

Lisa R. Grimm
Associate Dean, School of Humanities & Social Sciences
The College of New Jersey
Curriculum Vita
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ACADEMIC AND PROFESSIONAL EMPLOYMENT

Associate Dean, School of Humanities & Social Sciences (2017-present)
The College of New Jersey, Ewing, NJ

Professor (2019-present)
The College of New Jersey, Ewing, NJ

Associate Professor (2014- 2017)
The College of New Jersey, Ewing, NJ

Assistant Professor (2009 – 2014)
The College of New Jersey, Ewing, NJ

Lecturer (2008)
University of Texas at Austin, Austin, TX

User Experience Professional (2005-2006)
Perceptive Sciences Corporation, Austin, TX

EDUCATION

Post-doctoral Fellow (2008-2009)
Co-supervised by W. Todd Maddox and Arthur B. Markman
University of Texas at Austin, Austin, TX

Ph.D. in Cognitive Psychology (2007)
University of Texas at Austin, Austin, TX

M.A. in Cognitive Psychology (2004)
University of Texas at Austin, Austin, TX

B.A. in Psychology with honors (2001)
Grinnell College, Grinnell, IA

International Baccalaureate diploma (1998)
George Mason High School, Falls Church, VA

RESEARCH INTERESTS

My research is focused on understanding the structure and content of mental representations. In one line of research, I examine the influence of individual and motivational differences on cognitive processing by studying how different individual-difference variables, such as self-construal and regulatory focus, interact with task environments. For example, a set of studies demonstrated how induced or chronic negative stereotypes interact with the task reward structure (e.g., gaining points) to produce performance decrements consistent with stereotype threat. In another line of research, I examine the cognitive benefits of embodied representations, which are generated by physical movements or by video game environments.

ACADEMIC OR PROFESSIONAL HONORS

The College of New Jersey

- Faculty exchange, European Study Center, Heidelberg, Germany, Spring 2017
- Sabbatical Award, The College of New Jersey, Fall 2016
- Support of Scholarly Activity (SOSA: 2015-2017): Awarded a 2-year reduction in teaching load to investigate benefits of video game play on STEM abilities
- Support of Scholarly Activity (SOSA: 2013-2015): Awarded a 2-year reduction in teaching load to investigate motivation intensity in standardized testing
- Support of Scholarly Activity (SOSA: 2012-2013): Awarded a 1-year reduction in teaching load to investigate optimal levels of motivation
- Support of Scholarly Activity (SOSA: 2010-2012): Awarded a 2-year reduction in teaching load to investigate regulatory fit effects in golf putting

The University of Texas at Austin

- Most Outstanding Dissertation, Department of Psychology (2008)
- Professional Development Award (2006, 2007)
- Psychology Department Nominee, APA Dissertation Research Award (2006)
- Psychology Department Nominee, William S. Livingston Outstanding Graduate Student Assistant Instructor Award for 2005 (2006)
- Research Internship (2002-2003)

American Psychology Association

- APA Dissertation Research Award (2006)

Grinnell College

- Psi Chi, elected as lifetime alum (2007)
- Phi Beta Kappa, elected as a junior in course (2001)
- Trustee Honor Scholarship (1998-2001)

TEACHING EXPERIENCE

The College of New Jersey

- Cognitive Psychology (PSY214)
- Design and Analysis (PSY203)
- Gender Gap in Science Career Choices (PSY351)
- Independent Study/Research (391/393/493)
- Instructional Internship (PSY397)
- Laboratory Learning: MISC Lab (PSY390/492)
- Orientation to Humanities and Social Sciences (HSS099): Design and manage instruction
- Orientation to Psychology (PSY096)
- Psychological Constraints: Unconscious Influences on Thought and Behavior (FSP121)
- Research Seminar (PSY299)
- Senior Honors Thesis I and II (PSY396/496)

The University of Texas at Austin

- Cognitive Psychology (PSY305)
- Laboratory component of Statistics and Research Design (PSY418)

PUBLICATIONS

Bold text indicates my position in the list of authors. I previously published under a different name: Narvaez, L. R. = Grimm, L. R. Underlined text indicates the names of student collaborators.

Gallagher, D., & **Grimm, L. R.** (2018). Making an Impact: The Effects of Game Making on Creativity and Spatial Processing. *Thinking Skills and Creativity*, 28, 138-149.

Kay, S. A., & **Grimm, L. R.** (2017). Regulatory Fit Improves Fitness for People with Low Exercise Experience. *Journal of Psychology of Sport & Exercise*, 39, 109-119.

Grimm, L. R., Lewis, B., Maddox, W. T., & Markman, A. B. (2016). Stereotype fit effects for golf putting non-experts. *Sport, Exercise, & Performance Psychology*, 5(1), 39-51.

Goedert, K. M., **Grimm, L. R.**, Markman, A. B., & Spellman, B. A. (2014). Priming interdependence affects processing of context information in causal inference—But not how you might think. *Acta Psychologica*, 146, 41-50.

Grimm, L. R. (2014). The Psychology of Knowledge Representation. *WIREs: Cognitive Science*, 5: 261-270. doi: 10.1002/wcs.1284

Grimm, L. R., & Maddox, W.T. (2013). Differential impact of relevant and irrelevant dimension linguistic primes on rule-based and information-integration category learning. *Acta Psychologica*, 144, 530-537.

Grimm, L. R., Markman, A. B., & Maddox, W. T. (2012). End-of-semester syndrome: How situational regulatory fit affects test performance over an academic semester. *Basic and Applied Social Psychology*, *34*, 376-385.

Grimm, L. R., Rein, J.R., & Markman, A.B. (2012). Determining transformation distance in similarity: Considerations for assessing representational changes a priori. *Thinking & Reasoning*, *18*, 59-80.

Gibson, J. M., Dhuse, S., Hrachovec, L., & **Grimm, L. R.** (2011). Priming insight in groups: Facilitating and inhibiting solving an ambiguously-worded insight problem. *Memory & Cognition*, *39*, 128-146.

Grimm, L. R. (2010). Stereotype threat is no match for a regulatory fit: A reexamination of the psychology of this disadvantageous state. Koln, Germany: Lambert Academic Publishing.

Grimm, L. R., & Hughes, J. M. (2010). The complex role of motivation in stereotyping and stereotype threat effects. In E.L. Simon (Ed.) *Psychology of Stereotypes*. (pp. 229-242). Hauppauge, New York: Nova Science Publishers, Inc.

Markman, A. B., **Grimm, L. R.**, & Kim, K. (2009). Culture as a vehicle for studying individual differences. In R. S. Wyer, C. Y. Chiu, & Y. Y. Hong (Eds.) *Understanding Culture: Theory, Research, and Application*. (pp. 93-106). Philadelphia, PA: Psychology Press.

Grimm, L. R., Markman, A. B., Maddox, W. T., & Baldwin, G. C. (2009). Stereotype threat reinterpreted as a regulatory mismatch. *Journal of Personality and Social Psychology*, *96*, 288-304.

Markman, A. B., Beer, J. S., **Grimm, L. R.**, Rein, J. R., & Maddox, W. T. (2009). The optimal level of fuzz: Case studies in a methodology for psychology research. *Journal of Experimental and Theoretical Artificial Intelligence*, *21*, 197-215.

Grimm, L. R., Markman, A. B., Maddox, W. T., & Baldwin, G. C. (2008). Differential effects of regulatory fit on classification learning. *Journal of Experimental Social Psychology*, *44*, 920-927.

Kim, K., **Grimm, L. R.**, & Markman, A. B. (2007). Self-construal and the processing of covariation information in causal reasoning. *Memory & Cognition*, *35*, 1337-1343.

Markman, A. B., Blok, S., Dennis, J., Kim, K., Laux, J., **Narvaez, L.**, & Rein, J. (2006). Money and motivational activation. *Behavioral and Brain Sciences*, *29*, 190.

Markman, A. B., Blok, S., Dennis, J., Goldwater, M., Kim, K., Laux, J., **Narvaez, L.**, & Taylor, E. (2005). Culture and individual differences. *Behavioral and Brain Sciences*, *28*, 831.

Markman, A. B., Blok, S., Kim, K., Larkey, L. B., **Narvaez, L.**, Stilwell, C. H., & Taylor, E. (2005). Digging beneath rules and similarity. *Behavioral and Brain Sciences*, 28, 29-30.

Markman, A. B., Kim, K., Larkey, L. B., **Narvaez, L.**, & Stilwell, C. H. (2004). One alignment mechanism or many? *Behavioral and Brain Sciences*, 27, 204.

Larkey, L. B., **Narvaez, L. R.**, & Markman, A. B. (2004). Categories among relations (p. 1634). *Proceedings of the 26th Annual Meeting of the Cognitive Science Society*, Chicago, IL.

Markman, A. B., & **Narvaez, L. R.** (2003). Review of Murphy's "Big Book of Concepts." *Philosophical Psychology*, 16, 468-470.

CONFERENCE PRESENTATIONS

Grimm, L. R., Christensen, D., Spicer, K., Gervasi, A., Morella, L., Bhavsar, K., Halsey, E., Lennon, K., & Roemer, E. (2019). Stability of ability and effort beliefs: The impact of mindsets on computer programming. *Poster presented at the 90th Annual Meeting of the Eastern Psychological Association*, New York, New York.

Grimm, L. R., Gallagher, D., Parwatkar, K., Donini, O., Spicer, K., Steiner, E. & Acero, S. (2018). Making an Impact: The Effects of Game Making on Cognition. *Poster presented at the 89th Annual Meeting of the Eastern Psychological Association*, Philadelphia, PA.

Grimm, L. R., Largey, E., Gallagher, D., Parwatkar, K., & Donini, O. (2017). Motivated to explore: Website search behavior induced by regulatory focus. *Poster presented at the International Convention of Psychological Science*, Vienna, Austria.

Grimm, L. R., & Spanola, N. (2016). Influence of need for cognition and cognitive closure on magic perceptions. *Poster presented at the 38th Annual Meeting of the Cognitive Science Society*, Philadelphia, PA.

Grimm, L. R., Spanola, N., Edelblum, A., Dickler, R., Bruett, H., Gallagher, D., Largey, E., Weiss, T., Sabella, C., & Nagasue, A. (2016). The role of cognitive individual differences in the experience of magic. *Poster presented at the 87th Annual Meeting of the Eastern Psychological Association*, Philadelphia, PA.

Grimm, L. R., Kay, S., Cassera, J., & Largey, E. (2015). Effect of Regulatory Fit and Expertise on Fitness Outcomes. *Poster presented at the 86th Annual Meeting of the Eastern Psychological Association*, Philadelphia, PA.

Grimm, L. R. (2015) Common Reading Programs: Exploring Best Practices for Sustainability and Assessment. *Panel presentation at the 34th Annual Conference on The First Year Experience*, Dallas, TX

Grimm, L. R., Kay, S., Jorgensen, A., Cassera, J., Gonzalez Silva, D., Lunenfeld, A. & Luongo, K. (2014). Performing a working memory task prior to GRE eliminates stereotype fit effects. *Poster presented at the 85th Annual Meeting of the Eastern Psychological Association, Boston, MA.*

Grimm, L. R., Jorgensen, A., Kay, S., & Kurzum, C. (2013). Stereotype fit effects in verbal standardized test performance. *Poster presented at the 84th Annual Meeting of the Eastern Psychological Association, NYC, NY.*

Grimm, L. R., Braham, E., & Pagan, L. (2012). The Draw-A-Scientist Test: Measures base rates beyond bias. *Poster presented at the 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.*

Grimm, L.R., Braham, E., Lewis, B., Haughee, E., & Martin, K. (2012). Social identity magnifies regulatory fit effects in standardized test performance. *Poster presented at the 83rd Annual Meeting of the Eastern Psychological Association, Pittsburg, PA.*

Goedert, K. M., **Grimm, L. R.**, Markman, A. B., & Spellman, B. A. (2011). Having an interdependent self-construal leads to greater weighting of causal data in causal judgment. *Poster presented at the 33rd Annual Meeting of the Cognitive Science Society, Boston, MA.*

Grimm, L. R., Barral, D., Pagan, L., Haughee, E., Lewis, B., & Albert, J. (2011). Stereotype fit effects in information-integration classification learning. *Poster presented at the 82nd Annual Meeting of the Eastern Psychological Association, Cambridge, MA.*

Grimm, L. R., Maddox, W. T., & Markman, A. B. (2010). Regulatory fit from stereotypes is advantageous for golf putting novices. *Poster presented at the 10th Annual Meeting of the Society for Personality and Social Psychology, Las Vegas, NV.*

Grimm, L. R., Markman, A. B., & Maddox, W. T. (2009). Minimizing losses improves end of semester GRE performance. *Poster presented at the 9th Annual Meeting of the Society for Personality and Social Psychology, Tampa, FL.*

Grimm, L. R., Markman, A. B., & Maddox, W. T. (2008). Task reward structure and semester timing affect GRE performance. *Poster presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.*

Grimm, L. R., Markman, A. B., Maddox, W. T., & Baldwin, G. C. (2007). Negative stereotypes produce better performance. *Poster presented at the 48th Annual Meeting of the Psychonomic Society, Long Beach, CA.*

Goedert, K. M., **Grimm, L. R.**, Markman, A. B., & Spellman, B. A. (2007). Self-construal and the processing of base rate information in a contingency learning task. *Poster presented at the 29th Annual Meeting of the Cognitive Science Society, Nashville, TN.*

Narvaez, L. R., Markman, A. B., & Maddox, W. T. (2007). Negative stereotypes produce better performance in frontal-mediated classification learning. *Poster presented at the Neural Systems of Social Behavior Conference, Austin, TX.*

Narvaez, L. R., & Markman, A. B. (2006). Individual differences lead to increased context sensitivity in causal induction. *Poster presented at the 47th Annual Meeting of the Psychonomic Society, Houston, TX.*

PROFESSIONAL SERVICE

Institution-level Faculty Service: The College of New Jersey

- First-seminar Program/Summer Reading Program Coordinator (2014-2016)
 - Chair of First Seminar Coordinating Committee
 - Additional Committee Memberships:
 - Orientation Committee
 - Welcome Week Committee
 - Curriculum Team
 - Academic Leaders
- Cultural and Intellectual Community Program Council (2011-2016)
 - Member (2011-2012, 2014-2016)
 - Vice Chair (2012-2013)
 - Chair (2013-2014)
- All-College Academic Integrity Board (2012-2015): Ad hoc Member
- Phi Beta Kappa selection committee (2011-present)

School-level Faculty Service: School of Humanities and Social Sciences

- HSS Undergraduate Research Council: Member (Fall 2013)
- NJ State NACADA Conference: HSS Representative (June 12, 2012)

Departmental-level Faculty Service: Psychology Department

- Academic Programs Committee (2009-2012, 2015-2016): Member
- Admissions Committee (2011-2013, 2015-2016): Member
- Advisory Committee (2013): Member
- Cognitive Specialization Coordinator (2013-2016)
- Colloquium Committee (2014-2015): Member
- Grievance Committee (2013): Member
- Independent Study Committee (2009-2016): Member
 - Chair (summer 2011 – 2016)
 - Co-Chair (Spring 2011)
- PIPER Committee (2012-2016): Member
- RPE Committee (2009-2016): Ad hoc Member
- Ad hoc Hiring Committee for Psychology Coordinator (2012): Member
- Ad hoc Disciplinary Standards Committee (2011, 2015): Member
- Psychology Liaison for the Annual Celebration of Student Achievement (April 28, 2010)

Other Forms of Significant Service

- Freshman Summer reading (2011-2015, 2018, 2019): Service to the College
- Accepted Students Weekend Lab tour (2010-2016): Service to Department, School, and College
- Junior Day Faculty Representative (2010-2015): Service to Department, School, and College.
- Open House Department Information Session Faculty Representative (2012): Service to Department, School, and College
- Eastern Psychological Association Conference Organizer (2011-2015): Service to Department
- Instructional Intern PowerPoint workshop (2011, 2012): Service to Department
- Instructional Intern Writing Feedback workshop (2015, 2016): Service to Department

Professional Contributions

- Ad hoc Reviewing

Basic and Applied Social Psychology

British Journal of Developmental Psychology

Canadian Journal of Experimental Psychology

Cognition

Cognitive Psychology

Cognitive Science

Council on Undergraduate Research: Posters on the Hill

Educational Psychology Review

European Journal of Psychology of Education

Experimental Brain Research

Learning and Individual Differences

Memory & Cognition

Motivation and Emotion

NSF Panelist

Journal of Cognitive Science

Journal of Economic Psychology

Journal of Educational Psychology

Journal of Experimental Psychology: General

Journal of Experimental Psychology: Learning, Memory, & Cognition

Journal of Experimental Social Psychology

Journal of Personality and Social Psychology

Journal of Psychology

Journal of Sport and Exercise Psychology

Language and Cognitive Processes

Personality and Social Psychology Bulletin

Psychology and Aging

Psychological Science

Psychonomic Bulletin & Review

Quarterly Journal of Experimental Psychology

Science Education

Social Psychological and Personality Science

Sport, Exercise, and Performance Psychology

Journal of Systems and Information Technology

Swiss Journal of Psychology

Topics in Cognitive Science

Wiley Interdisciplinary Reviews: Cognitive Science

- Book review: Reviewed a chapter for *Oxford University Press*
- Conference submissions reviews:
 - Annually review for the Meeting of the Cognitive Science Society
 - Annually review for the Meeting of the First-Year Experience
- Grant review: Ad hoc reviewer for the National Science Foundation, Division of Behavioral and Cognitive Sciences, Social Psychology Program