

# MONIQUE HÉLÈNE HARRISON

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## ACADEMIC APPOINTMENTS/AFFILIATIONS

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

## EDUCATION

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

## SCHOLARSHIPS, FELLOWSHIPS, GRANTS

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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

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### PEER-REVIEWED PUBLICATIONS

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Plasman, J.S., **Harrison, M.H.**, Zhou, X. Exclusive STEM-CTE Teaching: Teacher Typologies and Student Outcomes (accepted at *Career and Technical Education Research*)

**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

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**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)

**Harrison, M.H.** Examining Extracurricular Participation Using a Framework of Gendered and Racialized Organizations (in production)

### BOOK CHAPTERS

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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

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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)

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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

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

## INVITED TALKS

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

## CONFERENCE PRESENTATIONS

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

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

## UNIVERSITY TEACHING EXPERIENCE

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### INSTRUCTOR OF RECORD

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

### TEACHING ASSISTANT

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

## ACADEMIC LEADERSHIP & SERVICE

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<b>Secretary</b> , Sociology of Education Association (SEA)	2024 – 2025
<b>Board Member</b> , Sociology of Education Association (SEA)	2023 – 2024
<b>Alumni Mentor</b> , Harvard GSE, SAMI Program	2022 – 2024
<b>Leadership Team</b> , Pathways Seminar (pathways.stanford.edu)	2022 – 2023
<b>Research Mentor</b> , IRiSS Foothill Community College Intern Program	2016 – 2022
<b>Mentor</b> , Stanford Graduate School of Education, IDEAS summer program	2018 – 2020
<b>Leadership Team &amp; Mentor</b> , GSE Peer Mentoring Program	2016 – 2020
<b>Co-Chair</b> , Stanford University, Sociology and Education Network (SAEN)	2017 – 2019

## AWARDS AND HONORS

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

## PROFESSIONAL TRAINING

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### **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.

## RELEVANT WORK EXPERIENCE

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### HIGHER EDUCATION

<b>Undergraduate Experience Coordinator</b> Economics Department, Cornell University	2014 – 2015
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### K-12

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

## PEER REVIEWER

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

## PROFESSIONAL ASSOCIATIONS

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American Sociological Association (ASA)  
Sociology of Education Association (SEA) – Current Secretary, past 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

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**Michael Gottfried** (Postdoc PI)

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