MICHAEL RYAN SNELL

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Key Skills and Competencies

Quantitative Research, Mixed Methods Research, Project Management, Statistical Programming, Visualization, Verbal/Written Communication, Leadership, Mentorship

Tools

R, SQL, Python, SPSS, Stanford NLP, Mallet, Microsoft Office, GSuite, Qualtrics, Calendly, Webex, InVision, Sketch, Whimsical, Pendo, Rev, Lookback, UserTesting

Languages

English, Spanish

Organizations

Psychology of Technology Institute, American Association for the Advancement of Science, Society for Personality and Social Psychology

Experience

Verizon (2019-20)
UX Researcher and Coordinator, Commercial Products (contract)
- End-to-end responsibility for cross-product consumer and commercial research within a lean startup-like environment focused on 5G-connected vehicles and devices.
- Coordinate commercial research activities across 3 UX teams, located in Ireland (Dublin), New Zealand (Christchurch), and the United States (Atlanta).
- Synchronized research roadmaps between teams in Dublin and New Zealand, developed protocols for cross-functional alignment on commercial product teams, and created standards for communicating research across all product teams within Verizon Connect.

Facebook (2019)
UX Researcher Intern, Marketplace and Commerce
- Following a comprehensive review of e-commerce products in specific foreign markets, I led multiple research initiatives to triangulate the unique value proposition and monetization strategy of a multi-surface C2C e-commerce product, focusing especially on payments, trust, onboarding/conversion, information architecture, and internationalization in a highly cross-functional, fast-paced development environment.
- Utilized a variety of mixed-method approaches, including participatory design, in-product surveys, usability testing, lab studies, in-depth interviews, competitive analyses, and complex statistical analyses on secure user data. Insights from these projects were transferred directly to in-production designs for onboarding flows and formats, and led to new questions around key strategic market verticals.

University of Georgia (2015-Present)
Graduate Research Assistant, Merging Emerging Realities Lab (MERLab)
- Develop and supervise ongoing research program dealing with the influence of digital technologies on behavior across a variety of contexts and domains.
- Projects have examined user behavior on large digital platforms like Spotify, Pinterest, Grindr and Tinder, with a primary focus on how design alters decisions, facilitates progress toward goals, influences relationships, and shapes personal routines over time.
- Presented research at more than 15 national and international conferences; finalist for the 2018 3-Minute Thesis Competition; recipient of the President's Venture Fund service grant; invited to the membership of the Psychology of Technology Institute; awarded the Diversity Research Award from SPSP.
- Consulted for numerous businesses and publications, individually mentored 14 students, and reached more than 3000 students through direct teaching/instruction.

National Association of Graduate-Professional Students (2016-18)
Director, Southeast Region (2018) and *Vice Chair*, Southeast Region (2017)
- Elected to the board of directors for a nationwide education-focused nonprofit.
- Project manager for a multi-year nationwide survey of graduate students leveraged to benchmark quality indicators in higher education, for publication in *Science Magazine*.
- Built and led a highly active coalition to oppose the repeal of qualified tuition reduction and deductions for university endowments in the Tax Cuts and Jobs Act (H.R.1) of 2017.

Education

2020 **PhD Student, Psychology**, University of Georgia, 4.0
2017 **Master of Science, Psychology**, University of Georgia, 3.8
2013 **Bachelor of Music, Education**, Hugh Hodgson School of Music

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Other Experience

University of Georgia

Research Pool Coordinator (2020-)
- I facilitate the successful execution of research in labs across the university by organizing, maintaining, and determining the policies of the research participant pool.
- New protocols have (1) helped streamline and empower researchers by consolidating demographic data collected from thousands of research participants into a single shared resource and (2) aligned data storage mechanisms with university policies related to privacy and record retention.

Principal Instructor, Social Psychology (2018-20)
- Authored extensive revisions to undergraduate social psychology curriculum. Instructed course sections ranging in capacity from 30 to 150 students.

Instructor, Advanced Statistical Research Analysis (2018)
- Created and guided students through advanced tutorials for using R, SPSS, and Excel for data entry, management, cleaning, and analysis.

Founder and Director, ASPIRE STEM Outreach Program (2016-19)
- Led a grant-funded initiative to bridge students from underserved and underrepresented backgrounds to university mentors in STEM disciplines.
- Significant increases in STEM engagement, achievement, and self-efficacy were observed among student mentees throughout the program's first and second years, after which the program was successfully integrated with the university's official outreach commitments.

Chair, Integrative Research & Ideas Symposium (2016-17)
- Led planning and organization for the largest interdisciplinary research and professional development event in UGA's history, with 212 presenters and 4 keynote speakers from throughout the United States.
- Negotiated speaker contracts; fundraised approx. $26k to offset all costs and make admission free to students and the public; established a STEM mentorship endowment; managed advertising and ticketing; led a small and nimble team of student volunteers.

President, UGA Graduate and Professional Student Body (2016-17)
- Elected by my peers to (1) represent the experiences, needs, and concerns of graduate and professional students to policy-making bodies across UGA and to (2) directly impact those experiences through enriching service opportunities and engaging programs.
- We succeeded in promoting student involvement in campus and community service programs by creating and maintaining new channels of communication with students, identifying and supporting leaders at the program level, growing the number of student appointees on administrative bodies from 12 to 60, and successfully campaigning for increased financial support for a wide range of student programs, including enhanced professional/career development and an 1100% YoY budget increase for interdisciplinary programming for graduate students within the division of student affairs.
- Additionally, we created new opportunities for students to share and consume research, led initiatives to provide crucial financial education to students, and joined forces with numerous internal and external organizations to amplify the university's commitment to supporting students and employees from disadvantaged and underrepresented backgrounds.

Gwinnett County Public Schools

Teacher, Norcross High School (2013-14)
- I was able to fill an immediate instructional leadership need during a time of unexpected transition at a large high school in metropolitan Atlanta. Taught 250+ students across 5 courses and codirected an after-school theatre program.

The Trevor Project

Counselor and Organizer (2009-12)
- Engaged in suicide prevention training, organized demonstrations, engaged with civic leaders at national, state, and local levels to build awareness for a growing and global mental health crisis, with unique attention given to LGBT+ youth and other vulnerable populations.

Research

Antwine, R. D., Snell, M. R., & Campbell, W. K. (2018, March). *Everyone wants equality: Unprimed political narratives reveal a universal virtue.* Presented at meeting of Society for Personality and Social Psychology, Atlanta.

Eiler, B. A., Doyle, P. C., Snell, M. R., & Al-Kire, R. L. (2018, June). *Mixed media methodology: Using tech to explore social problems*. Accepted for presentation at meeting of Society for the Psychological Study of Social Issues, Pittsburgh.

McCain, J. L., Weiler, P., Snell, M. R., & Campbell, W. K. (In review). *Narcissism and online activism.*

Snell, M.R., Campbell, W.K. (2018). *The dopamine hypothesis of social media*. Manuscript in preparation.

Snell, M.R., Campbell, W.K. (In review). *Grindr profiles, implicit user motivations, and risky behavior: Implications for app design.*

Snell, M.R., Campbell, W.K., McCain, J., Weiler, P., Siedor, L. (2017). *Personality in the virtual world: Invariance, means, and a sketch of a discontents model.* Manuscript in review.

Snell, M.R., Pugh, D.T., Campbell, W.K. (2019). Sound and self: Personality, goal pursuit, and music preferences. Accepted for presentation at annual meeting of Society for Personality and Social Psychology, Portland.

Snell, M.R. (2018, March). *A prospective theory of human behavior in virtual worlds.* Presented at meeting of Society for Personality and Social Psychology, Atlanta.

Snell, M.R. (2017). *An imperfect shadow: Personality in the virtual world* (master's thesis). University of Georgia, Athens, United States.

Snell, M.R. (2017). *Health-related outcomes of the great digital migration: A meta-analysis of life course research*. Presented at Integrative Research and Ideas Symposium, Athens.

Snell, M.R. (2017, January). *Grindr: Relationship pursuits, sexually risky behavior, and authenticity in the early mobile broadband age*. Presented at meeting of Society for Personality and Social Psychology, San Antonio.

Snell, M.R. (2017). *Personality invariance in the virtual world*. Presented at meeting of Psychology of Technology Institute, Berkeley.

Snell, M.R. (2018). *The great domain shift in human behavior: Assessing the lexical hypothesis in the digital age.* Manuscript in Preparation.

Weiler, P., McCain, J. L., McLane, W. L., Snell, M. R., & Campbell, W. K. (2018). *Personality and minecraft: An exploratory study of the big five and narcissism*. Manuscript in preparation.