

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Hauser, Robert M.		POSITION TITLE Professor	
eRA COMMONS USER NAME rmhauser			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(S)	FIELD OF STUDY
University of Chicago	B.A.	1963	Economics
University of Michigan	M.A.	1966	Sociology
University of Michigan	Ph.D.	1968	Sociology

A. Positions and Honors.**Positions and Employment**

1967-69 Assistant Professor, Research, Department of Sociology and Anthropology, Brown University
 1969-71 Assistant Professor
 1971-73 Associate Professor
 1973-present Professor, Department of Sociology, University of Wisconsin-Madison
 1977-78 Fellow, Center for Advanced Studies in the Behavioral Sciences, Palo Alto, California
 1980 Visiting Professor, Institute for Advanced Study, Vienna, Austria
 1981-present Samuel A. Stouffer Professor of Sociology, UW-Madison
 1983-87 Hilldale Professor of Sociology, UW-Madison
 1983-84 Visiting Professor, Department of Sociology, University of Bergen, Bergen, Norway
 1985-89 Director, Center for Demography and Ecology, UW-Madison
 1987-present Vilas Research Professor of Sociology, UW-Madison
 1988-91 Governing Board, General Social Survey
 1989-95 Committee on National Statistics, National Research Council
 1990-96 Commission on Behavioral and Social Sciences and Education, National Research Council
 1991-94 Director, Institute for Research on Poverty, UW-Madison
 1998 Visiting Scholar, Board on Testing and Assessment, National Research Council
 1999-present Director, Center for Demography of Health and Aging, University of Wisconsin-Madison
 2001-02 Visiting Scholar, Russell Sage Foundation

Honors

1977 Fellow, American Association for the Advancement of Science
 1977-78 Fellow, Center for Advanced Study in the Behavioral Sciences
 1978 Fellow, American Statistical Association
 1984 Member, National Academy of Sciences
 1984 Fellow, American Academy of Arts and Sciences
 1984-85 Fellow, Guggenheim Foundation
 1986 Who's Who in America
 1993 Who's Who in American Science, Who's Who in the World
 1986 Paul F. Lazarsfeld Award, Methodology Section, American Sociological Association
 1998 Fellow, National Academy of Education
 2003 National Associate, National Research Council
 2003 Award for Distinguished Contributions to the Teaching of Sociology, American Sociological Association
 2005 American Philosophical Society

B. Selected peer-reviewed publications (in chronological order).

1. **Hauser, Robert M.**, and Hsiang-Hui Daphne Kuo. "Does the Gender Composition of Sibships Affect Educational Attainment?" *Journal of Human Resources* 33 (Summer 1998): 644-57.
2. **Hauser, Robert M.** "Trends in Black-White Test Score Differences: I. Uses and Misuses of NAEP/SAT Data." Pp. 219-249 in Ulric Neisser (ed.) *The Rising Curve: Long-term Gains in IQ and Related Measures*. Washington, D.C.: American Psychological Association, 1998.
3. Huang, Min-Hsiung, and **Robert M. Hauser**. "Trends in Black-White Test Score Differences: II. The WORDSUM Vocabulary Test." Pp. 303-332 in Ulric Neisser (ed.) *The Rising Curve: Long-term Gains in IQ and Related Measures*. Washington, D.C.: American Psychological Association, 1998.
4. Warren, John Robert, Jennifer T. Sheridan, and **Robert M. Hauser**. "Choosing a Measure of Occupational Standing: How Useful are Composite Measures in Analyses of Gender Inequality in Occupational Attainment?" *Sociological Methods and Research* 27 (August 1998): 3-76.
5. **Hauser, Robert M.**, Jennifer T. Sheridan, and John Robert Warren. "Socioeconomic Achievements of Siblings in the Life Course: New Findings from the Wisconsin Longitudinal Study." *Research on Aging* 21 (February 1999): 338-77.
6. National Research Council. *High Stakes: Testing for Tracking, Promotion, and Graduation*. Heubert, Jay P., and **Robert M. Hauser**, eds. Report of the Committee on Appropriate Test Use, Board on Testing and Assessment, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press, 1999.
7. **Hauser, Robert M.**, John Robert Warren, Min-Hsiung Huang, and Wendy Y. Carter. "Occupational Status, Education, and Social Mobility in the Meritocracy." Pp. 179-229 in K. Arrow, S. Bowles, and S. Durlauf, eds., *Meritocracy and Inequality*. Princeton: Princeton University Press 2000.
8. **Hauser, Robert M.** "Should We End Social Promotion? Truth and Consequences." Pp. 151-78 in Gary Orfield and Mindy Kornhaber (eds), *Raising Standards or Raising Barriers? Inequality and High-Stakes Testing in Public Education*. New York: The Century Foundation Press, 2001.
9. Miech, Richard A., and **Robert M. Hauser**. "Socioeconomic Status (SES) and Health at Midlife: Comparison of Educational Attainment with Occupation-Based Indicators." *Annals of Epidemiology* 11 (Feb. 2001): 75-84.
10. **Hauser, Robert M.**, Devah I. Pager, and Solon J. Simmons. "Race-Ethnicity, Social Background, and Grade Retention," *The CEIC Review* 10 (May 2001):11-12. (Full version to appear in Margaret C. Wang and Herbert Walberg (eds), *Can Unlike Students Learn Together? Grade Retention, Tracking, and Grouping*. Greenwich, CT: Information Age Publishing, 2003.)
11. Huang, Min-Hsiung and **Robert M. Hauser**. 2001. "Convergent Trends in Black-White Verbal Test Score Differentials in the U.S.: Period and Cohort Perspectives." *EurAmerica* 31, No.2 (June 2001): 185-230.
12. Warren, John Robert, **Robert M. Hauser**, and Jennifer Sheridan. 2002. "Occupational Stratification Across the Life Course: Evidence from the Wisconsin Longitudinal Study." *American Sociological Review*. 67(June 2002): 432-455.
13. Krahn, Dean, Jeremy Freese, **Robert Hauser**, Kristen Barry, and Brian Goodman. 2003. "Alcohol Use and Cognition at Mid-Life: The Importance of Adjusting for Baseline Cognitive Ability and Educational Attainment." *Alcoholism: Clinical and Experimental Research* 27 (7, July):1162-1166.
14. Sewell, William H., **Robert M. Hauser**, Kristen W. Springer, and Taissa S. Hauser. 2004. "As We Age: The Wisconsin Longitudinal Study, 1957-2001." Pp. 3-111 in Kevin Leicht, ed. *Research in Social Stratification and Mobility*, Vol 20. Greenwich, Connecticut: Elsevier Scientific Publishers.
15. **Hauser, Robert M.**, Devah I. Pager, and Solon J. Simmons. 2004. "Race-Ethnicity, Social Background, and Grade Retention," Pp. 97-114 in Herbert Walberg, Arthur J. Reynolds, and Margaret C. Wang (eds), *Can Unlike Students Learn Together? Grade Retention, Tracking, and Grouping*. Greenwich, CT: Information Age Publishing.
16. **Hauser, Robert M.** 2004. "Progress in Schooling: A Review." Pp. 271-318 in Katherine Neckerman, ed., *Social Inequality*. New York: Russell Sage Foundation.
17. **Hauser, Robert M.** 2004. "Schooling and Academic Achievement in Time and Place." Pp. 47-65 in Kevin Leicht (ed), *Inequality: Structures, Dynamics, and Mechanisms: Essays in Honour of Aage B. Sørensen*. *Research in Social Stratification and Mobility*. Vol. 21, Elsevier Scientific Publishers.

18. **Hauser, Robert M.**, Solon J. Simmons, and Devah I. Pager. 2004. "High School Dropout, Race-Ethnicity, and Social Background from the 1970s to the 1990s." Pp. 85-106 in Gary Orfield, ed. *Dropouts in America: Confronting the Graduation Rate Crisis*. Cambridge, MA: Harvard Education Press.
19. **Hauser, Robert M.** 2005. "Survey Response in the Long Run: The Wisconsin Longitudinal Study. *Field Methods* 17(February): 3-29.
20. **Hauser, Robert M.**, and Robert J. Willis, 2005. " Survey Design and Methodology in the Health and Retirement Study and the Wisconsin Longitudinal Study." *Population and Development Review* 31 (Supplement): 209-235.
21. National Research Council. 2005. *Measuring Literacy: Performance Levels for Adults*. **Hauser, Robert M.**, Christopher F. Edley, Jr., Judith Anderson Koenig, and Stuart W. Elliott, eds. Report of the Committee on Standards for Adult Literacy, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.
22. Springer, Kristen W., and **Robert M. Hauser**. "An Assessment of the Construct Validity of Ryff's Scales of Psychological Well-Being: Method, Mode, and Measurement Effects." *Social Science Research* 35 (December 2006): 1079-1101.
23. Springer, Kristen W., **Robert M. Hauser**, and Jeremy Freese. "Bad News Indeed for Ryff's Six-Factor Model of Well-Being." *Social Science Research* 35 (December 2006): 1119-1130.
24. **Hauser, Robert M.**, and Megan Andrew. "Another Look at the Stratification of Educational Transitions: The Logistic Response Model with Partial Proportionality Constraints." In Ross M. Stolzenberg, Ed. *Sociological Methodology* 2006. Cambridge, MA: Basil Blackwell and American Sociological Association (2006: 1-26).
25. **Hauser, Robert M.**, Carl Frederick, and Megan Andrew. "Grade Retention in the Age of Accountability." Pp. 122-155 in Adam Gamoran, Ed. *No Child Left Behind and Poverty*. Washington, DC: Brookings Institution, 2007.
26. **Hauser, Robert M.** "The Scientific Legacy of Otis Dudley Duncan," *Research in Social Stratification and Mobility* 25 (June 2007).

C. Research Support

Ongoing Research Support

R01 AG 09775 (Hauser)

3/1/98-3/31/13

NIH/NIA

Wisconsin Longitudinal Study: As We Age

Multi-generational study of aging among 10,000 women and men and more than 5,000 of their brothers and sisters. Respondents have been followed for 40 years since high school graduation in 1957.

Role: PI

P30 AG17266 (Hauser)

8/15/99-6/30/09

NIH/NIA

Center for Demography of Health and Aging

Provides research and developmental support in the areas of midlife and aging; economics of population aging; inequalities in health and aging; and international, comparative studies of population aging.

Role: PI

P01 AG21079 (Hauser)

7/1/02-6/30/08

NIH/NIA

Wisconsin Longitudinal Study: Tracking the Life Course

A collaborative, multidisciplinary program of projects on aging and the life course that will both exploit and add to core resources of the Wisconsin Longitudinal Study (WLS). Hauser leads the Administrative Core, the Complementary Data Collection and Management Core, and projects on Social and Behavioral Contexts of the Aging Mind, and Education in Careers, Health and Retirement.

Role: PI

P01 AG 20679 (Fryback)

9/15/04-6/30/08

NIH/NIA

Norms and Performance Comparisons for 5 Health Indexes

Goals: Program of Projects to advance the applied science of evaluating health-related quality of life (HRQOL) in older U.S. adults.

Role: Co-Investigator

R01 AG20558 (Seltzer)

4/1/02-3/31/09

NIH/NIA

Life Course Impacts of Nonnormative Parenting

Secondary analysis of the Wisconsin Longitudinal Study data tracks the life course of individuals who have experienced nonnormative parenting, including parents whose child has developmental disabilities or schizophrenia, or who have experienced the death of a child. Hauser provides consultation on research design and statistical analysis.

Role: Co-Investigator

R01 AG026983 (Marks)

9/30/05-8/31/09

NIH/NIA

Social Inequalities, Psychosocial Factors, and Health

Investigates linkages between life course social inequalities, psychosocial factors, and adult physical health.

Role: Investigator

0550752 (Raymo)

7/1/06-6/30/08

NSF

Life Course Trajectories and the Retirement Process

Using data from the WLS, the PIs examine linkages between educational, occupational, economic, family, and health trajectories across the life course and four aspects of the retirement process: (1) the timing of retirement transitions; (2) retirement intentions articulated when respondents were in their early 50s; (3) the congruence (or lack thereof) between retirement intentions and actual outcomes; and (4) emotional well-being following the transition to retirement.

Role: Investigator

Completed Research Support

R01 AG20247 (Robert)

9/1/02-7/31/07

NIH/NIA

Community Context and Health Over the Life Course

Analysis of how socioeconomic and racial disparities in health, well-being, and mortality are produced and maintained by both community and individual processes over the life course. Hauser collaborates with PI Robert.

Role: Co-Investigator

88-00-02 (Wolfe)

8/1/00-7/31/05

The Russell Sage Foundation

The Wisconsin Family Capital Project: How Health, Education, Wealth, and Family Resources Are Shaping Economic Inequality

This project focuses on four major aspects of economic inequality that are poorly reflected in measures of earnings and income inequality: health, education, wealth, and the resources available to children.

Role: Co-Investigator