

Curriculum Vitae

Jillian (Jill) Grose-Fifer

EDUCATION

University of Aston in Birmingham, UK Ph.D. in Vision Science & Neuroscience, 1989

British College of Optometrists, UK Diploma in Optometry, 1984

University of Aston in Birmingham, UK. B.Sc. (Hons) in Ophthalmic Optics (Optometry), 1983

ACADEMIC POSITIONS

- 2022- present **Professor**, John Jay College of Criminal Justice, and The Graduate Center, City University of New York (CUNY).
- Depts. Psychology.
 - *PhD Training areas:*
 - *Behavioral & Cognitive Neuroscience;*
 - *Clinical Psychology at John Jay*
 - *Psychology and the Law.*
- 2014 - 2022 **Associate Professor**, John Jay College of Criminal Justice, and The Graduate Center, City University of New York (CUNY).
- Depts. Psychology.
 - *PhD Training areas:*
 - *Behavioral & Cognitive Neuroscience;*
 - *Clinical Psychology at John Jay*
 - *Psychology and the Law.*
- 2008–2014 **Assistant Professor**, The Graduate Center, CUNY.
- Depts. Psychology.
 - *PhD Training areas:*
 - *Clinical Psychology at John Jay*
 - *Psychology and the Law*
 - *Behavioral & Cognitive Neuroscience, 2011-14*
- 2007–2014 **Assistant Professor**, John Jay College of Criminal Justice, CUNY
- Dept. Psychology
- 2006–2007 **Adjunct Assistant Professor**, Graduate School of Arts and Sciences, New York University
- Dept. Psychology
- 2005–2007 **Adjunct Assistant Professor**, School of Continuing and Professional Studies, New York University
- Dept. Psychology
- 2004–2007 **Adjunct Assistant Professor**, Department Psychology, Barnard College
- Dept. Psychology
- 2004–2007 **Scientific Consultant**, Columbia University
- Dept. Pediatrics and Sackler Institute of Developmental Psychobiology
- 2003–2004 **Research Associate**, Columbia University
- Dept. Pediatrics and Sackler Institute of Developmental Psychobiology
- 1999–2003 **Research Associate**, City College, CUNY

- Dept. Psychology, Event-Related Potential Lab
- 1994–03 **Scientific Consultant**, Columbia University
 - College of Physicians and Surgeons, Developmental Psychobiology Division, Dept. Pediatrics
- 1994–95 **Scientific Consultant**, University of Tennessee, Memphis, TN.
 - Depts. Pediatrics, Obstetrics and Gynecology and Biochemistry
- 1990–91 **Visiting Assistant Professor**, Brooklyn College, CUNY
 - Dept. Psychology.
- 1989–91 **Research Associate**, Brooklyn College, CUNY
 - Dept. Psychology, Infant Study Center
- 1986–89 **Clinical Demonstrator**, University of Aston in Birmingham, U.K.
 - Dept. Vision Sciences

ACADEMIC HONORS AND AWARDS

- 2019 Kwando Kinshasa Excellence in Mentoring Award, McNair Program, John Jay College
- 2019 Distinguished Teaching Prize, John Jay College
- 2018 Faculty Excellence in Research Mentoring Award, Forensic Psychology Masters Program, John Jay College
- 2012 Outstanding Scholarly Mentor Award, John Jay College
- 2009 Distinguished Teaching Prize, John Jay College
- 2008 William Stewart Travel Award, City University of New York
- 1983 Bachelor of Science (First Class Honors), Aston University, Birmingham, UK

COURSES TAUGHT

(† indicates developed new course for institution)

John Jay College of Criminal Justice and The Graduate Center, CUNY

- †Brain and Behavior (Undergraduate)
- †Perception (Undergraduate)
- Introduction to Psychology (Undergraduate)
- †First Year Learning Community: Thinking, Feeling, Doing: Introductory Psychology paired with English Composition (Undergraduate)
- †First-Year Seminar: Memory: Imperfections, injustices and improvements
- †Advanced Physiological Psychology (Doctoral)
- †Biological Basis of Behavior (Doctoral)
- †Cognitive Psychology (Doctoral)
- †Neuroscience and the Law (Doctoral)
- Seminar and Practicum on Teaching of Psychology (Doctoral)

New York University (adjunct instructor)

- Sensation and Perception (MA)
- Physiological Psychology (Undergraduate)
- Introductory Psychology (Undergraduate)

Barnard College (adjunct instructor)

- Senior Seminar: Neuropsychology

FELLOWSHIPS

- 2019-20 Presidential Fellowship in Curriculum-Driven Student Success (\$4,000), John Jay College, CUNY
- 2016-17 Futures Initiative Faculty Fellowship (\$1,000), The Graduate Center, CUNY

GRANTS RECEIVED († indicates student collaborators)

- 2022 **PSC CUNY Grant (\$3,500)**. ERP correlates of the cross-race effect in Latinx individuals. **Role:** PI
- 2021 **PSC CUNY Grant (\$3,500)**. *The effects of pro- and anti-Muslim videos on the neural correlates of face processing*. **Role:** PI
- 2020 **Association for Psychological Science (APS)**, Fund for Teaching and Public Understanding of Psychological Science – Teaching Microgrant (**\$1,000**). *A novel conference format for promoting academic activism in pedagogy*. **Role:** Co-PI with N. Muradwij† & T. Hunter†
- 2020 **John Jay College Program Improvement Grant (\$2500)**. *Training graduate student and adjunct instructors to improve undergraduate writing and critical thinking*. **Role:** Co-PI with E. Jeglic & A. M. Crossman.
- 2019 **Society for Teaching of Psychology, APA Division 2 (\$2560)**. *Training graduate student instructors to improve undergraduate writing and critical thinking*. **Role:** Co-PI with E. Jeglic & A. M. Crossman
- 2019 **PSC CUNY Grant (\$3,500)**. *Psychopathic traits and empathy in undergraduates: An event-related potential (ERP) study*. **Role:** PI
- 2019 **John Jay College Program Improvement Grant (\$2500)**. *Developing online resources to promote inclusivity and student success at John Jay College*. **Role:** Co-PI with G. Enciso Dominguez, E. Monteoliva-Garcia, K. Szur, & C. Jackson
- 2019 **John Jay College Program Improvement Grant (\$2500)**. *Guides for Critical Skills Development: Information Literacy*. **Role:** Co-PI with R. Patton, E. Sexton, R. Davis, K. Collins, & M. Kiriakova.
- 2018 **John Jay College Program Improvement Grant (\$2500)**. *Building Forensic Psychology Capstone Success One Step at a Time*. **Role:** Co-PI with A. Crossman & E. Jeglic.
- 2018 **PSC CUNY (\$3,500)**. *ERP correlates of mental health-related stigma*. **Role:** PI
- 2017 **John Jay Pedagogy and Technology Training Program Micro Grant (\$1379)**. *Clickers in the classroom. Improving access and success among disadvantaged students*. **Role:** PI
- 2016 **PSC CUNY (3,500)**. *Psychopathy and linguistic emotional information processing in college males: An ERP study*. **Role:** PI
- 2015 **PSC CUNY (\$3,500)**. *Carrots or sticks? Reinforcement learning in adolescence*. **Role:** PI
- 2014 **PSC CUNY (\$3,500)**. *Neural correlates of anticipation and feedback processing in adolescence*. **Role:** PI
- 2013 **PSC CUNY (\$3,500)**. *Brain-related development of feedback processing in emerging adulthood: A follow-up study*. **Role:** PI
- 2012 **John Jay College Psychology Department Research Fund (\$8,100)**. *ERP studies of social cognition*. **Role:** PI
- 2012 **John Jay College Forensic Psychology Research Institute (\$5,000)**. *An ERP study of how emotional stimuli affect self-regulation during adolescence*. **Role:** PI
- 2012 **John Jay College Psychology Department Research Fund (\$896)**. *Personality and Emotion: An event-related potential study*. **Role:** Faculty advisor to MA student.
- 2012 **PSC CUNY (\$3,500)**. *Neural correlates of feedback processing as predictors of adolescent risk taking*. **Role:** PI
- 2011 **PSC CUNY (\$3,500)**. *An event-related potential study of social stimulus processing in adolescents*. **Role:** PI
- 2010 **PSC CUNY (\$2,188)**. *An ERP study of conflict monitoring in adolescents*. **Role:** PI
- 2009–11 **CUNY Collaborative Grant (\$60,000)**. *Evoked potential studies of adolescent brain development: a cross-disciplinary approach*. Collaboration with James Gordon, Ph.D., Hunter College, CUNY. **Role:** PI
- 2010 **John Jay Research Support fund, Large grant writing program incentive (\$2,500)**. *Risky behavior in adolescents: A neurodevelopmental perspective*. Funding for NIH R01 grant development, grant submitted October, 2009. **Role:** PI

- 2010 **CUNY Graduate Research Technology Initiative (GRTI) Grant (\$11,515).**
New laboratories for scientific research. Role: Co-PI with A. Carpi & L. Kobilinsky
- 2009–10 **John Jay Research Assistance Fund (\$750).** *Attentional capture by emotional faces in adolescence. Role:* PI
- 2009–10 **PSC CUNY (\$4,600).** *An ERP study of feedback processing in adolescence. Role:* PI
- 2009–10 **John Jay Research Support Fund, Pilot Study Grant (\$1,999).** *Can neuroscience differentiate between the lies of a psychopath and those of an adolescent? Role:* PI
- 2009 **Gender Equity Project Grant Writing Assistance Program (Course release, Spring 2009).** For R01 grant application development submitted October 2009 to NIMH PA-09-008 Neurodevelopment and Neuroendocrine Signaling in Adolescence: Relevance to Mental Health. **Role:** PI
- 2009 **John Jay College Forensic Psychology Research Institute (\$5,000).** *An electrophysiological study of risky sentence processing in adolescents. Role:* PI
- 2009 **CUNY Equipment Grant (\$15,000).** *Neuroscan electrode caps and software for ERP analysis. Role:* PI
- 2008–09 **John Jay College Research Assistance Fund (\$1,000).** *An event related study of cognitive processing in adults. Role:* PI
- 2008–09 **Responsive Research Network in Mathematics and Science Education (\$15,000).** *Evaluation of a workshop model of teaching Organic Chemistry. Role:* Co-PI with Karen Phillips, Ph.D., Hunter College, CUNY.
- 2008–09 **PSC CUNY (\$4,000).** *N400 study of sentence processing as a potential index of cortical maturity in adolescents. Role:* PI
- 2006 **Adjunct Professional Development Fund grant (\$1,000).** SCPS, New York University, New York, NY.
- 2005 **Adjunct Professional Development Fund grant (\$1,000).** SCPS, New York University, New York, NY.
- 1999 **Supplement to promote re-entry into Biomedical and Behavioral Research Careers** to NIDCD grant: *Brain Potentials, Semantic Processing and Attention (PI: D. Deacon, DC00895-085S1).* **Role:** Supplement recipient
- 1990–92 **NSF REU** grant with Abramov and Hainline. *Multiple Approaches to the study of Vision.* (PI: Abramov, I. Award #9000827) **Role:** Co-PI
- 1990 **NIH SBIR** grant to Neuroscientific Inc. **Role:** Co-investigator

BOOKS

Grose-Fifer, J., Brooks, P. J., & O'Connor, M. (2019). *Teaching Psychology: An evidence-based approach.* New York, NY: John Wiley and Sons.

BOOK CHAPTERS

- Grose-Fifer, J., & Helmer, K. A.** (2020). Student success in Psychology-English learning communities. In A. Schwartz & R. L. Miller (Eds.), *High impact educational practices: A review of best practices with illustrative examples.* Society for the Teaching of Psychology. <http://teachpsych.org/ebooks/highimpacted>
- Grose-Fifer, J.** (2020). Teaching in a flipped classroom. In T. Ober, E. Che, J. Brodsky, C. Raffaele, & P. J. Brooks (Eds.), *How we teach now (Volume 2): The GSTA guide to transformative teaching.* Society for the Teaching of Psychology. <http://teachpsych.org/ebooks/howweteachnow-transformative>
- Grose-Fifer, J., & Davis-Ferreira, C.** (2018). Improved student outcomes in biological psychology courses through scaffolded reading and writing assignments. In T. L. Kuther (Ed.), *Integrating writing into the college classroom: Strategies for promoting student skills.* Society for the Teaching of Psychology. <http://teachpsych.org/ebooks/integratingwriting>
- Grose-Fifer, J.** (2017). Using role play to enhance critical thinking about ethics in psychology. In R. Obeid, A. M. Schwartz, C. Shane-Simpson, & P. J. Brooks (Eds.), *How we teach now: The GSTA*

guide to student-centered teaching. Society for the Teaching of Psychology.
<http://teachpsych.org/resources/Documents/ebooks/gstaebook.pdf>

- Fifer, W. P., Monk, C. E., & **Grose-Fifer, J.** (2001). Prenatal development and risk. In: G. Bremner, & A. Fogel, (Eds.), *Blackwell Handbook of Infant Development* (pp.505–542). Oxford, UK: Blackwell.
- Grose-Fifer, J.**, & Thompson, C. M. (1994). Electrodiagnostic assessment in children. In T. Buckingham, (Ed.), *Visual problems in childhood* (pp. 326–356). London, UK: Butterworths.

ENCYCLOPEDIA ENTRIES († indicates student author)

- Grose-Fifer, J.**, & †diFilipo, D. (2017). Biological sex and the brain. In K. Nadal (Ed.), *The Sage encyclopedia of psychology and gender*. Thousand Oaks, CA: Sage.

PEER-VIEWED ARTICLES († indicates student author)

- Grose-Fifer, J.**, & †Vidals, D. (2021). Mental health stigma and emotional face processing: An ERP study. *Social Neuroscience*. <https://doi.org/10.1080/17470919.2021.1973556>
- Grose-Fifer, J.**, Crossman, A., & †Baker, S. (2021). Flipping professional development to improve writing skills in undergraduates. *College Teaching*. <http://dx.doi.org/10.1080/87567555.2021.1954871>
- Grose-Fifer, J.**, †Lobel, M., †diFilipo, D., & Gordon, J. (2020). Low spatial frequency sensitivity and emotional face processing in adolescents: An ERP study. *Developmental Neuropsychology*, 5(5), 279-296. <https://doi.org/10.1080/87565641.2020.1789144>
- †Medina, A., †Kirilko, E., & **Grose-Fifer, J.** (2016). Emotional processing and psychopathic traits in male college students: An event-related potential study. *International Journal of Psychophysiology*, 106, 39-49. <https://doi.org/10.1016/j.ijpsycho.2016.06.004>
- †diFilipo, D., & **Grose-Fifer, J.** (2016). An event-related potential study of social information processing in adolescents. *PLoS ONE*, 11(5): e0154459. <https://doi.org/10.1371/journal.pone.0154459>
- Grose-Fifer, J.**, †Migliaccio, R., & Zottoli, T. (2014). Feedback processing in adolescence: An event-related potential study of age and gender differences. *Developmental Neuroscience*, 36, 228-238. <https://doi.org/10.1159/000358917>
- †West, M. L., †Lawson, V. Z., & **Grose-Fifer, J.** (2014). The effect of neuroscientific deception detection evidence on juror judgments in a criminal trial. *Basic and Applied Social Psychology*, 36(2), 33-144. <https://doi.org/10.1080/01973533.2014.881288>
- †Hoover, S., †Zottoli, T., & **Grose-Fifer, J.** (2014). ERP correlates of malingered executive dysfunction. *International Journal of Psychophysiology*. 91(2), 39-46. <https://doi.org/10.1016/j.ijpsycho.2013.12.009>
- Grose-Fifer, J.**, Helmer, K. A., Zottoli, T. M. (2014). Interdisciplinary Connections and Academic Performance in Psychology–English Learning Communities. *Teaching of Psychology*. 41, 57-62. <https://doi.org/10.1177/0098628313514179>
- Grose-Fifer, J.**, †Rodrigues, A., †Hoover, S., & †Zottoli, T. M. (2013). Attentional capture by emotional faces in adolescence. *Advances in Cognitive Psychology*. 9, 81-91. <https://doi.org/10.5709/acp-0134-9>
- †Zottoli, T. M., & **Grose-Fifer, J.** (2012). The feedback-related negativity (FRN) in adolescents. *Psychophysiology*, 49, 413–420. <https://doi.org/doi.org/10.1111/j.1469-8986.2011.01312.x>
- Grose-Fifer, J.**, †Hoover, S., †Zottoli, T., †Rodrigues, A. (2011). Expecting the unexpected: An N400 study of risky sentence processing in adolescents. *Psychophysiology*, 48, 1184–1191. <https://doi.org/10.1111/j.1469-8986.2011.01197.x>
- Phillips, K. P., & **Grose-Fifer, J.** (2011). A performance enhanced interactive learning workshop model as a supplement for organic chemistry instruction. *Journal of College Science Teaching*, 40, 90–98. <https://my.nsta.org/resource/7751/research-and-teaching-a-performance-enhanced-interactive-learning-workshop-model>
- Fifer, W. P., †Byrd, D. L., †Kaku, M., Eigsti I-M., Isler, J. R., **Grose-Fifer, J.**, Tarullo, A. R., & Balsam, P. D. (2010). Newborns learn during sleep. *Proceedings of the National Academy of Sciences*, 107, 10320–10323. <https://doi.org/10.1073/pnas.1005061107>

- Isler, J. R., **Grose-Fifer**, J., Grieve, P. G., †Housman, S., Fifer, W. P., & Stark, R. I. (2007). Frequency domain analysis of neonatal flash VEP. *Pediatric Research*, *62*, 581–585.
<https://doi.org/10.1203/PDR.0b013e31815586a1>
- Fifer, W. P., Grieve, P. G., **Grose-Fifer**, J., Isler, J. R & Byrd, D. (2006) High density electroencephalogram monitoring in the neonate. *Clinics in Perinatology*, *33*, 679–91.
<https://doi.org/10.1016/j.clp.2006.06.011>
- Grose-Fifer**, J., & Deacon, D. (2004). Priming by natural category membership in the right and left hemispheres. *Neuropsychologia*, *42*, 1948–60.
<https://doi.org/10.1016/j.neuropsychologia.2004.04.024>
- Deacon, D., †Dybowska, A., Ritter, W., & **Grose-Fifer**, J. (2004). Repetition and semantic priming of nonwords: Implications for theories of N400 and word recognition. *Psychophysiology*, *41*, 60–74.
<https://doi.org/10.1111/1469-8986.00120>
- Deacon, D., **Grose-Fifer**, J., †Yang, C-M., †Stanick, V., †Hewitt, S., & †Dybowska, A. (2004). Evidence for a new conceptualization of semantic representation in the left and right cerebral hemispheres. *Cortex*, *40*, 467–478. [https://doi.org/10.1016/s0010-9452\(08\)70140-0](https://doi.org/10.1016/s0010-9452(08)70140-0)
- Deacon, D., **Grose-Fifer**, J., †Hewitt, S., †Shelley-Tremblay, J., & †Nagata, M. (2004). Physiological evidence that a masked unrelated intervening item disrupts semantic priming: Implications for theories of semantic representation and retrieval models of semantic priming. *Brain and Language*, *89*, 38–46. [https://doi.org/10.1016/s0093-934x\(03\)00285-2](https://doi.org/10.1016/s0093-934x(03)00285-2)
- Myers, M. M., Fifer, W. P., **Grose-Fifer**, J., Sani, R., Stark, R. I., & Schulze, K. F. (1997). A novel quantitative measure of tracé-alternant EEG activity and its association with sleep states of preterm infants. *Developmental Psychobiology*, *31*, 167–174. [https://doi.org/10.1002/\(SICI\)1098-2302\(199711\)31:3<167::AID-DEV1>3.0.CO;2-Q](https://doi.org/10.1002/(SICI)1098-2302(199711)31:3<167::AID-DEV1>3.0.CO;2-Q)
- Zemon, V., Eisner, W., Gordon, J., **Grose-Fifer**, J., †Shoup, H., & †Tenedios, F. (1995). Contrast-dependent responses in the human visual system: childhood through adulthood. *International Journal of Neuroscience*, *80*, 181–201. <https://doi.org/10.3109/00207459508986100>
- Grose-Fifer**, J., Zemon, V., & Gordon, J. (1994). Temporal tuning and the development of lateral interactions in the human visual system. *Investigative Ophthalmology and Visual Science*, *35*, 2999–3010. <https://iovs.arvojournals.org/article.aspx?articleid=2179725>
- Hainline, L., Riddell, P. M., **Grose-Fifer**, J. & Abramov, I. (1992). Development of accommodation and convergence in infancy. *Behavioral Brain Research*, *49*, 33–50. [https://doi.org/10.1016/s0166-4328\(05\)80192-5](https://doi.org/10.1016/s0166-4328(05)80192-5)
- Riddell, P. M., **Grose-Fifer**, J. Hainline, L., & Abramov, I. (1991). Photorefractive evaluation of infant accommodation and convergence. *Technical Digest on Non-Invasive Assessment of the Visual System*, *1*, 226–229.
- Grose**, J., & Harding, G. F. A. (1990). The development of refractive error and pattern reversal VEPs in pre-term infants. *Clinical Vision Sciences*, *5*, 375–382.
- Harding, G. F. A., **Grose**, J., Wilton, A. Y., & Bissenden, J. G. (1989). The pattern reversal VEP in short gestation infants fed on either a taurine or taurine-free diet. *Documenta Ophthalmologica*, *73*, 103–109. <https://doi.org/10.1007/BF00155027>
- Grose**, J., Harding, G. F. A., Wilton, A. Y., & Bissenden, J. G. (1989). The maturation of the pattern reversal VEP and flash ERG in pre-term infants. *Clinical Vision Sciences*, *4*, 239–246.
- Harding, G. F. A., **Grose**, J., Wilton, A. Y., & Bissenden, J. G. (1989). The pattern reversal VEP in short gestation infants. *Electroencephalography and Clinical Neurophysiology*, *74*, 76-80.
[https://doi.org/10.1016/0168-5597\(89\)90053-1](https://doi.org/10.1016/0168-5597(89)90053-1)
- Harding, G. F. A., **Grose**, J., Wilton, A. Y., & Bissenden, J. G. (1989). The pattern reversal VEP in short gestation infants. In G. G. Gennser, K. Marsal, N. Svenningsen, & K. Lindstrom, (Eds.), *Fetal and Neonatal Physiological Measurements III*. Flenhags Tryckeri, Malmoe.

MANUSCRIPTS IN PREPARATION († indicates student author)

Grose-Fifer, J., & †Larson, F. Psychopathic traits and neural correlates of empathy (working title). Journal article

†diFilipo, D., & Grose-Fifer, J. Psychopathy and Empathy (working title). Journal article.

- †diFilipo, D., & Grose-Fifer, J. Psychopathic traits and neural correlates of face processing (working title). Journal article.
- †Gimenez-Arce, L., & **Grose-Fifer J.** Lexical access in highly proficient early and late Spanish-English bilinguals: an ERP study (working title). Journal article
- Grose-Fifer, J.** with Stone, C., Livecchi, P., & Glasford, D. *Introductory Psychology: A social justice approach* (working title). An open source textbook.

PUBLISHED ABSTRACTS († indicates student author)

- †Gimenez, L., †Bae, Y., †Cruz Garcia, S., †Kim, E., †Parra Ramos, A., & **Grose-Fifer, J.** (2020). Lexical access in highly proficient early and late Spanish-English bilinguals: An ERP Study. *Psychophysiology*, 57, (S1), S56.
- Grose-Fifer, J.**, †Vidals, D., †Kim, E., †Singh, L., and †Zeng, J. (2019). ERP correlates of implicit biases toward people suffering from schizophrenia. *Psychophysiology*, 56, (S1), S121.
- Grose-Fifer, J.**, †Lobel, M., & †Mascarelli, D. M. (2018). Emotional face processing in adolescents. *Psychophysiology*, 55, S74.
- Grose-Fifer, J.**, †Larson, F., †Aveson, O., †Reinhard, E., & †Bonfiglio, E. (2017). Empathic concern and emotional sentence processing: An N400 study. *Psychophysiology*, 54, S117
- Grose-Fifer, J.**, †diFilipo, D., & †Valentin, T. (2016). Age and gender differences in ERPs elicited by complex social scenes. *Psychophysiology*, 53, S20
- Grose-Fifer, J.**, †Mascarelli, D., †Kirilko, E., †Constante, K., †diFilipo, D., & †Medina, A. (2015). Magnocellular and parvocellular contributions to face perceptions in adolescents. *Journal of Vision*, 15 (12), 163-163.
- Grose-Fifer, J.**, †Mascarelli, D., †Kirilko, E., †Constante, K., †Medina, A., & †diFilipo, D. (2015). Spatial frequency sensitivity and emotional face processing in adolescents. *Psychophysiology*, 52, S74-S74.
- †diFilipo, D., †Higgins, A., †Constante, K., †Kirilko, E., †Medina, A., & **Grose-Fifer, J.** (2014). How do socially-relevant stimuli modulate early and late ERP components in adolescents? *Psychophysiology*, 51, S53-53.
- †Constante, K., †Zottoli, T. M., & **Grose-Fifer, J.** (2014). Anticipation of rewards in adolescents: An ERP study. *Psychophysiology*, 51, S53-S53.
- †Medina, A., †Constante, K., †diFilipo, D., †Kirilko, E., & **Grose-Fifer, J.** (2014). Deficient emotional processing in college males with high levels of psychopathic traits: An event-related potential study. *Psychophysiology*, 51, S68-S68.
- †Reed, R., †Migliaccio, R., & **Grose-Fifer, J.** (2013). Neural correlates of response-monitoring in adolescents during an emotional flanker task. *Journal of Cognitive Neuroscience, Supplement*, 153-153.
- Grose-Fifer, J.**, †Migliaccio, R., †Twomey, E., †Pena, L., & †Zottoli, T. (2013). Size matters! Age and gender differences in ERPs elicited by feedback. *Journal of Cognitive Neuroscience, Supplement*, 119-119.
- †diFilipo, D., †Higgins, A., †Migliaccio, R., & **Grose-Fifer, J.** (2013). What's so important about people, anyway? An ERP study of social information processing in adolescents. *Journal of Cognitive Neuroscience, Supplement*, 95-95.
- Grose-Fifer, J.**, †Yuksel-Sokmen, O., †Rodrigues, A., †Hoover, S., & †Zottoli, T. (2010). The fear factor: Attentional capture by fearful faces in adolescence. *Journal of Vision*, 10, 578.
- Grose-Fifer, J.**, †Hoover, S., †Rodrigues, A., & †Zottoli, T. (2009). Attentional capture by emotional faces in adolescence. *Journal of Vision*, 9, 114.
- Grose-Fifer, J.**, Zemon, V., & Gordon, J. (1991). The development of magno and parvo pathways in the human infant. *Investigative Ophthalmology and Visual Science Supplement*, 32, 1045.
- Riddell, P. M., **Grose-Fifer, J.** Hainline, L., & Abramov, I. (1991). Using photorefracton to assess the development of accommodation and convergence. *Investigative Ophthalmology and Visual Science Supplement*, 32, 760.
- Grose, J.**, Harding, G. F. A., Wilton A. Y., & Bissenden, J. G. (1990). A comparison of the pattern reversal response in infants elicited with (1) a TV stimulus and (2) a LED stimulus.

Electroencephalography and clinical Neurophysiology, 75, 1P.

Grose, J., & Harding, G. F. A. (1989). Refractive error and accommodation in pre-term infants. *Investigative Ophthalmology and Visual Science, Supplement*, 30, 310.

INVITED TALKS

- Grose-Fifer, J. (2021, July). Rising from the ashes? Lessons learned from pandemics and uprisings. Keynote address. **Keynote address**. Lancaster University's Education Conference, Lancaster UK (forthcoming)
- Grose-Fifer, J. (2019, November). *Time for a paradigm shift: A call for evidence-based teaching in higher education*. **Invited colloquium**, Columbia University Teacher's College, NY, NY.
- Grose-Fifer, J., Brooks, P. J., & O'Connor, M. (2019, June). *Evolutions of student-centered teachers*. **Keynote address**: 3rd Annual Evidence-Based Teaching Conference at Palo Alto University, Palo Alto, CA.
- Grose-Fifer, J. (2019, June). *Making group-work work!* 3rd Annual Evidence-Based Teaching Conference at Palo Alto University, Palo Alto, CA.
- Grose-Fifer, J. (2018, June). *Universal Design for Learning (UDL): Ways to support diverse learners in our college classes*. 2nd Annual Evidence-Based Teaching Conference at Palo Alto University, Palo Alto CA.
- Grose-Fifer, J. (2014, January). *Attentional capture by emotional cues*. In B. J. Casey (Chair), Your brain on adolescence: Why would the brain be wired this way? **Invited symposium**. 29th Annual Sackler Winter Conference on Developmental Psychobiology, Cozumel, Mexico.
- Grose-Fifer, J. (2013, April). *Wired for risk taking? ERP studies of adolescent brain development*. **Invited Sackler Science Talk**. Sackler Institute for Developmental Psychobiology, Weill Medical College of Cornell University, New York, NY.
- Grose-Fifer, J. (March, 2012). *Why do adolescents take risks? Some preliminary ERP study findings about adolescent brain development*. **Invited Colloquium**. Cognitive Neuroscience Doctoral Program. CUNY, New York, NY.
- Phillips, K., & Grose-Fifer, J. (2009, February). *Initial evaluation of the efficacy of a workshop model as a supplement for organic chemistry instruction*. Co-presentation at Responsive Research Network Meeting, New York, NY.

CONFERENCE PRESENTATIONS († indicates student author)

- Grose-Fifer, J., & †Vidals, D. (2022, April). Stigma and schizophrenia. An ERP study. Poster presented at the Schizophrenia Research Society Congress, Florence, Italy.
- †Gimenez, L., †Bae, Y., †Cruz Garcia, S., †Kim, E., †Parra Ramos, A., & Grose-Fifer, J. (2020, October). *Lexical Access in Highly Proficient Early and Late Spanish-English Bilinguals: An ERP Study*. Poster presented at the annual meeting of the Society for Psychophysiological Research, Vancouver, Canada.
- Grose-Fifer, J., & †Vidals, D. (2020, April). *Event-related potential measures of cognitive bias toward people with schizophrenia*. Poster presented at the Schizophrenia Research Society Congress, Florence, Italy.
- Grose-Fifer, J. *The transformative power of flipped learning*. (2020, June). Paper presentation at the Eastern Psychological Association's annual conference, Boston, MA.
- Grose-Fifer, J., †Vidals, D., †Kim, E., †Singh, L., & †Zeng, J. (2019, October). *ERP correlates of implicit biases toward people suffering from schizophrenia*. Poster presented at the annual meeting of the Society for Psychophysiological Research, Washington, DC.
- Grose-Fifer, J., †Correa, S. J., & †diFilipo, D. (2019, March). *Academic dishonesty and psychopathic traits in college students*. Poster presented at the International Convention of Psychological Science, Paris, France.
- †Aveson, O., & Grose-Fifer, J. (2019, March). *Psychopathic traits and P3 modulation during simple and complex target detection tasks*. Poster presented at American Psychology-Law Society Annual Conference, Portland, OR.

- Grose-Fifer, J., †Lobel, M., & †Mascarelli, D. M.** (2018, October). *Emotional face processing in adolescents: An ERP study*. Poster presented at the annual meeting of the Society for Psychophysiological Research, Quebec City, Canada.
- †diFilipo, D., †Bueno, A., †Gimenez-Arce, L., †Talbot, K., †Valentin, T., †Vidals, D., & **Grose-Fifer, J.** (March, 2018). *Upregulating empathy: An EEG study in undergraduates with psychopathic traits*. Poster presented at the Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- †Talbot, K., †Valentin, T., †Lobel, M., †diFilipo, D., & **Grose-Fifer, J.** (2018, March). *Feedback processing and risk taking in high-achieving adolescents*. Poster presented at the Cognitive Neuroscience Society Annual Conference, Boston, MA.
- †Vidals, D., †Zeng, J., †Singh, L., †Riviezzo, B., & **Grose-Fifer, J.** (2018, March). *Schizophrenia and stigma: An ERP study*. Poster presented at the Cognitive Neuroscience Society Annual Conference, Boston, MA.
- Grose-Fifer, J., †Larson, F., †Aveson, O., †Reinhard, E., & †Bonfiglio, E.** (October, 2017). *Empathic concern and emotional sentence processing: An N400 study*. Poster presented at the annual meeting of the Society for Psychophysiological Research, Vienna, Austria.
- †diFilipo, D., †Valentin, T., †Talbot, K., & **Grose-Fifer, J.** (2017, May). *An ERP study of emotional attention and regulation in undergraduates with psychopathic traits*. Poster presented at the biannual meeting of the Society for the Scientific Study of Psychopathy, Antwerp, Belgium.
- †diFilipo, D., †Valentin, T., †Talbot, K., & **Grose-Fifer, J.** (2017, April). *Who cares about feelings? An ERP study of emotional face processing, psychopathic traits, and empathy*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- Grose-Fifer, J., †diFilipo, D., †Valentin, T.** (2016, September). *Age and gender differences in ERPs elicited by complex social scenes*. Poster presented at the annual meeting of the Society for Psychophysiological Research, Minneapolis, MN.
- Grose-Fifer, J., †Mascarelli, D., †Kirilko, E., †Constante, K., †Medina, A., & †diFilipo, D.** (October, 2015). *Spatial frequency sensitivity and emotional face processing in adolescents*. Poster presented at the annual meeting of the Society for Psychophysiological Research, Seattle, WA.
- †Correa, S., †diFilipo, D., †Medina, A., †Fagan, S., †Harris, S., & **Grose-Fifer, J.** (2015, May). *Psychopathic traits and academic success in college students*. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.
- Grose-Fifer, J., †Mascarelli, D., †Kirilko, E., †Constante, K., †diFilipo, D., & †Medina, A.** (2015, May). *Magnocellular and parvocellular contributions to face perceptions in adolescents*. Poster presented at the annual meeting of the Vision Sciences Society, St. Petersburg, FL.
- †Fagan, S. E., & **Grose-Fifer, J.** (2015, April). *One size does not fit all. Methodological issues in measuring the feedback-related negativity (FRN) in adolescents and adults*. Poster presented at the annual meeting of the Social and Affective Neuroscience Society, Boston, MA.
- †Kirilko, E., †Medina, A., †Reinhard, E., †Bonfiglio, E., & **Grose-Fifer, J.** (2015, March). *Anticipation to emotional stimuli and psychopathy: An ERP study*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- †Reed, R. K., & **Grose-Fifer, J.** (2015, March). *Affective flanker task reveals differences in the error-related negativity between adolescents and adults*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.
- †Fagan, S. E., & **Grose-Fifer, J.** (2015, March). *The effects of different filter settings and measurement criteria on the feedback-related negativity in adolescents and adults*. Poster presented at the annual meeting of the Eastern Psychological Association, Philadelphia, PA.
- †Kirilko, E., †Medina, A., †Reinhard, E., †Bonfiglio, E., & **Grose-Fifer, J.** (2015, March). *Psychopathy and expectancy neural responses to emotional stimuli in undergraduates*. Poster presented at the annual meeting of the Eastern Psychological Association, Philadelphia, PA.
- †diFilipo, D., †Higgins, A., †Constante, K., †Kirilko, E., †Medina, A., & **Grose-Fifer, J.** (2014, September). *How do socially-relevant stimuli modulate early and late ERP components in adolescents?* Poster presented at the Society for Psychophysiological Research (SPR) Annual Meeting, Atlanta, GA.
- †Constante, K., Zottoli, T. M., & **Grose-Fifer, J.** (2014, September). *Anticipation of rewards in adolescents: An ERP study*. Poster presented at the Society for Psychophysiological Research (SPR) Annual Meeting, Atlanta, GA.

- †Medina, A., & **Grose-Fifer**, J. (2014, September). *Deficient emotional processing in college males with high levels of psychopathic traits: an event-related potential study*. Poster presented at the Society for Psychophysiological Research (SPR) Annual Meeting, Atlanta, GA.
- †diFilipo, D., †Higgins, A., †Constante, K., †Kirilko, E., †Medina, A., & **Grose-Fifer**, J. (2014, April). *An ERP study of appetitive stimulus processing in adolescents*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, Boston, MA.
- †Mascarelli, D., †Kirilko, E., †Constante, K., †diFilipo, D., †Medina, A., & **Grose-Fifer**, J. (2014, April). *An ERP study of emotional face processing in adolescents*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, Boston, MA.
- †Medina, A., †Constante, K., †diFilipo, D., †Kirilko, E., & **Grose-Fifer**, J. (2014, April). *Neural correlates of affective processing in male college students with high and low psychopathic traits*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, Boston, MA.
- †Reed, R., †Constante, K., †Kirilko, E., & **Grose-Fifer**, J. (2014, April). *Affective stimuli modulate the error-related negativity in adolescents*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, Boston, MA.
- †Zottoli, T. M., †Kirilko, E., & **Grose-Fifer**, J. (2014, April). *Changes in the feedback-related negativity (FRN) between adolescence and young adulthood*. Poster presented at the annual meeting of the Cognitive Neuroscience Society, Boston, MA.
- Grose-Fifer**, J., Davis, C., & †Pryiomka, K. (2014, March). *Guided reading and writing assignments in biological psychology courses*. Paper presentation at the Eastern Psychological Association's annual conference, Boston, MA.
- †Medina, A., †diFilipo, D., †Honorio, F., †Kirilko, E., †Solow, S., & **Grose-Fifer**, J. (2013, May). *Emotional processing and psychopathic traits: An event-related potential study*. Poster presentation at the annual convention of the Association for Psychological Science, Washington, D.C.
- Grose-Fifer**, J., Helmer, K. A., & Zottoli, T. (2013, April). *Student success in interdisciplinary Psychology-English learning communities*. Paper presentation in panel on Teaching as research: Building Community at a large urban university, at Farmingdale State College 27th Annual Conference on the Teaching of Psychology: Ideas and Innovations, Tarrytown, NY.
- †diFilipo, D., †Higgins, A., †Migliaccio, R., & **Grose-Fifer**, J. (2013, April). *What's so important about people, anyway? An ERP study of social information processing in adolescents*. Poster presentation at Cognitive Neurosciences Society Annual Meeting, San Francisco, CA.
- Grose-Fifer**, J., †Migliaccio, R., †Twomey, E., †Pena, L., & Zottoli, T. (2013, April). *Size matters! Age and gender difference in ERPs elicited by feedback*. Poster presentation at Cognitive Neurosciences Society Annual Meeting, San Francisco, CA.
- †Reed, R., †Migliaccio, R., & **Grose-Fifer**, J. (2013, April). *Neural correlates of response-monitoring in adolescents during an emotional flanker task*. Poster presentation at Cognitive Neurosciences Society Annual Meeting, San Francisco, CA.
- Zottoli, T., †Aime, R., †Faele, D., & **Grose-Fifer**, J. (2013, March). *The relationship of the feedback-P3 to executive function and decision making in adolescents and young adults*. Poster presentation at American Psychology and Law Society meeting, Portland, OR.
- Grose-Fifer**, J., †Higgins, A., †Pena, L., †Chiusano, B., †Rodrigues, D., & †Kurmlavage, V. (2012, September). *An event-related potential study of social stimulus processing in adolescents*. Poster presentation at the Society for Psychophysiological Research (SPR) Annual Meeting, New Orleans, LA.
- Grose-Fifer**, J., †Navarro, K., †Pena, L., †Higgins, A., †Chiusano, B., & †Zottoli, T. M. (2012, April). *Age and gender differences in the feedback-related negativity (FRN) in a simple gambling task*. Poster presentation at Cognitive Neurosciences Society Annual Meeting, Chicago, IL.
- †Hoover, S., & **Grose-Fifer**, J. (2012, April). *ERP correlates of malingered executive dysfunction*. Poster presentation at Cognitive Neurosciences Society Annual Meeting, Chicago, IL.
- †Zottoli, T. M., & **Grose-Fifer**, J. (2012, April). *The feedback-related negativity and executive function in adolescents*. Poster presentation at Cognitive Neurosciences Society Annual Meeting, Chicago, IL.
- †Hoover, S., & **Grose-Fifer**, J. (2012, March). *Electrophysiological identification of malingered executive dysfunction*. Poster presentation at American Psychology and Law Society meeting, San Juan,

- Puerto Rico.
- †Zottoli, T., & **Grose-Fifer**, J. (2012, March). *k*Paper presentation at American Psychology and Law Society meeting, San Juan, Puerto Rico.
- Grose-Fifer**, J., & Helmer, K. A. (2011, May). *The impact of interdisciplinary syllabus coordination in Psychology/English learning communities*. Poster presentation at 18th Annual Association of Psychological Science and the Society for the Teaching of Psychology (APS-STP) Teaching Institute, Washington, D.C.
- Grose-Fifer**, J., †Saul, S., †Yuksel-Sokmen, O., †Zottoli, T. M., †Hoover, S., & †Navarro, K. (2011, April). *Gender differences in the feedback-related negativity (FRN) in a simple gambling task*. Poster presentation at Cognitive Neurosciences Society Annual Meeting, San Francisco, CA.
- †West, M. L., †Lawson, V. Z., & **Grose-Fifer**, J. (March, 2011). *The effect of neuroscientific deception detection evidence on juror judgments in a criminal trial*, Paper presentation at American Psychology and Law Society meeting, Miami, FL.
- Grose-Fifer**, J., †Yuksel-Sokmen, O., †Rodrigues, A., †Hoover, S., & †Zottoli, T. (2010, May). *The fear factor: Attentional capture by fearful faces in adolescence*. Poster presentation at Vision Sciences Society Annual Meeting, Naples, FL.
- Grose-Fifer**, J., †Hoover, S., †Rodrigues, A., †Zottoli, T., & †Celin, S. (2010, April). *An N400 study of risky sentence processing in adolescents*. Poster presentation at Cognitive Neurosciences Society Annual Meeting, Montreal, CA.
- †Zottoli, T., & **Grose-Fifer**, J. (2010, April). *The feedback-related negativity (FRN) in adolescents*. Poster presentation at Cognitive Neurosciences Society Annual Meeting, Montreal, CA.
- †Zottoli, T., & **Grose-Fifer**, J. (2010, March). *The feedback-related negativity and executive function: implications for legal decision-making in adolescence*. Paper presentation at American Psychology and Law Society meeting, Vancouver, CA.
- Grose-Fifer**, J., †Hoover, S., †Rodrigues, A., & †Zottoli, T. (2009, May). *Do you see what I see? Attentional capture by emotional faces in adolescents*. Poster presentation at the annual convention of the Association for Psychological Science, San Francisco, CA.
- Grose-Fifer**, J., †Hoover, S., †Rodrigues, A., & †Zottoli, T. (2009, May). *Attentional capture by emotional faces in adolescents*. Poster presentation at Vision Sciences Society Annual Meeting, Naples, FL.
- Phillips, K., & **Grose-Fifer**, J. (2009, May). *Evaluation of a workshop model for student-centered Organic Chemistry instruction*. Paper co-presented at the 10th Annual in Urban Science and Math Teaching Conference. New York, NY.
- Deacon, D., **Grose-Fifer**, J., †Nagata, M., †Dynowska, A. (2009, April). *An unrelated intervening item disrupts priming in the right hemisphere but not the left: Implications for models of memory and semantic processing*. Paper presentation at Epic XV, 15th International Congress on Event-related Potentials of the Brain. Bloomington, Indiana.
- Grose-Fifer**, J., & Deacon, D. (2008, April). *N400 priming study of category exemplar typicality*. Poster presentation at Cognitive Neurosciences Society Annual Meeting, San Francisco, CA.
- Grose-Fifer**, J., Zemon, V., & Gordon, J. (1991, April). *The development of magno and parvo pathways in the human infant*. Paper presentation at ARVO, Sarasota, FL.
- Riddell, P. M., **Grose-Fifer**, J., Hainline, L., & Abramov, I. (1991, April). *Using photorefractive to assess the development of accommodation and convergence*. Paper presentation at ARVO, Sarasota, FL.
- Riddell, P. M., **Grose-Fifer**, J., Hainline, L., & Abramov, I. (1991, February). *Photorefractive evaluation of infant accommodation and convergence*. Paper presentation at Non-Invasive Assessment of the Visual System Conference, American Optical Society of America, Santa Fe, NM.
- Grose**, J., Zemon, V., Gordon, J., & Hainline, L. (1990, April) *Temporal tuning and the development of lateral interactions in human infants*. Paper presentation at ARVO, Sarasota, FL.
- Grose**, J., Zemon, V., Gordon, J., & Hainline, L. (1990, April) *The development of lateral interactions in the human visual system*. Paper presentation at International Conference on Infant Studies, Montreal, Canada.
- Grose**, J., Harding, G. F. A., Wilton, A., & Bissenden, J. G. (July, 1989) *The maturation of the visual system in preterm infants*. Paper presentation at Child Vision Research Meeting, Cambridge, UK.

- Wilton, A., **Grose, J.**, Harding, G. F. A., & Bissenden, J. G. (July, 1989) *The effects of taurine on the flash ERG in preterm babies*. Paper presentation at Child Vision Research Meeting, Cambridge, UK.
- Grose, J.**, Harding, G. F. A., Wilton A. Y., & Bissenden, J. G. (1989, June). *A comparison of the pattern reversal response in infants elicited with (1) a TV stimulus and (2) a LED stimulus*. Paper presentation at EEG Society Meeting, Birmingham, UK
- Grose, J.**, & Harding, G. F. A. (1989, April). *Refractive error and accommodation in pre-term infants*. Paper presentation at ARVO, Sarasota, FL.
- Grose, J.**, Harding, G. F. A., Wilton A. Y., & Bissenden, J. G. (1988, July). *The maturation of the pattern reversal VEP and flash ERG in preterm infants*. Paper presentation at Applied Vision Association Meeting, London, UK
- Grose, J.**, Harding, G. F. A., Wilton A. Y., & Bissenden, J. G. (1988, June). *The pattern reversal VEP in short gestation infants*. Paper presentation at the Fetal and Neonatal Monitoring Conference, Malmo, Sweden.
- Grose, J.**, Harding, G. F. A., Wilton A. Y., & Bissenden, J. G. (1988, May). *The pattern reversal VEP in short gestation infants fed on either a taurine or a taurine-free diet*. International Conference of Clinical Electrophysiology and Vision, Estoril, Portugal.

INVITED PEDAGOGY WORKSHOPS AND PANELS

- Grose-Fifer, J.** (2019, October). *Flipping your class workshop*. 10th Annual CUNY (Transformative Teaching) Pedagogy Day, The Graduate Center, CUNY, New York, NY.
- Grose-Fifer, J.**, Davis, C., †Pryiomka, K., & †Greco, R. (2013, October). *Effective integration of writing in the classroom workshop*. 4th Annual All-Psychology Conference on the Teaching of Psychology at CUNY (Student Engagement: Tools and Strategies for Teaching), New York, NY.
- Grose-Fifer, J.** (2012, October). *Teaching Introduction to Psychology panel*. 3rd Annual All-Psychology Conference on the Teaching of Psychology at CUNY (The Diversity of Psychology: Tools and Strategies for Teaching). New York, NY.
- Grose-Fifer, J.** (2011, October). *Teaching and assessing critical thinking panel*. Invited panelist at the 2nd Annual All-Psychology Conference on the Teaching of Psychology at CUNY (Transformative Teaching: Learning and Teaching Psychology at CUNY), New York, NY.
- Grose-Fifer, J.** (2010, October). *Pedagogical perspectives: What is teaching and learning panel?* 1st Annual All-Psychology Conference on the Teaching of Psychology at CUNY (Practical Pedagogy: Teaching Psychology at CUNY), New York, NY.

FACULTY DEVELOPMENT WORKSHOPS AT JOHN JAY COLLEGE

- Grose-Fifer, J.** (2019, October). *Supporting students with our syllabi*. John Jay College, Professional development workshop for faculty teaching sophomore and transfer seminars.
- Grose-Fifer, J.**, Collins, K., Sexton, P., Kiriakova, M., & Patton, R. (2019, June). *Information Literacy for Psychology students*. Professional development workshop for Psychology Department Faculty.
- Enciso-Dominguez, G., **Grose-Fifer, J.**, & Jackson, C. (2019, August). *Making your syllabus talk to all students*. John Jay College Faculty Development Day.
- Enciso-Dominguez, G., Monteoliva-García, E., **Grose-Fifer, J.**, & Jackson, C. (2019, May). *Making your syllabus welcoming and inclusive*. Professional development workshop for faculty teaching first-year seminars.
- Enciso-Dominguez, G., Gómez-Martínez, A., **Grose-Fifer, J.**, & Shapiro, D. (2019, January). *Increasing HSI Awareness and Practices Working Group*. John Jay College Faculty Development Day.
- Enciso-Dominguez, G., Monteoliva-García, E., **Grose-Fifer, J.**, & Shapiro, D. (2019, January). *Changing our teaching and awareness through participation in John Jay's HSI Faculty Seminar: Faculty Reflections*. John Jay College Faculty Development Day.
- Foster, G. R., Gomes, M., **Grose-Fifer, J.** Santiago, N., Baerga, C., Enciso-Dominguez, G., Gómez-Martínez, A., Morín, J. L. (August, 2018). *Learning to Teach at an HSI: Faculty Perspectives* (Workshop facilitator). John Jay College, Faculty Development Day.

- McCormack, T., & **Grose-Fifer, J.** (June, 2018). *Writing-enriched curriculum in Psychology*. (Workshop co-leader. Teaching and Learning Center, John Jay College.
- Grose-Fifer, J.**, Patten, R., Collins, K., & Bladdek, M. (January, 2018). *Information literacy* (Workshop leader). John Jay College, Faculty Development Day.
- Grose-Fifer, J.** Helmer, K. A., & Delgado C. (August, 2012). *Podcasting* (Workshop leader). John Jay College, Faculty Development Day.
- Grose-Fifer, J.** (August, 2011). *Promoting student participation in large classes* (Workshop leader). John Jay College, Faculty Development Day.
- Grose-Fifer, J.**, & Rubio, R. (August, 2011). *The importance of student motivation* (Workshop leader). John Jay College, Faculty Development Day.
- Grose-Fifer, J.** (Fall, 2009). Helping students make connections between life experiences and theory. Educational development session (Workshop leader). John Jay College, Center for the Advancement of Teaching.

AD HOC REVIEWER

Behavioural Brain Research
Brain and Cognition
Brain Imaging and Behavior
Biological Psychology
Cognition and Emotion
Cognitive, Affective, and Behavioral Neuroscience
Developmental Neuropsychology
Developmental Neuroscience
Journal of Experimental Child Psychology
PLoS ONE
Psychiatry Research
Psychophysiology
Social Cognitive and Affective Neuroscience

PROFESSIONAL MEMBERSHIPS

Cognitive Neuroscience Society
 Association for Psychological Science
 Society for Psychophysiological Research
 Society for the Teaching of Psychology (APA Division 2)

SERVICE

Department

Psychology Department, John Jay College of Criminal Justice, City University of New York

- Member, Antiracism Taskforce (2020–present)
- Member, Diversity Committee Pedagogy and Mentorship Working Group (2020–present)
- Member, Writing Enriched Curriculum Program (2017–present)
- Course Coordinator, Introductory Psychology (2013–present)
- Co-chair, Departmental Curriculum Committee (2010–present)
- Member, Departmental Curriculum Committee (2008–2010)
- Member, Departmental Executive Committee (2019–present)
- Member, Search Committee for Assistant Professor in Psychology (2019–2020)
- Chair, Grade Appeals Committee (2018–2019)
- Member, Forensic Psychology Research Institute (2008–2014)
- Member, Diversity Committee, Psychology PhD programs at John Jay (2008–2014)
- Member, Curriculum Committee, Forensic Psychology PhD program at John Jay (2011)

Chair, Search committee for Lecturer in Psychology (2009–10)
Member, Search committee for faculty position in Cognitive Psychology (2007–08)

College

John Jay College of Criminal Justice, City University of New York

Member, Middle States Accreditation Self-Study Working Group (2021–
Member, Advisory Board for Teaching and Learning Center (2020)
Member, Hispanic Serving Institution (HSI) working group (Fall 2018 to present)
Member, HSI Faculty Development Seminar (Spring 2018)
Member, Faculty Senate (2017-2018)
Member, College Council (2017-2018)
Member, College First Year Seminar Outcomes Assessment Committee (2013–2016)
Member, College Faculty Development Day Planning Committee (2010–2016)
Member, College Learning Community Faculty (2008–2015)
Member, Search committee for Director for Center for Advancement of Teaching (2013)
Departmental Representative, College Open House (2012, 2011, 2010)
Member, College Learning Community Outcomes Assessment Committee (2010–12)
Facilitator, Master Planning Faculty Development Day (Spring 2010).
Member, College Undergraduate Research Committee (2009–2010).

Graduate Center, City University of New York

Faculty Advisor for Pedagogy, Diversity Science Initiative (2021–2022)
Deputy Executive Officer for Pedagogy, Psychology Program (2020 – 2022)

- Faculty Organizer Annual Pedagogy Day Conferences (2020; 2021)
 - 2020 Theme: Activism in Pedagogy
 - 2021 Theme: Pedagogy as a disruptive praxis

Member, Executive Committee, Psychology PhD Program (2020 – present)
Interim member, Executive Committee, Behavioral Cognitive Neuroscience PhD Program (2014–15)
Member, Curriculum Committee, Clinical Psychology at John Jay PhD Program (2014).
Member, Teaching of Psychology Taskforce, CUNY-wide Psychology PhD Program (2012–16)
Member, Planning Committee for 2013 conference on the Teaching of Psychology at CUNY (2013)
Member, Working Committee for CUNY-wide Neurosciences Doctoral Program (2010–12)
Interim member, Executive Committee, Cognitive Neuroscience PhD Program (2011 –13)
Grant Reviewer, Doctoral Student Research Grants, GC, CUNY (2008–10)
Grant Reviewer, Doctoral Student Dissertation Grants, GC, CUNY (2010)

University

City University of New York

Grant Reviewer, PSC CUNY grants (2010–present)

MENTORING

John Jay Undergraduate Supervised Research Projects/Independent Study

Nathan Lung (Honors thesis, 2021)
Karina Gopeesingh (Honors thesis, 2021)
Anzhelika Kantemirova (Independent Study, 2019, 2020)
Aliaifler Parra Ramos (Independent Study, 2019, 2020)
Alba Cruz (McNair thesis project, 2020)
Yejin Bae (Honors thesis. 2020)
Valeria Flores (Honors thesis, 2019)

Tiana Freeman (McNair thesis project, 2019)
 Lissete Gimenez-Arce (Honors thesis, 2018)

- *Cheryl Williams Award and Honors Capstone Awards for Best Undergraduate Research Project*

Denise Vidals (McNair thesis project, 2018)

- *Psychology Department Commencement Award*

Kayla Talbot (Honors Thesis, 2017)

- *Cheryl Williams Award and Honors Capstone Awards for Best Undergraduate Research Project*
- *John Jay College Rising Star Award*
- *Psychology Department Commencement Award*

Sydney Correa (Honors Thesis, 2017)

Elvira Kirilko (Honors Thesis, 2016)

- *Cheryl Williams Award for Best Undergraduate Research Project*
- *John Jay College Summer Research Fellowship*
- *Psychology Department Commencement Award*

Elvis Rodriguez (Independent Study, 2013, 2014)
 Edward Bonfiglio (Independent Study, 2013, 2014)
 Kevin Constante (McNair thesis project, 2014)

- *Cheryl Williams Award for Best Undergraduate Research Project*

Renee Migliaccio (Independent study, 2012, 2013)
 Cindy Chen (Independent study, 2012)
 Daianna Rodriguez (Independent study, 2011, 2012)
 Lillian Pena (Independent study, 2011, 2012)
 Alison Higgins (Independent study, 2010, 2011)

- *Tom Litwack Psychology Department Summer Fellowship*

Danielle Mascarelli (Independent study, 2011, 2012)
 Katherine Navarro (Independent study, 2012)

- *John Jay College Summer Research Fellowship*

Sheyla Celin (Independent study, 2009)

John Jay Undergraduate Research Assistants

(† indicates student accepted into Graduate School Program; **indicates student award winner, R indicates research grant recipient)

Alba Cruz	2019–2020
Anzhelika Kantemirova	2019–2020
†Supriya Bansal	2019–2020
Abigail Goldberg	2019
Aliaifler Parra Ramos	2018–2020
Alexandra Schwartz	2018
Yejin Bae	2018–present
†Valeria Flores	2018–2020
†** R Tiana Freeman	2018–2019
†Susanna Cruz Garcia	2018–2020
Radika Gafur	2018
Brianna Riviezzo	2017–2018
**Lorraine Singh	2017–2018
Jayden Zeng	2017–2018
Luna Lovos	2017

†**Lissete Gimenez-Arce 2016–2018
 †**Denise Vidals 2016–2018
 †Alexandra Bueno 2016–2017
 †**Taylor Valentin 2015–2018
 **^R Kayla Talbot 2015–2018
^R Stacy Aguilar 2014–2015
 Cindy Lin 2014–2015
 †Shana Harris 2014–2015
 Crystal Ann Rodriguez 2014
 †Sydney Correa 2014–2015
 Elvis Rodriguez 2013–2014
 †Edward Bonfiglio 2013–2017
 †Kevin Constante 2013–2014
 †**^R Elvira Kirilko 2012–2015
 †Renee Migliaccio 2011–2013
 †Johanny Puello 2011–2014
 Cindy Chen 2011–2012
 Daianna Rodriguez 2011–2012
 †Lillian Pena 2011–2012
 †^R Alison Higgins 2010–2012
 †Danielle Mascarelli 2010–2012
 †^R Katherine Navarro 2010–2011
 †Krystle Kenyon 2010–2011
 †Sheeneka Saul 2010
 †Ozlem Yuksel-Sokmen 2009–2010
 Sheyla Celin 2009

John Jay MA Thesis Committees (defense date)

Lissete Arce-Gimenez	Successful defense, 2019	Advisor/Chair
Priya Reji	Successful defense, 2019	Advisor/Chair
Esther Kim	Successful defense, 2019	
Olivia Aveson	Successful defense 2017	Advisor/Chair
Farren Larson	Successful defense 2017	Advisor/Chair
Amy Medina	Successful defense 2014	Advisor/Chair
John Anderson	Successful defense, 2015	

John Jay MA Student Research Assistants († indicates student accepted into Doctoral Program; **indicates student award winner, ^R indicates research grant recipient)

Shaylyn Lyons 2019–present
 Sharon Solomon 2019–present
 Emily Kim 2018–2019
 Lissete Gimenez-Arce 2018–2019
 Joana Bakiasi 2018–present
 Michael Kolbus 2018–present
 Crystal Ortiz 2017
 † Esther Kim 2017–present
 **^R Priya Reji 2017–present
 †**^R Olivia Aveson 2016–2018

** R Farren Larson	2015- 2017
Rima Malkan	2014
† Ellen Reinhard	2014–2016
Vanessa Jimenez	2013–2014
Samantha Solow	2012–2013
† Amy Medina	2012–2013
Danielle Mascarelli	2012–2015
Fernando Honorio	2012–2013
Erica Twomey	2011–12
Vera Kurmlavage	2011–12
Brooke Chuisano	2010–12
Vanessa Litoff	2010–12
John Stratton	2010–11

CUNY Graduate Center, Doctoral Students

Primary Research mentor/advisor

Rebecca Reed	2011–2018	Cognitive Neuroscience
Amy Medina	2013–2016	Clinical Psychology at John Jay
Danielle diFilipo	2012–2019	Clinical Psychology at John Jay
Andrea Rodrigues	2008–2009	Clinical Psychology at John Jay
Steven Hoover	2008–2011	Clinical Psychology at John Jay
Tina Zottoli	2007–2011	Clinical Psychology at John Jay

Dissertation Defense Committee member

Shawn Fagan	Successful defense, 2019	Behavioral & Cognitive Neuroscience
Danielle diFilipo	Successful defense, 2019	Clinical Psychology at John Jay, Chair/Advisor
Samantha Berthod	Successful defense, 2019	Behavioral and Cognitive Neuroscience
Ronald Whiteman	Successful defense, 2018	Cognitive Neuroscience
Rebecca Reed	Successful defense, 2018	Cognitive Neuroscience, Chair/Advisor
Aron Krakowski	Successful defense, 2014	Cognitive Neuroscience
Steven Hoover	Successful defense, 2011	Clinical Psychology at John Jay, Chair/Advisor
Tina Zottoli	Successful defense, 2011	Clinical Psychology at John Jay, Chair

Dissertation Proposal Committee member

Therese Todd	Successful defense, 2021	Clinical Psychology at John Jay
Danielle diFilipo	Successful defense, 2017	Clinical Psychology at John Jay, Chair
Rebecca Reed	Successful defense, 2014	Cognitive Neuroscience, Chair
F. Caitlin Sothmann	Successful defense, 2010	Clinical Psychology at John Jay
Steven Hoover	Successful defense, 2009	Clinical Psychology at John Jay, Chair
Tina Zottoli	Successful defense, 2008	Clinical Psychology at John Jay, Chair

Second doctoral exam Committee member

Therese Todd	Successful defense, 2021	Clinical Psychology at John Jay
Shawn Fagan	Successful defense, 2018	Behavioral & Cognitive Neuroscience
Danielle diFilipo	Successful defense, 2017	Clinical Psychology at John Jay, Chair
Yuliya Ochakovskaya	Successful defense, 2016	Behavioral & Cognitive Neuroscience
Samantha Berthod	Successful defense, 2016	Behavioral & Cognitive Neuroscience
Rebecca Reed	Successful defense, 2014	Cognitive Neuroscience, Chair
Aron Krakowski	Successful defense, 2011	Cognitive Neuroscience

Ron Whiteman	Successful defense, 2011	Cognitive Neuroscience
F. Caitlin Sothmann	Successful defense, 2010	Clinical Psychology at John Jay
Steven Hoover	Successful defense, 2009	Clinical Psychology at John Jay, Chair
Tina Zottoli	Successful defense, 2007	Clinical Psychology at John Jay

First doctoral exam Committee member

Chloe Brittenham	Successful defense, Sp. 2020	Cognitive & Comparative Psychology
Casey Williamson	Successful defense, Sp. 2018	Behavioral & Cognitive Neuroscience
Shawn Fagan	Successful defense, Sp., 2016	Behavioral & Cognitive Neuroscience
Danielle diFilipo.	Successful defense, Sp., 2014	Clinical Psychology at John Jay, Chair
Amy Medina	Successful defense, Fall, 2013	Clinical Psychology at John Jay, Chair
Laure Brimball	Successful defense, Fall, 2013	Psychology and Law

Independent Research projects

Rebecca Reed	2011–2012	Cognitive Neuroscience
Michelle West	2011–2013	Clinical Psychology at John Jay
Victoria Lawson,	2011–2013	Psychology and Law
Jennifer Perillo,	2009	Psychology and Law

Lab Rotation

Shawn Fagan	Fall 2014	Behavioral & Cognitive Neuroscience
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