

# MONIQUE HÉLÈNE HARRISON

Stanford University Center for Education Policy Analysis  
Department of Social Sciences, Humanities, and Interdisciplinary Policy Studies

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## EDUCATION

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<b>Ph.D.</b>	<b>Stanford University</b> , Sociology and Education	2022
	Dissertation Title: “Choice and Inequality in US Higher Education”	
	Committee: Drs. Mitchell Stevens (advisor), anthony lising antonio, Shelley Correll, sean reardon,	
<b>M.A.</b>	<b>Stanford University</b> , Sociology	2020
<b>M.Ed.</b>	<b>Harvard University</b> , School Leadership Credentials: Administrative Credential (CA)	2011
<b>B.S.</b>	<b>Cornell University</b> , Human Development Concentration: Social Policy	2006

## RESEARCH AND TEACHING INTERESTS

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Education, STEM Pipelines, Gender, Race & Ethnicity, Social Stratification/Inequality, Mixed Methodologies

## PUBLICATIONS

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### PEER-REVIEWED PUBLICATIONS

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**Harrison, M.H.**, Hernandez, P. A. & Stevens, M. L. (2022). Should I start at Math 101? Content Repetition as an Academic Strategy in Elective Curriculums. *Sociology of Education* [\[Link\]](#)

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

Chaturaprupek, 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*. [\[Link\]](#)

**Markoff, M.** (2016). The Potential and Pitfalls of Blended Learning: Advice for Teachers. *New England Mathematics Journal*. 48(1), 57-64. [\[Link\]](#)

### PAPERS UNDER REVIEW

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**Harrison, M.H.** Safe Passage: Grading Schemes and Enrollment Patterns in Undergraduate Math

**Harrison, M.H.** & Hernandez, P. Supporting Interviews: How Technology Can Ease the Pain of Logistics.

### CONFERENCE PROCEEDINGS

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

## SCHOLARSHIPS, FELLOWSHIPS, GRANTS

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GSE Dissertation Fellowship funded by Stanford Graduate School of Education ( <b>\$35,000</b> )	2021 – 22
Graduate Dissertation Fellowship funded by Michelle R. Clayman Institute for Gender Research ( <b>\$46,000</b> )	2020 – 21
Graduate Dissertation Grant funded by Stanford Graduate School of Education ( <b>\$6,000</b> )	2020 – 21
Stanford Graduate Training Fellowship in Quantitative Education Policy Analysis funded by the Institute of Education Sciences/U.S. Department of Education ( <b>\$72,500</b> )	2016 – 18
Student Projects for Intellectual Community Enhancement Grants for Peer Mentoring & Soc of Ed professional learning community ( <b>2 x \$4,000</b> )	2017 – 19
The Dean's Fellowship funded by Stanford University Graduate School of Education ( <b>\$30,000</b> )	2015 – 16

## CONFERENCE PRESENTATIONS

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Offering Safe Passage: Grading Schemes and Enrollment Patterns in Undergraduate Math <b>American Sociological Association Annual Conference</b>	Aug 2022
Offering Safe Passage: Pass/Fail and Equity <b>Pandemic Pedagogy Research Symposium (Duke University)</b>	May 2022
Supporting Interviews: How Technology Can Ease the Pain of Logistics <b>Chicago Ethnography Conference</b> (virtual)	April 2022
Content Repetition in Higher Education: Consequences for Students in Mathematics Courses. <b>American Sociological Association Annual Conference</b> (virtual)	2021
Content Repetition as a Form of Cumulative Advantage in Higher Education. <b>Sociology of Education Association Annual Conference</b> (virtual)	2021
Live and Learn by the Rules: Understanding the success of "no excuses" charter schools. <b>American Education Research Association Annual Conference</b> (cancelled)	2020
Sticking with STEM: Gender, Grades and STEM Persistence. <b>American Sociological Association Annual Conference</b>	2019
Identities, Choices, Paths: Understanding College Students' Academic Decisions. <b>American Sociological Association Annual Conference</b>	2018

## INVITED TALKS

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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
Examining Charter Schools: Current Debates and Rhetoric Urban Education Guest Speaker, <b>University of San Francisco</b>	2019

## UNIVERSITY TEACHING EXPERIENCE

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### INSTRUCTOR OF RECORD

- How College Works: An Introduction to the Sociology of Higher Education (online)** Fall 2020  
Department of Education (cross-listed with Feminist & Gender Studies), Stanford University
- Introduction to sociology through feminist and critical lenses.
  - Focus on reading and evaluating research in service to students' college pathways.
  - Reviews available [\[Link\]](#)
- Education Psychology** 2014 – 2015  
Department of Education, Ithaca College
- Designed, taught, and assessed foundational course in education certification sequence. Learning goals included broad understanding of learning theories, ability to read and assess research, and production of scholarly writing.
  - Overall quality of instruction, from student evaluations, 4.9/5

### TEACHING ASSISTANT

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

## RELEVANT WORK EXPERIENCE

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### HIGHER EDUCATION

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

### K-12

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

## ACADEMIC LEADERSHIP & SERVICE

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- Mentor**, Stanford Graduate School of Education, IDEAS summer program 2018 – 2020
- Leadership Team & Mentor**, Graduate School of Education 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

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### **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.

## OTHER 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> , “Click Here: Blended Learning and the Future of Education” (over 150,000 views) <a href="#">[Link]</a>	2014
<b>Teacher of the Year</b> , Pala Middle School	2010

## PROFESSIONAL ASSOCIATIONS

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American Sociological Association (ASA)	Association for the Study of Higher Ed (ASHE)
Sociologists for Women in Society (SWS)	Association for Public Policy Analysis & Management (APPAM)
American Educational Research Association (AERA)	
Sociology of Education Association (SEA)	

## OCCASIONAL REVIEWER

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Sociology of Education, Qualitative Research, ACM CHI Conference on Human Factors in Computing Systems

## REFERENCES

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### **Professor Mitchell Stevens** (advisor)

[stevens4@stanford.edu](mailto:stevens4@stanford.edu)

Stanford Graduate School of Education  
(650) 723-4536 (office)

### **Professor Shelley Correll**

Michelle Mercer and Bruce Golden Family  
Professor of Women’s Leadership  
Director, Stanford VMware Women’s Leadership Innovation Lab  
Sociology Department  
Stanford University  
[scorrell@stanford.edu](mailto:scorrell@stanford.edu)  
(650) 721-1736 (office)

### **Professor anthony antonio**

[aantonio@stanford.edu](mailto:aantonio@stanford.edu)

Stanford Graduate School of Education  
(650) 723-4053 (office)  
(650) 723-4717 (office)

### **Professor John Willinsky**

Associate Dean for Student Affairs  
Stanford Graduate School of Education  
[john.willinsky@stanford.edu](mailto:john.willinsky@stanford.edu)  
(650) 723-2109 (office)