

Kara McElvaine, M.S.

Curriculum Vitae

Human Development and Family Sciences

College of Health

Oregon State University

Waldo Hall, Corvallis, Oregon 97331

Email: mcelvaik@oregonstate.edu

EDUCATION

Ph.D. Expected 2025	Oregon State University Human Development and Family Sciences Advisor: Dr. Kelly Chandler Dissertation Working Title: <i>DEIB interventions and White racial identity development: Exploring approaches for advancing equity in a New Jersey school district</i>
M.S. 2021	Oregon State University Human Development and Family Sciences Advisor: Dr. Kelly Chandler Thesis: <i>Toward an inclusive organizational culture: Employees' perceptions of equity and belonging within Oregon's Department of Human Services</i>
B.A. 2014	The College of William and Mary Anthropology; Art History Advisor: Dr. Brad Weiss Thesis: <i>Embodying health: Interrogating collegiate performances of thinness and gender</i>

EMPLOYMENT SUMMARY

2023- present	Instructor-of-Record at Oregon State University
2023- present	Project Manager, Facing History and Ourselves
2021-2023	Associate Director of Programs, Shift Consulting, LLC
2021-2022	Senior Program Manager, Shift Consulting, LLC
2019-2021	Graduate Research Assistant, Oregon State University
2018-2021	Education Consultant
2017-2018	Project Manager, The Billions Institute
2014-2017	Program Coordinator, Yale Center for Emotional Intelligence

RESEARCH INTERESTS

My research broadly focuses on the contexts and processes which support the creation of more equitable environments for youth and adults, especially in the United States' education and human service systems. I integrate practical experiences leading and managing nationwide improvement initiatives with social science research to develop, test, and scale practices and programs that promote justice. For my dissertation, I am studying how districts select and implement workplace trainings on topics like diversity, equity, inclusion, and belonging and White teachers' racial identity development processes.

FUNDED PROJECTS

- 2022-2024 *The Bill and Melinda Gates Foundation, Pathways Team.* “Research and Development: A Hybrid Advising Pilot Co-operative.” Shift Consulting, LLC. \$2,091,575. (Role: Associate Director of Programs).
- 2020-2022 *The Bill and Melinda Gates Foundation, K-12 Education Team.* “Change Package Development: Culturally Responsive Pedagogy and Math.” \$451,000. Shift Consulting, LLC. (Role: Associate Director of Programs).
- 2020 *OneGoal.* “Research Alignment and Logic Model Findings.” Independent Contract to Kara McElvaine. \$16,000. (Role: Education Consultant).
- 2019-2020 *The Raikes Foundation, Education Team.* “Managing Year 4 of the Building Equitable Learning Environments Network and Design of BELE 2.0.” Shift Consulting, LLC. \$820,048.25. (Role: Education Consultant).
- 2017-2018 *The Raikes Foundation, Education Team.* “Managing Year 3 of the Building Equitable Learning Environments Network.” Billions Institute. \$689,208 (Role: Project Manager).

TRANSLATIONAL MATERIALS (e.g. reports, white papers, and online courses)

McElvaine, K., Collingwood, C., Kunkel, K., Watson, C., Bluemer-Miroite, S. (2023). Math teachers test responsive practices in real time. *The Learning Professional*. Available at: <https://learningforward.org/journal/improving-together/math-teachers-test-responsive-practices-in-real-time/>

McElvaine, K., Moyer, K., Todd, T., Bluemer-Miroite, S. (2022). Culturally responsive math practices: A change package and toolkit. Available at: <https://shift-results.com/our-work/culturally-responsive-pedagogy-and-math-change-package-development-project/>

Askov Zeribi, K., Bluemer-Miroite, S., **McElvaine, K.**, Todd, T., Davis, C., Moore, E., & Moyer, K. (2022). Building a culture of learning & improvement for equity. [White paper]. Shift. www.shift-results.com

McElvaine, K., Fenske, L., Rothwell, D., Weber, B., Pratt, M., Settersten, R. (2021). Oregon’s child care and early education crisis: Research-based solutions for options, financing, and equity [White paper]. Oregon State University. <https://health.oregonstate.edu/sites/health.oregonstate.edu/files/hallie-ford/pdf/oregon-family-impact-seminar-2020-research-summary.pdf>

Chandler, K. D., & **McElvaine, K.** (2021). Building RiSE: An analysis of breakout sessions to inform a workplace initiative. Report to the Office of Equity and Multicultural Services, Oregon Department of Human Services.

Bluemer-Miroite, S., Osta, K., **McElvaine, K.**, & the members of the BELE Network Learning Partners Work Group (2019). The Building Equitable Learning Environments Framework. Available at: <https://belenetwork.org/>

McElvaine, K. & Nathanson, L. (2017). Emotions matter: The basics of emotional intelligence and why it matters for BGCA. Continuing education course available to Boys and Girls Clubs of America staff.

PUBLICATIONS (i.e. peer-reviewed journal articles, reports, and book chapters)

Settersten, R., Hollstein, B., & **McElvaine, K.** (in press). Unlinked Lives: The elaboration of a concept and its significance in the life course. *Advances in Life Course Research*.

Tyler, C., Chandler, K., Tominey, S. L., Olsen, S., Fenske, L., **McElvaine, K.** (2022). Conceptualizing adolescents' daily critical consciousness: A model and research agenda. In L. Rapa's and E. Godfrey's (Eds.) *Critical Consciousness: Expanding Theory and Measurement*. Cambridge University Press.

Chandler, K., **McElvaine, K.**, Blodgett, J., Tyler, C. (2021). Work-family conflict is a racial justice issue. *Family Focus*.

Chandler, K. D., Hodge, C. J., **McElvaine, K.**, Olschewski, E. J., Melton, K. K., & Deboeck, P. (2021). Challenges of ecological momentary assessments to study family leisure: Participants' perspectives. *Journal of Leisure Research*, 1-7.

Kothari, B., Chandler, K., Waugh, A., **McElvaine, K.**, Jaramillo, J., & Lipscomb, S. (2021). Retention of child welfare caseworkers: The role of case complexity and workplace support. *Child and Youth Services Review*.

Lohani, M., **McElvaine, K.**, Payne, B., Mitcheom, K., Britton, W. (2020). A longitudinal training study to delineate the specific causal effects of open monitoring versus focused attention techniques on emotional regulation skills. *Complementary Therapies in Medicine*.

McElvaine, K., McCannon, J., Schwab, W. (2019). Learning healthcare system principles to facilitate education and training. In P. Spinella (Ed.) *Damage control resuscitation: identification and treatment of life-threatening hemorrhage*. New York, NY: Springer International Publishing.

Leite, I., McCoy, M., Lohani, M., Salomons, N., **McElvaine, K.**, Stokes, C.K., Rivers, S.E., & Scassellati, B. (2016). Autonomous disengagement classification and repair in multiparty child-robot interaction. *2016 25th IEEE International Symposium on Robot and Human Interactive Communication (RO-MAN)*, 525-532.

PUBLICATIONS IN PREPARATION OR UNDER REVIEW

McElvaine, K., Chandler, K., Miller, M., Heflin, K., & Fritsch, A. (in preparation). Equity and workplace culture interventions: Expanding the organizational justice framework.

ORAL PRESENTATIONS

McElvaine, K., Zeribi, K. (2023, April). Actionable knowledge for educators: Streamlining learning consolidation and dissemination. In the Carnegie Summit for the Improvement of Education, San Diego, CA.

McElvaine, K., DeMartino, S., Caillier, S., Jaffe, Z. (2023, April). Improving together: Elevating voices of educators in the *Learning Professional* [Invited Panel]. In the Carnegie Summit for the Improvement of Education, San Diego, CA.

McBride, R., **McElvaine, K.**, Todd, T., (2022, September). Leveraging the power of student and stakeholder voice in equitable college access program design. In the National College Attainment Network Conference, Atlanta, GA

McElvaine, K., Todd, T., Bluemer-Miroite, S., Mihalakis, V. (2022, March). Inclusive theories of change: Building a strong driver diagram with school-based practitioners. In the Carnegie Summit for the Improvement of Education, San Diego, CA.

Zeribi, K., Bluemer-Miroite, S., Todd, T., Davis, C., **McElvaine, K.**, Moyer, K., McBride, R. (2022, March). Developing and sustaining a culture of improvement. Invited pre-conference session for the Carnegie Summit for the Improvement of Education, San Diego, CA.

Chandler, K. D., **McElvaine, K.**, Blodgett, J., & Tyler, C. (2021, March). Work-family conflict is a racial justice issue. Ignite Colloquium on Equity, Inclusion, and Social Justice in Research, Oregon State University.

McElvaine, K., & Settersten, R. (2020, December). Hosting a virtual family impact seminar: Lessons learned from Oregon. Invited talk for Purdue Family Impact Institute.

Mullican, K. N., **McElvaine, K.**, & Stolz, H. E. (2019, November). One step forward, three steps back: Understanding foster parents' challenges and parenting self-efficacy. In Education and Enrichment (EE) Section. Paper session submitted for presentation at the annual meeting of the National Council on Family Relations Annual Conference, Fort Worth, TX.

Nathanson, L., **McElvaine, K.** (2016). Emotions matter: creating emotionally intelligent clubs.

- ☐ Co-facilitator of a 4-hour session at 2016 Boys and Girls Clubs of America National Conference. 56 Club Professionals, Board Members, and CEOs in attendance.
- ☐ **Session was recorded and used to create replicable training for Boys and Girls Clubs across the country**

McElvaine, K. (2016). Feeling out a framework: Emotionally intelligent CRM.

- ☐ Selected speaker for breakout session at 2016 Salesforce Higher Education Summit. Over 75 Higher Education data management leaders in attendance.

RESEARCH POSTERS

McElvaine, K., Chandler, K.D., Kothari, B.H., Waugh, A. (2021, November). Navigating multiple crises: How Oregon's child welfare caseworkers have been impacted by COVID-19. Poster presentation at the National Council on Family Relations Conference. Virtual.

McElvaine, K., Chandler, K.D., Kothari, B.H., Waugh, A., Jaramillo, J. (2021, May). Job-related rewards and challenges of Oregon's child welfare caseworkers. Poster presentation at the Oregon Parenting Education Collaborative Conference. Virtual.

Tyler, C., Fenske, L., **McElvaine, K.** (2021, April). Ethnic-racial identity exploration among youth of color moderates the association between discrimination and critical reflection. Poster presentation at the Society for Research in Child Development Virtual Biennial Meeting.

Mullican, K. N., **McElvaine, K.** & Stolz, H. E. (2019, April). One step forward, three steps back: Understanding foster parents' challenges and parenting self-efficacy. Poster presentation at Oregon State University College of Public Health and Human Sciences Graduate Student Poster Session. Corvallis, OR.

SELECTED RESEARCH EXPERIENCES

Graduate Research Assistant to Dr. Kelly Chandler, (January 2019-present)

- ☐ Draft manuscripts and prospectuses, and carry out other research tasks in support of Dr. Chandler's projects within the Family Life, Occupations, and Well-being (FLOW) Lab
- ☐ Support and foster the FLOW Lab's partnership with Oregon's Department of Human Services, inclusive of completing as needed research tasks (e.g., qualitative review of data related to the RiSE culture change initiative, literature reviews, etc.)

Graduate Research Assistant to Dr. Richard Settersten (September 2019-June 2021)

- ☐ Supported and partnered with the School Head of the School of Social and Behavioral Health Sciences on a variety of research and policy/outreach projects on children and youth, families, aging and the life course.
- ☐ Collaborated on theoretical papers related to networks and life course perspective
- ☐ Drafted reviews of articles in the peer-review process
- ☐ Assisted in the management of research projects
- ☐ Conducted quantitative and qualitative data analysis
- ☐ Conducted literature reviews

Research Assistant, RULER Seattle Charter Study, Yale University (2016)

- ☐ Created protocol for reaching out to over 100 educators in the Seattle Public School district to request the submission of photos of classroom artifacts ("charters") in order to understand more about the types and quality of products created in classrooms
- ☐ Developed and tested a coding schema to quantitatively describe collected artifacts
- ☐ Trained Yale undergraduate researcher assistants to conduct outreach to educators, and to code submitted artifacts

Research Assistant, Open Monitoring and Focused Attention Study, Yale University (2016)

- ☐ Recruited second wave of participants for an 8-week meditation intervention with two study conditions
- ☐ Conducted pre and post laboratory visits with wave two participants (~90 minutes in length), including setting up participants for experience sampling, collecting biophysiological data (heart rate, skin conductance), and collecting survey responses
- ☐ Managed IRB modifications, expenses, and contracting with the study's vendors
- ☐ Contributed to manuscripts

Clinical Services and Research Intern with Planned Parenthood (2015)

- ☐ Participated in on-going projects and offered support to the Clinical Services Management Team
- ☐ Assisted the Director of Clinical Research in new and ongoing research studies preparation and presentation
- ☐ Coordinated studies for the clinical services research department with new, current, and ongoing research studies

TEACHING EXPERIENCE

09/2023- present

Instructor of Record
HDFS 240: Human Sexuality

- ☐ Responsible for the day-to-day delivery of e-campus course with 40+ undergraduate students
- ☐ Create and foster a positive online learning environment to support student mastery of content and progress toward learning outcomes

09/2018-06/2019; 09/2020-12/2020; 09/2023- present

Graduate Teaching Assistant
HDFS 240: Human Sexuality

- ☐ Assisted with content preparation for twenty classes each term
- ☐ Assessed 60+ students' daily class reflections, written documentary reviews, quizzes, and exams
- ☐ Communicated effectively with all students about upcoming deadlines, content, etc.
- ☐ Tutored students as requested on writing and on course content
- ☐ Guest lecture as requested by instructor of record. Lectures prepared include:
 - *Understanding Sexuality: Theory and Research Methods*
 - *Case Studies about Context: Challenges to Sexual Functioning*
 - *Varieties of Sexual Expression: Paraphilias*

HONORS AND AWARDS

- ☐ Sonin Scholarship, Oregon State University, 2021-2022, 2023-2024 (\$1,600)
- ☐ College of Public Health and Human Sciences Fellowships, Oregon State University
 - Dr. Arthur E. Gravatt, 2021-2022 (\$1,000)
 - Betty Hawthorne Memorial, 2021-2022, 2023-2024 (\$1,900)
 - Jewell Fields Rohlfing Graduate Scholarship, 2023-2024 (\$500)
- ☐ Recognized on the Dean's List at the College of William and Mary, 2012-2014
- ☐ Recipient of Charles Center Summer Research Grant (\$3,000)
- ☐ Bloustein Distinguished Scholar

- ☐ Affiliated with the following Honors Societies: Lambda Alpha, Alpha Lambda Delta, Phi Eta Epsilon, NSCS

PROFESSIONAL AFFILIATIONS

- ☐ Member of the American Educational Research Association (AERA)
- ☐ Member of the American Sociological Association (ASA)

PROFESSIONAL DEVELOPMENT

- ☐ *Leadership Accelerator* (2023, [Bain and Company](#))
- ☐ *Equity and Liberation Training; Leveraging our Power; White Saviorism; Microaggressions; and Interrupting the Norms of Professionalism* (2022-2023, [the UPRISE Collective](#))
- ☐ *From Superpowers to Great Teams* (2022, [IDEO](#))
- ☐ *Giving and Receiving Feedback* (2022, [CoCreate Work](#))
- ☐ *Equity Facilitator Training Series* (2021, [Equity Literacy Institute](#))
- ☐ *Enneagram of Bias Training Series* (2021, [LTHJ Global](#))
- ☐ Diversity, Equity, and Inclusion in the Workplace Certificate (2021, [USF](#))
- ☐ *Leading for Equity Residential Institute* (2018, [National Equity Project](#))
- ☐ *Skid Row School for Large Scale Change* (participated 2016, facilitated 2017-2018, [the Billions Institute](#))