



## Curriculum Vita September 2025

**Instructor:** Lacy E. Krueger, Ph.D.

**Academic Department:** Psychology and Special Education

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### EDUCATION

Ph.D. Psychology  
University of Virginia, 2009

M.A. Psychology  
University of Virginia, 2006

B. S. Psychology  
Texas A&M, 2004

Certificate in Effective College Instruction by The Association of College and University Educators

### TEACHING EXPERIENCE

Sept. 2023 – Present, Professor, Department of Psychology & Special Education, East Texas A&M University

Sept. 2015 – Aug. 2023, Associate Professor, Department of Psychology & Special Education, East Texas A&M University

Aug. 2009 – Sept. 2015, Assistant Professor, Department of Psychology & Special Education, East Texas A&M University

Jan. 2009 – May 2009, Graduate Teaching Instructor, School of Continuing & Professional Studies, University of Virginia

Jan. 2007 – May 2007, Adjunct Faculty Lecturer, Department of Psychology and Philosophy, Virginia Military Institute

Sept. 2006 – Dec. 2008, Graduate Teaching Instructor, Department of Psychology, University of Virginia

Sept. 2004 – Dec. 2006, Graduate Teaching Assistant, Department of Psychology, University of Virginia

## PUBLICATIONS

\* Denotes student authors.

### Refereed Journal Articles

Ayers\*, B., **Krueger, L. E.**, & Frank, D. (2024). Recommendations for experimental research designs with multiple sessions. *In Sage Research Methods Cases Part 1*. SAGE Publications, Ltd., <https://doi.org/10.4135/9781529684186>

**Krueger, L. E.**, Dyer, J., Schroeder, J. L., & Carlini\*, P. M. (2022). Should students or instructors provide opportunities for testing and why?: A mixed methods approach. *College Student Journal*, 56(4), 351-357.

Dwiggins\*, M. A., & **Krueger, L. E.** (2022). Data collection for a memory study online: How the presence of a smartphone effects learning. *SAGE Research Methods Cases*. <https://dx.doi.org/10.4135/9781529603132>

**Krueger, L. E.** (2022). An examination of study time allocation as a contributor to sex differences in multitrial verbal learning performance. *Psychological Reports*, 125(2), 822–838. <https://doi.org/10.1177/0033294121989297>

Mays\*, C. J., & **Krueger, L. E.** (2021). Does locus of control influence parentification and anxiety in father–daughter relationships? *Journal of Family Issues*, 42(12), 2881–2895. <https://doi.org/10.1177/0192513X21993187>

Baranski, E., Baskin, E., Coary, S., Ebersole, C. R., **Krueger, L. E.**, Lazarević, L. B.,... Žeželj, I. (2020). Many Labs 5: Registered Replication of Shnabel and Nadler (2008), Study 4. *Advances in Methods and Practices in Psychological Science*, 405–417. <https://doi.org/10.1177/2515245920917334>

Ebersole, C. R., Mathur, M. B., Baranski, E., Bart-Plange, D.-J., Buttrick, N. R., Chartier, C. R., ... Nosek, B. A. (2020). Many Labs 5: Testing Pre-Data-Collection Peer Review as an Intervention to Increase Replicability. *Advances in Methods and Practices in Psychological Science*, 309–331. <https://doi.org/10.1177/2515245920958687>

Whittington\*, J. E. & Carlson, C. A., Carlson, M. A., Weatherford, D. R., **Krueger, L. E.**, & Jones\*, A. R. (2020). Asking an eyewitness to predict their later lineup performance could harm the confidence-accuracy relationship. *Applied Cognitive Psychology*. <https://doi.org/10.1002/acp.3599>

Atanga\*, C., Jones, B. A., **Krueger, L. E.**, & Lu, S. (2019). Teachers of students with learning disabilities: Assistive technology knowledge, perceptions, interests, and barriers. *Journal of Special Education Technology*. <https://doi.org/10.1177/0162643419864858>

Klein, R. A. et al. (2018). Many Labs 2: Investigating variation in replicability across sample and setting. *Advances in Methods and Practices in Psychological Science*, 1(40), 443-490. <https://doi.org/10.1177/2515245918810225>

**Krueger, L. E.** (2018). Selecting stimuli for a memory self-efficacy and multitrial verbal learning study. *SAGE Research Methods Cases*. <https://doi.org/10.4135/9781526437303>

Hunt\*, S. J., **Krueger, L. E.**, & Limberg, D. (2017). The relationship between interparental conflict and self-reported GPA among college students. *Journal of College Counseling*, 20(3), 237–249. <https://doi.org/10.1002/jocc.12072>

Ayers\*, J. M., **Krueger, L. E.**, & Jones, B. A. (2015). Effects of labeling and teacher certification type on recall and conflict resolution. *The Journal of Educational Research*, 108(6), 435-448. <https://doi.org/10.1080/00220671.2014.909767>

Carmichael\*, A. M., & **Krueger, L. E.** (2014). An examination of factors and attitudes that influence reporting fraudulent claims in an academic environment. *Active Learning in Higher Education*, 15(2), 173–185. <https://doi.org/10.1177/1469787414527389>

\*\* Reprinted Excerpt: Carmichael, A. M., & Krueger, L. E. (2015, 2019). Research highlights how easily and readily students fabricate excuses. *Faculty Focus*. <http://www.facultyfocus.com/articles/teaching-and-learning/research-highlights-how-easily-readily-students-fabricate-excuses-2/>

**Krueger, L. E.**, & Sifuentes\*, C. M. (2014). Study time allocation, retrospective confidence, gender, and recall performance: Does memory self-efficacy matter? *Journal of Cognitive Education and Psychology*, 13(3), 392-410. <https://doi.org/10.1891/1945-8959.13.3.392>

Klein, R. A., Ratliff, K. A., Vianello, M., Adams, R. B., Jr., Bahník, Š., Bernstein...Nosek, B. A. (2014). Theory building through replication: Response to commentaries on the “Many Labs” replication project. *Social Psychology*, 45(4), 307-310.

Klein, R. A., Ratliff, K. A., Vianello, M., Adams, R. B., Jr., Bahník, Š., Bernstein, M. J.,...Nosek, B. A. (2014). Investigating variation in replicability: A “many labs” replication project. *Social Psychology*, 45(3), 142–152. <https://doi.org/10.1027/1864-9335/a000178>

Klein, R.A., Ratliff, K.A., Vianello, M, Adams Jr., R.B., Bahník, S, Bernstein, M.J.,...Nosek, B.A. (2014). Data from investigating variation in replicability: A “Many Labs” replication project. *Journal of Open Psychology Data* 2(1):e4. <https://doi.org/http://dx.doi.org/10.5334/jopd.ad>

**Krueger, L. E.** (2013). Characterization of age differences in error types in a multitrial spatial learning task. *Educational Gerontology*, 39(12), 915-924. <https://doi.org/10.1080/03601277.2013.767654>

Reysen, S., & **Krueger, L. E.** (2013). How to survive and *thrive* during your first years in a tenure-track job. *APS Observer*, 26(1). <http://www.psychologicalscience.org/index.php/publications/observer/2013/january-13/how-to-survive-and-thrive-during-your-first-years-in-a-tenure-track-job.html>

**Krueger, L. E.** (2012). Age-related effects of study time allocation on memory performance in a verbal and a spatial task. *Educational Gerontology*, 38(9), 604-615. <https://doi.org/10.1080/03601277.2011.595327>

**Krueger, L. E., & Salthouse, T. A. (2011).** Influence of cognitive abilities and age on word recall performance across trials and list segments. *American Journal of Psychology*, 124(3), 291-300. <https://doi.org/10.5406/amerjpsyc.124.3.0291>

**Krueger, L. E., & Salthouse, T. A. (2010).** Differences in acquisition, not retention, largely contribute to sex differences in multitrial word recall performance. *Personality & Individual Differences*, 49(7), 768-772. <https://doi.org/10.1016/j.paid.2010.06.024> 5000303

Dodson, C. S., Bawa, S., & **Krueger, L. E.** (2007). Aging, metamemory and high confidence errors: A misrecollection account. *Psychology & Aging*, 22, 122-133. <https://doi.org/10.1037/0882-7974.22.1.122>

Dodson, C. S., & **Krueger, L. E.** (2006). I misremember it well: Why older adults are unreliable eyewitnesses. *Psychonomic Bulletin and Review*, 13, 770-775. <https://doi.org/10.3758/BF03193995>

Salthouse, T. A., Siedlecki, K. L., & **Krueger, L. E.** (2006). An individual differences analysis of memory control. *Journal of Memory and Language*, 55, 102-125. <https://doi.org/10.1016/j.jml.2006.03.006>

#### Refereed Collaboration

Landy, J. F., Jia, M. L., Ding, I. L., Viganola, D., Tierney, W., Dreber, ... Uhlmann, E. L. (2020). Crowdsourcing hypothesis tests: Making transparent how design choices shape research results. *Psychological Bulletin*, 146(5), 451-479. <https://doi.org/10.1037/bul0000220>

#### Refereed Book Reviews

**Krueger, L. E. (2018)** The aging intellect, by Douglas H. Powell, New York, NY: Routledge, 2011, 303 pp., \$44.00 (hardcover), ISBN: 978041599685-3, *Journal of Women & Aging*, 30(5), 460-461, <https://doi.org/10.1080/08952841.2018.1509438>

**Krueger, L. E. (2016).** A review of The Elderly Eyewitness in Court, by Toglia, Ross, Pozzulo, and Pica. *Journal of Women & Aging*, 28(4), 348-349. <https://doi.org/10.1080/08952841.2015.1081042>

### RESEARCH GRANTS AND AWARDS

#### *Awards*

Collegiate Learning And Student Succeeding (CLASS) Award Recipient, East Texas A&M University, 2021

The Paul W. Barrus Distinguished Faculty Award for Teaching Recipient, East Texas A&M University, 2014

College of Education and Human Services Outstanding Faculty Recognition at Lions Football Game, East Texas A&M University, Fall 2015

Faculty Development Grant – Travel Award (\$700), East Texas A&M University, April 2010

Teaching Award – Distinguished Teaching Fellowship, University of Virginia, 2007-2008

Research Award – Fourth Place Poster Presentation in Social and Behavioral Sciences at the Huskey Graduate Research Exhibition, University of Virginia, March 2008

### ***Honors***

Phi Kappa Phi, Charter Member of the Honor Society, East Texas A&M University, Spring 2013

Phi Beta Kappa, Elected as a member in 2004 at Texas A&M University

### ***Listings***

Article by Klein et al. (2018) received media mentions including *The Atlantic* (<https://www.theatlantic.com/science/archive/2018/11/psychologys-replication-crisis-real/576223/>) and *Nature* (<https://www.nature.com/articles/d41586-018-07474-y>)

Article by Klein et al. (2014) received media mentions including *Science* (<http://news.sciencemag.org/social-sciences/2013/11/second-look-psychology-experiments-offers-reassurance>), *Nature* (<http://www.nature.com/news/psychologists-strike-a-blow-for-reproducibility-1.14232>), and *National Geographic* (<http://phenomena.nationalgeographic.com/2013/11/26/welcome-to-the-era-of-big-replication/>)

Article by Carmichael and Krueger (2014) was listed as one of the top 14 teaching pedagogy articles of 2014 (<http://www.facultyfocus.com/articles/teaching-professor-blog/best-list-celebrates-scholarship-teaching-learning/>) and the reprinted excerpt of the article ranked 3<sup>rd</sup> among the top teaching and learning articles in Faculty Focus (<http://www.facultyfocus.com/articles/teaching-professor-blog/best-list-celebrates-scholarship-teaching-learning/>)

Article by Dodson and Krueger (2006) received media mentions including *Psychology Today* (<https://www.psychologytoday.com/blog/debunking-myths-the-mind/201707/dementia-youth-why-our-memories-are-so-unreliable>), *Medical News Today* (<http://www.medicalnewstoday.com/releases/63636.php>), *Cavalier Daily* (<http://www.cavalierdaily.com/article/2007/02/researchers-conduct-adult-memory-confidence-study/>), and *Psychology Today* (<https://www.psychologytoday.com/blog/debunking-myths-the-mind/201707/dementia-youth-why-our-memories-are-so-unreliable>)

### ***Interview***

March 2014. Interviewed by ElderBranch, an organization devoted to providing information about care decisions in late adulthood, about my paper “Characterization of Age Differences in Error Types in a Multitrial Spatial Learning Task.” <http://www.elderbranch.com/blog/age-impact-spatial-memory/>