UNL

Department of Psychology

Graduate Student Handbook

Fall 2019 Edition

Disclaimer: This Guidebook is intended to provide useful information for Department of Psychology graduate students. Although efforts are made to keep the Guidebook accurate and up to date, the information contained herein is subject to change and may be superseded by Department, Program, or University policies.

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Welcome to Graduate School!

Graduate study begins in a manner that seems similar to undergraduate school. You take courses and strive to do well. But even at the beginning, the differences are apparent. You are invited to work closely with one or more faculty with whom you will develop close working relationships. You will have greater responsibility for self-initiated research and most of you will teach your own classes. Students in Clinical and or Law/Psychology will participate in practica under the guidance of experienced faculty supervisors. In this respect, your experience as a student is changing from classroom-based learning to becoming an independent scholar. As a graduate student, you will participate in the many and varied activities of our department -- brown bag luncheons, colloquia, symposia, and social get-togethers. The relationships that you will develop with faculty and fellow students will be among the most memorable features of these years. We are excited that you are here, and look forward to the talents that you bring to our learning and working together!

This handbook is a reference tool intended to help you make your way through graduate study. Although the handbook is designed to assist you, be aware that program requirements, deadlines, and procedures may change at any time. The goal is to provide you with an overview of what follows in graduate study so you can proceed onward with knowledge and confidence. You should always stay up to date on current policies and procedures from the various sources listed below.

Sources of Information

There are many sources of good information and advice available to you. The Department of Psychology and the Office of Graduate Studies websites usually have the most up-to-date information and all of the various forms you will need. You will go most often to the department website for contact information for faculty, graduate students, and staff in the department or for specific departmental forms such as travel-related paperwork. The Graduate Studies website has all of the official forms to submit your program of studies, set up your supervisory committee, and graduation paperwork. The Graduate Studies Catalog provides considerable information concerning graduate program requirements at UNL, and is the final authority on all formal aspects of graduate study.

Useful Websites
Department of Psychology
http://www.psychology.unl.edu
Office of Graduate Studies
http://www.unl.edu/gradstud
Graduate Catalog
http://go.unl.edu/gradcatalog.

Perhaps the best sources of information and advice, however, are the people around you. Faculty members are happy to answer questions and provide guidance on anything you need to know, whether concerning course selection or presenting a paper. Fellow students are also excellent informants, especially about how things "really get done" in graduate school. Just as you will

experience the pleasure of offering helpful guidance to junior students in the department when you are an advanced graduate student a few years from now, your fellow students are happy and willing to help you in any way they can.

Graduate Education at the UNL Department of Psychology

History of the Department

The University of Nebraska-Lincoln (UNL) has a deep and significant place in the history of psychology in the United States. If psychology dates its founding to Wilhelm Wundt's laboratory at the University of Leipzig in 1879, and the founding of psychology in the U.S. to William James's laboratory at Harvard several years later, psychology arrived at the UNL not long afterward. Harry K. Wolfe, a Nebraska native, obtained his undergraduate degree at the UNL and then traveled to Leipzig to become one of Wundt's first two doctoral students. At the close of his program, Wolfe returned to the UNL as a faculty member in the Department of Philosophy where, in 1889, he founded the first psychology laboratory in the U.S. devoted primarily to undergraduate instruction. As a consequence, the Department of Psychology at UNL was one of the first in the nation to celebrate its centennial, and the twin themes of research and undergraduate education continue to define our department's mission in the field.

UNL was thus an early center for psychological research because of Wolfe's work, and more presidents of the American Psychological Association (APA) have received their undergraduate education at UNL than from any other institution. The department is nationally prominent also because of the [Nebraska Symposium on Motivation](#), the oldest and one of the most visible annual symposia in psychology. Peruse the website and you will find that our Nebraska Symposium speakers have been many of the most prominent scholars in psychology since the mid-20th century and continuing today. The Clinical Psychology program is one of the oldest APA-accredited programs in the country and the Law Psychology Program is one of the first joint degree programs of its kind in the world. As you can tell, your new department has a tradition of firsts!

Current Programs in the Department

The UNL Department of Psychology has graduate programs in five areas: clinical, developmental, social and cognitive, law-psychology, and neuroscience and behavior. All students in law/psychology are jointly affiliated with one of the other programs, most often social and cognitive or clinical. All are research-intensive graduate programs with clinical students supplementing their training with preparation for clinical work, and law/psychology students obtaining advanced degrees in law as well as psychology. The department endorses a ***Mentoring Partnership Model*** of graduate training that involves graduate students in a variety of professional activities under the close supervision of faculty members.

As research becomes more interdisciplinary, faculty and graduate students increasingly find themselves working with faculty or using theories, methodologies and populations that cut across the traditional program divisions in psychology. Many faculty affiliate with more than one of the programs and/or are resident faculty at the Center for Brain, Biology, and Behavior (CB3). As a *hub* discipline, psychologists often collaborate with scholars from other disciplines including biology, political science, sociology, etc. We believe the opportunity for graduate students to develop their research within this interdisciplinary context is one of the strengths of our department.

Program Website Links
Clinical
Developmental
Law-Psychology
Neuroscience and Behavior
Social and Cognitive

Each graduate program area has a director or coordinator and a website. This is the most up-to-date information on each program.

Getting Started on Research

Coursework acquaints you with the scientific literature and research methods of the field, and enables you to develop other professional skills. But independent research is where your knowledge and skills are applied to advancing understanding of your area of interest. Your involvement in research will start your first week on campus.

Step 1: Developing a Working Relationship with Your Advisor

When you arrive on campus, you will enter a lab and begin to develop a working relationship with your advisor/mentor. Your advisor provides guidance for the student's research program. Many factors enter into a successful relationship with your advisor: the faculty member's research interests and background, style of mentoring students, availability, and their compatibility with the student are important considerations. Most students stay with the same advisor throughout their graduate program. However, a few students transition from one mentor to another as their interests and goals develop. Moreover, there is no expectation that you have only one faculty member with whom you work closely in research, and students commonly work with more than one faculty. The early mentoring relationship is an important first step in embarking on research during your first semester. Plan to meet regularly with your advisor, show up prepared, and take notes on what you need to accomplish next.

Step 2: Your First Research Project (known as the MERP)

Your mentor guides the development of your first-year research project, called the MERP (master's equivalency research project). This is similar to a master's thesis but most of our students do not do a formal thesis with the associated formality and paperwork. You will sign up for psyc996 as the course credit for your MERP. The purpose of the MERP is simply to get you

started in research. Thus various kinds of projects can be considered. For some students, the MERP projects are their own, self-initiated research studies of topics of special interest. For others, the MERP project consists of undertaking a portion of a faculty member's ongoing research study, assuming responsibility for developing measures or designing analyses for a particular part of the research. The MERP project can also be a secondary analysis of a research dataset that has been previously collected. Talk to your advisor about which type of MERP project makes the most sense for you. Undertaking your own data collection can be challenging, but it provides the rewards of completing a study from beginning to end. It is easier to get started in collaborative research on a faculty member's ongoing project, or conduct secondary data analysis and save the rest of the experience for a later project. Your advisor can guide you on the best path for you.

Once you have decided on a project in consultation with your advisor, talk with your advisor about how much of a formal proposal you should do. Some programs require a written proposal consisting of the Introduction, Method, and Plan for Analyses. Whether you do a formal written proposal or not, keep in mind that the MERP must be approved by your advisor and a second faculty member so it is helpful to keep the second reader in the loop with what you are doing. Once the proposal or idea is approved, the next steps are to obtain any needed approvals (e.g., IRB or IACOC), conduct the research, and prepare a manuscript. Both the primary advisor and second faculty member must sign off on the final manuscript to meet the MERP requirement. Some programs also require an oral defense of the MERP, often as the oral exam for the master's degree. In most programs, the format for the final manuscript is a journal article, appropriate for the journals for your research area. Depending on the outcome of the research, students are expected to present their MERP project at a conference and submit a manuscript for publication. Although strongly encouraged, publication is not a prerequisite for meeting the MERP requirement.

Students who arrive on campus with a thesis from a previous masters degree may get the MERP requirement waived. The advisor and one additional graduate faculty member need to read the prior thesis and determine whether it meets our requirements. Inform the program director or coordinator if you meet the MERP requirement in this way. It is still important to immediately get involved in research but you may have fewer formal hoops, such as a written proposal, to complete.

Step 3: Get Involved in Other Research

The MERP project inaugurates a graduate student's research career. As students are working on their MERP, they are typically getting involved in other research as well, either in the same lab or perhaps with another research team. By the time a student begins the dissertation, they should have experience with all phases of the research process (e.g., designing a new study, gathering original data, analyzing data, writing a report and submitting it for publication). The conclusion of the MERP project provides you with the opportunity to decide whether you want to continue with the research directions inaugurated with this project or move in other directions, perhaps with the assistance of a different faculty advisor. In short, it is all up to you how to proceed. But

keeping involved in research is key, because in doing so your skills as a scientist grow and become refined.

Opportunities for Teaching

Many of you are planning careers that will include classroom teaching, either as a primary activity at a 4-year college, a component of a faculty position at a research university, or giving workshops or training in applied settings. There are numerous opportunities to prepare for teaching including coursework, teaching assistantships, and course instructor positions. If you intend to teach while you at UNL or are assigned a teaching assistantship your first year, then you are required to take PSYC974 – Teaching Methods in Psychology, typically your first fall on campus. The seminar is designed as an introduction and overview of issues of teaching philosophy, methods, and practical challenges. Most students take this course. This course is required if your funding is coming from a teaching assistantship (TA).

Teaching Assistantships

TA duties vary widely depending on the course to which you are assigned. Some TAs include teaching labs or recitations. Others are mostly behind the scenes work such as grading and administrative work. All teaching assistantships offer opportunities to learn about the nuts and bolts of teaching and working directly with undergraduate students. If your duties are mostly behind the scenes, many faculty are open to you providing a guest lecture or two in the class to get some classroom experience. Understanding clearly what is expected of you as a TA from the faculty member who is teaching the course is essential. A conversation early in the semester is always wise for clarifying roles and responsibilities. As a TA, you will be expected to use Canvas, the course management system. There are excellent online tutorials and in-person trainings if needed. In addition, if you are one of several TAs associated with a single course (such as Introduction to Psychology [Psyc181] or Research Methods and Analysis [Psyc350]), you will find other teaching assistants to be helpful sources of information and support, especially if they have taught the course previously. Finally, keep in mind that the departmental office staff (including the work-study assistants) can be helpful sources of information about everything from how to copy handouts to what to do with course rosters and class evaluations.

Instructing Your Own Course

Summers are an excellent time to get additional teaching experience as the co-instructor of a course, typically with another graduate student. This provides summer funding for those on 10-month assistantships. Watch for an e-mail in late winter/early spring asking for those who wish to be considered for summer teaching position. Advanced students may also have opportunities to teach their own course for pay during the academic year, depending on departmental needs and funding.

Finally, the department offers an Advanced Teaching Practicum course (psyc990). This course

consists of an individually arranged contract between an advanced student and a faculty supervisor for the student to teach a course of their choosing. Because the course does not incur any costs for the department, you are free to choose the topic, number of credits (1-3), and the time of day, assuming classroom availability. You just need to plan far enough in advance so the course is available when undergraduates register for classes. Check in 6-9 months ahead of time with the associate chair in charge of course scheduling if you are planning to take Advanced Teaching Practicum. Many students teach a small 400-level course in their area of interest. Others want the experience of teaching a particular course on their CV to round out their teaching portfolio in preparation for job application and may teach an additional section of a regular course. The faculty member supervisor helps plan and oversee the course, then provides a grade to the graduate chair at the end of the semester.

Coursework and Other Requirements

Coursework

Especially in your first couple of years on campus, formal coursework will be an important focus on your graduate education. All graduate students are required to take certain core courses including described in this table. This list was approved in Fall, 2018 by the faculty.

Department-Wide Requirements for Graduate Students in Psychology				
Requirement	Required Hours	Specific Required Course*	Recommended Course	Notes
Stats/Methods	6 hours	PSYC941 and PSYC942		
Basic Psychology Coursework	6 hours	3 hours from a proseminar (any course numbered PSYC901-PSYCc910)	The second 3 hours can be from another proseminar or any graduate psychology course outside of the student's primary area.	
Human Diversity/Multicultural^	1 hour	Any class from that is primarily focused on human diversity	Include, but are not limited to, PSYC 976, PSYC 979, EDPS 868, EDPS 987, SOCI 905, SOCI 906, SOCI 907	Most classes are 3 hours so most students will take 3 hours of human diversity.
Ethics	1 hour	See program requirements for specific course recommendations		
Teaching	1 hour	PSYC974		Required for students who will be a TA or instructor. May be taken concurrently to the teaching assignment. May be waived for teaching only with permission of Associate Chair and program coordinator.
Note. Specific programs have additional requirements. Courses simultaneously meet both department and program requirements. *Students with prior training may ask to substitute a different course to meet a requirement. This determination is made by the faculty member who typically teaches the course. They usually ask for a syllabus, including information about the textbook/readings, to insure equivalency. ^ The course need not be in the Department of Psychology but should generally cover topics such as implicit bias, stereotyping, how societal power structures differentially impact groups of people, etc				

In addition to these courses, each program has their own additional requirements that are published on their respective web sites and/or program handbooks. Over the summer before you come to UNL, you will receive information about courses for which you should register, some general requirements and some program specific recommendations. This is a good topic to discuss in your first meeting with your advisor as well. In fact, each semester you and your advisor should be discussing what courses you should take. Typically in spring semester of the first year, you will file a Memorandum of Courses for the master's degree that lists planned courses for your initial program of study. These "courses" include research credits, readings courses, and classroom courses. In about the second year (or later depending on your program), you will form a Supervisory Committee who will guide you in developing a doctoral Program of Study. Within the Department of Psychology, only courses numbered 900 or above can count for towards your degree. In other departments, courses 800 and above count towards your degree.

Grades are less important in graduate school than they were in your undergraduate program. A's and B's are fine. C's are considered not passing and will require retaking the course or other remedial measures. If you are concerned about your grade in a course, talk with the professor early about what is happening and also let your advisor know. It is much easier to get back on track or arrange a needed incomplete before the semester is over.

Research Requirements

There are two research requirements. The first is an empirical masters-level project that could be either primary data collection or analyses of archival data. The paper should follow length and format requirements that

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Program Course Requirements
Law-Psychology
Neuroscience and Behavior
Clinical
Developmental
Social and Cognitive

Graduate Concentrations Available to All Students

Concentration in Quantitative Methods. Known informally as the "quant minor", this is an opportunity to document specific training in statistics and methodology. When students meet with their supervisory committee to develop your program of studies, you can specify whether you wish to do quant minor. This concentration requires 18 hours of statistics and methodology classes and a comprehensive exam. See Cal Garbin for more information. Note this is not an official university minor and should not be listed as such on the doctoral program of studies.

Diversity Concentration. The diversity concentration is for students who wish to document specific training in diversity – typically race/ethnicity, gender or sexual orientation. The concentration requires 15 hours of coursework and presentation. The format and content of the presentation should be consistent with the student's overall educational program (e.g., a research talk for psychologists, a lecture/teaching demonstration for an advanced undergraduate class, a clinical workshop). As with the quant minor, the specific concentration is defined on the program of studies at the supervisory committee meeting. See Deb Hope or Trey Andrews for more information.

would be suitable for a journal article in your area. Each student must also complete an empirical dissertation. This process includes a formal written proposal approved by the supervisory committee. The student and the dissertation committee meet to discuss the proposal and agree on the nature and scope of the dissertation. The student does an oral defense of their final dissertation. The oral defense may not be waived. The scope and nature of the proposal and final dissertation documents are up to the program and supervisory committee as long as they meet Graduate College standards. There is no formal paperwork for the MERP or dissertation proposal. However, Graduate Studies has paperwork that needs to be completed several weeks before the final dissertation defense, forms to sign at the oral defense, and instructions for submitting the dissertation.

Comprehensive Exams

Comprehensive Exams occur between the MERP and dissertation proposal. Comprehensive exams may take whatever format and scope are approved by the supervisory committee and meet program requirements. Options include integrative review papers, grant proposals, portfolios, exam questions or a combination thereof. Although there may be overlap, the comprehensive exam and dissertation introduction should each stand alone. Passing of the comprehensive exam is marked by filing the doctoral candidacy paperwork with Graduate Studies.

Supervisory Committee

Typically in the middle or end of the second year, students request permission to set up their doctoral supervisory committee. The exact timing depends on the program and the progress and needs of a particular student. When the advisor and student determine they are ready for a supervisory committee, the advisor makes this request to the program faculty. This typically happens in the context of end-of-semester or annual student evaluations. Upon approval from the program to set up a committee, the program coordinator brings the request to the Graduate Executive Committee for a vote in either the January or May meeting. Students who are approved will receive a letter with instructions on setting up the committee. Students work with their advisor to select a committee and complete the necessary paperwork that is signed by the Graduate Chair. Upon approval of the members of the committee from Graduate Studies, the committee meets, within three weeks if at all possible. For most students, the supervisory committee becomes the dissertation committee, often with some adjustment in membership to meet the needs for the dissertation.

Who can be on a Supervisory Committee?

The Supervisory Committee consists of at least four faculty. The chair and two of the faculty must be graduate faculty in the Department of Psychology. The fourth member must be a member of a different department. Some students will have a co-chair who is not in psychology. Some faculty, such as law-psych faculty, may be considered either inside or outside

the department. If you are considering a committee member from another NU campus, an adjunct faculty or anyone who is not a full-time UNL faculty member, check ahead of time to be sure they are eligible to serve. Sometimes adjunct faculty can qualify if they go through an approval process to be graduate faculty. If someone not eligible to be a formal member of a dissertation committee is central to the research, they may serve on the committee in an advisory capacity without playing a role in the evaluation or appearing on the paperwork. Programs may have additional requirements about who should be on the committee. For example, the clinical programs requires two clinical faculty.

Agenda for the Supervisory Committee Meeting

The first Supervisory Committee meeting tends to follow a standard agenda.
    1. Chair opens the meeting and student briefly describes their progress to date and career goals.
    2. Review of the proposed Doctoral Program of Studies form.
    3. Discussion of likely format and scope of comprehensive exams.
    4. Discussion of dissertation timeline, if known.
    5. Omnibus motion to give the chair power to make changes to the program of studies or add/remove committee members, except the chair, without reconvening the committee.

Evaluation and Leaves of Absence

Evaluation

To maintain good standing in the graduate program, you must achieve a B- or better in your coursework, make progress on research, and fulfill assistantship responsibilities. Day to day feedback comes from your advisor, instructors, or assistantship supervisor. At least once per year, program faculty discuss each students' progress and provide a written evaluation for students who do not have a supervisory committee. These students are also discussed at the January and May Graduate Executive Committee meeting who may also weigh in on the evaluation. Once the supervisory committee is formed, the committee is responsible for the evaluation which is typically informal rather than a letter. However, some programs provide annual letters throughout students' time on campus.

If there is concern about a student's progress towards their degree, each program follows their own procedures. However, typically the program coordinator or director and the advisor, with input from other program faculty and perhaps the Graduate Chair and/or Graduate Executive Committee, provide feedback to the student and work on a plan to help get the student back on track. This may be informal but if concerns continue, is documented in a letter with a specific remediation plan and specific goals and timelines. If progress is insufficient, the next step may be probationary status with benchmarks for returning to good standing in the program. Failure to return to good standing may result in cessation of assistantship funding and/or dismissal from the program. The faculty makes every effort to be fair to each student given their individual

circumstances. Timelines and remediation plans are individualized.

Academic Leave of Absence

Occasionally life circumstances disrupt a student's progress towards their degree. There is a [formal leave of absence policy](#) and paperwork to request a formal leave. If you find yourself considering a leave, the first step is to talk with your advisor. Often through a combination of reduced workload, adjusted research deadlines, and incompletes in coursework, you can take care of what is needed without a formal leave. However, sometimes a formal leave for a semester or academic year is needed. Work with your advisor and program coordinator or head to take a break in a way that is least disruptive to your long term success and allows for someone to cover any teaching, assistantship, or research responsibilities you may have.

Professional Relationships

One of the most rewarding, but occasionally most stressful, parts of graduate school are the relationships you form with your advisor, lab mates, and other faculty and students. These situations can be complex because many of these close relationships also have a power differential. You may work closely with your advisor and share many of the same interests but they also have a supervisory role and will likely be a source of letters of recommendation for years to come. Your lab mates are co-workers but may also become close friends with whom you need to continue to work even if that friendship ends. You will find yourself negotiating things like shared workloads and manuscript authorships with collaborators and mentors. Because of these complexities, there are University and Department Policies listed at the end of this manual to guide these relationships. Being familiar with these policies can help navigate some of the complexities. You may be mindful that these are

Graduate education must take place in an environment in which free expression, free inquiry, intellectual honesty, and respect for the rights and dignity of others can be expected.
From the UNL Graduate College Policy on Professional Conduct

professional relationships that you want to maintain but you should also keep in mind that that everyone, including you, must have a working and educational environment in which the rights and dignity of each person is respected.

Like all human relationships, sometimes things get off track or deteriorate badly; sometimes someone engages in inappropriate behavior that should not be tolerated. Formal grievance procedures for the University and Department at the end of the handbook may be the best first course of action. However, often more informal processes can help resolve a less serious situation. Ethical guidelines, such as those of the [American Psychological Association](#) typically recommend talking with the person directly first. If that is not possible, does not feel safe, or does not resolve the issue, other resources are your advisor, the program coordinator or director,

the graduate chair, and the chair of the department. The Grievance Committee has both informal and formal processes, some of which can be kept confidential. The University Policies list programs and resources outside of the department that may be helpful as well. Because of legal requirements and university policy, some individuals may not be able to keep certain information confidential, even if you request it. Before talking with someone such as the department chair or other university official, check with them about whether they have any official requirements to report certain types of complaints. Then you can make an informed decision about what you wish to share.

Other Keys to Success

Seek Opportunities to Broaden Your Learning

It is easy to get caught up in a lab and a narrow area of research. Graduate school is an excellent time to broaden your knowledge, making you a better scientist and scholar. Read widely. Attend departmental colloquia and the Nebraska Symposium on Motivation, even if it does not seem to be in your research area. Spend time perusing journals.

Develop a Habit of Writing That Works for You

Early on in your graduate career, develop a strong writing habit that suits you. Not being able to get MERPs, dissertations, or other research products written is the #1 factor that slows down progress in graduate school. Consult with your advisor and lab mates about how they get writing done. Consider regularly scheduled writing with others, setting deadlines with a peer or your advisor. Psychologist Paul Silvia in *How to Write A Lot* recommends allotting shorter times in your schedule several days a week to write and defending that time vigorously from other demands. Not every strategy works for everyone but find a strategy that works for you and stick to it.

Become Professionally Connected

Consider joining relevant professional organizations.   Student memberships are often inexpensive and may come with a newsletter or useful journal access. Ask your advisor about what listserves you should join. Attend professional meetings, where you can meet the people who produce the research you read, and contribute your own scholarship in a research poster session. Some travel funding to attend professional meetings is described below.

Become Involved in the Governance Processes

A valuable source of experience can be obtained through the Graduate Student Association (GSA). GSA representatives are included in the Department's Executive Committee and participate in faculty meetings, which is important to ensuring that the graduate student voice is heard in decision-making. Consider running as a representative.

Balance

Although being a graduate student will take up most of your time and energy, keeping some balance will help you stay health, active, and probably more productive in the long run. Everyone does this in their own way but most people recommend staying healthy with sufficient sleep, good nutrition and exercise. It is also helpful to have some friends or interests outside of the program. This might mean volunteering for a cause you are passionate about, a working on a hobby, joining a religious or spiritual community, or just making a point to explore Lincoln and Nebraska on the weekends.

Paperwork

General University Paperwork

The [Graduate Studies websit](#)e has an excellent list of the paperwork needed for each milestone of the masters and doctorate degrees. There are a couple of places that students and their advisors often forget the needed paperwork. In the first half of your masters degree (if you are getting one), you need to complete a masters memorandum of courses. This is typically due in spring of your first year. Then 3 weeks before your oral defense of your masters, there is a Final Oral Examination form that must be submitted before the actual defense. The primary purpose of this paperwork is to check that you have the coursework to meet graduation requirements. Submitting it early, allow time to make adjustments in the program of studies or get incompletes resolved so graduation is note delayed. There is a parallel program of studies and Final Oral Examination form for the doctorate.

Department Paperwork

Each year you are on campus, you will receive an email from the graduate secretary asking you to complete the Graduate Student Activity Report. This report is used by program faculty to track your progress in the program and provides the data for many reports required by the college, academic program reviews, and accreditation. The form is designed to carry information forward from one semester to the next and just add the new information.

Miscellaneous Logistics

Keys and Building Access. To obtain a key to office or lab space or get after hours access to CB3 or Burnett, see the office staff for your building.

Room Scheduling. There are several shared spaces available for you to conduct research or hold meetings. Most Burnett rooms are scheduled with staff in the main office. The Sarata Room (Burnett 327) is scheduled with the PCC staff person in Burnett 325. Email them or stop by to

schedule.

Email accounts. You may use your personal email or request a UNL specific email address. Make sure that the graduate secretary and other staff have your current e-mail address and update them if it changes. The Psychology Department communicates almost exclusively via email so having an up-to-date email address you check regularly is extremely important.

Address and Phone Changes. You should always keep the Psychology Department Graduate Secretary informed of any changes of address or phone numbers.

Copy Requests. If you are teaching a course in Psychology you may request that materials are copied for your class by office assistants in Burnett 238. It is office policy that requests for course materials be submitted <u>at least</u> 24 hours in advance. This is especially critical during busy times such as the beginning of the semester, midterms and finals, in which a 48-hour notice is a reasonable turnaround time for busy times. However, they will certainly do their best to accommodate every request. See the office staff about paying for copying for research.

Warden Funding. Approximately three times during the year, the Warden committee solicits requests from graduate students to apply for funds that can be used for travel and/or research cost, including copying. Please view the section on Warden for more details.

Travel<u>.</u> If you are planning a trip that involves spending University funds you must complete a Travel Authorization (TA) form on Concurs. The TA form should be completed **prior to** the trip. This allows a number to be assigned to you. After you have returned from your trip, you must submit the appropriate documentation to receive your travel fellowship. See section on Warden funding for more details. The staff will be happy to show you how to prepare the forms for both travel and reimbursement. You must purchase travel insurance, rated at $0.25/day, for the duration of your trip. Inquire at the Department main office for specific details.

Course Evaluations. A standard departmental course evaluation form can be obtained from the main office for each instructor to use. You must use this form but you may add additional questions if you have other criteria that are not addressed in the standard form. This form is designed for scantron (bubble) sheets. Instructors should not have access to the completed evaluations <u>until</u> final grade rosters are turned in to the main office. You should leave the room while the evaluations are completed. One of the students taking the class should collect completed course evaluations, put them in a manila envelope with your name, the course number, and semester on it. They should then bring it to the main office. The office staff will arrange for them to be scored and return them to your mailbox. Course evaluations should <u>be kept</u> by both faculty & graduate students.

Emergency Procedures. Any time there is an emergency the alarms will sound in the building. Everyone is expected to evacuate to the appropriate place, even if you are in class, conducting research or in the clinic. You will hear a voice with the alarm instructing you of the emergency type.

In the unlikely event of a tornado warning, everyone is expected to move quickly to the designated safe place for that building (notice the tornado posters posted in the buildings). During tornado season, a tornado drill siren will sound at 10:15 on one Wednesday morning a month. You do not need to evacuate for the drill.

Classes are rarely cancelled during severe weather, including snowstorms. In the unlikely event they are canceled, it will be announced over local television, radio stations and on the UNL website. It is highly recommended that you sign up for the university text alert service http://emergency.unl.edu/unlalert/ .

Recycling. Most rooms should have both a trash can and a blue recycling bin. You must empty your own recycling. In Burnett, bins for paper recycling are located in the soda machines on the first floor of Burnett and on the west side of Bessey Hall. Plastic bottles, aluminum cans, and newspapers can be recycled near the soda machines also. HP brand printer cartridges can be recycled in the main office.

Building and Classroom Maintenance Information. If there are spills on the floor or carpet, you have a problem with the room temperature (please **do not** open the windows), light bulbs are burnt out, or anything else, please advise someone in the main office of Burnett or CB3 staff and the appropriate persons will be contacted.

Warden Research and Travel Fellowships

Graduate students in the Psychology Department have the ability to apply to a wide range of funding sources to support research activities, travel to scholarly meetings, dissertation projects, etc. These sources include local funds administered by the Psychology Department, UNL sources administered through the Graduate College, local, regional and national foundations, and professional societies. The following discussion provides guidelines for seeking funding from several of these sources. You should note that while some of these funding opportunities are publicly announced and will show up in your email, other opportunities (such as grants from local or community foundations) may be less apparent and require some internet searching or networking.

Department Resources for Travel Fellowships and Research Support

The primary Psychology Department source of funding available to graduate students for research related activities is the Warden Funds. Specific programs may have other funds available that are outlined in the program handbook. Warden Funds and some program specific funds share **common application deadlines** three times per academic year, for which both requests to support travel to conferences and requests for small grants to support a research project may be submitted. These three application deadlines are:

1. September 15th for travel or research activities between October 1st and January 31st.
2. January 30th for the period between February 1st and June 30th.
3. June 1st for the period between July 1st and September 30th.

Note that these three funding periods slightly overlap the boundaries of both calendar and academic years.

Policies for Support of Travel

Applications for travel support from Warden funds are made using the Request for Travel Fellowship application form. Note that this form requires a signature from a Faculty Sponsor, and that applications will not be considered unless this item is completed.

Warden funds will support travel to **one conference per year, defined as the period between October 1st and September 30th.** Support will be given only to students who are **first authors** of accepted presentations or posters. The **maximum amount** of travel funding that can be reimbursed by Warden funds varies from year to year, mainly due to fluctuations in market conditions that affect the UNL Foundation source of those funds. In recent years, typical awards have been about $175 but never higher than $500.

Current university policy counts these travel fellowships (and the research monies described below) as financial aid. In certain situations in which a student has taken a maximum amount of loan money, the Warden money may count against them. If you may be in that situation, talk with the graduate secretary before applying.

Receiving Your Travel Money

Travel money is given as a travel fellowship. After you return from the trip, submit the copy of your travel award letter with the certification of attendance signed by your faculty advisor. The fellowship will then appear in your next pay check (or perhaps the next month for trips that occur very late in a month). Prior to the trip, you must file a Travel Authorization Form and pay for travel insurance (25 cents per day).

Policies for Support of Research

Applications for research support by either Warden or program funds require submission of a Research Application form (that requires a faculty sponsor signature) and attachment of a 1-2 page description of the project, including an explanation and justification of each budget item. Budget items that will NOT be considered for funding, include payment for data entry or computer programming services or compensation for undergraduate research participants if they could be drawn from the SONA subject pool. Note that equipment purchased by any university funding funding become the property of the Psychology Department (in the case of program funding, the program) once the research project is completed.

Warden funds support for general research is limited to $500 per student during the academic year. While the application deadlines are the same as for travel support, money that is awarded may be spent any time during the modified academic year that the award is made (i.e., carried across the fall and spring periods) as long as it is spent by September 30th. Due to unpredictable fluctuations in the availability of Warden funds among the three annual funding periods, and the fluctuations in numbers of travel requests across different periods, **a request for research support cannot be submitted for Warden funding at the same deadline period in which a student has requested travel support.** However, a student who received travel support in the fall period (Sept. 30th – January 30th), may submit a research support request in either spring or summer periods. Given that need for research money may not coincide with the established Warden deadlines, requests between the deadlines will be considered with an explanation for why the deadline could not be met.

Note that **Warden** funds for research must be spent within **one calendar year** of the start of the funding period in which the award was granted. Before making any purchases with Warden money, **check with the graduate secretary to insure you are abiding by all university purchasing rules.**

Research Compliance

Before receiving funding for projects that involve human participants or animal subjects, students must have appropriate certification of compliance. Copies of IRB or IACUC approval notices for research projects may be attached to the Warden application form if approval is complete at the time the application is submitted (the ideal case) or they need to be shown to the graduate secretary when approval is obtained, in order to have the funds released.

Other Sources of Support for Research and Scholarly Activity

University Fellowship Support

Each year, the UNL graduate college offers a variety of competitive fellowships to which currently enrolled graduate students may apply. Recently, both the policies concerning eligibility, application procedures, and support levels for these programs have varied considerably from year to year. Some of these programs may have limits on the number of awards that can be given to an individual department. **Please note the policy concerning department screening of limited application fellowships,** outlined below. Typically, deadlines for competitive fellowship applications to the Graduate College are in the early part of the spring semester. You should consult the Graduate Studies website at frequent intervals for the latest information on fellowship opportunities, application procedures, and deadlines.

Funding from Professional Societies

A variety of funding support for both research activities and travel to scholarly meetings is available from various professional organizations. For example, the Science Directorate of the American Psychological Association offers competition for several different fellowship and dissertation support awards, and several graduate students in our program have received such awards over the past few years. In addition to describing support programs of its own, the APA funding website also lists a wide variety of funding sources from *other* organizations that may be useful to

Association for Psychological Science (APS) Grants and Awards

American Psychological Association (APA) Scholarships

psychology graduate students. Thus, it may be useful for students to make frequent visits to this site. Note that several of the APA funding programs place limits on how many applications can come from a single department, so please note the policy statement on **limited application fellowships** listed below.

If you are a member of a more highly focused professional organization related to specific areas of psychology, it may pay to visit their websites frequently. Even if those smaller societies do not, of themselves, sponsor or fund financial support for graduate student research, they may well have links to programs that do, or useful information about funding strategies in general. A number of specialized societies who sponsor conferences have programs that support graduate student travel to those conferences, reduced registration fees, etc., sometimes in exchange for assistance with helping out with the conference operation (e.g. registrations, preparing poster facilities, moving AV equipment, etc). Taking advantage of such opportunities can sometimes help you take better advantage of a limited funding from departmental or other resources.

Private Foundations

Local or regional foundations (e.g., Woods) as well as larger national or international foundations (e.g. James S. McDonnell Foundation) occasionally have research related funding opportunities from which some of our previous and current students have benefited. Often, such organizations may be narrower in scope than those supported by government research agencies, but sometimes their interests may overlap with those of a particular research topic in which a student

Sigma Xi Grants-In-Aid Of Research (you and your advisor do not need to be members to apply for this but you will have a better chance of getting a grant if you are members)

is engaged (this may be particularly true for students doing research with certain populations in our community such as particular ethnic groups, children, individuals with substance abuse issues, etc). If you are successful in obtaining support from such an organization, please follow the advice given at the beginning of this section of the handbook, and communicate your success with other students, and the fellowship committee!

Federal Government Research Agencies

This is perhaps the most obvious source for large scale funding of graduate student research, and our department strongly encourages students who have a well-developed research plan to consider applying for a National Research Service Award from an NIH agency, an NSF fellowship, or some similar program from another large government agency. Your advisor can provide you with mentoring about this process and it is helpful to talk with other students who have received such awards. Agencies websites might give you an overview of available programs,

NSF Graduate Fellowships

NIH Research Training and Fellowship:

and you might also find useful information on UNL's Research Services website. In recent years, a number of students received NRSA or NSF funding to support their work. However, even if you do not get funding, as you develop the application you will learn about the process of large scale research funding, and you may find the process extremely useful in developing your dissertation plans.

Note on Limited Application Fellowships

If you apply for any local or national funding source that places limits on the number of applications from a given department you **and** your advisor must notify the Graduate Committee Chair of your intention to apply **at least three weeks prior to the application deadline.** If the graduate committee chair determines that there are more applications than are allowed from this department for that program, copies of these proposals will be forwarded to the Psychology Department Fellowship Committee (consisting of the program heads and grad chair) for evaluation and decision about which one or ones go forward. Check with the graduate chair about a specific deadline for materials to the committee, typically about a week before the application deadline.

Policies

You should be aware of the Department and Universities Policies described below. Your program may have additional policies as well.

Departmental Policies

Dual Relationship Policy.   The Department of Psychology Bylaws outline the Dual Relationship Policy regarding relationships between instructional personnel and students. This section of the bylaws appears below.

Grievance Committee. The Department of Psychology has a Grievance Committee that consists

DUAL RELATIONSHIP POLICY
(FROM PSYCHOLOGY DEPARTMENT BYLAWS)

I. Definitions
As used in this document, the term "faculty/instructor" means all those who teach and/or otherwise supervise students in the Department. This includes graduate students with teaching responsibilities, undergraduate TA's, and other instructional personnel. The term "amorous relationships" may include sexual or romantic relationships, and is intended to indicate conduct which goes beyond what a person of ordinary sensibilities would believe to be a collegial or professional relationship. The term "familial relationship" includes any parent, offspring, spouse/partner, or sibling relationship.

II. Rationale
Faculty/instructors exercise power over staff, students, and other faculty, whether in giving them praise/criticism, evaluating them, making recommendations for their further studies, their present or future employment, or conferring any other benefits on them. The Department feels that amorous or familial relationships between faculty/instructors and students or faculty/instructors and staff with whom they work are wrong because such situations increase the chances that one of the members of the relationship will abuse his/her power and exploit the other. In the case of amorous relationships, voluntary consent by the student or staff member may be suspect, given the fundamentally asymmetric nature of the relationship. Moreover, other students, faculty and/or staff may be affected by such relationships because it places the faculty/instructor in a position to favor or advance one individual's interest at the expense of others. Similar considerations are relevant when one faculty member has power over another.

III. Policy
The Department will consider it a breach of professional ethics for a faculty/instructor to initiate or consent to an amorous relationship, or to have a familial relationship, with a student or staff member who is being supervised or evaluated by the faculty/instructor. Similarly, it will be considered a breach of professional ethics for a faculty member to be involved in any Departmental decisions that affect another faculty or staff member, either positively or negatively, with whom he/she has an amorous or familial relationship. In all these cases, it is the ethical obligation and professional responsibility of the faculty/instructor to withdraw from participation in activities or decisions that may reward or penalize the other person involved.

of faculty, graduate students, and staff. Current members of the committee are listed on the department website or you may ask the Graduate Chair or Graduate Secretary for committee membership. Fortunately, the Grievance Committee fields few complaints but it is possible to consult with a member of the committee without filing a formal complaint.

GRIEVANCE COMMITTEE
(FROM PSYCHOLOGY DEPARTMENT BYLAWS)

I. Purpose and Process for Handling Complaints

Any faculty member, graduate or undergraduate student, or staff member who feels that he or she has not received fair treatment because of capricious, arbitrary, discriminatory, or other improper action on the part of any representative of the Department, or its constituent bodies, may ask the Grievance Committee to investigate. Prior to making a formal complaint to the Grievance Committee, however, efforts should be made to resolve a dispute through informal mediation. This may take place with the help of impartial parties (e.g., Department Chair, Associate Chair, or Program Coordinator) who facilitate conversations with the involved parties to help improve communication, clear up misunderstandings, and resolve the conflict to the satisfaction of all parties.

When attempts at informal mediation are unsuccessful, a formal grievance process may be started by the complainant submitting a written grievance to the Chair of the Department of Psychology or to any Grievance Committee member. The complaint shall contain a statement of the facts underlying the complaint and, if applicable, should specify the provision(s) of the faculty or student code(s) of conduct, or other rule, policy, or ethical standard allegedly violated. The complaint shall also include copies of any relevant documents, and indicate any witnesses or other evidence relied on by the complaining party. At the time the written complaint is submitted, the Grievance Committee shall provide a copy of the complaint, with accompanying documents, to the respondent(s). The respondent shall submit a written response to the Department within 10 university business days of receiving the complaint. This deadline may be extended by the Chair under unusual circumstances. The response shall contain the respondent's statement of the facts underlying the dispute as well as any other defenses to the allegations in the complaint. The response shall also identify the witnesses or other evidence relied on by the respondent and shall include copies of any documents relevant to the response. The Committee shall provide a complete copy of the response to the complaining party. As soon as possible, but no later than 30 university business days of receiving the respondent's written response, the Grievance Committee shall convene to undertake an investigation. Any Committee members who are directly involved in the complaint or otherwise have a conflict of interest shall recuse themselves and be replaced by their designated alternate. Hearings to solicit other testimony are at the committee's discretion, but all parties directly involved have the right to address the Committee in person and to present relevant testimony and witnesses. Following private deliberations, the Committee will send a written recommendation to the Department Chair and the parties as soon as possible but no later than 10 university business days after the end of the hearing. Regardless of outcome, appeal rights for all parties remain and are not abrogated by actions of the Grievance Committee. Investigations shall be conducted in strict confidence and without publicity.

If the chair of the Grievance Committee determines that a grievance should be more appropriately heard by another body, the chair will refer the complainant (written or via email) to the appropriate hearing body without further proceedings in the Department of Psychology. A copy of this referral will be sent to the respondent and Department Chair.

University Policies

The Graduate and Professional Catalog describes the policies that apply to graduate students that can be accessed at the [Graduate and Professional Catalog Policy Webpage](#)

The policies include the Student Code of Conduct, Academic Integrity, Professional Conduct, Nondiscrimination, Sexual Harassment, and Student Privacy.