
ERIN MURPHY-GRAHAM

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CURRENT POSITION

2005-present Assistant Adjunct Professor, Graduate School of Education, University of California, Berkeley

EDUCATION

2005 Ed.D., Education, Harvard Graduate School of Education
1999 M.Sc., Comparative and International Education, Oxford University
1998 B.A., International Relations and Spanish, Tufts University

AWARDS AND HONORS

2007 Research support grant, UC Berkeley Center for Latin American Studies
2004 Dissertation Research Grant, Harvard Graduate School of Education
2003 Spencer Foundation Advanced Doctoral Student Apprenticeship Grant
2002 Foreign Language and Area Studies Fellowship (FLAS), US Department of Education (also received in 2001)
2000 Outstanding Student, New England Council on Latin American Studies
1999 Dissertation distinction, Oxford University
1998 Phi Beta Kappa and *summa cum laude*, Tufts University
1995 Dean's Prize for Academic Excellence, Tufts University

PUBLICATIONS

Journal articles

Murphy-Graham, E. Opening the black box: Women's empowerment and innovative secondary education in Honduras. *Gender and Education*. Forthcoming 2008.

Weiss, C.; Murphy-Graham, E.; Gandhi, A. & Petrosino, A. . Making the dream of evidence-based policy come true: The fairy godmother and her warts. *American Journal of Evaluation*. Forthcoming 2008.

Murphy-Graham, E. (2007). How secondary education can be used to promote participation in public life: evidence from the *Sistema de Aprendizaje Tutorial* program in Honduras. *Prospects Quarterly Review of Comparative Education* 37(1), 95-111.

Gruner, A. Murphy-Graham, E., Petrosino, A., and Weiss, C. (2007). The devil is in the details: examining the evidence for school-based drug abuse prevention programs. *Evaluation Review*. 31(1), 43-74.

Petrosino, A.; Birkeland, S.; Hacsı, T, Murphy-Graham, E. & Weiss, C. (2006). US state government and D.A.R.E.: The story in four states. *Evidence & Policy* 2(3), 291-319.

Weiss, C. , Murphy-Graham, E., and Birkeland, S. (2005). An alternate route to policy influence: Evidence from a study of the Drug Abuse Resistance Education (D.A.R.E.) Program. *American Journal of Evaluation*, (26), 12-31.

Birkeland, S., Murphy-Graham, E., and Weiss, C. (2005). Good reasons for ignoring good evaluation: Evidence from a study of the Drug Abuse Resistance Education (D.A.R.E.) Program. *Evaluation and Program Planning* 28(3), 247-256.

Manuscripts in preparation

Murphy-Graham, E. (under review). Women have changed but men have not: Education and women's empowerment in intimate relationships.

Murphy-Graham, E. (in preparation). Changing gender norms through secondary education: Evidence from the Honduran *Sistema de Aprendizaje Tutorial* (SAT) Program

Murphy-Graham, E. (in preparation). *Mining gems: Secondary education and women's empowerment in Honduras.*

Technical reports and other publications:

Murphy-Graham, E. (2005). *Para seguir adelante: Women's empowerment and the Sistema de Aprendizaje Tutorial* (SAT) program in Honduras. Unpublished Doctoral Dissertation, Harvard University Graduate School of Education.

Murphy-Graham, E. (2003). Women's empowerment and the SAT program in Garifuna villages of Northern Honduras: A qualitative pilot study. Qualifying Paper. Harvard University Graduate School of Education

Burns, A., Daileader Ruland, C., Finger, F., Murphy-Graham, E., McCarney, R., and Schueller, J. (2004). Reaching out of school youth with reproductive health and HIV information and services. *Youth Issues*. Arlington, VA: Family Health International.

Murphy-Graham, E. (2003). PROGRESA/Oportunidades. Background paper prepared for the NAS Panel on Transitions to Adulthood, Washington, D.C., 2003.

Murphy-Graham, E. (2002). Rags, petrol and matches: Why the education of women is not enough. *World Order* (Winter 2001-2002), 23-31.

Murphy-Graham, E. (2001). Gender and money: Resources. *Gender and Development*. 9(1), 90-96.

Essex, R. and Murphy-Graham, E. (2001). Summaries of BRIDGE reports. *Bridge Reports*. Institute for Development Studies, Brighton, England.

Murphy-Graham, E. (2000) Women and leadership: Resources, *Gender and Development* 8(3), 80-86. [Reprinted in *Women and Leadership: Oxfam Focus on Gender* (2000).]

Murphy-Graham, E. (2000). Gender in the 21st century: Resources. *Gender and Development* 8(1), 109-119.

Murphy-Graham, E. (1999). Women, land and agriculture: Resources. *Gender and Development* 7(3), 86-90.

Murphy, E. and Rawlings, F. (1998). Education of women and socioeconomic development: A commentary. *Bahá'í Studies Review* 8(1), 65-68.

Murphy, E. (1998). Globalization, democracy and the education of women in Latin America. *Hemispheres: The Tufts Journal of International Affairs* 21(1), 26-52.

SEMINAR AND CONFERENCE PRESENTATIONS

Invited addresses:

Murphy-Graham, E. (2007). *The changing nature of secondary education in Latin America*. Center for Popular Education and Participatory Research. University of California, Berkeley. February 2007.

Murphy-Graham, E. (2006). *Why does gender matter in urban education?* Invited speaker, Urban Education Seminar, Graduate School of Education, University of California, Berkeley. November 2006.

Murphy-Graham, E. (2006). *Gender issues in Latin American secondary education*. Invited presentation, University of San Francisco. Graduate School of Education, November, 2006.

Murphy-Graham, E. (2005). *Women's empowerment and secondary education in Honduras*. Bay Area Latin American Studies Series. Center for Latin American Studies, University of California, Berkeley. September, 2005.

Murphy-Graham, E. (2005). *Why might education empower women? Evidence from a qualitative study in Honduras*. Department of Education. University of California, San Diego. March, 2005.

Peer-reviewed presentations

Murphy-Graham, E. (2007). 'We can do it?' Examining the relationship between secondary education and women's empowerment in Honduras. Paper presented at the American Educational Research Association. Chicago, IL. April 9-12, 2007.

Murphy-Graham, E. (2007). How secondary education can be used to promote participation in public life: Evidence from the *Sistema de Aprendizaje Tutorial* program in Honduras. Paper presented at the Comparative and International Education Conference. Baltimore, MD. February 24-28, 2007.

Murphy-Graham, E. (2006) The rise and fall of D.A.R.E.: Lessons for evidence-based policy. Paper presented at the American Education Research Association, San Francisco, CA, April 2006.

Murphy-Graham, E. (2005). Why might education empower? Garifuna women and secondary education in Honduras. Paper presented at the Comparative and International Education Society Conference. Stanford University. March 22-26, 2005.

- Murphy-Graham, E. (2003). Women's empowerment in Honduran Garifuna villages: What does it mean? Evidence from a pilot study. Paper presented at the Caribbean Studies Association Annual Conference. Belize City, Belize. May 26-31, 2003.
- Murphy-Graham, E., Momaya, M., & Taylor, J. (2003). Theoretical and methodological perspectives on women's empowerment. International Forum. Harvard University Graduate School of Education. Cambridge, MA, February, 2003.
- Murphy-Graham, E. (2002). Engendering education reform in Cuba. Paper presented at the New England Conference on Latin American Studies, Worcester, MA. November, 2002.
- Murphy-Graham, E. (2002). Rights, resources and voice: A response to the World Bank's *Engendering Development*. Paper presented at Comparative and International Education Society Annual Conference, Orlando, FL. March, 2002.
- Murphy-Graham, E. (2001). Transplanting SAT: The importance of teacher training. Paper presented at Comparative and International Education Society Annual Conference, Washington, DC. March, 2001.

PROFESSIONAL EXPERIENCE

- 2002-2005 **Research Associate**, Harvard Study for Decisions in Education
Harvard Graduate School of Education, Cambridge, MA
- 2004 **Consultant**, YouthNet (USAID) Family Health International
Arlington, VA
- 2002-2003 **Program coordinator**, Caribbean Studies Association, directed by Pedro
Noguera, Harvard Graduate School of Education
- 2002 **Consultant**, Harvard Programs in Professional Education
- 2002 **External evaluator**, British Department for International Development (DFID) for
external evaluation of the Sistema de Aprendizaje Tutorial program
- 2001-2002 **Research assistant**, Transitions to adulthood study (National Academy of
Sciences), supervised by Nelly P. Stromquist, Harvard Graduate School of
Education
- 1999 **Resources editor**, *Gender and Development*, Oxfam, Oxford, United Kingdom
- 1999 **External evaluator**, British Department for International Development (DFID) for
external evaluation of the Sistema de Aprendizaje Tutorial program

TEACHING

- University of California, Berkeley, CA
Gender and Education in the Americas
Globalization and International Education
Policy Implementation and Organizational Change (with Bruce Fuller)
- Harvard University, Cambridge, MA
Designing Effective Educational Reforms in Developing Countries (Teaching Assistant)
Education Policy Analysis and Research in Developing Countries (Teaching Assistant)
Developing the Research Proposal (Teaching Assistant)
Evaluation of Programs and Policies (Teaching Assistant)

Tufts University, Medford, MA

Nuestros Vecinos: Current Issues in Latin America (first year seminar)

REFEREE SERVICE

Evaluation and Program Planning

Comparative Education Review

Sexuality Research and Social Policy

American Education Research Journal

PROFESSIONAL AFFILIATIONS

Member, American Educational Research Association (AERA)

Member, Comparative and International Education Society (CIES)

Member, Special Interest Group, Gender and Education, (CIES)

Faculty Affiliate, International and Area Studies, University of California, Berkeley

Faculty Affiliate, Center for Latin American Studies, University of California, Berkeley

Faculty Affiliate, Scientific Evaluation for Global Action, University of California, Berkeley

Faculty Affiliate, Institute for the Study of Social Change, University of California, Berkeley

LANGUAGES

Spanish (non-native fluency)

Portuguese (proficient)