

MONIQUE HÉLÈNE HARRISON

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ACADEMIC APPOINTMENTS/AFFILIATIONS

Harvard University Education Research Scientist – Research/Practice Partnership Lead Department of Mathematics	2023 –
UC Irvine Visiting Scholar/Collaborating Researcher Department of Education	2023 –
University of Pennsylvania Postdoctoral Fellow Division of Policy, Organizations, Leadership, and Systems, Graduate School of Education	2022 –
Stanford University Research Affiliate – Pathways Longitudinal Cohort Study	2022 –

EDUCATION

Ph.D. Education , Sociology of Education Stanford University Committee: Mitchell Stevens (advisor), anthony antonio, Shelley Correll, sean reardon	2022
M.A. Sociology Stanford University	2020
M.Ed. School Leadership Harvard University	2011
B.S. Human Development , Concentration: Social Policy Cornell University	2006
CA Credentials: Teaching (2006 – Present), Administration (2011 – Present)	

SCHOLARSHIPS, FELLOWSHIPS, GRANTS

NSF Broadening Participation in Engineering (BPE) Grant (with co-PI Michael Gottfried) “Access and Participation: Understanding the High School Engineering Course Taking of LGB Students”	Under review
GSE Dissertation Fellowship, Stanford GSE (\$46,000)	2021 – 22
Graduate Dissertation Fellowship funded by Michelle R. Clayman Institute for Gender Research (\$66,000)	2020 – 21
Graduate Dissertation Grant, Stanford GSE (\$6,000)	2020 – 21
Stanford Graduate Training Fellowship in Quantitative Education Policy Analysis funded by IES/U.S. Department of Education (\$110,500)	2016 – 18
Student Projects for Intellectual Community Enhancement Grants for Peer Mentoring & Soc of Ed professional learning community (2 x \$4,000)	2017 – 19
The Dean’s Fellowship, Stanford GSE (\$110,500)	2015 – 16

PUBLICATIONS

PEER-REVIEWED PUBLICATIONS

- Harrison, M.H.**, Hernandez, P.A. & Stevens, M. L. (2022). Should I start at Math 101? Content Repetition as Academic Strategy in Elective Curriculums. *Sociology of Education*, 95(2), 133-152. [\[Link\]](#)
- Harrison, M.H.** & Hernandez, P.A. (2022). Supporting Interviews with Technology: How Software Integration Can Benefit Participants and Interviewers. *Contemporary Social Science*, 17(5), 517-527. [\[Link\]](#)
- Harrison, M.H.** (2022). Nuance in ‘No Excuses’: Unexpected Progressive Pedagogy and Policy. *Education and Urban Society*. 55(3), 342-370. [\[Link\]](#)
- Chaturapruek, S., Dalberg, T., Thompson, M. E., Giebel, S., **Harrison, M. H.**, Johari, R., Stevens, M. L., & Kizilcec, R. F (2021). Studying Undergraduate Course Consideration at Scale. *AERA Open*. [\[Link\]](#)

UNDER REVIEW OR IN PRODUCTION

- Harrison, M.H.** Offering Safe Passage: Grading Systems and Gendered Enrollment Patterns in Undergraduate Math. (R&R at *Social Forces*)
Media coverage: [Stanford Digital Education](#)
- Harrison, M.H.** & Walker, P.L. Unpacking Experiences with Pass/Fail in College: Stress, Motivation, Learning, and STEM (under review at *AERA Open*)
- Plasman, J.S., **Harrison, M.H.**, Zhou, X. Exclusive STEM-CTE Teaching: Teacher Typologies and Student Outcomes (under review)
- Harrison, M.H.** Examining Extracurricular Participation Using a Framework of Gendered and Racialized Organizations (in production)

BOOK CHAPTERS

- Silver, B. R. & **Harrison, M.H.** (forthcoming). Inequality in Student Experiences in Higher Education. *Agenda for Social Justice: Solutions for 2024*. Policy Press & Society for the Study of Social Problems.

PEER-REVIEWED CONFERENCE PROCEEDINGS

- Stevens, M., **Harrison, M.H.**, Thompson, M.E., Lifschitz, A., Chaturapruek, S. (Aug, 2018) Choices, Identities, Paths: Understanding College Students’ Academic Decisions. Proceedings of the *American Sociological Association Annual Conference*, Philadelphia, PA. [\[Link\]](#)

OTHER PUBLICATIONS (ESSAYS, MEDIA)

- Cotman, A. M. & **Harrison, M.H.** (2023). Working Effectively with Undergraduate Researchers: Fostering Growth through Universal Design for Learning. *The POSTDOCKET*. 21(3) [\[Link\]](#)
- Harrison, M.H.** (June 20, 2022). Don’t Replicate the Wrong Things: Successful “No Excuses” Charter Schools Defy the Typical Definition. *Phelan US Centre Blog*, London School of Economics. [\[Link\]](#)
- Harrison, M.H.** (April 19, 2021). How to Train Your AI: Uncovering and Understanding Bias in AI Algorithms. *Gender News*, Clayman Institute for Gender Research [\[Link\]](#)
- Markoff, M.** (2016). The Potential and Pitfalls of Blended Learning: Advice for Teachers. *New England Mathematics Journal*. 48(1), 57-64. [\[Link\]](#)

RESEARCH EXPERIENCE

- Undergraduate Math Pathways at Harvard University** 2023 –
Lead Researcher/Coordinator
Leading research/practice partnership with Harvard Math Department to understand student decision-making (student surveys, interviews, classroom observations)
- Measuring Undergraduate Success Trajectories (MUST) Project at UC Irvine** 2023 –
Collaborating Researcher | sites.uci.edu/ucimustproject
Determining patterns of extracurricular participation and leadership by demographic using multi-wave survey and administrative data 2019 – 2023
- Teacher Qualifications in Career-Focused STEM Courses (NSF Grant # DRL-2101163)** 2022 –
Postdoctoral Fellow
Conducting analysis on Maryland student enrollment and teacher human resource data, focus on STEM Career and Technical Education courses, teachers, and contexts.
- Pathways Longitudinal Cohort Study** 2019 –
Co-Investigator
Co-designed a study on undergraduate course selection and academic identity. Conducted Zoom interviews with 85 undergraduate students each quarter for 4 years (900+ interviews).
- Carta Pathways Lab** 2017 – 2022
Lab Manager | pathwayslab.stanford.edu
Managed membership, website, and project progress. Conducted focus groups to understand how an online course search tool was being utilized amongst undergraduates.
- NYC “No Excuses” Charter School Mathematics Study** 2016 – 2018
Principal Investigator
Conducted classroom observations, student, teacher, and administrator interviews, surveys.

INVITED TALKS

- Seminar Speaker, “Contributing Factors to Undergraduate Math Course Decisions” 2023
Math Department, **Harvard University**
- Book Talk Moderator: [The Trouble with Passion](#) by Erin A. Cech (virtual) 2022
Clayman Institute for Gender Research, **Stanford University**
- Grading Schemes & Equity (virtual) 2022
CS Department faculty meeting, **Stanford University**
- Course Choice and Inequality: Investigating First Math Choice (virtual) [\[Link\]](#) 2021
Center for Academic Innovation, **University of Michigan**

CONFERENCE PRESENTATIONS

- Pass/Fail Policies and Student Experiences of Stress, Motivation, and Learning 2024
AEPF – Association for Education Finance & Policy Annual Conference
1. Extracurricular Demographic Disparities: Racialized and Gendered Organizations 2024
2. Grading Systems and Gendered Enrollment in Undergraduate Math
ESS – Eastern Sociological Society
- Exploring Career and Technical Education Coursetaking of LGB+ High School Students 2024
AERA – American Education Research Association

Extracurricular Participation: Demographic Disparities Across Institutions ASHE – Association for the Study of Higher Education Annual Conference	2023
Extracurricular Participation: Interrogating Demographic Disparities ASA – American Sociological Association Annual Conference	2023
Offering Safe Passage: Grading Systems and Equity in Undergraduate Math AIEFP – Association for Education Finance & Policy Annual Conference	2023
A Little Extra: Extracurricular Participation by Demographic SEA – Sociology of Education Association Annual Conference	2023
Certification and Specialization: STEMM-CTE teachers’ qualifications and student outcomes? APPAM – Association for Public Policy Analysis & Management	2022
Offering Safe Passage: Grading Schemes and Enrollment Patterns in Undergraduate Math ASA - American Sociological Association Annual Conference	2022
Supporting Interviews: How Technology Can Ease the Pain of Logistics Chicago Ethnography Conference (virtual)	2022
Content Repetition in Higher Education: Consequences for Students in Mathematics Courses. ASA - American Sociological Association Annual Conference (virtual)	2021
Content Repetition as a Form of Cumulative Advantage in Higher Education. SEA - Sociology of Education Association Annual Conference (virtual)	2021
Identities, Choices, Paths: Understanding College Students’ Academic Decisions. ASA - American Sociological Association Annual Conference	2018

UNIVERSITY TEACHING EXPERIENCE

INSTRUCTOR OF RECORD

University of Pennsylvania	Summer 2023
Software Skills for Policy Analysis and Reporting (MA students, online, synchronous)	Fall 2022
Stanford University	
How College Works: An Introduction to the Sociology of Higher Education (undergraduate students, online, synchronous) - Formal reviews [Link]	Fall 2020
Ithaca College	Spring 2015
Education Psychology (undergraduate students)	Fall 2014

TEACHING ASSISTANT

Undergraduate Honors Seminar (3 course sequence) – Prof. John Willinsky Graduate School of Education, Stanford University	2017 – 2019
Doctoral Seminar in Curriculum Research – Prof. Jonathan Osborne Graduate School of Education, Stanford University	Fall 2018
How to Learn Math for Teachers (online, asynchronous) – Prof. Jo Boaler Stanford University Online	2017 – 2018
Gender, Development, and Education – Prof. Lisa Yiu Sociology Department (cross-listed Feminist & Gender Studies), Stanford University	Winter 2017

ACADEMIC LEADERSHIP & SERVICE

Board Member , Sociology of Education Association (SEA)	2023 – present
Alumni Mentor , Harvard GSE, SAMI Program	2022 – present
Leadership Team , Pathways Seminar (pathways.stanford.edu)	2022 – 2023
Research Mentor , IRiSS Foothill Community College Intern Program	2016 – 2022
Mentor , Stanford Graduate School of Education, IDEAS summer program	2018 – 2020
Leadership Team & Mentor , GSE Peer Mentoring Program	2016 – 2020
Co-Chair , Stanford University, Sociology and Education Network (SAEN)	2017 – 2019

AWARDS AND HONORS

Myra Strober Prize for best <i>Gender News</i> Article (2020 – 2021), Clayman Institute for Gender Research [Link]	2021
Stanford University Community Impact Award , nominated by faculty and staff	2020
TEDxIthacaCollege Speaker (over 160,000 views) [Link]	2014
Teacher of the Year , Pala Middle School	2010

PROFESSIONAL TRAINING

IES Quantitative Research in Education Program Certificate. Stanford University

- 6 course requirement in quantitative methods for social science research. Core courses in experimental methods, education policy, and causal theory and application.

Data Challenge Lab. Stanford University

- Over 200 hours of intensive R training in the cleaning, parsing, and analysis of social science data.

Preparing Future Professors Fellowship. Stanford University

- Attended weekly course on professional development in academia, higher education logistics, and the academic job market. Shadowed a sociology professor at University of San Francisco.

PEER REVIEWER

Journals: Qualitative Research, Review in Higher Education, Social Forces, Sociological Perspectives, Sociology of Education **Conferences:** Sociology of Education Association, Learning Sciences HCI

RELEVANT WORK EXPERIENCE

HIGHER EDUCATION

Undergraduate Experience Coordinator Economics Department, Cornell University	2014 – 2015
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K-12

Principal Fellow/Math Coach/BTSA Coach/Founding Teacher Alpha Public Schools – East San Jose, CA	2012 – 2014
Dean of Students Ocala Middle School – East San Jose, CA.	2011 – 2012
Math and Science Teacher/Math Chair/Outdoor Education Coordinator Pala Middle School – East San Jose, CA.	2006 – 2010

PROFESSIONAL ASSOCIATIONS

American Sociological Association (ASA)
Sociology of Education Association (SEA) – Current Board Member
Association for the Study of Higher Education (ASHE)
Association for Education Finance & Policy (AEFP)
Sociologists for Women in Society (SWS)
American Educational Research Association (AERA)

REFERENCES

Michael Gottfried (Postdoc PI)

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Mitchell Stevens (PhD advisor)

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Brendan Kelly (Research/Practice Partnership)

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