



COUNCIL ON UNDERGRADUATE RESEARCH

2024-2025 Elections Psychology Division: Division Representative Candidates

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:

- Capable mentor: Experienced guide and supporter of others looking to advance their personal growth and development in areas connected to but not limited to UR.
- Communication: Professional and effective communicators, experienced in difficult conversations and able to hear and disseminate community needs
- Collaborative Spirit: Team players making space for all voices to be heard, furthering the collective understanding of the group, and cultivating outcomes to best serve CUR and its membership

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.

- [Danica Kulibert](#)
- [Elizabeth Preas](#)
- [Joanne Altman](#)
- [Karen Gunther](#)
- [Kimberly Rapoza](#)
- [Sarah Johnson](#)

Danica Kulibert, 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.

Since starting at Kennesaw State University, I have worked closely with undergraduate in class and in my research lab. I have been involved in the KSU First-Year Scholar program, which allows freshman students to join research labs and start learning about research early in their undergrad career. I have also worked with the Office of Undergraduate Research and the THRIVE Atlanta Program. Both of these programs allow me to work with minority students and help provide them with resources to conduct research. Currently, my lab includes 15 undergraduate students who help me write manuscripts, present research at conferences, collect data, and maintain my research lab.

As a professor, I currently teach our advanced research course. In this course, I work with undergraduate students to conduct their own research studies and present their research to the class. During my course, students work in teams to write a manuscript on a specific topic. Throughout the semester, students conduct lit reviews, collect data from KSU students, analyze data, and give multiple oral presentations on their research study. Several students have taken their project from class and presented at national conferences and submitted their paper to an undergraduate research journal.

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

I promote diversity in several ways. The first way is in the context of my research lab. My lab (Social Perceptions and Intergroup Relations) focuses on topics around stereotypes, discrimination, and prejudice reduction. We are currently working on research to better understand the barriers gender minorities face around sexual harassment. We are also studying perspective-taking interventions and ways to use social norm theory to reduce prejudice.

The second way I promote diversity is in the courses I teach. I currently teach the Psychology of Prejudice and Privilege course. I use this course to help students think critically about prejudice and privilege in society. I have them complete class activities around the topics and demonstrate how they can apply theories from class to everyday life. For example, one activity involved them reading childrens books and thinking about why introducing topics of diversity to children is important.

Finally, I promote diversity by working with organizations at and outside of KSU. I am part of the KSU Psychology Diversity committee. I also worked with THRIVE and ACHIEVE Atlanta (an organization that provides funding for minority students to be a part of research) to find students interested in research. Finally, was a mentor for SPSP's SPUR program. This program allows students from under resourced universities to pair up with faculty and conduct research over the summer. I was lucky enough to work with a student on research to understand intragroup stereotypes of Mexican Americans and we are planning to submit our work for publication.

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

One of my favorite parts of academia is being able to work with students and help them see the benefits of research in their lives. I believe my work with students at and outside of KSU has allowed me to be a better mentor and a solid resource for students. I approach my role as a faculty member with the idea that I should help students find their place in research and learn skills that will benefit them no matter where they end up after KSU. I have hosted events around grad school applications and job interview skills. I have actively created networking events and encouraged students to present at conferences to connect with potential collaborators. Finally, I am currently on the planning committee for the Georgia Undergraduate Research in Psychology conference, which has allowed me to meet new people and connect students with resources/opportunities in psychology. I believe all of these experiences will help me uphold the goals and charges of CUR.

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 not served previous terms.

Elizabeth Preas, Austin 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 serve as an Assistant Professor in the Psychology Department at Austin College. I have actively engaged in several undergraduate student research initiatives, contributing to projects focused on behavioral science, mental health, and education. I serve as an advisor, mentor, and collaborator with student research projects, which has led students to successfully present their research at academic and regional conferences, such as the Southwestern Psychological Association, Austin College Student Conference, and the Association for Behavior Analysis International. I also serve as the thesis chair or as a committee member on multiple student honors thesis projects. Additionally, I have assisted students in securing intermural and extramural summer research funding for student research projects, including fellowships from the Lemuel Scarbrough, Jr. Summer Research Program and the APA SUPER Fellowship Program. These fellowships have supported student research on evaluating efficacy of interventions in behavioral therapeutic contexts. As a faculty sponsor, I mentored students through their research, helping to further their academic growth while advancing our collective understanding in the field of psychology.

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

In my role as a course instructor for research methods and as a research mentor, I actively support and mentor students from diverse backgrounds to provide opportunities in engaging in and contributing to psychology research and scholarship. One of the key aspects of my involvement in fostering inclusive research practices is exploring topics and research projects that are relevant to underrepresented populations within psychology research, such as non-binary gender identities, mental health, neurodevelopmental disorders, and racial and ethnic minority groups. In the process of exploring diversity and inclusion, I engage students in activities and literature that enrich cultural awareness and understanding to promote thoughtfulness when designing and implementing their research studies.

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

My extensive experience in research, leadership, and committee involvement will position me to effectively advance the mission of CUR and the role of the Division Representatives. My previous and current roles in serving on various committees related to research and advancement, DEI initiatives, educational and academic development, and as a collaborator on various research and grant funded projects has strengthened my knowledge and skills to support CUR members in enhancing and engaging in scholarly work. Additionally, my involvement in these previous and current roles has provided opportunities for me to engage in meaningful networking to a broader academic and research community within psychology and other related divisions (e.g., neuroscience, behavior analysis, humanities, etc.). I believe that my collaborative spirit and passion for research and dissemination of knowledge also will contribute to the CUR's mission to provide CUR members connections to meaningful networking opportunities, activities, and educational content.

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

Joanne Altman, High Point University

Psychology Division Nominee

NOMINEE STATEMENTS

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

The mission of our university is “to be nationally recognized for its integrated liberal arts and professional programs, its creation of new knowledge through faculty and student research, scholarship and creative works, and it’s development of citizens who think and act feely, critically, and humanely”. I serve this mission as the founding director of our Office of Undergraduate Research and Creative Works. The mission of the URCW Office is to” bring together undergraduate students and faculty for the purpose of creating unique and collaborative projects”. In this role I administer and distribute student research and travel grants, edited our student research journal, host our yearly campus research showcase, direct a summer research program, and run a freshmen program called Research Rookies that helps get underclassmen connected to faculty mentors on an early career path to engage in creative and scholarly work. I am responsible for encouraging, supporting, and promoting undergraduate work across the campus. I also chair of the visioning and advisory committee on undergraduate research and creative works at HPU. As a psychology professor, I serve our mission by guiding students towards research, mentoring them through projects and presentations, and helping them understand the role of research in supporting their career goals.

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

I have worked with both my division and the E-board to promote diversity and inclusion in undergraduate research. At my home institution I have partnered with our Multicultural Affairs Office to recruit underrepresented students to our freshmen Research Rookies Program, as we are all aware of the significant literature on the impact mentorship has for maintaining these students in college and in STEM fields. Research Rookies also helps give all underclassmen an even playing field, regardless of their prior experiences, in preparing to work with faculty mentors. In the Psychology Division we have been working together for several years to address diversity in our membership and issues of equity and access for students and their mentors.

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

My history with CUR speaks most clearly to my skill set to successfully uphold the charge to Division Representatives. I have a very long history serving CUR as a psychology division councilor and representative, and I served on the Eboard for 2 terms. My time on the Eboard was during the period that we developed our new mission and strategic plan. I have worked actively within the division on the mid-career mentoring award, reviewing travel grant applications and NCUR submissions. I have worked with the division to encourage membership and to encourage diversity and inclusion. I have networked with colleagues within the division as well as outside of the division to promote CUR's mission and vision. I currently serve on the editorial board for SPUR. Thus, I have a lot of experience from the council and two boards to bring to the table as our own division works to foster community, share educational content, and work towards innovation and adapting to an ever-changing academic climate. Perhaps, most importantly, I have a track record of showing up regularly to do the work, with an amazing group of colleagues.

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 served as a Councilor in the Psychology Division for a number of terms and have only missed one Annual Business Meeting in my 23 years of service. I also served two three-year terms on the Executive Board (Eboard). I have served on an Assessment Task Force from 2012 – 2018 and have Chaired (and co-chaired) it for the last 4 of those years. In my work with the assessment task force I helped start the Zotero bibliography database on the measurable impact of undergraduate research (see the website under member access), initiated the review of our Institutes, and co-authored an advocacy White Paper on the benefits of undergraduate research (also on the website). I served on an Eboard Committee that followed up on our initial assessment plans for Institutes. In my most recent term as division representative, I chaired an Eboard task force, working with amazing colleagues across divisions, on interdisciplinarity in undergraduate research. In my last two terms in the Psychology Division, I have worked with a remarkable team on the Mid-Year Mentor award and our efforts to recruit minority CUR members to the division. I also co-presented with CUR colleagues at CUR Biennials, ConnectUR, and the AAC&U national meetings on several presentations on assessment, as equity and inclusion, and interdisciplinarity in undergraduate research. I have recently joined the editorial advisory board for SPUR.

Karen Gunther, Wabash College

Psychology Division Nominee

NOMINEE STATEMENTS

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

The Psychology Department at Wabash College (a liberal arts college) requires all majors to complete a senior research capstone project, conducting original research in one of our labs. Other than when I have been on sabbatical, I have had capstone students working in my lab every year. Capstone concludes with oral presentations at a regional undergraduate psychology conference and poster presentations on campus. Four of these projects have been published in disciplinary journals, with student co-authors. In my Research in Sensation & Perception course I have my students collect data and write up (APA style) two sensory experiments across the course of the semester. And finally, every other summer I have had student interns working with me in my lab. In addition to presenting at a disciplinary conference (usually the Optical Society of America/Optica's Fall Vision Meeting, occasionally Society for Neuroscience), the interns present their research in our on-campus Research Celebration. I am also chair of Wabash's Institutional Review Board; the vast majority of the proposals that we review are for student projects. Finally, I have been involved with the Undergrad Meet and Greet receptions at the annual Vision Sciences Society.

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

1) In an NSF grant, I requested (and received) funding for two summer interns for each of two months; one of these internships was reserved for an underrepresented minority student. 2) Under my direction as Chair of CUR's Psychology Division, we have worked to increase minority membership amongst the Psychology members, and we have a diversity component to the division's research/travel awards for undergraduate researchers. 3) I have served on CUR's DEI committee, and been its secretary, since 2018.

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

I have been a CUR Councilor (now Representative) since 2010, and Chair of the Psychology Division since 2020. Under my chairship we have offered annual research/travel awards to several undergraduate students in psychology, we award a MidCareer Mentor award every other year, we have hosted a book group, and we have held Critical Conversations for the CUR community. I anticipate being involved in similar activities during my next term as Representative, should I be re-elected.

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 served as division secretary 2011-2020. See also the previous question for contributions during my chairship of the Psychology Division.

Kimberly Rapoza, Mercy University

Psychology Division Nominee

NOMINEE STATEMENTS

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

Mercy University is a Hispanic Serving Institution (HSI) with a mission to provide students with the opportunity to transform their lives through higher education. During my time at the college, I participated in and spearheaded initiatives to bring research opportunities and infrastructure to the college, to better serve the educational needs of our students. In 2008, I created a lab and acquired grant funding that allowed me to work with 7-10 students annually, through a sub-project funded by a RIMI award from NIH. I have continued this apprentice model with my current research grant (co-PI) from NIDILRR (NIH). My CV reflects numerous conference presentations with my lab students, whom I brought to the conferences with grant funds and journal publications with student co-authors.

I also direct the McNair Scholars Program, funded by the US Department of Education. The program has the express goal of increasing the number of students underrepresented in graduate education/ PhD programs and long-term to diversify the academy. The capstone research project is one of the major high-impact practices of the program. Directing the program has allowed me to shape and create activities and pedagogy to improve research skills, scholarly writing, and professional skills needed for successful admission into a graduate program.

The McNair Scholars Program does an excellent job of providing students with research experiences and opportunities. However, for our students with financial concerns and/or work and family commitments, this apprenticeship model of research might not seem possible or attractive. That is why I worked closely with other faculty and received training through CureNet to turn my social psychology class into a Course-Based Undergraduate Research Experience. With this model, I have provided more students with an authentic research experience, and finances or time issues endemic to some in our student population were reduced as deterrents.

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

I strive to promote diversity and inclusion in undergraduate research, scholarship, and creative activity through my research lab, capstone project mentorship, CURE course development, and by directing the McNair Scholars Program. The McNair grant serves students from diverse ethnic, socio-economic, and educational backgrounds. Our program successfully provides research training and/or year-long research internships to approximately 27 students each year. In addition, through my CURE class, I have been able to provide an authentic research experience to over 150 undergraduates from diverse ethnic, socio-economic, and educational backgrounds. Lastly, my grants received from RIMI and NIDILRR (mentioned above) have allowed me to provide a more traditional mentor/mentee relationship.

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

I have mentored students in my lab, through my NIDILRR (NIH) research grant. As director of the McNair Scholars program, I continually create and monitor the impact of pedagogy and practices on my students. However, McNair is part of the larger collective of college opportunity programs overseen by the US

Department of Education. Part of my activities as director have involved networking with other programs and participating in education and outreach efforts to my elected officials in Congress.

I helped found the Westchester Undergraduate Research Conference as part of research infrastructure initiatives at my college, increasing the opportunity for students to present and interact around their research. I am happy to report we are in our 14th year, have a standing partnership with Manhattanville University, and have expanded the event to host about 130 attendees from 10 local area colleges and universities. This conference allows students from diverse backgrounds and majors to attend a free local conference, which removes the financial burden of conference participation that may create barriers for some.

These activities have allowed me to develop the ability to support faculty and students in their mentored relationships and listen and assess situations for what resources and supports are necessary for undergraduate research success. I have also gained skills in networking, building and managing teams, and program/event development that serves students engaged in undergraduate research. I will bring all these skills to my role as a psychology division representative.

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 diligently attended division meetings and have contributed to the discussion for CUR Psychology Division initiatives such as the development of mentoring services/repositories and resources for mentoring frustrations, the use of AI and ChatGPT successfully and productively in the classroom/ research, and guidelines and discussion points for undergraduate co-authorship. During my time as a CUR division representative, I have contributed teaching tips to the CUR Psychology Division Newsletter, on topics such as increasing student reading and engagement with collaborative annotation tools and use of the K. Patricia Cross Academy to improve teaching. I have also assisted as a reviewer of the CUR Psychology student research/travel award applications.

Sarah Johnson, Moravian University

Psychology Division Nominee

NOMINEE STATEMENTS

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

I am extensively involved in UR activities at my institution. Over the past 4 years, I have individually mentored 12 independent research students (including Honors) and supervised ~100 students in CURE-based research projects in my Psychology classes. I have instituted hands-on CUREs in my first-year seminar, serving students from a wide range of intended majors with an interest in a shared topic (e.g., music). Some of these students would never learn about or create hands-on student-devised research in their own majors. Students in my current seminar have our class project on mental-health stereotypes relevant for their own personal lives as well as in relation to their intended fields (e.g., business, nursing). Our institutional mission highlights how a liberal arts education prepares students for a reflective life, fulfilling careers, and transformative leadership. Exposing students from other disciplines to the process of conducting research in a personally relevant topic from Psychology can help them reflect uniquely on their lives and become leaders who better understand how research contributes to the common good.

I am involved in UR at the administrative level at Moravian in several capacities. I have served as a member and co-chair of the Institutional Review Board for many years. In addition to providing ethical approval for all research with human participants, including student-led research, I frequently consult with undergraduate Honors students whose advisors are less familiar with the processes for ethical approval. I have served on the Honors Program, serving as a liaison for individual Honors students across a range of disciplines. Finally, I have been Director of Moravian's summer research program for the past 10 years. I oversee ~12 students per year working on an intensive 10-week research project with individual faculty mentors. I have supported students, my own and others', present their research at conferences, including NCUR.

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

On my campus, I have worked to increase diversity of representation of students in our summer research program in two ways. First, I pushed to increase the diversity of disciplines represented, moving the program away from a science-focused emphasis and towards more equal support of students from the social sciences, humanities, art and music. Secondly, using resources from the CUR Community, I pulled together a strong rationale for substantially increasing our summer student research stipend (an increase of 33%). This kind of stipend increase can make this research opportunity more accessible to students from lower income households, as they can afford to take on a full-time research experience by reducing work hours or forgoing other jobs. I am currently a co-PI on a pending National Science Foundation S-STEM grant to provide scholarships to STEM students from low-income households and underrepresented minorities, where our programming includes first-year and upper-level classes in research, research-related writing and communication, and a guaranteed summer research experience akin to our normal summer research program.

In addition, coordinated through the Center for Inclusive Excellence (CIE), I have given talks to various student organizations that serve students of color to promote the various hands-on research experiences available at Moravian (independent research for credit, the Honors program, and the summer and semester paid research opportunities). I am faculty advisor to our student Undergraduate Research, Scholarship, and Creative Activities

club, which similarly promotes the message about research opportunities at various student events and in collaboration with disciplinary clubs. Finally, under my guidance, our summer research program has a collaboration with our CIE to co-sponsor 1-3 summer research projects that are related to social justice topics and/or involve students from underrepresented minorities. These students then give a talk about their research during the academic year at a CIE sponsored Friday Forum.

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

As part of the Psychology division, I have helped to coordinate a divisional newsletter that contains information about undergraduate research conference opportunities, teaching and mentoring tips, and highlights small grants for students that our division offers. For ~4 years, I have served as the lead in a divisional sub-committee that coordinates a biennial Mid-Career Mentorship Award from our division. Winners have given talks either at the biennial CUR conference or as an online presentation shared via CUR with all Psychology Division members. These talks typically focus on mentorship approaches for undergraduate research, providing an educational opportunity for our members—one, in fact, which I took advantage of when I first joined CUR and upon attending the talk of our recent awardee, I shifted my own mentorship approach towards scaffolded research teams.

In collaboration with members of my division, and CUR members from other divisions, I have participated in presentations focused on issues related to ethical approval for undergraduate research and the impact of presentation opportunities on undergraduate researchers. The CUR Psychology division is currently exploring new ways to share our experiences and expertise with other members of CUR interested in Psychology, as well as ways to expand the diversity of representation in our division and in CUR as a whole. I am particularly committed to creating interdisciplinary initiatives with members from other divisions in CUR, such as coordinating with a colleague in the CUR Biology division this past spring with the goal of reflecting on the CUR-related goals of members of our respective divisions. I hope to continue this by helping my division to create tangible connections with other divisions via themed discussions, workshops, etc. on timely topics (e.g., AI in UR, confronting restrictions on diversity programs, enhancing student communication about research to the public, etc.).

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 addition to attending all CUR annual business meetings from 2013-present, I have attended and presented at multiple CUR Biennial Conferences 2016, 2018, and 2020. I attended ConnectUR in 2022, serving as one of our division's welcoming representatives for conference attendees from our field.

On behalf of our division, I served on the National Conferences for Undergraduate Research (NCUR) Oversight Committee (as chair from 2017-2021). I have attended NCUR every year from 2014-present (except for 2020, when it was cancelled) and have brought a contingent of 10-20 students from my institution in most of those years.

I served on the Executive Officer search committee in 2018-2019, and as a member of the Student Programs Task Force (2018-2021), and completed one term as a CUR Executive Board member (2021-2024).

In the Psychology Division, I served as Vice Chair for several years, participated in the development of our divisional newsletter, and was a member of (recently leading) a task force that oversees our division's Mid-Career Mentorship Award applications. For the past year, I have served as a member of the newly developed Council, representing the Psychology division to the Board.