

ABIGAIL K. M. ORRICK

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EDUCATION

- 2019 - Present **Harvard University**
Ph.D. in Education, Concentration in Culture, Institutions, and Society
- 2015, 2019 **University of Michigan**
Master of Public Policy (2019)
Bachelor of Arts in Public Policy, Minor in Community Action and Social Change (2015)

POSITIONS

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

FELLOWSHIPS AND AWARDS

- 2019 - 2024 *Presidential Scholar*, Harvard University Graduate School of Arts and Sciences (\$5,000)
- 2021 *Finalist* (with Jal Mehta), Spencer Foundation Research Grant on Education
- 2017 - 2019 *Centennial Graduate Fellowship*, University of Michigan Ford School of Public Policy (\$3,500)
- 2018 *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)
- 2015 *Commencement Service Cord Recipient*, University of Michigan
- 2011 - 2015 *Academic Honors*, University of Michigan

PUBLICATIONS

- Orrick, A. (Forthcoming). Review of *Thinking like an economist: How efficiency replaced equality in U.S. public policy* by E. P. Berman. *Harvard Educational Review*.
- Napier, A. & Orrick, A. (2022). "Editors introduction: The economic, social, and political dimensions of platform studies in education." *Harvard Educational Review* 92(2).
- 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).
- 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.

MANUSCRIPTS IN PREPARATION

Orrick, A. “Competitive, innovative, and efficient? An analysis of economic reasoning in federal education grantmaking.”

Orrick, A. & Mehta, J. “Racial reckonings and rethinking reform: How no-excuses educators respond to a changing political environment.”

Mehta, J. & Orrick, A. “No-excuses educators and the racial reckoning: Remorse, rethinking, and doubling down.”

REPORTS AND EVALUATIONS

2019 “A path from access to success: Interim findings from the Detroit Promise Path evaluation.” (contributed to survey and focus group fielding and analysis). Report completed for the City of Detroit on preliminary impacts of the Detroit Promise scholarship and student services support program.

2018 “Vegetative buffers and tree canopy: Promoting the use of trees to improve local air quality with local policy.” (co-authored with Susannah Feinstein, Chris Owen, Ben Stacey, and Rebeca Villegas). 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.

2017 “Transparency and communication in the Brightmoor Quality Initiative co-design process.” (co-authored with Megan Tompkins-Stange and Laura Garbes) 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.

CONFERENCE PRESENTATIONS

2022 Mehta, J. & Orrick, A. “No-Excuses Education: Exploring Intersections of the Personal and Political” Paper for *American Educational Research Association Annual Meeting*. San Diego, CA.

2020 Orrick A. & Garness, K. “The Role of Trust in Disruptive Reform Work” *Harvard Graduate School of Education Student Research Symposium*. Cambridge, MA.

TEACHING AND CURRICULAR EXPERIENCE

- 2020 – Present **Harvard University**
- Co-Instructor of Record (with Bianca Baldrige), Foundations of Race and Ethnicity (2022)
 - Teaching Fellow, Thinking Strategically about Reform (2022)
 - Teaching Fellow, Education and Resistance in Community-Based Youth Organizations (2022)
 - Teaching Fellow, Evidence (2022)
 - Teaching Fellow, How People Learn (2020, 2022)
 - Teaching Fellow, The Role of Philanthropy in Education (2021)
 - Teaching Fellow, Deeper Learning for All: Designing a 21st Century School System (2020, 2021)
- 2018 – 2019 **University of Michigan**
- Graduate Student Instructor, SOC 215: Organization and Society (2019)
 - Graduate Student Instructor, PUBPOL 586: Performance Management (2018)
 - Grader, SOC 204: Nonprofit Organizations (2018)
- 2018 **University of Michigan Engaged Pedagogy Initiative**

Graduate Fellow

2017 **Ginsberg Center for Community Service and Learning**
Curriculum Consultant

RELEVANT PROFESSIONAL EXPERIENCE

2021 – Present *Designer (2021 – 2022), Senior Designer (2022 – Present), People Rocket*
2018 – 2019 *Research Assistant, Civil Rights Commission on Education, Michigan Department of Civil Rights*
2018 *Graduate Policy Fellow, Detroit Public Schools Community District*
2016 – 2017 *Instructional Specialist, KIPP Adelante Preparatory Academy*
2015 – 2017 *Youth Programs Developer (2015-2017), AmeriCorps Volunteer (2015), Ann Arbor YMCA*

SERVICE AND PROFESSIONAL MEMBERSHIPS

2020 – Present *Harvard Educational Review, Editor (2020 – 2021), Co-Chair (2021 – 2022)*
2020 – Present *Organizations Research Lab, Harvard Graduate School of Education*
2020 – 2021 *Politics of Education Group, Program on Education Policy and Governance*
2019 – 2021 *University of Michigan Ford School of Public Policy, Alumni Advisor*
2020 *Harvard University Engaged Scholarship and Social Justice Conference, Proposal Reviewer*
2018 – 2019 *American Journal of Education Forum, Technical Committee*
2017 – 2019 *Ford School Charity Auction, Executive Board*
2016 – 2018 *Pro bono non-profit and educational consultant for clients including Cultivate Coffee and Taphouse, Growing Hope Urban Farm, Literati Bookstore, and Arbor Charter Academies.*
2011 – 2015 *Michigan Active Citizens, Executive Board*