

**Dr. Lisa R. Grimm**  
Dean, College of Arts & Sciences  
Widener University  
Curriculum Vitae  
July 2, 2024

One University Place  
Chester, PA 19013

[lrgrimm@widener.edu](mailto:lrgrimm@widener.edu)  
(610) 499-1260 (office)

---

### Professional Overview

---

I serve as Dean of the College of Arts & Sciences at Widener University. I am a cooperative and empathic leader and view academic administration as a form of service to students, faculty members, staff, and to the institution. I am often faced with challenging, complex situations and I pride myself in having a good sense of judgement with the ability to dissect the situation and solve problems.

### Education

---

- 2008-2009**     *Post-doctoral Fellow*, Co-supervised by W. Todd Maddox and Arthur B. Markman, University of Texas at Austin, Austin, TX
- 2007**            *Ph.D.* in Cognitive Psychology, University of Texas at Austin, Austin, TX  
Degree name: Lisa Renee Grimm Narvaez  
Dissertation: Stereotype Threat Reinterpreted as Regulatory Fit
- 2004**            *M.A.* in Cognitive Psychology, University of Texas at Austin, Austin, TX
- 2001**            *B.A.* in Psychology with honors, Grinnell College, Grinnell, IA
- 1998**            International Baccalaureate diploma, George Mason High School, Falls Church, VA

### Academic and Professional Employment, and Administrative Appointments

---

#### **Widener University, Chester, PA**

*Dean, College of Arts & Sciences* 2024-present

#### **The College of New Jersey, Ewing, NJ**

*Interim Dean, School of Humanities and Social Sciences* 2023-2024  
*Administrative Co-Chair, Middle States Self-Study* 2022-2024  
*Associate Vice President for Strategy and Planning* 2022- 2023  
*Associate Dean, School of Humanities & Social Sciences* 2017 - 2022  
*First Seminar Program/Summer Reading Program Coordinator* 2014 - 2016

*Professor* 2019 - 2024  
*Associate Professor* 2014 - 2019  
*Assistant Professor* 2009 – 2014

**University of Texas at Austin, Austin, TX**

*Lecturer*

2008

*Teaching Assistant*

2003 – 2007

**Perceptive Sciences Corporation, Austin, TX**

*User Experience Professional*

2005 – 2006

**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 Psychological Association**

- APA Dissertation Research Award (2006)

**Grinnell College**

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

**Teaching and Mentoring**

---

**Courses**

***The College of New Jersey***

- Cognitive Psychology (PSY214)
- Design and Analysis (PSY203)

- Gender Gap in Science Career Choices (PSY351)
- Independent Study/Research (PSY391/393/493)
- Instructional Internship/ Learning Assistant (PSY397)
- Laboratory Learning: Motivation, Individual Differences, and Stereotypes in Cognition (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)

### **Mentoring**

- Supported 85 research mentees at The College of New Jersey
- Excellent academic outcomes for my research mentees:
  - 3 students have tenure-track faculty appointments
  - 7 students have completed PhDs
  - 7 students have/are completing other advanced degrees (ex. MD, JD, PsyD)
  - 20 students have/are completing Master's degrees

### **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. Our most recent work is focused on how goal orientations influence language learning, including learning computer programming languages.

### **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.

Picho, K. & **Grimm, L. R.** (2023). Examining the moderating role of regulatory fit on stereotype threat among Ugandan adolescents. *The Journal of Social Psychology*, <https://doi.org/10.1080/00224545.2023.2186829>.

**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.**, Albert, E., Dwyer, C., Estevez, J., Infosino, C., Locassio, N & Lopez, E. (2023). Primed goal orientations impact German vocabulary learning and retention. *Poster presented at Annual Meeting of the Eastern Psychological Association*, Boston, Massachusetts.

Hoang, B., and **Grimm, L.R.** (2022). The impacts of bilingualism and the spacing effect on German vocabulary learning. *Poster presented by the first author at the Annual Meeting of the New England Psychological Association*, Worcester, MA

Lennon, K., Grimm, L.R., Cohn, D., Hoang, B., Lopez, E., Albert E., Estevez, J., & Locassio, N. (2022) Impact of goal orientations on lag effects for German acquisition and retention. *Poster presented at Annual Meeting of the Eastern Psychological Association*, New York, New York.

**Grimm, L.R., Baskaron, S., Cherry, R., Cohn, D., Hoang, B., Holmes, C. & Lennon K.** (2021). The impact of goal orientations on German language acquisition. *Poster presented at Annual Meeting of the Eastern Psychological Association*, Virtual Presentation due to Covid-19.

**Grimm, L.R., & Lennon K.** (2020). The impact of goal orientations on lag effects for German language acquisition. *Poster presented at the Annual Meeting of the New England Psychological Association*, Virtual Presentation due to Covid-19.

**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 85<sup>th</sup> 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 84<sup>th</sup> 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 53<sup>rd</sup> 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 83<sup>rd</sup> 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 33<sup>rd</sup> 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 82<sup>nd</sup> 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 10<sup>th</sup> 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 9<sup>th</sup> 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 49<sup>th</sup> 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 48<sup>th</sup> 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 29<sup>th</sup> 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 47<sup>th</sup> Annual Meeting of the Psychonomic Society, Houston, TX.*

### **Service to the Institution and Profession**

---

#### **The College of New Jersey**

##### ***Institution-level Service:***

- Academic Advising Task Force: Member (2021), Implementation Plan Leader (2021-2022)
- Covid-19 Academic Readiness Task Force: Fall Flex Design Subcommittee (2020-2021)
- Search Committee: Associate Director of Records and Registration for Records and Enrollment Services (2021)
- Huron Academic Steering Committee: Member (2021)
- Fulbright Committee (2020)
- Trenton Middle School Day, Career Fair Organizing Committee (2018, 2019)
- Search Committee: Educational Opportunity Fund Associate Director (2018)
- Cultural and Intellectual Community Program Council (2011-2014)
  - Chair (2013-2014)
  - Vice Chair (2012-2013)
  - Member (2011-2012)
- All-College Academic Integrity Board (2012-2015): Ad hoc Member
- Phi Beta Kappa selection committee (2011-2022)

##### ***School-level Service: School of Humanities and Social Sciences (HSS)***

- HSS Anti-Black Racism Task Force: Co-Chair (2020-2021), Vice Chair (2021-present)
- Faculty book discussion leader: From Equity Talk to Equity Walk by Brown McNair, Malcom-Piqueux, and Bensimon (2021)
- HSS Curriculum Committee: Chair (2020-2021), Member (2017-present)
- HSS Undergraduate Research Council: Member (Fall 2013)
- NJ State NACADA Conference: HSS Representative (June 12, 2012)

##### ***Department-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)

- Participant Pool Committee (2012-2016): Member
- Research Psychology Ethics 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, 2018-2021)
- Accepted Students Weekend Lab tour (2010-2016)
- Junior Day Faculty Representative (2010-2015)
- Open House Department Information Session Faculty Representative (2012)
- Eastern Psychological Association Conference Organizer (2011-2015)
- Instructional Intern PowerPoint workshop (2011, 2012)
- Instructional Intern Writing Feedback workshop (2015, 2016)

**Professional Ad hoc Reviewing and Service**

*AAUW, International Scholarships Panelist*  
*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*  
*International Journal of Exercise Science*  
*Learning and Individual Differences*  
*Memory & Cognition*  
*Meeting of the Cognitive Science Society*  
*Meeting of the First-Year Experience*  
*Motivation and Emotion*  
*National Science Foundation, Division of Behavioral and Cognitive Sciences, Social Psychology Program*  
*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*

**Dr. Lisa R. Grimm**  
Dean, College of Arts & Sciences  
Widener University  
Curriculum Vitae  
July 2, 2024

---

### **Professional Affiliations**

---

#### **Memberships Held**

American Association of University Women

American Council of Academic Deans

Association for Psychological Science

Cognitive Science Society

Program Committee: Conference Submission Action Editor, 2015 and 2021

Eastern Psychological Association

#### **Conferences Attended**

American Association of Colleges & Universities

Annual Conference on The First-Year Experience

Annual Conference of the Cognitive Science Society

Annual Meeting of the Eastern Psychological Association

Annual Meeting of the Northeastern Psychological Association

Annual Meeting of the Psychonomic Society

Council of Colleges of Arts & Sciences

International Convention of Psychological Science

NJ State NACADA Conference

---