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## EDUCATION

<b>Ph.D. Cognitive Psychology</b> , Claremont Graduate University – Claremont, CA	2014
<b>M.A. Cognitive Psychology</b> , Claremont Graduate University – Claremont, CA	2011
<b>B.S. Psychology</b> , Birmingham-Southern College – Birmingham, AL	2006

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## ACADEMIC APPOINTMENTS

<b>Assistant Professor</b> , Department of Psychology, University of Tampa – Tampa, FL	2019 – Present
<b>Assistant Professor</b> , Department of Psychology, Azusa Pacific University – Azusa, CA	2014 – 2019

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## RESEARCH INTERESTS

- How does language and culture mediate memory processes?
- How do associations between lexical structures and cultural representations influence language accessibility?
- A few specific effects that are researched:
  - Language Dependent Memory
  - Culture Dependent Memory
  - Moderation of the Cross-Race Effect
  - Imagination Inflation Effect (False Belief)

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## Publications

**Marsh, B.U.**, Revenaugh, D., Weeks, T., & Lee, H.S. (2021). Memory for diverse faces in a racially attentive context. *Cognitive Research: Principles and Implications*, 6(71). doi: <https://doi.org/10.1186/s41235-021-00340-y>

**Marsh, B.U.** (2021). The cost of racial salience: How the cross-race effect is moderated by racial ambiguity as well as the race of the perceiver and the perceived. *Journal of Applied Research in Memory and Cognition*, 10, 13-23. doi: <https://doi.org/10.1016/j.jarmac.2020.09.008>

Park, G., van Oyen-Witvliet, C., Barraza, J., & **Marsh B.U.** (2021). The Benefit of Gratitude: Trait Gratitude is Associated with Effective Economic Decision-Making in the Ultimatum Game. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.590132>

**Marsh, B.U.**, Lee, H.S., & Schirmer, J. (2019). Biculturals' flexible identity facilitates variation in the retrieval of autobiographical memories: An online replication of Wang (2008). *Journal of Cognition and Culture*, 19, 244-255. doi:10.1163/15685373-12340057

Park, G., **Marsh, B. U.**, & Johnson E. J. (2019). Enhanced memory for fair-related faces and the role of trait anxiety. *Frontiers in Psychology*, 10:760. doi:10.3389/fpsyg.2019.00760

**Marsh, B.U.**, Pezdek, K., & Ozery, D. (2016). The cross-race effect in face recognition memory by bicultural individuals. *Acta Psychologica*, 169, 38-44. doi:10.1016/j.actpsy.2016.05.003

Trier, H. A., Lacy, J. W., & **Marsh, B.U.** (2016). Limitations of episodic memory for highly similar auditory stimuli. *Journal of Cognitive Psychology*, 28, 1-13. doi:10.1080/20445911.2016.1204306

**Marsh, B.U.**, Kanaya, T., & Pezdek, K., (2015). The Language Dependent Recall Effect Influences the Number of Items in Autobiographical Memory Reports. *Journal of Cognitive Psychology*, 27, 829-843. doi:10.1080/20445911.2015.1046876

# Benjamin Uel Marsh

## Curriculum Vita

Marsh, B.U., Pezdek, K., & Lam, S. (2014). The perspective used during imagination affects the likelihood of creating false autobiographical memories. *Acta Psychologica*, 150, 114-119. doi:10.1016/j.actpsy.2014.05.006

### Manuscripts Under Review

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Marsh, B.U., Terranova, O., Mooney, M., Dyson, N., Sass, L., Lee, T., & Park, G. Same-gender faces moderate the cross-race effect. (Revising to Resubmit)

Marsh, B.U. & Kanaya, T. Confidence and the cross-race effect in a racially diverse sample.

### Conference Paper Presentations

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Marsh, B.U. & Kanaya, T. (2021). *Rethinking other-race face memory: Cultural variations in the cross-race effect*. Paper presented at the virtual SARMAC convention

Marsh, B.U. (2021). *The cost of racial salience on face memory: How the cross-race effect is moderated by racial ambiguity and the race of the perceiver and the perceived*. Paper presented at the 67<sup>th</sup> SEPA virtual convention

Marsh, B.U., Hurtado, A., Carcich, Z., Revenaugh, D., Weeks, T. Howard, A., & Engelmann, K. (2019). *Briefly exposing bilingual Latino-Americans to Spanish facilitates more fixations towards Latino faces than White faces*. Paper presented at the 48<sup>th</sup> SCCR convention in Jacksonville, FL

Kanaya, T., Marsh, B.U., Zuniga, A., Valdez, T., & Hernandez, S. (2016). *Elaborative Style and Narrative Quality among Mother-Child Dyads*. Paper presented at the 96<sup>th</sup> WPA convention in Long Beach, CA

Marsh, B. U. (2015). *Priming Cultural Representations Facilitates Processing of the Associated Language*. Paper presented at the 44<sup>th</sup> SCCR convention in Albuquerque, NM

Marsh, B. U., Pezdek, K., & Ozery, D. (2014). *Reversal of the cross-race effect: Latino-Americans primed as American recognized white faces more accurately than Latino faces*. Paper presented at the 43<sup>rd</sup> SCCR convention in Charleston, SC

Pezdek, K., Ozery, D., & Marsh, B.U. (2013). *The flexibility of the cross-race effect for bicultural individuals*. Paper presented at the 10<sup>th</sup> SARMAC convention in Rotterdam, Netherlands

Pezdek, K., Ozery, D., & Marsh, B.U. (2013). *The cross-race effect in face recognition memory for bicultural individuals*. Paper presented at the annual meeting of the AP-LS convention in Portland, OR

### Invited Talks

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– *The Linguistics Character of Memories and Faces*. Stand Up Science, 2019

– *How Ethnic Typicality Moderates Visual Fixation Patterns and the Cross-Race Effect*. Claremont Graduate Uni, 2018

### Campus/Department Talks

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– *Lunch and Learn for students in the Success Scholars Program*. Uni of Tampa, 2019

– *Renewing Minds: Faith Integration Perspectives and Practices*. APU, 2019

– *Does implicit bias drive explicit action? Pop culture says, “Yes!”, research says, “maybe-no-yes-IDK”*. APU, 2019

– *Language and culture mediate memory processes: The story that bilingualism and biculturalism tell about the role of language and culture in memory*. APU, 2019

– *Intro to Biometric research using eye tracking, galvanic skin response, & facial expression analysis*. APU, 2018

– *If I can't identify your race, I am more likely to remember your face*. APU, 2017

– *How priming ethnic and national identity changes face recognition in Latino-Americans*. APU, 2015

# Benjamin Uel Marsh

## Curriculum Vita

### Grants & Awards

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University of Tampa <b>Undergraduate Research and Inquiry Grant.</b> <i>The cross-race effect among non-racial ingroups, the mildly familiar, and the facially attractive.</i> Undergraduate co PIs Nia Dyson and Lauren Sass): \$6303.	2021 – 2022
University of Tampa, College of Social Science, Mathematics, and Education, <b>Outstanding Undergraduate Research Mentor Award.</b>	2020 – 2021
University of Tampa <b>Summer Undergraduate Research Fellowship.</b> <i>How language and culture impact what we attend to and remember.</i> (Undergraduate co-PI Ashley Myers): \$6,243.	Summer 2021
Winner of <b>Early Career Research Award</b> (also nominated for <b>Outstanding Paper Presentation Award</b> ) at the 67 <sup>th</sup> SEPA convention: Marsh B.U. (2021) <i>The cost of racial salience on face memory: How the cross-race effect is moderated by racial ambiguity and the race of the perceiver and the perceived.</i>	Spring 2021
University of Tampa <b>Summer Undergraduate Research Fellowship.</b> <i>Moderating factors of the cross-race effect.</i> (Undergraduate co-PI Lauren Sass): \$5,279.	Summer 2020
University of Tampa <b>Florida Undergraduate Research Conference Travel Award.</b> <i>The cost of racial salience on face memory,</i> (Undergraduate co-PI Olivia Terranova). <i>Face Memory in Diverse Spaces,</i> (Undergraduate co-PI Nia Dyson). <i>Spanish words facilitate gazing to Latino faces,</i> (Undergraduate co-PI Bruna Ferreira): Fully funded.	2019 – 2020
Azusa Pacific University <b>Publication Assistance Grant.</b> <i>Enhanced memory for fair-related faces and the role of trait anxiety.</i> (co-PI Dr. Gewnhi Park): \$3,000.	2018 – 2019
Azusa Pacific University <b>Faculty Research Council Grant.</b> <i>Bilingualism, biculturalism and the cross-race effect:</i> \$4,800.	2017 – 2019
Azusa Pacific University <b>Undergraduate/Graduate Travel Grants.</b> Secured \$5,576 for students to present research from my lab at regional and national conferences.	2015 – 2019
Azusa Pacific University <b>Innovative Teaching Grant.</b> Secured \$3,000 for student access to online biometric modules and to purchase an eye tracker (co-PI Dr. Teresa Pegors).	2016 – 2018
Azusa Pacific University <b>Scholarly Undergraduate Research Experience Grant.</b> <i>Creating culture-specific false memories.</i> (Undergraduate co-PI Hyun Seo Lee): \$1,420.	2016 – 2017
Azusa Pacific University <b>Faculty Research Council Grant.</b> <i>Cardiac vagal tone modulates the effect of social cues on selective attention and bilingual language processing.</i> (co-PI Dr. Gewnhi Park): \$4,942.	2015 – 2017
Claremont Graduate University <b>Hillcrest Transdisciplinary Award</b> for editorial work with the <i>STEAM Journal</i> that focused on the intersection of science and the arts.	2011 & 2012
Claremont Graduate University <b>John Stauffer Fellow.</b>	2009 – 2010
Birmingham-Southern College <b>Fulbright Scholarship</b> to Hong Kong Institute of Education. Twenty student scholarships were awarded in Hong Kong that year.	2007 – 2008

# Benjamin Uel Marsh

## Curriculum Vita

### Professional Activities & Training

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#### Associations

- Association of Psychological Science
- Psi Chi
- Psychonomic Society
- Sigma Xi, The Scientific Research Society
- Society for Applied Research in Mem and Cog
- Southeastern Psychological Association
- Memory
- Sage Open
- Scandinavian Journal of Psychology

#### Journal Ad Hoc Reviewer

- Applied Cognitive Psychology
- Bilingual Research Journal
- Journal of Applied Research in Mem and Cog
- iMotions Biometric Research Platform with Eye tracker, GSR, and Facial Expression Analysis
- Super Lab and E-Prime
- SPSS, Excel, and G\*Power
- Linguistic Inquiry and Word Count
- Survey Gizmo, Survey Monkey, Qualtrics, and Mechanical Turk

#### Software Experience

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### STUDENT MENTORING

#### University of Tampa – Tampa, FL

Black Student Union – **Faculty Advisor** 2021 – Present

Language, Culture, & Cognition Lab – **Principal Investigator and Research Advisor** 2019 – Present

- The lab has provided research experience for an average of eight undergraduates and two postbaccalaureate students per semester. In the lab, undergraduates in particular receive technical training in the following areas:
  - Conducting of cognitive experiments on participants.
  - Using iMotions biometric software with eye tracking and Superlab stimuli presentation software.
  - Data manipulation, cleaning, and calculating in excel.
  - Stimuli development

#### Master's Theses

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Bondy, Gary (2020). *Subjective experiences within sexual orientation change efforts: A mixed-method analysis on connections with identity.* **Committee Member.** Department of Psychology, Azusa Pacific University.

#### Undergraduate Poster Presentations

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Sass, L., Dyson, N., & Wence, A. (2021). *Memory for team members.* Poster virtually presented at the 67<sup>th</sup> SEPA convention

Dyson, N., Sass, L., Wence, A. & Myers, A. (2021). *The Salience of Race and Gender: How the Cross-Race Effect Varies by Gender of Face.* Poster virtually presented at the 67<sup>th</sup> SEPA convention

Myers, A. (2021). *Spanish words facilitate gazing to Latino faces.* Poster virtually presented at the 67<sup>th</sup> SEPA convention

Wence, A., & Dyson, N. (2021). *Face memory in diverse spaces.* Poster virtually presented at the 67<sup>th</sup> SEPA convention

Ferreira, B., Myers, A., Zarate, D., & Marsh, B.U. (2020). *Spanish words facilitate gazing to Latino faces.* Poster presented at the 66<sup>th</sup> SEPA convention in New Orleans, LA – Cancelled due to COVID

# Benjamin Uel Marsh

## Curriculum Vita

Sass, L., Primavera, A., Mooney, M., Terranova, O., & Marsh, B.U. (2020). *Face memory in diverse spaces*. Poster presented at the 66<sup>th</sup> SEPA convention in New Orleans, LA - Cancelled due to COVID

Wence, A., Dyson, A., Terranova, O., Mooney, M., & Marsh, B.U. (2020). *The cost of racial salience on face memory*. Poster presented at the 66<sup>th</sup> SEPA convention in New Orleans, LA - Cancelled due to COVID

Terranova, O, Mooney, M., & Marsh, B.U. (2020). *The cost of racial salience on face memory*. Poster presented at the 125<sup>th</sup> EPA convention in Boston, MA - Cancelled due to COVID

Ferreira, B., Myers, A., Zarate, D., & Marsh, B.U. (2020). *Spanish words facilitate gazing to Latino faces*. Poster presented at the FURC convention in Fort Myers, FL

Mooney, M., Terranova, O., Dyson, N., Sass, L., Primavera, A., & Marsh, B.U. (2020). *Face memory in diverse spaces*. Poster presented at the FURC convention in Fort Myers, FL

Terranova, O., Mooney, M., Wence, A., & Marsh, B.U. (2020). *The cost of racial salience on face memory*. Poster presented at the FURC convention in Fort Myers, FL

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**Azusa Pacific University** – Azusa, CA

2014 – 2019

Language, Culture, & Cognition Lab – **Principal Investigator and Research Advisor**

- The lab has provided research experience for an average of eight undergraduates and three graduate students per semester. In the lab, undergraduates in particular receive technical training in all areas mentioned under the University of Tampa lab.

### Dissertations

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Herd, Brooke (Changed University before completion). *The Impacts of a Gratitude Based Intervention on Cognitive Flexibility Through Changes in Positive Affect*. **Committee Member**. Clinical Psychology Department, Azusa Pacific University.

Hsu, Fang-Wei (Changed University before completion). *The Role of Corpus Callosum on Sustained Attention: A Study of Agenesis of Corpus Callosum in BTBR T+tf/J Mice*. **Committee Member**. Clinical Psychology Department, Azusa Pacific University.

### Master's Theses

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Hurtado, Andy (2019). *An examination of Language influences on facial recognition in Bilinguals*. **Committee Chair**. Department of Psychology, Azusa Pacific University.

Murarik, Miranda (2019). Modulation of subjective and physiological biomarkers of acute stress with behavioral interventions. **Committee Member**. Department of Psychology, Azusa Pacific University.

Stricker, Sharon (2019). *How priming ethnic identity affects working memory in high stress ESL populations*. **Committee Member**. Department of Global Studies, Sociology, and TESOL.

Capristo, Livier (2018). *Can emotions cloud your beliefs? Imagination inflation*. **Committee Chair**. Department of Psychology, Azusa Pacific University.

Lee, Tamara (2018). *Are working memory capacity and attentiveness to detail related to face recognition?* **Committee Chair**. Department of Psychology, Azusa Pacific University.

# Benjamin Uel Marsh

## Curriculum Vita

Johnson, Elisha (2017). *The effect of trait anxiety on economic decision making and memory for fair-related stimuli.* **Committee Member.** Department of Psychology, Azusa Pacific University.

Sosa, Stephanie (2017). *Does empathy moderate the cross-race effect?* **Committee Chair.** Department of Psychology, Azusa Pacific University.

### Undergraduate Poster Presentations

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Hurtado, A., Carcich, Z., Revenaugh, D., Weeks, T. Howard, A., Engelmann, K., & Marsh, B.U. (2019). *Briefly exposing bilingual Latino-Americans to Spanish facilitates more fixations towards Latino faces than White faces.* Poster presented at the 99<sup>th</sup> WPA convention in Pasadena, CA

Jones, V., Villaverde, A., Piedra, J., Thomas, K., & Marsh, B.U. (2019). *The prevalence of dissociative experiences moderates the imagination inflation effect on neutral events and gender related events.* Poster presented at the 99<sup>th</sup> WPA convention in Pasadena, CA

Moreno, A., Giles, L., Gaid, L., Piedra, J., Mackenzie, K., Bode, B., Hay, C., & Marsh B.U., (2019). *Activating mental representation of culture moderates the homograph effect in bilingual-bicultural Latino-Americans.* Poster presented at the 99<sup>th</sup> WPA convention in Pasadena, CA

Weeks, T., Carcich, Z., Villaverde, A., Bode, B., Jones, V., Orellana, V., Howard, A., & Marsh, B.U. (2019). *Connecting visual scanning practices to recognition accuracy for racially ambiguous faces and cross-race faces.* Poster presented at the 99<sup>th</sup> WPA convention in Pasadena, CA

Capristo, L., Lee, T., & Marsh, B. U. (2018). *There is no cross-race effect in racially ambiguous faces, except when one's racial identity is made salient.* Poster presented at the 30<sup>th</sup> APS convention in San Francisco, CA

Marsh, B.U., Salinas, S., Moussa, S., & Revenaugh, D. (2018). *Are fixation patterns for racially ambiguous cross-race faces similar to those for racially unambiguous cross-race faces?* Poster presented at the 98<sup>th</sup> WPA convention Portland, OR

Moussa, S., Revenaugh, D., Salinas, S., Hilliard, A., Bongar, C., Perez, C., & Marsh, B.U. (2018). *If I can't identify your race, I will probably remember your face.* Poster presented at the 98<sup>th</sup> WPA convention Portland, OR

Salinas, S., Moussa, S., Revenaugh, D., Quilantip, M., Hurtado, A., Howard, A., & Marsh, B.U. (2018). *Making one's American identity salient mitigates the cross-race effect.* Poster presented at the 98<sup>th</sup> WPA convention Portland, OR

Lee, H.S., Schirmer, J., Heinrichs, M., Lee, T., & Marsh, B. U. (2017). *Biculturals' flexible identity affects the retrieval of autobiographical memories: An online replication of Wang (2008) using a pretest-posttest group design.* Poster presented at the 97<sup>th</sup> WPA convention in Sacramento, CA

Lee, H.S., Schirmer, J., Heinrichs, M., Lee, T., Revenaugh, D. & Marsh, B. U. (2017). *Biculturals' flexible identity affects the retrieval of autobiographical memories: An online replication of Wang (2008) using a pretest-posttest group design.* Poster presented at the 29<sup>th</sup> APS convention in Boston, MA

Marsh, B. U., Sosa, S., Del Rosario, C., Salinas. S. (2017). *Cross-race effect is eliminated in bicultural Latino-Americans by making their American identity salient.* Poster presented at the 29<sup>th</sup> APS convention in Boston, MA

Marsh, B. U., Schirmer, J. Johnson, V., & Horiuchi, A. (2016). *Describing American icons facilitates the inhibition of homographs' Spanish meaning.* Poster presented at the 96<sup>th</sup> WPA convention in Long Beach, CA

# Benjamin Uel Marsh

## Curriculum Vita

Kanaya, T., Marsh B., & Alderete, H. (2015). *Mother-child discourse patterns among Latino-American families: Task matters!* Poster presented at the 95<sup>th</sup> WPA convention in Las Vegas, NV

Marsh, B. U. & Snijder, J. (2015). *Priming cultural representations facilitates processing of the associated language.* Poster presented at the 95<sup>th</sup> WPA convention in Las Vegas, NV

Marsh, B. U., Snijder, J., Fajardo, R. Koskela, N., Reynoso, B., Horiuchi, A. Lee, H. Schirmer, J. Johnson, V. Pulver, M. (2015). *Priming bicultural bilingual Latino-Americans as Latino or American modulates access to the Spanish and English meaning of interlingual homographs.* Poster presented at the 27<sup>th</sup> APS convention in New York, NY

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## CONSULTING EXPERIENCE

**City of Covington – Covington, GA** 2021 - Present

**Data Consultant**

- Cleaned, organized, aggregated, and analyze six years of property value data.
- Determine which county areas where noticeably outliers in property value variability.

**CSU Long Beach/LBUSD Math Collaborative Program – Long Beach, CA** 2016 – 2018

**Evaluator**

- Manage a formative evaluation that includes the collection, analysis, and interpretation of quantitative and qualitative data.

**Claremont McKenna College – Claremont, CA** 2016 – 2017

Berger Institute for Work, Family & Children – **External Faculty Affiliate**

- Collaborated with Claremont McKenna College faculty and students to further the institute's mission.

**Claremont Graduate University – Claremont, CA** 2013 – 2014

Claremont-Long Beach Math Collaborative Program – **Evaluator**

- Designed a 2-year formative evaluation.
- Developed survey items and focus group protocols to assess the program's impact.
- Conducted focus groups and managed, analyzed and interpreted data.

**Pomona College – Claremont, CA**

Linguistic & Cognitive Science Department – **Statistics Consultant**

- Assisted students in research design, data management, analysis, and interpretation.
- Developed a survey that assessed faculty and staff's satisfaction with, utilization and knowledge of various childcare benefits at Pomona College.

**Cobblestone Applied Research and Evaluation – La Verne, CA** 2010 – 2013

**Research Assistant**

- Assisted in survey development as well as data management, analysis, presentation, and interpretation.

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## TEACHING EXPERIENCE

**University of Tampa – Tampa, FL** 2019–Present

Department of Psychology – **Assistant Professor**

- Cognitive Psychology
- General Psychology

# Benjamin Uel Marsh

## Curriculum Vita

- Bilingualism, Biculturalism, & Cognition – Careers in Psychology
- Statistics and Experimental Methods I – Pathway to Honors I

**Azusa Pacific University** – Azusa, CA 2014 – 2019

Department of Psychology – **Assistant Professor**

- Cognition (Undergrad & Grad Level) – Research Methods (Undergrad & Grad Level)
- Bilingualism, Biculturalism, & Cognition – Writing in Psychology and Career Trajectories

**Pomona College** – Claremont, CA 2012 – 2014

Department of Psychology – **Lecturer**

- Research Design & Methodology

Language & Memory and Cognitive Psychology – **Teaching Assistant**

- Oversaw student projects and taught students how to design experiments using SuperLab and E-Prime.
- Advised students in designing experiments and replicating cognitive experiments.

**Azusa Pacific University** – Azusa, CA 2011 – 2012

Department of Psychology – **Adjunct Faculty**

- General Psychology – Social Psychology
- Applied Statistics – Cognition

**Claremont Graduate University** – Claremont, CA Fall 2009

Research Methods Course – **Teaching Assistant**

- Conducted weekly discussion sections to supplement lectures.
- Graded student article summaries, research proposal presentations.
- Held review sessions for exams.

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## UNIVERSITY SERVICE

### Campus-wide

**University of Tampa** – Tampa, FL

Faculty Workload Committee – **Member** 2020 – Present

- Developed a survey to assess faculty workload issues.

**Azusa Pacific University** – Azusa, CA

Black Faculty, Staff, and Administration Association – **Member** 2017 – 2019

- Developed a survey to assess professional development needs of faculty.

Diversity Ambassador – **Member**

- Participated in diversity training to aid the University in its continuing efforts to increase understanding among various sociocultural groups on campus.
- Presentation on the methodological and validity concerns of implicit bias research.

Common Day of Learning (CDL) – **Director** 2016 – 2019

- With a budget of \$17K to \$22K, organized an annual university-wide research conference where faculty, staff, and students presented their scholarship.



# Benjamin Uel Marsh

## Curriculum Vita

- Participation was an average of 65 paper and 27 poster presentations, and an average of 320 attendees per session across five sessions.
- Improved the proposal process, program design, advertisement procedures, and the general flow of the event.
- Created new student employment opportunities by hiring student photographers, musicians, and a PR specialist.
- Increased attendance from previous years:
  - At CDL 2017, total and per presentation attendance increased an average of 16% and 21% respectively from the previous 4 years.
  - At CDL 2018, total and per presentation attendance increased an average of 24% and 33% respectively from the previous 5 years.
  - At CDL 2019, per presentation attendance increased an average of 12% from the previous 6 years.

### Fulbright Program – *Student Advisor*

- Advised Fulbright applicants.
- Interviewed Fulbright candidates.

### Department-wide

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#### University of Tampa – Tampa, FL

Search Committee for an Assistant Teaching Professor – *Committee Chair* 2021

#### Azusa Pacific University – Azusa, CA

##### Department of Psychology

Study Abroad in Spain – *Assistant Director* 2016 – 2019

- Assisted my colleague, who is the director of the program, in leading students in a two-week journey around Spain to learn about language, culture, and church history.

SONA System subject pool – *Manager* 2015 – 2019

- Coordinated with instructors of courses (7 to 8 sections per semester) with SONA credit requirements.
- Managed SONA involvement of student participants and researchers.
- Wrote brief annually reports on subject pool usage.

#### Lab Space Committee – *Chairperson*

- Coordinated the construction and furnishing of lab space for quantitative research.
- Developed a Biometric Lab equipped with an eye tracker, galvanic skin response, and facial expression analysis.
- Secured internal funding for upgrade of and support for the Biometric lab.

Student Engagement Committee – *Committee Member* 2015 – 2017

- Co-advisor of the Psychology club and Psi Chi.

Bachelor of Science in Psychology Committee – *Chairperson* 2015 – 2016

- Oversaw the development of curriculum and requirements for the program.
- Designed a cognitive course (BB Cog) for the program.

Master of Science in Research Psychology Committee – *Committee Member*

## **Benjamin Uel Marsh**

### **Curriculum Vita**

- Designed research methods course for the program.
- Consulted on Thesis procedures and curriculum for the program.