

VITAE  
Jane Ashby

**Contact** Department of Psychology, 137 Sloan Hall  
Central Michigan University  
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**Rank** Associate Professor

**Education**

2006	University of Massachusetts	Cognitive Psychology	Ph.D.
2003	University of Massachusetts	Cognitive Psychology	M.S.
1991	Harvard Graduate School of Education	Teaching & Curriculum	Ed.M.
1989	Ohio State University	English Literature	B.A.

**Additional Training**

2002 Visiting Fellowship Program in fMRI  
Massachusetts General Hospital, MGH-NMR Center

1993- 1994 Reading Disabilities Therapist Certificate  
Massachusetts General Hospital, Language Disorders Unit

**Employment**

2013- present Associate Professor, Psychology  
Central Michigan University

2009- 2013 Assistant Professor, Psychology  
Central Michigan University

2006- 2009 R01-funded Post Doctoral Researcher  
University of Massachusetts, Amherst

2005- 2009 Manager, Departmental EEG Lab  
University of Massachusetts, Amherst

2008 Consultant  
National Institute for Literacy

2007- 2008 Manager, Eye-tracking Lab  
University of Massachusetts, Amherst

**Employment (cont'd)**

- 2003 - 2007 Instructor, School of Cognitive Science  
Hampshire College, Amherst
- 2003 - 2005 NIH-funded, Pre-Doctoral Researcher  
University of Massachusetts, Amherst
- 1999 - 2003 Research Assistant for Keith Rayner  
University of Massachusetts, Amherst
- 1998 – 1999 Research Assistant in the Somerville Public Schools  
Maryanne Wolf  
Eliot-Pearson Department of Child Development, Tufts University
- 1997 - 1998 Consultant  
Massachusetts Department of Education
- 1994 - 1997 Founding Director  
The Language Training Institute, Columbus OH
- 1991 - 1994 Adult Basic Education Teacher  
Jobs for Youth, Boston MA
- 1991 - 1993 Educational Assessment, School Functions Program  
Children's Hospital, Harvard Medical School, Cambridge MA
- 1990 -1991 Research Assistant in the Cambridge Public Schools  
Colette Daiute  
Harvard Graduate School of Education, Cambridge MA

**University Teaching Experience**

- 2009-2014 PSY 383 Learning and Memory  
PSY 285 Research Methods I  
PSY 589 Cognitive Psychology

*Prior to CMU*

The Reading Brain  
Language and the Brain  
Meanings of Literacy  
Cognitive Neuroscience  
Teaching Reading to Children with Learning Difficulties  
Developing Reading in Adults

### *Graduate Student Mentoring*

- 2014-2015 Breanna Knudsen, Stephen Agauas, Katie Tennant, Kristin Woods  
2013-2014 Breanna Knudsen, Stephen Agauas, Katie Tennant, Elise Wojewoda, Julie Grech  
2012-2013 Breanna Knudsen, Stephen Agauas, Katie Tennant, Heather Dix  
2011-2012 Breanna Knudsen  
Doctoral Committee: Adrienne West, Chair: Dr. Reid Skeel (completed)  
Master's Committees  
Laurie Johnson, Chair: Dr. Sandy Morgan (completed)  
2010 Sarah Freehafer, Chair: Dr. Hajime Otani  
Paula Louchart, Chair: Dr. Michael Hixson (completed)

### *Undergraduate Student Mentoring*

- 2015-2016 Research Assistants: Holly Gagnon, Sabrina Thelen  
Honors Theses: Aubree Jenkins & Holly Gagnon  
2014-2015 Research Assistants: Madeline Powers, Holly Gagnon, Sabrina Thelen  
Honors Theses: Aubree Jenkins & Holly Gagnon  
2013-2014 Research Assistants: Abbey Knowlton, Christina Cornell, Michelle Young,  
Madeline Powers, Erica Smith  
Honors Thesis: Aubree Jenkins  
2012-2013 Psychology Senior Honors Theses (completed)  
Morgan Bontrager and Courtney Chamberlain  
Research Assistants: Morgan Bontrager, Abbey Knowlton, Christina Cornell,  
Michelle Young  
2011-2012 Honors Theses (completed): Hannah Faleer and Danika Stone  
Psychology Senior Honors Thesis (completed): Heather Dix  
Research Assistants: Ana Archer, Morgan Bontrager, Courtney Chamberlain,  
Heather Dix, Hannah Faleer, Michelle Young, Kristina Spear  
2010-2011 Research Assistants: Ana Archer, Madison Kloss, Hannah Faleer, Michelle Young,  
Casey McFarland, Heather Dix, Kristina Spear  
2009-2010 Research Assistants: Garrett Llewelyn, Ana Archer, Ashley Wilmot, Amy Shereda,  
Kristin Willis

### **Publications**

#### *Peer-reviewed Journal Articles*

Scherr, K.C., Agauas, S.J., Ashby, J. (2015). The text matters: eye movements reflect the cognitive processing of interrogation rights. *Applied Cognitive Psychology*. doi: <http://dx.doi.org/10.1002/acp.3195>

Jared, D., Ashby, J., Agauas, S.J., Levy, B.A. (2015). Phonological activation of word meanings in Grade 5 readers. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. doi: <http://dx.doi.org/10.1037/xlm0000184>

- Ashby, J., Dix, H., Bontrager, M., Dey, R., & Archer, A. (2013). Phonemic awareness contributes to text reading fluency: Evidence from eye movements. *School Psychology Review, 42*(2), 157-170.
- Ashby, J., Yang, J., Evans, K., Rayner, K. (2012). Eye movements and the perceptual span in silent and oral reading. *Attention, Perception, & Psychophysics, 74*, 634-640. doi: <http://dx.doi.org/10.3758/s13414-012-0277-0>
- Jones, M., Ashby, J., Branigan, H. (2012). Dyslexia and fluency: Parafoveal and foveal influences on rapid automatized naming. *Journal of Experimental Psychology: Human Perception and Performance*. doi: <http://dx.doi.org/10.1037/a0029710>
- Ashby, J. (2010). Phonology is fundamental in skilled reading: Evidence from ERPs. *Psychonomic Bulletin & Review, 17*, 95-100.
- Ashby, J., Sanders, L.D., Kingston, J. (2009). Skilled readers begin processing phonological features by 80 ms: evidence from ERPs. *Biological Psychology, 80*, 84-94.
- Ashby, J. & Martin, A.E. (2008). Prosodic phonological representations early in visual word recognition. *Journal of Experimental Psychology: Human Perception & Performance, 34*, 224-236.
- Ashby, J. (2006). Prosody in silent skilled reading: Evidence from eye movements. *Journal of Research in Reading, 29*, 318-333.
- Ashby, J., Treiman, R., Kessler, B., & Rayner, K. (2006). Vowel processing during silent reading: Evidence from eye movements. *Journal of Experimental Psychology: Learning, Memory, & Cognition, 32*, 416-424.
- Rayner, K., Chace, K. Slattery, T., Ashby, J. (2006). Eye movements as reflections of comprehension processes in reading. *Scientific Studies of Reading, 10*, 241-256.
- Ashby, J. & Clifton, C., Jr.(2005). The prosodic property of lexical stress affects eye movements during silent reading. *Cognition, 96*, B89-B100.
- Ashby, J., Rayner, K., & Clifton, C., Jr. (2005). The reading patterns of highly-skilled and average readers: Evidence from eye movements. *Quarterly Journal of Experimental Psychology: Section A, 58*, 1065-1086.
- Ashby, J. & Rayner, K. (2004). Representing syllable information in word recognition during silent reading: Evidence from eye movements. *Language and Cognitive Processes, 19*, 391-426.
- Rayner, K., Ashby, J., Pollatsek, A. & Reichle E. (2004). The effects of frequency and predictability on eye fixations in reading: Implications for the EZ Reader model. *Journal of Experimental Psychology: Human Perception and Performance, 30*, 720-732.
- Rayner, K., Juhasz, B., Ashby, J. & Clifton, C., Jr. (2003). Inhibition of saccade return in reading. *Vision Research, 43*, 1027-1034.

Rayner, K., Binder, K.S., Ashby, J. & Pollatsek, A. (2001). Eye movement control in reading: word predictability has little influence on initial landing position. *Vision Research*, 41, 943-954.

#### *Book and Book Chapters*

Ashby, J. (in press). Why does prosody accompany fluency? Re-conceptualizing the role of phonology in reading. In A. Khateb and I.B. Kochova (Eds.), *Current Insights from Neuro-Cognitive Research and Intervention Studies*. Springer International Publishing, Switzerland.

Rayner, K., Pollatsek, A., Ashby, J., & Clifton, Jr., C.E. (2012). *The Psychology of Reading*. Psychology Press.

Ashby, J., & Rayner, K. (2012). Reading in alphabetic writing systems: Evidence from cognitive neuroscience. In M. Anderson (Ed.), *Cognitive Neuroscience: The good, the bad, and the ugly*. Oxford University Press.

Halderman, L.K., Ashby, J., Perfetti, C. (2012). Phonology: An early and integral role in identifying words. In J.S. Adelman (Ed.), *Visual Word Recognition* (pp.207-228). New York: Psychology Press.

Ashby, J., & Rayner, K. (2005). Literacy development: Insights from research on skilled reading (Chapter 4). In D. Dickinson & S.B. Neuman (Eds.), *Handbook of Early Literacy Research, Vol. 2*, 52-63. NY: Guilford Press.

Wolf, M. & Ashby, J. (2007). A brief history of time, phonology, and other explanations of developmental dyslexia. In K. W. Fischer, J. H. Bernstein, & M. H. Immordino-Yang (Eds.), *Mind, Brain, and Education in Learning Disorders*. Cambridge, U.K.: Cambridge University Press.

#### *Manuscripts under Review*

Scherr, K. C., Ashby, J., Agauas, S. J. The text matters: Eye movements reflect the cognitive processing of interrogation rights. *Applied Cognitive Psychology*.

#### **Conference Presentations**

##### ***International (since 2005)***

Scherr, K. C., Ashby, J., Agauas, S. J. (2015). The text matters: Eye movements reflect the cognitive processing of interrogation rights. Presented at the biennial conference of the Society for Applied Research in Memory and Cognition. Victoria, Canada.

Ashby, J. and Agauas, S. J. (2014). Aptness and metaphor processing: Evidence from eye movements. Presented at the 55th Annual Meeting of the Psychonomic Society. Long Beach, CA.

Jared, D., Ashby, J., Levy, B.A., Agauas, S. J (2014). Phonological activation of word meanings in Grade 5 readers. Presented at The 24<sup>th</sup> Annual Meeting of the Society for the Scientific Studies of Reading. Santa Fe, NM.

Scherr, K.C., Agauas, S.J., & Ashby, J. (2013). Justice is blind: Examining Miranda comprehension using an eye movement paradigm. Presented at The 54<sup>th</sup> Annual Meeting of the Psychonomic Society. Toronto, Canada.

Jared, D., O'Donnell, K., Agauas, S.J., & Ashby, J. (2013). Phonological activation of word meanings in adult and child readers: Evidence from eye tracking. Presented at The 54<sup>th</sup> Annual Meeting of the Psychonomic Society. Toronto, Canada.

Ashby, J., Knudsen, B., Archer, A.R., Bontrager, M., Willis, K., Kloss, M., Faleer, H. & Young, M. (2012). Phonological awareness, orthographic knowledge, & reading fluency in Grades 1 and 2: Online evidence from eye movements. Annual Meeting of the Society for the Scientific Studies of Reading. Montreal, Canada.

Roncero, T.C., Kennedy, J. M., & Ashby, J. (2011). Online evidence that online metaphors are not (like) similes: Eye movements while reading Internet metaphors. Creative Figurative Language Conference. Heidelberg, Germany.

Ashby, J. and Kingston, J. (2007). Are phonological features processed during visual word recognition? European Conference on Eye Movements (ECEM). Potsdam, Germany.

Ashby, J., Sanders, L.D., Kingston, J. (2007). Phonological features are processed during visual word recognition: Evidence from eye movements and ERPs. Architecture and Mechanisms of Language Conference (AMLAP). Turku, Finland.

Ashby, J.(2007). Vowel processing in visual word recognition: Evidence for multi-layered phonological representations. The Annual Meeting of the Cognitive Neuroscience Society. New York, NY.

Ashby, J., Treiman, R., Kessler, B., Martin, A. & Rayner, K. (2005). Vowel processing during silent reading. The 13<sup>th</sup> European Conference on Eye Movements. Berne, Switzerland.

***National Presentations (since 2005)***

Tennant, K. E., Wojewoda, E., Grech, J., & Ashby, J. (2015). Ready to Read? A phonological awareness screening program for preschoolers. Poster presented at the National Association of School Psychologists Annual Meeting. Orlando, FL.

Tennant, K. E., Chamberlain, C., & Ashby, J. (2014). Preventing reading failure: Teaching phonological awareness to preschoolers. Presented at the National Association of School Psychologists Annual Meeting. Washington, D.C.

Ashby, J., Roncero, C., & de Almeida, R. (2013). The eyes are (like) windows: Eye movements during metaphor and simile processing. Presented at the Annual Meeting of the Association for Psychological Science. Washington, D.C.

Agauas, S., Bontrager, M., Chamberlain, C., Scherr, K.C., & Ashby, J. (2013). Justice is blind: Examining *Miranda* comprehension using an eye movement paradigm. Presented at the Annual Meeting of the Association for Psychological Science. Washington, D.C.

Hou, B., Knudsen, B., Gibson, B., Ashby, J. (2013). Processing rhetoric and argument while viewing advertisements: Evidence from eye movements. Presented at the Annual Meeting of the Association for Psychological Science. Washington, D.C.

Dix, H., Bontrager, M., Archer, A., & Ashby, J. (2013). Phonemic awareness and reading fluency: A longitudinal eye movement study. Annual Meeting of the National Association of School Psychologists. Seattle, WA.

Faleer, H., Llewelyn, G., & Ashby, J. (2012). Effects of reading skill on metaphor processing: Evidence from eye movements. 53<sup>rd</sup> Annual Meeting of the Psychonomic Society. Minneapolis, MN.

Jones, M., Ashby, J., Branigan, H. (2011). Dyslexia and fluency: Parafoveal and foveal influences on rapid automatized naming. 52<sup>nd</sup> Annual Meeting of the Psychonomic Society. Seattle, WA.

Ashby, J., Yang, J., Evans, C. & Rayner, R. (2010). Parafoveal processing in skilled silent reading vs. oral reading: differences in eye movement control. 51<sup>st</sup> Annual Meeting of the Psychonomic Society. St. Louis, MO.

Ashby, J., Kingston, J., Sanders, L.D. (2009). *Phonology is full and fast in visual word recognition: Evidence from ERPs*. The Neurobiology of Language Conference. Chicago, IL.

Ashby, J., Kingston, J., Sanders, L.D. (2009). *Neural mechanisms of skilled reading: Phonology is fundamental at any age*. 16<sup>th</sup> Annual Conference of the Society for the Scientific Studies of Reading. Boston, MA.

Roncero, C., Ashby, J. & de Almeida, R. (2009). *Metaphors need no explanations*. 50<sup>th</sup> Annual Meeting of the Psychonomic Society. Boston, MA.

Ashby, J., Sanders, L.D., Kingston, J. (2008). *Phonological feature congruency effects appear before the Phonological Mapping Negativity in visual word recognition: Evidence from masked priming*. The 15<sup>th</sup> Annual Meeting of the Cognitive Neuroscience Society. San Francisco, CA.

Ashby, J. and Kingston, J. (2007). Processing phonological features during visual word recognition: Evidence from eye movements and ERPs. The 48<sup>th</sup> Annual Meeting of the Psychonomic Society. Long Beach, CA.

Ashby, J. (2006). Do early phonological representations in visual word recognition include prosodic information? The 46<sup>th</sup> Annual Meeting of the Psychonomic Society. Houston, TX.





College: Scholarship Committee  
Department: Undergraduate Service Committee  
Experimental Area Graduate Admissions Committee

2010-2011 College: Scholarship Committee  
Department: Undergraduate Service Committee  
2010 Department: Kulhavi Professorship Committee

#### Service for the Profession

*Chair of Applications for Education and Intervention.* (2013). Developmental Eye Tracking Symposium. Max Planck Institute for Human Development, Hannover, Germany

*Co-Chair for Metaphor Symposium.* (2013). The Annual Meeting of the Association for Psychological Science, Washington, D.C.

#### Reviews for Peer-reviewed Journals

Attention, Perception & Psychophysics  
Behavioral, Affective, & Cognitive Neuroscience  
Biological Psychology  
Brain and Language  
Brain Research  
British Journal of Experimental Psychology  
Cognition  
Dyslexia  
IEEE Transactions on Professional Communication  
Journal of Cognitive Neuroscience  
Journal of Educational Psychology  
Journal of Experimental Psychology: Applied  
Journal of Experimental Psychology: General  
Journal of the International Neuropsychological Society  
Journal of Memory and Language  
Journal of Neuroscience  
Journal of Psycholinguistic Research  
Language and Cognitive Processes  
Psychonomic Bulletin & Review  
Memory & Cognition  
Discourse Processes  
Optometry and Vision Sciences  
Psychological Review  
Psychological Science  
Quarterly Journal of Experimental Psychology

Reading Psychology  
Science  
Scientific Studies of Reading

*Reviews for Grant Agencies*

2013 Canada Foundation for Innovation Project 32027  
National Science Foundation: Major Research Instrumentation Competition  
Proposal #1337211

2012 National Science Foundation, Proposal# 1251340  
Connecting eye movements during reading to off-line sentence comprehension

2011 Netherlands Initiative for Brain and Cognition (€ 200K)  
The effects of instruction and visual support on situation model construction: A new method for teaching reading comprehension

2010 Social Sciences and Humanities Research Council of Canada

Reviews of Educational Materials

Research Methods textbook for *McGraw-Hill*  
Literacy Guidelines for *Common Core State Standards*

*Community Service*

2013-Present Developed and implemented *Ready to Read?* A program that provides screenings and promotes phonological awareness in preschools.  
Pilot funded by the Mt. Pleasant Lions Club.

06/2012 Conducted assessment and supervised tutoring for second grade student.

2011-2012 Parent consultation: Reading instruction for a home-schooled child.

07/2011 Provided daily reading tutorial for a first grade student.

1/10/10 Invited Lecture: What eye movements tell us about skilled reading.  
LETRS Annual Summit, New Orleans 2010

**Professional Affiliations**

Association for Psychological Science  
Brain and Behavioral Sciences Associate  
Psychonomic Society  
Society for the Scientific Studies of Reading