**A. Personal Statement**

As a social demographer and developmental scientist, I conduct mixed methods research on the connections among health, human development, and education from childhood to young adulthood and how these connections contribute to socioeconomic and immigration-related inequality. Multiple NIH grants have been the foundation of this research program. In the next five years, I will use current NICHD-PDB funding to create a public-use database of body and face ratings from birth through adolescence based on longitudinal video data. This database will be of enormous service to the field, as it can be leveraged by population scientists and other scholars to examine physical disparities in schooling, health behavior, and romantic/sexual activity. I will also design a population study of links among transitions into parenthood, labor force participation, and women's health based on current work I am conducting with NICHD-PDB funding. Other future contributions include an international comparison of the associations of maternal marriage, work, and fertility with early childhood health in seven countries and a mixed methods study of the effects of children's health and disabilities on aging parents. My research cuts across three of the PRCs primary research areas: Demography: Family and Intergenerational Relationships, Demography: Education, Work, and Inequality, and Population Health. I am an active participant in the PRC working group engaged in research on families (FAMDEM) and Co-Director of the Interdisciplinary Collaborative on Development in Context, an NSF-funded center within the PRC in which sociologists, psychologists, and economists collaborate to innovate life course research on U.S. youth. The PRC has played a vital role in my development as a population scientist. As a junior scholar, I received critical mentoring and guidance through the PRC Summer Boot Camp conducted by the Development Core. As the PI of multiple grants from NIH, NSF, IES, and NIJ, I rely heavily on the expertise and support of the Administrative Core to both submit and manage awards. The Scientific and Technical Core has been instrumental to the success of data collection supported by these grants, in terms of both design and execution, such as the inclusion of textual analyses in my upcoming grant proposal to study aging parents.

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

2001-2005	Assistant Professor, Department of Sociology, University of Texas at Austin
2001-Present	Faculty Research Associate, Population Research Center, University of Texas at Austin
2002-Present	Faculty Affiliate, Center for Women's and Gender Studies, University of Texas at Austin
2005-2010	Associate Professor, Department of Sociology and (by courtesy) Department of Psychology, University of Texas at Austin
2010-Present	Professor, Department of Sociology and (by courtesy) Department of Psychology, University of Texas at Austin
2010-2014	The Elsie and Stanley E. (Skinny) Adams, Sr. Centennial Professor in Liberal Arts, University of Texas at Austin
2014-Present	The C.B. Smith, Sr. Centennial Chair #4 in U.S.-Mexico Relations, College of Liberal Arts, University of Texas at Austin
2014-Present	Chair, Department of Sociology, University of Texas at Austin

## Other Experience and Professional Organizations

2003-2010	Steering/Executive Committees, NICHD Early Child Care Research Network
2006-2011	Chair and Council Member, Children and Youth Section, American Sociological Association
2007-2011	Interdisciplinary Committee, Society for Research in Child Development (Chair: 2009-2011)
2008-2013	Collaborative for the Analysis of Pathways from Childhood to Adulthood, University of Michigan
2006-2012	Editorial Boards, <i>Developmental Psychology</i> , <i>Child Development</i> , <i>Journal of Research on Adolescence</i> , <i>Social Psychology Quarterly</i> , <i>Sociology of Education</i>
2007-2011	NIH Health, Behavior, and Social Context Study Section
2010-2014	Governing Council, Society for Research on Adolescence
2011-Present	Governing Council, Society for Research in Child Development
2012-Present	Governing Board, Council on Contemporary Families
2012-2013	Planning Committee for National Nutrition Education Curriculum Standards Workshop, Institute of Medicine/National Academies
2013-2015	Study Group, Improving the Health, Well-Being, and Safety of Young Adults, Institute of Medicine/National Academies
2012-2016	Deputy Editor, <i>Journal of Marriage and Family</i>
2014-2017	Advisory Board, Center for Developmental Science, University of North Carolina
2015-Present	Co-Director, Interdisciplinary Collaborative on Development in Context (NSF)
2013-Present	Advisory Board, National Center for Research on Hispanic Children and Families
2016-2018	President-Elect, Society for Research on Adolescence
Present	Member: American Sociological Association, Population Association of America, Society for Research on Adolescence, Society for Research in Child Development, American Educational Research Association, Society for Research on Human Development, International Society for the Study of Behavioural Development, National Council on Family Relations

## Honors

1994	Phi Beta Kappa
1997	Barbara and Sanford Dornbusch Award in Social Psychology, Stanford University
2003	Changing Faces of America's Children Young Scholar Award, Foundation for Child Development
2003	Outstanding Early Career Contribution to Research and Teaching, Children and Youth Section, American Sociological Association
2004	Faculty Scholar Award, William T. Grant Foundation
2005	Award for Early Career Achievement, Society for Research in Child Development
2007, 2009	Finalist, Zins Purpose Award, Collaborative for Academic, Social, and Emotional Learning
2007	Early Career Contributions Award, Society for the Study of Human Development
2007-2008	Fellowship Year, Center for Advanced Study in the Behavioral Sciences
2010	James S. Coleman Award for Best Paper, American Sociological Association (Sociology of Education Section)
2011	DADS Association Award for Excellence in Teaching, University of Texas at Austin
2015	Presidents' Associates Award for Teaching Excellence, University of Texas at Austin

## **C. Contributions to Science**

**Mothers' Life Course Experiences, Health, and Parenting of Children and Adolescents.** Despite progress in gender role specialization in the U.S., American mothers still carry the most responsibility for the day-to-day rearing of children. How they balance this responsibility with the demands of work and relationships as well as their other pursuits (e.g., education) has implications for their own health and wellbeing as well as the health, social development, and educational progress of their children. These linkages are conditioned by the institutions serving children and families (e.g., child care, schools) and by the developmental trajectories of children themselves. Because they vary across diverse segments of the population, they also contribute to the stratification of society by socioeconomic status, race/ethnicity, and immigration. The newest line of work in this area—considering how the characteristics of mothers' work influence mothers' wellbeing during the transition into parenthood, especially when children are in poor health—is funded by an R21 grant from NICHD.

- Crosnoe, R.L. and T. Leventhal. 2016. *Debating Early Child Care: The Relationship between Developmental Science and the Media*. New York: Cambridge University Press.
- Crosnoe, R.L., K.C. Pickett, C. Smith, and S.E. Cavanagh. 2014. Changes in Young Children's Family Structures and Child Care Arrangements. *Demography* 51: 459–483. PMC3972341.
- Crosnoe, R.L. and A. Kalil. 2010. Educational Progress and Parenting among Mexican Immigrant Mothers of Young Children. *Journal of Marriage and Family* 72: 976-989. PMC4553693.

- Crosnoe, R.L., J.M. Augustine, and A.C. Huston. 2012. Children's Early Child Care and Mother's Later Involvement with Schools. *Child Development* 83: 758–772. PMC3305820.

**The Health and Education of Mexican Immigrant Children.** Mexican immigration is one the greatest sources of growth in the U.S. population, the child population in particular, with great implications for the future of American society. Much of the research on Mexican immigrant youth is organized around the apparent existence of immigrant paradoxes in health and education, but this research has historically ignored the dynamic experiences of Mexican immigrant youth. With funding from NICHD, I have drawn on national quantitative data and local qualitative data to show that health and educational challenges and opportunities among Mexican immigrant children are closely connected to each other. This research calls for breaking down silos between health care and educational systems in concrete ways to better serve all children with heightened benefits for Mexican immigrant children at the start of their lives.

- Crosnoe, R.L., A. Ansari, K. Purtell, and N. Wu. 2016. Latin American Immigration, Maternal Education, and Approaches to Managing Children's Schooling in the U.S. *Journal of Marriage and Family* 78: 60-74. PMC4742351.
- Crosnoe, R.L., C. Bonazzo, and N. Wu. 2015. *Healthy Learners. A Whole Child Approach to Disparities in Early Childhood Education.* New York: Teachers College Press.
- Crosnoe, R.L. 2009. Family-School Connections and the Transitions of Low-Income Youth and English Language Learners from Middle School into High School. *Developmental Psychology* 45: 1061-1076. PMC2846618.
- Crosnoe, R.L. 2006. *Mexican Roots, American Schools: Helping Mexican Immigrant Children Succeed.* Palo Alto, CA: Stanford University Press.

**The Social Dynamics of Adolescent Health and Health Behavior.** Adolescent health and health behavior are not only important to study because of their consequences for physical functionality and mortality. Many aspects of adolescent health carry significant social meaning that is affected by or affects social integration, interpersonal functioning, and emotional wellbeing. With funding from NICHD, NIAAA, and other sources, I have elucidated the ways in which obesity increases the odds of social marginalization among young people, which then has cascading effects for mental health and academic performance, and how the social status of drinking among adolescents means that the health risks of alcohol use may come with some social benefits. This research makes a new case for why adolescent health is so important to life course trajectories and how health needs to be further incorporated into the mission to improve schools and support education.

- Crosnoe, R.L., S. Kendig, and A. Benner. (in press). Educational Attainment and Drinking Trajectories from Adolescence into Adulthood. *Journal of Health and Social Behavior.*
- Martin-Storey, A. and R.L. Crosnoe. 2015. Trajectories of Overweight and Depressive Symptoms. *Health Psychology* 34: 1004-1012. PMC4506917.
- Benner, A., N. Kretsch, K. Harden, and R.L. Crosnoe. 2014. Academic Achievement as a Moderator of Genetic Influences on Alcohol Use in Adolescence. *Developmental Psychology* 4: 1170-1178. PMID: 24294880.
- Crosnoe, R.L., A. Strassman Mueller, and K. Frank. 2008. Gender, Body Size, and Social Relations in American High Schools. *Social Forces* 86: 1189-1216.

**Early Childhood Parenting and Sociodemographic Disparities in Health and Education.** Understanding the ecology of early childhood has been an important priority of NIH in recent years and increasingly the focus of interdisciplinary research and practice aiming to boost the overall health and productivity of the population. With funding from multiple grants from NIH (including my time as a member of the NICHD Early Child Care Research Network), I have contributed to this cause by: 1) elucidating how aspects of socioeconomic status, race/ethnicity, and immigration shape parents' navigation of local markets of early child care and early childhood education in ways that will have long-term consequences for their children's trajectories and by 2) identifying the factors that may break the intergenerational process of stratification by investing in the human capital of parents or otherwise empowering them to realize, create, and capitalize on opportunities for children.

- Crosnoe, R.L., K. Purtell, P. Davis-Kean, A. Ansari, and A. Benner. 2016. The Selection of Children from Low-Income Families into Preschool. *Developmental Psychology* 52: 599-612. PMC4808386.
- Augustine, J.M., R. Gordon, and R.L. Crosnoe. 2013. Early Child Care and Illness among Preschoolers. *Journal of Health and Social Behavior* 54: 315-334. PMC4556116.
- Crosnoe, R., T. Leventhal, R.J. Wirth, K. Pierce, R.C. Pianta, and the NICHD Early Child Care Network. 2010. Family Socioeconomic Status and Consistent Environmental Stimulation in Early Childhood. *Child Development* 81: 974-989. PMC2892811.
- Crosnoe, R.L. and C.E. Cooper. 2010. Economically Disadvantaged Children's Transitions into Elementary School: Linking Family and School Contexts to Inform Policy. *American Educational Research Journal* 47: 258-291. PMC2920529.

**The Social and Educational Lives of Adolescent Boys and Girls.** Social scientists have long been interested in the social dynamics of adolescence in general and high school in particular, but this research has historically been individually rather than contextually focused and separate from consideration of the academic dynamics of this stage of development and schooling. I have conducted a series of quantitative and qualitative studies (with R03 and consequent R01 awards from NICHD) leading to the construction of a conceptual model of the multi-step process by which social ups and downs in the peer world of high schools affect the educational trajectories of young people (even long after high school), and how this phenomenon varies across diverse school contexts (sociodemographic composition, structure, climate). This research breaks down false barriers among social, psychological, and academic processes to inform ongoing efforts promoting the academic effectiveness of schools and interventions targeting adolescent health.

- Gordon, Rachel and Robert Crosnoe. 2013. *Physical Attractiveness and the Accumulation of Social and Human Capital in Adolescence and Young Adulthood: Assets and Distractions*. Ann Arbor, MI: Monographs of the Society for Research in Child Development, edited by Patrica J. Bauer (vol. 78, number 6). PMID: 24329915.
- Crosnoe, R.L. 2011. *Fitting In, Standing Out: Navigating the Social Challenges of High School to Get an Education*. New York: Cambridge University Press.
- Crosnoe, R.L. and M.K. Johnson. 2011. Research on Adolescence in the 21<sup>st</sup> Century. *Annual Review of Sociology* 37: 439-460.
- Crosnoe, R.L. 2009. Low-Income Students and the Social Composition of Public High Schools. *American Sociological Review* 74:709-730. PMC3086272.

**Complete List of Published Work in MyBibliography:**

<https://www.ncbi.nlm.nih.gov/sites/myncbi/robert.crosnoe.1/bibliography/41160637/public/?sort=date&direction=descending>

**D. Research Support**

**Ongoing Research Support**

R21HD083845 (R. Crosnoe, PI)

06/01/15-05/31/17

National Institute of Child Health and Human Development

Work-Family Dynamics and Women’s Transitions into Parenthood

This project uses the Early Childhood Longitudinal Study-Birth Cohort and the O\*NET data base to examine the degree to which positive and negative job conditions influence maternal stress when children were young and how these associations are moderated by mothers’ romantic partnerships and children’s health.

Role: Principal Investigator

Responsibilities: Coordinating collaborations among project members, conducting quantitative analyses of ECLS-B, and paper-writing; handling administrative responsibilities and reporting.

R01HD081022 (R. Crosnoe and. R. Gordon, PIs)

08/01/15-07/31/18

National Institute of Child Health and Human Development

Predictors of Achievement from Childhood into Young Adulthood

This project adds data on the physical appearance of faces and bodies—based on systematic ratings of videos at multiple ages from early childhood through adolescence—to the NICHD Study of Early Child Care and Youth Development in order to test and refine a conceptual model about the links between social and academic experiences in the early life course.

Role: Principal Investigator

Responsibilities: Overseeing the conversion of videos, extraction of thin slices from these videos to set up the online rating system, and the recruitment of undergraduate raters; design of rating system and focus groups; quantitative analyses with final data.

R305A150027 (R. Crosnoe, PI)

08/01/15-07/31/17

Institute of Education Sciences, U.S. Department of Education

Preschool, Family, and Community among Mexican Immigrants

This project integrates quantitative data from the Early Childhood Longitudinal Study-Birth Cohort with mixed methods data collected in Texas preschools in order to identify the factors that select some Mexican-origin children into preschool and to assess the degree to which such selection factors explain or condition the observed effects of preschool enrollment on achievement.

Role: Principal Investigator

Responsibilities: Collaborating with students on quantitative analyses and paper-writing; overseeing coding and analyses of qualitative data; coordinating two project sites; handling administrative responsibilities and reporting.

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

08/01/15-07/31/20

National Science Foundation

Identifying the Optimal Levels and Timing of Family and School Influences

This project creates an Interdisciplinary Behavioral and Social Science Research (IBSS) Network to unpack the dynamic effects of family and school contexts on the academic progress and problem behavior of young people from early childhood through young adulthood, drawing on a variety of methods and data sets.

Role: Co-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.

2014-IJ-CX-0025 (R. Crosnoe, PI)

01/01/15-12/31/16

National Institute of Justice

Family Instability and Exposure to Violence in Childhood

Drawing on data from the Project on Human Development in Chicago Neighborhoods, this project assesses how family instability raises the risk that young people will be exposed to violence in and out of their homes, taking into account such issues as parental incarceration and neighborhood organization.

Role: Principal Investigator

Responsibilities: Collaborating with project team on data management, quantitative analyses, and paper-writing; overseeing graduate students; handling administrative responsibilities and reporting.

**Completed Research Support (last 3 years)**

SES-1424111 (R. Crosnoe, PI)

08/15/14-07/31/16

National Science Foundation

Transitioning into Adulthood during the Great Recession

Using data from the National Longitudinal Study of Youth 1979 Young Adult Cohort, this project compares the family formation and school-work transition behaviors of U.S. youth (aged 18-24) in cohorts before, during, and after the Great Recession to determine who was most affected and how.

Role: Principal Investigator

Responsibilities: Collaborating with project team on data management, quantitative analyses, and paper-writing; overseeing graduate students; handling administrative responsibilities and reporting.

UTEX-4-10 (R. Crosnoe, PI)

09/01/10-12/31/14

Foundation for Child Development

The Dynamic Nature of Classroom Quality in the PK-3 Years

The purpose of this project is to dig into the fade in classroom quality between pre-K and subsequent elementary school grades by examining how it varies across multiple process-focused dimensions of classroom quality, by demographic risk factors targeted by UPK policies, and as a function of various strategies for achieving alignment during the PK-3 years.

Role: Principal Investigator

Responsibilities: Creating school and classroom sample; designing and executing classroom observation activities and teacher interviews; obtaining and analyzing district records; negotiating with school district; handling administrative responsibilities and reporting.

WTG 9827 (R. Crosnoe, PI)

06/01/10-05/31/14

William T. Grant Foundation

Early Social Settings and Pathways to Economic Opportunity in Uncertain Times

This project links the school/work pathways in young adulthood that have different future prospects to longitudinal configurations of school, family, and activity settings across childhood and adolescence by adding data to and analyzing the NICHD Study of Early Child Care and Youth Development.

Role: Principal Investigator

Responsibilities: Designing and executing online survey; overseeing the collection of high school transcripts; contracting transcript coding; creating codebooks; quantitative analyses and paper-writing.

R21AA020045 (R. Crosnoe, PI)

04/05/11-03/31/14

National Institute of Alcohol Abuse and Alcoholism

Education and Alcohol Use in Adolescence and Young Adulthood

This project uses the National Longitudinal Study of Adolescent Health to explore the connection between academic and school contexts factors on one hand and alcohol behaviors on the other, how this connection varies between the secondary school years and the postsecondary school years, and how it is rooted in the interplay of social and genetic influences.

Role: Principal Investigator

Responsibilities: Conducting quantitative analyses with collaborators, paper-writing; handling administrative responsibilities and reporting