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**BIOGRAPHICAL SKETCH**

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NAME: Richard J. Murphy

eRA COMMONS USER NAME: RM49458

POSITION TITLE: Assistant Professor, Department of Economics

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**EDUCATION/TRAINING**

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INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	FIELD OF STUDY
The University of Southampton, UK	BS	05/2003	Economics
University College London, UK	MS	09/2004	Economics
University College London, UK	PhD	06/2014	Economics

**A. Personal Statement**

I am an economist who uses applied micro-econometric methods to improve our understanding the process of education and educational systems. My work fits with the PRC's primary research area of Education, Work, and Inequality. A primary thread of my research has focused on how characteristics of a student's family magnify or diminish the impact of K-12 school policies. This has included the impact of banning mobile phones in the classroom, and the impact of elementary class rank on long run outcomes. The second thread has examined the importance of financial aid on students' access to higher education.

Over the next five years I plan to continue my research in these areas and expand upon them, by examining the interaction between society and education, for which I will be drawing upon the resources of the PRC. The first major project will be on the origins of criminal behavior and how it relates to education. The research will establish the transmission of criminal behavior through generations by using educational reforms that changed the likelihood of parents being arrested. The existence of intergenerational effects of educational reforms, such as raising of the school leveling age, on criminal behavior will both highlight the importance of education and a source of criminal behavior. To implement this research design I require highly sensitive versions of the NLSY, which required that I became an agent of the Bureau of Labor Statistics. The technical support from the PRC's Science and Technical core has already proved invaluable as they had the institutional knowledge to guide me through the application process. The PRC also has provided me with links with other academics in the field of crime, such as Prof Pettit. Their knowledge of this subject, that is relatively new to me, also saved me a considerable amount of time.

The second major project is an ambitious research program to determine the relationship between religion and economic growth. This is difficult as religion may reflect a number of unobservable factors that may themselves be determinants of growth. My research will examine the case of Albania which imposed a religious ban in 1967, while having three major religions (Islam, Catholicism, and Orthodox Christianity). Using variation generated from this policy I plan to determine the relationship between changes in religion and education and growth measures. This fits in with the PRC's socioeconomic quality and work theme, given that the loss of churches represent a large loss of social capital for many communities. The PRC will aid me in providing initial guidance for funding applications and through discussions with other faculty regarding the potential mechanisms.

**B. Positions and Honors****Positions and Employment**

2014-Present Assistant Professor, Department of Economics, The University of Texas at Austin  
2012-2015 Research Officer, London School of Economics, Centre for Economic Performance  
2006-2012 Research Assistant, London School of Economics, Centre for Economic Performance  
2005-2006 Research Fellow, University of Westminster  
2016-Present Faculty Research Associate, Population Research Center, The University of Texas at Austin  
2015-Present Research Affiliate, London School of Economics, Centre for Economic Performance  
2014-Present Associate Member, Department for Education (UK) Analytical Pool  
2013-Present Co-chair, Economics of Higher Education

- 2013-Present Advisory Board Member, Education Endowment Foundation (EEF)  
2013-Present Research Affiliate, Center for Economic Studies and the Ifo Institute (CESifo)

### **Other Experience and Professional Memberships**

- 2004-Present Policy Advisor: Minister of Education and Advisor to the Deputy Prime Minister, Education Select Committee, National Equality Panel, BIS Postgraduate Review  
2014-Present Ad hoc Reviewer: *Journal of Political Economy*, *Journal of Labor Economics*, *Journal of Public Economics*, *Journal of Human Capital*, *Journal of the European Economic Association*, *The Economic Journal*, *Economica*, *Economics of Education Review*, *European Economic Review*, *Empirical Economics*, *London Review of Education*, *Education Economics*

### **Honors**

- 2001 Economic Review Prize, University of Southampton  
2008 WM Gorman Scholarship, University College London  
2009-2012 Economic and Social Research Council (ESRC), Scholarship  
2013 Outstanding Early Career Impact, Economic and Social Research Council (ESRC)  
2013 CESifo Young Affiliate Award Candidate  
2016 UniCredit & Universities Best Paper Award on Gender Economics

## **C. Contributions to Science**

### **Top of the Class: The Importance of Ordinal Rank**

In every educational system, students are put into classes to learn together. Many papers have estimated the impact of the average ability of peers on student outcomes, this research establishes a new fact that ordinal academic rank during primary school has long-run impacts on later achievement, conditional on ability. In joint work with Dr Felix Weinhardt we use data on the universe of English school students find large and significant positive effects on test scores and subject choices during secondary school from experiencing a high primary school rank. The effects are especially large for boys, contributing to an observed gender gap in end-of-high school STEM subject choices. Combining these data with survey data suggest that the development of confidence in students is a likely mechanism. The working paper version of this study has won the Unicredit and Universities best paper award in gender economics, has generated news coverage worldwide and has inspired new research on the topic of rank in several literatures, often using and citing the econometric specification we proposed. This is currently under review of *Review of Economic Studies*.

Richard Murphy, Felix Weinhardt (2014) 'Top of the Class: The Importance of Ordinal Rank' CESifo Working Paper No. 4815 (May 2014)

### **Ill communication: The impact of mobile phones on student performance**

How does the presence of mobile phones in schools impact student achievement? This is an ongoing debate in many countries. Some advocate for a complete ban while others promote the use of mobile phones as a teaching tool in classrooms. Modern technology is increasingly used in the classroom to with the goal of engaging pupils and improving performance. This fits into the broader literature in the use of technology in the classroom which finds mixed results. Research I conducted with Dr Louis-Philippe Beland examines the impact of mobile phone bans on pupil achievement in subsequent years. We surveyed schools in Birmingham, Leicester, London and Manchester about their mobile phone policies since 2001 and combined it with results data from externally marked national exams. We used the differences in implementation of ban dates across schools, comparing the changes in pupils' test scores within and across schools before and after a ban. Our research shows that mean pupil achievement improve as a result of a ban, but that this is entirely driven by previously low-achieving and low-income pupils. The impact of banning phones for these pupils is equivalent to an additional hour a week in school or to increasing the school year by five days. This paper generated a considerable international attention, and was reported in national newspapers in at least 33 countries. The working paper version of the paper has been downloaded over 84,000 times and has been published by *Labour Economics*.

Louis-Philippe Beland and Richard Murphy (2015) 'Communication: Technology, distraction & student performance' *Labour Economics*, Volume 41, August 2016, Pages 61–76

## **Testing Means-Tested Aid**

Inequalities do not end once students enter higher education. Yet, the majority of papers on the effectiveness of higher education aid examine its impact on college enrolment. In research with Dr Gill Wyness, we provide evidence on the causal impact of means-tested but otherwise unconditional financial aid on the outcomes of students who have already enrolled in college. To do so, we exploit a unique non-salient financial aid program which varies both across and within institutions, and for which eligibility is a highly non-linear function of parental income. Using student-level administrative data collected from 9 English universities, we study the effects of aid receipt on college completion rates, annual course scores, and degree quality. Our findings suggest that each £1,000 of financial aid awarded increases the chances of gaining a good degree by around 3.7 percentage points, driven by increases in annual rates of completion and course scores. This has been presented at the NBER and we have discussed the results with the Department of Education in the UK. It is currently under review at the Quarterly Journal of Economics.

Richard Murphy, Gill Wyness 'Testing Means-Tested Aid' CESifo Working Paper No. 6105 (September 2016)

## **D. Research Support**

### **Ongoing Research Support**

Research Award (R. Murphy, PI)

05/01/13-05/01/17

The Education Endowment Foundation

Can peer to peer mentoring improve teaching? Evidence from a RCT in 182 schools

This research is estimating the impact of a teacher training program where teachers observe their peers in the classroom and provide constructive feedback. To determine the impact of this program we conducted a randomization across 182 elementary schools in England in 2013. Half of which were selected to receive the treatment and half act as a control. For the school years 2013/14 and 2014/15 the treated schools ran the programs in Year 5 classes. We are estimating the long run outcome measures of this program on end of primary school test scores in national exams in 2014/15 and 2015/16. This work is joint with Felix Weinhardt and Gill Wyness.

Role: Principal Investigator

Responsibilities: Research design, overseeing recruitment of schools, randomization, co-ordination of implementation, collection of test score records, analysis of the impact, production of report.

### **Completed Research Support**

NA