

Anne M. Mannering, PhD

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Education

- PhD 2006 Developmental Psychology, Department of Psychology, University of Oregon, Eugene, Oregon
- MS 2001 Psychology, Department of Psychology, University of Oregon, Eugene, Oregon
- BA 1998 Psychology, Department of Psychology, University of Texas at Austin, Austin, Texas; Highest Honors, Liberal Arts Honors, Special Honors in Psychology

Employment

- January 2020- Program Director/Lecturer, Online Master's in Psychology Program, Center for Translational Neuroscience, Department of Psychology, College of Arts and Sciences, University of Oregon, Eugene, Oregon
- 2016-2019 Senior Instructor I, Human Development and Family Sciences, School of Social and Behavioral Health Sciences, College of Public Health and Human Sciences, Oregon State University, Corvallis, Oregon
- 2010-2016 Instructor, Human Development and Family Sciences, School of Social and Behavioral Health Sciences, College of Public Health and Human Sciences, Oregon State University, Corvallis, Oregon
- 2007-2014 Psychology Instructor (Part-time), Social Sciences Division, Lane Community College, Eugene/Cottage Grove, Oregon
- 2008-2010 Postdoctoral Research Associate and Lab Coordinator, Stress Neurobiology and Prevention Lab, University of Oregon, Eugene, Oregon
- 2007-2010 Research Assistant/Assessor, Oregon Social Learning Center, Eugene, Oregon
- 2000-2006 Graduate Teaching Fellow, Department of Psychology, University of Oregon, Eugene, Oregon

TEACHING AND ADVISING

Oregon State University, Human Development and Family Sciences (Corvallis, Oregon)

Credit Courses in Chronological Order

HDFS 312	Parenting Research and Application (4)	Fall 2010	102 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Fall 2010	51 students
HDFS 311	Infant and Child Development (4)	Winter 2011	82 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Winter 2011	28 students
HDFS 410	Advanced Internship/Child Development (10)	Winter 2011	2 students
HDFS 431	Family, School, and Community Collaboration (3)	Winter 2011	101 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Spring 2011	32 students
HDFS 410	Advanced Internship/Child Development (10)	Spring 2011	11 students
HDFS 431	Family, School, and Community Collaboration (3)	Spring 2011	91 students
HDFS 311	Infant and Child Development (4)	Fall 2011	109 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Fall 2011	35 students
HDFS 410	Advanced Internship/Child Development (10)	Fall 2011	3 students
OINT 488	HDFS Internship Thailand (10)	Fall 2011	1 student
HDFS 330	Fostering Learning in Early Childhood Development (4)	Winter 2012	41 students
HDFS 431	Family, School, and Community Collaboration (3)	Winter 2012	68 students
HDFS 432	Children and Youth with Special Needs (3)	Winter 2012	68 students
HDFS 311	Infant and Child Development (4)	Spring 2012	145 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Spring 2012	39 students
HDFS 432	Children and Youth with Special Needs (3)	Spring 2012	67 students
HDFS 406	Projects (6)	Summer 2012	1 student
HDFS 311	Infant and Child Development (4)	Fall 2012	124 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Fall 2012	35 students
HDFS 406	Projects (4)	Fall 2012	1 student
HDFS 431	Family, School, and Community Collaboration (3)	Fall 2012	70 students
HDFS 311	Infant and Child Development (4)	Winter 2013	98 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Winter 2013	32 students
HDFS 432	Children and Youth with Special Needs (3)	Winter 2013	55 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Spring 2013	46 students
HDFS 431	Family, School, and Community Collaboration (3)	Spring 2013	70 students
HDFS 432	Children and Youth with Special Needs (3)	Spring 2013	47 students
HDFS 311	Infant and Child Development (4)	Fall 2013	111 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Fall 2013	36 students
HDFS 431	Family, School, and Community Collaboration (3)	Fall 2013	65 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Spring 2014	42 students
HDFS 431	Family, School, and Community Collaboration (3)	Spring 2014	73 students
HDFS 432	Children and Youth with Special Needs (3)	Spring 2014	34 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Summer 2014	10 students
HDFS 311	Infant and Child Development (4)	Fall 2014	104 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Fall 2014	32 students
HDFS 431	Family, School, and Community Collaboration (3)	Fall 2014	70 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Winter 2015	39 students
HDFS 432	Children and Youth with Special Needs (3)	Winter 2015	69 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Spring 2015	39 students
HDFS 431	Family, School, and Community Collaboration (3)	Spring 2015	73 students
HDFS 432	Children and Youth with Special Needs (3)	Spring 2015	47 students

Credit Courses in Chronological Order (Continued)

HDFS 311	Infant and Child Development (4)	Fall 2015	101 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Fall 2015	35 students
HDFS 431	Family, School, and Community Collaboration (3)	Fall 2015	44 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Winter 2016	35 students
HDFS 431	Family, School, and Community Collaboration (3)	Winter 2016	38 students
HDFS 432	Children and Youth with Special Needs (3)	Winter 2016	48 students
HDFS 311	Infant and Child Development (4)	Spring 2016	71 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Spring 2016	34 students
HDFS 432	Children and Youth with Special Needs (3)	Spring 2016	48 students
HDFS 311	Infant and Child Development (4)	Fall 2016	77 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Fall 2016	31 students
HDFS 431	Family, School, and Community Collaboration (3)	Fall 2016	50 students
HDFS 432	Children and Youth with Special Needs – Ecampus (3)	Winter 2017	34 students
HDFS 311	Infant and Child Development (4)	Spring 2017	57 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Spring 2017	38 students
HDFS 432	Children and Youth with Special Needs (3)	Spring 2017	48 students
HDFS 432	Children and Youth with Special Needs – Ecampus (3)	Summer 2017	23 students
HDFS 311	Infant and Child Development (4)	Fall 2017	92 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Fall 2017	34 students
HDFS 431	Family, School, and Community Collaboration (3)	Fall 2017	48 students
HDFS 431	Family, School, and Community Collaboration (3)	Winter 2018	42 students
HDFS 432	Children and Youth with Special Needs (3)	Winter 2018	44 students
HDFS 311	Infant and Child Development (4)	Spring 2018	47 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Spring 2018	30 students
HDFS 432	Children and Youth with Special Needs (3)	Spring 2018	30 students
HDFS 311	Infant and Child Development (4)	Fall 2018	68 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Fall 2018	19 students
HDFS 431	Family, School, and Community Collaboration (3)	Fall 2018	30 students
HDFS 431	Family, School, and Community Collaboration (3)	Winter 2019	20 students
HDFS 432	Children and Youth with Special Needs (3)	Winter 2019	32 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Spring 2019	12 students
HDFS 432	Children and Youth with Special Needs (3)	Spring 2019	26 students
HDFS 311	Infant and Child Development (4)	Fall 2019	67 students
HDFS 330	Fostering Learning in Early Childhood Development (4)	Fall 2019	37 students
HDFS 431	Family, School, and Community Collaboration (3)	Fall 2019	34 students

Curriculum Development

UO Online Master's in Psychology, University of Oregon

- **Core Curriculum Development and Course Design** (Program launch Winter 2021) – Collaborating with UO Online and colleagues affiliated with the Center for Translational Neuroscience to develop the program of study for a new, fully online MS in Psychology.

Program Description: The University of Oregon's Online Master's in Psychology (OMP) program aims to bridge the gap between practitioners and translational researchers who develop and test psychosocial and behavioral programs targeting the health and wellbeing of people across the lifespan. This program is designed for self-motivated professionals working in social services, behavioral health and related fields who are seeking to advance their careers and increase the impact of programs in their organizations and communities. The OMP provides an accessible, high-impact learning experience through a blend of online coursework and individualized project-based curriculum. Program faculty are cutting-edge researchers with expertise in child and adult stress neurobiology, trauma and resilience, and evidence-based interventions for a range of psychological disorders across the lifespan. Students will gain a strong foundation in program development and evaluation methods and have opportunities to apply lessons from brain science to real-world problems.

Current courses in development:

PSY 619 Intervention Science I (4 credits). Collaborating with Dr. Shannon Peake.

Exploration of the development and evaluation of evidence-based treatments (EBTs), the field of implementation science and culturally competent intervention approaches. Students develop clinical intervention and case conceptualization skills while learning about infant, child, adolescent, adult, and couple focused EBTs for a variety of disorders.

PSY 630 Translational Neuroscience: Brain Development in Early Childhood (3 credits). Collaborating with Dr. Christina Karns.

Introduction to key concepts and methods of translational neuroscience. Uses a multidisciplinary lens to examine environmental influences on early human development, from the prenatal period through early childhood. Reviews the evidence base for interventions that aim to mitigate risk factors in these critical developmental periods.

PSY 690 Capstone Research Project (variable credits). Collaborating with Dr. Lisa May.

Faculty-supervised research credits for each quarter in which students conduct their capstone research project, which is embedded in their home agency / employer (minimum 3 terms of 2 units per term). Small group advising allows for faculty-student advising on project enhanced by peer-to-peer advising/mentoring.

PSY 614 Rapid-Cycle Program Refinement (4 credits). Collaborating with Dr. Tyson Barker.

This course introduces the PRISM Framework, a structured but flexible framework for program development, implementation, and evaluation. Students will explore why change is needed in the field as they learn and practice the Framework's guiding principles (precision, fast-cycle iteration, co-creation, and shared learning).

HDFS 431 Family, School, and Community Collaboration, 3 credits, Oregon State University

- **Developing Ecampus course** (First delivery Fall 2019) – This will provide a needed elective for the HDFS undergraduate online degree. Course design follows best practices in online education according to the Quality Matters Rubric (6th Edition), including explicit alignment of course outcomes and module objectives with content, learning activities, and assessment of student learning. Expanded use of multimedia tools, including videos and interactive web applications. Assignments emphasize application of course content to current issues in professional practice.
- **Course revisions** (2011-2019) - Updated readings and multimedia content to reflect current theory, research, practice, and policy in education, family services, and community programs; created online practice quizzes; and developed interactive activities focused on professional applications. Added an assignment for which students interview a professional working in education, health, human services or a related field, connect the interview with course content, and develop a proposal for a collaborative partnership to promote child and family resilience.

HDFS 432 Children and Youth with Disabilities, 3 credits, Oregon State University

- **Changed Course Title and Description** (Approved Spring 2019; Effective Summer 2019) – Initiated the process to change the course title from Children and Youth with Special Needs to Children and Youth with Disabilities to align with empirical evidence and consensus among disability advocates that the term “special needs” is outdated and ableist. The updated course title and description accurately reflect course content and prioritize equity, inclusion and diversity.
- **Quality Matters Certification for Ecampus course** (Awarded July 2018) – Completed the multiphase review process to earn the Quality Matters designation for quality in online education. The QM Peer Review Team described the course as “rigorous, well-organized, with quality materials, ... a model of what the ideal online course might look like.” The final review score was 99 out of 99, and the course was recognized at the Ecampus Faculty Forum lunch in May 2019.
- **Redeveloped Ecampus course** (Completed Spring 2015) – Completed substantial revisions in collaboration with graduate student Jennifer Finders. Reflecting best practices in online education, we added weekly objectives aligned with course learning outcomes, content, and assessment; updated content and expanded multimedia learning tools and online resources; and created voice-over narratives for lectures. Developed a family case study research project through which students examine the real experiences of a child with a disability via a case study source (i.e., autobiography, documentary or in-person interview) and analyze how those experiences compare to information provided in the research literature.
- **Course revisions** (2012-2019) - Introduced new readings and multimedia content to reflect current theory, research, practice, and policy in education and human services for children and youth with disabilities. Increased student engagement by adding online discussion board topics, interactive, application-focused, in-class activities, and incorporating guest presenters with lived experience and/or professional expertise in the field, including parents of children with disabilities, the Coordinator for Early Intervention Services and Early Childhood Special Education in Benton and Linn counties, a speech language pathologist, and an autism specialist.

HDFS 311 Infant and Child Development, 4 credits, Oregon State University

- **Redeveloped Ecampus course** (Completed Spring 2015) – Mentored and assisted graduate student Alicia Miao with updating content, learning activities, and assignments to align with best practices in online education. Expanded multimedia tools and online resources; created voice-over narratives for lectures; updated discussion board topics, and revised the assignment for

which students apply developmental theories and research to direct observation of a child.

- **Course revisions** (2011-2019) - Updated content to reflect current research and revised assignments to increase student engagement. Created online practice quizzes and enhanced in-class demonstration of developmental concepts through activities with children by expanding the age-range of child participants. Added *MyVirtualChild* (Manis, 2008), an online program through which students track the outcome of their virtual parenting decisions and analyze the factors that influence development. Revised the debate assignments on current controversies in the field by giving students a choice of topics and increasing the articles per topic to provide multiple perspectives.

HDFS 330 Fostering Learning in Early Childhood Development, 4 credits, Oregon State University

- **Summer session course** (Summer 2014) - Developed and taught a 4-week version of the course, adapting the course format and assignments to fit the accelerated summer schedule.
- **Course revisions** (2010-2019) - Continually updated content to reflect current theory, research and practice, including support for dual language learners, anti-bias curriculum, technology and media in early childhood education; early learning standards, and policies regarding teacher education and licensing. Revised lab observations and writing assignments to clarify instructions, emphasize the application of theories and research, and highlight implications for professional development. Increased student collaboration by facilitating peer review sessions for select lab observations and converting an individual assignment on strategies for teaching math and science to a collaborative jigsaw activity. Incorporated guest presenters with expertise on topics such as adapted physical education and classroom management.

HDFS 406 Projects: Applied Experience in Disability-Job Training and Support during the Transition to Adulthood, 4 credits, Oregon State University (Fall 2012)

- Developed an enhanced educational experience for a student working as a job coach for Learning to Work, a program for teens and young adults with developmental disabilities offered by Benton County Developmental Disabilities Services and Bridges Enterprise, LCC, Quest Program. Readings and written assignments emphasized critical reflection on the challenges youth with disabilities face and the supports available during the transition to adulthood.

HDFS 406 Projects: Cross-cultural Perspectives on Human Exceptionality-Fieldwork in Ukraine, 6 credits, Oregon State University (Summer 2012*)

- Developed an enhanced educational experience for a student engaging in service learning at Hope Children's Center in Ukraine, a center for children with developmental disabilities. The student used observational methods to evaluate the abilities of individual children, and planned and implemented developmentally appropriate activities for small groups. Readings and written assignments emphasized critical reflection on the experience of disability in Ukraine and the United States. (Note*: I was not on contract during Summer 2012; Rachel Jensen served as the Instructor of Record).

HDFS 410 Advanced Internship/Child Development, 10 credits, Oregon State University (Winter 2011-Fall 2011)

- Developed in collaboration with Dr. Lori McGraw (Human Services Internship Coordinator, 2007-2011) to provide an alternative capstone learning experience for students pursuing the HDFS Child Development degree option. Students completed 270 hours of field experience

working for an agency/organization serving children or youth. Field work, online assignments, and bi-weekly seminar components emphasized the application of theory and research to promote positive developmental outcomes, observing and analyzing developmental needs to identify goals and implement plans of action, building family and community relationships, ethical standards, and developing cultural awareness.

- Adapted course learning objectives to reflect a positive youth development framework, selected weekly course topics and readings, created seminar materials, activities, and assignments, facilitated biweekly seminar meetings, advised students through the internship process from the application phase through completion, coordinated with agencies and built relationships with site supervisors to support student learning, and conducted site visits to evaluate student performance.

HDFS 312 Parenting Research and Application, 4 credits, Oregon State University (Fall 2010)

- Developed and taught the first on-campus version of this course, previously offered only through Ecampus. Created lecture materials, incorporated new readings and multimedia content, developed in-class participation activities, added guest presenters, and coordinated a panel session of parenting experts. Revised assignments, including the observation and analysis of a parent-child interaction and the interview of a parent or parent educator.

Faculty Development Activities Attended

Participant, “Diversity, Equity, and Inclusion workshop from Creative Reaction Lab in St. Louis,” Center for Translational Neuroscience, University of Oregon, Eugene, Oregon (July 10, 2020).

In this interactive introductory workshop, participants examine their roles as community members and organizational leaders by: defining key terms through language setting, learning the fundamentals of the Equity-Centered Community Design framework, reflecting on history and healing to inform context, defining the power of oneself and team dynamics in supporting authentic community-led change, and examining how to apply Equity-Centered Community Design strategies and practices to address real-world community challenges more equitably.

Participant, “Introduction to Equity-Centered Community Design,” Creative Reaction Lab Webinar (July 9, 2020).

“Oppressive, inequitable, and unequal systems are by design; therefore, we can redesign them. Equity-Centered Community Design (ECCD) is a creative problem-solving framework pioneered by Creative Reaction Lab that centers History & Healing and Acknowledging & Dismantling Power Constructs as essential pieces of intervention development if we are working to create equitable and just outcomes.”

Participant, “UO Online Presents: Effective Use of Canvas Modules for Successful Student Engagement,” University of Oregon, Eugene, Oregon (March 6, 2020).

This workshop addressed how to build and deliver modules that increase student usability and ease of navigation, how to promote active learning through Canvas tools, and how to streamline the online classroom site so that students can focus on their learning.

Participant, “UO Online Presents: Best Practices for Video Production,” University of Oregon, Eugene, Oregon (February 21, 2020).

This workshop provided a practical toolkit of video production strategies that support deep and meaningful student learning. Topics included how to apply best practices in lighting, sound, video length, and captioning to create high quality videos, incorporate slides and lecture, and engage students through discussions, quizzes, etc.

Participant, “UO Online Presents: Accessible Online Content: PowerPoint Design,” University of Oregon, Eugene, Oregon (January 31, 2020).

This workshop provided practical tools to make presentations more accessible. Topics included inclusive presentation techniques and how to share an accessible slide deck online.

Participant, “UO Online Presents: Accessible Online Content: Documents and Syllabi,” University of Oregon, Eugene, Oregon (January 24, 2020).

This workshop included step-by-step guides for making existing course content more accessible, from building a Canvas syllabus Page to updating scanned PDFs. Topics included how to apply headings, use alt-text, select color, use bulleted and numbered lists, and descriptive links.

Participant, “UO Online Course Design Series,” University of Oregon, Eugene, Oregon (January 9-16, 2020).

Three-session series online training introducing key issues and best practices concerning online teaching, including backward design strategies and aligned course objectives, elements of an online learning module, tools to enhance belonging and inclusion in the online learning environment, and principles of Universal Design for Learning (UDL). Sessions were interactive with hands-on learning opportunities.

Attendee, “1969 Black Student Union Walkout Reenactment,” Oregon State University Educational Opportunities Program, Corvallis, Oregon (May 21, 2019).

Reenactment to celebrate the 50 year anniversary of the Black Student Union walkout that led to the creation of EOP and the Lonnie B. Harris Black Cultural Center.

Participant, “Academic Integrity Symposium,” Oregon State University, Corvallis, Oregon (May 10, 2019).

Presentations and interactive breakout sessions on the extent of academic dishonesty in higher education, and strategies to address and prevent academic dishonesty through course design, clear expectations and communication with students.

Participant, “Navigating Bias in Working and Learning Environments,” Oregon State University, College of Public Health and Human Sciences Equity, Inclusion and Diversity Committee, Corvallis, Oregon (March 15, 2019).

Interactive workshop, led by Scott Vignos and Brandi Douglas from OSU’s Office of Institutional Diversity, on developing skills for recognizing and responding to bias incidents.

Participant, “Undocu-Ally Training,” Undocumented Task Force at Oregon State University, Corvallis, Oregon (February 22, 2019).

Interactive session to learn about how to be an ally of DACA students, students from mixed-status families, and undocumented students at OSU.

Search Advocate Community of Practice Meeting, “Open Topic Discussion and Veteran’s Preference Q&A Session,” Oregon State University, AA Search Advocate Program, Corvallis, Oregon (February 21, 2019).

Presentation about the new veteran’s preference policy, including the need for committees to evaluate all candidates rather than rely on HR’s assessment of veteran candidates, and issues related to creating measurable qualifications.

Search Advocate Community of Practice Meeting, “Open Topic Discussion,” Oregon State University, AA Search Advocate Program, Corvallis, Oregon (January 16, 2019).

Topics included how to balance experience as a Search Advocate (SA) when serving in another search committee role, and serving as an internal versus external SA.

Participant, “Black Minds Matter Course,” Oregon State University, Educational Opportunities Program and Office for Advancing Academic Equity for Student Success, Corvallis, Oregon (Winter 2019).

Ten-week public course from Dr. Luke J. Woods. Independently watched video of guest speakers and met weekly to discuss how to connect topics to our roles at OSU and develop strategies to improve educational success for Black boys and men.

Participant, “Mental Health First Aid Training”, Samaritan Health Services, Oregon State University, Corvallis, Oregon (December 5, 2018)

This interactive full-day session describes: risk factors and warning signs of mental health concerns in youth and adults; information on depression, anxiety, trauma, psychosis and substance abuse; a five-step action plan to help someone developing a mental health concern or crisis; and evidence-based professional, peer and self-help resources.

Self-paced Workshop, “QM Higher Education Rubric, Sixth Edition Update,” Oregon State University Ecampus. (July 2018).

Learned about changes to the newest edition of the QM Rubric and updates to the course review process and management system.

Search Advocate Community of Practice Meeting, "Microaggressions: Courageously exploring the space between intent and impact," Oregon State University, AA Search Advocate Program, Corvallis, Oregon. (June 14, 2018).

Jane Waite from the Social Justice Education Initiative facilitated a session about identifying and addressing microaggressions in the search and selection process.

Workshop, "Self, Social and Global Awareness (SSGA): Personal Capacity Building for Professional Education and Practice with Dr. Cheryl L. Franks (Full-day Training)," Oregon State University, College of Public Health and Human Sciences Equity, Inclusion, and Diversity Committee, Corvallis, Oregon. (April 7, 2018).

To cultivate awareness and skills for effective public health and human sciences work, facilitators learn to enable deep conversation about race/ethnicity, social class, health disparities, difference, power and privilege.

Workshop, "Beyond Cultural Competence," Oregon State University, College of Public Health and Human Sciences, Students for Equity, Inclusion and Diversity, and the Colleges of Liberal Arts, Education, Agricultural Sciences, and Business, Corvallis, Oregon. (April 6, 2018).

Interactive discussion of skills and strategies for white faculty mentoring underrepresented racial and ethnic groups, facilitated by Cheryl Franks, Executive Director of Diversity, Human Rights and Social Justice at Columbia University's School of Social Work.

Search Advocate Community of Practice Meeting, "Search Advocates, Processes, Practices and Strategies," Oregon State University, AA Search Advocate Program, Corvallis, Oregon. (March 15, 2018).

Kim Kirkland, Executive Director of Equal Opportunity and Access (EOA), shared the EOA annual report, discussed why searches fail, and provided guidance for successful searches.

Workshop, "Supporting Diverse Learners: How Teaching Preschool Shaped My College Classroom," Oregon State University, Center for Teaching and Learning, Corvallis, Oregon. (March 6, 2018).

Presenter Shauna Tominey, Professor of Practice in CPHHS, facilitated an interactive discussion of best practices for supporting diverse learners, including hands-on activities developed to promote culturally responsive teaching.

Workshop, "Independent Applying the QM Rubric (APPQMR)," Quality Matters and Oregon State University Ecampus, Corvallis, Oregon. (February 13 – February 27, 2018).

Participating in this workshop was invaluable preparation for the Quality Matters course review process for the Ecampus version of HDFS 432. Participants learn about the guiding principles of the QM Rubric and its standards for evaluating online course design. Workshop activities emphasized applying the concept of alignment to a real course and drafting helpful recommendations for course improvement.

Presentation, "DACA Information Session: Know Your Rights and Responsibilities," Oregon State University, Diversity, Equity and Inclusion, Educational Opportunities Program, Corvallis, Oregon. (February 22, 2018).

Immigration lawyer Maria Cobarrubias discussed the importance of DACA, the impact of dismantling DACA for students in K12 and universities, and information to better support undocumented students at OSU.

Conference/Workshop, "Faculty Thought Leadership Forum," Oregon State University, College of Public Health and Human Sciences, Corvallis, Oregon. (October 27, 2017).

Attended presentations from three nationally-renowned speakers in the field of public health and human sciences, followed by breakout sessions to stimulate ideas aligned with the college's emerging strategic directions in research, education and outreach. Participated in the breakout session on innovation in public health education.

Workshop, "Social Justice Education: Tools and Practice for Equitable Teaching and Learning (CETLE II)," Oregon State University, Academic Affairs, Social Justice Education Initiative, Corvallis, Oregon. (October 13, 2017).

In this second session of a two-part workshop examined the characteristics of equitable teaching and learning environments, their role in equalizing student success, and how who we are impacts the ways we teach and learn. Faculty role-played and discussed how to effectively counter bias in classroom discussions while promoting open and respectful dialog around difficult topics.

Workshop, "AA Search Advocate Series – Update Session – Using the Criteria Matrix," Oregon State University, Academic Affairs, Corvallis, Oregon. (August 14, 2017).

This interactive workshop provided a review of the search advocate purpose and priorities, and the opportunity to practice developing a criteria matrix to reduce bias and improve validity and fairness when evaluating candidates.

Workshop, “Creating Equitable Teaching and Learning Environments,” Oregon State University, Academic Affairs, Social Justice Education Initiative, Corvallis, Oregon. (June 9, 2017).

This interactive workshop examined the characteristics of equitable teaching and learning environments, their role in equalizing student success, and how who we are impacts the ways we teach and learn.

Workshop, “Search Advocate Two-Day Workshop,” Office of Equal Opportunity and Access, Oregon State University, Corvallis, Oregon. (July 18 – July 19, 2016).

This interactive workshop explored theory, research, and practical strategies advocates can use to help search committees test their thinking, address complex process concerns, improve search validity and fairness, understand/promote diversity, and anticipate/address potential bias.

Workshop, “Welcoming Diversity: Valuing the Differences Among Us,” OSU Campus Coalition Builders, Oregon State University, Corvallis, Oregon. (October 23, 2015).

This interactive workshop utilizes the National Coalition Building Institute (NCBI) community-building model to introduce skills that can empower participants to become more effective leaders and allies.

Workshop, “Search Advocate Full-Day Workshop,” Office of Equal Opportunity and Access, Oregon State University, Corvallis, Oregon. (August 4, 2015).

This interactive workshop explored theory, research, and practical strategies advocates can use to help search committees test their thinking, address complex process concerns, improve search validity and fairness, understand/promote diversity, and anticipate/address potential bias.

Workshop, "Developing an Online Course," Oregon State University Ecampus, Corvallis, Oregon. (July 7, 2014 - August 8, 2014).

I completed this workshop as part of the process for updating the Ecampus versions of HDFS 311 and HDFS 432. This intensive workshop introduced best practices in online education and provided the opportunity to engage with faculty colleagues about effective teaching. I gained practical experience designing course materials with constructive feedback from peers and Ecampus course developers.

Seminar, "Difference, Power and Discrimination: Summer Faculty Seminar," Oregon State University, Corvallis, Oregon. (June 2011 - July 2011).

This seminar provided strategies for transforming curricula and pedagogical practices to help students examine the ways in which difference, power, and discrimination influence individuals and groups at the interpersonal, institutional, and societal levels.

Graduate Mentoring in Teaching

HDFS 311	Alicia Miao	Winter 2011, Fall 2011, Spring 2012	
	Alexis Tracy	Fall 2012, Winter 2013	
	Joy Lile	Fall 2013	
	Asia Thogmartin	Fall 2014	
	Dianna Clingan	Fall 2015, Spring 2016	
	Jessica Henry	Fall 2016, Spring 2017	
	Austin Brockmann	Fall 2017, Spring 2018	
	Nicole Mullican	Fall 2018	
	Isabella Sciuto	Fall 2019	
	HDFS 312	Ritwik Nath	Fall 2010
HDFS 330	Christina Blake	Fall 2011-Spring 2012	
	Alexis Tracy	Fall 2012-Spring 2013	
	Jennifer Finders	Fall 2013, Spring 2014	
	Grace Hartman	Fall 2014, Fall 2015-Spring 2016	
	Staci Ebadirad	Winter-Spring 2015	
	Chris Partipilo	Fall 2016	
	Hyunyup Lee	Spring 2017	
	Kelly Longway	Fall 2017, Spring 2018	
	Isabella Sciuto	Fall 2018	
	HDFS 410	Christina Blake	Fall 2011
HDFS 431	Christina Blake	Winter-Spring 2011	
	Chenkai Wu	Winter 2012	
	Katie Walsh	Fall 2014	
	Rachel Croucher	Fall 2015, Winter 2016	
	Marci Sullens	Fall, 2016	
	Kelly Hoke	Fall 2017, Winter 2018	
	Svea Olsen	Fall 2018, Winter 2019	
	HDFS 432	Dal Moon	Winter-Spring 2012
		Elizabeth McDermott	Winter-Spring 2015
		Grace Hartman	Winter-Spring 2016
Hyunyup Lee		Spring 2017	
Kelly Longway		Winter-Spring 2018	
Kylee Probert		Winter-Spring 2019	

Lane Community College, Social Science (Eugene, Oregon, and Cottage Grove, Oregon)

PSY 201, 202, 203	General Psychology	Spring 2007, Summer, 2007, Summer 2008; Winter 2008-Fall 2010
PSY 235	Human Development I	Winter 2007
PSY 215	Lifespan Development	Spring 2007

University of Oregon, Psychology (Eugene, Oregon)

PSY 201	Mind and Brain	Summer 2001
PSY 410	Development and Psychopathology	Summer 2002
PSY 475	Cognitive Development	Spring 2004, Winter 2005
PSY 375	Child Development	Summer 2004, Summer 2005

RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

Refereed Journal Articles

- Bruce, J., Fisher, P. A., Graham, A. M., Moore, W. E., Peake, S. J., & **Mannering, A.** (2013). Patterns of brain activation in foster children and nonmaltreated children during an inhibitory control task. *Development and Psychopathology*, 25(4/Pt 1), 931-941. ([ISI Impact Factor 4.891], Mannering participated in study design and data collection and provided editorial feedback on the manuscript.)
- Fisher, P. A., **Mannering, A.**, Van Scoyoc, A., & Graham, A. M. (2013). A translational neuroscience perspective on the importance of reducing placement instability among foster children. *Child Welfare*, 92(5), 9-36. ([ISI Impact Factor 0.59], Mannering participated in developing the objectives of the paper and writing the manuscript.)
- Taylor, M., Shawber-Sachet, A. B., Maring, B. L., & **Mannering, A.** (2013). The assessment of elaborated role-play in preschool children: Invisible friends, personified objects and pretend identities. *Social Development*, 22(1), 75-93. ([ISI Impact Factor 1.382], Mannering participated in all phases of the research.)
- Rhoades, K. A., Leve, L. D., Harold, G. T., **Mannering, A.**, Neiderhiser, J. M., Shaw, D. S., Natsuaki, M. N., & Reiss, D. (2012). Marital hostility and child sleep problems: Direct and indirect associations via hostile parenting. *Journal of Family Psychology*, 26(4), 488-498. ([ISI Impact Factor 1.888], Mannering participated in developing the objectives of the paper and writing the manuscript.)
- Fisher, P. A., Stoolmiller, M., **Mannering, A.**, Takahashi, A., & Chamberlain, P. (2011). Foster placement disruptions associated with problem behavior: Mitigating the threshold effect. *Journal of Consulting and Clinical Psychology*, 79, 481-487. ([ISI Impact Factor 4.848], Mannering participated in writing the manuscript with the lead author.)
- Mannering, A.**, Harold, G. T., Leve, L. D., Shelton, K. H., Shaw, D. S., Conger, R. D., Neiderhiser, J. M., Scaramella, L. V., & Reiss, D. (2011). Longitudinal associations between marital instability and child sleep problems across infancy and toddlerhood in adoptive families. *Child Development*, 82(4), 1252-1256. ([ISI Impact Factor 4.718], This article was selected for a press release by the Society for Research in Child Development. Mannering developed the objectives of the paper, participated in developing the analysis plan, and had primary responsibility for writing the manuscript.)
- Mannering, A.** & Taylor, M. (2009). Cross modality correlations in the imagery of adults and 5-year-old children. *Imagination, Cognition and Personality*, 28(3), 207-238. (No ISI rating of journal available. Mannering originated and designed the study, directed and oversaw the study, developed the objectives of the paper and analysis plan, interpreted the results, and had primary responsibility for writing the manuscript.)

Non-refereed, Invited Journal Articles

Mannering, A., Leve, L. D., Harold, G. T., Shelton, K. H., Shaw, D. S., Conger, R. D., Neiderhiser, J. M., Scaramella, L. V., & Reiss, D. (2012). Predicting infant and toddler sleep problems: Associations with marital instability. *Sleep Research Society Bulletin*, 17(3), 18-19. (No ISI rating of journal available. Mannering developed the objectives of the paper and had primary responsibility for writing the manuscript.)

Tahiroglu, D., **Mannering, A.**, & Taylor, M. (2011). Visual and auditory imagery associated with children's imaginary companions. *Imagination, Cognition, and Personality*, 31, 99-112. (No ISI rating of journal available. Mannering originated and designed the study, directed and oversaw the study, and participated in all phases of the research.)

Book Chapters

Fisher, P. A., Bruce, J., Abdullaev, Y., **Mannering, A. M.**, & Pears, K. C. (2011). The effects of early adversity on the development of inhibitory control: Implications for the design of preventive interventions and the potential recovery of function In M. T. Bardo, D. H. Fishbein & R. Milich (Eds.), *Inhibitory control and abuse prevention: From research to translation* (pp. 229-249). New York: Springer. (Mannering participated in study design and data collection.)

Taylor, M., Shawber, A. B., & **Mannering, A. M.** (2009). Children's imaginary companions: What is it like to have an invisible friend? In K. Markman, W. Klein, & J. Suhr (Eds.), *The handbook of imagination and mental simulation* (pp. 213-226). New York: Psychology Press. (Mannering participated in all phases of the research and participated in writing the manuscript.)

Taylor, M. & **Mannering, A. M.** (2006). Of Hobbes and Harvey: The imaginary companions created by children and adults. In A. Goncú and S. Gaskins (Eds.), *Play in Development: Evolutionary, Sociocultural and Functional Perspectives* (pp. 227-245). Mahwah, NJ: Erlbaum. (Mannering participated equally in writing the manuscript with Taylor.)

Presentations

2018 **Mannering, A.** (November 13, 2018). *The terribly terrific twos and beyond*. Invited presentation for student parents. OSU Beaver Family Connections and Office of Work Life, Corvallis, Oregon.

2017 **Mannering, A.** (November 14, 2017). *What to expect in your baby's first year of life*. Invited presentation for student parents. OSU Beaver Family Connections and Office of Work Life, Corvallis, Oregon.

2014 **Mannering, A.** (April 18, 2014). *Screen time and your child's brain development*. Invited presentation for student parents. OSU Beaver Family Connections (Childcare and Family Resources), Corvallis, Oregon.

- 2012 Rhoades, K. A., Leve, L. D., Harold, G. T., **Mannering, A.**, Neiderhiser, J. M., Shaw, D. S., Natsuaki, M. N. & Reiss, D. (June, 2012). *Marital hostility and child sleep problems in early childhood: Direct and indirect effects via hostile parenting*. Paper presented at the 42nd Annual Meeting of the Behavior Genetics Society, Eidenburgh, UK.
- 2011 Bryck, R. L., **Mannering, A. M.**, & Fisher, P. A. (April, 2011). *Attentional processes and visual working memory in young children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Montreal, Canada.
- Rhoades, K. A., **Mannering, A. M.**, Leve, L. D., Harold, G. T., Neiderhiser, J. M., Shaw, D. S., Natsuaki, M., & Reiss, D. (April, 2011). *Marital instability and child sleep problems in early childhood: Direct and indirect associations via parenting*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Montreal, Canada.
- 2006 **Mannering, A. M.** (June, 2006). *The development of visual and auditory imagery in young children*. Paper presented at the Annual Meeting of the Jean Piaget Society. Baltimore, Maryland.
- 2005 Taylor, M., Maring, B. L., Shawber, A. B., & **Mannering, A. M.** (April, 2005). Invisible companions, personified objects, and elaborated play identities. Paper in G. Trionfi, & E. Reese (Chs.), *Individual differences in pretense play: Children with and without imaginary companions*. Symposium presented at the Biennial Meeting of the Society for Research in Child Development. Atlanta, Georgia.
- 2003 **Mannering, A. M.**, & Taylor, M. (June, 2003). *Young children's role-play: Social cues and fantasy orientation*. Poster presented at the Annual Meeting of the Jean Piaget Society. Chicago, Illinois.
- 1999 **Mannering, A. M.** (April, 1999). *The impact of sibling interaction on young children's pretense understanding*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Albuquerque, New Mexico.

SERVICE

University of Oregon (Eugene, Oregon)

University Service

Continuous Improvement and Evaluation of Teaching Committee, Member Fall 2020 start

Oregon State University (Corvallis, Oregon)

University Service

Academic Affairs, Search Advocate Program, Search Advocate (trained) 2015-2019

External Reviewer for Senior Instructor Promotion Candidate
(School of Psychological Science) Fall 2017

Undergraduate Admissions Committee 2018-2019

OSU Teaching Evaluation Revision, Student Experience Working Group
Member Spring 2019

College Service

PHHS Curriculum Committee, Member 2012-2016

Academic Advisor Search Committee, Member (hired Erin Mulvey) Spring 2016

Head Academic Advisor Search Committee, Member (hired Erin Heim) Fall 2016

Faculty Thought Leadership Forum (Attendee/Participant) October 2017

Chair, Mentoring Committee for Instructor, Dan Dowhower 2019

Chair, Mentoring Committee for Instructor, Tasha Galardi 2019

School Service

Child Development Lab Faculty Advisory Board, Member 2011-2019

Peer Evaluation of Teaching Committee, Member 2011-2019

HDFS Instructor Search Committee, Member (hired Kathleen Moxely-South) 2011-2012

HDFS Instructor Search Committee, Member (hired Monica Olvera) 2015

HDFS Curriculum Committee, Member 2016-2019

HDFS Child Development Option Workgroup, Member 2016-2019

HDFS Field Education (Internship) Workgroup, Member 2016-2017

HDFS Instructor Search Committee, Co-Chair (hired Tasha Galardi) 2017

HDFS Undergraduate Program Faculty Retreat (Participant) January 2018

Promotion and Tenure Committee, Ad Hoc Senior Instructor Member 2017-2020

University of Oregon, Psychology (Eugene, Oregon)

Graduate Student Representative to the Psychology Faculty (Elected) 2001-2002

Graduate Admissions Committee, Member 2002, 2003

Department of Psychology Newsletter 2005, 2006

Professional Memberships

National Association for the Education of Young Children (NAEYC) 2012-present

American Association for the Advancement of Science (AAAS) 2011-present

Association for Psychological Science (APS)
Society for Research in Child Development (SRCD)
Jean Piaget Society

2007-present
1999-present
2003-2007

AWARDS/HONORS

Recognized for QM Certification of HDFS 432, Oregon State University Ecampus Faculty Forum Lunch, Corvallis, Oregon (Spring 2019).

Nominated for Professor of the Term Winter 2016, Panhellenic Executive Council of Oregon State University, Alpha Gamma Delta Chapter, Corvallis, Oregon (Spring 2016).

Professor of the Term Fall 2014, Panhellenic Executive Council of Oregon State University, Corvallis, Oregon (February 2015).

NSF Graduate Research Fellowship, University of Oregon, Eugene, Oregon, 2001-2004

Undergraduate Research Fellowship, University of Texas at Austin, Austin, Texas, 1997

Phi Beta Kappa, University of Texas at Austin, Austin, Texas, 1996

National Merit Scholar, University of Texas at Austin, Austin, Texas, 1994

