

ILANA M. HORWITZ

520 Galvez Mall, Stanford, CA 94305
(267) 970-1438 ♦ ihorwitz@stanford.edu
www.ilanahorwitz.com

PROFESSIONAL APPOINTMENTS

Stanford Center on Longevity, Stanford University
Fellow, New Map of Life Fellows Program Starting Fall 2019

Mandel Center, Brandeis University
Affiliated Scholar and Project Leader 2019-Present

EDUCATION

Ph.D. Stanford University, Graduate School of Education 2019

Sociology and Education with a Certificate in Quantitative Research Methods

Dissertation Title: “The Long Arm of God: How Religious Commitments Shape Adolescents’ Academic Outcomes in Secondary and Postsecondary Institutions”

Dissertation Committee: Ari Y. Kelman (Committee Chair), Francisco Ramirez, Sean Reardon, Mitchell Stevens; John W. Meyer (Defense Chair)

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

Young Scholars in the Sociology of Religion 2019

Wexner/Davidson Graduate Fellowship (\$60,000) 2013-2018

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

Institute of Education Sciences Fellowship (\$30,000) 2015-2018

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 (\$3,000) 2017

Jim Joseph Foundation Dissertation Grant (\$2,500) 2016

PEER-REVIEWED PUBLICATIONS (*EQUAL AUTHORSHIP AFTER FIRST AUTHOR)

Horwitz, I. (2019). Foregrounding the Family: An Ethnography of How Families Make Decisions About Hebrew School. *Contemporary Jewry*, 39(1), 155-172.

Horwitz, I. & Keysar, A. (2019). Guest Editors' Introduction to Special Issue on Research Methods. *Contemporary Jewry*, 39(1), 9-14.

*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. (2017). The Social Self: Toward the Study of Jewish Lives in the Twenty-first Century. *Contemporary Jewry*, 37(1), 53-79.

Horwitz, I. (Under Review). Why do Adolescents with Deep Religious Commitments Earn Good Grades? Testing Current Theories Using the National Study of Youth and Religion

Tamara Gilkes Borr, David Song, Abiya Ahmed, anthony antonio, Nidia Ruedas-Gracia, **Ilana Horwitz**. (Manuscript). Pursuing an Ethnic-Minority Identity: Exploring Ethnic Boundary Making beyond Immigrant Assimilation

Horwitz, I., Domingue, B. (Manuscript). Not a Family Matter: The Effects of Religiosity on Academic Outcomes Based on Evidence from Siblings.

Horwitz, I. (Manuscript). A Review of the Literature: Religious Stratification in Academic Performance and Educational Attainment.

Horwitz, I. (Manuscript). Abider's Advantage: Why do Students with Conventional Christian Commitments Get Better Grades in Public School?

***Horwitz, I.**, Matheny, K. Smith, K., (Manuscript). Educational Aspirations and College Selectivity: A Comparison of Jewish and non-Jewish Females.

Horwitz, I. (Manuscript). The Gender Confidence Gap in Day Schools.

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

BOOK CHAPTERS & NON-PEER REVIEWED PUBLICATIONS (*EQUAL AUTHORSHIP AFTER FIRST AUTHOR)

Horwitz, I. (Book chapter under review). Connected but not Confident: The Gender Confidence Gap Regarding Israeli Politics and History.

*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.

TEACHING EXPERIENCE

Introduction to Sociology, Cañada College, Palo Alto, California
Instructor 2018

Introduction to Data Analysis and Interpretation, Stanford University
Teaching Assistant 2017

Losing My Religion: Secularism and Spirituality in American Lives, Stanford University
Teaching Assistant 2016

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

SOCIOLOGY AND EDUCATION CONFERENCES

*“The Role of Religion in Status Attainment: A Comparison of Jewish and non-Jewish Adolescents.” Association for the Study of Higher Education, Portland, OR (Accepted) 2019

*“Am I One of Them? The Pursuit of Cultural Group Membership through the Eyes of College Students with Multiple Minority Identities.” Association for the Study of Higher Education, Portland, OR (Accepted) 2019

*“Religious Stratification in Higher Education: The Case of American Jews.” American Sociological Association Annual Meeting, New York City, NY (Accepted) 2019

“Is Religious Pluralism Only for the Elite?” The Association for the Sociology of Religion Annual Meeting, New York, NY (Accepted) 2019

Oriented and Open: Why do non-Orthodox American Jews have such high rates of educational attainment? The Social Scientific Study of Religion, St. Louis, Missouri (Accepted) 2019

*“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](#)

RESEARCH, EVALUATION, AND CONSULTING EXPERIENCE

John W. Gardner Center, Stanford University

2011-2013

Policy Analyst

- Synthesized data from multiple surveys, interviews and focus groups to understand youth and adult perceptions about youth development settings, youth attitudes and behaviors toward healthy lifestyle choices, and ways in which youth serving organizations supported youth development; disseminated findings through reports and presentations to community partners in Redwood City
- Conducted an implementation study of a national three-year initiative to enhance alignment between early childhood education and elementary community schools and developed a series of reports and briefs to disseminate findings
- Wrote policy fact sheets on a range of topics, including how schools can use early warning systems to detect and support students at risk of dropping out of school and how schools can design interventions for chronically absent students

BTW Informing Change

2009-2010

Associate

- Conducted evaluation activities for all of BTW's *Jim Joseph Foundation* projects, including the Foundation for Jewish Camps Specialty Camps Incubator, the BBYO Professional Development Institute, and the Jewish Student Union
- Collected and analyzed data about California's after-school field and translated findings into a series of case studies about *The David and Lucile Packard Foundation's* after-school and summer enrichment strategies
- Provided strategic support to a range of organizations by helping them articulate their theory of change and translate their vision into tangible strategies and outcomes

ICF Macro (formerly Macro International)

2008-2009

Research Analyst

- Earned follow-on work with the *Institute of International Education (IIE)* after successfully analyzing survey and interview data for 1,300 Gilman Scholarship alumni and providing recommendations on how IIE can increase the effectiveness and impact of its program
- Developed questionnaires and interviewed subject matter experts from each state for a study of state policies on teacher preparation programs, online and distance learning, and reciprocity
- Managed recruitment, data collection, and analysis for a quasi-experimental study of 6,600 students in New York City to assess the impact of teachers trained through the *Math for America* program

Deloitte Consulting (formerly BearingPoint, Inc.)

2004-2006

Senior Business Analyst

- *National Security Sector:* Supported organizational and business-process improvement efforts at the Immigration and Customs Enforcement (ICE) office to help increase efficiency and enhance the organization's capabilities
- *Emerging Markets Group:* Provided logistical coordination, financial management, audit preparation and administrative oversight for multiple USAID and World Bank projects

SERVICE

Board of Directors, Consortium for Applied Studies in Jewish Education	2017-Present
Special Guest Editor, <i>Contemporary Jewry</i> (<i>Forthcoming</i>)	2018-2019
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 Study of Higher Education
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