
EDUCATION

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

ACADEMIC APPOINTMENTS

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

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 Recall
 - Culture Dependent Recall
 - Moderation of the Cross-Race Effect
 - Imagination Inflation Effect (False Belief)

Publications

Marsh, B.U., Lee, H.S., & Schirmer, J. (In Press). Biculturals' Flexible Identity Facilitates Variation in the Retrieval of Autobiographical Memories: An Online Replication of Wang (2008). *Journal of Cognition & Culture*.

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

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

Marsh, B.U. Cultural cues modulate access to the Spanish and English meaning of homographs in bilingual Latino-Americans.

Park, G., Barraza, J., & **Marsh B.U.** The Benefit of Gratitude: Trait Gratitude is Associated with Effective Economic Decision-Making in the Ultimatum Game.

Invited Talks

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

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Campus/Department Talks

- *Renewing Minds: Faith Integration Perspectives and Practices*. Azusa Pacific Uni, 2019
- *Does implicit bias drive explicit action? Pop culture says, “Yes!”, research says, “maybe-no-yes-IDK”*. Azusa Pacific Uni, 2019
- *Language and culture mediate memory processes: The story that bilingualism and biculturalism tell about the role of language and culture in memory*. Azusa Pacific Uni, 2019
- *Intro to Biometric research using eye tracking, galvanic skin response, & facial expression analysis*. Azusa Pacific Uni, 2018
- *If I can’t identify your race, I am more likely to remember your face*. Azusa Pacific Uni, 2017
- *How priming ethnic and national identity changes face recognition in Latino-Americans*. Azusa Pacific Uni, 2015

Conference Paper Presentations

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 48th 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 96th WPA convention in Long Beach, CA

Marsh, B. U. (2015). *Priming Cultural Representations Facilitates Processing of the Associated Language*. Paper presented at the 44th 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 43rd 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 10th 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

Grants & Awards

Azusa Pacific University **Publication Assistance Grant**. *Enhanced memory for fair-related faces and the role of trait anxiety*. (co-PI Dr. Gawnhi Park): \$3,000. 2018 – 2019

Azusa Pacific University **Faculty Research Council Grant**. *Bilingualism, biculturalism and the cross-race effect*: \$4,800. 2017 – 2019

Azusa Pacific University **Undergraduate/Graduate Travel Grants**. Secured \$5,576 for students to present research from my lab at regional and national conferences. 2015 – 2019

Azusa Pacific University **Innovative Teaching Grant**. 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 **Scholarly Undergraduate Research Experience Grant**. *Creating culture-specific false memories*. (Undergraduate co-PI Hyun Seo Lee): \$1,420. 2016 – 2017

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- Azusa Pacific University **Faculty Research Council Grant**. *Cardiac vagal tone modulates the effect of social cues on selective attention and bilingual language processing*. (co-PI Dr. Gewnhi Park): \$4,942. 2015 – 2017
- Claremont Graduate University **Hillcrest Transdisciplinary Award** for editorial work with the *STEAM Journal* that focused on the intersection of science and the arts. 2011 & 2012
- Claremont Graduate University **John Stauffer Fellow**. 2009 – 2010
- Birmingham-Southern College **Fulbright Scholarship** to Hong Kong Institute of Education. Twenty student scholarship were awarded in Hong Kong that year. 2007 – 2008

Professional Activities & Training

Associations

- Association of Psychological Science
- Psi Chi
- Psychonomic Society
- Sigma Xi, The Scientific Research Society
- Society for Applied Research in Mem and Cog
- Western Psychological Association

– Bilingual Research Journal

Software Experience

- 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

Ad Hoc Reviewer

- Applied Cognitive Psychology

STUDENT MENTORING

Language, Culture, & Cognition Lab

- The lab has provided research experience for an average of 8 undergraduates and 3 graduate students per semester. In the lab, undergraduates in particular receive technical training in the following areas:
 - Managing recruitment of participants through the SONA system.
 - 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

Dissertations

Herd, Brooke (In progress). *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 (In progress). *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

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.

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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.

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

Poster Presentations with Undergraduates as Presenters

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 99th 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 99th 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 99th 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 99th 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 30th 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 98th 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 98th 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 98th 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 97th 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 29th APS convention in Boston, MA

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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 29th 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 96th WPA convention in Long Beach, CA

Kanaya, T., Marsh B., & Alderete, H. (2015). *Mother-child discourse patterns among Latino-American families: Task matters!* Poster presented at the 95th 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 95th 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 27th APS convention in New York, NY

Yoshida, E., Jokela, S., De La Rosa, A., Marsh, B., & Kanaya, T. (2013). *The relationship between household density and children's language development*. Poster presented at the 93rd WPA convention, Reno, NV

Marsh, B. U., Kim, S., Wang, C., & Kanaya, T. (2012). *Children satisfying Grice's maxim of quantity in a forensic interview*. Poster presented at the 92nd WPA convention in San Francisco, CA

Wang, C., Marsh, B. U., & Kanaya, T. (2012). *Examining complements and false belief in bilingual and monolingual children*. Poster presented at the 92nd WPA convention in San Francisco, CA

Alvarez, C., Marsh, B., Alejandro, A., Morales, I., & Kanaya, T. (2011). *Bilingual children's working memory at home: maternal and income variables*. Poster presented at the 91st WPA convention in Los Angeles, CA

Marsh, B., Zaldana, C., Soto, C., Alvarez, C., & Kanaya, T. (2011). *The effects of language dependent recall on details for autobiographical memory in Spanish-English bilinguals*. Poster presented at 91st WPA convention in Los Angeles, CA

Alvarez, C., Kanaya, T., Alejandro, A., Morales, I. & Marsh, B. (2010). *Effects of home language environment on bilingual children's working memory development*. Poster presented at the 90th WPA convention in Cancun, Mexico

Kanaya, T, Marsh, B., Soto, C., Zaldana, C. & Cathcart, J. (2010). *A cross-linguistic examination of working memory development in bilingual children*. Poster presented at the 22nd APS convention in San Diego, CA

RESEARCH & CONSULTING EXPERIENCE

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.

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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.

Claremont McKenna College – Claremont, CA 2009 – 2013

Developmental Lab, Dr. Tomoe Kanaya – **Research Assistant**

- Created and maintained excel databases.
- Collaborated with Dr. Kanaya on projects and manuscripts.
- Advised undergraduates on their research proposals, data analyses, as well as their personal statements for graduate programs and Fulbright scholarships.

Evaluation Reports

Galen, M., Marsh, B.U., & Matelski, M. (2014). Claremont-Long Beach Math Collaborative Program Evaluation: Final report

Eddy, R. M., Ruitman, H. T., & Marsh, B.U. (2013). Cal Poly Pomona NSF Noyce master teacher fellows program: Year two evaluation report. *Cobblestone Applied Research & Evaluation, Inc.*

Eddy, R. M., Ruitman, H. T., Marsh, B.U., & Matelski, M. (2012). Bridges to the baccalaureate program at UCLA: Final evaluation report year two. *Cobblestone Applied Research & Evaluation, Inc.*

Eddy, R. M., Ruitman, H. T., Hankel, N., Matelski, M. & Marsh, B.U. (2012). Math for America Los Angeles evaluation report. *Cobblestone Applied Research & Evaluation, Inc.*

Eddy, R. M., Ruitman, H. T., Matelski, M. & Marsh, B.U. (2011). Bridges to the baccalaureate program at UCLA: Final evaluation report year one. *Cobblestone Applied Research & Evaluation, Inc.*

Eddy, R. M., Mahajan, N., & Marsh, B.U. (2010). California State University, San Bernardino, *CoyoteCareers*: Year three final evaluation report. *Cobblestone Applied Research & Evaluation, Inc.*

TEACHING EXPERIENCE

University of Tampa – Tampa, FL 2019 – Present

Department of Psychology – **Assistant Professor**

- Cognitive Psychology
- Statistics and Experimental Methods

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Azusa Pacific University – Azusa, CA 2014 – 2019

Department of Psychology – **Assistant Professor**

- Cognition (Undergrad & Grad Level)
- Bilingualism, Biculturalism, & Cognition
- Research Methods (Undergrad & Grad Level)
- 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
- Applied Statistics
- Social Psychology
- 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.

UNIVERSITY SERVICE

Campus-wide

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.
 - 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,

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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

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 annual 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**

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