

ABIGAIL K. M. ORRICK

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EDUCATION

Harvard University, Graduate School of Education

Ph.D. in Education

Expected May 2025

University of Michigan

Master of Public Policy (2019)

Bachelor of Arts in Public Policy, Minor in Community Action and Social Change (2015)

May 2015 & May 2019

POSITIONS

Harvard University Graduate School of Education

Instructor in Education

2022 - Present

Cambridge, MA

FELLOWSHIPS AND AWARDS

Presidential Scholar , Harvard University Graduate School of Arts and Sciences (\$5,000)	2019 - 2024
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

IN PREPARATION

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

Orrick, A. & Mehta, J. “The racial socialization of no-excuses educators: Remorse, rethinking, and doubling down.”

Bempechat, J., Silva, M., & **Orrick, A.** “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](#)]

PRACTITIONER RESOURCES

Bempechat, J., Silva, M., Villegas-Reimers, E. & **Orrick, A.** “The dilemma of homework at Garden View Elementary School.” Case study in May et al. (Eds.) *Developing educational leaders: A practical approach to the first year of teaching.* Linus Learning.

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

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 racial 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.** (2023). 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.

TEACHING AND CURRICULAR EXPERIENCE

Harvard University

Co-Instructor of Record (with Bianca Baldrige), Foundations of Race and Ethnicity (2022)

Teaching Fellow

- Economics for Educators (2023)
- How People Learn (2020, 2022, 2023)
- Thinking Strategically about Reform (2022)
- Education and Resistance in Community-Based Youth Organizations (2022)
- The Role of Philanthropy in Education (2021)
- Deeper Learning for All: Designing a 21st Century School System (2020, 2021)

University of Michigan

Graduate Student Instructor

- SOC 215: Organization and Society (2019)
- PUBPOL 586: Performance Management (2018)
- SOC 204: Nonprofit Organizations (2018)

University of Michigan, Engaged Pedagogy Initiative

Graduate Fellow

University of Michigan, Ginsberg Center for Community Service and Learning

Curriculum Consultant

RELEVANT PROFESSIONAL EXPERIENCE

People Rocket

Senior Designer

Remote

2021 - 2022

Michigan Department of Civil Rights

Research Assistant, Civil Rights Commission on Education

Detroit, MI

2018 - 2019

Detroit Public Schools Community District

Graduate Policy Fellow

Detroit, MI

2018

KIPP Adelante Preparatory Academy

Instructional Specialist

San Diego, CA

2016 - 2017

Ann Arbor YMCA

Youth Programs Developer

AmeriCorps Volunteer

Ann Arbor and Ypsilanti, MI

2015 – 2017

2015

SERVICE

Editor and Co-Chair, *Harvard Educational Review*

2020 - 2022

Alumni Advisor, University of Michigan Ford School of Public Policy

2019 - 2021

Proposal Reviewer, Harvard University Engaged Scholarship and Social Justice Conference

2020

Editor, Technical Committee, *American Journal of Education Forum*

2018 – 2019

Executive Board, University of Michigan Active Citizens

2011 - 2015

PROFESSIONAL ASSOCIATIONS

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

Organizations Research Lab, Harvard Graduate School of Education