

JOSH LEUNG-GAGNÉ

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[CEPA Website](#)

EDUCATION

- (2023) Ph.D. (expected) Sociology, **Stanford University**
Dissertation: "Segregation and Inequality Across Neighborhoods, Classrooms, and Police Jurisdictions"
Committee: Sean Reardon, David Grusky, and Florencia Torche
Qualifying exam areas: Social Stratification; Sociology of Race
- 2017 M.A. Education, **Stanford University**
Certificate in Quantitative Policy Analysis
- 2013 B.A. Political Science (with Honors), **University of Chicago**

FELLOWSHIPS

- 2021 **Diversifying Academia, Recruiting Excellence (DARE) Fellowship:** \$133,528 (2 years)
Competitive university award for promising doctoral candidates whose scholarship, experiences, and service demonstrate the potential to diversify the academy
- 2020 **Gerald J. Lieberman Fellowship:** \$65,224
Competitive university award for faculty-nominated doctoral candidates whose research and service demonstrate potential for leadership roles in academia
- 2015 **Institute of Education Sciences (IES) Fellowship:** \$127,500 (4 years)
Training in interdisciplinary quantitative research in education policy
- 2015 **Enhancing Diversity in Graduate Education (EDGE) Fellowship:** \$12,800

PUBLICATIONS

- (R&R) **Leung-Gagné, Josh.** (R&R at *AERA Open*). "Classroom Segregation without Tracking: Chance, Legitimacy, and Myth in 'Racial Paradise'." *CEPA Working Paper No. 21-04*.
<https://cepa.stanford.edu/content/classroom-segregation-without-tracking-chance-legitimacy-and-myth-racial-paradise>.
**Featured in Nexa Jornal*
- 2022 Finch, Brian K., D. Brian Burghart, Kyla Thomas, Audrey Beck, Joseph Gibbons, David Klinger, Richard Johnson, and **Josh Leung-Gagné**. 2022. National Officer-Involved Homicide Database (NOIHD) [Data set]. *NICHD R01HD093382; ICPSR 38118*.
<https://fatalencounters.org/>

- 2020 Salganik, Matthew J. et al. 2020. "Measuring the predictability of life outcomes with a scientific mass collaboration." *Proceedings of the National Academy of Sciences*. <https://www.pnas.org/content/pnas/early/2020/03/24/1915006117.full.pdf>
- 2018 Reardon, Sean F., Christopher Doss, **Josh Gagné**, Rebecca Gleit, Angela Johnson, and Victoria Sosina. 2018. "A Portrait of Educational Outcomes in California." In "Getting Down to Facts II." *Policy Analysis for California Education (PACE)*. <https://files.eric.ed.gov/fulltext/ED592247.pdf>

PAPERS UNDER REVIEW

Leung-Gagné, Josh and Sean F. Reardon. "It is Surprisingly Difficult to Measure Income Segregation." *CEPA Working Paper No. 22-01*. <https://cepa.stanford.edu/content/it-surprisingly-difficult-measure-income-segregation>.

Leung-Gagné, Josh. "The Deadliest US Police Departments Kill 6.8 Times More Frequently than the Least Deadly Departments, Net of Risk."

*Received Poster Award at PAA 2022

INVITED TALKS

- 2020 *Classroom Segregation without Tracking: Chance, Legitimacy, and Myth in "Racial Paradise"*
Universidade de Sao Paulo Dept. of Economics, Sao Paulo, Brazil. Cancelled due to COVID-19.
Universidade Federal de Minas Gerais Grupo de Avaliação e Medidas Educacionais, Belo Horizonte, Brazil. Cancelled due to COVID-19.
Instituto Unibanco, Sao Paulo, Brazil. Cancelled due to COVID-19.
Minas Gerais State Department of Education, Belo Horizonte, Brazil. Cancelled due to COVID-19.
- 2018 *Classroom Segregation without Tracking: Chance, Legitimacy, and Myth in "Racial Paradise"*
Tohoku University Center for Education and Research on Science for Global Safety, Sendai, Japan.
Institute of Education Sciences (IES) Pathways Training Program, Stanford, CA.
Stanford Graduate School of Education Alumni Excellence in Education Annual Meeting, Stanford, CA.
- 2017 *Classroom Segregation without Tracking: Chance, Legitimacy, and Myth in "Racial Paradise"*
Stanford Graduate School of Education Alumni Excellence in Education Annual Meeting, Stanford, CA.

TEACHING EXPERIENCE

Using Data to Describe the World: Descriptive Social Science Techniques

(Quantitative methods course taken by PhD's, MA's, and BA's from several departments)

- 2021 **Teaching Assistant** for Sean Reardon, Stanford University
Co-developed course syllabus, readings, assignments, and teaching plans and materials
Primary instructor in one class and co-instructor in all others
Organized virtual learning logistics
Provided office hours and graded assignments
- 2020 **Teaching Assistant** for Sean Reardon, Stanford University
Co-developed course syllabus, readings, assignments, and teaching plans and materials
Primary instructor in one class and supplemental instructor in all others
Organized virtual learning logistics
Provided office hours and graded assignments
 *Successful community-building interventions highlighted in a report on virtual teaching in the pandemic by the school's digital advisory team
- 2018 **Teaching Assistant** for Sean Reardon, Stanford University
Co-developed course syllabus, readings, assignments, and teaching plans and materials
Primary instructor in one class
Taught one weekly section
Provided office hours and graded assignments

New Models and Methods in the Social Sciences

(Quantitative methods course taken primarily by Sociology PhD's)

- 2017 **Teaching Assistant** for David Grusky, Stanford University
Provided office hours and graded assignments

Training Workshops

- 2022 **Invited Guest Instructor**, Stanford Int'l Education Policy Analysis M.A. Thesis Course
"Principles of Data Visualization"
- 2018 **Workshop Instructor**, Institute of Education Sciences (IES) Pathways Training Program
"Initiating a Research Project"
- 2018 **Invited Guest Instructor**, Stanford Int'l Education Policy Analysis M.A. Thesis Course
- 2017 **Invited Guest Instructor**, Stanford Int'l Education Policy Analysis M.A. Thesis Course

GRANTS & AWARDS

- 2019 Karr Family Graduate Fellowship Research Funding Award: \$3850
- 2019 Senator George J. Mitchell Scholar Fellowship: \$1500
- 2019 Lemann Center for Educational Entrepreneurship & Innovation in Brazil: \$1000
First Non-Lemann Fellow to Receive Funding for a Research Project
- 2019 Stanford Center for Latin American Studies Research Grant: \$500

- 2019 Stanford Freeman Spogli Institute for International Studies Research Grant: \$500
- 2018 Stanford Diversity and Inclusion Innovation Funds: \$6000
Over 2 awards, Diversity and Inclusion in Sociology (DAIS); Grant author
- 2017 ASSU Graduate Voluntary Student Organization Grants: \$3000
Over 3 awards, GSE Student Guild; Grant co-author
- 2008 University of Chicago Odyssey Scholarship
- 2008 Senator George J. Mitchell Scholarship
- 2008 QuestBridge Scholarship

CONFERENCE PRESENTATIONS

- 2022 *It is Surprisingly Difficult to Measure Income Segregation*
Annual Meeting of the **Population Association of America**. San Diego, CA.

The Deadliest US Police Departments Kill 6.8 Times More Frequently than the Least Deadly Departments, Net of Risk
Annual Meeting of the **Population Association of America**. San Diego, CA.
- 2021 *It is Surprisingly Difficult to Measure Income Segregation*
Annual Meeting of the **American Educational Research Association**. Virtual.
- 2020 *Classroom Segregation without Tracking: Chance, Legitimacy, and Myth in "Racial Paradise"*
Annual Meeting of the **International Sociological Association**, Research Conference 4: Sociology of Education. Porto Allegre, Brazil. Cancelled due to COVID-19.

The Deadliest US Police Departments Kill 6.8 Times More Frequently than the Least Deadly Departments, Net of Risk
Annual Meeting of the **American Educational Research Association**. San Francisco, CA. Cancelled due to COVID-19.
- 2019 *Classroom Segregation without Tracking: Chance, Legitimacy, and Myth in "Racial Paradise"*
Annual Meeting of the **American Sociological Association**. New York, NY.
Annual Meeting of the **International Sociological Association**, Research Conference 28: Social Stratification. Princeton, NJ.
- 2018 *Classroom Segregation without Tracking: Chance, Legitimacy, and Myth in "Racial Paradise"*
Education and Inequality in 21st Century America Conference. Stanford, CA.
- 2017 *Classroom Segregation without Tracking: Chance, Legitimacy, and Myth in "Racial Paradise"*
Annual **Race, Inequality and Language in Education** Conference. Stanford, CA.

Understanding Changes in Racial Achievement Gaps during Elementary and Middle School

- Annual Conference of the **Society for Research on Educational Effectiveness**. Washington, D.C.
- 2016 *The Content Area Impacts of ELL Classification and Continuation in the Early Grades*
Annual **Stanford-Berkeley Immigration Conference**. Stanford, CA.
- 2015 *How Crucial is ELL Support in Kindergarten and First Grade for Spanish-Speaking Students' Math Learning?*
Annual Meeting of the **American Educational Research Association**. Chicago, IL.
- 2014 *What Is the Optimal Length of an ELL Program?*
Annual Conference of the **Society for Research on Educational Effectiveness**. Washington, D.C.

COMMUNITY LEADERSHIP

Stanford Diversity and Inclusion in Sociology (DAIS)

Co-Founder (2018)

Chair (3 years)

Leadership Committee (4 years)

Stanford Association of Sociology Graduate Students (ASGS)

Diversity and Inclusion Chair (3 years)

Stanford Enhancing Diversity in Graduate Education (EDGE) Fellow Mentorship

Mentored 2 EDGE fellows over their first and second years (2 years)

Served on several panels about being a non-traditional Stanford PhD student

Stanford Graduate First-Generation Low-Income Partnership (Grad-FLIP)

Leadership Committee (4 years)

Stanford Graduate School of Education Student Guild

Student Events Chair (2 years)

COMMUNITY PARTICIPATION

Stanford Sociology and Education Network (SAEN)

Member (2013-2022)

Louis Stokes Alliances for Minority Participation (LSAMP)

Invited Panelist, Non-Traditional PhD Student Panel with California State University – Los Angeles (2018)

Stanford Graduate School of Education Collegial Dialogue Series

Invited Moderator, "What We Assess & the World That Produces" (2018)

Institute of Education Sciences (IES) Pathways Training Program

Invited Panelist, Non-Traditional IES Fellow Panel with University of Texas – San Antonio (2018)

Leland Stanford Junior Scholars Program

Invited Panelist, First-Generation / Low-Income Student Panel (2018)

University of Chicago Odyssey Scholars

Guest Speaker, Graduate School Pathways for Odyssey Scholars (2017)

RESEARCH EMPLOYMENT

Stanford University Graduate School of Education

2015-19 Graduate Research Assistant, Prof. Sean Reardon

2015 Graduate Research Assistant, Prof. Tom Dee

University of Chicago

2013-15 Graduate Research Assistant, Prof. Guanglei Hong

2011-12 Undergraduate Research Assistant, Prof. Elizabeth Pontikes

National Opinion Research Center

2010 Research Assistant, General Social Survey

PROFESSIONAL SERVICE

Reviewer

American Journal of Sociology

American Education Research Journal (x3)

Social Problems

AERA Open (x2)

Professional Affiliations

American Sociological Association

American Education Research Association

Population Association of America

Sociology of Education Association

Society for Research on Educational Effectiveness