Susan D. Sergent-Marshall, Ph.D.

Personal Information:

Cell phone: (785) 318-0671
Home address: 908 Easy St.
Lawrence, KS 66049
E-mail address: ssmarsha@gmail.com
smarshall@ku.edu

Current Position:

Teaching Professor
Director of Undergraduate Studies
Director of Online Psychology Program
Director of Psych Statistics Program
Department of Psychology
University of Kansas, Lawrence

Education:

1999 - 2002 **Postdoctoral Research Associate, Washington University**
St. Louis, Missouri
Cognitive Psychology, Aging & Dementia

1999 **Ph.D., University of Kansas**
Lawrence, Kansas
Experimental/Cognitive Psychology
Quantitative Psychology Minor
Thesis: *The importance of retrieval cue strength in creating false memories using the Deese paradigm*

1996 **M.A., University of Kansas**
Lawrence, Kansas
Experimental/Cognitive Psychology
Thesis: *The effects of misleading suggestions on eyewitness memory: Isolating retrieval inhibition using the logic of opposition paradigm*

1994 **B.S., Baker University**
Baldwin City, Kansas
Psychology, **Summa Cum Laude**

Teaching Experience:

January 2015 - Present	**Psychological Statistics** (Hybrid version) University of Kansas, Lawrence, KS
August 2009 - Present	**Cognitive Psychology** (Honors, Lecture, Flipped, Hybrid, and Online versions) University of Kansas, Lawrence, KS
August 2019 - December 2019	**Personal Numeracy** (Hybrid version) University of Kansas, Lawrence, KS
August 2013 - Present	**General Psychology** (Honors, Hybrid, and Online versions) University of Kansas, Lawrence, KS
August 2009 - May 2011	**Psychology of Language** University of Kansas, Lawrence, KS
January 2006 - May 2009	**Inferential Statistics** (with lab component) Baker University, Baldwin City, KS
August 2002 - May 2004	**Psychological Statistics** Washington University, St. Louis, MO
August 2002 - May 2004	**Experimental Psychology** (with lab/research component) Washington University, St. Louis, MO
August 1999 - May 2004	**Controversial Issues in Psychology Seminar** Washington University, St. Louis, MO
January 2002 - May 2002	**Introductory Psychology** Fontbonne University, St. Louis, MO
May 2001 - June 2001	**Graduate Statistics for the Health Professions** Maryville University, St. Louis, MO
August 2000 - December 2000	**Understanding Statistical Inference** Maryville University, St. Louis, MO
August 1999 - December 1999	**Introductory Psychology** Maryville University, St. Louis, MO
August 1997 - May 1998	**Psychological Statistics** University of Kansas, Lawrence, KS
August 1996 - May 1997	**Introductory Psychology** University of Kansas, Lawrence, KS

Teaching Awards and Grants

- Awarded a **Center for Teaching Excellence grant** to oversee course transformation project in PSYC 104 (Fall 2023). This award funded two graduate students who collaborated on the project.
- Inaugural recipient of the **Bob and Kathie Taylor Award for Excellence in Teaching** at KU (August 2018)
- Awarded **Center for Teaching Excellence funds** for creating an article about online education that outlined strategies for making courses more personable and interactive (Fall 2017)
- Awarded a **Center for Teaching Excellence mini-grant** to redesign all Psych Stats homework assignments and quizzes to better scaffold learning throughout the semester (Summer 2017)
- Nominated for an **Honors Instructor Award** from the KU Honors Program (Fall 2016)
- Awarded a **Center for Teaching Excellence TREAT travel award** to support conference travel to the National Institute on the Teaching of Psychology conference (January 2016)
- Awarded a **Center for Teaching Excellence mini-grant** to help implement the redesigned final exam project for Psych Stats (Spring 2015)
- Awarded a **Graduate Research Consultant** through the Center for Undergraduate Research to help redesign the final exam for Psych Stats from a traditional exam to an authentic research project with poster presentation (Spring 2015)
- Awarded the **Outstanding GTA** award in my final year as a graduate student at KU (Spring 1999)

Professional Experience and Service:

August 2024 – Present	**Director of Undergraduate Studies**
	Dept. of Psychology, University of Kansas, Lawrence
	• Oversee scheduling of all undergraduate classes; work with Dept Chair to manage Dept scheduling officer; assist with permissions numbers, enrollment caps, and other settings/functions in Enroll and Pay; work with College advisors to identify enrollment trends and course capacity needs; work with the Director of Graduate Studies in Psychology to assign GTAs to support instructional needs for Psychology courses
August 2014 – Present	**Director, General Psychology (ending Aug 2024) and Psychological Statistics Programs**
	Dept. of Psychology, University of Kansas, Lawrence
	• Oversee ongoing curriculum design efforts for both courses, including implementing common syllabi, assignments, exams, and course schedules across multiple sections. Design all course websites and online textbook platforms. Organize, train, and support graduate student instructors who teach the courses.
August 2017 – Present	**Director, Online Psychology Degree Program**
	Dept. of Psychology, University of Kansas, Lawrence
	• Oversee online course offerings, instructor assignments, and program expectations for the Psychology Online Degree Program. Serve as a liaison between The College Online, the Center for Online and Distance Learning, and the Psychology Department to facilitate and coordinate the program and the course offerings. Provide support for graduate student instructors and faculty who develop and teach our online courses.
January 2024 – Present	**Teaching Professor Promotion Committee**
	Dept of Psychology, University of Kansas, Lawrence
	• Review promotion materials for Teaching-focused faculty in the Dept
January 2024 –	**Academic Misconduct Committee**

Present	Dept of Psychology, University of Kansas, Lawrence • Serve on the committee to hear cases of academic misconduct in the Dept
Spring 2023	**Teaching Professor Ad Hoc Committee** Faculty Affairs, University of Kansas, Lawrence • Worked with colleagues from across campus to create binding policy for Teaching Professors at the University of Kansas. This work was supposed to continue into the fall semester but changes in the Faculty Affairs administration resulted in a change in focus and this committee work never resumed.
October 2022 – Present	**Board Member for SELF Engineering Leadership Fellows Program team** School of Engineering, University of Kansas, Lawrence • Serving as a board member to advise students Harley McWilliams and Natalie Stork on their Capstone Enterprise.
August 2015 – Present	**Co-Facilitator of the CTE Online Learning Working Group** Center for Teaching Excellence, University of Kansas, Lawrence • Meet monthly to discuss best practices related to online course design and the challenges of motivating and teaching today's online students.
March 2020 – May 2021 (+ ongoing)	**Faculty Consultant** Center for Teaching Excellence, University of Kansas, Lawrence • Assisted faculty across campus with the move to remote teaching during COVID. Created and assisted with CTE programming in a variety of ways: helped with virtual faculty camps; contributed work for the Flexible Teaching Website; created a podcast for the 2020 Teaching Summit; hosted numerous CTE workshops; and met regularly with the Faculty Consultant team for ongoing collaboration. As part of the Teaching and Learning Corp, I was assigned to six different departments/programs across campus to help faculty and GTAs with teaching issues, helping at least 15 unique faculty/GTAs think through problems and redesign course materials to engage students. • Even though this position with CTE has officially ended, I continue to consult with faculty in Psychology and across campus on teaching-related issues.
Spring 2019	**Member of the CLAS Quantitative Pathways: Non-STEM Subcommittee** College of Liberal Arts & Sciences, University of Kansas, Lawrence • Worked to identify quantitative skills and pedagogical approaches that are valuable to undergraduate students in non-STEM majors with the goal of developing recommendations for alternative pathways to meeting the quantitative reasoning requirement.
August 2013 – May 2019	**Participant in C21 Faculty Workshops** Center for Teaching Excellence, University of Kansas, Lawrence • Met throughout the academic year with colleagues to discuss course redesign and current issues in teaching in higher education.
Fall 2017	**Member of the Online Education Working Group, Subcommittee on Faculty Roles** Office of the Provost, University of Kansas, Lawrence • Worked with colleagues to identify and report about common issues and barriers faced by faculty when developing and teaching online courses. Discussion included a lack of incentives for faculty to develop/teach online courses, the consistency/quality of online versus in-person courses, a lack of centralization of services/assistance/training for faculty for online course development, and barriers to innovation when developing/teaching online courses.

March 2017 – Fall 2019	**Course Development: LA&S 108 – Personal Numeracy** College of Liberal Arts and Sciences, University of Kansas, Lawrence • Online Course: Worked with The College Online to develop and build a new online course meant to help students understand and make decisions using data as an alternative way to teach quantitative reasoning. Topics include human reasoning and decision making, statistics, and personal finance. • Face-to-Face Course: Converted online course into a face-to-face hybrid version for the Lawrence campus.
January 2017	**Participant in the CTE Education and Technology Mini-Retreat** Center for Teaching Excellence, University of Kansas, Lawrence • Worked with colleagues to identify challenges or problems in classes and in learning that technology might help improve; to identify important emerging technology and consider how it might be used for learning, student engagement and other areas of education in the coming decade; and to map out a rough action plan on how the university can be more proactive in identifying promising technology for teaching and learning.
January 2015 - May 2015	**Participant in the College Course Design Focus Group** College of Liberal Arts and Sciences, University of Kansas, Lawrence • Worked with colleagues to brainstorm about a number of issues surrounding course redesign at KU. Goals of the focus group included putting a positive spin on course redesign, sharing experiences and successes within and across disciplinary boundaries, helping administration to decide how to invest wisely in innovative course design, considering new and emerging infrastructure and resources for aiding teaching innovation, and considering what KU is accomplishing as compared to what is happening at peer universities.
April 2002 - August 2006	**Assistant to the Editor** *Psychonomic Bulletin & Review*, David Balota, Editor • Responsible for the day-to-day operations of the Journal.
August 2002 - May 2004	**Faculty Associates Program Member** Washington University Office of Residential Life, St. Louis, MO • Worked with a Resident Assistant of Eliot/Nemerov (2002-2003) and Lee (2003-2004) Residential Colleges to enhance the living and learning environment of first-year students on campus by encouraging casual involvement with faculty early on in their college experience.
January 2003 - May 2004	**Psychology Major Advisor** Washington University, St. Louis • Advised Psychology Majors on course selection and career/graduate school decisions.

Recent Presentations:

Leyerzapf, A., & Marshall, S. (2024, August). *Where Are My Students? Helping Gen Z Re-engage with Our Learning Communities.* Presented at KU Teaching Summit, Lawrence, KS.

Marshall, S., & Bowman, C. (2021, August). *Group Projects Using Infographics*. Presented at KU Teaching Summit, Lawrence, KS.

Ward, D., Marshall, S., Seyer, S., & Sharpe Elles, L. (2021, January). *Planning and Implementing Instructional Activities*. Presented at the CTE Winter Flexible Course Design Camp, Lawrence, KS.

Luchies, C., Marshall, S., & Scioli, E. (2020, August). *Group Work: In Person and Online.* Podcast recorded as part of the online KU Teaching Summit programming, Lawrence, KS.

Marshall, S., & Warren, K. (2020, September). *Building Community in Virtual Classrooms*. Presented as an online workshop through the KU Center for Teaching Excellence, Lawrence, KS.

Marshall, S., & McCartney, M. (2020, January). *Can You Make The Sale? How to Get Students to Buy Into the Active Learning Classroom*. Presented at the 42nd annual meeting of the National Institute of the Teaching of Psychology, St. Pete Beach, FL.

Marshall, S., & Brox, A. (2019, September). *Teaching Foundations Power Workshop: Engaging & Motivating Students*. Presented at KU Center for Teaching Excellence, Lawrence, KS.

Marshall, S., & Chapa, D. (2019, January). *A Redesign Success Story: Tales of Shifting Distributions in Psychological Statistics*. Presented at the 41st annual meeting of the National Institute of the Teaching of Psychology, St. Pete Beach, FL.

Brox, A., & Marshall, S. (2018, August). *Engaging Students in Online Courses.* Presented at the KU Teaching Summit, Lawrence, KS.

Bricker, B., Marshall, S., Seyer, S., & Montague, S. (2018, August). *Who is on the Other Side of the Computer? Online Learners and How to Best Support Them.* Presented at the KU Teaching Summit, Lawrence, KS.

Marshall, S. (2018, May). *Using Technology to Create Community and Engage Students.* Presented at the KU School of Education Faculty Camp, Lawrence, KS.

Marshall, S., & Minahan, J. (2018, May). *Psychological Statistics: Redesigning Homework Assignments to Better Scaffold Learning and Increase Exam Performance.* Presented at C21 Poster Symposium, Lawrence, KS.

Marshall, S. (2018, April). *Creating Community and Engagement in Online Classes.* Presented at the KU School of Business MBA Online Summit, Lawrence, KS.

Marshall, S., & McCartney, M. (2017, January). *Psychological Statistics: Redesigning the Traditional Final Exam into an Authentic Group Research Project.* Presented at the 39th annual meeting of the National Institute of the Teaching of Psychology, St. Pete Beach, FL.

McCartney, M., & Marshall, S. (2017, January). *Developing Teachers: Graduate Student Teacher Training.* Presented at the 39th Annual meeting of the National Institute of the Teaching of Psychology, St. Pete Beach, FL.

Marshall, S. (2016, Dec). *Redesigning a Traditional Writing Assignment into a Creative Team Video Project.* Presented at the C21 faculty workshop meeting, Lawrence, KS.

Marshall, S., Gravelin, C., & McCartney, M. (2016, May). *The Online Learning Readiness Questionnaire: A Tool for Increasing Meta-Cognitive Awareness in Students.* Presented at C21 Poster Symposium, Lawrence, KS.

McCartney, M. & Marshall, S. (2016, January). *Secret Diary of a General Psychology Redesign*. Presented at the 38th annual meeting of the National Institute of the Teaching of Psychology, St. Pete Beach, FL.

McCartney, M. & Marshall, S. (2016, January). *Hybridizing General Psychology: Evidence and Outcomes.* Presented at the 38th annual meeting of the National Institute of the Teaching of Psychology, St. Pete Beach, FL.

Marshall, S., McCartney, M., & Olcott-Marshall, A. (2015, August). *No More Finals: Replacing the Traditional Final Exam.* Presented at the KU Teaching Summit, Lawrence, KS.

Research and Teaching Publications:

Cortese, M.J., Balota, D.A., Sergent-Marshall, S.D., Buckner, R.L., & Gold, B.T. (2006). Consistency and regularity in past-tense verb generation in healthy aging, Alzheimer's disease, and semantic dementia. *Cognitive Neuropsychology, 23,* 856-876.

Balota, D.A., Duchek, J.M., Sergent-Marshall, S.D., Roediger, H.L. (2006). Does expanded retrieval produce benefits over equal-interval spacing? Explorations of spacing effects in healthy aging and Alzheimer's disease. *Psychology and Aging, 21,* 19-31.

Gold, B.T., Balota, D.A., Cortese, M.J., Sergent-Marshall, S.D., Snyder, A.Z., Salat, D.H., Fischl, B., Dale, A.M., Morris, J.C., & Buckner, R.L. (2005). Differing neuropsychological and neuroanatomical correlates of abnormal reading in early-stage semantic dementia and dementia of the Alzheimer type. *Neuropsychologia, 43,* 833-846.

Balota, D.A., Cortese, M.J., Sergent-Marshall, S.D., Spieler, D.H., & Yap, M.J. (2004). Visual word recognition of single-syllable words. *Journal of Experimental Psychology: General, 133,* 283-316.

Eakin, D.K., Schreiber, T.A., & Sergent-Marshall, S.D. (2003). Misinformation Effects in Eyewitness Memory: The Presence and Absence of Memory Impairment as a Function of Warning and Misinformation Accessibility. *Journal of Experimental Psychology: Learning, Memory & Cognition, 29*, 813-825.

Cortese, M.J., Balota, D.A., Sergent-Marshall, S.D., & Buckner, R.L. (2003). Spelling via semantics and phonology: Exploring the effects of age, Alzheimer's disease, and primary semantic impairment. *Neuropsychologia, 41*, 952-967.

Watson, J.M., Balota, D.A., & Sergent-Marshall, S.D. (2001). Semantic, phonological, and hybrid veridical and false memories in healthy older adults and in individuals with dementia of the Alzheimer's type. *Neuropsychology, 15,* 254-268.

Cortese, M.J., & Sergent-Marshall, S.D. (2000). Study guide to accompany B.H. Kantowitz, H.L. Roediger, & D.G. Elmes' *Experimental psychology: Understanding psychological research (7th ed.)*. Belmont, CA: Wadsworth.

Cortese, M.J., & Sergent-Marshall, S.D. (2000). Instructor's manual with test bank for B.H. Kantowitz, H.L. Roediger, & D.G. Elmes' *Experimental psychology: Understanding psychological research (7th ed.)*. Belmont, CA: Wadsworth.

Schreiber, T.A., & Sergent, S.D. (1998). The role of commitment in producing misinformation effects in eyewitness memory. *Psychonomic Bulletin & Review, 5,* 443-448.