

ILANA M. HORWITZ

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EDUCATION

- Ph.D. Stanford University, Graduate School of Education** Expected April 2019
Sociology and Education with a Certificate in Quantitative Research Methods
Dissertation Title: “Religion’s Invisible Presence”: How Religion Shapes Student Outcomes in Public Schools and Secular Universities”
Dissertation Committee: Ari Y. Kelman, Sean Reardon, Mitchell Stevens, Francisco Ramirez
- M.A. Stanford University, School of Humanities and Sciences** 2017
Sociology
- M.A. Columbia University, Teachers College** 2008
International Education Development
- B.A. Emory University, Goizueta Business School** 2003
Business Administration, Managing Information Systems, & Organization Management

EXTERNAL GRANTS AND AWARDS

- Wexner/Davidson Graduate Fellowship (\$60,000) 2013-2017
- Network for Research in Jewish Education Emerging Scholars Award (\$1,000) 2018
- Interfaith Diversity Experiences & Attitudes Longitudinal Survey Grant (\$7,500) 2017
- Academic Consortium Research Support Grant (\$2,000) 2017

INTERNAL GRANTS AND AWARDS

- Karr Research Grant (\$2,500) 2018
- Stanford University Diversity Dissertation Research Grant (\$2,500) 2017
- Stanford Graduate School of Education Dissertation Support Grant (\$6,000) 2017
- Stanford Taube Studies Center Research Support Grant (\$3000) 2017
- Jim Joseph Foundation Dissertation Grant (\$2,500) 2016
- Institute of Education Sciences Fellowship, Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis (\$30,000) 2015

TEACHING EXPERIENCE

- Introduction to Sociology, Cañada College, Palo Alto, California** 2018
Instructor
- Introduction to Data Analysis and Interpretation, Stanford University** 2017
Teaching Assistant
- Losing My Religion: Secularism and Spirituality in American Lives, Stanford University** 2016
Teaching Assistant

PUBLICATIONS (*EQUAL AUTHORSHIP AFTER FIRST AUTHOR)

Horwitz, I. (Forthcoming, Winter 2019). Foregrounding the Family: An Ethnography of How Families Make Decisions About Religious School. *Contemporary Jewry*

*Kelman, A. Y., Belzer, T., Hassenfeld, Z., **Horwitz, I.**, & Williams, M. (2017). Traditional Judaism: The Conceptualization of Jewishness in the Lives of American Jewish Post-Boomers. *Jewish Social Studies*, 23(1), 134-167.

*Kelman, A. Y., Belzer, T., Hassenfeld, Z., **Horwitz, I.**, & Williams, M. C. (2016). The Social Self: Toward the Study of Jewish Lives in the Twenty-first Century. *Contemporary Jewry*, 1-27.

Horwitz, I. (Under Review). The Abider Advantage: Why Religious Students Report Better Grades in Public School. *Social Forces*

Horwitz, I., & Ahmed, A. (In Progress). College Students' Attitudes Towards Pluralism: A Longitudinal Study of the Freshman Year.

Horwitz, I., Domingue, B., & Kelman, A.Y. (In progress). Examining the Relationship between Religiosity and Academic Outcomes: New Evidence Using Sibling Data.

Horwitz, I., Smith, K., Matheny, K. (In progress). Religious Stratification in Education

Horwitz, I., Kelman, A. Y. (In progress). The Gender Confidence Gap in Day Schools

ACADEMIC CONFERENCE PRESENTATIONS (SOLE-PRESENTED UNLESS MARKED WITH *)

SOCIOLOGY AND EDUCATION CONFERENCES

*"How Knowledge and Openness Converge to Facilitate Educational Attainment among American Jews." Sociology of Education Annual Meeting, Asilomar, CA 2019

"Do Religious Siblings Fare Better? Accounting for Family Effects on Religiosity using Sibling Data." American Educational Research Association Annual Meeting, Toronto, Canada 2019

"Social Class & Diversity." The Interfaith Diversity Experiences & Attitudes Longitudinal Survey Symposium, Atlanta, GA 2018

"Abider Advantage: Academic Outcomes & Religiosity among Public School Students." American Sociological Association Annual Meeting, Philadelphia, PA 2018

"Religious Stratification in Education: The Case of American Jews." The Association for the Sociology of Religion Annual Meeting, Philadelphia, PA 2018

"A New Perspective on Academic Achievement: Accounting for Religiosity using Sibling Data." The Add Health Users Conference, Bethesda, MD 2018

"Not Just About Social Class: How Religiousness Helps Students in School." American Educational Research Association Annual Meeting, New York, NY 2018

"Religion as the Missing Paradigm in Educational Inequality?" The Social Scientific Study of Religion, Washington, DC 2017

“Why Do Religious Students Report Better Grades?” The Association for the Sociology of Religion Annual Meeting, Montreal, Canada 2017

“Attempts to Institutionalize Congregational Schools: Failure or Success?” The Pacific Sociological Association Annual Meeting, Oakland, CA 2016

JEWISH STUDIES CONFERENCES

“Taking Stock of Capital among North American Jews.” The Association for Jewish Studies Annual Conference, Boston, MA 2018

“The Gender Confidence Gap: The Case of Jewish Day Schools.” The Jewish Day School Conference at Brandeis University, Boston, MA 2018

“Methods Matter.” The Association for Jewish Studies Annual Meeting, Washington, DC 2017

“Race, Ethnicity, and Religion.” The Association for Jewish Studies Annual Meeting, Washington, DC 2017

“Social Knowledge: The Making of a Jewish Adult.” The Association for Jewish Studies Annual Meeting, San Diego, CA 2016

“Not on the Same Page: When Parents Disagree About Jewish Education.” The Association for Jewish Studies Annual Meeting, Boston, MA 2015

“He Cried for Six Months: How Parents Make Decisions About Religious School.” The Network for Research in Jewish Education Annual Meeting, New York, NY 2015

SELECTED MEDIA COVERAGE

Religiously engaged adolescents demonstrate habits that help them get better grades, Stanford scholar finds. April 5, 2018. [The Stanford Report](#)

Stanford Study: Religious Teens Are Smarter (and More Conscientious and Cooperative) than Non-Observant Teens. April 19, 2018. [Intellectual Takeout](#)

A Stanford Study Does Not Show That the Most Religious Kids Do Best In School. April 19, 2018. [Friendly Atheist](#)

TECHNICAL REPORTS

Kelman, A. Y., Ahmed, A., **Horwitz, I.**, Lockwood, J., Shalev-Marom, M., Zuckerman, M. (2017). *"Safe and On the Sidelines: Jewish Students and the Israel-Palestine Conflict on Campus."* Stanford, CA: The Concentration in Education and Jewish Studies, Stanford University.

Horwitz, I. (2012). *Positive Youth Development in Redwood City.* Stanford, CA: John W. Gardner Center for Youth and Their Communities, Stanford University.

Geiser, K., **Horwitz, I.**, Gerstein, A. (2012). *Early Childhood Education and Community Schools Linkages Project: Implementation Study.* Stanford, CA: John W. Gardner Center for Youth and Their Communities, Stanford University.

RESEARCH, EVALUATION, AND CONSULTING EXPERIENCE

John W. Gardner Center, Stanford University <i>Policy Analyst</i>	2011-2013
BTW Informing Change <i>Associate</i>	2009-2010
ICF Macro (formerly Macro International) <i>Research Analyst</i>	2008-2009
Deloitte Consulting (formerly BearingPoint, Inc.) <i>Senior Business Analyst</i>	2004-2006

SERVICE

Special Guest Editor, <i>Contemporary Jewry (Forthcoming)</i>	Present
Board of Directors, Consortium for Applied Studies in Jewish Education	2017-Present
Co-Director, <i>Sociology and Education Network</i> , Stanford University	2016-2018
Co-Founder, <i>Race, Religion, & Ethnicity Group</i> , Stanford University	2016-2018
Graduate School of Education Mentorship Program	2016-Present
Board of Directors, Children's Center of Stanford University	2015-2017

PROFESSIONAL ASSOCIATIONS

American Educational Research Association
American Sociological Association
Association for the Sociology of Religion
The Association for Jewish Studies
Network for Research in Jewish Education

LANGUAGES

Russian: Native speaker, basic reading and writing
Hebrew: Intermediate speaking, reading and writing
Spanish: Basic speaking, reading, and writing