

# ABIGAIL K. M. ORRICK

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## EDUCATION

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- 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)

## FELLOWSHIPS AND AWARDS

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- 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

## RELEVANT RESEARCH EXPERIENCE

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- 2019 – Present      **No-Excuses Education: Exploring Intersections of the Personal and Political:** with Dr. Jal Mehta
- Researching the evolution of beliefs about no-excuses schools and pedagogy through in-depth qualitative interviews with over fifty current and former educators.
- 2021      **The State of Institutional Theory and Education:** with Dr. Ebony Bridwell-Mitchell
- Reviewing the past two decades of education literature that employs institutional theory to develop frameworks and typologies for future research.
- 2020 – 2021      **Pursuing Equity in Boston Public Schools:** with Dr. Nancy Hill and Dr. Dan O'Brien at Boston Area Research Initiative
- Collaborated with a cross-disciplinary team of data scientists and education researchers at to analyze the state of Boston's school lottery and assignment processes.
- 2015 – 2020      **Financing the Policy Discourse: How Advocacy Research Funded by Private Foundations Shapes the Debate on Teacher Quality:** with Dr. Megan Tompkins-Stange
- Project funded by William T. Grant Foundation
  - Contributed to research for *Value Added: How Teacher Evaluation Became the Next Big Idea* (under contract, University of Chicago Press) by conducting network analyses of policy discourse and qualitative interviews to assess how teacher quality reforms gain policy legitimacy.

- 2017 – 2019      **Detroit Students’ College Pathways and Outcomes:** with Dr. Jasmina Camo-Biogradlija at University of Michigan Education Policy Initiative
- Evaluated postsecondary access and persistence measures for Detroit high school and college students by designing, executing, and analyzing surveys and focus groups.

## **PUBLICATIONS**

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- 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.

## **REPORTS AND EVALUATIONS**

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- 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**

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- 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**

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- 2020 – Present      **Harvard University**
- 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 21<sup>st</sup> 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**

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- 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**

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- 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*