

Lisa R. Grimm
Associate Professor of Psychology
The College of New Jersey
Curriculum Vita
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Department of Psychology
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ACADEMIC AND PROFESSIONAL EMPLOYMENT

Associate Professor (2014- present)
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 influence of individual and motivational differences on cognitive processing. I examine how different individual difference variables, such as self-construal, fear of isolation, mortality salience, and regulatory focus, interact with task environments. For example, in one line of research, I study how induced or chronic negative stereotypes interact with the task reward structure (e.g., gaining points) to produce performance decrements consistent with stereotype threat. I further investigate methods for improving the performance of individuals with negative stereotypes in a domain.

ACADEMIC OR PROFESSIONAL HONORS

The College of New Jersey

- 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 (391/393/493)
- Instructional Internship (PSY397)

- Laboratory Learning: MISC Lab (PSY390/492)
- 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)

PROFESSIONAL EXPERIENCE

Reviewing

- Provided reviews for the following journals:
Basic and Applied Social Psychology
British Journal of Developmental Psychology
Canadian Journal of Experimental Psychology
Cognitive Psychology
Cognitive Science
Educational Psychology Review
European Journal of Psychology of Education
Experimental Brain Research
Memory & Cognition
Motivation and Emotion
Journal of Cognitive Science
Journal of Economic Psychology
Journal of Experimental Psychology: General
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
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
- Grant review:
Ad hoc reviewer for the National Science Foundation, Division of Behavioral and Cognitive Sciences, Social Psychology Program

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.

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., 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.*

INVITED TALKS

Grimm, L. R. (2012). Implementing the *Optimal Level of Fuzz*. Department of Psychology, The College of New Jersey.

Grimm, L. R. (2009). Motivation and Cognition. Faculty Showcase: Psychology Club, The College of New Jersey.

Grimm, L. R. (2009). The optimal level of fuzz. Department of Psychology, Grinnell College.

Grimm, L. R. (2009). Motivation and individual differences. Department of Psychology, Grinnell College.

Narvaez, L. R. (2006). Stereotype threat as regulatory fit. Department of Psychology, University of Texas at Austin.

Narvaez, L. (2003). Studying similarity requires making representational assumptions. Department of Psychology, University of Texas at Austin.