Welcome from the Chair

Amy M. Buddie

Welcome to another edition of the CUR Psychology Division Newsletter! Our division has a lot of exciting things going on (read the rest of this newsletter to find out more), and so does CUR as a whole. For instance, CUR recently released its 2016—2019 Strategic Plan, which is focused on three main goals: raising the profile of CUR, enhancing membership engagement, and assessing undergraduate research.

The work of CUR is supported by five Strategic Pillars: (1) Integrating and building undergraduate research into the curriculum and coursework; (2) Assessment of the impact of undergraduate research; (3) Diversity and inclusion in undergraduate research; (4) Innovation and collaboration in undergraduate research; and (5) Internationalization and undergraduate research.

The Psychology Division is one of the largest in CUR, and I know there is a lot of untapped wisdom out there regarding best practices in undergraduate research. We want to hear from you! For example, what ideas do you have for how our division can best serve you and your students? How do you incorporate undergraduate research into your courses? How do you assess undergraduate research outcomes in your department or college? How do you ensure that underrepresented students have the opportunity to conduct research? How have you facilitated undergraduate research in study abroad or with local businesses and nonprofits?

Please do not hesitate to reach out if you have any questions, suggestions, or ideas. I hope that you are all having productive semesters and that you have a safe and happy holiday season.

About CUR's Psychology Division

The Psychology Division of the Council on Undergraduate Research provides networking opportunities, activities, and resources to assist psychology administrators, faculty members, students, practitioners, and others in advancing undergraduate research.

- **Newsletter team**: Laurie L. Couch, Morehead State University, Sarah K. Johnson, Moravian College; Elizabeth Nawrot, Minnesota State University; Vincent Prohaska, Lehman College–CUNY

- **Division chair**: Amy M. Buddie, Kennesaw State University

- **Division secretary**: Karen Gunther, Wabash College

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Call for Councilors

Vincent Prohaska, Lehman College–CUNY

Please consider increasing your involvement in the CUR Psychology Division by becoming a Councilor. You should have already received the call for Councilor nominations from the CUR office. Nominating yourself is easy; just complete the online form (current Councilors seeking re-election also must complete the form). **The deadline is November 21, 2016.**

We asked some of our newest Councilors to share their experiences as new Councilors.

Reflections on my first CUR Business Meeting, or Why become a CUR Councilor in the Psychology Division?

Matthew Schmolesky, Georgia Gwinnett College

When the flight touched down in Salt Lake City that evening, I, as a Floridian who had never been out West, simply could not believe the mountains were real. It was a gorgeous April day in 1993, and the 7th annual NCUR meeting was about to begin. That meeting, as it turned out, would change my life. Just one year prior I was blissfully ignorant about the importance of doing undergraduate research in psychology. After I , a junior, walked into the Furman University Psychology Department office, the marvelous secretary, Lib Nanney, offhandedly queried me—"you do know you need to do research to get into graduate school, right?" I did not. She set me straight, I got to work, and after NCUR I knew two things I certainly had not known before it: first, I wanted to be a scientist, and second, Utah was surprisingly spectacular. Twenty years later, after ten as a bench neuroscientist (five of them in Salt Lake City as a PhD student where I met my wife) and ten as a psychology teaching professor (eight of them in Ogden, Utah, where my two sons were born) I've finally come back to CUR as a newly minted Psychology Division Councilor. I cannot escape the conclusion that, oddly enough, CUR has a way of shifting me (and perhaps you too?) out of whatever course I'm on into something new, something rich and strange. During the CUR business meeting I met and had intense discussions with more than 20 other psychology faculty and administrators who were passionately devoted to undergraduate research. They have a wealth of experience innovating in the field, surmounting the ever-present challenges and impacting the quality of their home institutions in ways both small and large. I've also had the privilege to meet with dozens of councilors in other disciplinary divisions who bring alternative viewpoints and strategies that are new to me, battle-tested, and ready to try. I've discovered opportunities to engage regionally and nationally that I never knew existed, a clear path to immediately get involved, and a set of wonderful colleagues to help me on the path. Thus, if you are a psychology professor who cares about undergraduate research, and if you're ready for a new challenge or frustrated by the ones you already have, think about becoming a CUR Councilor: there's a pretty good chance you'll thank me years from now for this unsolicited advice, like I thank Lib Nanney for hers. And who knows, you, too, might never be the same.

Guillermo Wated, Barry University

As much as undergraduate research transforms our students, being a CUR Councilor has transformed me. I attended my first CUR Business Meeting at Montana State University in 2009. After being utterly confused during the new Councilors' orientation session, I joined the Psychology Division's meeting. There I meet a group of passionate and dedicated psychologists who have over time become a supportive network of colleagues and friends. Drawing from their knowledge and experience, I have been able to become not only a better undergraduate research (UR) mentor but also a more effective advocate of UR. Together, we have worked toward disseminating information about UR, advancing guidelines for UR, setting mechanisms to reward the work of those who dedicate their professional lives to the advancement of UR, fostering the participation of psychology majors in professional

venues, and so forth. I owe the privilege of becoming a CUR councilor to my former department chair, Dr. Lenore Szuchman (a past Councilor herself), who mentored me into CUR. Since then, I have been an advocate for CUR's mission. I feel it is now my obligation to pass the torch and invite you to become an agent of change by becoming a Psychology Division CUR Councilor.

Justin Yates, Northern Kentucky University

As an undergraduate student at Georgia College & State University, I was fortunate to engage in research. This experience helped confirm my aspirations of becoming a professor and conducting research with my own students. When I applied for graduate school, I told the person that would ultimately become my mentor that I did not want to be like him; instead, I wanted to become a faculty member at a regional comprehensive university and work exclusively with undergraduate students (years later, I learned that my honesty is what cemented my place in the graduate program). During my first year at NKU, my colleague, who had previously served as a CUR Councilor, encouraged me to apply to become a Councilor. Because I was not familiar with CUR, I researched the organization and was impressed with the commitment directed toward undergraduate research. I am happy to have been selected as a Councilor because I have had the pleasure of meeting individuals who are enthusiastic about promoting undergraduate research at their institutions, as well as generating ideas on increasing this type of research across other institutions. One thing I learned during my first business meeting was that CUR has a large number of initiatives to promote undergraduate research. Specifically, CUR offers program reviews to institutions that are interested in undergraduate research. Furthermore, these reviews do not merely evaluate research, but focus on other areas such as infrastructure, staffing, and finances. Overall, I had a positive experience at my first business meeting, and I am excited to continue serving as a Councilor for CUR and becoming more involved in the organization.

Judy Grisel, Bucknell University

At my first business meeting I learned a lot about the broad and deep scaffolding that undergirds our individual and collective effectiveness as mentors of undergraduate researchers. I'm encouraged in my own efforts by specific ideas I heard about working with students, my colleagues, and my institution. I'm also excited to be a part of concerted efforts to increase diversity among CUR members, faculty mentors, and their students.

Call for Nominations

CUR Psychology Division
2018 Mid-Career Mentoring Award

The Psychology Division of the Council on Undergraduate Research requests nominations for the 2018 Mid-Career Mentoring Award. The award is presented at the biennial National Conference to a CUR Psychology Division member who has influenced undergraduate research through his/her own research, through scholarly or creative projects with undergraduates, and/or through demonstrated leadership activities. The award consists of $500. **The deadline for nominations is December 4, 2016.** For more details, visit the CUR Psychology Division [Web page](#) on the mentoring award.

Upcoming deadlines . . .

Eastern Psychological Association (EPA): **November 15** (students can submit posters until **December 1**, but space for these is limited; submissions by November 15 are recommended); Boston, March 16-18

Western Psychological Association (WPA): **November 15;** Sacramento, April 27–30

National Conference on Undergraduate Research (NCUR): **December 2**; Memphis, April 6–8

Rocky Mountain Psychological Association (RMPA): **January 30**; Salt Lake City, April 6–8

Association for Psychological Science (APS): December 1 (symposia); **January 31** (posters); Boston, May 25–28

Division News

Student Travel Awards

We are pleased to announce winners of the fall 2016 student travel awards:

- **Chelsea Campbell**, Stephen F. Austin State University, Society for Personality and Social Psychology Convention, *The Effect of Gender and Mood on Mental Illness Stigma.*

- **Krista House**, Wright State University, Society for the Teaching of Psychology's 15th Annual Conference on Teaching, *Very Brief Exposure to Individuals with Severe Mental Illness Starts to Change Students' Perspectives.*

- **Yanelliz Melchor Martinez**, California State University, Northridge, Society for Personality and Social Psychology Convention, *Social Distance, Construal Level, and Decisions about Assisted Suicide.*

- **Abdul-Rahman M. Suleiman**, Wayne State University, International Society for Developmental Psychobiology Annual Meeting, *Transgenerational Effects of Preconceptional Stress & Gestational Antidepressant Exposure.*

- **Nick Stiles**, St. Edward's University, Society for Personality and Social Psychology Convention, *Religion, Gender, & Punishment: Disentangling the Trinity.*

These awards of $250 are for students to travel to present their research at a regional or national conference. **The spring deadline is February 15, 2017**. For more information and an application, visit the division's student travel awards [Web page](.).

Introducing the Open Science Framework (OSF)

Imagine an electronic file cabinet with an infinite number of folders that can be shared with the entire world, select collaborators, or kept completely private. The [Open Science Framework](.) (OSF) is a free, open source, computer software platform designed by the [Center for Open Science](.) to encourage scientific transparency. Regardless of a researcher's primary concerns, the OSF is an easy-to-use tool for long-term documentation of research materials and data. Also, there is capacity to connect projects to other programs (i.e., Dropbox or Google drive) and to date-stamp work. This [video](.) is a short but informative tutorial on getting started with the OSF.

Mentoring Tips

Laurie Couch

Laurie Couch (Morehead State University and CUR Psychology Division Councilor) says that one thing that helps her lab run smoothly is building each student (or project) *a posted timeline for the semester.* Typically, a goal is identified for each student that he or she should achieve by the end the semester, so the timeline process starts with placing that goal at the end of the term and then working backward so that each of the steps needed to achieve the goal are represented in sequence. Once developed and posted in the lab, students have a structure for their project and due dates for each step along the way that keep them accountable, allowing them to keep moving ahead. Each week in lab meetings the team does a public "timeline check-in" to see if any extra assistance or support is needed, so it helps the mentor know better how the student is progressing and keeps the student focused on progress.

Amy M. Buddie

Amy M. Buddie (Kennesaw State University and CUR Psychology Division chair) offers a simple tip for mentoring students to help avoid situations in which students are too embarrassed to ask for help or want to work things out on their own but stall. She recommends checking in with students weekly using the "*5 Question Method*" outlined by Campbell and Lom (2006). She emails them the following: (1) How have you spent your time? (2) What do you know? (3) What don't you know? (4) How can you find out what you don't know? and (5) What are your frustrations?" Amy finds that using this technique opens the lines of communication and offers students a low-stress way to express concerns, but it also helps her get to know the students' strengths and weaknesses better, and it helps her be seen as more approachable.

Reference

Campbell, A. M., & Lom, B. (2006). A simple e-mail mechanism to enhance reflection, independence, and communication in young researchers. *CBE-Life Science Education, 5*, 318–322.

Have a mentoring tip to share? Contact [Laurie Couch](.)