Supporting undergraduate student research can be quite daunting for faculty at many universities. Faculty may feel like they lack the time, funds, or specific expertise to support student-initiated projects. Fortunately, Psi Chi can help faculty and students engage in cutting-edge psychological research.

Many faculty are familiar with Psi Chi as an international honor society focused on psychology. Indeed, with over 1,150 chapters and 780,000 members inducted worldwide since 1929, Psi Chi is one of the largest honor societies in the world. In fact, a common misperception of Psi Chi is that it is an induct-and-done society where students gain a line on their resumes/vitas, but nothing else. That perception could not be further from the truth. In reality, Psi Chi provides many resources that can help students and faculty engage in high quality, publishable research. The organization was an early adopter of open science practices and developed a number of different programs in the past six years that have evolved into a suite of critical resources for students and faculty. These resources include assisting students getting the funds to do research, designing quality studies, collecting data, and helping the students publish their data.

Often, one of the first challenges undergraduates face is getting money to facilitate their research. To this end, Psi Chi offers a number of research grants to help members collect data. Importantly, not only do these grants give students funding, they also provide the students with a rigorous initial experience with peer review. The grants are also generally well-funded; in fiscal year 2017–2018, there were 68 undergraduate research grant recipients out of 119 applicants for a total of 57.1% funded. Of the 68 grants awarded, 25% (17) of the grants were Mamie Phipps Clark Diversity Research Grants, the purpose of which is to support research that emphasizes diversity. Any undergraduate, graduate, or faculty advisor research grant that is submitted is automatically considered for it. Beyond the research grants, Psi Chi also offers a number of awards and scholarships that students are often eligible for.

Another major challenge faced by many researchers, including undergraduates, is choosing appropriate materials for a study. Many undergraduates may erroneously believe that they need to create their own materials, but it is relatively common in psychology to use measures with established reliability that have been validated by other researchers. Of course, finding these appropriate measures and materials can be relatively time consuming. Recently, Psi Chi created a materials repository database where faculty and students can search for different kinds of free scales and stimuli that are available online (e.g., normed word lists, questionnaires, emotional stimuli) using keywords or categories (www.psichi.org/page/researchlinks). Although this database does not contain an exhaustive list of previously used and freely available materials, it offers a breadth of possible options to help researchers begin to construct their study. Psi Chi also provides a number of resources to help members collect their data. Psi Chi hosts a list of studies for which researchers need participants (https://www.psichi.org/page/study_links).

Beyond resources on the website, another option in the design and recruitment/participation in studies involves a program called the Network for International Collaborative Exchange (NICE; https://osf.io/juupx/). The NICE assists faculty with fostering publishable undergraduate research through collaborative efforts that significantly reduce the time and cost it takes to design a study, find materials, recruit participants, and publish results. The NICE initiative involves multiple components where faculty and students can connect with diverse faculty from across the globe.
to engage in small or large collaborations focused on cross-cultural questions. NICE allows faculty to mentor students on topics across many areas while helping students to see the complete cycle of the scientific method from hypothesis formation to peer review. There are two components of NICE that faculty can utilize, CROWD and CONNECT.

CROWD is a crowdsourcing initiative where researchers from around the globe gather to answer one research question through the use of a common protocol. The first CROWD project (Rogers et al., 2018) is currently in progress and can be reviewed by current and future contributors (https://osf.io/qba7v). CROWD can be used for either students’ independent studies or classroom-based projects with contributors cooperatively conducting research using a standardized protocol. The protocol and measures needed to conduct the project are provided to contributors so that the project can be implemented uniformly at their home institution. The accessibility of the protocol and measures significantly reduces time and financial barriers related to designing a study and finding measures and their associated scoring procedures. The removal of time and financial barriers provides faculty with more time to teach students about the research process and conducting quality research while concurrently allowing students to make a meaningful research contribution. Students can become coauthors on a publication through significant contributions to data collection and/or through other major contributions to the research such as assembling IRB documents and editing the manuscript.

The datasets from the CROWD projects will also be made publicly available for secondary data analyses. This provides a unique opportunity for faculty to have students come up with a research question, develop hypotheses, craft an analysis plan, and use a cross-cultural data set, without the time and funding restraints imposed by geographical location, institutional endowments, finding materials, and collecting data. Given the diversity of the data set, the large sample size, and wide range of variables available for analyses, it is not only easy to develop an offshoot project, but these offshoot projects may also be publishable.

The NICE component called CONNECT is a researcher network that aims to facilitate smaller collaborative projects by pairing up researchers who are willing to share resources with those who need them. CONNECT employs the StudySwap web platform to foster more intimate and specialized research collaborations, with a focus on exchanging resources and building professional working relationships between researchers. Collaborating through CONNECT facilitates publishable research by enabling larger and more diverse sample sizes to be recruited, providing access to specific samples, materials, and technologies of interest, while concurrently assisting in the development of working relationships. The collaborative relationships formed can additionally provide support during the publication process. In addition, CONNECT provides an avenue for students to connect with experts in particular research areas that may be of interest to them.

Beyond specific research project offerings, Psi Chi offers a number of resources that help faculty and students publish their findings. For many researchers, the first publication experience is to present at conferences. This provides a step toward writing a manuscript for submission as the researcher needs to compile information into a report form to author either an oral or poster presentation. Psi Chi hosts poster sessions at every American Psychological Association (APA) regional convention, as well as APA and the Association for Psychological Science convention. Additionally, Psi Chi sessions regularly include student speakers at the Eastern, Southeastern, Rocky Mountain, and Southwestern Psychological Association conventions. This process invites and encourages students to move along the research path by presenting competitive research. Further, Psi Chi officers and faculty advisors often nudge students to apply for travel grants, present their research, and convert their poster to a submission to the Psi Chi Journal of Psychological Research or elsewhere.

The Psi Chi Journal publishes peer-reviewed research articles from any discipline in psychology with the only caveat that the first author must be a Psi Chi member. The Psi Chi Journal has been at the forefront of making changes (e.g., adopting open science badges) as the field has evolved to become more transparent in planning and reporting, and transformed the journal to become open-access so anyone has access to the articles. The Psi Chi Journal specifically welcomes replications, awards open science badges, and offers a number of unique support services to students including assistance along the entire publishing process. With a diverse team of faculty serving as associate editors and a large pool of supportive reviewers, students, as well as faculty, can learn the publishing process in a supportive, educational manner with all manuscripts receiving...
three peer reviews and a review from the associate editor. This is to further enhance the learning experience. Whether students’ submissions are ultimately rejected or accepted for publication, those completing the research cycle firsthand experience professional development benefits. The *Psi Chi Journal* also invites editorials to support Psi Chi members in their academic pursuits. A brief set of examples includes multiple articles on how to conquer APA style (Hughes, Brannan, Cannon, Camden, & Anthenien, 2017), how to read and write academic manuscripts (Fallon, 2018), how to integrate qualitative and quantitative methods (Brannan, 2015), as well as how to publish a thesis or dissertation (Ayala, 2018). The journal will continue these and other activities to support Psi Chi members in meeting their publishing pursuits.

Another resource Psi Chi provides is the *Eye on Psi Chi* magazine. Many of the articles deal with challenges and successes associated with undergraduate research—from both the perspective of faculty and of students. For instance, there are *Eye on Psi Chi* articles that deal with publishing both posters and presentations at conferences, as well as publishing in journals (https://www.psichi.org/page/eye_main).

Psi Chi is committed to helping students and alumni members’ pursuit of psychological knowledge. Beyond the resources we detailed on helping students engage in publishable research, Psi Chi provides many other resources valuable to students and instructors of psychology. For instance, Psi Chi is committed to improving diversity in psychology (and as such, has a committee focused on this challenge, as well as a committee focused on research in general). Psi Chi is also committed to helping students with their studies such as by offering a number of grants and scholarships to help with further study in psychology. Across many domains, Psi Chi is committed to engaging undergraduate students in high quality publishable research.

**References**


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Psi Chi Journal of Psychological Research: Reviewers for Volume 23

We sincerely appreciate the hard work on the part of the following individuals who each completed at least one review in 2018. Without the assistance of such dedicated professionals, Psi Chi Journal would not be able to function.—Debi Brannan (Editor)
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