

**JESSICA J. GOOD**  
*Curriculum Vitae*

Department of Psychology ■ Rutgers University ■ 53 Avenue E ■ Piscataway, NJ  
08854

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**EDUCATION**

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- Present – Social Psychology Doctoral Program** **Rutgers University**
- Advisor: Dr. Diana Sanchez
  - Secondary Advisor: Dr. Laurie Rudman
- 2008 – M.S. in Social Psychology** **Rutgers University**
- Thesis: *Reconciling the Costs and Benefits of Gender Conformity: The Role of Motivation*  
(Advisor: Dr. Diana Sanchez)
- 2006 – B.A. in Psychology, Concentration in Women’s Studies** **Washington & Lee University**
- summa cum laude
  - Thesis: *Why Want it Both Ways? Understanding and Decreasing Benevolent Sexism*  
(Advisor: Dr. Julie Woodzicka)

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**AWARDS AND FELLOWSHIPS**

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- Accepted to Summer Institute in Social Psychology, *NSF & SPSP*, 2009
- Sigma Xi Grants-in-Aid of Research, December 2008
- Social Psychology Department Award for Excellence in Service, *Rutgers University*, 2008
- Conference Travel Award, *Rutgers University*, Spring 2008
- Jacob K. Javits Fellowship, *U.S. Department of Education*, 2007-2011
- Honorable Mention, *National Science Foundation Fellowship Competition*, 2007
- Conference Travel Award, *Rutgers University*, Fall 2006
- Henry C. Torrey Fellowship, *Rutgers University*, 2006-2007
- The Oliver Award for intellectual curiosity, Psychology Department, *Washington & Lee University*, 2006
- Francis P. Gaines Merit Scholarship, *Washington & Lee University*, 2002-2006

- **Christiana Rotary Club Scholarship, Christiana, DE, 2002-2006**
- **Washington and Lee Psychology Department Outstanding Junior, 2005**
- **Comcast Scholarship, 2002**
- **Delaware State 4-H Scholarship, 2002**

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## **RESEARCH INTERESTS**

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**I have broad interests in stereotyping and discrimination, particularly as it relates to gender and race. Specifically, I am interested in the effectiveness of countering benevolent sexism and other sexist content such as in textbooks. I am also interested in why people enact stereotypical social roles, what motivates this behavior, and the effects of counter-stereotypic behaviors.**

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## **CURRENT RESEARCH**

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**Currently I am studying the psychological consequences of chosen vs. pressured gender conformity. Logically, people can engage in gendered behavior or enact traditional gender roles because they choose to, or because they feel pressure from outside sources. Previous research is somewhat conflicting; people highly invested in traditional gender ideals are more likely to have external contingencies of self-worth and therefore lowered well-being, but on the other hand, behaving in a gender consistent manner can elevate positive affect in individuals highly invested in gender ideals. I propose that these conflicting findings can be explained by the type of motivation employed when enacting gender roles. Thus, people who personally choose to enact gender roles will have elevated mood following gendered behavior, while people who feel pressured to do gender will have decreased psychological well-being.**

**Current projects also explore men's reaction to the stereotype that women are more skilled in communal domains, and perceptions of a target of benevolent sexism. Additionally, current work examines perceptions of multiracial individuals in terms of liking and scholarship worthiness.**

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## **PUBLICATIONS AND PAPERS**

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- **Good, J. J., & Sanchez, D. T. (2009). Communal stereotypes prime men's benevolent sexism: Implications for romance and family. *Journal of Men and Masculinity, 10*, 88-94.**
- **Sanchez, D. T., Good, J. J., Kwang, T., & Saltzman, E. (2008). When finding a mate feels urgent: Why relationship contingency predicts men's and women's body shame. *Social Psychology, 39*, 90-102.**

- Good, J. J., Woodzicka, J. A., & Wingfield, L. C. (in press). The effects of gender stereotypic and counter-stereotypic textbook images on science performance. *Journal of Social Psychology*.
- Good, J. J., & Rudman, L. A. (2008). *When female applicants meet sexist interviewers: The costs to a target of benevolent sexism*. Manuscript submitted for publication.
- Good, J. J., & Sanchez, D. T. (2008). *Doing gender for different reasons: Why gender norm conformity predicts positive and negative self-esteem*. Manuscript submitted for publication.
- Moss-Racusin, C., Good, J. J., & Sanchez, D. T. (2008). *The impact of collective gender identity on relationship quality: When men feel devalued*. Manuscript submitted for publication.
- Sanchez, D. T., Good, J. J., & Chavez, G. (2008). *The minority status of Black/White biracial individuals in the context of affirmative action: The one-drop rule revisited*. Manuscript in preparation.
- Good, J. J., & Woodzicka, J. A. (2008). *Reducing approval of benevolent sexism: An educational intervention*. Manuscript in preparation.
- Good, J. J., Chavez, G., & Sanchez, D. T. (2008). *Self-perceived minority prototypicality and categorization in mixed race individuals: Implications for self-esteem and affirmative action*. Manuscript in preparation.

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#### CONFERENCE PRESENTATIONS

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- Good, J. J., & Sanchez, D. T. (February, 2009). *The one-drop White rule: How multiracial individuals are disadvantaged by their Whiteness*. Poster presented at the 2009 Annual Conference of the Society for Personality and Social Psychology, Tampa, FL.
- Good, J. J. (November, 2008). *The one-drop White rule: How multiracial individuals are disadvantaged by their Whiteness*. Panel presentation at the Interdisciplinary Graduate Student Forum on Race and Ethnicity, Rutgers University, New Brunswick, NJ.
- Good, J. J., & Sanchez, D. T. (February, 2008). *Reconciling the costs and benefits of gender conformity: The role of motivation*. Poster presented at the 2008 Annual Conference of the Society for Personality and Social Psychology, Albuquerque, NM.

- Good, J., & Woodzicka, J. (January, 2007). *Why want it both ways? Understanding and decreasing benevolent sexism*. Poster presented at the 2007 Annual Conference of the Society for Personality and Social Psychology, Memphis, TN.
- Woodzicka, J., Good, J., & Lane, C. (January, 2006). *Increasing support of diversity: The role of white privilege awareness and self-efficacy*. Poster session presented at the 2006 Annual Conference of the Society for Personality and Social Psychology, Palm Springs, CA.
- Good, J. J., Wingfield, L. C., & Woodzicka, J. A. (April, 2005). *Hidden curriculum: The effects of stereotypical and counter-stereotypical images on stereotype threat*. Poster session presented at the 19<sup>th</sup> National Conference on Undergraduate Research, Lexington, VA.
- Good, J. J., Wingfield, L. C., & Woodzicka, J. A. (November, 2004). *Hidden curriculum: The effects of stereotypical and counter-stereotypical images on stereotype threat*. Poster session presented at Science, Society, and the Arts undergraduate research conference, Washington and Lee University.

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#### INVITED PRESENTATIONS

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- Good, J. J. (2009, March). *The hidden costs of benevolent sexism and strategies for reducing sexist beliefs*. Invited presentation at Drew University, Madison, NJ.

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#### MENTORING

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Honors Thesis co-advisor to Daveena Colwell (2009).

*Title: Desire for partner gender conformity as a function of personal gender identity threat*

- Responsibilities included assisting in research design, weekly meetings with student, overseeing study implementation, teaching use of SPSS for data analysis, editing drafts of honors thesis and poster presentation

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#### TEACHING EXPERIENCE

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##### Quantitative Methods

- Instructor, *Rutgers University*, Summer 2008
  - Designed and taught 6 week summer course on statistics, required as part of the Psychology major
  - Taught use of Excel and SPSS

- Students completed semester long research project that involved analyzing data collected in class and presenting their findings at a poster session attended by members of the Psychology department.
- *Teaching Effectiveness Rating* = 4.76/ maximum 5 points

#### **Psychology of Women and Gender**

- Co-Instructor, *Rutgers University*, Summer 2008
  - Designed and implemented 6 week discussion-based summer course on the psychology of women and gender, utilizing multiple sources to supplement traditional textbook curriculum
  - Assigned weekly out-of-class experiential projects as well as final research project reflecting issues discussed in class
  - *Teaching Effectiveness Rating* = 4.92/ maximum 5 points

#### **Infant and Child Development Laboratory**

- Instructor, *Rutgers University*, Summer 2007
  - Designed and implemented lesson plans for 6 week summer lab course in which students conducted 3 real-world experiments with preschoolers at the Douglass Child Study Center, and used the experiences to write full APA style research reports
  - Taught use of SPSS in lab
  - Held weekly office hours
  - *Teaching Effectiveness Rating* = 4.64/ maximum 5 points

#### **Research Design and Analysis**

- Teaching Assistant, *Washington and Lee University*, Fall 2004, Fall 2005
  - Assisted with lab sessions in which students had to complete weekly written analyses of data using SPSS
  - Tutored student and maintained weekly office hours
  - Graded quizzes, problem sets, lab reports, and final research presentations

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#### **HONOR SOCIETIES**

- Sigma Xi, *Scientific Research Society*, Rutgers Chapter, inducted 2008
- Phi Beta Kappa, inducted 2005
- Omicron Delta Kappa, *National Leadership Honor Society*, inducted 2005, President Spring 2005-2006
- Psi Chi, *National Honor Society in Psychology*, inducted 2005
- Phi Eta Sigma, *Honor Society for First-Year Students*, inducted 2003

## AFFILIATIONS

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- **Society for Personality and Social Psychology**
- **Society for the Teaching of Psychology (APA Division 2)**
- **Vice President, Association of Social and Health Psychology Graduate Students, Rutgers University (2007-2008)**
- **Community/Academic Research Effort (CARE), Washington and Lee University, 2004-2006**
- **Women's Studies Advisory Board, Washington and Lee University, 2004-2006**

## PROFESSIONAL EXPERIENCE

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### **Lab Manager, Fall 2007 – Spring 2009**

- **Managed Stigma, Health, and Close Relationships Lab for Dr. Diana Sanchez, Rutgers University. Duties included coordinating projects for 4 other graduate students, supervising 12 research assistants, scheduling participants, assigning credit to participants, and maintaining lab protocol and policies.**

### **Manuscript Reviewer**

- **Journal of Personality and Social Psychology (2009)**
- **Personality and Individual Differences (2009)**
- **Sex Roles (2008)**

### **Panelist, Teaching of Psychology Class, Rutgers University, October 2008**

- **Presented tips and advice for first time instructors as well as answered questions about summer teaching at Rutgers.**

### **Panelist, Mentoring Program Workshop, Chaser-Resource Center for Graduate Student External Support, Rutgers University, August 2007, 2008**

- **Answered questions from Jacob Javits and NSF fellowship applicants based on experience applying for nationally competitive fellowships in 2006.**

### **Social Area Graduate Representative, Psychology Department, Rutgers University, Fall 2007 – Spring 2008**

- **Prepared and submitted annual budget, planned and organized colloquia, planned and threw semester and holiday social gatherings, completed event reports following colloquia, coordinated Social Area Interview Day for prospective students, attended Graduate Student Organization meetings.**

### **Research Assistant, Summer 2005**

- Assisted Dr. Julie Woodzicka, Washington and Lee University, with an experiment on the influence of awareness of white privilege and self-efficacy on beliefs about racial relations and support of diversity programs. Duties included: managing lab, editing stimulus materials, recruiting and running 122 undergraduate and community participants, data entry and analysis, and editing the finished presentation.

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## PROFESSIONAL DEVELOPMENT

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### Teaching with Technology Workshop Series, *Rutgers University*

- Creating and Managing a Course Website using Sakai, Jan. 24<sup>th</sup>, 2008
- Using Refworks, Feb. 28<sup>th</sup>, 2008
- Creating Excel Spreadsheets for Grading, Feb. 3<sup>rd</sup>, 2009

### Creative Teaching Practices Workshop Series, *Rutgers University*

- Developing Creative Assignments, March 4<sup>th</sup>, 2008

### Preparing for the Professoriate Workshop Series, *Rutgers University*

- Developing a Teaching Portfolio, November 12<sup>th</sup>, 2008
- The Job Talk in the Sciences, November 19<sup>th</sup>, 2008

### Teaching Certificate: Professional Responsibility Workshop Series, *Rutgers University*

- Developing an Ethos of Integrity: Intellectual Property, Plagiarism, and the Undergraduate Mind, October 28<sup>th</sup>, 2008
- Learning Outcomes: What Do You Want Your Students to Get Out of the Class?, February 16<sup>th</sup>, 2009
- What Goes into Grading? March 3<sup>rd</sup>, 2009
- Dealing with Difficult Students, March 5<sup>th</sup>, 2009

### Teaching Certificate: The Prepared TA Workshop Series, *Rutgers University*

- Teaching a Summer Course, April 15<sup>th</sup>, 2008
- Dealing with Different Levels of Academic Preparation, Oct. 2<sup>nd</sup>, 2008
- Designing and Assessing Writing Assignments, Oct. 9<sup>th</sup>, 2008
- Group Projects: How to Make them Work, Nov. 4<sup>th</sup>, 2008

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## PROGRAMMING SKILLS

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### EQS, AMOS

- Structural Equation Modeling, Path Analysis, Confirmatory Factor Analysis

### Inquisit

- **Computer-based questionnaires, subliminal priming tasks, IAT (Implicit Association Test)**

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## REFERENCES

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- **Dr. Diana Sanchez, Assistant Professor  
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