

# ABIGAIL ORRICK

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## EDUCATION

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**Harvard University** Expected May 2026  
Ph.D. in Education, Concentration in Culture, Institutions, & Society  
Committee: Dr. Jal Mehta (Chair), Dr. Bianca Baldrige, and Dr. Megan Tompkins-Stange (University of Michigan)

**University of Michigan** May 2015 & May 2019  
Master of Public Policy (2019)  
Bachelor of Arts in Public Policy, Minor in Social Work: Community Action and Social Change (2015)

## POSITIONS

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**Harvard University Graduate School of Education** 2022 - Present  
Instructor in Education

## FELLOWSHIPS AND AWARDS

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**Presidential Scholar**, Harvard University Graduate School of Arts and Sciences (\$5,000) 2019 - 2024  
**Conference Grant**, Harvard University Graduate School of Arts and Sciences (\$3,000) 2022 - 2023  
**Finalist** (with Jal Mehta), Spencer Foundation Research Grant on Education 2021  
**Centennial Graduate Fellowship**, University of Michigan Ford School of Public Policy (\$3,500) 2017 - 2019  
**Engaged Pedagogy Fellow**, University of Michigan (\$1,000) 2018  
**Weston Fellowship in Education Policy**, University of Michigan (\$7,500) 2018  
**Dow Distinguished Seed Grant**, University of Michigan Graham Sustainability Institute (\$10,000) 2018  
**Dow Sustainability Fellowship**, University of Michigan Graham Sustainability Institute (\$20,000) 2018  
**Commencement Service Cord Recipient**, University of Michigan 2015  
**Academic Honors**, University of Michigan 2011 - 2015

## PUBLICATIONS

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### IN PREPARATION

**Orrick, A. & Mehta, J.** “Maybe what was sold to me isn’t true”: The changing nature of inequality frames amongst no-excuses educators.

**Orrick, A. & Mehta, J.** The humanizing influence of parenthood for teachers in no-excuses charter schools.

Bempechat, J., **Orrick, A.**, & Silva, M. “A critical discourse analysis of teachers’ decisions to implement ‘no-homework’ policies.”

### REPORTS AND EVALUATIONS

Feinstein, S., **Orrick, A.**, Owen, C., Stacey, B. & Villegas, R. (2018). “Vegetative buffers and tree canopy: Promoting the use of trees to improve local air quality with local policy.” Report completed for the Great Lakes Environmental

Law Center on analysis and community engagement efforts around the potential of greenery to improve human health in the city of Detroit. (*equal authorship*)

Garbes, L., **Orrick, A.**, & Tompkins-Stange, M. (2017). “Transparency and communication in the Brightmoor Quality Initiative co-design process. Report completed for the Max M. and Marjorie Fisher Foundation on a 7-year community-based philanthropic collaboration with early childhood educators in the Brightmoor neighborhood of Detroit. (*equal authorship*)

### BOOK REVIEWS

**Orrick, A.** (2022). Review of *Thinking like an economist: How efficiency replaced equality in U.S. public policy.* by E. P. Berman. *Harvard Educational Review*. [[Link](#)]

**Orrick, A.** (2022). Review of *How the word is passed: A reckoning with the history of slavery across America* by C. Smith. *Harvard Educational Review* 92(2). [[Link](#)]

**Orrick, A.** (2022). Review of *Scripting the moves: Culture and control in a “no-excuses” school* by J. Golann. *Harvard Educational Review* 92(1), 140-144. [[Link](#)]

### EDITORIAL

Napier, A. & **Orrick, A.** (2022). “Editors introduction: The economic, social, and political dimensions of platform studies in education.” *Harvard Educational Review* 92(2). [[Link](#)] (*equal authorship*)

Editors of the *Harvard Educational Review* (2021). “A letter from the editors: The cataclysmic events of 2020 and editorial board commitments.” *Harvard Educational Review* 91(1). [[Link](#)]

### PRESENTATIONS

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#### ACADEMIC CONFERENCES

**Orrick, A.** (2023). Competitive, innovative, and efficient? An analysis of economic reasoning in federal education grantmaking. Paper presented at American Educational Research Association Annual Meeting. Chicago, IL.

**Orrick, A.** & Mehta, J. (2023). Racial reckonings and rethinking reform: How no-excuses educators respond to a changing political environment. Paper presented at Association for Education Finance and Policy. Denver, CO.

**Orrick, A.** & Mehta, J. (2023) The socialization of no-excuses educators: Remorse, rethinking, and doubling down. Paper presented at Sociology of Education Association Annual Conference. Monterey, CA.

Mehta, J. & **Orrick, A.** (2022). No-excuses education: Exploring intersections of the personal and political. Paper for American Educational Research Association Annual Meeting. San Diego, CA.

#### INVITED TALKS

**Orrick, A.** (2023). The policies and politics of changing no-excuses charter schools. Guest presentation for Policy Implementation Seminar at the University of Chicago, hosted by Dr. Karlyn Gorski. Virtual.

**Orrick, A.** (2023). Racial reckonings and rethinking reform: How no-excuses educators respond to a changing political environment. Guest presentation at Boston University, Wheelock College of Education and Human Development.

## RESEARCH EXPERIENCE

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### Harvard University

- Principal investigator (with Dr. Jal Mehta) exploring the personal and professional journeys of teachers in no-excuses charter schools. 2019 - Present
- Research assistant with Dr. Ebony Bridwell-Mitchell, synthesizing the landscape of institutional theory in education scholarship. 2022

### Boston University

- Research assistant with Dr. Janine Bempechat, examining the ethical dilemmas and decision making of teachers through critical discourse analysis. 2023 - Present
- Research assistant with Boston Area Research Initiative, analyzing the Boston school assignment and choice algorithms. 2021 - 2022

### University of Michigan

- Research assistant with Dr. Megan Tompkins-Stange on participatory project with the Fisher Foundation on models for collaborative philanthropic grantmaking, and on W. T. Grant Foundation-funded project, “Financing the policy discourse: How advocacy research funded by private foundations shapes the debate on teacher quality”. 2015 - 2020
- Research assistant for the Youth Policy Lab (co-PIs, Dr. Brian Jacobs and Dr. Jasmina Camo-Biogradlija), survey and focus group evaluation of the Detroit Promise College Scholarship. 2017 - 2019

## TEACHING AND CURRICULAR EXPERIENCE

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### Harvard University

#### *Instructor of Record*

- Evidence (2024, 2025)
- Foundations of Race and Ethnicity (2022, 2023, 2024)

#### *Teaching Fellow*

- PhD Concentration Proseminar: Culture, Institutions, & Society (2025)
- Evidence (2021, 2022, 2023)
- PhD Proseminar (2024)
- Deeper Learning for All: Designing a 21<sup>st</sup> Century School System (2020, 2021, 2024)
- How People Learn (2020, 2021, 2022, 2023, 2024)
- Education Policy and Analysis (2023)
- Economics for Educators (2023)
- Thinking Strategically about Reform (2022)
- Education and Resistance in Community-Based Youth Organizations (2022)
- The Role of Philanthropy in Education (2021)

### University of Michigan

#### *Graduate Student Instructor*

- SOC 215: Organization and Society (2019)

- PUBPOL 586: Performance Management (2018)

**University of Michigan, Engaged Pedagogy Initiative**  
*Graduate Fellow*

**University of Michigan, Ginsberg Center for Community Service and Learning**  
*Curriculum Consultant*

## RELEVANT PROFESSIONAL EXPERIENCE

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<b>Deans for Impact</b> Research Consultant	<b>Remote</b> 2024 - Present
<b>Michigan Department of Civil Rights</b> Research Assistant, Civil Rights Commission on Education	<b>Detroit, MI</b> 2018 - 2019
<b>Detroit Public Schools Community District</b> Graduate Policy Fellow	<b>Detroit, MI</b> 2018
<b>KIPP Adelante Preparatory Academy</b> Guidance Counselor	<b>San Diego, CA</b> 2016 - 2017
<b>Ann Arbor YMCA</b> Youth Programs Developer AmeriCorps Volunteer	<b>Ann Arbor and Ypsilanti, MI</b> 2015 – 2017 2015
<b>University of Michigan North Campus Children’s Center</b> Preschool Teacher	<b>Ann Arbor, MI</b> 2012 - 2015

## SERVICE

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<b>Editor and Co-Chair, <i>Harvard Educational Review</i></b>	2020 - 2022
<b>Alumni Advisor, University of Michigan Ford School of Public Policy</b>	2019 - 2021
<b>Proposal Reviewer, Harvard University Engaged Scholarship and Social Justice Conference</b>	2020
<b>Editor, Technical Committee, <i>American Journal of Education Forum</i></b>	2018 – 2019
<b>Executive Board, University of Michigan Ginsberg Center for Community Service and Learning</b>	2011 - 2015

## PROFESSIONAL ASSOCIATIONS

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Association for Education Finance and Policy (AEFP)  
 Sociology of Education Association (SEA)  
 American Education Research Association (AERA)
 

- Division L (Educational Policy and Politics)
- Organizational Theory SIG
- Philanthropy and Education SIG