

MONIQUE HÉLÈNE HARRISON

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ACADEMIC APPOINTMENTS

University of Pennsylvania Aug 2022 -
Postdoctoral Fellow
Division of Policy, Organizations, Leadership, and Systems, Graduate School of Education

EDUCATION

Ph.D. Education, Sociology of Education 2022
Stanford University
Committee: Mitchell Stevens (advisor), anthony antonio, Shelley Correll, sean reardon
Dissertation Title: “Choice and Inequality in US Higher Education”

M.A. Sociology 2020
Stanford University

M.Ed. School Leadership 2011
Harvard University

B.S. Human Development, Concentration: Social Policy 2006
Cornell University

CA Credentials: Teaching (2006 – Present), Administration (2011 – Present)

RESEARCH INTERESTS

Sociology of Education | Gender | Race and Ethnicity | Social Stratification | Mixed Methods

PUBLICATIONS

PEER-REVIEWED PUBLICATIONS

Harrison, M.H. & Hernandez, P.A. (2022). Supporting Interviews with Technology: How Software Integration Can Benefit Participants and Interviewers. *Contemporary Social Science*. [\[Link\]](#)

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. (2022). Nuance in 'No Excuses': Unexpected Progressive Pedagogy and Policy. *Education and Urban Society*. [\[Link\]](#)

Chaturapruerk, 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

Harrison, M.H. Offering Safe Passage: Grading Systems and Enrollment Patterns in Undergraduate Math.
Media coverage: [Stanford Digital Education](#)

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

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. [\[Link\]](#)

IN PRODUCTION

Harrison, M.H. A Little Extra: Gender, Race, and Extracurricular Disparity in Elite Universities

Harrison, M.H. & Walker, P.L. Reactions to Pass/Fail Environments: Motivation, Stress, and Learning

Plasman, J., **Harrison, M.H.**, Zhou, X., Blazar, D., Gottfried, M. CTE or STEM: Does the Certification of STEMM-CTE Teachers Impact Outcomes?

RESEARCH EXPERIENCE

Teacher Qualifications in Career-Focused STEM Courses (NSF Grant # DRL-2101163) 2022 –
Postdoctoral Fellow | PI: Michael Gottfried, Jay Plasman, David Blazar
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 | with Mitchell Stevens, Philip Hernandez (Stanford)
Co-designed a mixed-method study on undergraduate course selection and academic identity. Conducted serial Zoom interviews with 85 undergraduate students each quarter for 4 years (850+ interviews). Managed and mentored 19 community college research interns.

Carta Pathways Lab 2017 – 2022
Lab Manager | pathwayslab.stanford.edu | PI: Mitchell Stevens, John Mitchell
Managed membership and project progress. Conducted focus groups and interviews to understand how an online course search tool was being utilized amongst undergraduates.

NYC "No excuses" charter school success 2016 – 2018
Principal Investigator (supervised by Jo Boaler)
Designed and implemented a qualitative study of "no excuses" charter schools. Work centered on classroom observations and student, teacher and administrator interviews.

Mathematics Teacher Professional Development Analysis 2015 – 2017
Research Assistant | youcubed.org | PI: Jo Boaler

- Administered teacher and student mindset surveys and conducted teacher interviews for a research-practice partnership studying the impact of professional development programs.

SCHOLARSHIPS, FELLOWSHIPS, GRANTS

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 the Institute of Education Sciences/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	2015 – 16

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 , “Click Here: Blended Learning and the Future of Education” (over 150,000 views) [Link]	2014
Teacher of the Year , Pala Middle School	2010

INVITED TALKS

Book Talk Moderator: <u>The Trouble with Passion</u> by Erin A. Cech (virtual) Clayman Institute for Gender Research, Stanford University	2022
Grading Schemes & Equity (virtual) CS Department faculty meeting, Stanford University	2022
Course Choice and Inequality: Investigating First Math Choice (virtual) [Link] Center for Academic Innovation, University of Michigan	2021

CONFERENCE PRESENTATIONS (A SELECTION)

Offering Safe Passage: Grading Systems and Equity in Undergraduate Math AEFP – Association for Education Finance & Policy Annual Conference	Mar 2023
A Little Extra: Extracurricular Participation by Demographic SEA – Sociology of Education Association Annual Conference	Feb 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
Live and Learn by the Rules: Understanding the Success of "No Excuses" Charter Schools. AERA - American Education Research Association Annual Conference (cancelled)	2020
Identities, Choices, Paths: Understanding College Students' Academic Decisions. ASA - American Sociological Association Annual Conference	2018

UNIVERSITY TEACHING EXPERIENCE

INSTRUCTOR OF RECORD

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

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

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
Mathematics and Science Teacher/Outdoor Education Coordinator Pala Middle School – East San Jose, CA.	2006 – 2010

ACADEMIC LEADERSHIP & SERVICE

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
Student Ambassador , Stanford University, Admit Day/Diversity Day	2016 – 2018

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.

PROFESSIONAL ASSOCIATIONS

American Sociological Association (ASA)
Sociology of Education Association (SEA)
Sociologists for Women in Society (SWS)
Association for the Study of Higher Ed (ASHE)

Association for Public Policy Analysis &
Management (APPAM)
Association for Education Finance & Policy (AEFP)
American Educational Research Association (AERA)

OCCASIONAL REVIEWER

Social Forces, Qualitative Research, ACM CHI- Human Factors in Computing Systems

REFERENCES

Michael Gottfried (Postdoc PI)

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Graduate School of Education
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Mitchell Stevens (PhD advisor)

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