



COUNCIL ON UNDERGRADUATE RESEARCH

2023-2024 Elections

Psychology Division: Division Representative Slate

Position Purpose: The work of Divisions is done by Division Representatives who advance undergraduate research by providing networking opportunities, activities, and educational content. Their aim is to create and foster community and value within the organization. Representatives support the members of their division in activities and programs that align with the CUR strategic plan, mission, vision, and values.

Needed Qualifications:

- Familiar with CUR and it's mission
- Passionate about or had mentor experience in undergraduate research
- Showcases thought leadership in undergraduate research
- CUR Membership (once elected)
- Previous volunteer experience, not required but

There are 6 individuals running.

You may vote for all candidates presented to be elected as representatives for this division.

This division will also be accepting write-In candidates for this election cycle.

Candidate information is presented on the following pages. Click on each candidate name below to be taken to their Information In the document.

- [Sara Goodman](#)
- [Christopher Dabbs](#)
- [Amy Buddie](#)
- [James Mantell](#)
- [Patricia Xi](#)
- [Chrysalis Wright](#)

Sara Goodman, St. John Fisher University

Psychology Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

St. John Fisher is a primarily undergraduate institution with a dedication to undergraduate research as a high-impact practice. Every semester, I work closely with multiple undergraduate students on a variety of research projects; some of these are projects devised by me, and others are ideas that are generated and spearheaded by students. I am always enthusiastic about meeting students where they are in terms of readiness to engage in research, and have had success in helping students grow as scholars and researchers through intentional mentorship. In some cases, I supervise students via independent study, in which course credit is earned for their involvement in research. In other cases, I supervise students through our Summer Fellows Research Program, a 10-week paid research opportunity supported by the University. In all of these cases, I work with students as collaborators and we negotiate authorship and acknowledgement based on their contributions. As recently as Fall 2023, I traveled with students to present at regional conferences (Northeast Conference on the Teaching of Psychology) and national meetings (Annual Meeting of the Psychonomic Society). I have (and continue to) coauthor publications with students, and look forward to the many future opportunities to support undergraduate research that our institution provides.

In what ways have you helped promote diversity and inclusion in URSCA?

When students declare a major in psychology, they tend to think of the clinically-oriented professions as the only viable career path. In many cases, this is partly due to the fact that these students have no exposure to academia and are not aware of the possibility of research as an important and exciting opportunity. In many cases, these students are first-generation undergraduate students, the first in their families to attend college. By intentionally mentoring these first-generation students with a sensitivity to the barriers that academia's hidden curriculum presents, I encourage them to engage in research as an opportunity for growth, skill development, professional development, and exploration of a more diverse array of career opportunities. To date, the majority of my student collaborators and coauthors have been first-generation students.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

In my department, I frequently seek out opportunities to collate and share resources that help others improve teaching, streamline workflows, and elevate mentorship and advising. This orientation toward transparency and collective improvement in teaching and advising is the same one that I bring to CUR - Psychology. There is a need for mentorship, support, and shared resources among educators who work directly with undergraduate researchers (especially those at the early career stage), and I am excited about the opportunity to scaffold and construct these opportunities and resources alongside other division representatives. These opportunities may include direct 1-on-1 or small group peer mentorship, the development and maintenance of a compendium of undergraduate mentorship resources (e.g. sample lab manuals, startup guides, guidelines for engaging in authorship discussion), and outreach via social media to further develop our community of research mentors.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

In my first term as division representative for CUR - Psychology, I participated in several review processes for our mid-career mentoring award and undergraduate travel and research award. Most recently, I began to co-chair the undergraduate award committee and look forward to an opportunity to fully step into the award committee chair role in the future. Further, I have started to reinvigorate the division's social media channels, and am excited about the potential that exists to leverage LinkedIn and Facebook to reach a broader group of educators and mentors who are invested in undergraduate research.

Christopher Dabbs, Valparaiso University

Psychology Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

Valparaiso University is “a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship...” As a part of my institutional commitment, and my own educational philosophies, I am invested in engaging in research and scholarship with my students. Valparaiso University is a teaching-focused institution, not Carnegie Classified, in which regular scholarship is expected. This is reflected in our tenure bylaws, which include the requirement of two refereed publications, at any author level. I am passionate about scholarship and research, and privileged to be supported in my passions at my University. The primary manner in which I engage with students in this vein is through my research lab, the Clinical Research in Identity and Belief (CRIB) Lab. The CRIB lab is composed of four undergraduate students, two recent bachelor graduates, and two graduate students. In the last year, students in CRIB have presented at local and national conferences, served as co-authors on referred publications, and learned formal qualitative research methodologies. Currently, four lab members are engaged in co-authoring encyclopedia entries with me, four lab members are interviewing participants for a mixed-methods research project, and three others are working with me on a second-round of data collection for a research project—these students are presenting this work at a national conference in January. I also have one student working with me on an independent research project regarding neurodiversity in romantic relationships. Students in my lab engage in a variety of research and scholarly activities. Beginning next academic year, I will have the privilege of managing a scholarship linked to a departmental endowment for research in the psychology of religion, my research area. This endowment awards a \$1,000 scholarship to an undergraduate student to work with me on a psychology of religion project for a full academic year.

In what ways have you helped promote diversity and inclusion in URSCA?

The primary way in which I help promote diversity and inclusion in URSCA is through active engagement and participation in my students’ interests. “Research is me-search” is not just a turn of phrase, but is the reality of much of undergraduate research—students are interested in topics that apply to them. I believe that part of my job as a professor and research mentor is assisting students in exploring their interests. Last academic year, I mentored a student interested in exploring Black, gifted identity and social stigma and stereotype—her interest in this project was driven by her identity as a Black, gifted student. Through encouragement, she applied for an internal grant and was funded \$750 for this research. This student presented their research on campus, and is now applying for social psychology Ph.D. programs. Another student of mine, a Palestinian woman, was interested in exploring cross-cultural social media behaviors. She also applied for, and was awarded, an internal research grant of \$600. This grant helped pay participants and provided pay for translation services: her survey was given in the U.S. and translated into Arabic to give to students in Palestine. Through her effort, and with my support, this research was presented at an on-campus conference of scholarly activity and is also under review in the *European Journal of Social Psychology*. I regularly broach topics of identity, difference, and equity with my students, and I think my comfort and skill in doing so is hinged on my scientist-practitioner training. As a licensed mental health counselor and practicing psychologist, my job is helping clients understand themselves. In doing this, I cannot shy away from topics of diversity and inclusion. My comfort with this multicultural process began in my clinical training but continues into my roles as a researcher, mentor, and teacher.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

While I always leave myself the grace of growth, I take pride in my abilities to create community and networks to both facilitate my own professional development and those of my students. Just in the last few months, I have connected multiple students to colleagues and connections of my own to advance their professional goals (e.g., connected a sport psychologist colleague with a student-athlete interested in sport psychology research). I believe that some of my ease and diversity of networking experiences come from my own academic journey: I've taught and researched at large, public R1s, small, private R2s, and, now, at a medium, teaching-oriented university. These diverse experiences give me knowledge of the ways in which undergraduate research needs change based on institution and need. In my personal life, I actively create educational content. I don't only mean for class—creating educational content for classes is a job duty for all of us. I see content creation as a point of advocacy in my fields (mental health, psychopathology, identity, and religion) to push against misinformation online. Therefore, I use my TikTok, Instagram, personal blog, and Twitter (X) accounts to create educational content based, in part, on my own research. I have involved students in this content creation (e.g., I am currently on my department's Social Media Committee), and students have found these activities enjoyable. I share a deep commitment to the values and vision of CUR—having been involved in undergraduate research for my entire professional life. My approach to undergraduate involvement resonates with CUR's mission to enhance undergraduate research opportunities. I am eager to contribute my insights and enthusiasm in furthering both the mission of CUR and the Psychology Division.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

No response provided.

Amy Buddie, Kennesaw State University

Psychology Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

As the Director of the Office of Undergraduate Research at Kennesaw State University, I have been involved in many campus initiatives – below is a sample: 1) Facilitating workshops for both students and faculty mentors on undergraduate research topics (e.g., effective mentoring of students, how to present at conferences, how to write an abstract) 2) Creating and maintaining a website on undergraduate research, with approximately 60 individual pages 3) Serving as co-advisor for the Undergraduate Research Club 4) Serving as co-editor for the Kennesaw Journal of Undergraduate Research 5) Coordinating our campus's annual Symposium of Student Scholars 6) Coordinating the First-Year Scholars Program, which pairs first-year students with mentors on a year-long project (currently there are approx. 200 first-year scholars) 7) Coordinating the Creative Activities and Research Experiences in Teams (CARET) program, which funds faculty mentors to work with teams of undergraduate researchers (up to \$8,000 per team) 8) Coordinating the Undergraduate Research and Creative Activities (URCA) funding program, which funds undergraduate researchers on travel, conference registration, supplies/materials, publication costs, research stipends, etc. (up to \$1,000 per student) 9) Coordinating a week-long Undergraduate Research Course Redesign Institute, which funds 20 faculty to redesign an existing course to have an undergraduate research component (offered during our Maymester term) 10) Coordinating undergraduate research awards, including the Outstanding Mentor Award and awards offered during the Symposium of Student Scholars, our campus-wide celebration of student research 11) Serving on the steering committee for KSU's Quality Enhancement Plan (QEP), which focuses on three experiential learning opportunities – undergraduate research, service learning, and internships/coops.

In what ways have you helped promote diversity and inclusion in URSCA?

As conference chair for NCUR 2019, I made a concerted effort to highlight diversity and inclusion. For example, we offered "Mentoring and Leadership Sessions" over lunch at the conference, with each session a faculty-guided discussion on a diversity issue. Students could participate in an art competition focused on the civil rights movement. We offered Affinity Socials to help students connect (e.g., international students, LGBTQ students, students of color). As Director of the Office of Undergraduate Research at Kennesaw State University, I have been involved in a number of initiatives centered around diversity and inclusion. For example, the traditional method for undergraduates to get involved in research is to approach faculty to get started. This method can lead to inequities if some students (e.g., women, students of color, first-generation students) either do not feel entitled to a faculty member's time or do not know to do this. Therefore, at KSU, we have tried to level the playing field in several ways. For example, students can join the Undergraduate Research Club and become a part of any of the research teams in the club. No interested student is turned away for any reason, and the faculty mentors are chosen in advance, so students do not need to seek them out. I have also been involved in promoting course-based undergraduate research experiences (CUREs) at my university, through intensive faculty course redesign institutes and through involvement in our current Quality Enhancement Plan (QEP), which is partly focused on increasing the number of students enrolled in courses with an undergraduate research component. In addition, I am currently the Primary Investigator on a National Science Foundation (NSF) grant centered on CUREs at my institution.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

The CUR strategic plan focuses on five main goals. I believe I am best positioned to serve CUR in the following areas: 1) Leadership for Undergraduate Research: CUR aims to be the leading organization for resources, models, and tools related to undergraduate research. I believe that the psychology division can contribute more to these efforts. Because I have been a leader of undergraduate research at my university for over a decade, I am very familiar with existing literature on undergraduate research in general and can help our division advance this particular goal. 2) Diversity, Equity, and Inclusion: I am passionate about diversity and inclusion, and in my current role as director of undergraduate research, I have been involved in several initiatives designed to broaden access to research for underrepresented groups. I also believe we should work to broaden participation on the Council from underrepresented groups, and I would work with the division to come up with strategies for this. 3) Advocacy and Partnerships: There is overlap between the CUR psychology division and APA, particularly Division 2, the Society for the Teaching of Psychology (STP). I have connections with the leadership in STP, having coordinated the Southeastern Teaching of Psychology (SETOP) conference for several years. I can help us forge partnerships between our division and STP.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

I have been an active member of CUR for the last decade. I have attended every CUR Annual Business Meeting since being elected as a Councilor in the psychology division in 2012. I served as chair of the division from 2015-2018. As chair, I set the agenda for meetings, convened conference calls during the year, followed up with the division's subcommittees, and communicated with the national office regarding the division's activities. In 2018, we were selected as Division of the Year for CUR. In addition, Kennesaw State University hosted the 2019 National Conference on Undergraduate Research (NCUR). I served as the chair of this conference, overseeing all aspects of conference planning. I formally served on the NCUR Oversight Committee (NOC) from 2016-2019, and I currently serve as chair of the NOC. Finally, I have contributed to various tasks in the division, including reviewing for the student travel awards and the mid-career mentoring award, working on the division's newsletter, and updating website content.

James Mantell, St. Mary's College of Maryland

Psychology Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

As a professor at a liberal arts college with a strong tradition of exceptional student scholarship, I have had the privilege to participate in a vibrant academic community. As chair of the psychology department, I am committed to enhancing the quantity and quality of, and equitable access to, research opportunities for students in my department. In support of my department's participation in the CUR Transformations Project, I served on my department's curricular transformation leadership team to develop a new curriculum to add new course experiences to guarantee that every student engages in high quality writing and research before they begin their required senior thesis. I have championed our department's semiannual research symposium where students in foundational courses present their research alongside seasoned directed research and senior thesis students. My regular teaching responsibilities include research methods, statistics, and laboratory courses. I teach my perception lab course as a CURE wherein I challenge my students to replicate and extend results from published work. I endeavor to transform my content courses into courses that include research experiences. For example, in my history of psychology course, I empowered students to investigate the evolution of our psychology program by examining archival curricular records and conducting oral interviews with tenured and emerit faculty. I have initiated a new pedagogical research program, supported by NSF, that seeks to develop data science course experiences for psychology students. I continually collaborate with directed research students on novel music cognition research. My students work at all levels of research including design, data collection, analyses, conference presentations, and publication. I encourage and celebrate my students' research ambitions and I vigorously support their efforts to expand their research training in graduate school.

In what ways have you helped promote diversity and inclusion in URSCA?

As a lifelong student and employee at public academic institutions, I have witnessed the immeasurable value of personal, cultural, and intellectual diversity for the creation and dissemination of knowledge. As a white male professor, I recognize that people who share my racial and gender identities occupy a disproportionately large share of positions throughout academe. I know that my position entails power and privilege and I frequently reflect on how I can act in ways to elevate underrepresented persons at my institution, in my community, and across society. Perhaps the most direct way I do this is in teaching my students about the ways in which people have been systemically excluded or disfranchised within our field. For example, I designed my history of psychology course to expose students to the perspectives of women and Black psychologists from our discipline's early decades. I stand with my students in the fight for racial justice. In summer 2020, I established my personal commitment to deepen my knowledge about racism, privilege, and antiracism by reading relevant works, devoting class time to racism, and highlighting contributions by persons of color to the field of psychology. This promise has substantially shaped all of my psychology courses. For example, early in each semester, I assign relevant reading and dedicate an entire class session to openly discuss racism within psychology. Finally, I recognize that directed research students in my laboratory gain immense benefits from their participation in research. I strive to recruit and train underrepresented students to ensure that they have access to experiences that could accelerate their success within the field.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

I am seeking a CUR Councilor position so that I can collaborate with faculty, staff, and administration across institutions about how to develop and sustain high impact research experiences for undergraduate students. I believe that my institutional knowledge, programmatic experience, and open-minded, collaborative disposition will enable me to continue to be an effective Representative. I recognize the value of sharing strategies across disparate psychology programs and I know that exceptional ideas and approaches can be adapted from any discipline. As a professor at a public liberal arts college, I am committed to an earnest, sympathetic, and optimistic approach to professional service that seeks to elevate and celebrate student success. I recognize the immense value of UR experiences for students of all kinds—not just those who will pursue graduate degrees. I look forward to an opportunity to work toward CUR's goal to foster community by seeking opportunities to share the benefits of sustainable undergraduate research programs with professional partners within and across institutions.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

I am currently serving my first term as CUR Councilor (2021-2024) wherein: I regularly attended ABM and Division meetings; I served on several awards committees (evaluating applications for student and mentor awards); I created and disseminated a Division membership list based on the information from the CUR membership directory; I designed, administered, and analyzed a survey to investigate our Division's approach to achieving strategic goals; I collaborated with colleagues to determine how to effectively increase CUR outreach to minority serving institutions; I served on the Posters on the Hill committee (including poster review); I represented the psychology division at the Critical Conversations Subcommittee of the DEI Committee. I look forward to another productive term of service.

Patricia Xi, Knox College

Psychology Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

I currently supervise senior thesis projects and invite undergraduate students to work with me on projects in my lab. I have supported students in various research programs at my institution and taken them to the regional conference.

In what ways have you helped promote diversity and inclusion in URSCA?

I've participated in McNair at my institution and have been working on an effort to expand work study to include work as a research assistant to financially support students.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

I currently serve as a divisional representative for psychology and believe that my continued participation in this matter will support the CUR strategic plan.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

No response provided.

Chrysalis Wright, University of Central Florida

Psychology Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

In 2011, I launched the Media & Migration Undergraduate Research Lab (M&M Lab), which was the first lab in my department to focus on undergraduate research and work solely with undergraduate students. Since that time, I have worked with almost 100 undergraduate students. My students and I have published 19 peer reviewed research articles, several opt-ed articles and have presented 42 research posters. I have chaired 32 HUTs and have served as an additional committee member for another nine HUT students. I have also long advocated for undergraduate research opportunities at my institution. In 2012, I founded the Western Region Undergraduate Showcase, and coordinated the conference annually until 2016. I served on the Undergraduate Research Council and the University Honors Committee of the Faculty Senate. I have also served as Judge for the undergraduate research presentation awards at my institution as well as a reviewer for undergraduate research grants and articles. Earlier this year, I served on the Champion of Undergraduate Research Review Committee, after winning the award last year. Additionally, I have attended several of the Florida Statewide Symposiums-Engagement in Undergraduate Research and have received numerous stipends from my institution for projects related to undergraduate research. Outside of my institution, I have supported undergraduate research by serving as a reviewer for the Psi Chi Summer Research Grant, the Psi Chi Research Award, and the Undergraduate Student Grant Competition. I began serving as the Honors Undergraduate Thesis Liaison in 2012 and have continued in this role in my time at my institution. Additionally, I have also authored the Honors in the Major Regional Campus Guidelines in 2012 and the Psychology Faculty Guide to the Honors Undergraduate Thesis in 2023.

In what ways have you helped promote diversity and inclusion in URSCA?

The research I have conducted with undergraduate students has primarily focused on media and technological influences on prejudice and stereotyping. For instance, undergraduate students and I recently published a peer-reviewed article (2023) in the Howard Journal of Communications that focused on portrayals of the Black Lives Matter movement in hard and fake news and consumer attitudes toward African Americans. Other examples of the research I have conducted alongside my students include a study on disparagement comedy and consumer attitudes toward African Americans in the Media Psychology Review (2019) and a study that examined the role of music, ethnicity, and substance use among college students that was published in the Journal of Ethnicity and Substance Abuse (2016). My undergraduate students have won competitive scholarships for their work, won highly competitive grants to support their research, presented their research locally, regionally, and nationally, and have co-authored peer-reviewed publications. Due to these efforts and their success, my lab was featured in the Central Florida Future (2015). The students I work with are quite diverse, coming from underrepresented and minoritized populations. RAs are representative of the overall university climate. Not only is my institution a Hispanic Serving Institution, but UCF has also won the Higher Education Excellence in Diversity Award seven times by the Insight into Diversity magazine. Students who work in my lab have overwhelmingly been accepted into graduate level and doctorate level programs after graduating with the undergraduate degree in psychology from UCF.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

Considering my experience developing novel and innovative techniques in fostering undergraduate research opportunities and efforts in advocating for and promoting undergraduate research since 2011, I believe that my skills would be useful in promoting diversity, equity, and inclusion in undergraduate research, as well as leadership related to undergraduate research, advocacy, collaboration and community as well as sustainability in regard to undergraduate research involvement.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

N/A