

MONIQUE HÉLÈNE HARRISON

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

408.677.7796 | moniqueharrison@stanford.edu | MoniqueHarrison.com

EDUCATION

| | | |
|--------------|--|-----------|
| Ph.D. | Stanford University , Sociology and Education | June 2022 |
| | Dissertation Title: “Choice and Inequality in Higher Education” | |
| | Committee: Drs. Mitchell Stevens (advisor), Shelley Correll, sean reardon, anthony antonio | |
| M.A. | Stanford University , Sociology | 2019 |
| M.Ed. | Harvard University , School Leadership Credentials: Administrative Credential (CA) | 2011 |
| B.S. | Cornell University , Human Development Concentration: Social Policy | 2006 |

RESEARCH AND TEACHING INTERESTS

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

PUBLICATIONS

PEER-REVIEWED PUBLICATIONS

Harrison, M.H. (Forthcoming). Nuance in 'No Excuses': Unexpected Progressive Pedagogy and Policy. *Education and Urban Society*.

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

PAPERS UNDER REVIEW

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

Harrison, M.H. & Hernandez, P. (under review at *Educational Researcher*) Supporting Interviews: How Technology Can Ease the Pain of Logistics.

¹ Prior Name

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 *American Sociological Association Annual Conference*, Philadelphia, PA. [\[Link\]](#)

SCHOLARSHIPS, FELLOWSHIPS, GRANTS

| | |
|---|-----------|
| Summer Dissertation Fellowship funded by Stanford Graduate School of Education (\$11,000) | Sum 2021 |
| Graduate Dissertation Fellowship funded by Michelle R. Clayman Institute for Gender Research (\$46,000) | 2020 – 21 |
| Graduate Dissertation Grant funded by Stanford Graduate School of Education (\$6,000) | 2020 – 21 |
| Preparing Future Professors Fellowship funded by Stanford University Vice Provost for Graduate Education (VPGE) | 2018 – 19 |
| Stanford Graduate Training Fellowship in Quantitative Education Policy Analysis funded by the Institute of Education Sciences/U.S. Department of Education (\$72,500) | 2016 – 18 |
| Student Projects for Intellectual Community Enhancement Grant for Sociology and Education Network (SAEN) professional learning community (\$4,000) | 2017 – 19 |
| Student Projects for Intellectual Community Enhancement Grant for Stanford Peer Mentorship Program (\$4,000) | 2016 – 19 |
| The Dean's Fellowship funded by Stanford University Graduate School of Education (\$30,000) | 2015 – 16 |

CONFERENCE PRESENTATIONS

| | |
|---|------|
| Content Repetition in Higher Education: Consequences for Repeaters and Fellow Students in Mathematics Courses. American Sociological Association Annual Conference (virtual) | 2021 |
| Content Repetition as a Form of Cumulative Advantage in Higher Education. Sociology of Education Association Annual Conference (virtual) | 2021 |
| Identity Stability and Stereotype Threat: Changes to Math and Science Identity in the College Transition. American Education Research Association Annual Conference (cancelled) | 2020 |
| Live and Learn by the Rules: Understanding the success of "no excuses" charter schools. American Education Research Association Annual Conference (cancelled) | 2020 |
| Sticking with STEM: Gender, Grades and STEM Persistence. American Sociological Association Annual Conference | 2019 |
| Identities, Choices, Paths: Understanding College Students' Academic Decisions. American Sociological Association Annual Conference | 2018 |

UNIVERSITY TEACHING EXPERIENCE

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

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

- 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

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, understanding higher education, and the academic job market. This course included a semester shadowing a sociology professor at University of San Francisco and performing teaching demos.

OTHER AWARDS AND HONORS

| | |
|---|------|
| Myra Strober Prize for best <i>Gender News</i> Article (2020 – 2021), Clayman Institute for Gender Research | 2021 |
| Stanford University Community Impact Award , nominated by faculty and staff | 2020 |
| TEDxIthacaCollege Speaker , “Click Here: Blended Learning and the Future of Education” (over 140,000 views) [Link] | 2014 |
| Teacher of the Year , Pala Middle School | 2010 |

PROFESSIONAL ASSOCIATIONS

| | |
|--|--|
| American Sociological Association (ASA) | Sociology of Education Association (SEA) |
| Sociologists for Women in Society (SWS) | Association for the Study of Higher Education (ASHE) |
| American Educational Research Association (AERA) | |

REFERENCES

Professor Mitchell Stevens (advisor)

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
(650) 721-1736 (office)

Professor Anthony Antonio

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
(650) 723-2109 (office)