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**BIOGRAPHICAL SKETCH**

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NAME: Chandra L. Muller

eRA COMMONS USER NAME: cmuller

POSITION TITLE: Professor, 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 California, Santa Barbara, CA	BA	06/1975	Sociology
Stanford University, Stanford, CA	MEd	08/1976	Education
University of Chicago, Chicago, IL	MA	06/1983	Sociology
University of Chicago, Chicago, IL	PhD	08/1991	Sociology

**A. Personal Statement**

I am a sociologist whose research is on how education and education policy shape the transition into and through adulthood, including its impact on labor force, health, civic participation, and family disparities. I focus on the effects of secondary and postsecondary education, and in particular the effects of STEM (science, technology, engineering and math) preparation and careers. My research focuses on the diversity of these educational experiences and disparities in outcomes according to gender, race and ethnicity, social class, as well as disability, immigration or language minority status subgroups.

My research fits into these three of the PRC's Primary Research areas: Education, Work and Inequality and Population Health. I was the lead PI in the Adolescent Health and Academic Achievement (AHAA) study, which added an education component to the National Longitudinal Study of Adolescent Health (Add Health). Data from this study were used by my research group as well as the greater research community to examine the effects of education on adolescent behavior, academic achievement, and cognitive and psychosocial development and early adult health. Also, I am the lead investigator (with R. Kelly Raley) on the NIH funded Education and Transition to Adulthood study that added a postsecondary transcript component to the National Longitudinal Study of Youth 1997 (NLSY-97). Research from this project focuses on socioeconomic differentials in the transition into and through postsecondary education as well as the consequences of postsecondary experiences for labor market and health outcomes in early adulthood. As part of this study, we formed a Research Network of early career scholars, described below.

My research is moving increasingly towards the role of high school education and experiences in relation to the health and well-being of people as they enter into midlife and beyond. I am the lead PI for the High School and Beyond Midlife Follow-up Study that recently followed-up the original 1980 High School and Beyond sophomore and senior cohorts. This study receives/has received funding from Alfred P. Sloan Foundation, National Science Foundation, the Institute of Education Sciences, and the Spencer Foundation. My research group is studying the disability status, self-reported health status, body weight, mental health, and other health related conditions, as well as workforce, retirement, and financial security of people in midlife. The data from this study will soon be made available to the greater researching community through the NCES restricted-use data licenses. Our research group plans to increase the scope of this study in several ways. First, we are currently linking voting records (registration/whether or not they voted) and licensure data to respondents' records. We also plan to link education data from National Student Clearing House and National Student Loan Program data from the US Department of Education to respondents' records (including their children's records). Other record linkages to indicate financial status and federal program participation may also be possible. Second, we are planning a second midlife follow-up wave (tentatively in 2018).

I lead the Education and Transition through Adulthood (ETAG) research group in the Population Center. This group consists of the graduate students and collaborating faculty on my grants as well as faculty/graduate students on other grants who study related research interests. I have served as mentor to junior faculty and graduate students in this group. In addition to serving within the university setting, I have served as an editorial board member for these peer-reviewed journals: *Sociology of Education*, *Educational Evaluation and Policy Analysis*, *Sociological Focus*, *Social Forces*, and *Social Problems*. I have been the education editor for the *Encyclopedia of Sociology*, am a member of the American Education Research Association (AERA) Grants Board, and a member of the National Assessment of Education Progress High School Transcript Technical Advisory Committee. Currently, I am the council chair for the Inter-university

Consortium for Political and Social Research, co-chair for the Texas OnCourse Research Network, chair-elect for the AERA Research Advisory Committee, and an elected Fellow of the AERA.

The PRC infrastructure provides invaluable support for my research in a number of ways. The network staff assist with designing and implementing data storage to protect respondent confidentiality and meet multiple requirements for handling restricted use data and implementing various memoranda of understanding for data collection. The administrative staff help with grant administration, employee-related matters such as setting up appointments, writing and negotiating subcontracts, complex budget requirement and compliance with funding stipulations, and other important administrative functions.

## **B. Positions and Honors**

### **Positions and Employment**

1992-1994 Lecturer, Department of Sociology, University of Texas at Austin, TX  
1995-2001 Assistant Professor, Department of Sociology, University of Texas at Austin, TX  
1995-Present Faculty Research Associate, Population Research Center, University of Texas at Austin, TX  
2001-2007 Associate Professor, Department of Sociology, University of Texas at Austin, TX  
2007-Present Professor, Department of Sociology, University of Texas at Austin, TX  
2016-2017 Visiting Fellow, Russell Sage Foundation, New York, NY

### **Honors, Other Experience, and Professional Memberships**

1992-1994 Postdoctoral Fellowship, Spencer Foundation, National Academy of Education  
2000-2003 Editorial Board, *Sociology of Education*  
2000-2009 Editorial Board, *Educational Evaluation and Policy Analysis*  
2001 Guest Editor, *Sociological Focus*, special issue on educational stratification and the life course  
2005 Education Editor, *Encyclopedia of Sociology*. Blackwell Press  
2008-Present Editorial Board, *Sociology of Education*  
2006-Present Panel Member, Advisory Board, National Assessment of Educational Progress (NAEP) High School Transcript Studies  
2007-Present Member, American Educational Research Association Grants Program Governing Board  
2008 Elected Member, Sociological Research Association  
2008-2010. Doctoral Conference Director, American Educational Research Association Grants Program  
2010-2011 Chair, Sociology of Education Section of the American Sociological Association  
2011-2013 Editorial Board, *Social Forces*  
2011-2014 Editorial Board, *Social Problems*  
2013-2015 AERA Distinguished Contributions to Research in Education Award Committee, Chair (2014-15)  
2014-Present Fellow, American Educational Research Association  
2016-2019 Member, American Education Research Association Research Advisory Committee  
2016 Chair-elect, American Education Research Association Research Advisory Committee  
2016-2017 Co-Chair, Texas OnCourse Research Network  
2016-2017 Visiting Scholar, Russell Sage Foundation  
Present Member: American Sociological Association, American Educational Research Association, Population Association of America

## **C. Contributions to Science**

### **Contribution 1 – High School and Beyond Midlife Follow-up**

This is a major ongoing project. We have re-contacted and re-interviewed both the sophomore and senior cohorts of the original High School and Beyond study (approximately 25,500 sample members first interviewed in 1980). The main purpose of the study is to understand the long-term effects of education on midlife outcomes. Information gathered from the sample members in high school and the early adult years is being coupled with current information about cognitive and non-cognitive skills, work and occupations, health, family roles, and retirement planning to provide researchers with a robust data resource for studying the foundational pillars of older Americans' labor force participation and health in midlife. Our research is a collaborative effort with the University of Texas, the University of Minnesota, and the University of Wisconsin. My research group has presented early results at nearly 20 conferences and meetings. The group is working towards making the data available soon to the greater research community through the NCES Restricted Use Data Licenses soon. For more information, please see our website: <http://sites.utexas.edu/hsb/>. We are currently planning the next wave of the midlife follow-up to re-contact respondents four or five years after the first midlife wave.

- Sutton, A., A. Bosky and C.L. Muller. 2016. "Manufacturing Gender Inequality in the New Economy: High School Training for Work in Blue-Collar Communities." *American Sociological Review*, 81(4):720-748. (PMC5089810)
- Muller, C.L. 2015. "Measuring School Contexts." *AERA Open* 1(4):1-9. doi: 10.1177/2332858415613055. (PMC4857856)
- Werwath, T. 2016. "Academic Marginalization in High School as a Predictor of Depressive Symptoms in Midlife." Master's, Department of Sociology, University of Texas at Austin, Austin, Texas.
- Muller, C., E. Pattison, Robert Reynolds, Eric Grodsky, John R. Warren and Michelle Frisco. 2016. "Migration within the U.S.: Education and Skills for Pursuing the American Dream." Paper presented at the Annual meeting of the American Sociological Association (ASA), August 20-23, 2016, Seattle, WA.

### **Contribution 2 – NLSY 1997 Postsecondary Research Network**

I am the PI for the Education and Transition to Adulthood grant (R01 HD061551) from the Eunice Kennedy Shriver National Institute for Child Health and Human Development. Together with R. Kelly Raley (Co-PI) and other researchers, we have created a network that supports outstanding early-career scholars who are conducting research on socioeconomic differentials in the transition into and through postsecondary education as well as the consequences of postsecondary experiences for labor market and health outcomes in early adulthood. Although the research is still early for results to be published, our early researchers have presented their results at a number of conferences and meetings and we have two dissertations that have resulted from work with the network. For more information about the network, see <http://sites.utexas.edu/npsrn/>

- Saw, G.K. 2016. "Three Essays on Estimating the Effects of School and Student Improvement Interventions. Essay 2: Reducing or Reinforcing Inequality? Evaluating the Impact of Postsecondary Remediation on College Outcomes " Ph.D., Department of Sociology, University of Michigan, East Lansing, MI.
- Valentine, J.L. 2015. "All or Nothing? The Varied Benefits of Sub-Baccalaureate Credits and Credentials in a College-for-All Era." Ph.D., Department of Sociology, University of Wisconsin-Madison, Madison, WI.
- Quadlin, N. 2016. "Funding Sources, Family Income, and Fields of Study at Four-Year Colleges." Paper presented at the Annual Meeting of the American Sociological Association (ASA), August 22, 2016, Seattle, WA.
- Zajacova, A. and S.A. Burgard. 2016. "Postsecondary Education and Mental Health: Effects of Earned Credits Versus Credentials." Paper presented at the Annual Meeting of the American Sociological Association (ASA), August 2016, Seattle, WA.

### **Contribution 3 – Inequalities in STEM Education and Occupations**

Gender, ethnic/racial, and health impairment and disability related inequalities in STEM education and occupations continue to be an important research area for me and my colleagues. STEM education and occupational outcomes is one area of focus of our High School and Beyond Midlife Follow-up Study. In addition, I continue to collaborate with Catherine Riegle-Crumb, Christine Williams, and others in this area of research. STEM skills are increasingly necessary for a well-prepared workforce, not only for STEM occupations, but all occupations. In addition to creating a fair, just society, we need to ensure equal access to STEM education and training for everyone in order for our country to remain competitive in an increasingly competitive global market.

- Sutton, A., A. Bosky and C.L. Muller. 2016. "Manufacturing Gender Inequality in the New Economy: High School Training for Work in Blue-Collar Communities." *American Sociological Review*, 81(4):720-748. (PMC5089810)
- Carroll, J.M, C.L. Muller and E. Pattison, 2016. "Cooling out Undergraduates with Health Impairments: The Freshman Experience." *Journal of Higher Education* 87(6):771-800. (PMC5089175)
- Williams, C., K. Kilanski, and C.L. Muller. 2014. "Corporate Diversity Programs and Gender Inequality in the Oil and Gas Industry." *Work and Occupations*. 41(4):440-476. (PMC4459751)
- Riegle-Crumb, C., B. King, E. Grodsky, and C.L. Muller. 2012. The More Things Change, the More They Stay the Same? Prior Achievement Fails to Explain Gender Inequality in Entry into STEM College Majors Over Time. *American Educational Research Journal*, 49(6):1048-1073. (PMC3872126)

### **Contribution 4 – Latino/Hispanic, Bilingual, and Immigrant Related Research**

With changing demographics and the browning of America, the need for research on Latino/Hispanic related issues in sociology and education is increasingly more important. Our research group has focused on a variety of topics such as Latino/Hispanic related issues such as language minority students, civic development of

immigrant youth, school stratification in established and new Latino destinations, teachers' perceptions, and more.

- Blanchard, S. and C.L. Muller. 2015. "Gatekeepers of the American Dream: How Teachers' Perceptions Shape the Academic Outcomes of Immigrants and Language-Minority Students." *Social Science Research*, 51:262-275. (PMC4359718)
- Callahan, R.M., and C.L. Muller. 2013. *Coming of Age: American Schools and the Civic Development of Immigrant Youth*. Russell Sage Foundation: New York, NY. <https://www.russellsage.org/publications/coming-political-age> (book)
- Humphries, M., C.L. Muller, and K. Schiller. 2013. "The Political Socialization of Adolescent Children of Immigrants." *Social Science Quarterly*, 94(5):1261-1282. (PMC3904436)
- Dondero, M., and C.L. Muller. 2012. "School Stratification in New and Established Latino Destinations." *Social Forces*, 91(2):477-502. (PMC3724212)

### **Contribution 5 – The Adolescent Health and Academic Achievement (AHAA) and Add Health Data**

Our research grant Adolescent Health and Academic Achievement (AHAA) NICHD 1 R01 HD040428-01, which collected high school transcripts for the Wave II sample members of the National Longitudinal Study of Adolescent Health (Add Health), provided data on indicators of (1) educational achievement, (2) course taking patterns, (3) curricular exposure, and (4) educational contexts within and between schools. Not only did our researchers use this data for their research, this data was also made available to the greater research community through the Add Health restricted-use contracts. Below is listed two of the articles that resulted from our research with this data.

- Frank, K.A., C.L. Muller, and A.S. Mueller. 2013. "The Embeddedness of Adolescent Friendship Nominations: The Formation of Social Capital in Emergent Network Structures." *American Journal of Sociology*. 119(1):216-253. (PMC4214258)
- Muller, C.L., C. Riegle-Crumb, K.S. Schiller, L. Wilkinson, K.A. Frank. 2010. "Race and Academic Achievement in Racially Diverse High Schools: Opportunity and Stratification." *Teachers College Record*, 112 (4): 1038-1063. (PMC2893342)

In addition to the data that we created under the Adolescent Health and Academic Achievement (AHAA) study, I also hold an Add Health license that several PRC researchers use to access data for their research a variety of related areas. Listed below are two of the many articles that have resulted from PRC researchers using Add Health data on my license:

- Kretsch, N., J. Mendle and K.P. Harden. 2016. "A Twin Study of Objective and Subjective Pubertal Timing and Peer Influence on Risk-Taking." *Journal of Research on Adolescence* 26(1):45-59. (PMC4808296)
- Holway, G., K. Harker Tillman and K.L. Brewster. Published online before print at doi:10.1007/s10508-015-0597-y. "Binge Drinking in Young Adulthood: The Influence of Age at First Intercourse and Rate of Sex Partner Accumulation." *Archives of Sexual Behavior*:1-13. (PMC4828321)

### **Link to Published Work in MyBibliography:**

<https://www.ncbi.nlm.nih.gov/sites/myncbi/chandra.muller.1/bibliography/46665192/public/?sort=date&direction=descending>

### **D. Research Support**

#### **Ongoing Research Support**

201500075(C.L. Muller, PI)

11/1/14-12/31/16

Spencer Foundation

Feasibility Study for Development of Civic Engagement from Adolescence to Midlife.

This study will assess the feasibility and utility of attaching recent voting records to the recently collected identifiers from the High School and Beyond Study (Midlife Follow-up) (HS&B) 2014 sophomore cohort.

Role: Principal Investigator

Responsibilities: Oversee and coordinate activities of the researchers and related parties.

DRL-1420691 (C.L. Muller, PI)

08/15/14-07/31/17

National Science Foundation (NSF).

Collaborative Research: STEM Education and Workforce Participation over the Life Cycle: The Intersection of Race, Ethnicity, Gender, and Disability Status.

This collaborative study with John Robert Warren of the University of Minnesota and Eric Grodsky of the University of Wisconsin is investigating how the STEM skills and training that people gain in secondary and

postsecondary school contribute to their ability to continue to learn and adapt to changing workplace expectations even after they leave school, thereby contributing to their workforce success in midlife.

Role: Principal Investigator

Responsibilities: Directly oversee the coordination of the entire project. Coordinate activities of collaborators and NORC on tasks related to data collection, documentation, and dissemination.

HRD-134527 (C.L. Muller, PI)

10/01/13-09/30/18

National Science Foundation (NSF).

Collaborative Research: STEM Education Effects on a Diverse Workforce's Development over the Life Cycle  
This study, which is collaborative with John Robert Warren at the University of Minnesota, investigates how STEM skills and training that individuals acquire during high school and college contribute to their workforce success and the types of occupations they enjoy in midlife.

Role: Principal Investigator

Responsibilities: Directly oversee the entire project, supervise the work of graduate research assistants, collaborate data preparation activities, data analysis, and dissemination activities.

DUE-1317206 (C.L. Muller, PI)

09/15/13-08/31/17

National Science Foundation (NSF).

Collaborative Research: Building on STEP to Understand Variation in STEM Entry and Persistence

This project is collaborative with Eric Grodsky at the University of Wisconsin at Madison to study STEM entry and persistence in higher education.

Role: Principal Investigator

Responsibilities: Work with the science write to produce highlights, briefs, and early results with partner projects; will share responsibility for production publications using the cross-site data.

2012-10-27 (C.L. Muller, PI)

11/01/12-07/31/17

Alfred P. Sloan Foundation

High School and Beyond: Human Capital over the Life Cycle as a Foundation for Working Longer

This project re-contacted the sophomore cohort of the nationally representative High School and Beyond Study (HS&B) sophomore sample members just before most turned 50 years old. The study is researching a number of issues related to the consequences for midlife labor force participation of adolescent and early adult circumstances and characteristics.

Role: Principal Investigator

Responsibilities: Oversee and coordinate activities, including data collection, networking and dissemination.

### **Completed Research Support**

R01HD061551 (C.L. Muller, PI)

09/28/10-10/31/16

National Institutes of Health

Education and the Transition to Adulthood

This study provided vital data about the production of education-based health disparities by collecting and coding rich information about postsecondary educational experiences during early adulthood.

Role: Principal Investigator

Responsibilities: Oversaw all aspects of the project and coordinate activities among researchers at the University of Texas, NORC, and other related parties.

R305U140001 (C.L. Muller, PI)

07/13/14-6/30/16

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

High School & Beyond: Midlife Follow-Up Study

DESCRIPTION: Provided additional funding to locate hard-to-reach cohort members.

Role: Principal Investigator

Responsibilities: Coordinated with NORC in relation to data collection activities.

HRD-1132028 (C.L. Muller, PI)

01/01/12-12/31/15

National Science Foundation

Postsecondary Pathways into STEM for Students with Disabilities

This study will investigate contemporary pathways to STEM degree or certification completion, and the postsecondary institutional contexts that promote the success of students with disabilities.

Role: Principal Investigator

Responsibilities: Lead the project, including project management and supervision of graduate research assistants and the methodological and statistical modeling.