

**CURRICULUM VITAE
CHRISTOPHER MURRAY, Ph.D.**

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PROFESSIONAL BACKGROUND

EDUCATION

- 1998 Ph.D., University of Washington, Seattle, WA
 Special Education
- 1992 M.Ed., Howard University, Washington, DC
 Special Education
- 1989 B.A., University of Maryland, College Park, MD,
 Political Science/ Psychology

UNIVERSITY EXPERIENCE

- 2019- Associate Dean, Faculty Development
 College of Education, University of Oregon
- 2016- Director, Center on Human Development
 College of Education, University of Oregon
- 2022- Professor, Counseling Psychology & Human Services
 Department of Counseling Psychology & Human Services
 College of Education, University of Oregon
- 2014-2022 Professor, Special Education
 Department of Special Education & Clinical Sciences
 College of Education, University of Oregon
- 2013-2016 Department Head
 Department of Special Education & Clinical Sciences
 College of Education, University of Oregon
- 2010-2013 Director of Special Education Major
 Department of Special Education & Clinical Sciences
 College of Education, University of Oregon
- 2007-2014 Associate Professor of Special Education (w/out tenure)
 Department of Special Education & Clinical Sciences

College of Education, University of Oregon

- 2004-2006 Associate Professor of Special Education
Language Literacy & Specialized Instruction
School of Education, DePaul University
- 1999-2006 Director of Dual Certification Special Education-Elementary Education Program
Language, Literacy & Specialized Instruction
School of Education, DePaul University
- 1998-2004 Assistant Professor of Special Education
Language, Literacy & Specialized Instruction
School of Education, DePaul University

AWARDS

- 10/2015 Fund for Faculty Excellence Award, Academic Affairs, University of Oregon.
- 1/2014 American Rehabilitation Counseling Association (ARCA) Annual Research Award, First Place. *The Effects of Working at Gaining Employment Skills on the Social and Vocational Skills of Adolescents with Disabilities: A School-Based Intervention.*”
- 10/2014 National Rehabilitation Association Editor’s Choice Award. *The Effects of Working at Gaining Employment Skills on the Social and Vocational Skills of Adolescents With Disabilities: A School-Based Intervention,*” published in the *Rehabilitation Counseling Bulletin.*

OTHER PROFESSIONAL EXPERIENCE

- 1995-1998 *Special Education Teacher*, Indian Heritage High School, Seattle Public Schools, Seattle, WA. Behavioral consultant and teacher in self-contained setting for Native American students with emotional disturbance.
- 1993 *Special Education Teacher*, Denver Public Schools and Denver Parks and Recreation, Denver, CO. Special education teacher in an experimental summer enrichment program for children with emotional disturbance.
- 1992-1994 *Special Education Teacher*, Baker Middle School, Denver Public Schools, Denver, CO. Special education teacher in resource and inclusive settings serving students with high incidence disabilities.
- 1990-1992 *Psychiatric Technician*, Montgomery General Hospital, Olney, MD. Crisis intervention counselor with adolescents and adults in a short-term inpatient psychiatric unit.
- 1989-1990 *Youth Worker*, YMCA Youth Shelter, Seattle, WA. Counselor in a residential program for homeless adolescents.

SCHOLARSHIP

REFEREED JOURNAL ARTICLES (* = STUDENT AUTHOR)

- Pham, Y., **Murray, C.**, & Gau, J. (in press) The Inventory of Teacher-Student Relationships: Factor structure and associations with engagement among high-risk youth. *Psychology in the Schools*.
- Vincent, C.G., Walker, H., Espelage, D., Valido, A., **Murray, C.**, Svanks, R., Marquez, B., Pennefather, J. (in press). Student outcomes from the pilot test of a comprehensive school safety framework for high schools: Student ownership, accountability, and responsibility for school safety (SOARS). *NASSP Bulletin*.
- Murray, C.**, Kosty, D., Doren, B., Gau, J. & Seeley, J. (2021). Patterns and predictors of post-high-school engagement among youth with high-incidence disabilities: A longitudinal person-centered analysis. *Developmental Psychology*, 57(4), 584-596.
- *Bromley, K. W., **Murray, C.**, *Rochelle, J., & Lombardi, A. (2021). Social support among college students with disabilities: A descriptive analysis. *Journal of Student Affairs Research & Practice*, 58(5), 477-490.
- Knowles, C. L., **Murray, C.**, Gau, J., & Toste, J. R. (2020). Teacher-student working alliance among students with emotional and behavioral disorders. *Journal of Psychoeducational Assessment*, 38, 753-761.
- *Pham, Y. K., & **Murray, C.** (2019). Career locus of control and career and school adjustment of adolescents with and without disabilities. *Journal of Career Development*, 46, 502-515.
- *Pham, Y. K., **Murray, C.** & Good, R. H. (2018). Grades, behavior and engagement of adolescents with disabilities: An examination of social relationships among students, parents, and teachers. *School Community Journal*, 28, 47-62.
- *Sinclair, J., *Hansen, S., Machalicek, W., *Knowles, C., *Hirano, K. A., *Dolata, J., *Blakely, A., Seeley, J. R., & **Murray, C.** (2018). A 16-year review of participant diversity in intervention research across a selection of 12 special education journals. *Exceptional Children*, 84, 312-329.
- Lind, J., *Poppen, M., & **Murray, C.** (2017). Adolescent goal setting: An intervention to promote self-determination and positive teacher-student relationships. *Career Development and Transition for Exceptional Individuals*, 40, 186-191.
- *Sinclair, J., Wagner, K., Shogren, K.A., **Murray, C.**, Unruh, D., & Harn, B. (2017). Motivation and Self-determination: A theoretical and curricular review. *Career Development and Transition for Exceptional Individuals*, 40, 175-185.
- Murray, C.**, *Kosty, D., & *Hauser-McLean, K. (2016). Social support and attachment to teachers: Relative importance and specificity among low-income children and youth of color. *Journal of Psychoeducational Assessment*, 34, 119-135.
- *Pham, Y.K., & **Murray, C.** (2016). Social relationships among adolescents with disabilities: Unique and cumulative associations with adjustment. *Exceptional Children*, 82, 234-250.
- Lombardi, A., **Murray, C.**, & *Kowitt, J. (2016). Social supports and academic success for college students with disabilities: Do relationship types matter? *Journal of Vocational Rehabilitation*, 44, 1-13.
- Murray, C.**, Doren, B., Gau, J., Zvoch, K., & Seeley, J. (2015). The development and validation of a multiple-indicator construct of economic hardship in the National Longitudinal Transition Study-2. *Exceptional Children*, 81, 507-522.
- *Kahn, L. K., Lindstrom, L., & **Murray, C.** (2014). Factors contributing to preservice

- teachers' beliefs about diversity. *Teacher Education Quarterly*, 41, 53-61.
- Doren, B., **Murray, C.**, & Gau, J. (2014). A comprehensive examination of predictors of school dropout among students with learning disabilities. *Learning Disabilities Research & Practice*, 29, 150-59.
- *Pham, Y. K., McWhirter, E. H., **Murray, C.** (2014). Measuring help-seeking behavior among adolescents with disabilities. *Journal of Adolescence*, 37, 237-246.
- Murray, C.**, Lombardi, A., Seeley, J., Gerdes, H. (2014). Effects of an intensive disability-focused training experience on university faculty self-efficacy. *Journal of Postsecondary Education & Disability*, 27, 179-193.
- Murray, C.**, Lombardi, A., & *Kosty, D. (2014). Profiling adjustment among postsecondary students with disabilities: A person-centered approach. *Diversity in Higher Education*, 7, 31-44.
- Lombardi, A., **Murray, C.**, & Dallas, B. (2013). University faculty attitudes toward disability and inclusive instruction: Comparing two institutions. *Journal of Postsecondary Education and Disability*, 26, 221-232.
- Murray, C.**, Lombardi, A., *Bender, F., & Gerdes, H. (2013). Social support: Main and moderating effects on the relation between financial stress and adjustment among college students with disabilities. *Social Psychology of Education*, 16, 277-295.
- Murray, C.** & Doren, B. (2012). The effects of the Working at Gaining Employment Skills (WAGES) curriculum on the pre-vocational and social skills of adolescents with disabilities. *Rehabilitation Counseling Bulletin*, 56, 96-107.
- *Lombardi, A. R., **Murray, C.**, & Gerdes, H. (2012). Academic performance of first generation college students with disabilities. *Journal of College Student Development*, 53, 811-826.
- *Pinkney, C., **Murray, C.**, & *Lind, J. (2012). Individual skill predictors of the school and career-related adjustment of adolescents with disabilities. *Career Development for Exceptional Individuals*, 35, 39-49.
- Murray C.** & Zvoch, K. (2011). The Inventory of Teacher-Student Relationships: Factor structure, reliability, and validity among African American youth in low-income urban schools. *Journal of Early Adolescence*, 31, 493-525.
- *Lombardi, A. R., **Murray, C.**, & Gerdes, H. (2011). College faculty and inclusive instruction: Self-reported attitudes and actions pertaining to Universal Design. *Journal of Diversity in Higher Education*, 4, 250-261.
- Murray, C.** *Lombardi, A., Wren, C. T. (2011). The effects of disability-focused training on the attitudes and perceptions of university staff. *Remedial and Special Education*, 32, 290-300.
- *Lombardi, A. R., Gerdes, H., & **Murray, C.** (2011). Validating an assessment of individual actions, postsecondary, and social supports of college students with disabilities. *Journal of Student Affairs Research and Practice*, 48, 107-126.
- Murray C.** & Zvoch, K. (2011). Teacher-student relationships among behaviorally at-risk African American youth from low-income backgrounds: Student perceptions, teacher perceptions, and socio-emotional adjustment correlates. *Journal of Emotional & Behavioral Disorders*. 19, 41-54.
- *Lombardi, A. R., & **Murray, C.** (2011). Measuring university faculty attitudes toward disability: Willingness to accommodate and adopt universal design principles. *Journal of Vocational Rehabilitation*, 34, 43-56.
- Murray, C.** (2009). Parent and teacher relationships as predictors of school engagement and functioning among low-income urban youth. *Journal of Early Adolescence*, 29, 376-404.

- Murray, C., Wren, C. T., *Stevens, E. & Keys, C. (2009).** Project PLS: Promoting university faculty and staff awareness of students with learning disabilities. *Journal of Postsecondary Education and Disability*, 22, 117-129.
- Damore, S., & **Murray, C. (2009).** Assessing urban teachers' perceptions of teacher collaboration. *Remedial and Special Education*, 30, 234-244.
- Murray, C. Lombardi, A., Wren, C. T., & Keys, C. (2009).** Associations between prior disability focused training and disability-related attitudes and perceptions among university faculty, *Learning Disability Quarterly*, 32(2) 87-100.
- Murray, C., Flannery, B., & Wren, C. (2008).** University staff members' attitudes and knowledge about learning disabilities and disability support services. *Journal of Postsecondary Education and Disability*, 21, 73-90.
- Murray, C., Murray, K. M., Waas, G. A. (2008).** Child and teacher reports of teacher-student relationships: Concordance of perspectives and associations with school adjustment in urban kindergarten classrooms. *Journal of Applied Developmental Psychology*, 29, 49-61.
- Murray, C., & Naranjo, J. (2008).** Poor, Black, LD and graduating: An investigation of factors and processes associated with school completion among high risk urban youth. *Remedial and Special Education*, 29, 145-160.
- Murray, C., Waas, G. A., Murray, K. M. (2008).** Child race and gender as moderators of the association between teacher-child relationships and school adjustment. *Psychology in the Schools*, 45, 562-578.
- Murray, C., Wren, C. T., & Keys, C. (2008).** University faculty attitudes regarding students with learning disabilities. *Learning Disabilities Quarterly*, 31, 95-113.
- Murray, C. & Pianta, R. C. (2007).** The importance of teacher-student relationships for adolescents with high incidence disabilities. *Theory Into Practice*, 46, 105-112.
- Vogel, S. A., Murray, C., Wren, C. T., & Adelman, P. (2007). An exploratory analysis of the employment-related experiences of educators with learning disabilities. *Educational Considerations*, 37, 15-20.
- Murray, C. & Greenberg, M. T. (2006).** Examining the importance of social relationships and social contexts in the lives of children with high incidence disabilities. *Journal of Special Education*, 39, 220-233.
- Murray, C. & Malmgren, K. (2005).** Implementing a teacher-student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. *Journal of School Psychology*, 43, 137-152.
- Murray, C. & Murray, K. M. (2004).** Child level correlates of teacher-student relationships: An examination of child demographic characteristics, academic orientations and behavioral orientations. *Psychology in the Schools*, 41, 751-762.
- Murray, C. (2004).** Clarifying collaborative roles in urban high schools: General educators' perspectives. *Teaching Exceptional Children*, 36(5), 44-51.
- Murray, C. & Wren, C.T. (2003).** Cognitive, academic, and attitudinal predictors of the grade point averages of college students with learning disabilities. *Journal of Learning Disabilities*, 36, 407-415.
- Murray, C. (2003).** Risk factors, protective factors, vulnerability and resilience: A framework for understanding and supporting the adult transitions of youth with high incidence disabilities. *Remedial and Special Education*, 24, 16-26.
- Murray, C. (2002).** Supportive teacher-student relationships: Promoting the social and emotional health of early adolescents with high incidence disabilities. *Childhood Education*, 78, 255-260.

- Murray, C. & Greenberg, M. T. (2001).** Relationships with teachers and bonds with school: Social-emotional adjustment correlates for children with and without disabilities. *Psychology in the Schools, 38*, 25-41.
- Murray, C. & Greenberg, M. T. (2000).** Children's relationship with teachers and bonds with school: An investigation of patterns and correlates in middle childhood. *Journal of School Psychology, 38*, 423-445.
- Murray, C., Goldstein, D., Nourse, S., & Edgar, E. (2000).** Postsecondary school attendance and graduation rates of high school graduates with learning disabilities. *Learning Disabilities Research and Practice, 15*, 119-127.
- Goldstein, D., **Murray, C. & Edgar, E. (1998).** Employment earnings and hours of high school graduates with learning disabilities through the first decade after graduation. *Learning Disabilities Research and Practice, 13*, 53-64.
- Murray, C., Goldstein, D. & Edgar, E. (1997).** The employment and engagement status of high school graduates with learning disabilities through the first decade after graduation. *Learning Disabilities Research and Practice, 12*, 151-160.

UNDER REVIEW

- Vincent, C.G., **Murray, C.**, Walker, H., Marquez, B., Espelage, D., Valido, A., Heinhorst, J., & Svanks, R. Usability of SOARS: A multicomponent school-based violence prevention framework. *Social Psychology of Education*.

BOOK CHAPTERS

- Murray, C. (2015).** Assessing teacher-student relationships. In G. Scarlett (Ed.) *Classroom management: An A-to-Z guide*. Thousand Oaks, CA: Sage.
- Walker, H., Yell, M., & **Murray, C. (2014).** Identifying EBD students in the context of schooling using the federal ED definition: Where we've been, where we are, and where we need to go. In P. Garner, J. Kauffman, & J. Elliott (Eds.), *Handbook of Emotional & Behavioral Difficulties*. Thousand Oaks, CA: Sage.
- Unruh, D., & **Murray, C. (2014).** Improving transition outcomes for students with emotional and behavioral disorders. In H. Walker & F. Gresham (Eds.) *Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders: Applications in Schools*. New York: Guilford.
- Murray, C. & Doren, B. (2013).** Resilience and disability: Examples, cautions, and prospects for the future. In M. L. Wehmeyer (Ed), *Oxford Handbook of Positive Psychology and Disability*. Oxford University Press.

CURRICULUM PROGRAM & RESOURCE MATERIALS

- Woolsley, T., & Murray, C. (2020). *AbleFind: A statewide community resource tool for adults with disabilities and their families*. <https://www.ablefind.org>
- Murray, C., Gerdes, H., & Lombardi, A. (2011). *Expanding Cultural Awareness of Exceptional Learners at the University of Oregon (ExCEL-UO)*. Eugene, OR.
- Murray, C., & Wren, C. (2008) *Productive Learning university Strategies (PLuS)*. DePaul University. Chicago, IL.
- Murray, C. (2005). *The Teacher-Student Relationship Program Manual*. School of Education, DePaul University. Chicago, IL.

EXTERNAL FUNDING

- 10/2021-9/2026. Co-Investigator. *School-wide Inclusive Mental Health Promotion for Learning and Coordinated Community Engagement (Project SIMPLE)*. U.S. Department of Education, Office of Special Education Programs. (Contract No. H326M210009). Total Award \$1,600,000. PI, James Sinclair.
- 8/2021-8/2022. Principal Investigator. *TIER-Net*. U.S. Department of Health & Human Services (Contract No. 90DDCB0003-01-00). Total Award \$134,838.
- 5/2021-8/2022. Principal Investigator. *Covid Awareness Supplement*. U.S. Department of Health & Human Services (Contract No. 90DDC50005-01-00). Total Award \$60,000.
- 7/2018-6/2023. Principal Investigator. *University Center for Excellence in Developmental Disabilities*. U.S. Department of Health & Human Services (Contract No. 90DD0011-01-00). Total Award \$2,770,000.
- 12/2016-12/2022. Principal Investigator. *Project Next Gen: Next Generation of American Indian/Alaska Native Focused Scholars in Special Education*. U.S. Department of Education, Office of Special Education Programs (Contract No. H325D160047). Total Award \$1,250,000.
- 6/2015-5/2020. Co-Principal Investigator. *Project SOARS: Student Ownership, Accountability, and Responsibility for School Safety*. National Institute of Justice/Department of Justice. (Contract No. 2015-MU-MU-K003). Total Award \$5,622,172. PI Claudia Vincent
- 7/2013-6/2018. Co-Principal Investigator. *University Center for Excellence in Developmental Disabilities*. U.S. Department of Health & Human Services (Contract No. 90DD0011-01-00). Total Award \$2,770,000. PI, Jane Squires.
- 1/2013-1/2018. Co-Principal Investigator. *Engaging New Leaders in Implementation Science Training: ENLIST* (OSEP, Contract No. H325D130067). Preparation of Leadership Personnel, Total Award \$1,249,990. PI, Kent McIntosh.
- 7/2012-6/2014. Co-Principal Investigator. *Identifying Mediating and Moderating Mechanisms to Address Outcomes Associated with Poverty among Adolescents with Disabilities*. U.S. Department of Education (IES, Contract No. R324A120087). Total Award \$688,425.
- 10/2011-10/2016. Principal Investigator. *Research and Instruction in Special Education (RISE)*. U.S. Department of Education (OSEP, Contract No. H325D110045-11A), Preparation of Leadership Personnel, Total Award \$1,248,610.
- 9/2010-9/2014. Co-Principal Investigator. *Project Preparation in Secondary Special Education and Transition (Prep-SSET)*. U.S. Department of Education (OSEP, Contract No. H325K100508). Personnel Preparation, Total Award \$1,138,729. PI, Bonnie Doren.
- 9/2007-9/2013. Co-Principal Investigator. *Policy Advocacy, Instruction, and Research in Secondary Special Education and Transition (PAIR)*. U.S. Department of Education (OSEP, Contract No. H325D080011A), Preparation of Leadership Personnel, Total Award \$800,000. PI Deanne Unruh
- 10/2007-10/2013. Principal Investigator. *Accelerated Career Counseling and Employment Support Services (ACCESS)*. Funded by U.S. Department of Education, OSERS (Contract No. H235U070002-11). Total Award \$2,826,500.
- 9/2008-9/2012. Principal Investigator. *Expanding Cultural Awareness of Exceptional*

- Learners: A Culture Change Model of Faculty Development* (Project ExCEL-UO). U.S. Department of Education, Office of Postsecondary Education (Contract No. P333A080037). Total Award \$1,016,046.
- 10/2005-10/2008. Principal Investigator. *Productive Learning u Strategies (Project PLuS)*. Funded by U.S. Department of Education, Office of Postsecondary Education (Contract No. P33A050044). Total Award \$796,220.
- 6/2007-6/2009. Principal Investigator. *Employment-Related Social Skills Training for Students with High-incidence Disabilities in Low-Income Schools*. Hope Baney Fund. University of Oregon, Total Award \$15,000.
- 9/2007-5/2009. Principal Investigator. *Project PEACE: Peace and Empowerment for All Children through Education*. Carlton Raymond and Wilberta Ripley Savage Fund. University of Oregon, Total Award \$6,800.
- 8/2000-8/2003. Co-Principal Investigator. *Chicago Teacher Collaborative: A Project to Establish a Unit for Personnel Training, School Practice and School Development in Special Education*. Funded by U.S. Department of Education (OSERS, Contract No. H325P990018). Total Award \$1,500,000. PI Barbara Radner
- 4/2003-4/2004. Principal Investigator. *Adult Outcomes of Individuals with Learning Disabilities 20 Years After Exit From College*. DePaul University, University Research Council Grant Number 600142. \$2,600.
- 8/2004. Principal Investigator. *Understanding the Importance of Social Relationships and Contexts in the Lives of Students with High Incidence Disabilities*. DePaul University, University Research Council. Full Quarter Leave.

SAMPLE PEER REVIEWED PRESENTATIONS

- Murray, C. (March, 2020). Teacher-Student Relationships Among Children & Youth with Disabilities. 35th Annual Pacific Rim International Conference on Disability and Diversity. Honolulu, Hawaii.
- Murray, C. (March, 2019). Transition Check-Up. 34th Annual Pacific Rim International Conference on Disability and Diversity. Honolulu, Hawaii.
- Murray, C. (March, 2019). Patterns of Post-School Engagement Among Youth with Disabilities: A Longitudinal Person-Centered Analysis. 34th Annual Pacific Rim International Conference on Disability and Diversity.
- Bromley, K. W., Murray, C., Rochelle, J., & Lombardi, A. (October, 2018). Social Support Among College Students with Disabilities: A Descriptive Analysis. Annual Division for Career Development and Transition International Conference, Cedar Rapids, IA.
- Murray, C., Vincent, C., Espelage, D. (2018). Student Ownership, Accountability, and Responsibility for Safety (SOARS). Office of Special Education Programs Annual Project Directors Conference. Washington, DC.
- Zvoch, K., Murray, C., Doren, B., Gau, J., & Seeley, J. (2014). The Development and Validation of a Multiple Indicator Economic Hardship Construct in the National Longitudinal Transition Study-2. 2014 Society for Research on Adolescence Conference. Austin, TX.
- Murray, C. & Lind, J. (2013). "Understanding and Enhancing Teacher-Student Relationships." Pacific Coast Research Conference. San Diego, CA.
- Rees, C. & Murray, C. (2012). "Project ACCESS: RSA Model Demonstration Projects to Promote

- Effective Transition Partnerships and Programs.” 2012 National Transition Conference: College and Careers for Youth with Disabilities. Washington, DC.
- Lombardi, A., Murray, C., & Gerdes, H. (2012). “Data-based Decision Making in Postsecondary Environments: Evaluation of Faculty and Student Support Needs Related to Disability and Accessibility.” Pacific Rim Conference on Disabilities. Honolulu, HI.
- Murray, C., Lombardi, A., & Gerdes, H. (2012). “Social Support as a Moderator of the Effects of Financial Stress on the Postsecondary Adjustment of College Students with Disabilities.” Pacific Rim Conference on Disabilities. Honolulu, HI.
- Murray, C., Gerdes, H., Lombardi, A., & Bender, F. (2011). “Expanding Cultural Awareness of Exceptional Learners in Postsecondary Environments: A Three-Year Update.” Annual conference of the American Speech-Language-Hearing Association, ASHA. San Diego, CA.
- Murray, C., Gerdes, H., Lombardi, A., & Bender, F. (2011). “Expanding Cultural Awareness of Exceptional Learners in Postsecondary Environments: A Project Update.” Annual conference of the Association on Higher Education and Disability AHEAD. Seattle, WA.
- Murray, C., Lind, J., & Zvoch, K. (2011). “Individual Skill Predictors of the In-School & Post-School Outcome Indicators of Adolescents with Disabilities” Pacific Coast Research Conference. San Diego, CA, February, 2011
- Lombardi, A., & Murray, C. (2011). Validating an Assessment of Individual Actions, Postsecondary Supports, and Social Supports of College Students with Disabilities. American Educational Research Association. New Orleans, LA.
- Gerdes, H., Lombardi, A., Murray, C. (2010). “Expanding Cultural Awareness of Exceptional Learners within Postsecondary Environments.” Annual conference of the Association on Higher Education and Disability AHEAD. Denver, CO.
- Lombardi, A., & Murray, C. (2010). “Expanding Cultural Awareness of Exceptional Learners at the University of Oregon.” (2010). Poster session presented at the 22nd annual Postsecondary Disability Training Institute sponsored by the Center on Postsecondary Education and Disability, University of Connecticut. Saratoga Springs, NY.
- Lombardi, A. & Murray, C. (2010). “Measuring faculty attitudes and perceptions toward students with disabilities at a four-year university: A validity study.” American Educational Research Association. Denver, CO. April, 2010.
- Murray, C., & Lombardi, A. (2010). “Promoting faculty awareness of postsecondary students with disabilities.” American Educational Research Association. Denver, CO. April, 2010.
- Murray, C., & Zvoch, K. (2010). Teacher-student relationships among behaviorally at-risk African American students.” American Educational Research Association. Denver, CO. April, 2010.
- Murray, C., Lombardi, A., & Gerdes, H. (2010). “Promoting University Faculty Awareness of Postsecondary Students with Disabilities: Expanding Cultural Awareness of Exceptional Learners (ExCEL).” Pacific Rim Conference on Disabilities. Honolulu, Hawaii, April, 2010.
- Dickinson, J., Rees, C., Murray, C., McGrath-Kato, M. (2010). “Accelerated Career Counseling and Support Services.” Pacific Rim Conference on Disabilities. Honolulu, Hawaii, April, 2010.
- Dickinson, J., McGrath-Kato, M., Rees, C., Murray, C. (2010) “Accelerated Career Counseling and Support Services.” Oregon Association for Vocational Special Needs Personnel. Hood, OR, February, 2010.
- Murray, C. & Zvoch, K. (2010). “The Effects of Working At Gaining Employment Skills

- (WAGES).” Pacific Coast Research Conference. San Diego, CA, February, 2010.
- Murray, C. & Boutot, A. (2010). “Teacher-Student Relationships among Adolescents with Disabilities.” Pacific Coast Research Conference. San Diego, CA, February, 2010.
- Murray, C. & Zvoch, K. (2009). “The Inventory of Teacher-Student Relationships: Initial Factor Structure, Reliability, and Validity Among African American Youth from Low-Income Backgrounds” American Educational Research Association. San Diego, CA, April, 2009.
- Murray, C., Murray, K., & Waas, G. A. (2009). “Teacher Support as a Moderator of the Effects of Stress on School Adjustment among African American Students.” American Educational Research Association. San Diego, CA, April, 2009.
- Murray, C. (2009). “Building Positive Adult-Student Relationships” Oregon Youth Transition Program Annual Conference. Hood, OR, February, 2009.
- Murray, C. (2009). “Measuring Transition-Related Indicators among Students with Disabilities.” Oregon Association for Vocational Special Needs Personnel. Hood, OR.
- Murray, C. & Wren, C. (2008). “A Systems Approach to Altering One University Context: Productive Learning Strategies.” 31st Annual Association of Higher Education and Disability (AHEAD) Conference. Reno, NV, July, 2008.
- Murray, C. & Wren, C. (2008). “Supporting Students with LD in a University Context by Changing Faculty and Staff Attitudes.” Pacific Rim Conference on Disabilities. Honolulu, Hawaii, April, 2008.
- Murray, C., McGrath-Kato, M., Dickinson, J., & Rees, C. (2008). “Project ACCESS: Accelerated Career Counseling and Support Services.” Oregon Association for Vocational Special Needs Personnel. Hood, OR, February, 2008.
- Murray, C. (2008). “Productive Learning university Strategies (PLuS): A Train-the-Trainer Model of Faculty and Staff Development Regarding University Students with LD.” Pacific Coast Research Conference. San Diego, CA, February, 2008.
- Murray, C. (2007). “Beating the Odds in a Low-Income Urban High School: Perceptions of Graduating Seniors with Learning Disabilities.” Oregon Association for Vocational Special Needs Personnel. Hood, OR, February.
- Murray, C. (2007). “University faculty attitudes, beliefs, and practices regarding adult students with learning disabilities.” Pacific Coast Research Conference. San Diego, CA, February, 2007.
- Murray, C. (2006). “Social and Contextual Risk and Protective Factors in the Lives of Early Adolescents with High Incidence Disabilities.” Pacific Coast Research Conference. San Diego, CA, February, 2006.
- Murray, C., Murray, K., & Waas, G. (2005). “Examining the Importance of Teacher-Student Relationships in Kindergarten.” National Association of School Psychologists (NASP). Atlanta, GA, March, 2005.
- Murray, C. (2004). “Examining the Effects of a Teacher-Student Relationship Program on the Social, Emotional, and Academic Adjustment of High-Risk Adolescents.” Pacific Coast Research Conference. San Diego, CA, February, 2004.
- Murray, C. & Worthman, C. (2003). “Integrating International World Languages and Career

- Competencies in the Chicago Public Schools” Creating Teacher Community: Third International Conference. University of Minnesota, Minneapolis, Minnesota, 2003.
- Murray, C. & Greenberg, M. T. (1998). “The Importance of Student-Teacher Relationships and Bonds with School among Students With and Without Disabilities” American Educational Research Association. San Diego, California, April, 1998.
- Murray, C., & Edgar, E. (1997). “The Annualized Earnings of High School Graduates with Learning Disabilities through the First Decade After Graduation” American Educational Research Association. Chicago, Illinois, March, 1997.
- Gay, G., Murray, C., & Howard, T. (1996) “An Examination of Programs Designed to Improve the Achievement of African Americans” American Educational Research Association. Chicago, Illinois, March, 1997.
- Murray, C. (1996). “The Overrepresentation of African Americans Identified as Seriously Emotionally Disturbed: A Closer Look.” The International Adolescent Conference: Institute for Adolescents with Behavior Disorders. Aspen, Colorado, October, 1996.
- Gay, G., Howard, T., & Murray, C. (1996). “Multicultural Curriculum and Instructional Effects on the Achievement of African American Students.” National Association for Multicultural Education. St. Paul, Minnesota, November, 1996.

TEACHING

COURSES TAUGHT UNIVERSITY OF OREGON (2007-2021)

TERMS & YEARS	COURSE TITLE	AVG. ENROLL
W 2022; 2021; 2020; 2019; 2018; 2017	SPED 410/510, <i>Diversity & Special Education</i> (<i>undergrad/grad</i>)	28
F 2018; 2017, 2016, 2015; 2010; 2009; 2007	SPED 410/510*, <i>Child and Adolescent Development</i> (<i>undergrad/grad</i>) * Note. Previously SPED 613, <i>Adolescent Development</i>	27
SP 2018	SPED 432/532, <i>Intro to Behavior Disorders</i> (<i>undergrad/grad</i>)	23
W 2022; 2021; 2020; 2019; 2018; 2017; 2016; 2015; 2014	SPED 607, <i>Special Education Doctoral Seminar</i>	7
F, W, SP 2021; 2020; 2019; 2018; 2017	SPED 610, <i>Next Gen Indigenous Scholars Doctoral Seminar</i>	6
SP 2015; 2014; 2013	SPED 411/511, <i>Foundations of Disability I</i> (<i>undergrad/grad</i>)	55
F, W, SP 2014; 2013; 2012	SPED 610, <i>Research & Instruction in Special Education</i> (<i>doctoral seminar</i>)	6

W 2010; 2009; 2008	SPED 615, <i>Transition Assessment & Planning (graduate)</i>	22
SP 2008; 2007	SPED 614, <i>School to Careers (graduate)</i>	22
W 2008; 2007	SPED 431, <i>Intro to Learning Disabilities (undergrad)</i>	35
F, W, SP 2011	SPED 610, <i>Policy Advocacy, Instruction, and Research in Secondary Special Education and Transition</i>	6

COURSES TAUGHT AT DEPAUL UNIVERSITY (1998 - 2007)

- LSI 446, Psychology and Education of the Exceptional Child (graduate)
- LSI 346, Mainstreaming Exceptional Children (undergraduate)
- LSI 465, Induction to the Field of Special Education (graduate)
- LSI 451, Characteristics of Students with Social and Emotional Disorders (graduate)
- LSI 452, Instruction of Students with Social and Emotional Disorders (graduate)
- LSI 585, Student-Teaching Supervision (graduate)
- SCG 410 Introduction to Research Methods (graduate)

COURSES TAUGHT AT UNIVERSITY OF WASHINGTON (1996 – 1997)

- Racial and Cultural Diversity in Special Education (graduate)
- Principles of Clinical Appraisal for Teachers of Exceptional Students (graduate)

DOCTORAL STUDENT (UNIVERSITY OF OREGON)

- Jacob Werblow, Educational Leadership, Member (Completed 11/07)
- Jason Naranjo, Special Education, Member (Completed 5/09)
- James Healy, Educational Methodology, Policy, & Leadership, Member (Completed 5/09)
- Jennifer Metheny, Counseling Psychology, Member (Completed 5/09)
- Christian Doabler, Special Education, Member (Completed 2/10)
- Marta Makarushka, Special Education, Chair (Completed 8/11)
- Karalyn Tom, School Psychology, Member (Completed 12/11)
- Laura Ramsey, Counseling Psychology, Member (Completed 12/11)
- Christopher Pinkney, Special Education, Member (Completed 08/12)
- Rosemarie Downey-McCarthy, Counseling Psychology, Member (Completed 6/12)
- Suzanne West, Educational Methodology, Policy, & Leadership, Member (Completed 6/13)
- Barbara Soisson, Educational Methodology, Policy, & Leadership, Member (Completed 6/13)
- Yen Pham, Special Education, Chair (Completed 6/13), Tenured Faculty, *University of New Mexico*
- Lamisha Hill, Counseling Psychology, Member (Completed 6/13)
- Jeremy Jones, School Psychology, Member (Completed 6/13)
- Michael Parry, School Psychology, Member (Completed 12/13)
- Anya Sheftel, Counseling Psychology, Member (Completed 12/13)

- Robin Harwick, Special Education, Member (Completed 8/13)
- John Lind, Special Education, Chair (Completed 6/14), Research Associate, *University of Oregon*
- Caitlin Spear, Special Education, Member (Completed 10/14)
- Mark Robertson, Educational Methodology, Policy, & Leadership, Member (Completed 9/14)
- Derek Kosty, Educational Methodology, Policy, & Leadership, Member (Completed 6/15)
- Alexa Pearson, Educational Methodology, Policy, & Leadership, Member (Completed 11/15)
- Dawn Strong, Educational Methodology, Policy, & Leadership, Member (Completed 8/16)
- Robi Phinney, Educational Methodology, Policy, & Leadership, Member (Completed 8/16)
- James Sinclair, Special Education, Member (Completed 8/16)
- Morgan Christensen, Educational Methodology, Policy, & Leadership, Member (Completed 6/17)
- Michael Buckle, Counseling Psychology, Member (Completed 6/17)
- Kristen Knowles, Special Education, Chair (Completed 8/17), Research Associate, *University of Oregon*
- Milan M'Enesti, Educational Methodology, Policy, & Leadership, Member (Completed 3/18)
- Christine Drew, Special Education, Member (Completed 8/19)
- Kate Wagner Bromley, Special Education, Chair (Completed 8/19), Research Associate, *University of Oregon*
- Seunghye Lee, Special Education, Chair (Completed 8/19), *Research Associate, University of Minnesota*
- Heather Bailey, Educational Methodology, Policy, & Leadership, Member (Completed 8/20)
- Anahid Bertrand, Educational Methodology, Policy, & Leadership, Member (Completed 6/21)
- Hobie Blackhorn, Special Education, Chair (Completed 5/22), *Elementary School Principal*
- Matthew Eide, Educational Methodology, Policy, & Leadership, Member
- Pauline Whitehat, Special Education, Chair
- Tracy Blue, Special Education, Member
- Nicole Barney, Special Education, Member
- Jonathan Rochelle, Special Education, Member
- Richie Thomas, Special Education, Member (Completed 12/21)
- Steve Livingston, Counseling Psychology, Member (Completed 8/21)
- Kevin Simmons, Special Education, Chair
- Candice Cardiff, Educational Methodology, Policy, & Leadership, Member
- Trevor Flaherty, Educational Methodology, Policy, & Leadership, Member
- Annie Draeger, Special Education, Member

DOCTORAL STUDENT COMMITTEES (*DePaul University*)

- Mashana Armstrong, Psychology, Member (Completed 7/01)
- Tina Nguyen, Psychology, Member (Completed 12/02)
- Samia Wahab, Ed.D., Chair (Completed 7/03)
- Brian Neil Katz, Psychology, Member (Completed 12/03);

- Daniel McConnell, Ed.D. (Completed 7/04)
- Joel Minden, Psychology, Member, (Completed 12/04).

DOCTORAL STUDENT COMMITTEES (*International*)

- Kevin McGrath, *Macquarie University, Sydney Australia*, Member (Completed 9/16)

SERVICE

NATIONAL & STATE SERVICE

- 2020-Current Editorial Board Member, *Career Development & Transition for Exceptional Individuals*
- 2012-Current Editorial Board Member, *Behavioral Disorders*
- 2006-Current Editorial Board Member, *Journal of Emotional and Behavioral Disorders*
- 2020 External reviewer for faculty promotion, *University of Texas, Austin*
- 2019 External reviewer for faculty promotion, *University of Miami*
- 2019 External reviewer for faculty promotion, *Indiana University*
- 2019 External reviewer for faculty promotion, *Texas A&M University*
- 2019 Reviewer, *Current Psychology*
- 2018 External reviewer for faculty promotion, *Oregon Health Sciences University*
- 2018 Reviewer, *Journal of Higher Education Policy & Management*
- 2017-2019 Member, Oregon Council on Developmental Disabilities
- 2017 Reviewer, *Exceptionality*
- 2017 Reviewer, *Attachment & Human Development*
- 2017 Reviewer, *Africa Education Review*
- 2016 Reviewer, *Journal of Experimental Education*
- 2016 Reviewer, *Child Development*
- 2016 Reviewer, *Children and Youth Services Review*
- 2016 Reviewer, *British Journal of Educational Psychology*
- 2016 Grant Reviewer, KU Leuven, *University of Leuven, Belgium*
- 2015 External reviewer for faculty promotion, *University of Kansas*
- 2015 External reviewer for faculty promotion, *University of Texas, Austin*
- 2014, 20, 22 Reviewer, *Exceptional Children*
- 2014 Reviewer, *Learning and Individual Difference*
- 2013 Reviewer, *The High School Journal*
- 2013 Reviewer, *Journal of Educational Psychology*
- 2013 External reviewer for faculty promotion and tenure, *Tel Aviv University, Israel*
- 2012 External reviewer for faculty promotion and tenure, *University of Miami*
- 2012 Reviewer, *Psychological Reports*
- 2012 Reviewer, *Disability & Health Journal*
- 2012, 13, 16 Reviewer, *Journal of Applied Developmental Psychology*
- 2010, 11 Reviewer, *Journal of Poverty*
- 2008-2010 Affirmative Action Committee Member, *American Educational Research*

Association, Division G: Social Context of Education

2010 Reviewer, *Learning Disabilities Research & Practice*

2010 Reviewer, *European Journal of Psychology of Education*

2010 Reviewer, *Rehabilitation Psychology*

2009 Reviewer, *Health Education Research*

2009 Reviewer, *Infant and Child Development*

2009 Reviewer, *Journal of Early Adolescence*

2008 Reviewer, *Journal of Clinical and Child Psychology*

2008 Reviewer, *Remedial and Special Education*

2008 Reviewer, *Learning Disability Quarterly*

2008 Reviewer, *Journal of Postsecondary Education and Disability*

2006 Reviewer, *Journal of Adolescence*

2005, 07 Reviewer, *Journal of School Psychology*

2007, 08 Grant Reviewer, *Israel Science Foundation*

1999-2004 Editorial Board Member, *Career Development for Exceptional Individuals*

2003 Grant Reviewer, *Spencer Foundation*

UNIVERSITY OF OREGON

2021-2022 Chair, Special Education Faculty Search Committee

2021-Current Member, *College of Education Scholarship Committee*

2020-Current Member, *Faculty Advisory Council to the UO President*

2015-Current Member, *COE Research & Outreach Council*

2012-Current Chair, *Doctoral Research Awards Committee*

2009-Current Member, *Special Education Doctoral Committee*

2018-2020 Member, *University Research Advisory Board*

2018-2020 Member, *COE Research and Outreach Executive Leadership Council*

2017-2019 Member, *Tuition Fees Advisory Board (TFAB)*

2019 Member, *UO Institutional Hiring Plan Committee*

2018-2019 Member, *COE Dean Review Committee*

2019 Member, *University Senate Executive Committee*

2017-2019 Member, *University Senate*

2018, 2019 Member, *Oregon Health Sciences-University of Oregon Seed Grants*

2016-2018 Member, *College of Education Faculty Personnel Committee*

2015-2018 Member, *College of Education Curriculum Committee*

2016 Member, *Indigenous Faculty Search Committee*

2016 Member, *Special Education Faculty Search*

2009-2012 Chair, *Special Education Master's Committee*

2011-2012 Member, *Special Education Faculty Search Committee*

2010-2011 Co-Chair, *Special Education Faculty Search (2 tenure-line positions)*

2007-2012 Member, *Doctoral Research Award Committee*

2008-2009 Member, *Family and Human Services Faculty Search Committee*

- 2008-2009 Member, *Special Education Faculty Search Committee*
- 2007-2009 Member, *University Student Conduct Committee*
- 2007-2008 Member, *College of Education Dean Search Committee*
- 2006-2007 Member, *College of Education Personnel Committee*
- 2006-2009 Member, *Special Education Master's Committee*
- 2006-2007 Member, *Undergraduate Council*

DEPAUL UNIVERSITY

- 2004-2006 Chair, *School of Education Personnel Committee*
- 2005-2006 Chair, *Special Education Search Committee (4 tenure-line positions)*
- 2005-2006 Member, *School of Education Dean Review Committee*
- 1999-2004 Member, *Undergraduate Capstone Experience Committee*
- 2003-2004 Member, *School of Education Assessment Committee*
- 1998-2003 Member, *Language, Literacy, and Specialized Instruction Committee*
- 1998-2003 Director, *Social-Emotional Disorders Program*
- 2002-2003 Member, *School of Education Personnel Committee*
- 2001-2003 Member, *Local Review Board*
- 2002-2003 Member, *School of Education Strategic Planning Committee*
- 1999-2001 Member, *Review for Distinction Committee*
- 2001-2002 Member, *Barat College Transition Committee*
- 1999-2001 Member, *Grade Challenge Committee*
- 1999- Presenter, *New Faculty Orientation, "Negotiating the First Year. Stories from Second-Year Faculty."*

MEDIA APPEARANCES

- 2009 Oregon Public Broadcasting (OPB) "Think Out Loud" *Life after Special Education.*
Guest

CONSULTING ACTIVITIES

- 2008 Report Reviewer. U.S. Department of Education. *The Post-High School Outcomes of Youth With Disabilities up to 4 Years After High School: A Report From the National Longitudinal Transition Study-2.* NCSER 2009-3017.
- 1997-2006 Consultant. Chicago Public Schools, IL. Worked directly with over 70 Chicago Public Schools engaged in Education Connections Program as part of Corey H. settlement agreement developing and implementing special education restructuring plans.

PROFESSIONAL MEMBERSHIPS

- 2012-Current. International Academy for Research in Learning Disabilities, Fellow
- 2007-Current Society for Research in Child Development, Member

1997-Current.

American Educational Research Association, Member

1997-Current

Council for Exceptional Children, Member

- CEC Division on Career Development and Transition
- Council for Children with Behavioral Disorders
- Division for Culturally and Linguistically Diverse Learners
- Division for Learning Disabilities
- Division of Research