

Sandra Vaughan Parsons
Curriculum Vitae

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EDUCATION:

Ph.D., Social Psychology, Miami University, 1999
M.A., Social Psychology, Miami University, 1995
B.A., Psychology, University of Virginia, 1992

TEACHING AND PROFESSIONAL EXPERIENCE:

Fall 2011-present	Full-time NTT Lecturer, Rice University
Spring 2011	Lecturer, Rice University
Spring 2010	Lecturer, Rice University
2004-2008	Adjunct Professor, Howard Community College
2000-2001	Senior Research Associate: Data Manager and Analyst, Department of Psychiatry, Ohio State University
1999-2001	Professional Group Facilitator, Advanced Leadership Services
1999-2000	Adjunct Professor, Columbus State Community College
1997-1998	Instructor of Record, Miami University Graduate Research Assistant, Research Lab, Department of Psychology, Miami University

PUBLICATIONS:

- Abele, S., Stasser, G., & Vaughan-Parsons, S. I., "Information Sharing, Cognitive Centrality, And Influence Among Business Executives During Collective Choice" (June 9, 2005). ERIM Report Series Reference No. ERS-2005-037-ORG. Available at SSRN: <http://ssrn.com/abstract=800211>
- Stasser, G. and Vaughan, S. I. (1996). Models Of Participation During Face-To-Face Unstructured Discussion. In E. Witte, & J. H. Davis (Eds.), Understanding Group Behavior (pp. 165-102). Mahwah, NJ: Lawrence Erlbaum Associates.
- Stasser, G., Vaughan, S. I., & Stewart, D. D. (2000). Pooling Unshared Information: The Benefits Of Knowing How Access To Information Is Distributed Among Members. Organizational Behavior and Human Decision Processes, 82, 102-116.

Wittenbaum, G. M., Vaughan, S. I., & Stasser, G. (1998). Coordination In Task-Performing Groups. In S. Tinsdale, (Ed.), Theory and Research on Small Groups (pp. 177-202). New York: Plenum Press.

CONFERENCE PRESENTATIONS:

Vaughan, S. I. & Stasser, G. L. (1999, June). Information Sharing In Teams Of Executives. Paper presented at The Third Biennial Meeting Of The Society For Applied Research In Memory And Cognition, Bolder, CO.

Vaughan, S. I., & Dietz-Uhler, B. (1996, May). Ingroup And Outgroup Threats To Identity: Affective And Defensive Reactions. Paper presented at The Midwestern Psychological Association Meetings, Chicago, IL.

Vaughan, S. I., & Dietz-Uhler, B. (1996, May). The Effects Of Group Identity On Reactions To Ingroup And Outgroup Threats. Poster presented at The Midwestern Psychological Association, Chicago, IL.

Vaughan, S. I., & Stasser, G. (1996, May). Imported and Emergent Self-knowledge as a Guide for Tacit Coordination. Paper presented at The Midwestern Psychological Association Meetings, Chicago, IL.

RESEARCH INTERESTS:

Information Management in Decision-making Groups

- Information Pooling
- Cognitive Centrality and Social Influence
- Transactive Memory

Social Identities

- Management of Threats to Social Identities
- In-Group Competition and In-Group Threats
- Intragroup and Intergroup Information Management
- Cognitive Centrality and Group Identity

Gender

- Women's Experiences in Groups
- Competition and Cooperation Among Women
- Gender Communication Differences

RESEARCH EXPERIENCE:

- Lab Management Experience
- Experimental Design
- Questionnaire Design and Research
- Design and Implementation of Verbal Behavior Coding

TEACHING INTERESTS:

- Research Methods
- Introductory Psychology
- General Social Psychology
- Social Psychology of Small Group Processes
- Gender and Psychology

TEACHING EXPERIENCE:

2012-present	Psychology of Emotion and Motivation, Rice University
2011-present	Introduction to Social Psychology, Rice University
2010-present	Research Methods, Rice University
2004-2008	General Psychology, Howard Community College
1999–2000	Introduction to Psychology, Columbus State Community College
1997-1998	Introduction to Social Psychology, Miami University

TEACHING DEVELOPMENT/PROGRAMMING AT CTE AT RICE

February 2014	Teaching, Learning, & Technology: Teaching Large Classes: How to Effectively Engage 40 or More Students
January 2015	Rice University's 2nd Annual Symposium on Teaching and Learning
April 2015	Teaching Matters: How Do We Know Our Students Are Learning?
September 2015	What's New In Research on Teaching and Learning: Do Student Evaluations of Teaching Really Get an "F"? A Summary of the Research Literature
October 2015	Teaching Matters: The Pedagogical Value of Embracing Controversy in the Classroom
November 2015	Teaching Matters: Mentorship: Teaching Beyond the Classroom

SERVICE TO THE PSYCHOLOGY DEPARTMENT

2012-present Psychology Major Advisor

As an advisor, I meet with students who wish to declare psychology as a major and also with students who want to discuss their progress towards completing the major. I meet with students to discuss their plans for graduate school and/or their job opportunities after they graduate from Rice. Because of my close interaction with students as a departmental advisor, I write many letters of recommendation for former and current students.

Spring 2012-present Undergraduate Committee for Psychology Department

The committee meets regularly to discuss enrollment issues, curriculum issues, and to respond to requests for information about our majors. Over the last couple of semesters, I was involved with our effort to design a new Psych 101 course. We looked at the possibilities for designing and administering a highbred online/self-paced class. I helped to develop the new major requirements that we instituted in 2015. Each fall I represent our department at the Academic Fair during O-week, and I conduct the course audits for all of the students who graduate with a major in psychology. I review honors thesis proposals in the fall and evaluate them upon their completion in the spring. We have recently been charged with planning the course offerings and the schedule for the classes that the faculty will offer in the next academic year, and I assisted in reviewing the schedule to ensure that it met the needs of our students. I developed a FAQ page for majors that appears on our website. Lastly, I participate in the review and selection of students who receive departmental awards upon graduation.

Fall 2015-Spring 2016 Co-Advisor for Honor's Thesis

This year I worked with Dr. Margaret Beier to advise Maggie Edmunds on her honor's thesis. We worked with her as she developed her stimulus materials, wrote her qualtrics program, and did data analysis. We provided critiques of various drafts of her manuscript and will help in her presentation preparation.

Spring 2016	Faculty Mentor for Student Taught Course – K-Pop
Spring 2015	Faculty Mentor for Student Taught Course – Zombies
Spring 2014	Faculty Mentor for Student Taught Course –
Psychology of the	<i>Hunger Games</i>
Spring 2013	Faculty Mentor for Student Taught Course – Serial
Killers	

For all of these, I served as a resource as the students developed their syllabi and classroom presentations. I helped students pick appropriate pieces of published research to assign to their students. I also spent time with them in the fall semesters discussing assignments and how to best structure presentations and classroom discussions.

In addition to these activities, I want to note that my NTT colleagues and I often meet to discuss teaching practices. We share experiences with one another and work through student how to handle a variety of classroom issues. Often we share with each other strategies to encourage participation or to encourage better learning outcomes. I have been teaching several more years than they and am always pleased to share my

experiences with them. I also share my syllabi with new instructors who teach single sections of research methods and with graduate students who are learning how to teach. My teaching assistants and I always meet at the beginning of the semester to discuss what their objectives are for the semester. I encourage collaboration and suggestions from them with regard to assignments and grading. I also offer them the opportunity to develop a lecture and to take responsibility for leading at least one class during the semester. It has been my experience that this information exchange and mentoring relationship is valuable to all involved.

SERVICE TO THE RICE COMMUNITY

Spring 2016 **Judge for Spring 2016 SSURE Grant Applications**

Spring 2016 **Judge for the Rice Undergraduate Research Symposium**

Spring 2016 **Host of “Lunch with a Professor”**

I was asked by some students to host a lunch as part of a fundraiser for Samuel Waters, a Rice senior who passed away this year. Students donated money to the fund and in return got to have lunch with me in the Will Rice Private Dining Room.

Spring 2016 **Study Abroad Photo Contest Judge**

Students in the Study Abroad Office asked me to review and vote for the best student submitted photos from study abroad experiences. The winning pieces were unveiled at a reception that I attended at the Rice Coffeehouse. The photos are now on display at the Study Abroad Office.

Spring 2016 **Center for Teaching Excellence Reading Group Facilitator**

I have co-led this semester’s CTE Reading Group with Elizabeth Barre. We selected a book this fall and now meet weekly to develop meaningful discussion questions for the Rice faculty, staff, and graduate students who attend the meetings. The book, *Excellent Sheep: The Miseducation of the American Elite* by William Deresiewicz, is a critique of the way that we select and educate the best and brightest students at the top universities and colleges. During the meetings Elizabeth and I introduce the chapters and facilitate large group discussions on how Rice can improve the educational experience for our students. Together we have developed different formats for the meetings to encourage different types of discussions. We have had the groups involved in a modified “round robin” writing exercise, “jig saw” groups, and plan to develop an Action Plan at the final meeting that will encourage group brainstorming and plans for specific ways that their learning from these discussions can be implemented back in their home departments/offices.

Spring 2016 **Invited Lecture for Admissions/Prospective Students**

In an effort to encourage students to apply to Rice, the Dean has created a special event where several members of the social sciences faculty will give mini-lectures to prospective students and their parents. She has invited me to give a presentation on a topic in social psychology. The name of my presentation is “Are You Dying or Falling in Love? How Social Psychology Can Explain Your Confusion.”

Spring 2016 Guest Presentation for UNIV 110

First Year Programs invited me to speak with students in a section of UNIV 110. The course is aimed at helping new students in their transition to college. I met with students and talked to them about how to build relationships with their professors, how best to ask for help, how to approach office hours, and how to make the most of their classroom time.

Fall 2015 Alternative Spring Break Learning Partner

I was invited to give a presentation and lead a discussion for an ASB group preparing for a trip to another city to work with the homeless. I presented material about the ways that social identity theory could help explain the resistance to receiving help that they might encounter among the homeless. Afterwards, I led a discussion on specific strategies that they could use to increase their effectiveness and also regarding how privilege is often invisible to us until it is made visible by contrasting with others. The goal of a learning partner is to educate and also to serve as a mentor during the ASB preparation phase and upon ASB participants' return to campus.

Spring 2015 Graduation Marshal

Spring 2015 Judge for the Rice Undergraduate Research Symposium

Spring 2015 Beer Bike Float Judge

Y. Ping Sun and I had the privilege of being asked to tour the floats created by each of the residential colleges prior to their unveiling at the Beer Bike Parade. We were responsible for evaluating each float and student skit and selecting a winner that was announced at the parade.

Fall 2014 O-week Reading Facilitator

As part of the O-week activities, first year students were asked to read a common book, *Quiet* by Susan Cain. I read the book and worked with student facilitators to develop a presentation and group discussion with the first year students in one group. I was both a participant in the discussion and also worked as a mentor with the student facilitators who were primarily in charge of the discussion.

Fall 2014 Alternative Spring Break Learning Partner

I was invited to give a presentation and lead a discussion for an ASB group who were preparing for a trip to another city to work with the homeless. I presented material about the ways that ostracism and being a member of an "outgroup" might impact the behavior of the homeless people they tried to help. I led them through a demonstration where they actually experienced being ostracized and being denied membership in a group. Afterwards, I led a discussion on specific strategies that they could use to increase their connection with the homeless population. The goal of a learning partner is to educate and also to serve as a mentor during the ASB preparation phase and also upon ASB participants' return to campus.

Spring 2014-present Associate, Will Rice College

I have been an O-week associate for three years which means hosting dinners and attending lunches during O-week and throughout the year. I eat lunches once a week at

Will Rice, either with my O-week groups or with students who wish to join me. Each semester Will Rice has a late night “study breaks” during midterms and finals where associates share dessert, support stressed students, and offer assistance to any students who need it. I also act as an advisor during academic advising nights each semester. I deliver goody bags to my three sets of o-week groups, and I send them emails throughout the year reminding them that I am available and occasionally encouraging them to attend cultural events on campus with me. I also send emails before major social events to remind them to keep safety in mind. My goal is to make sure that they feel that I am part of a network of caring adults to whom they can turn when and if they need to so.

Spring 2014 Judge for the Rice Undergraduate Research Symposium

2013-2014 Dean Special Committee: MOOCs in the social sciences
Dean Ragsdale invited me to be a member of a special committee to look at the merits of developing MOOCs in the social sciences. As part of this work, I did extensive research on MOOCs and reported to the committee. We met several times to discuss the possibility of developing a MOOC and eventually did develop a plan to create a combined Psych 101/Soci 101 course. Ultimately, we decided not to pursue this endeavor.

Fall 2013 O-week Reading Facilitator
As part of the O-week activities, first year students were asked to read a common book, Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do, by Claude Steele. I read the book and worked with student facilitators to develop a presentation and group discussion with the first year students in one group. I was both a participant in the discussion and worked as a mentor with the student facilitators who were primarily in charge of the discussion.

Spring 2013 Judge for the Rice Undergraduate Research Symposium

PROFESSIONAL ACTIVITIES

Spring 2016 Judge, Texas Performance Standards Project, Carnegie Vanguard High School
High school students presented their end of year projects for an independent research methods class, and I served as a judge. The projects varied greatly but each is supposed to address a specific problem or issue that students have researched. I was tasked with assessing how well they conducted the research and how well their solution to the problem was designed.

Spring 2015 Judge, Texas Performance Standards Project, Carnegie Vanguard High School
High school students presented their end of year projects for an independent research methods class, and I served as a judge. The projects vary greatly but each is supposed to address a specific problem or issue that students have researched. I was tasked with assessing how well they conducted the research and how well their solution to the problem was designed.

Spring 2014

Guest Presenter at the Presbyterian School in Houston

The Head of School at Presbyterian School, Mark Carleton, asked me to speak to the 8th grade students as part of their year-long “Essential Question: Who Am I?” series. I spent an afternoon at the school talking to small groups of 8th graders about how we develop a sense of self and how other people are essential to the development of our identities. I conducted a demonstration where they had an experience of being either accepted by or ostracized by others, followed by a discussion of how they could improve their relationships with their peers.

In addition to the activities mentioned above, I often serve as a resource for local high school students who are working on psychology projects. In the past I have worked with students to find relevant research, to refine their research questions, and to develop experiments. I welcome these requests and lend my time and whatever expertise that I can.

RECOGNITION AND AWARDS

Spring 2016 Favorite Professor, 30th Annual Scholar Athlete Event
Spring 2016 Best Professors' Dinner, Baker College
Spring 2015 George R. Brown Award for Superior Teaching
Spring 2015 Outstanding Faculty Associate for Will Rice College
Spring 2015 Favorite Professors, Will Rice College
Spring 2015 Favorite Professor for BUSI 390 fundraiser
Fall 2014 Favorite Professor, Will Rice College
Fall 2014 Best Professors' Dinner, Baker College
Spring 2014 Distinguished Faculty Associate, Will Rice College
Fall 2013 Favorite Professor, Will Rice College
Spring 2013 Favorite Professor, 27th Annual Scholar Athlete Event
Fall 2011 Favorite Professor, Baker College

References available upon request