



Welcome from the Chair



Amy M. Buddie

As another academic year comes to a close, I am reflecting on how much I personally value my membership in the Council on Undergraduate Research. Here's a few great resources that are free for members:

- CUR released its online member forum, [CUR Community](#)—a place

where CUR members can share ideas, ask questions, and get feedback from each other on anything related to undergraduate research. I love it; I've gotten good ideas from fellow members on topics such as assessment and summer undergraduate research programs. I also like seeing that others are wrestling with the same issues we are on my campus (most notably, wishing we had more funding to support student research!).

- CUR hosts free webinars periodically, and I highly recommend them. In May, I participated in "[Achieving an Institution-Wide Culture and Practice in Undergraduate Research: Best Practices from AURA 2016 Awardees](#)." Representatives from award-winning undergraduate research programs (Furman, Clemson, and University of Wisconsin–Eau Claire) talked about how they advance student research on their campuses. There was a wealth of good information in these presentations that I can use at my own institution.

The psychology division would love to hear from you! What can we do to help foster undergraduate research in your department and on your campus? This past year, our division piloted a very successful student travel grant program to help offset costs associated with presenting at conferences. We had enough funds to provide 10 grants (five in the fall, five in the spring), and we had more than 100 submissions. We are also continuing our Mid-Career Mentoring Award; you can read more about next year's winner in this newsletter. If you have any

feedback about the division, please don't hesitate to contact me at abuddie@kennesaw.edu.

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

The Council on Undergraduate Research
734 15th Street, NW • Suite 850
Washington, DC 20005-1013
Tel: 202/793-4810 • Email: CUR@cur.org
WWW: www.cur.org
Follow us on [Facebook](#), [LinkedIn](#), and [Twitter](#)

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2018 Mid-Career Mentoring Awardee, CUR Psychology Division

The CUR Psychology Division is pleased to announce that **Anthony Hermann** (Bradley University) is the recipient of the 2018 Mid-Career Mentoring Award. Hermann's Self and Social Behavior lab conducts research in how self-evaluative processes impacts social behavior and how behavior impacts self-evaluation. His students present regularly at the annual meeting of the Midwestern Psychological Association.

Division News

Student Travel Awards

We are pleased to announce the winners of the spring 2017 student travel awards.

- **Carolina Orsi**, Stephen F. Austin University, Southwestern Psychological Association, *Visual Focus and Sports Performance*, coauthors: Taylor Todd, Devin Stewart, and Steven Estrada.
- **Thomas Goetze**, St. John Fisher College, Eastern Psychological Association, *The Influence of Controllability and Empathy on Weight Stigma and Helping*, coauthor: Kimberly McClure Brenchley.
- **Kelsie Kreuzburg**, Roanoke College, Society for Research on Child Development, *Understanding Emerging Adults' Perceptions of Children with Clinical and Developmental Diagnoses*, coauthors: Claire Kirchoff, Darcey N. Powell, Sophia Bolton, and Amy Conner.
- **Sneha Suresh**, Rhodes College, Vision Sciences Society, *Ensemble Representations Account for Size Constancy*, coauthors: Sam Thomasson and Jason Haberman.
- **Nicholas Prior**, Northern Kentucky University, Midwestern Psychological Association, *Effects of Metabotropic Glutamate Receptor Ligands on Delay-discounting Performance*, coauthor: Justin R. Yates.

These awards of up to \$250 are for student travel to present research at a regional or national conference.

Mentoring Tips

CUR Psychology Division Councilor **Karen Gunther** (Wabash College) suggests taking summer research students but only every other summer. During the summers when she takes students, they work in her lab testing subjects, learning about research ethics, and investigating about the visual system. However, during alternate summers, she allows herself time to recharge so she avoids burnout. Gunther feels this system allows her to support undergraduate students while also conserving enough down time to help her stay a motivated mentor.



Karen Gunther,
Wabash College



Guillermo Wated,
Barry University

CUR Psychology Councilor **Guillermo Wated** (Barry College) finds that there is so much information to be conveyed to a student when mentoring him or her through an undergraduate research experience. One of the best tips he received about making the process go smoothly came from a former professor

who said, "You can't listen when you are talking."

CUR Psychology Division Councilor **Sarah Johnson** (Moravian College) suggests two things that help to make the mentoring process more successful. The first is to develop a formal contract of goals and expectations with each student with a rubric that will be used to assess the student's progress. She finds that a periodic "check-in" no later than midterm helps to provide structure and accountability to a process that typically is viewed as more freeform. In addition, Johnson finds that sharing the personal aspects of what it is like to be a researcher, graduate student, and member of the scientific community helps to engage students so that they connect to the endeavor both on a social and professional level.



Sarah Johnson,
Moravian College

CFP, Summer 2018 *Scholarship and Practice of Undergraduate Research*: “Leveraging Undergraduate Research to Foster Diversity and Achieve Equity”

Proposal Deadline: August 21, 2017

The summer 2018 issue of *Scholarship and Practice of Undergraduate Research* will explore undergraduate research as a strategy to support underrepresented, first-generation, and/or low-income students to excel in college and achieve their longer-term goals. The editors are interested in learning how institutions, departments, and faculty have employed novel approaches to courses, programs, or activities related to undergraduate research that increase the recruitment, retention, and success of traditionally underserved populations. Four to five articles of 2500–4500 words are sought that explore this topic, and shorter vignettes (300 words) are invited that offer succinct descriptions of specific aspects of this work.



Examples of topics of interest include the following:

- What critical aspects of this work have been successful and will inform future initiatives? Descriptions of programs that have documented and assessed outcomes are of particular interest.
- How does a commitment to equity and inclusion change the way that undergraduate research efforts are structured and planned? Has this work changed the way in which faculty and staff support undergraduate researchers?
- What are the conceptual frameworks that guide the work of faculty members and administrators with underrepresented, first-generation, and low-income students in undergraduate research?
- Are there differences in mentoring traditionally underserved/underrepresented students and majority students in research? What has been learned about guiding students to achieve their longer-term goals?
- How does this work help to produce a more diverse faculty of the future? As students who are traditionally underrepresented in research are engaged, are the future demographics of the academy changing? Does participation in undergraduate research inspire students to seek careers as faculty?
- How have summer bridge programs and dual enrollment initiatives of high school students contributed to the diversity of undergraduate research programs as well as the retention and success of traditionally underserved populations?
- How have programs that target participation in research among transfer students contributed to diversity, inclusion, and student success?
- Has an institution's initiative in this area achieved a change in department or campus culture?

Submission Details. Submit a short (300–500 words) prospectus describing the focus of the proposed article or vignette at <http://curq.msubmit.net/> by August 21, 2017.

Anticipated Schedule. Invited authors will be notified by September 1, 2017. Please indicate in the prospectus whether a full article or a vignette will be submitted. Final articles will be 2500 to 4500 words in length and must be submitted by October 20, 2017. All articles undergo peer review.

Upcoming Conference Deadlines . . .

New England Psychological Association (NEPA): submissions deadline **September 21** (posters);
William James College, Newton, MA, October 20–21, 2017

Southeastern Psychological Association (SEPA): submissions deadline **October 10**; Charleston, SC, March 6–9, 2018