

MARY C. MURPHY

CURRICULUM VITAE

Department of Psychology
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EDUCATION

NSF Minority Post-doctoral Fellow, Northwestern University (2007-present)
Advisor: Jennifer Richeson, Ph.D.

Ph.D. in Social Psychology, Stanford University (2002-2007)

M.A., Stanford University (2001-2002)

Advisor: Claude M. Steele, Ph.D.

Dissertation title: A Contextual Theory of Social Identity Threat: Cues, Contingencies, and Belonging in Academic Settings.

B.A., Psychology, Government, Liberal Arts Honors, The University of Texas at Austin (1996-2000)

Phi Beta Kappa, Highest Honors, Special Honors in Psychology, Liberal Arts Honors

Primary Advisor: James Pennebaker, Ph.D.

GRANTS AND FELLOWSHIPS

NSF Minority Postdoctoral Fellowship, National Science Foundation (2007-present)

Research Institute for the Comparative Study in Race and Ethnicity (CCSRE) Dissertation Fellowship, Stanford University (2006-2007)

Graduate Dissertation Fellowship, Spencer Foundation, (2006-2007)

Diversity Dissertation Fellowship, Ford Foundation, (2006-2007, declined)

James Marshall Public Policy Fellowship, Society for the Psychological Study of Social Issues (SPSSI), (2006-2008, declined)

Stanford Center for International Conflict and Negotiation (SCICN) Graduate Fellow Appointment (2005-2006)

Graduate Research Opportunity (GRO) Research Grant, Stanford School of Humanities and Sciences (2005)

Norman Anderson Research Grant, Department of Psychology; Stanford University (2005)

NSF Graduate Research Fellowship, National Science Foundation (NSF), (2000-2004)

Texas Achievement Honors Scholarship, The University of Texas at Austin, (1996-2000)

AWARDS

The Society for the Psychological Study of Social Issues (SPSSI) Conference Travel Award (2006)
Outstanding Undergraduate Teaching Award, Dept of Psychology; Stanford University (2006)
Society for Personality and Social Psychology (SPSP) Graduate Research Poster Award, (2005)
Southwestern Psychological Association (SWPA) Outstanding Paper Award, (2001)
College of Liberal Arts Dean's Distinguished Graduate, The University of Texas at Austin, (2000)
Rapoport-King Award for Honors Thesis Writers, College of Liberal Arts; The University of Texas at Austin (2000)
College Board National Hispanic Scholar Award (1996)

PUBLICATIONS

Murphy M. C., Steele, C. M. & Gross, J. J. (2007). Signaling threat: How situational cues affect women in math, science, and engineering settings. Psychological Science, 18, 879-885.

Murphy, M. C. & Dweck, C. S. (revise and resubmit received 8/5/2007). So that's what smart is: Environmental theories of intelligence influence self-presentation, core values, and behavior towards others. Personality and Social Psychology Bulletin.

Murphy, M. C. & Steele, C. M. (revise and resubmit received 5/24/2007). Belongingness threat: How situational cues and identity contingencies depress people's sense of belonging in academic settings. Journal of Personality and Social Psychology.

Wout, D. A., Murphy, M. C. & Steele, C. M. (revise and resubmit received 5/4/2007). The power of friends: How Whites' diverse friendship networks reduce threat among Blacks. Journal of Experimental Social Psychology.

Manuscripts in Preparation:

Murphy, M. C. & Zirkel, S. A. (in prep). Is it good to stay? A longitudinal look at how persisting in engineering careers impact economic, social, and wellness outcomes among women 15 years later.

Murphy, M. C., Gutierrez, C., Alemi, G., Steele, C. M. (in prep). Situational factors in the medical setting: The effects of cross-cultural communication on perceptions of threat, physiology, and patient disclosure.

Murphy, M. C., & Sexton, J. D. (in prep). Dumb jock? Academic and athletic identity among college football players.

Murphy, M. C. & Zajonc, R. B. (in prep). Who's on top: Gender and race moderate the learning of influence structures.

MEDIA MENTIONS

Are women being scared away from math, science, and engineering fields?

October 2, 2007. PhysOrg: Science, Physics, Tech, Nano, News.

<http://www.physorg.com/news110550785.html>

October 2, 2007. First Science.

http://www.firstscience.com/home/news/breaking-news-all-topics/are-women-being-scared-away-from-math-science-and-engineering-fields_37232.html

October 3, 2007. Science Daily.

<http://www.sciencedaily.com/releases/2007/10/071002131140.htm>

Why women avoid math, science, and technology. October 3, 2007. Brain Based Business.

http://www.brainbasedbusiness.com/2007/10/why_women_avoid_math_and_scienc.html

Gender imbalance behind women's low performance in math, science and engineering. October 3, 2007. Yahoo news.

<http://in.news.yahoo.com/071003/139/6lhjy.html>

Female academic performance lies in the (gender) balance. October 4, 2007. Medical News Today

<http://www.medicalnewstoday.com/articles/84620.php>

Gender imbalanced situation of math, science, and engineering. October 6, 2007. The Situationist.

<http://thesituationist.wordpress.com/2007/10/06/>

Why men dominate math and science fields. October 9, 2007. Live Science.

<http://www.livescience.com/health/071009-women-science.html>

Outnumbered: Women in math, science uncomfortable in minority, study finds. October 17, 2007.

Stanford Report. <http://news-service.stanford.edu/news/2007/october17/murphy-101707.html>

RESEARCH IN PROGRESS

Cognitive, affective, and motivational effects of situational cues on intergroup interactions.

(Collaborator: Jennifer Richeson)

The cognitive and behavioral consequences of subtle and blatant bias during intergroup interactions. (Collaborators: Jennifer Richeson, Nicole Shelton, Hillary Bergsieker, & Michelle Rheinschmidt)

"It's just not me": Self to prototype matching as a contributor to the gender gap in Science.

(Collaborator: Joyce Ehrlinger)

Freezing when it counts: How environmental theories of intelligence affect creative performance and risk aversion. (Collaborators: Carol Dweck & Hazel Markus)

How situational cues influence beliefs about the attainability of skills. (Collaborators: Joyce Ehrlinger, Claude Steele & Carol Dweck)

Contexts of threat: A longitudinal study of perceived identity contingencies among men and women in academic and non-academic domains. (Collaborators: Julie Garcia & Claude Steele)

How situational cues affect perceived identity contingencies, state self-esteem, and academic outcomes among men and women in Math, Science and Engineering domains. (Collaborators: Julie Garcia & Claude Steele)

Building trust: Examining strategies that reduce perceived identity threat during interracial interactions. (Collaborators: Daryl Wout & Claude Steele)

CONFERENCE PAPER TALKS AND INVITED SYMPOSIA

Murphy, M. C., Steele, C. M. & Gross, J. J. (2007, October). How situational cues affect the objective and subjective experiences of women in math, science, and engineering settings. To be presented at the 47th Annual Meeting of the Society for Psychophysiological Research (SPR), Savannah, GA.

Murphy, M.C. & Steele, C. M. (2006, June). Perceiving group identity contingencies in the academic domain. Presented at the 2006 Biennial Convention of the Society for the Psychological Study of Social Issues (SPSSI), Long Beach, CA.

Murphy, M. C. (2006, January). Under threat?: The effects of group identity contingencies on psychology and physiology. Presented at the 7th annual meeting of the Society for Personality and Social Psychology (SPSP), Palm Springs, CA.

Murphy, M. C. (2003, May). Cuing identity: How situational cues can affect women in a Math, Science and Engineering setting. Stanford-Berkeley Annual Conference, Berkeley, CA.

Murphy, M. C. (2001, April). In the classroom and on the field: Academic and athletic identity among college football players. Presented at the annual meeting of the Southwestern Psychological Association (SWPA), Houston, TX.

SYMPOSIUM CHAIR

Murphy, M. C. (2006, June). Barriers to achievement: Cuing identity and belonging in the classroom. Symposium presented at the 2006 Biennial Convention of the Society for the Psychological Study of Social Issues (SPSSI), Long Beach, CA.

CONFERENCE POSTER PRESENTATIONS

- Murphy, M. C. & Dweck, C. S. (2007, January). So THAT's what they think 'smart' is!" Groups' implicit theories of intelligence affect self-presentation, hiring decisions, and self-concept centrality. Presented at the 8th annual meeting of the Society for Personality and Social Psychology (SPSP), Memphis, TN.
- Murphy, M. C. & Steele, C. M. (2005, April). Seeing it differently: The effects of group identity contingencies on psychology and physiology. Presented at the 17th Annual Convention of the American Psychological Society (APS), Los Angeles, CA.
- Murphy, M. C. & Steele, C. M. (2005, January). Measuring identity contingency threat: Consequences for behavior, motivation, cognition and physiology. Presented at the 6th annual meeting of the Society for Personality and Social Psychology (SPSP), Austin, TX.
- Murphy, M. C. & Steele, C. M. (2004, April). Context and contingencies of social identity: Measuring social identity threat. Presented at the 21st Annual Claremont Symposium on Applied Social Psychology, Stigma and Group Inequality: Social Psychological Approaches, Claremont, CA.
- Murphy, M. C. & Steele, C. M. (2004, January). The importance of context: Measuring contingencies of social identity and the expectations they produce. Presented at the 5th annual meeting of the Society for Personality and Social Psychology (SPSP), Austin, TX.

TEACHING EXPERIENCE

Course Instructor:

Contemporary Issues in Psychology, Fall 2005; Winter 2005
Social Psychology, Summer 2004

Lecturer:

Proseminar for Coterminal Masters and Honors Students, Winter 2006
Mind, Culture & Society, Winter, 2005; Spring 2006

Teaching Fellow:

Virtual Summer Institute in Political Psychology (VSIPP), Summer 2006
Summer Institute in Political Psychology (SIPP), Summer 2005

Head Teaching Assistant:

Social Psychology, Spring 2004

Teaching Assistant:

Social Influence and Persuasion, Spring 2003
Introduction to Statistics, Winter 2003
Introduction to Psychology, Fall 2002; Fall 2003; Winter 2004
Introduction to the Comparative Study of Race and Ethnicity, Spring 2002

ADDITIONAL TRAINING

Summer Institute in Political Psychology (SIPP), The Ohio State University; Columbus, OH (2002)

European Summer Institute in Political Psychology (ESIPP), Warsaw School of Social Psychology;
Warsaw, Poland (2002)

PROFESSIONAL SERVICE: STUDENT ADVISING

Graduate Coordinator for the Psychology M.A. program at Stanford University, mentoring 30 coterminial M.A. students (2004-2007).

Primary research and thesis advisor for the following Psychology M.A. students at Stanford University:

Carolina Gutierrez	(M.A., June 2006)
Golnaz Alemi	(M.A., June 2004)

Primary research and thesis advisor for the following Honors students at Stanford University:

Jenny Maehara	(B.A., Human Biology, June 2007)
Jill Parker	(B.A., Comparative Studies in Race & Ethnicity, June 2003)

Primary research advisor for the following undergraduates participating in research programs through Stanford University:

Olga Ayon	June – August 2005
Leadership Alliance Summer Research Early Identification Program, Stanford University	
B.A., Psychology; University of Arizona, May 2005	
Began Ph.D. program at Stanford University in Sept 2006	

Akilah Wise	Sept 2005 – June 2006
Education and Youth Fellowship with the Haas Center, Stanford University	
B.A., Anthropological Sciences, Stanford University, June 2007	
Began Ph.D. program at Harvard University in Sept 2007	

PROFESSIONAL SERVICE: PEER-REVIEW

Ad-hoc reviewer for:

Journal of Experimental Social Psychology (JESP)
Personality and Social Psychology Bulletin (PSPB)

PROFESSIONAL AFFILIATIONS

American Psychological Society (APS)
American Psychological Association (APA)
Society for Personality and Social Psychology (SPSP)
Society for the Psychological Study of Social Issues (SPSSI)
Society for Psychophysiological Research (SPR)
American Educational Research Association (AERA)
National Latina/o Psychological Association (NLPA)

REFERENCES

Dr. Claude M. Steele
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