

CURRICULUM VITAE
Vicki Silvers Gier, Ph.D.

Office

College of Arts and Sciences
 Department of Psychology
 Associate Professor
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Education

Date

August 2003	Ph.D. Experimental Psychology/Cognitive Emphasis University of Nevada/Reno Reno, Nevada
May 1997	M.S. Psychology/Experimental Cognitive Emphasis Central Missouri State University Warrensburg, Missouri
May 1995	B.S. Psychology University of Central Missouri (formerly Central Missouri State University) Warrensburg, Missouri

Professional Positions

Dates

2013 – Present	Mississippi State University Associate Professor Department of Psychology/Arts and Sciences Meridian, MS 39307
2007 – 2013	Mississippi State University Assistant Professor
2006 -2007	University of West Florida Visiting Assistant Professor Department of Psychology Pensacola, Florida
2003-2006	Academic Coordinator/McNair Scholars Program University of Central Missouri Warrensburg, MO

Grants

2010-2011 Interdisciplinary Grant for \$2,000 from MSU ORED
 2011-2012 Interdisciplinary Grant for \$2,000 from MSU ORED (P.I.)
 2012 \$1,200,000. McNair Scholars Grant – Co-PI with Dr. Karen Coats. Submitting
 6/5/2012

Awarded Sabbatical: Aug 2015 – Aug 2016.

Publications**Publications****Towards Full-Professor Promotion**

- Gier, V. S. (2019). Recognition of a missing person in a mock Silver Alert in relation to individual difference factors and the effect of an educational video. *Journal of Police and Criminal Psychology* 34(3), 270–284, <https://doi.org/10.1007/s11896-019-09332-7>
- Gier, V. S., & Kreiner (2019). The effect of educational priming on face recognition from a silver alert. *The Journal of General Psychology*, Received 27 Apr 2019, Accepted 09 Aug 2019, Published online: 23 Sep 2019 DOI: [10.1080/00221309.2019.1656163](https://doi.org/10.1080/00221309.2019.1656163)
- Gier, V. S. (2019). "Recognizing a missing senior citizen in relation to experience with the elderly, demographic characteristics, and personality variables" *Current Psychology*, Online first: Nov 2019 <https://doi.org/10.1007/s12144-019-00499-0>
- Gier, V.S., Kreiner, D.S. & Lampinen, J.M. (2017). Factors affecting recognitions of senior citizens in a Silver Alert. *Journal of Police and Criminal Psychology*, 32(3), 185-196. <https://doi.org/10.1007/s11896-016-9210-0>
- Lampinen, J. M., Peters, C.S., Gier, V., & Sweeney, L.N. (2014). The Psychology of the Missing: Missing and abducted children. In R. Holliday & T. Marche (Eds.), *Child Forensic Psychology*. Palgrave MacMillan.
- Lampinen, J. M., Peters, C.S., & Gier, V.S. (2012, Aug). Power in numbers: The effect of target set size on prospective person memory for missing children. *Applied Cognitive Psychology*, 46(5) <https://doi.org/10.1002/acp.2848>

9- Publications for Tenure

- Gier, V.S. & Kreiner, D.S. (2012). Connecting student researchers via distance research talks. *APS Observer*, 25(2), 35-37.
- Gier, V.S., Kreiner, D.S., Hudnell, J., Herring, D.G., & Montoya, J. (2011). Using an electronic highlighter to eliminate the negative effects of pre-existing, inappropriate highlighting. *Journal of College Teaching and Learning*, 41(2), 37-52. <https://doi.org/10.1080/10790195.2011.10850341>

- Gier, V. S. & Kreiner, D. S. (2011). AMBER Alert: Are school-type photographs the best choice for recognizing missing children? *Journal of Police and Criminal Psychology*, 23, 1-15
<https://doi.org/10.1007/s11896-011-9085-z>
- Gier, V. S., Kreiner, D. S., & Cox, S. L. (2010) Hemispheric lateralization for processing geometric word/shape combinations: The Stroop-shape effect. *The Journal of General Psychology*, 137, 1-19. <https://doi.org/10.1080/00221300903293022>
- Gier, V. S., Kreiner, D. S., Herring, D., Hudnell, J., & Montoya, J. (2010). Active reading procedures for moderating the effects of poor highlighting. *Reading Psychology*, 31, 69 -81.
<http://dx.doi.org/10.1080/02702710903397082>
- Gier, V.S. & Kreiner, D.S. (2009). Memory of children's faces by adults: Appearance does matter. *Applied Cognitive Psychology*, 23, 972-986. <https://doi.org/10.1002/acp.1520>
- Gier, V. S. & Kreiner, D. S (2009). Incorporating active learning with PowerPoint-based lectures using content-based questions. *Teaching of Psychology*, 36, 134-139.
<https://doi.org/10.1080/00986280902739792>
- Gier, V. S., Kreiner, D. S.. & Natz-Gonzalez, A. (2009). Harmful effects of preexisting inappropriate highlighting on reading comprehension and metacognitive accuracy. *The Journal of General Psychology*, 136, 287 – 300. <https://doi.org/10.1080/19388079709558240>
- Wallace, W. P., Shaffer, T. R., Amberg, M. D., & Silvers, V. L. (2002). Divided attention and pre-recognition processing of spoken words and non-words. *Memory & Cognition*, 29(8), 1102-1110.
- Silvers, V. L.& Kreiner, D.S. (1997). The effects of pre-existing, inappropriate highlighting on reading comprehension. *Reading Research and Instruction*, 36(3), 217-233.
<https://doi.org/10.1080/19388079709558240>

Studies Completed – Writing in Progress.

- 1) *The Effect of Own-Race Bias, Own-Gender Bias, and Personality Factors in Recognizing Missing Caucasian Couple from a Mock Silver Alert.*
- 2) *The Effect of Own-Race Bias, Own-Gender Bias, and Personality Factors in Recognizing Missing Caucasian and African American Couple in a Silver Alert.*

Future Studies for Fall 2019 & Spring 2020

- 1) *Do Age, Race, and Gender Effects Interfere in Face Recognition of a Missing Older Adult and Young Adult?*
- 2) *Face Recognition from an AMBER Alert of a Missing Child and the Adult Abductor over a Period of 14 Years Later.*

- 3) *Priming Participants with Different Emotional Videos Before Viewing a Mock Silver Alert. Will the Type of Video have an Impact on Attention and Face Recognition of the Missing Older Adult?*
- 4) *The Effect of Time (30 minutes, 1-day, 3-days, 1-week) and Personality Factors on Face Recognition of Older Adult Couples Missing from a Mock Missing Person's Board.*

Presentations and Research

Distance Research Talks Coordinator – 2008 - 2018 - Organized 105 Distance Research Talks- Distance Research Talks are research talks given by psychologists across the nation and Canada via our distance learning rooms.

Professional Presentations

- Gier, V. S. & Kreiner, D. S. (2019). *When Are Silver Alerts Effective? Metacognitive and Individual Differences*. Poster presented at the 61st Annual National Conference at the Association for Psychological Sciences, Washington, D.C., May 25, 2019.
- Gier, V. S. & Kreiner, D. S. (2018). *Different Versions of Silver Alerts: Text vs. No Text, Single vs. Multiple Photos, and Voiceover vs. No Voiceover*. Poster presentation at 59th Annual National Convention at Psychonomic Society. Held in New Orleans, LA, Nov 15 -18, 2018.
- Gier, V.S. & Kreiner, D.S. (2017). *Engaging undergraduate psychology students in research talks via distance talks*. Oral presentation at the Annual Conference on the Teaching of Psychology, San Antonio, TX, Oct 20, 2017.
- Gier, V.S., Lampinen, J.M., Kreiner, D.S., Guttman, R., Weems, S., & Brewer, E. (2015, May). *Factors affecting recognition of senior citizens in Silver Alerts*. Poster presented at the annual convention of the Association for Psychological Science, New York, NY.
- Gier, V.S., Murphy, D.V, Joyner, C.K., Harris, H., Kelly, C., Brown, R. (2013) Recognizing missing children from AMBER alert posters: Are there gender differences in the presence of others? Poster presentation at the Southeastern Psychological Association, Mar 15, 2013, Atlanta, GA.
- Gier, V.S., Weems, D., Brewer, E.A., Simmons, D., Harris, H., McClain, A., Joyner, K., Murphy, D., Brown, R.E., & Lampinen, J. (2013). The Effect of Verbalizing Facial Features from AMBER Alert Posters: Talking Facilitates Recognition. Accepted poster presentation at the American Psychological Association, July 31 – Aug 4, 2013, Honolulu, HA
- Gier, V.S. Guyse, T., Kelly, C., Seydel, L., Breaux, M., & Gilbert, H. (2012). *Two heads are better than one: Does collaborative viewing improve prospective person memory for missing children?* Poster presentation at the Southeastern Psychological Association, Feb 17, 2012, New Orleans, LA.
- Porter, J.Y., Young, C., & Gier, V. (2011). *An Interdisciplinary Collaboration to Promote Mental and Physical Wellness: A Public Health Approach*. Association for

Counselor Education and Supervision Conference, Nashville, TN, October 30, 2011.
(Refereed)

- Gier, V.S., Breaux, M., Dunkerson, D., Blakely, T., & Wallace, D. (2011). *Reading interruptus! The effect of sending and receiving text messages on reading comprehension*. Oral presentation at the Southeastern Psychological Association, Feb, 2011, Jacksonville, Florida
- Gier, V.S. (2011). *What Type of Photograph Would Best Identify Missing/Abducted Children?* Oral presentation at the Southeastern Psychological Association, Feb, 2011, Jacksonville, Florida
- Gier, V.S. & Kreiner, D.S. (2010). *AMBER Alerts: Are school type photographs the best picture for an AMBER Alert?* Presented at the Presented at the Association for Psychological Science in Boston, MA.
- Gier, V. S., Kreiner, D. S., Herring, D., Hudnell, J., & Montoya, J. (2009). *Active Reading Procedures for Moderating the Effects of Poor Highlighting*. Presented at the Association for Psychological Science convention in San Francisco.
- Gier, V.S., Kreiner, D.S., Hudnell, J., Herring, D.G., & Montoya, J. (2009). *Using an electronic highlighter to eliminate the negative effects of pre-existing, inappropriate highlighting*. Presented at the annual Mississippi Psychological Association in Gulfport, MS.
- Gier, V. S & Kreiner, D. S. (2008). *Memory of children's faces by adults: Appearance does matter*. Presented at the American Psychological Society, May 2008, in Chicago Ill.
- Gier, V. S. (2007). *The effect of content-based questions administered during a PowerPoint presentation on test performance*. National Institute of the Teaching of Psychology Conference to be held in St. Petersburg, Fl.
- Gier, V. S. (2007). *The effect of content-based questions on JOL in a sensation and perception class*. Southeastern Psychological Association to be held in New Orleans, LA.,
- Gier, V. S. & *Cox, S. L. (2006). *The relationship of dermal ridge asymmetry and right/left brain test with verbal/spatial video games performance*. Annual Conference of the American Psychological Society held in New York City, N.Y.
- Gier, V.S. & *Cox, S. L., & *Bickell, J., & *Roerbeck, J. (2004). *The effect of hemispheric dominance on video game playing*. Poster presented at the annual convention of the American Psychological Society, Chicago, IL.
- Gier, V.S. & Solso, R. L. (2003). *Differential hemispheric effects in "Stroop-like" congruent and incongruent geometric word/shape presentations*. Poster presented at the Annual Convention of the American Psychological Society, Chicago, IL.
- Silvers, V. L. & Solso, Robert. L. (1999). *Differential Hemispheric Lateralization for Prototype Abstraction of Human Faces*. Poster presented at the Annual Convention of Western Psychological Association, Purdue University, West Lafayette, Indiana.

- Silvers, V. L. & Solso, R. L. (1999). *Hemispheric lateralization during a Stroop shape test*. Poster presented at the Annual Convention of the Rocky Mountain Psychological Association, Tucson, AZ.
- Silvers, V. L. & Wallace, W. P. (1999). *Phonemic similarity effects on false recognition errors under conditions of divided attention*. Poster presented at Rocky Mountain Psychological Association, Tucson, AZ.
- Silvers, V. L. & Kreiner, D. S. (1998). *Is metacognition, judged by thinking aloud, domain specific or generalizable across domains?* Poster presented at the Annual Convention of the American Psychological Society, Chicago, IL.
- Silvers, V. L. & Kreiner, D. S. (1996). *Warning student's in advance of the effects of pre-existing, inappropriate highlighting on reading comprehension*. Poster presented at Midwestern Psychological Association Conference, Chicago, Ill.
- Silvers, V. L. & Kreiner, D. S. (1995). *The effects of pre-existing, inappropriate highlighting on reading comprehension*. Poster presented at the Annual Teaching of Psychology Conference, St. Petersburg, FL.
- Dameron, S., Kohn, M., Silvers, V., & Ahlering, R. (1994). Do female students with eating disorders differ in academic success. Poster presented at the Annual Convention of the American Psychological Society, Chicago, IL.
- Silvers, V. L. & Kreiner, D. S. (1994). *Self-esteem and dreams – are they related?* Oral presentation at the Annual Missouri Psychological Association, Lake of the Ozarks, MO. May, 1994
- Silvers, V. L. & Kreiner, D. S. (1993). *The effects of active intervention on test anxiety*. Oral presentation at the Annual Missouri Psychological Association, Lake of the Ozarks, MO.

**** indicates undergraduate students**

Reviewer for:

Scholarship of Teaching and Learning in Psychology
 Journal of Police and Criminal Psychology
 Journal of Perceptual & Motor Skills
 Journal of Applied Cognitive Psychology
 Psychological Reports
 Cengage Publishers
 Allyn and Bacon Publishers
 Pearson Publication

**Mississippi State University:
 Courses Taught**

Abnormal Psychology - ***PSY 3213 Psychology of Abnormal Behavior: 3 hours.***
 Prerequisite: [PSY 1013](#)). Three hours lecture. Behavioral patterns and causes of deviant behavior from childhood through later maturity. Etiology and symptomatology are emphasized

- Applied Cognitive Psych - ***PSY 4753/6753 Applied Cognitive Psychology: 3 hours.***
(Prerequisite: [PSY 3713](#) or [IE 4113](#) or consent of instructor). Three hours lecture. Human perceptual, cognitive, and motor capabilities and limitations are described with particular emphasis on the implications of developing effective, user-friendly man-machine systems
- Behavior Modification - ***PSY 3363 Behavioral Modification: 3 hours.***
(Prerequisite: [PSY 1013](#)). Three hours lecture. Intensive examination of the principles and procedures used to modify the behavior of humans in contemporary situations
- Biological Psychology - ***PSY 4403/6403 Biological Psychology: 3 hours.***
(Prerequisite: [PSY 1013](#)). Three hours lecture. Nervous, endocrine, and immune systems of the body as they affect behavior and adjustment. Emphasis upon the role of the central and peripheral nervous systems
- Careers in Psychology - ***PSY 1021 Careers in Psychology: 1 hour.***
(Prerequisite: [PSY 1013](#)). One hour lecture. Introduction to professions and career opportunities in the field of psychology by University faculty and practicing professionals
- Cognitive Psychology - ***PSY 3713 Cognitive Psychology: 3 hours.***
(Prerequisite: [PSY 1013](#) or consent of instructor). Three hours lecture. Introduction to the basic areas of cognitive psychology, including perception, attention, memory, reasoning, and language
- Cross Cultural Psychology - ***PSY 4423 Sensation and Perception: 3 hours.***
(Prerequisite: [PSY 1013](#)). Three hours lecture. Survey of basic sensory mechanisms and perceptual phenomena. Sensory mechanisms reviewed will include vision, audition, olfaction, gustation, and touch with emphasis on vision and audition
- Environmental Psychology - ***PSY 3003 Environmental Psychology: 3 hours.***
(Prerequisite: [PSY 1013](#) or consent of instructor). Three hours lecture. Study of the social and physical environmental factors and their effects on behavior. Theory, research, and application will be examined
- Experimental Psychology - ***PSY 3314 Experimental Psychology: 4 hours.***
(Prerequisite: [PSY 3103](#)). Two hours lecture. Four hours laboratory. Introduction to the methods and techniques of research and design. Practical experience in conducting experiments, analyzing data, and writing scientific reports evaluation along with practical experience in statistical software packages

Forensic Psychology		<i>PSY 4373/6373 Forensic Psychology: 3 hours.</i> (Prerequisite: PSY 1013 and junior standing) Three hours lecture. Examines topics related to the application of clinical psychology to legal matters
Gender Differences	-	<i>PSY 3203 Psychology of Gender Differences: 3 hours.</i> (Prerequisite: PSY 1013 or consent of instructor). Three hours lecture. Survey of the biological, physiological, and sociocultural factors which influence the psychological differentiation of the genders
History of Psychology	-	<i>PSY 4323 History of Psychology: 3 hours.</i> (Prerequisite: PSY 1013 and junior standing). Three hours lecture. A discussion of people, events, and theoretical and empirical contributions relevant to development of psychology
Industrial Psychology	-	<i>PSY 4423/6423 Sensation and Perception: 3 hours.</i> (Prerequisite: PSY 1013). Three hours lecture. Survey of basic sensory mechanisms and perceptual phenomena. Sensory mechanisms reviewed will include vision, audition, olfaction, gustation, and touch with emphasis on vision and audition
Interpersonal Relationships	-	<i>PSY 3073 Psychology of Interpersonal Relations: 3 hours.</i> (Prerequisite: PSY 1013 and Junior standing.) Three hours lecture. Examination of psychological principles, theories and research which apply to various types of human interaction
Issues in Cognitive Psychology		<i>PSY 8000</i> – Graduate Level Course
Motivational Psychology	-	<i>PSY 3353 Motivation: 3 hours.</i> (Prerequisite: PSY 1013). Three hours lecture. Study of the role of motivation in behavior theory; biological and psychological bases; historical and contemporary views
Positive Psychology	-	<i>PSY 4813 Positive Psychology: 3 hours.</i> (Prerequisite: PSY 1013). Three hours lecture. The scientific study of how human beings prosper in the face of adversity; become satisfied and content with their past; find happiness in the present; and become optimistic about the future
Psychology of the Internet	-	<i>PSY 4990 Psychology of the Internet: 3 hours</i> The Psychology of the Internet provides a balanced overview of the psychological aspects of cyberspace. It explores crucial questions about the Internet's effects on human behavior, such as why we often act in uncharacteristic ways in online environments and how social media influence the impressions we form and our personal relationships.

- Psychology of Learning - ***PSY 3343 Psychology of Learning: 3 hours.***
(Prerequisite: [PSY 1013](#)). Three hours lecture. Survey of a variety of learning situations. Consideration of the variables and conditions which influence the learning process
- Psychology of Memory - ***PSY 4733/6733 Memory: 3 hours.***
(Prerequisite: [PSY 1013](#) and [PSY 3713](#)). Introduction to theoretical and practical aspects of memory. Discussion of laboratory memory, computer models of memory, memory self-concepts, everyday memory, and clinical memory problems
- Sensation and Perception - ***PSY 4423/6423 Sensation and Perception: 3 hours.***
Prerequisite: [PSY 1013](#)). Three hours lecture. Survey of basic sensory mechanisms and perceptual phenomena. Sensory mechanisms reviewed will include vision, audition, olfaction, gustation, and touch with emphasis on vision and audition
- Social Psychology - ***PSY 3623 Social Psychology: 3 hours.***
Prerequisite: [PSY 1013](#) or consent of instructor). Three hours lecture. Human behavior as a product of social inter- action; social perception; social norms and roles; group processes, interrelationship of personality, culture, and group
- Social Cognition - ***PSY 3623 Social Psychology: 3 hours.***
(Prerequisite: [PSY 1013](#) or consent of instructor). Three hours lecture. Human behavior as a product of social inter- action; social perception; social norms and roles; group processes, interrelationship of personality, culture, and group
- Statistics in Psychology - ***PSY 3104 Introductory Psychological Statistics: 4 hours.***
(Prerequisite: [PSY 1013](#), [MA 1313](#)). Three hours lecture. Two hours laboratory. An introduction to the techniques and practices in statistical analyses used in psychological experimentation and
- Theories of Personality - ***PSY 4203 Theories of Personality: 3 hours.***
(Prerequisite: [PSY 1013](#)). Three hours lecture. Current theories of personality. Structure, development, dynamics, acculturation processes. Methods, techniques, and research in personality assessment

Invited Presentation:

- 2015 - Most Outstanding Alumni, TRiO – Guest Speaker
- 2014 - Most Outstanding Alumni, MAEOPP – Guest Speaker
- 2013 - Most Outstanding Psychology Alumni, University of Central Missouri – Guest Speaker

- 2012 - Invited Guest Speaker at the National Society Daughters of the American Revolution. "Keeping Children Safe in Today's Society", March 8, 2012
- 2010 - Guest Speaker for Social Workers Symposium on AMBER Alerts.
- 2009 - Keynote speaker at the University of Central Missouri's Research Symposium
- 2009 - Invited research talk for the University of Central Missouri: AMBER Alerts: Recognizing faces of children whose appearance has changed.
- 2009 - Invited research talk for the University of Central Missouri: Active reading procedures for moderating effects of poor highlighting.

Psi-Chi – Guest Speaker– Fall 2004 "What can a Ph.D. do for you?"

Psi-Chi –Guest Speaker at Induction Ceremony-Spring 2003

Psi-Chi- Guest Speaker at Induction Ceremony- How to succeed in graduate school/Fall 2002

MIT – *Effects of Pre-Existing Inappropriate Highlighting on Reading Comprehension* – Boston, MA October, 2003

Harvard University: Ig Nobel Prize for Literature, Cambridge, MA. October 2002

McNair Program-Guest speaker at seminar – How to survive graduate school - October 2000

University of Nevada/Reno - Community Advisory Board Guest Speaker - Older adult's interest in attending classes at the University of Nevada, Reno.

Awards

- 2015 Most Outstanding Alumni, TRiO
- 2014 Most Outstanding Alumni, MAEOPP
- 2013 Most Outstanding Alumni, University of Central Missouri
- 2009 Research award for the department of Arts and Sciences at MSU-Meridian
- 2008 Service award for the department of Arts and Sciences at MSU-Meridian
- 2008 Arts and Sciences Service Award for Mississippi State University
- 2003 Research paper on Effects of Pre-Existing Inappropriate Highlighting on Reading Comprehension was featured on CBS Sunday Morning
- 2002 IG Nobel Award for Literature/Harvard University
- 1997 Outstanding Graduate student in Psychology/Central Missouri State University
- 1997 Second Place for University Thesis Competition, Central Missouri State University
- 1995 Frank Costin Award for Excellence, University of Illinois at Urbana-Champaign
- 1994 McNair Scholar's Summer Research Internship/Central Missouri State University
- 1994 Outstanding Undergraduate student in Psychology/Central Missouri State University

Committees

- 2019 Advisory Board Committee for Grant in the Dept of Education -

2018-Present	Promotion and Tenure Arts and Sciences Committee
2016-Present	Promotion and Tenure Committee for Meridian Campus
2013	Search Committee for Psychology faculty position
2010 -	Chair – Search Committee for faculty position
2008 -	Search Committee Member for Historian faculty
2009-Present	Coordinator for a GRE Workshop
2008-Present	Coordinator for Distance Research Talk

Advisor-Co-Advisor

Psychology club advisor – 2007 – 2013
Psychology club co-advisor – 2014 - present
Psi Chi -Co-advisor- 2013 - present
Alpha Chi – Former advisor- 2007 – 2012

Professional Affiliations

American Psychological Association
Council for Undergraduate Research (CUR) Board Member: Recruiting and Membership Committee
Association for Psychological Science (formerly American Psychological Society)
Southeastern Psychological Association
Cognitive Science Society
Midwestern Psychological Association
International Association for Metacognition
Partner of Project Safe Childhood