

KIRUBA MURUGAIAH, Ph.D.

kirumuru@gmail.com

EDUCATION

Ph.D. 2025	Boston College , Teaching, Curriculum, & Instruction Thesis: "Disrupting Racial Injustice: Theorizing and Investigating Mathematics Teachers' Critical Consciousness" Emerging Scholar Fellowship
M.B.A. 2012	University of Geneva , International Organizations Management Internship: UNESCO, France
M.A. 2003	Teachers College Columbia University, Mathematics Education
B.A. 1998	Boston University , Mathematics & Computer Science <i>Magna cum Laude</i>

SUMMARY OF EXPERTISE

- 15+ years teaching Grades 9-16 mathematics in U.S. and sub-Saharan African.
- 6+ years designing & facilitating conflict-sensitive teacher education.
- 6+ years in research & evaluation (participatory data collection with students, teachers, community leaders, & government officials; development of theories of change & logical frameworks, qualitative & quantitative data analysis).
- Authored peer-reviewed publications, teaching & learning materials, and global mathematics curricular standards.
- Presented at CIES, AERA and other conferences and high-level meetings.
- Working knowledge of SPSS, SAS, MAXQDA, Dedoose, NVivo, & Qualtrics.
- Working knowledge of ChatGPT & Claude AI.
- Proficient in Windows & Apple OS, Microsoft Office, & Google Suite.
- Proficient in BlackBoard, Canvas, WebAssign, & MyMath Lab Learning Systems.
- Native fluency in English & Tamil, proficient in French, and learning Spanish.

PROFESSIONAL EXPERIENCE

Education Technical Advisor, International Rescue Committee, Remote/NY

2014 — 2020 Provided critical support to refugee, asylee, and immigrant populations by designing programs that enhanced literacy, numeracy, and social-emotional skills including offering academic tutoring, parent and community engagement, girls' education, gender equity & women's empowerment programs, and alternative learning programs, with a focus on students' mental wellness in crisis zones.

Advised on Education in Emergencies (EiE) programs in Bangladesh, Cameroon, Chad, the Democratic Republic of Congo, Iraq, Lebanon, Mali, Niger, Sierra Leone, and Tanzania.

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Notable standards & curricula authored

- UNESCO's SDG Global Proficiency Framework: Mathematics (2020)
- USAID's Safe Healing & Learning Spaces Toolkit – Early Grade Mathematics (2018)
- UKAID's EQUIP-Tanzania Math Teacher Training Curriculum (2015)
- INEE's Education in Emergencies Competency Framework (2020)

Notable research projects supported

- Dubai Cares Education in Emergencies: Evidence for Action (3EA) (Niger, Lebanon)
- UKAID Girls' Education Challenge: Every Adolescent Girl Empowered and Resilient (EAGER) (Sierra Leone)
- UKAID Girls' Education Challenge: Valorisation de la Scolarisation de la Fille! (Democratic Republic of Congo)

Notable grants secured

- \$11M (EuropeAid), \$27M (UKAid), \$3M (Dubai Cares)

*Associate Professor, Mathematics, **Bunker Hill Community College**, Boston, MA*

2005 — 2014 Courses Foundations of Math, Foundations of Algebra, College Algebra
Service Curricular Reform, General Education Committee, Learning Outcomes & Assessment Committee, Study Abroad – Costa Rica, Senegal
Awards NISOD Excellence in Teaching Award (2013), Citation for Outstanding Performance Commonwealth of Massachusetts' Governor's Office (2014)

*Education Volunteer, **United States Peace Corps**, Guinea, West Africa*

2003 — 2005 Taught secondary school math in French, supported local authorities with community development projects, and promoted HIV/AIDS and gender equity awareness in a predominantly Fulani community.

*Information Technology Specialist, **IBM Global Services**, Middletown, RI*

1998 — 2001 Implemented telephony and Internet solutions for clients in the utility industry, working closely with large multicultural teams. Proficient in C++, Java, JavaScript, HTML, DB2, and SQL programming languages.

ADDITIONAL RESEARCH & TEACHING EXPERIENCE

*Research Assistant, **Boston College**, Chestnut Hill, MA*

2021 — 2022 Facilitated data collection & drafted reports for faculty-led studies –

- National Science Foundation's Noyce Exemplary Mathematics Educators for High-Need Schools: Equity and Leadership project.
- National Science Foundation's Building a Data Repository, Landscape Analysis, Theory of Change, and Quasi-Experimental Research for CodePath.org project.

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Adjunct Faculty, Education Department

- 2022 — 2024 **Boston College**, Chestnut Hill, MA
 Courses Action Research; Curriculum Theories & Practice; Reimagining School & Society
 Awards The Donald J. White Teaching Excellence Award (2023, 2024)
- 2022 **Brandeis University**, Waltham, MA
 Courses Power, Privilege & Position in Schools

Adjunct Faculty, Mathematics Department

- 2024 — 2025 **Massachusetts' College of Pharmacy & Health Sciences**, Boston, MA
 Courses: College Algebra
- 2021 — 2023 **Emmanuel College**, Boston, MA
 Courses College Algebra
 Awards: Excellence in Undergraduate Education Award (2023)
- 2013 — 2014 **Northeastern University**, Boston, MA
 Courses Quantitative Skills and Reasoning

PUBLICATIONS

Murugaiah, K. (Under Review). The Decolonial Option: Embracing Epistemic Pluralism in U.S. Mathematics Education. *Race Ethnicity and Education*.

Gates, E., Rohn, K. C., & **Murugaiah, K.** (2024). Equity-related 'knots' in theory of change development: Conceptualization and case illustrations. *Evaluation and Program Planning*, 103, 102385. <https://doi.org/10.1016/j.evalprogplan.2023.102385>

Gates, E.F., **Murugaiah, K.**, & Rohn, K. C. (2024). *Foreword*. In D. Koleros, M.H. Adrien, & T. Tyrrell. Theories of Change in Reality: Strengths, Limitations, and Future Directions. Comparative Policy Evaluation Book Series. Routledge.

Murugaiah, K. (2023). "We make do": Experiences and beliefs of teachers working in conflict-affected Niger. *International Journal of Educational Development*, 100, 102808. <https://doi.org/10.1016/j.ijedudev.2023.102808>

CONFERENCE & WEBINAR PRESENTATIONS

Murugaiah, K. (2025). "A Conceptual Framework for Combatting Epistemic Oppression in U.S. Mathematics Education." Presented at the American Educational Research Association Annual Meeting, Denver, CO.

Gates, E.F., **Murugaiah, K.**, & Rohn, K. (2023). "Methodological Knots in Theories of Change for Educational Equity: Conceptualization and Illustrations in K-12 and Higher Education" Presented at the American Educational Research Association Annual Meeting, Chicago, IL.

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Conference & Webinar Presentations (continued)

Murugaiah, K. (2023). "Teachers as Transformative Intellectuals: A Review of Literature on Teachers in Conflict-affected Contexts". Paper presented at the Comparative International Education Society's Annual Meeting, Washington, D.C.

Murugaiah, K. (2022). "We make do: Lived experiences and beliefs of teachers in conflict-affected Niger." Presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Murugaiah, K. (2022). Teacher Agency in Conflict-affected Countries. Presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Murugaiah, K. (2019). How EQUIP-T rolled out its early grade math in-service teacher training programme across 5,196 schools in Tanzania. Presented at the Comparative International Education Society's Annual Meeting, San Francisco, CA.

Murugaiah, K. (2017). Learning Math in a Healing Classroom: Combining math instruction with psychosocial support promotes a safe and nurturing learning environment. Presented at the Comparative International Education Society's Annual Meeting, Atlanta, GA.

Murugaiah, K. (2016). Learning in a "Healing Classroom": IRC's approach to early grade math. Global Partnership for Education. Numeracy Webinar Series.

Murugaiah, K. (2016). Learner-centered activities and real-life problem-based approach to teaching and learning math. Presented at the Comparative International Education Society's Annual Meeting, Vancouver, B.C.

AFFILIATIONS

2023 — Present	American Evaluation Association
2020 — Present	American Education Research Association
2017 — 2020	Inter-agency Network for Education in Emergencies
2016 — Present	National Council of Teachers of Mathematics
2015 — Present	Comparative International Education Society
