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## EDUCATION

**Ph.D., Human Development and Family Studies**  
**Minor in Women Studies**  
Oregon State University, 2002

**M.S., Counselor Education**  
The Pennsylvania State University, 1992

**B.S., Individual and Family Studies**  
The Pennsylvania State University, 1984

## EMPLOYMENT HISTORY

**HDFS Undergraduate Program Director**, Oregon State University, School of Social & Behavioral Health Sciences, Program of Human Development and Family Sciences, 2016-2020.

**Senior Instructor II**, Oregon State University, School of Social and Behavioral Health Sciences, Program of Human Development and Family Sciences, 2019-Present.

**Senior Instructor I**, Oregon State University, School of Social and Behavioral Health Sciences, Program of Human Development and Family Sciences, 2014-2019.

**Instructor**, Oregon State University, School of Social and Behavioral Health Sciences, Program of Human Development and Family Sciences, 1995-2014

**Human Services Internship Coordinator**, Oregon State University, Department of Human Development and Family Sciences, 2007-2011

**Research Associate**, Oregon State University, Department of Human Development and Family Sciences, 2005-2006. Project Title: *Center for Family Care in Oregon: Pilot Project for the Oregon Family Panel.*

**Qualitative Research Consultant**, Oregon State University, Department of Human Development and Family Sciences, 2005. Project Title: *Food Choice Study*

**Research Associate**, Oregon State University, Department of Human Development and Family Sciences, 2003-2005. Project Title: *National Early Childhood Transition Center Project*

**Extension State Program Coordinator**, Oregon State University, Department of 4-H Youth Development Education, 2000-2002

**Health and Safety Coordinator**, Oregon State University, Department of Human Development and Family Sciences, Child Development Center, 1998-1999

**Graduate Research Assistant**, Oregon State University, Department of Human Development and Family Sciences, 1994-1998. Project Titles: *Adapting to Change in Commercial Fishing Families*, 1996-1998 and *Couples Watching Television, Gender, Power, and the Remote Control*, 1994-1995

**Vocational Rehabilitation Counselor**, Intracorp, Central PA, 1991-1992

**Counselor**, Centre County Youth Service Bureau, State College, PA, 1984-1991. Programs: Big Brother/Big Sister, Youth and Family Services, and Stormbreak Runaway Shelter

**Crisis Intervention Counselor**, On Drugs Incorporated, State College, PA, 1983-1985

## TEACHING HISTORY

### Courses

*HDFS 665 Teaching in HDFS, 1 credit, 2012-2015*  
*HDFS 546 Theories of Family Studies, 3 credits, 2006 & 2014*  
*HDFS 462 Professional Helping Skills, 4 credits, 2010-Present*  
*HDFS 461 Program Development & Proposal Writing, 4 credits, 2011-Present*  
*HDFS 447 Families and Poverty, 4 credits, 2007, 2010, 2019, 2020*  
*HDFS 444 Family Violence & Neglect, 4 credits, 2011-Present*  
*HDFS 443 U.S. Families: Gender, Race, and Class, 3 credits, 1997*  
*HDFS 442 Gender and Family Relationships, 3 credits, 1996*  
*HDFS 432 Children & Youth with Special Needs, 3 credits, 1995 & 2009-2010*  
*HDFS 431 Family, School, & Community Collaborations, 3 credits, 2005-2006*  
*HDFS 410 Advanced Human Services Internship, 10 credits, 2007-2011*  
*HDFS 406 Special Projects, 3 credits, 2011-Present*  
*HDFS 360 Critical Thinking in HDFS, 4 credits, 2011-Present*  
*HDFS 341 Family Development, 3 credits, 1998*  
*HDFS 340 Relationship Development, 3 credits, 1995 & 1996*  
*HDFS 331 Early Childhood Education Practicum, 3 credits, 2009-2010*  
*HDFS 314 Adult Development and Aging, 3 credits, 2007*  
*HDFS 209 Introductory Internship, 4 credits, 2008-2011*  
*HOEC 201 Individual and Family Development, 3 credits, 1999 & 2000*

### 4-H Extension Workshops

*Developing a Collaborative Volunteer Recruitment System*, Spring, 2002, Retired & Senior Volunteer Program, Linn-Benton Community College

*Understanding Family Relationships: A Leadership Tool*, Winter, 2002, 4-H Junior Leader Retreat, McKenzie Pass, OR

*4-H Agent Training: 4-H Adventures, School-Age Childcare, and Talking With T. J. Programs*, Spring, 2001, Chemult, OR; Fall, 2000, The Dalles, OR; Fall, 2000, Albany, OR

*Coalition of Community Learning Centers: A Day at the Legislature*, Winter, 2001, Salem, OR

*Learning about Early Adolescent Development*, Spring, 2001, 4-H Summer Camp Counselors Training, Beaverton, OR

*Poverty Simulation Workshop*

Summer, 2001, 4-H Summer Conference, Corvallis, OR

Winter, 2001, 4-H High Desert Junior Leader Retreat, Klamath Falls, OR

Winter, 2000, OSU Youth Leadership, Corvallis, OR

Winter, 2000, Kidco Head Start Staff Training, Lebanon, OR

Summer, 2000, Oregon Dept. of Administrative Services/ Leadership Oregon, Salem, OR

Spring, 2000, Oregon Food Bank Annual Training, Portland, OR

## CURRICULUM DEVELOPMENT

***Revision of HDFS 444, Family Violence & Neglect (E-Campus & Corvallis Campus), 2014 & 2019***

I followed the *Quality Matters* format to ensure innovative, effective teaching through the online format. All aspects of the course were redesigned and updated, including lectures, readings, on-line activities, videos, assignments, and quizzes. I serve as the lead instructor for the Corvallis campus and I teach the online version of the course annually. The course was designated a *Quality Matters* course in 2015.

***Revision of HDFS 447, Families & Poverty (E-Campus & Corvallis Campus), 2014 & 2019***

I followed the *Quality Matters* structure to redesign it. All aspects of the course were redesigned, including lectures, videos, readings, assignments, on-line activities, and quizzes. This course is a service-learning course, and I provided guidance and materials to update this component of the course.

***Revision of HDFS 201 Contemporary Families in the U.S. (E-Campus & Corvallis Campus) 2019***

I provided assistance with course development to ensure that the structure of the course met *Quality Matters* guidelines.

***Community Health Worker Advanced Courses (Oregon State University Center for Health Innovation), 2017***. Created advanced courses (*Mental & Behavioral Health* and *Poverty & Health Disparities*) for Community Health Workers, employed by the Eastern Oregon Coordinated Care Organization, who are seeking advanced training. One course was created to be instructor-led and the other course was developed so that PACE (OSU's Professional and Continuing Education Program) could transform it into a self-paced format.

***Revision of HDFS 360, Critical Thinking in Human Development and Family Sciences, E-Campus and Corvallis Campus, 2017, Portland Hub, 2018***. Led a team effort to create new learning objectives for all versions of the course (Corvallis, Cascades and Ecampus). Updated and revised both the Ecampus and on campus (4 sections) versions of the course, following the *Quality Matters* structure for redesign. Created a hybrid version of the course in 2018 to be used on the Portland Hub campus. Designed all aspects of the course, including lectures, videos, readings, assignments, on-line

activities and quizzes. Designed a project-based learning assignment to enhance the active learning component of the course. The assignment asks students to analyze a social problem, write an insightful research review on the topic and engage in a series of collaborative conversations to help develop ideas for the paper and connect course content to the project. Dr. Monica Olvera was a faculty collaborator on the course revision, creating 2 of the 10 modules.

***Revision of HDFS 461, Program Development and Proposal Writing (E-Campus & Corvallis Campus), 2015, 2020.*** Updated and revised the course to create a master course that is taught on all OSU campuses. Participated in two *Writing Intensive Curriculum Workshops* and attended several refresher workshops to prepare for the revision. I followed the *Quality Matters* structure to redesign the course. All aspects of the course were redesigned, including lectures, videos, readings, assignments, on-line activities, and quizzes. Videos with community partners were added to provide connections between students and grant writing professionals. The course was designated a *Quality Matters* course in 2016.

***Revision of Human Services Option, 2015***

Faculty colleague, Dr. Julie Graves and I worked to revise the Human Services option in HDFS. In addition to expanding our course offerings and strengthening our internship courses, we infused our courses with materials that were developed as a result of participation in the *Difference Power, & Discrimination Summer Institute*.

***Service-Learning Component for HDFS 444, Family Violence & Neglect, 2013***

After participation in the *Service-Learning Professional Community Seminar*, I created a service-learning project for this course. Students engaged in a collaborative, strengths-based approach to learn skills to empower individuals, families, and/or communities to prevent family violence and neglect. Students were required to contribute 15 hours of service to an agency or educational program designed to prevent family violence and neglect. They established contact with an agency, completed a learning agreement, obtained a final evaluation form from their site supervisor. They also prepared a poster presentation and shared their experiences with the class. Students reflected on their service-learning experience through course assignments and class discussions as a significant component of this project.

***Revision of HDFS 462, Skills for Human Services Professionals (Renamed Professional Helping Skills in 2018), 2010***

Revised this class so that students use an ecosystems perspective and strengths-based approach to analyze individual, family, and community problems in the course. Applied practices that promote human dignity, social justice and empowerment are emphasized. Within this practical framework, students learn how to (a) form collaborative partnerships; (b) identify strengths and resources to frame solutions to problems; and (c) implement and monitor action plans. I serve as the lead instructor for the Corvallis Campus course.

***Revision of Internship Courses to Include Seminar Component, 2008***

Student learning objectives for each course are as follows:

*HDFS 209 Introductory Internship:* Understand the characteristics of effective helping professionals; Develop awareness of self as a potential helping professional; Develop awareness of helping theories; Demonstrate effective helping skills such as empathy, rapport building, and active listening; Describe the stages of the helping process, both in individual and group settings;

*HDFS 410 Advanced Human Services Internship:* Assess and improve upon their own cultural competency skills; Demonstrate understanding of therapeutic models of helping; Understand the stages of helping, including exploration, insight, and action; Develop applied helping skills to facilitate change in individuals, families, and groups.

## **FORMATIVE ASSESSMENT FOR TEACHING AND LEARNING**

***Student Assessment Process:*** For each course that I teach, I construct a learning plan in which I align course learning objectives, module learning objectives, course materials (readings, videos, etc.), and activities with formative and summative assessments of learning. I place significant emphasis on formative assessments and provide two examples here.

In *HDFS 461 Program Development and Proposal Writing*, at each stage of the proposal development process, students engage in informal writing assignments to prepare for assignments that are more formal. They write minimally graded formal assignments that are peer reviewed prior to my review. Finally, they write formally graded mid-level papers that lead to a formally graded complete proposal. At each step of the way, I provide verbal and written feedback to help scaffold their learning of writing.

I engage in a similar process for teaching verbal helping skills in *HDFS 462 Professional Helping Skills*. Students learn and practice skills in the classroom, with modeling and guidance from undergraduate teaching assistants, videotaped examples and me. Students also have access to written examples of the skills and they practice these skills through informal writing assignments in class. For assessment of these skills, students first complete a minimally graded audiotaped assignment that includes a written transcript and a self-analysis of their helping skills. I provide extensive written feedback on their analysis and their use of the skills. Next, students practice these skills for a formally graded audiotaped assignment that includes a written transcript and a self-analysis of their skills. I provide feedback on this assignment too. This process is repeated for 2 additional formal assignments. At each stage of the assessment process, students are asked to add skills to their repertoire. This process results in students' abilities to

- Collaborate with a "client" (classmate) to develop a mutual understanding of the client's problem by using active listening skills
- Define a tentative future direction for turning the problem into a future goal, including an assessment of the client's motivation for change
- Appraise the client's strengths and available social support
- Develop a plan of action that includes a goal, objectives and strategies for change

***Teacher Assessment Process:*** I take student and peer evaluation seriously. Though I do not think that student evaluations offer direct assessment of student learning, I think they offer insights into the relationships that are built and the learning environment that is created in the classroom. To implement faithfully a collaborative teaching pedagogy, I must be responsive to student feedback. I change my courses, during the term and in the creation of future courses, at the suggestion of students. In addition to course evaluations from students and peer evaluations from colleagues, I use formative assessments in each class to make changes in the way that I structure my courses. For each skills-based course that I teach (HDFS 360, HDFS 461, and HDFS 462), I ask students to complete a form to assess their ability to perform pertinent skills before and after taking the class. I use this feedback to redesign portions of my courses. I also complete the HDFS Program Competency Assessment via evaluation of

competencies in *HDFS 461 Program Proposal and Development Writing*. I determine whether students meet 4 program competencies, describe assessments that I use to make this determination, and explain how I will change the course in the future based on findings.

## LEADERSHIP

As the **HDFS Undergraduate Program Director**, I ensured the quality of the HDFS program on the Corvallis, online (Ecampus), and Portland (Hub) campuses. I also cooperated with Dr. Shannon Lipscomb, HDFS Undergraduate Program Lead on the Cascades Campus, to coordinate curriculum for both campuses. This work involved participating in the following committees and work groups, as needed:

**Chair, HDFS Undergraduate Program Committee (2016-2020)**

**Member**, Aging Workgroup

**Member**, Child Development Workgroup

**Member**, Core Curriculum Workgroup

**Member**, Ecampus Workgroup

**Member**, Family Sciences Workgroup

**Member**, Human Services Workgroup

**Member**, Human Services Internship Workgroup

In the Director role, I provided leadership to increase students' options for exposure to the HDFS curriculum and I worked to offer a more consistent and rigorous curriculum for our students. Through regular Curriculum Committee meetings, smaller workgroups, and annual faculty retreats, the following enhancements were implemented:

Addition of a *Minor in Human Development & Family Sciences* (all campuses)

Addition of a *Human Development & Family Sciences Hybrid Program* in Portland

Addition of an *Early Childhood Option* on the Cascades Campus

Addition of *HDFS 433 Early Childhood Internship* course on Cascades Campus

Addition of *HDFS 460 Family Policy* to the electives list

Strengthening of Core Requirements & Required Electives

Restructuring of course numbering and names for Human Service Courses

Addition of *HDFS 262 Introduction to Human Services (on Corvallis campus and online)*

Addition of *HDFS 310 Human Services Practicum (on Corvallis campus and online)*

Name change of *HDFS 462 to Professional Helping Skills*

Restructuring of required courses for Child Development Option

Creation of *HDFS 430 Child Development Center Internship*

Requiring *HDFS 361 Applied Research Methods* as a prerequisite for *HDFS 461 Program Development and Proposal Writing*

Renaming *HDFS 432 to Children & Youth with Disabilities*

Reorganization of Child Development Option so that students take *HDFS 461* as their WIC course.

Addition of *HDFS 260 Life Hacks for Emotional Intelligence and Well-being*

I worked to facilitate Baccalaureate Core (Bacc Core) approval for *HDFS 201 Contemporary Families in the U.S. (Difference, Power and Discrimination and Social Processes and Institutions)*, *HDFS 240 Human Sexuality (Social Processes and Institutions)*, *HDFS 461 Program Development and Proposal Writing (Writing Intensive Course)*, and *HDFS 447 Families and Poverty (Contemporary Global Issues)*. I implemented the practice of using Course Coordinators for these courses to ensure

consistency in Bacc Core courses across campuses (Corvallis, Ecampus, Cascades and Portland). I served as a Course Coordinator for *HDFS 461 Program Development and Proposal Writing* and *HDFS 447 Families and Poverty*.

I created the Human Services Internship Committee (2016-2018), led by the Internship Coordinator, to resolve challenges related to internship courses. The committee focused on documents such as the *Intent to Place* and *Learning Plan and Evaluation Tool*. The committee also provided guidance on policies and practices that are institutionalized in the *Human Services Internship Handbook* and website. I also assisted in the transition of the Human Services Internship program to Dr. Tasha Galardi, creating the initial online versions of the internship courses for Fall 2019.

I worked in collaboration with the School Associate Head to:

- schedule HDFS courses and faculty assignments
- identify, interview, and recommend pool instructors for unmet course needs
- monitor course enrollments
- assist with scheduling and assignment adjustments
- communicate with advisors and manage course substitutions, waivers, and overrides.

I promoted the HDFS Program in the following ways:

Collaborated with College of PHHS Marketing staff to facilitate revisions of the website and other materials (e.g., brochures) used to market the HDFS Undergraduate Program.

Highlighted the Program via events, such as:

College of PHHS Welcome Week Lunch (2016-2019)

*Beaver Open House* (2013, 2014, 2016, 2017, 2018)

Portland Community College Fundraising and Awards Ceremony (2018 & 2019)

Oregon Parenting Educators Conference (2019)

Open Campus Webinar (2018)

National Council on Family Relations (2016)

Finally, I served as a **Faculty Mentor** to HDFS Undergraduate Program Instructors: Dr. Monica Olvera, Dr. Julie Graves, Rachel Jenson, and Dr. Anne Mannering.

**Human Development and Family Sciences Student Club Faculty Advisor, 2016-2020.** This student-led club has expanded its activities and its availability to both Corvallis and Ecampus students during my time as the faculty advisor. The club is open to all students, regardless of major, who are interested in learning more about HDFS and in gaining skills and knowledge to help improve the health and well-being of individuals, families, and communities. Members who comprise the leadership team organize several activities each term, including professional development, service, and recreational events. As faculty advisor, I primarily work with the President, attend club meetings, and participate in club activities (e.g., yard renovation of a local youth shelter, support of young girls participating in a distance race, engage in holiday party arrangements for seniors in an assisted living facility). I also provide guidance when problems arise and ensure that university policies are honored.

Nominated for OSU's Student Leadership & Involvement *Sponsored Student Organization Advisor of the Year Award* (2017-2018) and *Sponsored Student Organization of the Year Award* (2017-2018)

## GRADUATE STUDENT ADVISING

**Co-Major Professor:** Hyun-Kyung You (2009), Dissertation Title: *Mothering a Child With Autism in the United States and in South Korea*

**Graduate Committee Member:** Jon Francis (2017-Present) Aaron Phaneuf (2015-Present), Steve Wicks (2012), Kate Behan (2011)

**Graduate Council Representative:** Blayne Amson (2014), Danielle Bryant (2016), Nikki Correa (2018), Samantha Lynn Haviland (2015), Angela Pagliaroli (2017), Rebekka Partridge (2019), Lori Jo, Schelske (2020), Julie Weiss (2019)

**Graduate Teaching Advisor (2007-Present):** Derick Becker, Kate Behan, Xiaoyu Bi, Christina Blake, Jennifer Blodgett, Adam Clark, Jack Day, Sarah Feeney, Meghan Fenn, Linda Fenske, Jeffrey Flesch, Tasha Galardi, Grace Hartman, Terese Jones, Sungrok Kang, Joy Lile, Kendra Lewis, Jen MaGuire, Alicia Miao, Chris Mouzong, Scholastique Nikuze, Jessica Nolen-Morse, Brooke Dolenc Nott, Monica Olvera, Megan Pritchard/Pratt, Kylee Probert, Claudia Recksiedler, Daniel Romo, Sara Schmidt, Isabella Sciutto, Asia Thogmartin, Steve Wicks, Chenkai Wu, and Hyun-Kyung You

**Mentor (2006):** Amber Wilburn-we explored the history of African American women and their family lives

**Research Apprenticeship Advisor (2003-2005):** *Oregon Family Panel Project*, Cris Dogaru and Sungrok Kang

**Research Supervisor (2003-2005):** *National Early Childhood Transition Center Project*, Rachelle Saceda, Shannon Wanless, Amy Murray, and Jodi Alaniz

## UNDERGRADUATE STUDENT MENTORSHIP

	Fall	Winter	Spring	Summer
<i>Faculty-Student Mentor Program</i>	(2018)	(2018)	(2018)	
Serve as a faculty mentor, in collaboration with a student mentor, for 3 incoming freshman. The purpose of the program is to increase retention of first-year students and their success at OSU	3 students	2 students	2 students	
	(2019)			
	2 students			
<i>HDFS 406 Special Projects</i>	(2014)	(2015)	(2015)	
I serve as a faculty supervisor for students enrolled in international internships or other applied projects.	2 students	2 students	3 students	
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<i>HDFS 462 Undergraduate Teaching Assistants: Students meet with me</i>	(2015)	(2016)	(2016)	
	2 students	3 students	3 students	
	(2016)	(2017)	(2017)	



throughout the term and assist with (a) listening to student recordings and reviewing them, (b) attending class to provide modeling of helping skills for students, and (c) providing feedback on exemplary student performance. Students complete FERPA training for this experience	3 students (2017) 4 students	4 students	4 students (2018) 5 students  (2020) 2 students
HDFS 406 In-depth student mentorship, including supervision of reading and writing projects.	(2014) 1 student	(2018) 1 student	(2017) 1 student (2018) 2 students
Undergraduate Honors Program Committee Member			(2016) 1 student (2017) 1 student

## COLLABORATIVE TEACHING

*Human Services Option* (2015), The HDFS Internship Coordinator and I serve as a transformation team to develop curriculum with a greater focus on institutionalized systems of inequity and privilege in the U.S. Our goal is to strengthen our students' personal and professional ability to engage in collaborative, strengths-based practices to resolve individual, family, and community problems.

*Human Services Option* (2011-2013) The previous HDFS Internship Coordinator and I collaborated to ensure the quality and coordination of the primary Human Services courses-HDFS 209, HDFS 410, & HDFS 462

*HDFS 331, Early Childhood Education Practicum* (2009-2010) co-taught with HDFS graduate student.

## FACULTY DEVELOPMENT/INVITED PARTICIPATION

- Participant, *Inclusive Teaching Online*, Oregon State University Ecampus, Summer 2020
- Participant, *2019 Oregon Parenting Educators Conference*, May 2019
- Participant, *Navigating Bias in the Workplace*, Oregon State University, April 2019
- Participant, *Mental Health First Aid Training*, Oregon State University, December 2018
- Participant, *Faculty-Student Mentor Program Training*, Oregon State University, September 2018
- Participant, *Hybrid Course Training*, Oregon State University, July 2018
- Participant, *Self, Social and Global Awareness Initiative*, Oregon State University, April, 2018
- Participant, *Creating Equitable Teaching and Learning Environments II*, Social Justice Education Initiative, Oregon State University, fall 2017
- Participant, *Redeveloping an Online Course*, Oregon State University, Ecampus, summer 2017

Search Advocate, *Search Advocate Training*, Oregon State University, 2017  
 Participant, *Creating Equitable Teaching and Learning Environments*, Social Justice Education Initiative, Oregon State University, (spring, 2017)  
 Participant, *AAC & U Centennial Dialogues Faculty Symposium*, AAC & U and DPD, Oregon State University, 2015  
 Participant, *Welcoming Diversity Workshop*, Oregon State University & National Coalition Building Institute, 2015  
 Participant, *Quality Matters for Online Education Training*, Oregon State University, Ecampus, 2015  
 Participant, *Difference, Power & Discrimination Summer Academy*, 2015  
 Participant, *Civic Engagement & Service Learning Symposium*, Oregon State University, 2015  
 Search Advocate, *Search Advocate Training*, Oregon State University, 2014  
 Participant, Oregon State University Ecampus, *Developing an Online Course*, 2014  
 Invited Participant, *Service-Learning Professional Community Seminar*, 2013  
 Participant, Oregon State University Ecampus, *Teaching an On-Line Course*, 2013  
 Participant, Center for Teaching & Learning Symposium, *Response Journals: A Technique for Student Comprehension and Engagement*, 2013  
 Participant, College of Public Health and Human Sciences, *Assessment Training Workshop*, 2012  
 Invited Participant, *Writing Intensive Curriculum Seminar*, 2011  
 Invited Participant, *Community Leadership Training Program*, Ford Family Foundation, Rural Development Initiatives ([www.tfff.org](http://www.tfff.org)), 2008-2012  
 Invited Participant, *Grant Writing Workshop*, College of Health and Human Sciences, Oregon State University, 2003  
 Invited Participant, *Writing Intensive Learning*, College of Home Economics and Education, Oregon State University, 1996

## PUBLICATIONS: REFEREED JOURNALS

- You, H. K., & McGraw, L. A. (2011). The intersection of motherhood and disability: Being a “good” Korean mother to an “imperfect” child. *Journal of Comparative Family Studies*, 42, 579-598.
- McGraw, L. A., & Walker, A. J. (2007). Meanings of sisterhood and disability: Narratives from white nondisabled sisters. *Journal of Family Issues*, 28, 474-500.
- McGraw, L. A., & Walker, A. J. (2004). Negotiating care: Ties between aging mothers and their caregiving daughters. *Journal of Gerontology: Social Sciences*, 59B, S324-S332.
- McGraw, L. A., Zvonkovic, A. M., & Walker, A. J. (2000). Studying postmodern families: A feminist analysis of the ethical tensions in work and family research. *Journal of Marriage and the Family*, 62, 68-77.
- Reprinted in: D. K. Wysocki (Ed., 2001). *Readings in social research methods* (1<sup>st</sup> ed.). Wadsworth.
- Walker, A. J., & McGraw, L. A. (2000). Who is responsible for responsible fathering? *Journal of Marriage and the Family*, 62, 563-569. Response to Doherty, Kouneski, & Erickson (1998).
- Reprinted in: D. S. DelCampo & R. L. DelCampo (Eds., 2001, 2004, 2005, & 2006). *Taking sides: childhood and society* (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, & 7<sup>th</sup> eds.). Guilford, CT: McGraw-Hill/Dushkin.

## PUBLICATIONS: UNDER REVIEW/IN PREPARATION

**McGraw, L. A.** & You, H.K. (under review). Mothering children with autism in two distinct cultures. *Qualitative Health Research*

## PUBLICATIONS: BOOKS

Walker, A. J., Manoogian-O'Dell, M., **McGraw, L. A.**, & White, D. L. (Eds.). (2001). *Families in Later Life: Connections and transitions in middle and later life*. Thousand Oaks, CA: Pine Forge Press.

## PUBLICATIONS: CHAPTERS

**McGraw, L. A.**, & Walker, A. J. (2009). Nondisabled sisters navigating sociocultural boundaries of gender and disability. *Handbook of Feminist Family Studies* (pp. 177-191). Thousand Oaks, CA: Sage.

**McGraw, L. A.**, & Walker, A. J. (2004). Gender in families: The more things change, the more they stay the same. In M. Coleman & L. H. Ganong (Eds.), *Handbook of contemporary families: Considering the past, contemplating the future* (pp. 174-191). Thousand Oaks, CA: Sage.

Zvonkovic, A. M., Manoogian-O'Dell, M., & **McGraw, L. A.** (2001). The ebb and flow of family life: How families experience being together and apart. In K. Daly (Ed.), *Minding the time in family experience: Emerging perspectives and issues* (pp. 135-162). New York: JAI Press.

Zvonkovic, A. M., **McGraw, L. A.**, & Manoogian-O'Dell, M. (2000). A multimethod research project on commercial fishing families: Multiple windows on resilient women and families. In S. Hanna & M. Hall-Arber (Eds.), *Change and Resilience in Fishing*. Corvallis, OR: Oregon Sea Grant.

## PUBLICATIONS: REVIEWS

**McGraw, L. A.** (2007). Review of L. Kowaleski-Jones and N. H. Wolfinger (Eds.) *Fragile families and the marriage agenda*. New York, NY: Springer, 2006. *Contemporary Sociology*, 36, 145-147.

## PUBLICATIONS: EXTENSION

**McGraw, L. A.**, & Ozretich, R. (2003). *Family Fun Newsletters*. Oregon State University: Extension & Experiment Station Communications.

- Ozretich, R., & **McGraw, L. A.** (2003). *Family Connections Newsletters*. Oregon State University: Extension & Experiment Station Communications.
- McGraw, L. A.** (2002). *4-H Adventures Leaders Guide, revised*. Oregon State University: Extension & Experiment Station Communications.
- McGraw, L. A.** (2002). *4-H Adventures Family Guide*. Oregon State University: Extension & Experiment Station Communications.
- Manoogian-O'Dell, M., **McGraw, L. A.**, & Zvonkovic, A. (1998). *The ebb and flow of fishing family life: A publication of the patterns of involvement in business and family life project*. Corvallis, OR: Oregon Sea Grant.

## PRESENTATIONS

Ecampus Faculty Forum. Oregon State University.

- You, H. K., & **McGraw, L. A.** (2016, November). *Cross-Cultural Examination of Being a "Good" Mother to a Child with Autism*. Poster presented at the annual meeting of the National Council on Family Relations, Minneapolis, MN.
- McGraw, L.A.** & Olvera, M. (2015, November). *Cyber-Service-Learning: Connecting global students to their local communities*. Paper presented at the annual meeting of the National Council on Family Relations, Vancouver, B.C.
- You, H., & **McGraw, L. A.** (2010, November). *Meeting the Past, Present, and Future Needs of Children with Autism in South Korea*, Poster presented at annual meeting of the National Council on Family Relations, Minneapolis, MN.
- You, H.K., MacTavish, K., & **McGraw, L.** (2008, November) *Mothering a child with autism: The experiences of European American mothers*. Poster presented at the annual meeting of the National Council on Family Relations, Little Rock, AK,
- You, H.K., **McGraw, L. A.**, & MacTavish, K. (2007, November) *Understanding Korean mothers with children who have autism*. Paper presented at the annual meeting of the National Council on Family Relations, Pittsburgh, PA.
- McGraw, L. A.**, & Walker, A. J. (2005, November). *Uncovering Relationship Patterns in Observational Data: A Qualitative Approach*. Paper presented at the annual meeting of the Gerontological Society of America, Orlando, FL.
- McGraw, L. A.**, & Walker, A. J. (2005, November). *The Sociocultural Parameters of Siblinghood and Developmental Disability: A Dialectic Process of Agency and Structural Constraint*. Paper presented at the Preconference on Theory Construction and Research Methodology, National Council on Family Relations, Phoenix, AZ.
- Nowak, T., Rous, B., McCormick, K., **McGraw, L.**, Harmon, M., Kohner-Google, M., Hallam, R., & Stricklin, S. (2005, October). *Challenges to Collecting Transition Data in a Multi-Site Study*.

Research Roundtable at Division of Early Childhood (DEC) Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.

- Todd, C.M., Robinson, V., & **McGraw, L. A.** (2005, April). *Contextual Influences on Informal Caregivers: Implications for Training*. Paper presented at the annual meeting of the Society for Research in Child Development, Atlanta, GA.
- Todd, C. M., **McGraw, L. A.**, Robinson, V. (2004, April). *Informal Caregivers: Context, Characteristics, and Views on Training*. Presentation at the Child Care Research Consortium Meeting, Child Care Bureau, Washington, D.C.
- Todd, C., Newman, M., DeBord, K., **McGraw, L.**, & Peterson, D. (2001). *Evaluation plans for the Extension Cares for America's Children and Youth Initiative*. Presentation at the meeting of Children, Youth, and Families at Risk Program (CYFAR), San Diego, CA.
- Walker, A. J., White, D. L., Manoogian-O'Dell, M., & **McGraw, L. A.** (2000, October). *Family transitions in middle and later life*. Paper presented at the meeting of the Oregon Gerontological Association, Portland, OR.
- Walker, A. J., & **McGraw, L. A.** (1999, November). *Interdependence between mothers and daughters in middle and later life: Patterns of connection and autonomy*. Paper presented at the annual meeting of the National Council on Family Relations, Irvine, CA.
- Walker, A. J., & **McGraw, L. A.** (1998, November). *Mother-daughter relationships in middle and later life: Evidence from observational data*. Paper presented at the annual meeting of the Gerontological Society of America, Philadelphia, PA.
- Manoogian-O'Dell, M., Zvonkovic, A., & **McGraw, L.** (1998, November). *The emotion work of wives and husbands: Supporting husband's paid labor*. Paper presented at the annual meeting of the National Council on Family Relations, Milwaukee, WI.
- McGraw, L. A.**, Zvonkovic, A., Moon, S., Manoogian-O'Dell, M., & Trosper, T. (1997). *Fishing wives' stories of participation in a traditional research project: Understandings of agency and constraint*. Paper presented at the meeting of the Society of Applied Anthropology, Seattle, WA.
- McGraw, L.** (1997, November). *Meanings of disability and sisterhood: Stories from able-bodied sisters of siblings with disabilities*. Paper presented at the annual meeting of the National Council on Family Relations, Washington D.C.
- McGraw, L. A.**, Walker, A. J., & Richards, L. (1996, November). *Able-bodied women making sense of their relationships with disabled siblings: The politics of feminism and disability*. Poster presented at the annual meeting of the National Council on Family Relations, Kansas City, MO.

**INVITED SPEAKER**

**McGraw, L.A. (2018).** *Cyber Service Learning*. Ecampus Faculty Lunch. Oregon State University, Corvallis, OR.

**McGraw, L.A. (2017).** *My Experience with Quality Matters Peer Review*. Video Presentation for Ecampus. Oregon State University.

**McGraw, L.A. & Graves, J. E. (2016).** *Difference, Power, & Discrimination in the HDFS Human Services Curriculum*. HDFS Hour. Oregon State University.

**McGraw, L. A. (2004, April).** *Caregiving sisters: The politics of feminism and disability*. The 28<sup>th</sup> Annual Oregon State University Gerontology Conference, Corvallis, OR.

**McGraw, L. A. (2003).** *Conducting applied focus group research*. School-Age Care Evaluation Conference, The University of Georgia, Athens, GA.

## GRANTS AND CONTRACTS

**Principal Investigator**, Oregon State University, School of Social & Behavioral Health Sciences (2019-2020). Project Title: *GTA Innovations for Student Success*. Funding Agency: Ecampus. \$33,000 for graduate student support.

**Principal Investigator/Research Consultant**, Oregon State University, School of Social & Behavioral Health Sciences in collaboration with Andrey Myhre, Jackson Street Youth Shelter & Bettina Schempf, Old Mill Center for Children and Families (2016). Project Title: *ACES to Assets: Supporting Individual & Family Resiliency*. Funding Agency: IHN-CCO. \$81,165 (not funded).

**Co-Principal Investigator**, Oregon State University, Department of Human Development and Family Sciences (2006). Project Title: *South Korean and European American Mothers Who Have Children with Autism Spectrum Disorders*. Funding Agency: Northwest Health Foundation. \$2,963.

**Principal Investigator**, Oregon State University, Department of Human Development and Family Sciences (2005-2006). Project Title: *Center for Family Care in Oregon: Pilot Project for the Oregon Family Panel*. Funding Agency: Oregon Health & Sciences University. \$50,000.

**Principal Investigator**. Oregon State University, Department of 4-H Youth Development Education. (2001-2003). Project: Qualitative analysis of focus group data, a subcontract for the *America Cares for Children and Youth School-Age Care Needs Assessment Project*. Funding Agency: Department of Health & Human Services, Child Care Bureau, Award # 90YE0034, \$17,500.

## NATIONAL AWARDS & HONORS

**McGraw, L. A., & Walker, A. J. (2007).** Meanings of sisterhood and disability: Narratives from white nondisabled sisters. *Journal of Family Issues*, 28, 474-500. Winner of the 2002 *Outstanding Contribution to Feminist Scholarship Award in Honor of Jessie Bernard*, National Council on Family Relations

**McGraw, L. A.,** Zvonkovic, A. M., & Walker, A. J. (2000). Studying postmodern families: A feminist analysis of the ethical tensions in work and family research. *Journal of Marriage and the Family*, 62, 68-77

- Identified as one of the top 20 articles published in 2000 by the committee to select the winner of the 2001 Rosabeth Moss Kanter Award for Excellence in Work-Family Research

## STUDENTS' NATIONAL AWARDS

You, H.K., & **McGraw, L. A.** (2012). The intersection of motherhood and disability: Being a “good” Korean mother to an “imperfect” child. Winner of the 2012 *Outstanding Contribution to Feminist Scholarship Award in Honor of Jessie Bernard*, National Council on Family Relations

You, H.K., **McGraw, L. A.**, & Mactavish, K. (2006). South Korean and European American mothers who have children with autism spectrum disorders. Winner of the 2006 *Jessie Bernard Award for Outstanding Proposal from a Feminist Perspective*, National Council on Family Relations

## UNIVERSITY AWARDS & FELLOWSHIPS

*College of Public Health & Human Sciences Excellence in Teaching and Mentoring Award* (2018)

*Quality Matters Certified Course*, Oregon State University, Ecampus (2016, 2017, 2018)

Nominated for *OSU's Student Leadership and Involvement Sponsored Student Organization Advisor of the Year Award* (2017-18)

*Professor of the Term*, Panhellenic Executive Council of Oregon State University (2015)

*Petersen Graduate Student Thesis Award in Family Gerontology*, Oregon State University (2001)

*Thayer Raymond Memorial Graduate Fellowship*, Oregon State University (1995-1998)

*Schild-Nicholson Fellowship*, Oregon State University (1995—1997)

*Graduate Academic Grant*, The Pennsylvania State University (1987)

Graduate Honor Society, *Alpha Kappa Chapter of Pi Lambda Theta*, The Pennsylvania State University

## COMMUNITY RECOGNITION

*ABC House Celebrate Hope Community Partnership Award* (2010)

Given to **McGraw, L.A.** in honor of the Oregon State University, Department of Human Development and Family Sciences, Human Services Internship Program

## SERVICE

### Program of Human Development and Family Sciences

**WIC Culture of Writing Award Coordinator** (2018-2020)  
**Peer Review of Teaching**, Karen Volmar (2019)  
**Peer Review of Teaching**, Monica Olvera (2018)  
**Member**, Committee to Hire HDFS Instructor for Portland Hub, Jennifer Sasser (2018)  
**Member**, Human Services Internship Committee (2016-2018)  
**Co-Chair**, Committee to Hire an HDFS Instructor, Tasha Galardi (2017)  
**Peer Review of Teaching**, Kelly Davis (2017)  
**Peer Review of Teaching**, Carolyn Mendez Luck (2016)  
**Peer Review of Teaching**, Kathy Greaves (2015)  
**Chair**, Committee to Hire the HDFS Program Internship Coordinator, Julie Graves (2015)  
**Peer Review of Teaching**, Rob Stawski (2013)  
**Liaison**, Writing Intensive Curriculum Group (2013-Present)  
**Member**, Undergraduate Curriculum Committee (2012-2013)  
**Peer Review of Teaching**, Katherine MacTavish (2012)  
**Member**, Committee to Hire Instructors-Elizabeth Maxwell (2012), Kathleen Moxley-South (2012), and Anne Mannering (2010)  
**Member**, Committee to Hire HDFS Internship Coordinator-Rachel Jensen (2011)  
**Member**, Human Services Reaccreditation Committee (2008-2010)  
**Member**, Human Development and Family Sciences Advisory Board (2007-2011)  
**Member**, Human Services Advisory Board (2007)

### School of Social and Behavioral Health Sciences

**Ad hoc Member**, SOBE Promotion and Tenure Committee (2015-2017, 2019, 2020)  
**Member**, Committee to Develop Senior Instructor II Promotion Guidelines (2017)

### College of Public Health and Human Sciences

**Member**, Dean's Advisory Committee (2018-2020)  
**Marshal**, College of PHHS Undergraduate Graduation Ceremony (2013-Present)  
**Member**, Undergraduate Scholarship Committee (2010-2018)  
**Mentor**, Faculty Student Mentorship Program (2018-Present)  
**Facilitator**, Interprofessional Education Program (2011-2012)  
**Campus Coordinator**, Students in Service, (2009-2011)

### Oregon State University

**Baccalaureate Core Committee Member**, 2019-Present  
**Baccalaureate Core 2.0 Committee Member**, 2020  
**Search Advocate**, (2014-Present)  
**Volunteer**, *Mi Familia Weekend* (2019)



## **Extension & Professional**

**Ad-hoc Reviewer**, *Social Politics* (2020)

**Member**, National Council on Family Relations (1994-Present)

**Ad-hoc Reviewer**, *Canadian Journal on Aging* (2006)

**Member**, Reuben Hill Award Committee (2003-2005), National Council on Family Relations

**Ad-hoc Reviewer**, *Journal of Marriage and Family* (2004)

**Member**, Outstanding Research Award Committee (2003), Feminism and Family Studies Section, National Council on Family Relations

**Ad-hoc Reviewer**, *Family Relations* (2003)

**Member**, School-Age Care, Enrichment, and Recreation Advisory Board (2000-2002)

**Oregon's Liaison**, *Extension Cares for America's Children and Youth Initiative*, including participation in the Evaluation subcommittee of the initiative (2000-2002)

**Member**, Oregon State University Extension Diversity Committee (2000-2002)

**Member**, Coalition of Community Learning Centers (2000-2001)

## **Community (Professional)**

**Past Board Chair**, Strengthening Rural Families, Benton County, OR (2017-2018)

**Board Chair**, Strengthening Rural Families, Benton County, OR (2013-2017)

**Treasurer**, Strengthening Rural Families, Benton County, OR (2012)

**Board Member**, Strengthening Rural Families, Benton County, OR (2011-2012)

**Ford Family Leadership Group Leader**, Completed Mural Project for Philomath, OR (2012)

## **Community (Non-Professional)**

**Advocate**, Philomath, OR. Issue: Promoting Fluoridation of the City's Municipal Water Supply (2012).

**Track & Field Parent Liaison & Meet Coordinator**, Philomath Public Schools, Philomath, OR, 2008-2011

**Track Renovation Fundraising Committee Chair**, (raised \$125,000), Philomath Public Schools, Philomath, OR, 2005-2008

**Advocate**, Philomath, OR. Issue: Steering the Philomath Couplet Project Away from Schools on Applegate Street, 2003-2006

**Destination Imagination Team Manager and Program Coordinator**, Philomath Public Schools, Philomath, OR, 2000-2004

**Great Books Instructor**, Philomath Elementary School, Philomath, OR, 1998-2005

**Fundraising Coordinator**, Corvallis Montessori School, Corvallis, OR, 1998-1999

**Volunteer Coordinator**, da Vinci Days, Corvallis, OR, 1994-1998