

Rebecca Gleit

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McClatchy Hall 027

Stanford, CA 94305

EDUCATION

- Stanford University**, Ph.D. Candidate, Sociology 2022 (anticipated)
Certificate in Quantitative Research in Education, 2021 (anticipated)
Qualifying Exams: Race, Ethnicity, and Immigration & Inequality
Dissertation Title: “De Facto School Discipline and the Maintenance of Inequality”
*Committee: Michelle Jackson (Co-Chair), Forrest Stuart (Co-Chair),
Sean Reardon, Florencia Torche*
- Stanford University**, M.A., Sociology 2018
- Marquette University College of Education**, M.Ed., Educational Policy & Leadership 2015
- University of Michigan, Ann Arbor**, B.S., Mathematics with Highest Distinction 2013

AREAS OF SPECIALIZATION

Sociology of Education; Race & Ethnicity; Social Inequality; Quantitative & Qualitative Methods

PUBLICATIONS

Peer-Reviewed Journal Articles

- Anderson, M.D., Dore-Stites, D., **Gleit, R.**, Lopez, M.J., and Fredericks, E.M. 2014. “A Pilot Study of the Association between Sleep Disturbance in Children with Liver Transplants and Parent and Family Health Related Quality of Life.” *Journal of Pediatric Psychology* 37.
- Gleit, R.**, Fredericks, E.M., and Freed, G. 2014. “Transition Planning: Teaching Sexual Self-Management.” *Contemporary Pediatrics*.
- Gleit, R.**, Diniz Behn, C.G., and Booth, V. 2013. “Modeling Interindividual Differences in Spontaneous Internal Desynchrony Patterns.” *Journal of Biological Rhythms* 28.

Technical Reports

- Reardon, S.F., Doss, C., Gagné, J., **Gleit, R.**, Johnson, A., & Sosina, V. 2018. “A Portrait of Educational Outcomes in California.” A report for the Getting Down to Facts II Project. Stanford University and Policy Analysis for California Education (PACE).

Other

- Carian, E., **Gleit, R.**, and Muñoz, J. 2018. “Statistics Bootcamp for Building Math Confidence in Incoming PhD Students.” *Teaching/Learning Matters: Newsletter for the American Sociological Association Section on Teaching and Learning* 47(2).

Under Review

- Johnson, A. and **Gleit, R.** (equal authorship). “Teaching for a Data-Driven Future: Intentionally Building Foundational Computing Skills.” *Revise and resubmit at Teaching Sociology*.

Wood, N.I., Gleit, R., and Levine, D.L. “Culinary Nutrition Course Equips Future Physicians to Educate Patients on Healthy Diet.” Revise and resubmit at *BMC Medical Education*.

Works in Progress

Gleit, R. “Cops on Campus: The Racial Patterning of Police in Schools.”

Gleit, R. and Sosina, V. (equal authorship). “Effects of School Discipline on Vulnerable Families.”

Gleit, R. “De Facto School Expulsions.”

TEACHING

Department of Sociology, Stanford University

Instructor, Sociology of Gender	Spring 2021
Teaching Assistant, Sociology of Music	Fall 2020
Instructor, The Art and Joy of Teaching	Spring 2020
Instructor, Policing in Society	Summer 2019
Instructor & Co-Creator, First-Year Statistics Bootcamp	Summers 2017-2020
<i>Created department's first “bootcamp” to increase accessibility of statistics content. Proposed the course, designed curriculum, secured funding, and recruited two collaborators to team-teach the course. Featured in Stanford Institute for Research in the Social Sciences annual report.</i>	
Teaching Assistant, Introduction to Data Analysis	Spring 2018
Teaching Assistant, Sociological Methodology I	Fall 2016, 2017

Stanford Pre-Collegiate Studies Program, Stanford University

Instructor, Sociology of Silicon Valley	Summer 2019
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Hope House Scholars Program, Redwood City, CA

Co-Instructor, Sociology of Gender	Winter 2020
Co-Instructor, Gender at Work	Spring 2019

Center for Teaching and Learning, Stanford University

Graduate Teaching Consultant	2018-present
<i>Provide individualized feedback to graduate student instructors through Small Group Feedback Sessions (SGFSs), classroom observations, video consultations, and microteaching sessions. Developed and facilitated the following workshops: “Grading & Rubrics” (Grad Course Design Institute Summer 2020; collaboratively); “Effective First Days” (TA Orientation Winter 2020; collaboratively); “Establishing a Supportive Learning Environment” (ACE TA Orientation Fall 2019, Fall 2020; collaboratively); “Mindset” (ACE TA Orientation Fall 2018; independently); “Grading Problem Sets, Labs, and Exams” (TA Orientation Fall 2018, Winter 2019, Fall 2019, Fall 2020, Winter 2021, Civil and Environmental Engineering Department; collaboratively); “Zoom and Tech Strategies for Recreating Your Classroom Experience Online” (Fall 2020; collaboratively)</i>	
Teaching Assistant, Grad Course Design Institute	Summer 2020

Social Science Data and Software, Stanford University Libraries

Consultant	2017-2019
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Carmen High School of Science and Technology, Milwaukee, WI

High School Mathematics Teacher, Algebra & Geometry	2013-2015
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Department of Mathematics, University of Michigan

Course Assistant, Pre-Calculus	Fall 2012
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TEACHING DEVELOPMENT

Preparing Future Professors, Stanford University and Foothill College	2018-2019
Coursework for WI Teaching Credential in Mathematics, Marquette University	2013-2015

AWARDS, FELLOWSHIPS & GRANTS

Ethnography Lab Fellowship, Stanford University, \$3,000	2020
IRiSS Research Data Grants, Stanford University, \$1,500	2020
Diversity Dissertation Research Opportunity, Stanford University, \$4,030	2020
Cilker Teaching Award and Fellowship, Department of Sociology, Stanford University	2019
Graduate Research Opportunity Grant, Stanford University, \$5,000	2019
Karr Family Fellowship, Stanford University Center for Education Policy Analysis, \$7,300	2019
Centennial Teaching Award, Department of Sociology, Stanford University	2018
IES Predoctoral Training Program in Quantitative Education Policy Analysis	2016
Alice T. Shafer Prize (Honorable Mention), Association for Women in Mathematics	2013
Outstanding Graduating Senior, Department of Mathematics, University of Michigan	2013
Goldwater Scholarship (Honorable Mention)	2012

RESEARCH

Department of Sociology, Stanford University

Research Assistant, Dr. Michelle Jackson	2016-present
Research Assistant, Dr. Aliya Saperstein	2018-2019
<i>Produced 80+ page internal report to analyze trends from 16 years of graduate admissions to the Sociology Department with an eye towards diversity and inclusion. Presented work to faculty of Stanford's School of Humanities & Sciences at graduate admissions workshop run by the Assistant Dean of Diversity and Inclusion.</i>	
Research Assistant, Dr. Florencia Torche	2018-2019

Center for Education Policy Analysis, Stanford Graduate School of Education

Research Assistant, Dr. Sean Reardon	2017-2018
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Department of Mathematics, University of Michigan

Honors Thesis Research, Dr. Victoria Booth	2011-2015
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Division of Child Behavioral Health, University of Michigan

Research Assistant, Dr. Emily M. Fredericks	2011-2013
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EXTERNAL CONSULTING

College Track

Independent Consultant	2017-present
<i>Analyzed multiple years of student financial aid packages and long-term career outcomes to facilitate data-driven organizational improvement with the goal of improving outcomes for first-generation college students. Results published in the 2018 and 2019 annual Social Mobility Reports.</i>	

Lean In

Independent Consultant	2019
<i>Analyzed original survey data about gender and perceptions of candidates in the 2020 election; report published online and covered on ABC News, CNN, and in the HuffPost.</i>	

CONFERENCE PRESENTATIONS

- Johnson, A. & **Gleit, R.** (equal authorship). "Teaching for a Data-Driven Future: Intentionally Building Foundational Computing Skills." Paper presented at: American Sociological Association (ASA). August 8, 2020. Virtual.
- Gleit, R.** & Sosina, V. (equal authorship). "Effects of School Discipline on Vulnerable Families." Paper accepted for presentation at: American Educational Research Association (AERA). April 17-21, 2020.
- Gleit, R.** & Sosina, V. (equal authorship). "Effects of School Discipline on Vulnerable Families." Paper presented at: Hawaii International Conference on Education (HICE). January 4-7, 2020. Honolulu, HI.
- Wood, N. & **Gleit, R.** "The Confident Counselor: The Impact of Culinary Nutrition Curriculum on Medical Students' Readiness to Discuss Healthy Lifestyle Interventions with their Patients." Poster presented at: Society for General Internal Medicine (SGIM), May 8-11, 2019. Washington D.C.
- Gleit, R.** "To Enforce, Educate, or Empathize? The Conflicting Roles of Police in Schools." Paper presented at: Population Association of America (PAA), April 10-13, 2019. Austin, TX.
- Gleit, R.** "To Enforce, Educate, or Empathize? The Conflicting Roles of Police in Schools." Paper presented at: Pacific Sociological Association (PSA), March 28-31, 2019. Oakland, CA.
- Gleit, R.** "Cops on Campus: The Racial Patterning of Police in Schools." Paper presented at: American Sociological Association (ASA), August 11-14, 2018. Philadelphia, PA.
- Carian, E.K., **Gleit, R.**, and Muñoz, J. "Graduate Student Statistics Preparation Bootcamp." Roundtable presentation at: American Sociological Association (ASA), August 11-14, 2018. Philadelphia, PA.
- Gleit, R.** "Everything Else is Useless if your Child isn't Safe': How Race Affects Perceptions of the Necessity and Utility of Police in Schools." Roundtable presentation at: Society for the Study of Social Problems (SSSP), August 10-12, 2018. Philadelphia, PA.
- Gleit, R.** "Everything Else is Useless if your Child isn't Safe': How Race Affects Perceptions of the Necessity and Utility of Police in Schools." Poster presented at: Stanford Center for Education Policy Analysis (CEPA) Research Conference, February 12, 2018. Stanford, CA.
- Gleit, R.** "Cops on Campus: The Contextual Patterning of Police in Schools." Paper presented at: Society for the Study of Social Problems (SSSP), August 11-13, 2017. Montréal, Québec, Canada.

ADVISING & SERVICE

- Summer Research Early Identification Program (SR-EIP), Stanford University**
Mentor, alongside Professor Michelle Jackson Summer 2020
- Enhancing Diversity in Graduate Education (EDGE), Stanford University**
Mentor 2019-present
- Institute for Research in the Social Sciences, Stanford University and Foothill College**
Supervisor for Foothill College Research Interns 2017-2020
- Association of Sociology Graduate Students (ASGS), Stanford University**
Undergraduate Studies Chair 2019-2020
Admissions Chair 2016-2017
- Future Grads, Boys and Girls Club of the Peninsula**
College Coach 2016-present