

**CURRICULUM VITAE**  
**Vicki Silvers Gier, Ph.D.**

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*Office*

College of Arts and Sciences  
Department of Psychology  
Associate Professor  
Mississippi State University/Meridian  
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**Education**

*Dates*

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)

**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. Co-Authored McNair Scholars Grant – Co-PI with Dr. Karen Coats.  
Submitting 6/5/2012

**Awarded Sabbatical:** Aug 2015 – Aug 2016.

### Publications

**Assistant Professor 2007-2012**  
**Associate Professor 2013-Present**

### Under Review

Recognition of a Long-Term Missing Child is Greater When an AMBER Alert Shows a Photo of the Same Age. *Under review* – Applied Cognitive Psychology – submitted 08-01-2021

When an Elderly Couple Goes Missing: Recognition from a Silver Alert in Relation to Participant and Target Ethnicity. *Under review* – *Psychological Reports* –submitted 4-29-2021

Does Adding a Short Home Video with a Silver Alert of a Missing Couple Increase Face Recognition Accuracy? *Under review* – *Ageing International* – submitted 03-12-2021

Gier, V.S. & Kreiner, D.S. (2021). A Mock Silver Alert: Comparing an African American couple presented together or separately with or without glasses – *Under Revision Current Psychology* – submitted July 14, 2021

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> .  
Published in Journal/2020 <https://doi.org/10.1080/00221309.2019.1656163>

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: <https://doi.org/10.1080/00229309.1656163>

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. (2013). The psychology of the missing: Missing and abducted children. In R. E. Holliday, T. A. Marche, R. E. Holliday, T. A. Marche

(Eds.). *Child forensic psychology: Victim and eyewitness memory* (pp. 241-272). New York, NY: Palgrave Macmillan. Published January 22, 2013. (Published AFTER materials were turned in for Tenure Fall 2012).

**Publications towards Tenure  
Submitted Aug 1, 2012**

- Lampinen, J. M., Peters, C.S., & Gier, V.S. (2012). 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>
- 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. <https://doi.org/10.3758/BF03206379>

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>

### ORED: Travel Grants

| Amount   | Conference             | Where             | Purpose             | Dates           |
|----------|------------------------|-------------------|---------------------|-----------------|
| \$500.00 | APS                    | Washington D.C.   | Poster Presentation | May 23- 26 2019 |
| \$500.00 | Psychonomic Society    | New Orleans, LA   | Poster Presentation | Nov 15-18, 2018 |
| \$500.00 | Teaching of Psychology | San Antonio, TX   | Oral Presentation   | Oct 20-21, 2017 |
| \$500.00 | APS                    | New York, N.Y.    | Oral Presentation   | May 21-23, 2015 |
| \$500.00 | SEPA                   | New Orleans, LA   | Oral Presentation   | Feb 15-19, 2012 |
| \$500.00 | SEPA                   | Jacksonville, FL  | Oral Presentation   | Mar 2-5, 2011   |
| \$500.00 | APS                    | Boston, MA        | Poster Presentation | May 27-30, 2010 |
| \$500.00 | APS                    | San Francisco, CA | Poster Presentation | May 22-25, 2009 |
| \$500.00 | MPA                    | Gulfport, MS      | Poster Presentation | Oct 2, 2009     |
| \$500.00 | APS                    | Chicago, IL       | Poster Session      | May 1-3, 2008   |

### Studies Completed – 2020 – 2021

#### *Writing in Progress*

- 1) Face Recognition from an AMBER Alert of a Missing Child for 15 Years Later. Study completed. *Study Completed - Writing in Progress*
- 2) Face Recognition of a female child missing for 15 years: Participants Individual differences and missing child's facial features. *Study Completed – Writing in progress*
- 3) The Effect of Implicit Skin-Tone Bias on Face Recognition of Three Different Ethnic Couples: European American, African American, and Hispanic, in a Silver Alert. *Study Completed – writing in progress – Fall 2021*
- 4) The Effect of Time (30 minutes, 1-day and 3-days), Implicit Race Bias, and Personality Factors on Face Recognition of Three Older Adult Couples Missing from a Mock Silver Alert. *Fall 2021 study—Completed – writing in progress*

### Future Studies for Fall 2021-Spring 2022

- 1) The Effect of Implicit Weight Bias and Personality Factors of Two Males and Two Females Before and After Weight Loss Surgery. *Fall 2021-Study Currently in Progress-collecting data*
- 2) How Does Face Recognition Change if a Long-Term (15-years) Missing AMBER alert Female is now a Transgender Male? *Study in progress-collecting data Fall 2021*
- 3) Evaluating the Age-Progressed Face of a Real Missing Person from 2007. *Preparing for study Fall 2021- Spring 2022.*
- 4) Does Individual Sexual Orientation of the Participant Help or Hinder Recognizing a Kidnapped Girl at age 5 who is now a 20-year old Transgender Male: New Reality Issues in Face Recognition Memory. *Preparing for Fall 2021-Spring 2022*

**Professional Presentations**  
**\*\* Indicates Student Co-Presenter**

- Gier, V. S & Kreiner, D. S (Nov 4-7, 2021). *Age matters: Recognition of a young adult is greater when the AMBER alert shows a photo of the same age.* Accepted for presentation at the 62nd Annual National Convention at Psychonomic Society. Virtual Oral Presentation. New Orleans, LA
- Gier, V. S. & Kreiner, D. S. (Nov 19-21, 2020). *Does adding a short home video with a Silver Alert of a missing couple increase face recognition accuracy?* Presented Virtually on Nov 21, 2020
- Gier, V. S. & Kreiner, D. S. (May 23-26, 2019). *When are Silver Alerts effective? Metacognitive and individual differences.* Poster presented at the 61<sup>st</sup> Annual National Conference at the Association for Psychological Sciences, Washington, D.C.
- Gier, V. S. & Kreiner, D. S. (Nov 15-18, 2018). *Different versions of Silver Alerts: Text vs. no text, single vs. multiple photos, and voiceover vs. no voiceover.* Poster presentation at 59<sup>th</sup> Annual National Convention at Psychonomic Society. New Orleans, LA
- Gier, V. S. & Kreiner, D. S. (Oct 20 & 21, 2017). *Engaging undergraduate psychology students in research talks via distance talks.* Oral presentation at the 16th Annual Conference on Teaching. San Antonio, Texas
- Gier, V. S., Lampinen, J. M., Kreiner, D. S., Guttman, R., \*Weems, S., & \*Brewer, E. (May 22-24, 2015). *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. (Mar 14-16, 2013), *Recognizing missing children from AMBER alert posters: Does gender of the public affect face recognition?* Poster presentation at the 59<sup>th</sup> Annual Southeastern Psychological Association. 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. (July 31 – Aug 4, 2013). *The effect of verbalizing facial features from AMBER Alert posters: Talking facilitates recognition.* Poster presented at the 121<sup>st</sup> Annual Convention. Honolulu, HA.
- Gier, V.S. \*Guyse, T., \*Kelly, C., \*Seydel, L., \*Breux, M., & \*Gilbert, H. (Feb 15-18, 2012). *Two heads are better than one: Does collaborative viewing improve prospective person memory for missing children?* Poster presentation at the Southeastern Psychological Association. New Orleans, LA.
- Porter, J. Y., Young, C., & Gier, V. (Oct 30, 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. (Mar, 2-5, 2011). *Reading interruptus! The effect of sending and receiving text messages on reading comprehension*. Oral presentation at the 57<sup>th</sup> Annual Southeastern Psychological Association. Jacksonville, Florida
- Gier, V. S. (Mar, 2-5, 2011). *What Type of Photograph Would Best Identify Missing/Abducted Children?* Oral presentation at the 57<sup>th</sup> Annual Southeastern Psychological Association, Jacksonville, Florida
- Gier, V. S. & Kreiner, D. S. (May 27-30, 2010). *AMBER Alerts: Are school type photographs the best picture for an AMBER Alert?* Presented at the Presented at the 22<sup>nd</sup> Annual Association for Psychological Science, Boston, MA.
- Gier, V. S., Kreiner, D. S., \*Herring, D., \*Hudnell, J., & \*Montoya, J. (May 22-25, 2009). *Active reading procedures for moderating the effects of poor highlighting*. Presented at the 21<sup>st</sup> Annual Association for Psychological Science Convention. San Francisco, CA.
- Gier, V. S., Kreiner, D. S., \*Hudnell, J., \*Herring, D. G., & \*Montoya, J. (Sept, 27, 2008). *Using an electronic highlighter to eliminate the negative effects of pre-existing, inappropriate highlighting*. Presented at the Annual Mississippi Psychological Association. Gulfport, MS.
- Gier, V. S., Kreiner, D. S., & \*Hudnell, J. (May, 22-25, 2008). *Memory of children's faces by adults: Appearance does matter*. Presented at the 20<sup>th</sup> Annual American Psychological Society. Chicago Ill.
- Gier, V. S. (Jan 3-6, 2007). *The effect of content-based questions administered during a PowerPoint presentation on test performance*. National Institute of the Teaching of Psychology Conference. St. Petersburg Beach, FL.
- Gier, V. S. (2007). *The effect of content-based questions on JOL in a sensation and perception class*. At the 19<sup>th</sup> Annual Southeastern Psychological Association. New Orleans, LA.,
- Gier, V. S. & \*Cox, S. L. (May 25-28, 2006). *The relationship of dermal ridge asymmetry and right/left brain test with verbal/spatial video games performance*. 18th Annual Conference of the American Psychological Society held in New York City, N.Y.
- Gier, V. S. & \*Cox, S. L., & \*Bickell, J., & \*Roerbeck, J. (May, 27-30, 2004). *The effect of hemispheric dominance on video game playing*. Poster presented at the 16<sup>th</sup> 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. (Apr 29-May 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. (Sept 12-15, 1999). *Hemispheric lateralization during a Stroop shape test*. Poster presented at the Annual Convention of the Rocky Mountain Psychological Association. Fort Collins, CO.
- Silvers, V. L. & Wallace, W. P. (Sept 12 – 15, 1999). *Phonemic similarity effects on false recognition errors under conditions of divided attention*. Poster presented at Rocky Mountain Psychological Association, Fort Collins, CO.
- Silvers, V. L. & Kreiner, D. S. (Apr 23-25, 1998). *Is metacognition, judged by thinking aloud, domain specific or generalizable across domains?* Poster presented at the Annual Convention of Midwestern Psychological Association, 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**

**Mississippi State University  
Different Courses Taught at MSU-Meridian**

**Undergraduate Classes**

- |   |   |  |
|---|---|--|
| Abnormal Psychology<br>In-Person Class        | - | <b>PSY 3213 - Psychology of Abnormal Behavior: 3 hours.</b><br>Prerequisite: <a href="#">PSY 1013</a> ). Three hours lecture. Behavioral patterns and causes of deviant behavior from childhood through later maturity. Etiology and symptomatology are emphasized               |
| Applied Cognitive Psych<br>In-Person & Hybrid | - | <b>PSY 4753 - Applied Cognitive Psychology: 3 hours.</b><br>(Prerequisite: <a href="#">PSY 3713</a> or <a href="#">IE 4113</a> 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

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| Behavior Modification<br>In-person                   | - <b>PSY 3363 - Behavioral Modification: 3 hours.</b><br>(Prerequisite: <a href="#">PSY 1013</a> ). Three hours lecture. Intensive examination of the principles and procedures used to modify the behavior of humans in contemporary situations  |
| Biological Psychology<br>In-person                   | - <b>PSY 4403 - Biological Psychology: 3 hours.</b><br>(Prerequisite: <a href="#">PSY 1013</a> ). 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<br>In-Person, Online, & Hybrid | <b>PSY 1021 - Careers in Psychology: 1 hour.</b><br>(Prerequisite: <a href="#">PSY 1013</a> ). One hour lecture. Introduction to professions and career opportunities in the field of psychology by University faculty and practicing professionals   |
| Cognitive Psychology<br>In-Person/Hybrid/Online      | <b>PSY 3713 - Cognitive Psychology: 3 hours.</b><br>(Prerequisite: <a href="#">PSY 1013</a> 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<br>In-Person               | <b>PSY 4990 - Cross-Cultural Psychology</b><br>This course will critically evaluate religious customs, child-rearing practices, socioeconomic characteristics, educational values, communication styles, language patterns, and mental health issues of diverse cultures from psychological and sociological perspectives. Students will also be exposed to the religious principles of several religious minorities. Several mental health and service delivery issues faced by the ethnic minority groups will be examined. |
| Environmental Psychology                             | <b>PSY 3003 Environmental Psychology: 3 hours.</b><br>(Prerequisite: <a href="#">PSY 1013</a> 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<br>In-Person/Hybrid/Online   | <b>PSY 3314 Experimental Psychology: 4 hours.</b><br>(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 -  
In-Person

**PSY 4373 - Forensic Psychology: 3 hours.**  
(Prerequisite: [PSY 1013](#) and junior standing) Three hours lecture. Examines topics related to the application of clinical psychology to legal matters

Gender Differences -  
In-Person/Hybrid/Online

**PSY 3203 - Psychology of Gender Differences: 3 hours.**  
(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 -  
In-Person

**PSY 4323 - History of Psychology: 3 hours.**  
(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/Organizational  
In-Person

**PSY 4523 -** A survey of the major topics that are studied and the methods that are used in I/O psychology. The topics and methods will be viewed from a psychological perspective and will include psychological testing and personnel selection; training and development; job analysis, employee evaluation and performance appraisal; human motivation and job satisfaction; leadership, communication and group processes; organization theory and development.

Interpersonal Relationships -  
In-Person/Hybrid/Online

**PSY 3073 Psychology of Interpersonal Relations: 3 hours.**  
(Prerequisite: [PSY 1013](#) and Junior standing.) Three hours lecture. Examination of psychological principles, theories and research which apply to various types of human interaction

Psychology of Motivation -  
In-Person/Hybrid/Online

**PSY 3353 Motivation: 3 hours.**  
(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 -  
In-person/Hybrid/Online

**PSY 4813 Positive Psychology: 3 hours.**  
(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  
Hybrid

**PSY 4990 Psychology of the Internet: 3 hours**  
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  
In-Person/Hybrid/Online

**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  
In-Person/Hybrid/Online

**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  
In-Person

**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  
Hybrid

**PSY 3623 Social Psychology: 3 hours**  
Prerequisite: [PSY 1013](#) or consent of instructor). Three hours lecture. Human behavior as a product of social interaction; social perception; social norms and roles; group processes, interrelationship of personality, culture, and group

Social Cognition  
In-Person

**PSY 3623 - Social Cognition: 3 hours.**  
(Prerequisite: [PSY 1013](#) or consent of instructor).  
Three hours lecture. Examination of how people perceive, categorize and reason about other people and themselves

Special Topics Course

**PSY- 4999** Preparing undergraduate psychology students for attending a profession conference (Spring: 2012 & 2013).  
(Prerequisite: [PSY 1013](#)). Three credit hour class. Intense preparation for the SEPA conference including: Reading required articles by keynote speakers, attending sessions from 8 am – 5 pm, Interviewing three psychologists from different discipline specialty areas, Documenting attendance of oral presentations and poster sessions, and meeting one-hour each evening reviewing the student's experience. Students were required to keep a journal and write an 8-page paper over the experience of attending a professional conference. Students were instructed on to network with faculty and other students at the conference.

Statistics in Psychology  
In-Person

**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  
In-Person/Online

**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

### Graduate Level Classes

Applied Cognitive Psychology  
Hybrid

**PSY 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

Biological Psychology  
In-Person/Hybrid

**PSY 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

Forensic Psychology  
In-Person

**PSY 6373 - Forensic Psychology: 3 hours.**  
(Prerequisite: [PSY 1013](#) and junior standing) Three hours lecture. Examines topics related to the application of clinical psychology to legal matters

Industrial/Organizational  
In-Person

**PSY 6523 – Industrial/Organizational Psychology: 3 hours**  
(Prerequisite: [PSY 1013](#) ). A survey of the major topics that are studied and the methods that are used in I/O psychology. The topics and methods will be viewed from a psychological perspective and will include psychological testing and personnel selection; training and development; job analysis, employee evaluation and performance appraisal; human motivation and job satisfaction; leadership, communication and group processes; organization theory and development.

Social Cognition  
In-Person

**PSY 6643 – Social Cognition: 3 hours**  
(Prerequisite: [PSY 1013](#) & [PSY 3623](#) or consent of instructor). Three hours lecture. Examination of how people perceive, categorize and reason about other people and themselves

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| Sensation and Perception                           | <b>6423 Sensation and Perception: 3 hours.</b><br>(Prerequisite: <a href="#">PSY 1013</a> ). 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                    |
| Directed Independent Study<br>Online               | <b>PSY 7000 – Directed Independent Study (Practicum on Online Teaching a Cognitive Psychology Class for MAT Student).</b> Student learned how to design an online course in Canvas as well as grading, creating voice-over PPT over the chapters, reading student papers, and writing a reflection over the practicum experience. |
| Issues in Cognitive Psychology<br>In-Person/Hybrid | <b>PSY 8713 – Issues in Cognitive Psychology: 3 hours</b><br><b>Prerequisite:</b> <a href="#">PSY 1013</a><br>Exploration of theoretical issues and research methods in current Cognitive Psychology  |

### Invited Presentations

|            |   |
|------------|---|
| 08-12-2021 | Invited talk for the Exchange Club – The Importance of the Right Type of Photos used in an AMBER Alert: Appearance Does Matter. Held in Meridian, MS at Red Lobster from 11 am -12 pm.  |
| 07-02-2021 | Presentation to the McNair Scholar Program at the University of Central Missouri. Topic: Coming Full Circle: The importance of undergraduate research for graduate school. Zoom Presentation due to Covid-19  |
| 06-19-2021 | Invited talk- Exchange Club District Division Meeting- Richland MS<br>AMBER Alerts: Preventing Child Abductions. Zoom presentation due to Covid-19 – Zoom Meeting Due to Covid-19   |
| 05/25/2021 | Invited interview at WTOK for National Missing Children’s Day on AMBER Alerts- In-Person  |
| 05/25/2021 | Invited to interview WALT Radio: Topic Missing People: AMBER & Silver Alerts: The importance of Being Prepared for the Worst Case Scenario. Zoom Presentation Due to Covid-19   |
| 05/24/2021 | Presentation to the McNair Scholar Program at the University of Southern Mississippi. Topic: Why is undergraduate research important for graduate school acceptance? A person story from a former McNair Scholar. Zoom Presentation Due to Covid-19 |
| 02/08/18   | Distance Research Talk – University of Central Missouri and MSU-Meridian.   |

<https://www.ucmo.edu/college-of-health-science-and-technology/school-of-nutrition-kinesiology-psychological-sciences/psychological-science/internal-resources/shared/psychological-science-research-talks/>

Title: Incorporating Active Learning with PowerPoint Lectures

09/06/17 Distance Research Talk – University of Central Missouri (co-presented with Dr. David Kreiner) – [https://www.youtube.com/watch?v=tnxmW9\\_iYtA](https://www.youtube.com/watch?v=tnxmW9_iYtA)  
Title: Why You Should Do Research and How to Get Started

01/30/17 Distance Research Talk – MSU-Meridian and University of Central Missouri (co-presented with Dr. David Kreiner).  
<https://www.youtube.com/watch?v=ac06cMkwXoQ>  
Title: Making Silver Alerts More Effective: Face Recognition and Senior Citizens

11/10/16 Distance Research Talk – MSU-Meridian and University of Central Missouri (co-presented with Dr. David Kreiner).  
[https://www.youtube.com/watch?v=R0pml\\_hbLho](https://www.youtube.com/watch?v=R0pml_hbLho)  
Title: Factors Affecting Recognition of Senior Citizens in a Silver Alert

**Fall 2015-2016**

**Sabbatical**

- 2015 - Most Outstanding Alumni, TRiO – Guest Speaker – Spring, Kansas City, MO
- 2014 - Most Outstanding Alumni, MAEOPP – Guest Speaker – Winter, Detroit, MI
- 2013 - Most Outstanding Psychology Alumni, University of Central Missouri – At UCMO Guest Speaker, Spring Banquet Dinner
- 10/12/12 - Distance Research Talk – University of Central Missouri - <https://www.youtube.com/watch?v=k2WSD8vVDDo>  
Whys and Hows of the Undergraduate Research Experience
- 2012 - Invited Guest Speaker at the National Society Daughters of the American Revolution. “Keeping Children Safe in Today’s Society”, March 8, 2012, Meridian, MS
- 2010 - Guest Speaker for Social Workers Symposium on AMBER Alerts.
- 2009 - Keynote speaker at the University of Central Missouri’s Research Symposium Warrensburg, MO
- 2009 - Invited research talk for the University of Central Missouri: AMBER Alerts: Recognizing faces of children whose appearance has changed. Warrensburg, MO

- 2009 - Invited research talk for the University of Central Missouri: Active reading procedures for moderating effects of poor highlighting. – Warrensburg, MO.
- Psi-Chi - 2004 Guest Speaker– Fall 2004 “What can a Ph.D. do for you?”
- Psi-Chi - 2003 Guest Speaker at Induction Ceremony-Spring
- Psi-Chi - 2002 Guest Speaker at Induction Ceremony- How to succeed in graduate school/Fall
- Psi-Chi - 2002 Guest Speaker at Induction Ceremony- How to succeed in graduate school/Fall
- MIT - 2002 Effects of Pre-Existing Inappropriate Highlighting on Reading Comprehension Boston, MA October 2003
- Harvard University Ig Nobel Prize for Literature, Cambridge, MA. October 2002 – Oral
- Oct 2002 presentation on; Effects of Pre-Existing Inappropriate Highlighting on Reading Comprehension Boston, MA
- McNair Program - How to survive graduate school – guest speaker 2000
- Guest Speaker- Community Advisory Board Guest Speaker - Older adult’s interest in at Classes at the University of Nevada/Reno

**Awards**

- 2015 Most Outstanding Alumni, TRiO – Kansas City, MO
- 2015 Most Outstanding Alumni, University of Central Missouri
- 2014 Most Outstanding Alumni, MAEOPP – Detroit, MI
- 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 – McNair Research
- 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

**Service - Reviewer for Professional Journals**

- |  |                |
|--|----------------|
| Journal of Perceptual & Motor Skills               | 2021           |
| Scholarship of Teaching and Learning in Psychology | 2009 - present |
| Journal of Police and Criminal Psychology          | 2010 - present |
| Current Psychology                                 | 2019 - present |
| Psychological Reports                              | 2016           |
| Journal of Applied Cognitive Psychology            | 2014 - present |

|                            |                |
|----------------------------|----------------|
| Cengage Publishers         | 2009 - present |
| Allyn and Bacon Publishers | 2014 - present |
| Pearson Publication        | 2019 - present |
| Wiley Psychology Panel     | 2021 - present |

### **Departmental Service/Committees**

|                |   |
|----------------|---|
| 2021           | Search Committee Member for Social Work Campus Director/Administrator   |
| 2021           | Search Committee Member for Social Work Program Instructor/Director   |
| 2020 - Present | Chair: Arts & Sciences P & Tenure Committee<br>Facilitated Writing the P & T document for the Department of Arts & Sciences-Meridian Campus |
| 2020-2021      | Promotion and Tenure Committee Chair for Arts and Sciences<br>Promotion and Tenure Committee chair for for Dr. Amanda Cook                  |
| 2019           | Promotion and Tenure Committee member for Dr. Rod Wilson P&T  |
| 2018-Present   | Promotion and Tenure Arts and Sciences Committee  |
| 2016-Present   | Promotion and Tenure Committee for Arts & Sciences  |
| 2013           | Search Committee for Psychology faculty position  |
| 2010           | Chair – Search Committee for faculty position   |
| 2008           | Search Committee Member for Historian faculty   |

### **Discipline Service**

|                           |   |
|---------------------------|---|
| 2007-2021                 | <b>Psychology Research Lab</b> – undergraduate research assistants first take the IRB certification online test. Next, the research assistants learn in-depth about conducting a literature review, designing research studies, running some in-person studies with supervision then supervised by a senior research assistant. Students who contribute significantly to a research study become co-authors on poster presentations and sometimes co-authors on publications. Students met once a week for two hours. |
| 2008-2018                 | <b>Distance Research Talks Coordinator</b> (the presentations were open for students from all disciplines). In collaboration with the University of Central Missouri, I coordinated 105 Distance Research Talks- Distance Research Talks at MSU-Meridian. The research talks were given by psychologists across the nation and Canada via our distance- learning rooms.   |
| 2009-2013<br>2014-present | Creator and Coordinator of a GRE Workshop from 2009 – 2014.<br>2014 Co-Coordinator with Dr. Rod Wilson.   |
| 2007 - 2013               | Faculty Advisor- Re-instated the Psychology Club  |
| 2008                      | Implemented a Blood drive on the Meridian Campus  |
| 2008- 2017                | Co-sponsored the Psychology Club’s Blood Drive  |
| 2007-2018                 | Arranged volunteer student activities for Psychology majors including   |



Food drives, Blood Drives, Clothing/Coat/Sock Drives, Love's Kitchen student volunteer organizer, Habitat for Humanity, Hope Village, and the Wesley House

- 2008-2015 Mississippi Community College Guest Speaker – General Psychology Course Everything You Ever Wanted to Know of Being Successful in College
- 2008-2018 Coordinator for Psychology Distance Research Talks – 102 talks since 2008-
- 2015 – Present Served as a judge for Arts & Sciences Undergraduate Research Symposium in Starkville

**Service  
Campus Wide**

- 2020 - Present Chair- MSU-Meridian Campus-Wide Committee Promotion and Tenure Committee. Promotion for Tenure
- 2020 Co-coordinator for International Women's Day Event
- 2021 Co-Coordinator for International Women's Day (secured Keynote speaker)
- 2019 Interview on Super Talk Radio in Meridian, MS about the upcoming GRE Workshop
- 2019 Advisory Board Committee for Grant in the Department of Education
- 2015 Search Committee for Campus Dean (hired Dr. Brown)
- 2014 Co-Authored a grant for the McNair Scholars Program
- 2010 Search Committee for Campus Dean (hired Dr. Tucci)

**Service  
Advisor / Co-Advisor**

- Psychology club Advisor 2007 – 2013
- Psychology club co-advisor 2014 - 2021
- Psi Chi - 2013 Applied for a charter campus membership
- Psi Chi – Co-advisor 2014- 2021 Recruiting, Advising, and Writing letters for recommendation for Graduate School Applicants
- Alpha Chi – Former advisor 2007 - 2012
- Gender Studies Certificate/advisor 2007 - 2011

**Professional Affiliations**

- American Psychological Association
- Council for Undergraduate Research (CUR) Board Member: 2009 -2013
- Council for Undergraduate Research (CUR) Member – Psychology Division – 2013-present
- Association for Psychological Science
- Southeastern Psychological Association
- Cognitive Science Society
- International Association for Metacognition
- Partner of Project Safe Childhood

Teaching of Psychology -

APA Division 2 (the Society for the Teaching of Psychology).

Psychonomic Society -

Psychonomic Society is one of the primary societies for general scientific experimental psychology in the United States. It is open to international researchers, and almost 40% of members are based outside of North America.