

**The Ohio State University
Social Psychology Program
New Student Handbook**

(Revised Spring 2016)

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New Student Handbook**

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NEW STUDENT CHECKLIST

The following is a list of tasks that you will want to complete either this summer or when you arrive on campus. In fact, you may have completed a few of these already, but they are included here just in case (and also so that you can mark them "Done" and feel like you have already achieved some accomplishments.)

You should have completed these already:

<u>Done</u>	<u>Task</u>	<u>See Page #</u>
	Open OSU E-Mail account	20
	Register for Courses	41-43
	Purchase or Decline Health Insurance	18-19

You should complete these in August via US mail as soon as you receive the paperwork.

<u>Done</u>	<u>Task</u>	<u>See Page #</u>
	Complete W4 Form	10
	Submit Paperwork for Direct Deposit	13

You should complete these in August when you get to campus.

<u>Done</u>	<u>Task</u>	<u>See Page #</u>
	Obtain Student ID	14
	Obtain Parking Permit	15
	Obtain Copy Account Number	33
	Complete CITI course	36

GETTING STARTED – LIFE IN COLUMBUS, OHIO

Housing

The city of Columbus has a variety of housing options—apartments in restored Victorian houses, duplexes, condominiums, apartment complexes, and so on. If you're interested in living as close as possible to campus (mostly populated by undergraduates), you may want to start looking fairly early (May or June) for the best selection. If you'd rather live a bit farther away from campus (e.g., Victorian Village, Short North, or somewhere that requires driving), you can probably wait until June or July before seriously looking. Your best bet is to drive around the city and get to know your way around. Once you find an area you like, you can hit the streets and will often have luck just looking for "For Rent" signs in the area as many available apartments are not posted online. Contact one of the current students before you arrive so you don't have to search on your own and so they can let you know about their impressions of good and bad places to live in the city. For instance, the numbered streets directly east of campus are mostly undergraduate rentals, fraternities, and sororities, which you may want to avoid. You can also check out the neighborhood crime statistics on the Columbus Police website.

Other sources available to you for finding rental listings include:

- the local newspaper, The Columbus Dispatch
- the school paper, The Lantern, <http://www.thelantern.com/classifieds/>
- OSU, <http://offcampus.osu.edu/default.asp>
- Short North, Victorian Village, & other areas, <http://www.metro-rentals.com/>
- apartment guides, which can be located at most local grocery stores
- OSU Renter's Guide: <https://offcampus.osu.edu/off-campus-housing/usg-renters-guide>
- other websites (i.e., move.com, rent.com, apartmentsearch.com, abodo.com, trulia.com, zillow.com, craigslist.org, etc.)

Additionally, many realtors provide free listings at their offices. These are convenient because they are usually divided by number of bedrooms and describe the units with a decent amount of detail. Realty companies also operate web sites that have a great deal of information.

In sum, there are many areas that you can consider for your living arrangements in Columbus. Some benefits (walkability, affordability, proximity to campus, access to nightlife) may be weighted more or less heavily by each of you, depending on what you want most. Perhaps the most important criterion before considering these other aspects is neighborhood safety. Particularly, it would be wise to avoid living anywhere east of High St., unless you are in very specific areas (e.g., Italian Village, Clintonville). Attached is a map (.pdf) that shows some districts that are popular with grad students at OSU that are associated different qualities of living priorities. Each of these areas has a brief description that will allow you to make a residence decision that best fits your priorities.

Ohio Driver's License, Title, Registration, and Plates

A one-stop BMV customer service center is located at 1583 Alum Creek Dr. and is open from 8:00 AM until 5:00 PM, M-F and 8 AM - 12PM on Saturdays. The center phone number is (614) 525-3090. You may also obtain more information by visiting the BMV website at <http://bmv.ohio.gov/> if you have questions. At this Alum Creek location, you are able to get a new license, title, registration, and car inspection all in one stop, although other locations offer some, but not all of these services. Please make sure to have a checkbook or cash, for they do not accept credit or debit cards.

To get an Ohio Driver's License, you will need a valid out-of state driver's license, social security card, proof of legal presence (U.S. Birth Certificate, valid U.S. Passport/Passport Card, Naturalization Papers, or USCIS documents), and \$23.00. You will be required to take a vision test. The written test will likely be waived as long as you have an out of state driver's license. If you need to prepare for the written test (which, by most reports, is fairly easy), you can obtain the state driver's manual (the "Digest of Ohio Motor Vehicle Laws"), in Adobe Acrobat PDF format, at the web address cited above (http://www.bmv.ohio.gov/new_resident_info.stm). Provided you pass both tests, you will take your test results to another line and pay \$23.00. In return, they will take your picture, and you will have your new Ohio license. You are also given the opportunity to register to vote in Ohio when you get your new license. As an applicant, you must present documents to prove your: (1) full legal name, (2) Date of Birth, (3) Social Security Number, (4) proof of legal presence, and (5) proof of residency. The website contains a list of primary and secondary documents that may be used as proof (http://www.bmv.ohio.gov/new_resident_info.stm). In order to become a resident of Ohio for tuition purposes, you must keep a copy of your voter registration card!

If you do not have a social security card, or some other acceptable documentation, there is a Social Security Administration office 200 North High Street. This office can give you temporary proof of Social Security, and you will receive an official Social Security card in the mail two to three weeks later. The phone number is, (800) 772-1213; the SSA web page is <http://www.ssa.gov/> if you have further questions.

If you want to register your car and obtain Ohio license plates, you'll need to (1) have your car inspected, (2) title your car, and (3) have proof of insurance. The car inspection is not a full inspection as in other states and can be done right at the BMV--the clerk will just check your odometer and VIN, plus verify the make and model of your car. This costs about \$5.00. You will then have to get in an additional line where they will issue you a new title (with fees) for \$18-\$23. In order to go through this whole process, you must be the sole owner of your car; otherwise you need to have the other owner(s) with you or a notarized letter from the other owner(s) giving you the authority to perform the title transfer yourself. If you have a lien on your car, you will need to contact the BMV and get the proper form which you will have to fill out and send to your lender. The form specifies what the lender needs to send to Franklin County in order to get your new Ohio title. They will then call you when your lender has sent in the required information, and then you will be able to get your car titled. Please note: If you have a lien, you will most likely want to do this step first in order to avoid having

to pay extra fees. Additionally, you will need to prove that you have insurance that will cover you in the state of Ohio. If you need further information, please call the Title Division at 614-752-7671.

Once you have an Ohio title, you will be able to get a new registration and plates (both front and back). The plates and tags will cost around \$52-\$58, and this fee may be prorated based on your birth date. Personalized plates or special plates will cost extra.

Declaring Residency in Ohio

If and when you are eligible, you may want to declare yourself an Ohio resident. Although it has little direct effect on you, the tuition waived by whoever is funding you will be much lower, and many potential funding agencies look favorably upon that. You cannot declare residency until you have lived in Ohio for 12 months, have registered to vote in Ohio, and, if you have a car, registered your car in Ohio and have an Ohio driver's license. The deadline for "reclassification" as an Ohio resident is **July 1st** through the 1st Friday of the semester for the fall semester of your second year. **For now, it's very important that you keep copies of anything having to do with the money you earn at OSU and your semester tuition statements detailing the amount of your tuition waivers.**

Make sure to keep a copy of your funding award letter. All of your finances should be in your name alone. You will need to provide a copy of your Ohio income tax form, and you cannot have been claimed as an exemption on anyone else's tax return during the 12 months you are establishing residency.

In sum, you will need a scanned PDF of the following: federal tax return, C-2 proof of residence, Ohio tax return, Ohio driver's license, voter registration, savings and checking account statements, vehicle registration, C-2 pay stubs, grant documentation, gift assistance affidavit, other income documentation, tuition account statement, and credit card statements. When you have your documentation ready, you may log-on to your Buckeye Link account to fill out a Request for Resident Classification. Since declaring residency can be slightly complicated, instructions and further description of each scanned form needed may be found online to ease the process

(http://registrar.osu.edu/Residency/apply_online_current_student.asp). In addition, the University Registrar provides residency counselors with whom you can make an appointment and ask questions. To make an appointment, call 614-292-9330 or 614-292-8500. You can also obtain more details at the following website:

<http://registrar.osu.edu/Residency/index.asp>

Bank Account

The major banks in Columbus are Huntington National Bank (which currently has a deal with OSU which means accessible ATMs on campus; <http://www.huntington.com>), Chase (<http://www.chase.com>), Fifth-Third Bank (<http://www.53.com>) and National City Bank (<http://www.national-city.com>). All have branches and multiple ATM locations on High Street and in the surrounding areas, multiple checking accounts and savings plans from which to choose, and have the credit cards that act as both ATM cards and check cards. It will be important to open a bank account early, for OSU has converted to a paperless pay system. That means that you will be paid via Direct Deposit, and your paychecks will be deposited into your bank account automatically. Instead of a bank, you may also want to consider using a credit union to manage your accounts (e.g., Credit Union of Ohio), as these institutions are associated with other benefits such as better interest rates, more local management, and closer relationships with the university and their employees. Also of note, Bank of America does not have branches in Columbus or anywhere near by.

Income Tax

If you have a research assistantship or a teaching assistantship, federal and state taxes will be taken out of your check. If you have a fellowship, however, your federal, state, and local taxes will **not** be taken out of your check and held by OSU; but the IRS still considers the payments as taxable. Therefore, you may want to fill out an estimated semester tax form for federal income tax so that your final tax payment in April won't come as a big surprise. Plus, if you owe more than 10% of your total tax (or over \$500) in April, you may have to pay a penalty. The estimated semester vouchers allow you to pay your income tax in installments every three months. The 1040es form has payments vouchers to send in to the IRS. Our regional IRS headquarters is located in Cincinnati (PO Box 802502, Cincinnati, OH 45280-2502). You'll need to pay state and city taxes too, but they usually aren't big enough to justify paying them by semester. If you choose to do so, however, their address is: PO Box 1460, Columbus, OH 43216-1460.

The federal government gets no record of how much you've been paid by the school, so you're on your honor to declare your income for the year. To do this, keep a record of any school-related expenses you've had, such as books, course packs, copying bills, supplies, computer things, etc. Parking fees, travel and living expenses generally don't count. **SAVE YOUR RECEIPTS!!** You can deduct these expenses from your fellowship income. Taxation on scholarships and fellowships is clarified on the IRS website (<http://www.irs.gov/publications/p970/ch01.html>).

When it comes time to fill out your federal tax forms, write the taxable amount of your fellowship (full income minus school-related expenses; Ohio State generally e-mails this information to you) to the left of the "wages, salaries, and tips" line (line 7 on Form 1040 and 1040A or line 1 on the EZ form). Then, write SCH (for scholarship) by

this amount. Then, add this amount to any other taxable income you earned during the year and enter the grand total on the "wages, salaries, and tips" line.

You may have a difficult time doing your taxes, assuming you're from out of state and earned some money in that state before moving to Ohio. If this is the case, you may have to fill out state income tax forms for both Ohio and your previous state of residence. The Volunteer Income Tax Assistance (VITA) program at OSU often offers workshops each year to help U.S. resident students file their taxes. You should be sure to watch your OSU email during the year to learn when these opportunities are being held.

If you are an international student, tax time may prove to be a bit more of a nuisance. For example, international students might have federal taxes withheld from their fellowships every month, certain countries have tax treaties with the United States, and so on. You should try to obtain as much information as possible on these matters. The Office of International Affairs (OIA), located in Oxley Hall (1712 Neil Avenue), will be an invaluable source of information – they will often hold tax workshops in late February or early March, sometimes with employees from the IRS on hand to answer questions. You might also consult the IRS website (www.irs.gov) for information on tax treaties and other related matters.

You can pick up federal and state of Ohio tax forms at local post offices, banks, libraries (including the Main Library on campus) or the IRS website at <http://www.irs.gov/formspubs/index.html>. The Payroll Services Tax Office (part of the Office of Human Resources, 1590 North High Street, Suite 300) has these forms, plus the estimated semester forms for federal and state taxes. You can also get forms directly from the IRS by calling 1-800-TAX-FORM. If at any point you find yourself needing help during the process you may ask a fellow grad student or contact the NRA Coordinator, Mark Crawford (crawford.98@osu.edu), at the Payroll Tax Office for further clarification.

GETTING STARTED – LIFE AT OSU

Summer Enrollment

When you decide to come to Ohio State, the professor you speak to may mention summer funding. To receive summer funding, you must be enrolled as a student at Ohio State. If you have summer funding, you should enroll for 15 credits of research (Psychology 6193.07) for the summer term, most likely with your advisor or with someone else on the faculty in the department. It is possible that your advisor may not be aware that you have been enrolled.

It is a good idea to keep in contact with a faculty advisor prior to the start of the summer term (mid-June) and find out if, indeed, you are going to be funded. If you are funded, you will need to be enrolled for summer term and automatically signed up for student health insurance. If you do not want this coverage, you may choose to remove it by logging into Buckeye Link, this is the registrar's website with which you will schedule your classes and where you had been checking the status of your application (<http://buckeyelink.osu.edu>). However, you must provide documentation verifying that you have health insurance from some other source if you wish to waive the student insurance coverage. Students have until 7 days prior to the first day of classes (or within 10 days from enrollment for late enrollees) to fill out the on-line waiver form if they already have health insurance. If you do not remove it and do not want it, you will later receive a bill for the insurance and have to petition to have the charge removed from your account. The Graduate Program Coordinator Mary Jones (614-292-4112) will be able to verify whether or not you have been enrolled. More information about student health insurance and filling out tax forms is included later in this handbook.

Paying Fees

Each semester, students must pay fees to the University. Ohio State has recently changed their policies and these fees are deducted from your monthly paycheck. An attempt to pay the fees early will likely create difficulties, so you should not attempt to pay your fees early unless instructed to do so. To see how much your fees will be, you should log in to Buckeye Link and click on "Account Inquiry." The website will indicate how much will be deducted from each paycheck. Additional questions about these fees may be addressed to Student Consolidated Services. The fees that you are responsible for are the COTA fee, Student Activities Fee, a Student Union Facility Fee and the Rec/Program Facilities fee.

Tax Forms

Your tax forms must be on file with the Tax Office before you can receive any monthly stipend checks. This means that you must fill out tax forms at least two or three weeks before you expect to receive your first check. The Tax Office will probably not notify

you that your forms are not on file until it is too late for you to file them before the next pay period ends. Therefore, you may need to take the initiative and call or go to the Tax Office yourself to make sure your forms get on file. If you are on University Fellowship, it is very likely that someone will contact you regarding tax and payroll forms. Follow their instructions if this is the case. However, if you are on some other sort of funding, such as an assistantship, you will most likely need to speak with the Department of Psychology's Human Resources Contact, Kim York, 614-247-6363, york.51@osu.edu (225 Psychology Building). She will be able to assist you in filling out the necessary paperwork, answer any questions you may have, and direct you to any additional resources.

Monthly Checks

OSU has converted to a paperless pay system. That means that you have two options for receiving your paycheck. 1) Via Direct Deposit, your monthly paycheck can be automatically deposited into your account. OR 2) You can sign up for the OSU Payroll Card (which is basically like a debit card for those who do not have banks). You must choose one of these options, although most people choose Direct Deposit. You will most likely need to fill out this form when you are handling your tax paperwork. If you have any further questions, you may call the Payroll Office at 614-292-2311 or review their website at <http://hr.osu.edu/payroll/>. Students are paid monthly on the last day of the month.

Mail

William Rane Lazenby Hall is the home of the Social Psychology Program at Ohio State University. The mailing address here is:

Social Psychology
1835 Neil Avenue
Ohio State University
Columbus, Ohio 43210

You may notice when you arrive on campus that the physical location of Lazenby is 1827 Neil Avenue rather than 1835 Neil Avenue, which is actually the location of the Psychology Building, just behind Lazenby. All of the Psychology department mail goes through the main office at the Psychology Building. In fact, 1827 Neil Avenue is not even an address that is recognized by the Post Office (anything addressed to 1827 Neil Avenue is automatically sent to the Psychology Building), so it's impossible to have anything sent directly to Lazenby. You will have a mailbox outside room 140L in Lazenby Hall.

The main post office in Columbus is located at 850 Twin Rivers Drive. Take the Dublin Road exit off 315 south, and it's the large building to your right. This post office is open until 7:00 PM. The campus post office (18th and Neil Avenue) is open until 5:30 PM during the school year and 4:30 PM during the summer. The post office located near Port

Columbus Airport is open 24 hours a day, so you can mail things there late at night and always get the postmark you need. The phone number there is 614-231-1054.

Social Area Program Assistant (112 Lazenby Hall)

We are currently in the process of hiring a new social area program assistant. Once hired, if there is work that you need our program assistant to do, it has to be approved by a faculty member. If you have questions about reimbursement (i.e. conference reimbursement, lab supplies), please ask our program assistant. If you need to reserve a conference room, you can email our program assistant your request.

When you arrive on campus, you'll need to check in with our program assistant to get a copy of the area roster and to give him or her your updated contact information.

Graduate Program Coordinator (211 Psychology Building)

Mary Jones (jones.3308@osu.edu) is the Graduate Program Coordinator, and she handles many things for the graduate students in the Psychology Department. For example, she can help you add or drop classes if you are having trouble with the online course registration system. Mary can also answer questions you have about your financial relationship with the department (e.g. pay, fees, health insurance).

Keys

Once you arrive on campus and obtain your BuckID, our social area program assistant will assist you in getting access to your lab, the athenaeum, and other relevant areas. In August, you can stop by the program assistant's office to make sure that your BuckID acts as a "key" that will allow you to access Lazenby and the Psychology Building during nights and weekends when the building is locked. There are several locations to swipe your card to enter (e.g., at the rear of the Psychology Building and the South side of Lazenby). If you ever lose your BuckID, you should immediately report this to our program assistant so that he or she can deactivate its use.

You will be able to obtain your Graduate/Professional Student ID card (BuckID) prior to enrollment as long as you have been entered into the university's human resource database (ARMS) by the department. In addition to the psychology department area, the ID card allows you to use the library, enter recreational facilities, obtain site-licensed software, tickets for sporting events, and so on. Your ID card is also your COTA (city) and CABS (campus) bus pass. Finally, you can deposit money on to your BuckID using a credit card or checking account and, in effect, use it as a debit card at various campus area businesses and restaurants. See www.buckid.com for more information.

The BuckID Card Office is located in Room 3040 of the Ohio Union (1739 N High Street). The office is open from 8 a.m. to 5 p.m. Monday through Friday. During the university's summer hours, the office is open 9 a.m. to 5 p.m. Monday-Friday. Bring a photo I.D. when you go to obtain your BuckID. There is no charge for your first BuckID. There is

also no charge if you would like to get a new BuckID and have your old one to turn in, for example if it is worn or damaged.

Call 614-292-0400 or go online (buckid.osu.edu/account/lost.asp) to suspend your BuckID if it has been stolen or lost. You should also inform our program assistant so he or she can make sure to deactivate the access to rooms in the Psychology Building and Lazenby Hall. Replacement cards may be obtained from University ID Card Services at a cost of \$20, payable by cash, check, MasterCard, or Visa.

If you think you may find your lost or misplaced card, you may obtain a temporary ID card, which is valid for one week, at no cost. Temporary cards are available at the BuckID Card Office or at the 24/7 Student Affairs Support Center (614-292-4357). Your account funds and privileges will be transferred to the temporary card. When you find your card, you need to return your temporary card and reinstate your permanent card. Note that the temporary card will NOT open department doors.

Parking

Should you choose to purchase a parking tag, you should do so as early as possible, after you have paid your fees. You can visit the Campus Parc office to pay for and obtain your tag or you may do so online (<http://osu.campusparc.com/>).

The Campus Parc office is located in the Gateway Plaza at 1560 N. High Street and is open M-F from 7:30 to 6:00p.m during the regular school year and 7:30 to 5:00p.m. during the summer. They can be reached by phone at 614-688-0000. They will accept as payment cash, check, or MC/Visa. You may also opt to have the fees deducted from your monthly paycheck. All permits are valid for a fixed period of time; however, permits may be purchased at any time of year, and prices are prorated as the year progresses.

You will need:

- A valid ID
- Your license plate number
- A completed application (Applications may be accessed on the CampusParc website)
- A note that says you're staff from either the Fellowship Office if you are a University Fellow (250 University Hall, phone 2-6031) or from the department if you are a TA/RA if you want a "B" sticker. Mary Jones usually compiles for Campus Parc all social psychology students who are eligible for a "B" tag; you may want to check with her before going to the trouble of procuring a note. She generally faxes a list to parking services, which means you will most likely not need a note. Mary's email is jones.3308@osu.edu and her phone

number is 614-292-4112; you can also visit her in person in 211 Psychology Building. The Fellowship Office usually sends over a list as well.

- If you are eligible for a handicapped sticker, contact the Office of Disability Services 614-292-3307.

A "B" sticker entitles you to use the "B" (staff) and "C" (student) parking lots ("C" lots tend to be hopelessly full by 8:30 a.m. on a normal fall semester day; with a "C", you can only battle the undergraduate hoards for "C" lot spaces, you could also opt for the WC pass for the West Campus lot, which is farther away and accessible by free campus shuttles but will save you money). A "B" sticker costs a little more than a "C" sticker, but there are more spaces available for you to choose from. For 2015-16, "B" passes cost \$458.04 and "C" passes cost \$309.96 on an annual basis. If you decide that you don't require a parking pass to commute to campus, then you can return the pass and get a prorated refund.

Parking regulations tend to be **strictly enforced** (both on campus and at nearby businesses like McDonald's); pay attention to the signs! When you get your hang tag, you will also receive a pamphlet explaining campus regulations. Before you pay your first OSU ticket, however, know that some first tickets don't have to be paid--details are on the back of the ticket. For more information, call Campus Parc at 614-688-0000, or visit their web site at <http://www.campusparc.com/osu/policies-procedures/faq>.

Books

More senior students are generally willing to lend out their old textbooks either until you purchase your own, or for the entire semester if you choose not to purchase them yourself. **It is recommended that you ask around first to see if the textbooks are actually necessary and useful.** This is particularly true for classes in the quantitative area that you take your first year (PSYCH 6810, 6811).

If you know that you are going to be purchasing your books, there are several locations where you may purchase them and it is a good idea to buy your books before the semester starts (if possible) because the lines get long. These locations include:

- Barnes and Noble, The Ohio State University Bookstore, which is located on High Street and 11th (1598 High Street)
- Student Book Exchange (SBX) on High and 14th (1806 North High Street).
- Websites such as amazon.com, campusbooks.com, and half.com usually have books for less than Barnes & Noble

You may also need to purchase course packs for your classes. These are generally available at Uniprint, the OSU on-campus copying service. Uniprint offers full- and self-service copying and has two locations on campus:

- Tuttle Park Place, 2055 Millikin Way (in the Tuttle Park Place Garage, next to Oxley's Café by the Numbers), 614-292-2219
- 1664 Neil Avenue, 614-292-4576

Campus Tours

If you're interested in a campus tour, the admissions office offers both bus tours and walking tours. Call 614-292-3980 to reserve your place. This would be a good way to get familiarized with the layout of the OSU campus and learn about its history before classes begin. It may be beneficial to join a tour with incoming freshmen undergraduates, as incoming graduate students have run into some difficulty getting a tour in the past. We have heard that the relevant offices at OSU are considering expanding their tours to accommodate more specific populations (e.g., new grad students), so it would be easiest to check with the office at the number above to make sure of the best way to get a campus tour if you are interested in experiencing one.

Graduate School Orientation

At the beginning of fall semester, the Council of Graduate Students sponsors a graduate school orientation for all incoming graduate students. You may want to attend this session, which is generally held in the morning for two or three hours. It includes a number of speakers (Dean of the Graduate School, President of the Council of Graduate Students, etc.) welcoming graduate students to OSU and also provides an opportunity to ask questions to people from various campus departments (health services, traffic and parking, and so on).

The most useful part of the orientation is that you have the opportunity to pick up pamphlets, flyers, and so on from campus and community groups. Even if you don't read it all right away, you'll have it for reference when you're wondering what to do about a particular problem or what there is to do in Columbus. Plus, they have free food!

MEDICAL INFORMATION

Student Health Insurance

If you are not otherwise insured, you must purchase OSU student health insurance. You will be asked if you want insurance when you register for classes electronically, but will not receive the complete booklet and information package until the graduate student orientation. Unless you have another plan, you must agree to enroll. You may drop coverage up through the first week of classes. You can obtain the booklet and more information in advance by going to the Wilce Student Health Center information desk or online at <http://shi.osu.edu/> and <http://shc.osu.edu/>. The information desk is on the first floor of the health center, which is located just north of Lazenby Hall. You can also address your questions regarding the plan to Student Health Services at 614-292-4321. The basic points of the insurance plan are touched upon here.

Students enrolled at OSU (as well as their dependents) are eligible under this plan. Students are automatically insured, and the premium will be included in your fees unless you waive coverage. The plan provides for services rendered at the Wilce Student Health Center and (under the Comprehensive plan) major medical, vision and dental coverage, which are underwritten by Aetna Insurance (medical), Vision Service Plan (vision) and Delta (dental). You will probably only need to go to the student health center, but in case of an accident, you are covered through the comprehensive major medical coverage.

There are four types of coverage available for students. If you are a fellow, a graduate research associate, or a graduate teaching assistant, a portion as high as 85% of this is covered by the graduate school:

<u>Cost per Semester</u> (as of 2015-2016)	<u>Comprehensive</u> (includes dental and vision)
1. Student	\$1277
2. Student and spouse/Domestic Partner	\$2554
3. Student and Child	\$2554
4. Student and Spouse/Domestic Partner and Child	\$3831

The persons listed above must actually reside with the student, or the student must be required to provide coverage to these persons pursuant to a court order, for these persons to be eligible for coverage as dependents. For international students, the premiums are slightly lower than those listed above.

For new students, coverage becomes effective at 12:01 a.m. Eastern Time seven days prior to the first official day of the school term for which the premium has been paid and extends through the day preceding the first day of scheduled classes of the next school

term. For returning students, coverage for each semester begins at 12:01 a.m. on the first day of scheduled classes.

Insurance Waiver Process

A student who does not want student health coverage must waive this coverage when registering for classes or when paying fees for each school term. Coverage may only be waived by using the Buckeye Link system, by declining coverage in the specified area on the back of the University fee statement, or when paying fees through the Office of Fees and Deposits. Once the student waives coverage, the waiver for the coverage will be in effect through the remaining school terms of that academic year unless the student applies for coverage. The student may not reapply for coverage until the following semester, and the pre-existing waiting period must be re-satisfied upon purchasing of the plan. International students and medical students must provide proof that they have equal or greater coverage to be eligible to waive coverage. International students will generally be able to obtain insurance waiver forms on a semester-to-semester basis, which will then have to be given to the Office of Fees and Deposits. **Be sure to make a photocopy for your own records!** Contact the staff at the Office of International Education for more information.

<http://www.oie.ohio-state.edu/>

COMPUTING AND STATISTICAL RESOURCES

Computer Accounts

Internet access is available to all students, faculty, and staff through direct-wired connections in campus residence halls, offices, public computing sites, and departmental labs. OSU runs on e-mail; most notices you get will be sent via the social psychology graduate student listserv, and almost all inter-departmental correspondence is electronic. Getting started with Internet access on campus requires an OSU Internet Username and password. These enable you to send and receive e-mail, browse the World Wide Web, access secure campus web servers, and obtain network authentication in a public computing site. Some of these services, such as course registration, are available only when using the web.

An OSU Internet Username takes the form surname.# (e.g., doe.999, or jones.53). To activate your OSU Internet Username and create a password, go to <https://acctmgt.service.ohio-state.edu/> and then follow the instructions. Once you complete this step, you can begin using the e-mail service provided by OSU. At this website, you can also set up forwarding so that your e-mail goes to Gmail or some other service. You will actually have two OSU email accounts: (1) surname.#@osu.edu and (2) surname.#@buckeyemail.osu.edu. You will need to forward your mail from both buckeyelink and buckeyemail in order to ensure that you are receiving all of your OSU email. Additionally, to set up your account, you can take your university ID to Customer Services in the Baker Systems Media Center, located at 512 Baker Systems. Baker is the engineering building and is located at 1971 Neil Ave. (a few blocks north of Lazenby). They are open Monday through Friday, 7:00a.m. to 5:00p.m. (Take the elevator up to the 5th floor and turn left.) Their website (<http://www.oit.ohio-state.edu/>) provides step-by-step instructions on how to obtain a username as well.

We highly recommend opening your accounts in the summer before classes start. As soon as you are entered in the University systems, you can obtain a username, and the sooner you can do this, the better. However, it is sometimes not possible to open these accounts until either the last week of summer or the first week of fall classes. If you wait until the first week of classes, the backlog is horrendous, and it may take UTS a long time to get your account opened. But if you have registered for classes you should already have an e-mail account.

Finally, please be aware that the people in customer service and at the public computing sites can provide tons of information on computing services at Ohio State.

<http://hr.osu.edu/benefits/csfaq.htm> and <http://scc.osu.edu/>

Internet Access

You have several options for Internet access at home. Most students choose high-speed Internet access through such companies as Time Warner or WOW. Available companies may differ depending on what part of Columbus you live in.

Availability of PCs

As a graduate student, you will surely spend a lot of time on a computer writing papers, entering and analyzing data, or sending and receiving e-mail. If you do not have a computer of your own, there are plenty of computers for you to use around campus. Most of the faculty members have computers and printers in their labs. You are encouraged to use the computers in your advisor's labs for research work. You can also use the computer lab across from the Athenaeum, which contains a number of PCs and printers including a color laser printer. These are available for data collection and general graduate student use. Please note that you must have an active REP account in order to log on to these computers (see section on REP for details about your REP account). In addition, there is a general graduate student computer lab located on the bottom floor of Lazenby that you may access and is often used for group projects. Lastly, you may always choose to use the computers at Thompson Library as the facility is located just across from Lazenby Hall.

Within the Complex:

- Athenaeum Computers (including a color laser printer)
- Lazenby 015 is a graduate computer lab.
- Psychology 022 is a computer lab that is often booked for classes or for experiments, but you may check availability here: <http://www.psy.ohio-state.edu/programs/quantitative/html/pclab.htm>)

Elsewhere on Campus:

- Various Libraries, including:
 - The Science & Engineering Library (SEL; which is open 24 hours a day)
 - The main library

PCs for running subjects

Most students who run experiments on computers use the computers in their own lab; however, there are other options for running subjects:

- Athenaeum Computers (5 PCs, different than those mentioned above.
- Reserve times here: (<https://www.psy.ohio-state.edu/athenaeum/secure/calendar/> LZ 015 and PS 022—you must reserve times at the beginning of the semester, an email will be sent to you about this.

- **Mobile Laptops**— The manager of the mobile lab, and the Athenaeum Coordinator for 2016-17, is Elise Bui. If you would like to reserve the mobile lab, please email Elise (bui.67@osu.edu) with the date and time, the advisor's name, and the location. Please make sure to allocate appropriate time for transportation. There are six laptops which come in a (heavy) rolling crate with a power strip, power cords, mice, headphones, and internet capability. They come in a rolling crate and can be taken anywhere to get non-REP subjects or set up within the complex to get additional REP subjects.

Statistical Consulting Services

The psychology department has one statistical consultant who is available to assist you. You can visit <http://www.psy.ohio-state.edu/programs/quantitative/consulting.php> for more information.

OIT (Office of Information Technology, <http://www.oit.ohio-state.edu/>) also offers statistical consulting. Consultants can be reached by email at 8help@osu.edu, by phone at 688-HELP, or in person at 512 Baker Systems.

In addition, the OSU Department of Statistics offers a Statistical Consulting Service (SCS, <http://stat.ohio-state.edu/~scs>). Fill out an online inquiry form or call (614) 292-2866 for more information. The SCS also offers walk-in consultation service at Cockins Hall, Room 328. Hours vary by semester, so check their webpage for the most up-to-date information.

Often, your labmates will serve as your first point of contact in any statistical questions you have, as well as other graduate students in the program. We are all happy to help each other out.

Software

Several software packages both for Macs and PCs are available to purchase on campus or to download for free online. You should check out the OIT "Software to Go" website (<http://osusls.osu.edu/>) in order to download programs for free (as long as you have a University user ID), such as Virus Scan, SPSS, Acrobat Reader, Spybot, MS Windows service packs, Mathematica, Image Cast, KeyAudit, MINITAB Update, RealOne Player, and SSH Secure Shell. Note that the programs that can be downloaded are subject to change, and that this is only an overview of the types of programs that are available. In addition, students can now download the Office 365 suite of products FOR FREE on their personal computers. Find more information here: https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733.

If you have a computer, be sure to install a virus protection program and update the virus file every month or so. Certain anti-virus programs will have an AutoUpdate feature that you can enable. Because of the way that certain computers are networked in the

department and the fact that we commonly use e-mail to communicate with each other (e.g., the grad student listserv), viruses are often quickly and easily spread around when people aren't cautious. This can lead to disruption of communications, corruption of important files, etc. Virus Scan is available for free to students from the OIT website (see above).

For other computer programs that you may use for running subjects, such as MediaLab or DirectRT, it is best to check with your labmates first to see what version they are running on the lab computers. Often, you may email any of the Psychology IT department staff for codes to update the needed programs (for latest contact info see: <http://www.psy.ohio-state.edu/departments/php/staff.php>) or you will be advised to email empirisoft directly (service@empirisoft.com) noting your name, lab, university affiliation, and the version of software you are looking to gain access to. Note that it is best to use the same version of software on your own lab computer, where you make edits, as you do for your running computers or small discrepancies in HTML coding may cause large differences to the eyes of your participants.

The Supercomputer

If you need serious computing power, you can get access to the Ohio Supercomputer (OSC; <http://www.osc.edu/>). It allows you to run multiple processes in parallel so it can be quite useful if you're using computationally intensive algorithms (e.g. for brain imaging, neural network modeling, or anything else that can take hours). It's overkill for traditional statistical computations. If you're interested, find a grad student who has used it before to learn more.

SOURCES OF SUPPORT

National Science Foundation (NSF) Fellowships

During the fall semester of your first or second year, the social program requires you to apply for an NSF Fellowship, which can be a time-consuming and stressful process. However, the social area has been successful in the past in competing for this award, which pays a generous stipend for three years of graduate study. Students should discuss with their advisor about whether they will apply in their first or second year.

NSF requires the Graduate Fellowship application to be completed online, using the FastLane application process. The general guidelines for Graduate Research Fellowships are accessible through a link on the NSF homepage (<http://www.nsf.gov>), and the application can actually be filed on the FastLane site (<http://www.fastlane.nsf.gov/grfp>). User ID's can be obtained in late summer, and all of the student part of the application can be submitted on-line.

You will need to write statements regarding your research and educational background and your proposed plan of research, and you will complete an information form, which asks for the names of up to four professors who will be writing your reference letters. Generally, your references would include your primary and secondary advisors at OSU, another professor who has had you in class, as well as an undergraduate research advisor. Most often, applicants have three references. Don't be shy about asking for references; if professors are not comfortable writing one for you, or if they need some additional information, they will let you know and it will open up discussion for you to receive more advice on your application.

Reference letters may be completed electronically, but it is a good idea to print out a copy of the form (with your name filled in) and give it to the referee, along with some general information about you, and a printed copy of your NSF application materials.

Since everything except the reference letters (which are due in late December) must be submitted in early November, it is wise to start thinking about and drafting the application as soon as possible after arriving at OSU. You should plan to draft these materials early enough to get feedback from your advisor. Over the summer, for instance, consider what you would like to research as a career, and discuss these ideas with your advisor in advance so that you have the strongest possible grant application.

Examples of applications from previous students are available in the Athenaeum file cabinet in the journal room and can be helpful for obtaining guidance regarding style, formatting, and general content. If you have difficulty locating these documents (or finding someone who knows where they may have been moved), contact your fellow grad students in the department and they should be able to assist you. Additionally, past winners of the NSF typically arrange an informal presentation for first- and second-year students applying

for the award. Information about this meeting will be circulated by email sometime in September or October.

The Ford Foundation also offers a three-year fellowship for minority students, which is similar to the NSF Graduate Fellowship. The application process is nearly identical, and applications can be obtained from the Graduate School.

Graduate Research Associates*

Graduate students in psychology may be employed as graduate research associates on research grants held by individual faculty members. Arrangements for this type of support are made directly with the principal investigator (i.e., the faculty member). This position is typically the funding you would receive if you arrive early in summer. Talk to your advisor for more information about research associateships.

Graduate Teaching Associates*

Students who are currently in psychology graduate programs may apply for Graduate Teaching Associateships (GTAs) through the department annually. You will receive a copy of the Guidelines for the Appointment of Graduate Associates in the Department of Psychology in your mailbox in the spring. Copies are also available in room the Psychology Department's main office, located in 225 Psychology Building.

GTA applications are available online in the spring, as are descriptions of the positions available. Apply for all positions for which you are qualified after examining the complete listing of job descriptions (available in the Psychology Dept main office, 225 Psych Bldg) and discussing the options with your advisor. The Department Chair usually makes offers of appointment in late April.

If you aren't on a fellowship during your second year (or funded by your advisor), you'll most likely start working as a GTA. Second-year students usually end up teaching PSYCH 1100 (Intro Psychology) or working as a TA for an instructor. Students in social psychology also teach PSYCH 2367.01 and/or 3325 (Social Psychology), but this doesn't start until after you've received your master's degree.

Summer Funding: The financial situation varies across times and labs; however, as of Spring 2010, GTAs get paid only during the semesters they teach. In other words, you will likely get paid 9 months out of the year with the understanding that you have to make that money last for 12 months. In the past, summer funding has been awarded to social area grad students on a competitive basis. We hope this will continue in the future, but it is not guaranteed. Budget carefully and talk to your advisor about the details of your summer support.

Dissertation Support

Several options are available for financial support during your dissertation year through the graduate school. Twice a year (i.e., fall and spring semesters), a competition is held for the prestigious OSU Presidential Fellowship. This fellowship provides one full year of support, to be used during your dissertation year. Each department nominates one student to be put forward for the competition.

The Graduate Student Alumni Research Award is also given twice a year. This award provides up to \$1,500 toward your research costs. You must submit a proposal to the graduate school to apply for the award. Both of these awards are highly competitive; however, the social area has been quite successful in past years.

Individual National Research Service Award

The National Institute of Mental Health (NIMH) provides National Research Service Awards (NRSAs) to individuals for research training in specified areas of behavioral research. The purpose of the NRSA fellowship program is to help ensure that highly trained scientists will be available in adequate numbers and in the appropriate research areas and fields to meet the nation's research needs in the fields of mental health, drug abuse and addiction, alcohol abuse and alcoholism, and environmental health sciences. Applying for a NRSA entails writing a research proposal describing the research to be conducted under the fellowship. This proposal consists of several parts, all of which are detailed in full on NIMH's website. A NRSA is a fellowship awarded to an individual for a period of three years. The NRSA covers the cost of tuition and provides a monthly stipend for the graduate student. Furthermore, the NRSA provides the student with additional funding for travel and supplies. Because this is a grant offered by the National Institute of Mental Health, the proposed research should address a mental health concern or have relevant applications for mental health. For example, a persuasion researcher might comment on how his or her research could provide novel ideas on how to persuade people to stop smoking. While much of social psychology has implications for people's mental health and well-being, your proposal should clearly specify the implications of your proposed research. Although individuals interested in pursuing a NRSA usually apply sometime during their second year, students should discuss whether and when to apply for a NRSA with their advisor.

Additional information about the grant, the necessary forms, and sample applications are located at the following website: <http://grants.nih.gov/grants/funding/416/phs416.htm>

Paid Work While You Are Enrolled in Graduate School

The OSU Graduate School allows an enrolled student to work up to 30 hours per week for pay, either on-campus or off-campus, if he or she is in good standing in his or her graduate program and making acceptable progress toward his or her degree requirements. If you are appointed as a 50%-time graduate research assistant or a graduate teaching

assistant by OSU, you are expected to spend 20 hours per week at that job, and you would be allowed to earn money for an additional 10 hours per work each week, whether on campus or off campus, if you are making acceptable progress.

NOTE: If you have a 50% fellowship appointment from OSU while enrolled, you may not have any other employment that earns you money, either on-campus or off-campus.

Acceptance of any other type of financial support without prior approval of the OSU Graduate School constitutes grounds for termination of the fellowship. Under exceptional circumstances, it may be possible to receive approval from the Graduate School to earn money for up to 10 hours of paid work per week on campus.

If you have a fellowship from a non-OSU source, consult the guidelines they provide about whether you are permitted to earn any extra money while receiving the fellowship.

International Students

If you are an international student and cannot claim U.S. citizenship, your funding options will be somewhat more restricted. You will not be eligible for the NSF Fellowship. Depending on your INS authorization, you will also not likely be allowed to work at any non- OSU job. However, you may have other options than to rely solely on GTA, GRA, or GAA (Graduate Administrative Associateship) appointments. Check to see if there are funding agencies, either in the U.S. or in your home country that will allow you to apply for their fellowship programs. Canadian students, for example, can apply for doctoral fellowship funding from the Social Sciences and Humanities Research Council (SSHRC) or the National Sciences and Engineering Research Council (NSERC). Do some research – there just might be money out there for you *somewhere* that will allow you to take on fewer work appointments during your graduate school career.

JOURNAL SUBSCRIPTIONS, PROFESSIONAL SOCIETIES, AND CONFERENCES

Journal Subscriptions

You may wish to subscribe to several psychological journals as a student affiliate. If you choose to do so, the following journals are recommended:

- Journal of Personality and Social Psychology (discount with APA membership)
- Personality and Social Psychology Bulletin (comes with SPSP membership)
- Personality and Social Psychology Review (comes with SPSP membership)
- Psychological Science (comes with APS membership)
- Psychological Bulletin (APA)
- Psychological Review (APA)

You will usually get a student membership discount on both the price of the journals and the fees at conferences by becoming a member of APA, APS, or SPSP. Since most students attend the SPSP conference each year, journals through SPSP membership may be the most cost-effective option.

Many current issues of journals can now be accessed online (such as the Journal of Experimental Social Psychology). OSU has a subscription to many of these online journals. You may access and print them when on an OSU networked computer. Otherwise, you will need to go through a "student authentication" process if on a non-OSU computer. The link to the library systems is: <http://library.osu.edu/>.

Psychological Organizations





Below are the addresses and phone numbers of relevant organizations. Membership fees vary on an annual basis and can be obtained on each of these websites. Most websites now have an online form to obtain membership.

Association for Psychological Science

<http://www.psychologicalscience.org/>

1800 Massachusetts Ave NW
Suite 402
Washington, DC 20036
202.293.9300 (phone)
202.293.9350 (fax)

Included with annual membership dues:

-  APS Observer
-  Psychological Science
-  Current Directions in Psychological Science
-  Online access to current and in-press articles in APS journals



Conference information: <http://www.psychologicalscience.org/convention/>

American Psychological Association

<http://www.apa.org/>

750 First Street, NE
Washington, DC 20002-4242
(800) 374-2721 (phone)
(202) 336-5568 (fax)

Included with annual membership dues:

-  APA Monitor
-  American Psychologist

Conference information: <http://www.apa.org/convention/>

Midwestern Psychological Association

<http://www.midwesternpsych.org/>

William E. Merriman
MPA Executive Officer
Department of Psychological Sciences
Kent State University
Kent Hall
Kent, OH 44242

Email: mpa@kent.edu
Phone: (330)-672-2059

Included with annual membership dues:

- Registration for annual spring meeting in Chicago

Conference information: <http://midwesternpsych.org/meeting.html>

Society for Personality and Social Psychology

<http://www.spsp.org/>

Society for Personality and Social Psychology

Email: spspinfo@spsp.org

Included with annual membership dues:

-  SPSP Dialogue
-  Personality and Social Psychology Bulletin
-  Personality and Social Psychology Review

Conference information: <http://www.conferencesandmeetings.org/spsp.htm> or <http://www.spsp.org/confer.htm>

Conference Dates

Association for Psychological Science

The APS Annual Convention takes place in May. Convention sites for the next few years are listed on the website above. The APS conference is usually less popular than MPA and SPSP among the students in our program, but graduate students have good opportunities to present posters or talks at the APS conference.

American Psychological Association

The APA Annual Convention takes place in August. Convention sites for the next few years are listed on the website above. The APA has a more “applied” focus, so the conference is usually less popular among social psychology students. It is also a much larger and longer conference than the others.

Midwestern Psychological Association

The MPA Annual Spring Meeting takes place the first weekend in May at the Palmer House Hilton in Chicago, Illinois. The MPA conference is a smaller, regional conference, and is unique in that graduate students may give presentations as well as posters. Many students in the past have chosen to give their first talks at this less nerve-racking setting. Beyond the first year of graduate school, students regularly give talks at MPA. It is also a good place to meet graduate students at other Midwestern universities.

Society for Personality and Social Psychology

The SPSP Annual Conference usually takes place during January or February. The SPSP conference is entirely dedicated to social and personality psychology, and the quality of the research presented is excellent. It will be a very intensive weekend! Be sure to reserve your hotel room 6 months in advance, because they get booked up very quickly!

For convenience, most students opt to stay at the hotel where the conference is held, but this can be expensive. Therefore, graduate students generally share a room to reduce the cost for each person. Since most conferences are held in large cities, there are usually alternative accommodations, such as motels, youth hostels or AirBnBs, near the convention site. It is always wise to book a room early, and remember to ask for the conference rate if you decide to stay at the conference hotel.

As for transportation, many students look to websites such as Travelocity (www.travelocity.com), Expedia (www.expedia.com), Kayak (www.kayak.com), Priceline

(www.priceline.com) to find cheap flights. Since airfare tends to fluctuate a lot, it is not a bad idea to start tracking fares early so you can make your purchase when prices drop. Some popular convention sites, such as Chicago (where MPA is held every year), Toronto, and Washington, DC, are only about a 7-8 hour drive away from Columbus, and sometimes students carpool to these locations.

Travel Money

If you submit a paper proposal for a psychology conference and are selected to present at a conference, you may apply for a departmental presentation award in the amount of \$500 once during a fiscal year (July 1-June 30). **Applications for these funds must be submitted in advance. If you are not pre-approved a month ahead of time, you will most likely not receive funding!** You will need to submit the grad student conference presentation award application to the main office. Be sure to follow all submission requirements noted in the application! The application can be accessed online from the Department of Psychology homepage (<http://www.psy.ohio-state.edu/>), click "graduate program," then "tools," then "Grad Student Conference Presentation Award Application." If you have questions about this process, you should direct them to our program assistant well ahead of the conference.

You can also apply for the Edward J. Ray Travel Award for Scholarship and Service from the Council of Graduate Students (<http://cgs.org.ohio-state.edu/programs/pdf.shtml>) to cover travel, lodging and registration fees if you are presenting at a conference. Please see the website for deadlines. Awards are given each semester for conferences to be attended in the following semester.

Another possible source of funding for graduate students in social psychology is the Baumgartner travel fund, which is distributed as grants by the social psychology program faculty. Watch your e-mail for details on how to apply.

There is also travel money available from APA, APS, and SPSP for students presenting at conferences. These organizations generally offer a larger amount of money than OSU and sometimes require that you provide volunteer service hours at the convention to "earn" the money. This travel money is great to have, but obtaining it is competitive.

APA travel money is awarded through the psychology department. You are required to submit an abstract of your presentation and a biographical statement. Three students are chosen from the department to be submitted to APA. For the most comprehensive and up-to-date information on travel awards, consult the websites for the organizations listed above.

No matter how you are funded for a trip, you should let our program assistant know and seek their advice before you make ANY travel plans. There are many rules and regulations for various funds. Checking in with our program assistant BEFORE spending any money is the best plan of action to make sure everything runs smoothly and you receive maximum reimbursement. Further, the department can now pre-pay (rather than reimburse you) for your flights if you have been approved to use university money. You must book your flight through the university travel agency.

OTHER RESOURCES

Libraries (<http://library.osu.edu>)

If you cannot obtain journals online, it is likely that you will need to go to the Education, Human Ecology and Social Work (EHS) Library, housed in Sullivant Hall. A convenient service offered by the library allows you to request books (but not journals) held in one library (e.g., EHS) to be delivered to another library (e.g., Main) for pickup, or to your office via campus mail. This can be done online via OSCAR (see below): After the search system generates a list of search results, click "request this item," then select the desired pickup location. Having books delivered to another library for pickup may be faster and more reliable than having it delivered to your office, because it does not involve the campus mail service.

Your OSU ID will allow you to check out books at any OSU library. The main library (William Oxley Thompson Memorial Library) is located across Neil Avenue from Lazenby. The library information system, OSCAR, can be accessed from any computer in the library and via the Internet at <http://library.ohio-state.edu/search/>. Here you will be able to search for books and journals at OSU libraries and submit requests for interlibrary loan. If a book is not available at OSU libraries, you may search and request it from other university libraries in Ohio using the OHIOLINK catalog, also available through OSCAR (<http://library.osu.edu/sites/ill/>). If that also fails, you may use CIC Virtual Catalog (<http://library.osu.edu/sites/screens/menucic>) to search and request for it from the Big Ten libraries. The OSU library holds orientation and instructional workshops on various aspects of the computer systems and library services; check with library staff for more details.

PsycINFO, a listing of psychological abstracts, can be accessed through OSU's Main Library website at <http://library.osu.edu>. Click on the "Research Databases" link and enter "psycinfo" in the search box. Perhaps more helpful is the list of online journals, which can also be accessed through a link from the Main Library website. This allows you to look up journals by name and to see which years are available online to download.

Finally, if you are using a campus computer, you can also search for journal articles using Google Scholar (www.scholar.google.com). There is usually a convenient link "find with OLinks" next to your search results, which can automatically interface with the library website to find your article usually as a PDF file. If you're working off campus, try logging into Canvas before using Google Scholar. This may give you access to OLinks via Google Scholar from off campus.

The Thomas M. Ostrom Social Psychology Athenaeum

"Athenaeum" is actually just a fancy way of saying "library", and as you will notice from its full name, the athenaeum is dedicated to Thomas Ostrom, a distinguished researcher who was on the OSU social psychology faculty for many years. Dr. Ostrom

donated most of what is contained in the athenaeum from his own collection. He conceived it as a resource for the social psychology area and a meeting place where graduate students could exchange ideas and engage in stimulating conversation. It is located on the third floor of Lazenby.

(* Note: Some of the features listed below may have been pared down after a recent consolidation process of two separate resources into a single space.)

Athenaeum Resources:

- 30 Plus Journals*:
 - Including Classics: JPSP, PSPB, Psych. Bulletin, etc. (see Appendix A for full list)
 - Often has older journal issues that are not online
 - Books*:
 - *Books and Journal may not leave the Athenaeum (except briefly to make photocopies)
 - Videos:
 - VHS tapes (ask your parents) and DVDs of old colloquia, job talks, first year talks, etc.
 - TV, VCR, DVD player for viewing videos (videos may also be borrowed)
 - Computers: 2 rooms
 - Room 1: Work area
 - Includes color laser printer
 - Room 2: Experiment room (5 PCs)
- (<https://www.psy.ohio-state.edu/athenaeum/secure/calendar/>)

Copies

In order to use the Psychology Building Room 129 (1st floor, behind the stairs) photocopiers, you will need a copy number. Our program assistant handles the distribution of photocopy numbers. You will also need to complete a five-minute Xerox training session. The training session will be scheduled for you during the department orientation in which you will receive your copy code and learn to use the photocopiers. One special feature of these copiers that students find particularly convenient is their ability to scan books and other documents and output them as PDF files that can be sent through e-mail directly from the copier. The copier training session will explain how to do this in more detail.

You are allotted 500 free copies per year. When making copies beyond this threshold, you are charged \$0.06 per page; you will periodically get a bill emailed to you. Generally, payment is due within a month. It is important to pay your bill promptly, because your number can be removed from the machine if your bill is past due for an extended amount of time.

During the day, there is sometimes a line for the photocopy machines. You can save time by using the machine after 5 pm or during the lunch hour. If you are copying materials for research you are doing with your advisor, talk to your advisor about which copy number you should use (i.e., your personal copy code or your lab's copy code). If you are copying materials for a course you are assisting or teaching, be sure to use the course's copy code. You are responsible for all copies made under your code, so please guard it and be sure to log off the copier when you are finished using it!

Other Course-Related Resources

As you take and teach courses be sure to make use of these resources:

- Canvas—OSU's version of blackboard. It allows for:
 - Posting/viewing of grades
 - Use of discussion boards
 - Posting/accessing course documents (e.g. syllabi, PPTs, etc.)
 - Class rosters/email lists
- Socrates—The Psychology department's electronic repository of various media (e.g. video, lecture slides, etc.). Very useful for TAs
 - Access here: <https://socrates.osu.edu/>
- Buckeye Link—The hub of OSU's academic information and links
 - As a student: schedule classes, pay fees (including parking fines), see your grades, etc.
 - As a TA: post final grades, get class rosters, etc.
 - Access here: buckeyelink.osu.edu

Computer Technicians and Use of Equipment

If you need equipment that is not in your lab, such as a VCR, TV, etc., there are a number of routes to obtaining it. First, you can ask your advisor to check with another faculty member about the availability of the equipment and get permission to borrow it. Second, you can ask the department technicians, Larry Campbell, Doug Findlay, and Shane Ruland (emails here: <http://www.psy.ohio-state.edu/departments/php/staff.php>), about shared departmental equipment (their offices are in Room 025, Psychology Building).

The psychology department staff includes a number of technicians who are experts in computer hardware and software and in other types of devices and machinery used for research. These people can help when your lab computers are not working and can even help in building or repairing other sorts of devices used in your research (e.g., TVs, VCRs, etc.). And these folks can provide terrific advice if you have to buy a piece of equipment.

Normally, graduate students are not permitted to make work requests directly to the department technical staff. Instead, a professor normally must submit a request to the technical staff in writing, and the staff deals with these requests in the order they were

received. So if a piece of department-owned equipment is not working properly or you need a piece of equipment to be built or you need to buy something, ask the faculty member you're working with to submit a technical report.

The sooner you tell the faculty member, the sooner the work will get done. Because the technical staff usually manage lots of requests simultaneously, it is always wise to plan way ahead and submit requests long before you actually need the work to be completed.

The computer technicians are also available to help with problems with computer viruses and problems associated with the psychology department's computer network. Each lab in the social area is connected to this network and can share files from computer to computer on the network.

Microwaves, Refrigerators, and Soda Machines

If you want to bring your lunch from home or want a soda during the day, it is helpful to know where to go. There is a refrigerator and microwave in Lazenby 129. As a first year, you will have access to this room. The refrigerator and microwave are dedicated to the social area only! As a first year, you have the honor of maintaining this space (clean the refrigerator, throw away old food, clean spills in the microwave, etc.)! There is also a soda machine in the basement of Lazenby Hall. Those sodas cost \$1.25 for 20-oz. bottles, and the machine now accepts credit cards.

Social Behavior Interest Group

The Social Behavior Interest Group (also known as SBIG) is an official OSU student organization run by graduate students in social psychology. The primary purpose of SBIG is to sponsor the social psychology colloquium series and the receptions that occur after the talks. All area members pay dues to SBIG (faculty dues are higher than student dues) each year, and the dues funds are used only to pay for the food and beverages served at the receptions. Dues are paid at the end of the spring semester.

RESEARCH PROCEDURES

CITI Research Ethics Course

Before you can run any studies at OSU you need to complete a research ethics test online (<https://www.citiprogram.org>). This test is based on several modules, which are also available online. The test can be fairly time-consuming, but there are ways to streamline the process, so **be sure to talk to an older student before completing it**. This is something you should complete shortly after your arrival at OSU so you can begin running studies.

Subject Request Procedure

In order to get subject hours for your research, you will need to submit an online subject request form and your debriefing materials to the Research Experience Program Office (REP) located in the Lazenby. The REP staff will send an e-mail every semester specifying when requests for hours can be submitted. Requests are completed on the web (<https://sv2.psy.ohio-state.edu/repforms/>). Hours will have been already reserved for you for the fall semester of your first year, so you will simply have to wait for an email from the REP staff indicating that hours are ready to be picked up. In order to pick up your hours, you will need to provide a Human Subjects Committee protocol number that says you are permitted to do this research, email a copy of your debriefing form to the REP office, and sign a contract with REP. Contact rep@psy.ohio-state.edu for information.

Human Subjects Committee Protocols

In order to conduct experiments and use the Psychology 1100 subject pool, it is necessary to have approval for the experiment you plan to run from the Human Subjects Review Committee. Check with your advisor to see whether it is necessary for you to get Human Subjects approval for your specific experiment. Often, the experiment you plan to run is similar to other projects being conducted in your lab and may not need its own protocol. If you do decide that Human Subjects approval is necessary, you will need to submit a protocol to the Office of Responsible Research Practices (614-292-6950). This protocol includes summary sheets, oral/mailed instructions to subjects, questionnaires and instruments, a consent form, and a research proposal. Instructions for completing human subjects protocols are available, along with all the forms that you need to include, from the Office of Responsible Research Practices web site at <http://orrrp.osu.edu/>. The IRB has recently switched to an online system and you will be able to submit your protocols online through that system (go.osu.edu/Buck-IRB)

The Human Subjects Review Committee is strict about what they require in these protocols, so you should allow lots of time to complete the protocol. The turn-around time from submission of a protocol to approval is at best two weeks, but is usually several months, and revisions are frequently requested prior to approval. However, the Research Experience Program office (the people who run the Psych 1100 subject pool) will let you request subject hours while approval of your protocol is pending.

Notes on Completing Human Subjects Committee Protocols

The handout titled "Instructions for Submitting Protocols for Review by The Behavioral and Social Sciences Human Subjects Review Committee" gives detailed instructions on how to complete protocols. It is wise to talk with a senior graduate student in the lab to obtain copies of their proposals.

If you are using Psych 1100 students for subjects in your study, it is not always necessary to use consent forms. When subjects sign up for experiments, they are considered to be giving their consent. The experiment description that you post online provides information regarding the nature of the experiment, and when subjects sign up to participate, they are consenting to the stated experiment. Question 12 on the Summary Sheets that you turn in with the protocol asks how subjects will give their consent prior to participation. Here, you state that consent forms will not be used and that web-based registration will be used in lieu of these forms. You may also have participants verbally re-consent at the time of the experiment.

The research proposals need to be written in sufficient detail for the review committee to make an informed decision regarding your experiment(s). They are mainly interested in the procedures you will be using, the nature of the stimulus materials, and how subjects in your experiment will be treated (e.g., deception, manipulation). Thus, in structuring your protocol, it is sufficient to provide only a couple of pages introducing the purpose of the experiment; the bulk of the proposal will be a methods section. It is not necessary to discuss predicted results, but your protocol should include a brief description of your data analysis strategy.

To avoid having to complete human subjects protocols each time you run an experiment, it is wise to combine a series of experiments under one protocol. Often the experiments that you run are related to each other in a way that makes sense to consider them as one project. Including an experiment as a part of the protocol does not bind you to actually doing it. So, if you think you might want to conduct the experiment at some point, it will probably save you time in the long run to include it.

Protocols have to be renewed each year. The renewal process is much simpler than submitting an original protocol. It mainly involves indicating any changes to the design of the experiment as well as reporting how many participants have been run. Keep track of this information, and be sure that you do not run more participants than were originally requested and approved. Remember to keep a copy of all the forms that you submitted originally so that you have a record of this information.

Pre-screening of Human Subjects

Prescreening the Psychology 1100 subject pool is useful if you require subjects who meet very specific criteria for your study. Some labs have prescreened subjects to obtain measures of past achievement, level of social identity, need for cognition, need for achievement, and many other personality and social variables. When requesting hours, the online form will ask if you may be using pre-screening and if so, who in your lab will be coordinating the prescreening measures. Only one member from each lab should submit the measures the lab would like to use for pre-screening, so be sure to talk to your lab members if you'd like to use pre-screening. The REP office will determine how many sections of the Psychology 1100 classes that you will be able to prescreen. This decision is based on how selectively you set your criteria, as well as a projection of how many usable responses can be obtained. Prescreening is completed by Psych 1100 students online at the beginning of each semester. Further, you may not use data collected during prescreening in your analyses unless you have specific approval from the IRB to do so, so if you want to use the data from your pre-screening measure, be sure to get IRB approval or re-administer the measure when you run the actual study.

Running a Study

In order to run an experiment, you will need to sign up for lab time. Experiments are posted online using the REP website. In order to post experiments on the REP site, you will have to pick up your username and password from the REP office (Room 220) on the second floor of Lazenby. The REP web address, used to post experiments, is <http://rep.psy.ohio-state.edu/php/login.php>.

Note, if you are running more than one type of study or more than one unrelated studies per semester, you may indicate this when posting studies so you do not exclude any participants who may have completed a previous study of yours in the semester. Under the "Post Experiments" tab on the REP website, you may click on the dropdown box under your Experimenter Code. By selecting different codes you can organize your studies. Furthermore, if you are collaborating across labs or working on very similar projects, you may use the Restriction section to paste other experimenters' codes so participants do not sign up for the same or very similar study twice. There are many other nuances to the REP website that you will learn through experience or asking fellow researchers. Each year REP emails a handbook to researchers that provides more details and FAQs. Regardless, you may always email REP if you have questions (rep@psy.ohio-state.edu).

Because the research experience program is meant to be a learning experience for the participants, it is especially important that you have a thorough and informative debriefing handout. You need to thoroughly explain the purpose of your study to your

participants, describing a bit of the background literature and related research. Participating in your study should be educational for your subjects, and your debriefing allows you the chance to provide this educational experience to your subjects.

Who are 4998s (i.e., RAs)?

Psychology 4998 provides students (usually undergraduates) with course credit for research experience and allows them to see what research is all about. 4998s (aka, RAs) are assigned to graduate students or faculty members. They are both helpful and a responsibility. Having an RA to help you with calling people, entering data, etc. can take a lot of burden off of you, but you need to provide them with solid research training. You can provide your RAs with a variety of good experiences, such as reading pertinent journal articles, discussing possible research ideas and operationalization, running subjects, writing up a sample methods section or abstract of the study they are working on with you, etc. Some lab groups have weekly or biweekly meetings with their 4998s to provide training in such things as research design, ethics, and coding data, and to discuss various theoretical issues and current research.

Knowing that RAs can be very helpful, the next question becomes: How do I get an RA? Your lab group may already have RAs that may be able to help you with your research, but most advisors will also allow you to recruit your own RAs. Before you go out and recruit an RA, though, check with your advisor to find out what they expect their RAs to do. For instance, some advisors require their RAs to write a paper each semester, while other advisors have no requirements. Once you have your advisor's permission, you can get an RA.

Although some advisors will generally take care of acquiring RAs, if you are asked to do this yourself, there are three ways to do so. First, the Research Experience in Psychology office has a website for posting RA research opportunities for undergraduates (<https://sv2.psy.ohio-state.edu/693/available.asp>). You can post a brief description of your research program, along with your name, phone number, and email address on this site. You will need your advisor's RA password in order to post on this website (or you can ask your advisor to post for you). Then, any undergraduates who are interested in helping with your research will contact you. A more aggressive second option for procuring an RA is to post signs around campus (primarily in Lazenby and the Psychology Building) offering research opportunities for undergraduates. Finally, you can ask a graduate student who is teaching Psychology 2367.01 or 3325 (Introduction to Social Psychology) to pass out a flyer in his or her class. The best time to try these latter two options is either near the end of the semester or at the very beginning of each semester when students are looking for classes.

Once you've chosen a research assistant, your advisor can lead you through the simple 4998 registration process. This process involves giving the appropriate call number and number of credit hours to the undergraduate for her/his registration. At the beginning

of each semester, our program assistant will send an e-mail containing the call numbers for RA credit. These vary depending on the lab. As for credit hours, RAs should expect to work in the lab approximately 3 hours a week for every credit hour they have signed up for. For example, if the RA wants to take 2 credits during a semester, he/she will probably work in the lab 6 hours per week. Again, double check to see what your lab policy is regarding this.

GRADUATE CURRICULUM AND REQUIREMENTS

Overview

Graduate training in the social psychology area is designed to instruct students in the findings, theories, and research methods of contemporary social psychology through a variety of course offerings.

It is desirable for students entering the social psychology area to have prior course work in social psychology, research experience, and a background of at least elementary statistics or mathematics. During the first two years of graduate work, students typically take three classroom courses and one laboratory course during each semester. Preparing for candidacy examinations (taken at the start of the third year) is greatly facilitated by the following course sequence:

Sample Course Schedule for students entering in the Fall of 2016

2016-17		2017-18	
Fall	Spring	Fall	Spring
7871, Social Cognition	7873, Attitudes	7874, Research Methods	7872, Social Motivation
7897, Topical Seminar	Breadth 1	Breadth 2	7897, Topical Seminar
6810 Statistics 1	6811 Statistics 2	Current Research	Current Research
Current Research	Current Research		

Course Descriptions

Core Course Sequence

7871 *Social Cognition* - Broad survey of classic and contemporary work on the cognitive foundations of social behavior.

7872 *Social Motivation* - Survey of research on motivational underpinnings of social behavior.

7873 *Attitudes and Persuasion* - Broad survey of classic and contemporary attitude theory and research.

Research Methods Sequence

7874 *Research Methods in Social Psychology* - Introduction to the issues, ethics, and problems in conducting experimental laboratory research on social behavior.

Among the topics covered are reliability, statistical conclusion validity, internal validity, external validity, construct validity, ecological validity, multiple operationalization, and experimental design. Additional topics include methods and tools commonly employed by social psychological researchers (e.g., surveys, implicit measures, physiological measures).

- 8876 *Professional Issues in Social Psychology* - This course builds on 7874 by taking the student from the perspective of the investigator to the perspective of a peer in a science self-governed by peer review. In the process, students are taught to be objective in evaluating the ethics, strengths, and limitations of their own research as well as that of others. This course also integrates the lessons learned in courses on theory, experimental design, and statistics. Thus, students are taught how theory, methods, and statistics fit together in a single package. Students' critical and integrative thinking skills are fostered, as they learn to discriminate between strong and weak contributions to the field. The course also includes coverage of various professional issues such as the academic job search, activities involved in being a professor, writing journal articles, and seeking and evaluating grants.

Statistics

- 6810 *Statistical Methods in Psychology I* - This is introductory graduate level statistics course that covers the basic concepts of descriptive and inferential statistics. Classic descriptive statistics are covered in detail, and introductory treatments of the following topics in inferential statistics are provided: estimation, hypothesis testing, analysis of variance, correlation and regression, and nonparametric techniques.
- 6811 *Statistical Methods in Psychology II* - This course will be a continuation of topics dealt with in 6810, with greater detail on analysis of variance designs and correlation and regression techniques.

Advanced Seminars (offered periodically under the course number 7897, required minimum of two)

- 7897 *Topical Seminar* - in depth analysis of a topic of current specialized interest in social psychology, such as: emotion, political psychology, automaticity, social identity, intergroup relations, stereotyping, social cognitive neuroscience, self-regulation, etc. The topic varies from semester to semester as a function of the faculty member who is offering the seminar. Typically, one such topical seminar is offered each semester.

Laboratory Sequence: Research and Professional Issues

8877 *Current Research: Attitudes (1st and 2nd year students enroll each semester)* - Current topics and issues in social psychology as presented by students and faculty and by invited visiting faculty.

8878 *Current Research: Social Cognition (3rd to 5th year students enroll each semester)* - Current topics and issues in social psychology as presented by students and faculty and by invited faculty.

Breadth Requirement

As can be judged from the above list, the recommended course work emphasizes the traditional content domains of social psychology, coupled with a diversity of skills in research methods and data analysis.

Breadth Requirement

During the first two years, students also take **two courses** to satisfy the breadth requirement. Here are the updated requirements for your breadth classes:

1. You must get approval from your adviser for your breadth class choices
2. They must be outside of the social psychology area (other psychology areas or other departments)
3. You can choose to take your two classes from the same area, or from two different areas. *There is one exception to this rule:* only one of these courses can be in the Quantitative area (so if you choose to take two Quantitative courses after your first year intro sequence, you are required to take one more course outside of the Quantitative and Social areas to fulfill your breadth requirement)

Because of the training emphasis on methods of data analysis, students often opt to take additional courses in the Quantitative area. Other areas are offered within the Department of Psychology (e.g., cognitive psychology, judgment and decision making, organizational psychology, psychophysiology, behavioral neuroscience, and developmental psychology); still other areas are available outside the Department of Psychology (e.g., sociology, political science, computer and information science, organizational behavior, and marketing). If you wish to obtain an official minor in some area, you must meet the requirements set by your minor area, which may be more than two courses. For example, for a quantitative psychology, or statistics, official minor, you must complete three courses beyond the first-year series.

After students achieve candidacy for the Ph.D. (normally achieved early in the third year of study), they spend the remainder of that year in activities particularly directed toward their individual career objectives. Students may continue to take courses in the third and fourth years, primarily on an elective basis, but rarely take more than one classroom

course per semester during these years. This lighter classroom load permits more extensive involvement in research, including the dissertation.

The major activity of the fourth and fifth years is completion of the dissertation.

First Year Project

All first year students give a brief (12 minute) talk in front of the department faculty and graduate students in late April or early May. This is an excellent opportunity to refine your presentation skills, and one of the few chances you will get to address the Social Program as a whole.

Master's Thesis/Second Year Project

- Your Master's Thesis Defense must occur **by May31st of your second year.**
- In the event that the defense is not completed by the above date, the student will have to formally petition the area faculty requesting an extension.
- Extensions will be granted only rarely (and it is generally good to avoid the need for extension if you can).

Third Year Contract

There is sometimes a drop in student productivity and focus during the third year. To some degree, this may be attributable to the fact that there are no program requirements during this year. Consequently, at the beginning of the third year (after completion of the written portion of the candidacy exam), students should sit down with their advisors to think about goals for the year and to develop a "contract". For some advisors this contract will be more formal than for others. The activities in which students will be engaged during the third year should be those that are typical for faculty members, so this contract should specify how the student will demonstrate proficiency in scholarly writing and teaching. (Contracts can be customized to some degree to fit the alternative career paths of some of our students.)

For students interested in academic jobs, suggested goals for the year could include:

- A. Scholarly writing: Students should indicate their intent to write-up and submit for publication one paper by the end of the third year. This paper can be a report of empirical work. If data are not available for such a submission, then a student may write a review-type paper (a la Psych Bulletin) or a book chapter. The third year contract must specify how the student intends to accomplish this. Please keep in mind that the most important factor predicting graduate student success in the program is the ability to bring a program of research from ideation and implementation toward a publishable manuscript in a top-tier journal.
- B. Teaching: Students should review their latest teaching evaluations with their advisors. Students should submit to their advisor a written response to the feedback that discusses how they might use it to improve their teaching.
- C. Discussion of Career Path: Students should have a discussion of their intended career path with their advisors. Relevant topics to be discussed are criteria for successful job applications for that path and current strengths and weaknesses of the student in regard to other applicants.

This contract should be presented to the faculty member at the annual evaluation meeting of the area faculty, and the advisor should report on the student's progress toward meeting his/her contract at that meeting. If the student is not making satisfactory progress, he or she will be asked to submit a note to the faculty explaining why he/she was unable to do so.

Secondary Advisor

Prior to the end of your first year, you must select a secondary advisor. Discuss your selection with your primary advisor. You will need to select a secondary advisor and confirm they are willing to serve as your secondary prior to completing the Student Activity Report at the end of your first year.

MASTER'S THESIS, CANDIDACY, & DISSERTATION COMMITTEES

Committee Composition

Master's Thesis Committee (3 required members)

- a. Thesis Chair (normally the student's advisor, but another social area faculty member may serve as chair with the approval of the student's advisor; a nonsocial area member may serve as co-chair with the student's advisor)
- b. One additional faculty member from the social area
- c. Any other faculty member approved by the thesis chair (this is typically another social area faculty member)
- d. *Additional faculty members may be added with approval from the thesis advisor.*

Candidacy Exam Committee (4 required members)

- a. Advisor from social area
- b. Two additional members from the social area faculty
- c. A fourth member who is not a core social psychology faculty member. The fourth member may be a faculty member in another area of the psychology department or a faculty member from outside the psychology department. Affiliated faculty from other departments may serve as the "outside" or fourth member of the committee.

Doctoral Dissertation Committee (4 required members)

- a. Dissertation Chair (normally the student's advisor, but another social area faculty member may serve as chair with the approval of the student's advisor; a nonsocial area member may serve as co-chair with the student's advisor)
- b. Two additional members from the social area faculty
- c. Additional faculty members may be added with approval from the thesis advisor.
- d. The Graduate School appoints an additional faculty member who serves on the oral defense committee.

Note: For committees, the social area faculty includes Robert Arkin, Jennifer Crocker, Russell Fazio, Kentaro Fujita, Lisa Libby, Ellen Peters, Richard Petty, Steve Spencer, Dylan Wagner, Duane Wegener, and Baldwin Way

EVALUATION CRITERIA FOR STUDENTS

Student Evaluations

In the spring of each academic year, all social students complete the Student Activities Report (SAR; see Appendix C of this handbook). The completed online form is due around the last class day of the semester. The report is intended to help students document research and teaching activities and improve skills necessary for the pursuit of research, teaching, consultation, etc. This report is now completed on-line. The Social Area Faculty Coordinator will send an e-mail with a link to the site and login information.

On this report, students document their academic progress and accomplishments during the previous academic year, including progress toward completion of a master's thesis or doctoral dissertation, grades in all coursework, research activities, presentations and publications, professional meetings attended, etc. In addition, the report provides opportunities for self-evaluation and preparation of a curriculum vita. The self-evaluation section of the report allows students to discuss their skill development in research, teaching, and service and their progress toward becoming a social psychologist. The inclusion of the curriculum vita requirement is meant to help students develop and maintain an up-to-date vita. On the basis of this information and other sources, the social area faculty prepares a written evaluation of each student. The letter of evaluation will be written by the student's primary advisor but will represent the collective and official evaluation of the program faculty.

The evaluation letter serves two primary purposes. It is designed to foster student development by pointing out particular areas of strength and/or weakness. The letter also provides a basis for decisions about student support and retention in the program. In the event that a student fails to make satisfactory progress in the program, the specific problem area(s) will be noted in the letter, and the steps necessary to correct the situation will be outlined. That is, the reasons why a student is deemed not to be making satisfactory progress will be described, the actions necessary to restore good standing in the program will be stipulated, and the consequences of failure to take corrective action will be specified.

Access to evaluation letters will be restricted to the student involved, the social area faculty, the graduate studies committee of the department of psychology, the psychology department chair, and appropriate parties of the Graduate School.

Coursework

Students are expected to receive a grade of B or better in all coursework. All required pre-candidacy exam social psychology coursework should be completed by the end of the student's second year. Ideally, all coursework for the breadth requirement should be completed no later than the first semester of the student's third year. Completion of breadth requirements must occur by the end of the 4th year of graduate study.

Master's Degree

Students are expected to complete and defend their master's thesis by May 31 of their second year. To find additional important dates regarding this process, check the Graduate School's website at http://www.gradsch.ohio-state.edu/Depo/PDF/Deadlines_ProfD.pdf. If you have other questions about this process, your advisor and the Graduate School website (<http://www.gradsch.ohio-state.edu/masters-examinations.html>) are wonderful places to start.

Candidacy Exam

Students will complete the written portion of their candidacy exam one week prior to the first day of classes of the fall semester of their third year. The oral defense of this exam is expected to be completed within one month of the written portions of the exam. See the section on the Candidacy Exam and Appendix D for more information.

Doctoral Dissertation

Students are expected to complete their doctoral dissertation by the end of their fourth, fifth, or sixth year in the program. To find important dates regarding this process, check the Graduate School's website at http://www.gradsch.ohio-state.edu/Depo/PDF/Deadlines_ProfD.pdf. If you have other questions about this process, your advisor and the Graduate School website (<http://www.gradsch.ohio-state.edu/doctoral-examinations.html>) are wonderful places to start.

Research

Students are expected to be actively engaged in research throughout their graduate studies. Students are expected to complete and present an oral report on a first year research project prior to the end of their first year in the program. Following this, students are expected to be engaged in conducting, writing up, and presenting their scholarly efforts in appropriate forums. Students will be evaluated on their contribution to their faculty lab groups, service as research assistants, and on their progress in becoming professionals (e.g., contribution to publications, presentations at conventions, etc.). Students are expected to maintain the highest scholarly and ethical standards in their research activities.

The Social Cognition Research Group (SCRG) and Group on Attitudes and Persuasion (GAP) are two groups in which students get a chance to present their research to other students and faculty in the Social area. Both groups hold meetings in Lazenby 120, and SCRG occurs on Wednesdays at 12 noon, while GAP is on Fridays at 10:30 am. The meetings each last up to two hours, and they provide great opportunities to get feedback on

the research you are currently working on. It is also a good way to learn about the research that is being conducted in the social area. You are not required to go to every SCRG and GAP meeting; however, it is required that you attend at least one of these meetings regularly. Also, the faculty expect **each student to present at either SCRG or GAP at least once during each academic year.**

Teaching

Students are expected to obtain teaching experience prior to their completion of the doctoral dissertation. Students will be evaluated on their teaching competence based on student evaluations and faculty assessments. Students are expected to maintain the highest scholarly and ethical standards in their teaching activities. During the summer in between the first and second year in the program, students are required to taking a seminar on the teaching of psychology.

Service

Students are expected to contribute their services and skills to fostering program goals. Students will be evaluated based on their contributions to the area colloquium series, the recruitment of new students, and other program-relevant activities.

Colloquia

Generally, a colloquium is scheduled for 4:00 PM on Thursdays. There are also informal sessions in the morning with just the graduate students and the speaker from 11:00 AM to 12:00 PM on Thursdays and can really be great, so don't miss them. (Plus, **you are required to attend these talks** as part of receiving course credit for 8877 and 8878, and attendance is taken). In addition, there are opportunities to go to lunch with the speaker and to talk with the speaker at the wine and cheese reception following the colloquium. A sign-up sheet for lunch is posted on our program assistant's door early in the week. All social area students and faculty pay an annual fee to SBIG (the Social & Behavioral Interest Group) to support the colloquium series (about \$25).

You should keep these times on Thursdays open every week, regardless of if there is a colloquium.. Even if no visiting speaker is scheduled, this time is occasionally used for brown-bag and OSU faculty presentations. Further, as part of your service to the department in your first year, you will provide food and set up for morning meeting and wine and cheese. As such, you will need to be available around 10:30am on Thursday mornings to set up for morning meetings. More details will be provided about these responsibilities in a meeting with the colloquium chair for this year, Geoff Durso.

THE CANDIDACY EXAM

Consistent with rules of the Graduate School, the Candidacy Examination is composed of both written and oral portions. The written portion is given in August each year before the start of the fall semester. Students then schedule the oral defense within one month of learning the outcome of the written exam. Students must take candidacy no later than the beginning of their third year of graduate study at Ohio State. Under rare circumstances, students entering with the M.A. degree may take the written portion of the candidacy examination at the beginning of their second year of graduate study.

The Candidacy Examination is constructed so that any student who survives the rigorous screening for admission to graduate study in social psychology, and who has completed the first two years of course work and the pre-dissertation research requirement with normal diligence and reasonable application, should expect to pass.

The Written Portion

The written examination consists of two sections: a sit-down examination, which lasts four hours, and a take-home section, which the student has one week to complete.

The sit-down section of the examination is prepared for both majors and minors in social psychology. It is designed to ensure that the student has developed a breadth of knowledge about social psychology and has at least a general familiarity with the ideas and people in it. The examination therefore consists of six medium-length essays. Content of examination questions is drawn from courses offered in the social psychology area, colloquia given at Ohio State by visiting researchers, and from recent articles in journals such as JESP and JPSP. Examination questions from previous years are available in the program assistant's files.

The take home section focuses on analytic judgment. Past take home exams have asked the student to summarize developments in an area of interest, to design a research program on a designated topic, or to integrate literature for purposes of course development or policy recommendations, etc. Obviously, the best way to develop such critical and professional judgment is to practice it on the material encountered during the first two years of graduate study.

Although students are encouraged to work together in preparing for the examination (discussing new developments in the field, comparing course notes, informing each other about valuable reviews, etc.) the examination itself, including the take-home section, must be strictly an individual effort. (On the take-home section, the student is free to use all ordinary library resources, as well as lecture and seminar notes.) The first two years of graduate training are designed to prepare students to do well on this exam. Thus, doing well in courses and learning the material thoroughly (not just for semester-specific exams) would serve incoming students well in their ability to demonstrate knowledge of the field.

Evaluation of Written Examination

The written examinations are graded “blind” (without student identification) by each of the members of the social psychology faculty. The grades on each section of the written portion are averaged to give overall grades for the written exam. You will receive feedback from your advisor regarding the strengths and weaknesses of your responses. The overall Candidacy Examination grade is based also on the oral portion.

The Oral Portion

The oral portion of the Candidacy Examination is administered and evaluated by a candidacy examination committee which must be made up of an advisor, two other core social psychology faculty, and a fourth member who is not a core social psychology faculty member. The fourth member may be a faculty member in another area of the psychology department or a faculty member from outside the psychology department. Affiliated faculty from other departments may serve as the “outside” or fourth member of the committee.

In order to take the oral examination, the student (a) must have completed or be currently enrolled for at least 90 credit hours of graduate coursework, (b) must have satisfied the pre-dissertation research requirement (usually by completing the M.A.). In general, the oral examination should be completed as of the end of the fall semester of the student’s third year. Under exceptional circumstances, it can be delayed to the spring semester.

The Graduate School wants everyone to take their oral exam within a month of the written portion. In reality, this often does not happen because it is difficult to coordinate five individuals’ (student + committee) schedules in the fall. The oral examination is two hours in length, in accordance with Graduate School regulations, with all committee members being present. The student is usually asked at the beginning of the examination to spend 5 to 10 minutes describing his or her academic history and research interests. Although this description often has a major impact on the subsequent course of questioning, members of the examining committee are free to ask any questions pertaining to the adequacy of the student’s general knowledge in the major and fields of specialization.

(Note: The rules concerning graduate students in psychology state: “A student has the option, on his/her first attempt at the Candidacy Examination, not to take the oral portion. He/she must, however, petition the Graduate Program Committee (of the Psychology Department) for permission not to take the oral portion. Failure for the written part of the examination must be reported to the Graduate School.”)

Evaluation of the Candidacy Examination

At the conclusion of the oral exam, the student will leave the room and the committee deliberates to evaluate the oral portion in conjunction with the written portion. If the judgment is Satisfactory, the student is admitted to candidacy for the Ph.D. degree at the end of the semester in which the oral examination is completed.

In some cases, the examining committee may detect an imbalance in the student's training, even though finding the overall Candidacy Examination performance to be satisfactory. In that case, the committee will usually agree on a course of additional study or experience to be pursued by the student and monitored by the committee chair (the student's advisor).

An unsatisfactory judgment by the examining committee can lead to termination of graduate studies toward the Ph.D., unless the committee specifically recommends, as part of its judgment, that a repeat of the examination be permitted. In the event that the committee recommends no second chance, they (and other faculty) will provide advice and counseling to develop alternative career routes for the student.

As a matter of training philosophy, the Social Psychology Area considers an Unsatisfactory result on the Candidacy Examination to be a failure for the Area as well as for the student. For this reason, evaluations given the student at the end of each of the first two years of graduate study and on completion of the pre-dissertation research (or M.A.) oral are intended to ensure that the student remains on track to a Satisfactory outcome of the Candidacy Examination. Students who appear, on the basis of these evaluations, to be unlikely to achieve a Satisfactory result of the Candidacy Examination are advised to take remedial steps and, in some cases, to consider pursuing alternative career paths directly, rather than postponing such alternatives until their third year.

When to Study

Suggestions offered by students ranged from starting the first semester of your first year to allotting at least the month before the candidacy exam to study. The essence of the advice can be summed up with: "Don't wait until the last minute!" The best advice is probably to start studying as soon as you arrive, so that you can slowly accumulate knowledge over time. To this end, it is useful to keep up with the top-tier journals in our field during your time in grad school (e.g., JPSP, JESP, PSPB). Make note of the authors' names and the universities at which they are researching and the basic gist of the experiment (what they did, what they found).

If you've been doing what you're supposed to do during your undergraduate years and your first two years of grad school, such as going to classes, doing the assigned readings, attending colloquia, and keeping up with your journal reading, then you already have a good start on Candidacy Exam preparation. You probably know more than you think you do.

What to Study

Look over Candidacy Exam questions from past years to get a sense of the scope of the questions. This may be more helpful after you have done some reading. This is because looking at the list of questions before you've studied can be very intimidating. Nevertheless, you can get an idea of the types of questions that the faculty tends to ask.

Many students found the Handbook of Social Psychology (5th Ed., 2010) really useful in two ways. First, it allows students to get a handle on a research area without reading hundreds of empirical papers. Second, the organization provided by the author(s) will provide a framework for thinking about a particular area, especially the chapters with historical perspective. Hopefully, as you study, you will begin to group different experiments and research areas conceptually. This emerging conceptual framework will be a huge help in answering general questions. After reading the Handbook chapters, reading in-depth on some of the prevalent topics in social psychology is a good idea. Choose these topics based on the syllabi of recent graduate-level classes and based on what you hear are the current interests of the social psychology professors. Remember not to rely solely on the Handbook, as answers should be supported by classic and current empirical research that you won't be able to know intimately through only reading the Handbook. You might also consider reading the newer handbook, *Social Psychology: Handbook of Basic Principles* (2007), because the information in this handbook is more up to date.

Another potentially helpful source is *Social Cognition* by Fiske and Taylor. Knowledge of the book's contents can help in answering a large variety of questions. Though the book is getting older, it is still a very useful tool.

Read review articles and discuss them with your cohort and others. Don't concentrate on the specific examples too much, but be able to cite at least one for any major idea or method.

Reread your class notes and articles assigned for courses; read Annual Review chapters and other summaries of current research; read important original empirical papers; skim through some recent current journals. Take this opportunity to read some of the historical works in the field (Allport, Festinger, etc.). You should be getting a broader sense of the field--**don't just try to memorize and cram**. Use this opportunity to think about what the field knows, what the open questions are, and how we got to where we are.

It is important to understand how things have developed historically. For example, how has dissonance evolved over time? Where did the idea of dissonance originally come from? Some faculty particularly like these sorts of long-term trajectory type questions. Students should even be able to project into the future – what are the burning questions in some areas? What are some exciting and new developments? The ability to go backwards and forwards is a critical skill. This obviously involves developing one's own perspective to what has happened and where things are going.

Although the questions can cover any aspect of social psychology, they're most likely to cover areas that we study intensively here (attitudes, social cognition, etc.). But, keep in mind that you should be familiar with research in all areas of social psychology, even those areas that are not strongly represented in the curriculum or the faculty.

Even though knowledge of every empirical paper is not necessary, it is good to know important pieces well. Students will know the important pieces because they will come across them again and again when reading the work of others. Some papers have had a much greater impact on the field than others. It is good to know the premises of the major papers, as well as why they are important. Methodological details are often not terribly important, but some empirical papers have a huge impact precisely because they introduce a new methodology. Additionally, it is often useful in your answers if you can provide a brief overview of what happened in an experiment that you're describing, much like you might describe an experiment in a journal article that you wrote.

When students have intimate knowledge of a subset of empirical papers, they can use these to derive ideas/concepts/methodologies/etc. that can be used to demonstrate a number of important points. Thus, the same paper could be used to exemplify different points in different questions. The important papers in the field may be important precisely because they may make a number of independently important contributions to the field.

Students should review the syllabi of major seminars and lecture courses. They should select major papers to reread. Also, there is a crate of readings that past generals takers have found useful. Keep reading up on the current research. Don't neglect current JPSPs as you comb through old Handbooks.

How to Study

There is so much material you could read that it can be a good idea to make a list of topics, and then schedule a certain amount of study time for each topic. Then identify the most important readings for each topic. You probably won't get through everything. But, you also don't want to spend 8 weeks learning everything there is to know about attitudes, only to realize that you have only one more week left before the exam to study everything else in social psychology (e.g., motivation, self, culture, person perception). When making your schedule, it's a good idea to leave the week or so before the exam empty--you can use that time to refresh your memory on earlier reading, or catch up on anything you didn't get to previously.

Try to understand how the research you're reading relates to your own work. If you can relate the material to the stuff you understand best, you'll understand it better.

Try practice runs answering questions in a room full of other people doing the same thing before taking the actual test. Recruit an older student to select questions for you, and practice answering them in the allotted time, or take practice exams in the computer lab

with your cohort and discuss your answers afterwards. It is often good to get practice organizing your thoughts on the spot.

You will be expected to be able to identify major theorists and researchers in the field by name, but this should be a product of your exposure to the literature, not just memorization. During your first two years in graduate school, you will begin to pick up on what is going on in the field and who the major players are. There are limits to how much you can learn, but by reading chapters and reviews thoroughly, you may develop a memory for specific findings and citations for a very large number of experiments. Of course, as noted above, this will be much, much easier if you can plug these individual findings into a larger conceptual context.

Most cohorts also find it helpful to have group meetings; this time can be used for discussion of readings, creation of practice questions, writing practice answers, group stress relief, or whatever is most helpful for your particular class. You're all going through the same thing--lean on each other, support each other, and help each other.

- Make the studying fun by playing games (if your cohort is so inclined).
- Don't forget to look at the big picture... spend less time memorizing details and spend more time understanding what social psychology is.
- Don't quiz each other on small points. You will all suffer from the "quizmaster" phenomenon. Discuss more general concepts rather than smaller topics.
- The PhD grants individuals with the branding that they are experts in their chosen field of study. Take this perspective in your own studies. In other words, ask yourself: What would I expect an "expert" of social psychology to know, and how can I best be a source of this knowledge?

How to Take the Sit-down Exam

Answer questions on the stuff you know best first. Remember that you can "blow" a question and still pass. Stick to the question; don't spend forever writing about something that is only tangentially relevant.

How to Take the Take-home Exam

The faculty requires the same independent on-your-own approach as you used for the sit down exam for the take home exam, except that you may use printed resources for the latter. You may not consult (no email, no phone, nothing!) with any person, including other students. The independence rule is only fair--performance on the take home exam should reflect individual merit rather than a person's ability to get help.

The independence rule isn't easy for some people, because it requires an abrupt transition from a quilting-party group approach during exam preparation to a "loner" during exam taking.

**** An important note:** The sit-down portion of the candidacy exam is weighted more heavily than the take-home portion. Allocate your resources wisely. In other words, do not depend on your ability to be a superstar on the take-home in order to make up for lost ground on the sit-down portion. You are getting a PhD in social psychology in the best program in the world. Thus, you should be capable of generating thoughtful responses to Big Questions in our field whenever prompted (as the sit-down portion tests), and not only capable of producing such responses with a week to consider your answers (as the take-home portion tests). Remind yourself that a scholar of our field should know and be ready to discuss a wide array of relevant topics, even those outside his or her chosen sub-area of expertise.

During and After the Take-Home Exam: Anonymity During Faculty Scoring

You are supposed to be anonymous to the faculty scorers. The scorers should evaluate just what you wrote and not take into account any other aspects of students' lives and personalities. Therefore, it is important not to talk about the exam questions with faculty or other students. Once you have revealed your idiosyncratic reaction to an exam question, the faculty can figure out which set of answers was yours and thereby reduce the degrees of anonymity for other students. So, even if you don't care about being identified, please resist the understandable temptation to expostulate about selected questions to anyone here, because to do so will abridge protective anonymity for everyone.

Tips for Taking the Oral Portion

For the oral exam, look at your responses to the written portion (again, you can get a copy of it from our program assistant) and work on those you didn't seem to know a lot about. Your adviser should tell you which of the responses received lower ratings compared to others so you can prepare to answer those during the oral exam.

Also keep in mind the faculty who are on your committee. They may ask you to elaborate upon your answers for questions they wrote. You may not be allowed to know who wrote which questions, but sometimes you may be able to guess based on the content of the question. Make the request to the non-social-area faculty you want to be in your committee as early as possible. There are usually fewer non-social-area faculty than social faculty so they may not want to be on your committee if they're already on 5 or 6 other people's committees.

The oral portion is not meant to make you feel anxious. Being a little relaxed will also make your committee members relaxed, and the time will pass more quickly. **Keep in mind that these people want, and expect you to pass!**

IN YOUR FREE TIME...

Yes, graduate students not only have free time to pursue and enjoy activities outside the realm of psychology, but they are expected to do so! Graduate students in our department are active (and accomplished!) in hobbies such as krav maga, ballroom dance, weightlifting, homebrewing, vegan cooking, religious study, ultimate frisbee, drawing and painting, stand-up comedy, independently-produced music, and musical theater, to name but a few. None of this is examined formally, of course. It is simply that graduate school can take a mental and emotional toll on individuals, and so it is important to have other things to do that help you to put your research efforts in perspective of your larger life goals. Below, a few of the more convenient and popular methods for getting out of the lab and into other activities are described.

Athletic Facilities and Recreational Opportunities

The athletic facilities at OSU offer classes in various forms of the martial arts and self-defense, yoga, swimming, aerobics, even horseback riding. To find out exactly which classes are offered during a particular semester, look under the heading " Kinesiology: Sport, Fitness, & Health Program" in the Master Schedule of Classes for that semester. There are also fitness classes offered through the RPAC that are free for students (see <http://recsports.osu.edu/fitness-wellness/group-fitness> for class descriptions and information). There are also open gym schedules for basketball, volleyball, badminton, and weight training that are subject to change each semester, and the RPAC also has racquetball facilities, ping-pong tables, a lounge downstairs with video games, pool, and foosball, and a world-class pool (and even a hot tub!). There are several facilities conveniently located around campus, such as the Recreation and Physical Activities Center (RPAC), the Adventure Recreation Center (ARC; includes an indoor climbing wall and camping equipment rentals), the French Field House, Ohio Stadium/Jesse Owens Track, and the Jesse Owens Recreation Centers. See www.ohiostaterecsports.org for more information on athletic facilities and scheduling. There are also several sport clubs such as archery, crew, racquetball, lacrosse, mountaineering, and skiing. OSU also has an extensive intramural program, which boasts over 20 different sports in which you can compete year round. The social program itself has several intramural teams such as volleyball in autumn and softball in spring and summer.

Football/Basketball Tickets

Students should watch their OSU email for information on how to get football and basketball tickets. The OSU athletic ticket office sends out an email with information on how to get single tickets as well as how to get tickets to sit together in groups. Student football season tickets are approximately \$145, and single tickets are \$29.

Men's basketball tickets are somewhat easier to obtain. Seating priority for both football and men's basketball is determined by seniority, with the lowest-ranking member of the group determining seating priority.

Campus-Related Activities

Because OSU is so large, there are constantly activities and discounts available for students. The Ohio Union (<http://ohiounion.osu.edu/Default.asp>) and Ohio Union Activities Board (<http://www.ouab.osu.edu/>) periodically sponsor events on and off campus including lectures, concerts, movies, comedy shows, theatre, and special gatherings for graduate students. Many events are free (e.g., the Big Free Concert, lectures from invited speakers who have included Al Gore and Kurt Vonnegut in the past). And other events such as concerts and theatre performances are usually significantly discounted. In collaboration with the Union is another organization called Explore Columbus (<http://exploreolumbus.osu.edu/>). This is another major source for discounts on restaurants, concerts, sporting events, etc. Similarly, you may also want to check out Experience Columbus (<http://experiencecolumbus.com/>) for events and offers. The OSU campus is also home to the Wexner Center for the Arts (www.wexarts.org). The Wex affords students many opportunities for cultural enrichment through art exhibits (usually free), critically acclaimed films shown in its own movie theatre, and plays. Other locations around Columbus to see plays, dance troupes, or musicals include CATCO, Reality Theatre, the Palace Theatre, and the Ohio Theatre (again, check out student discounts through OSU for all of these places).

Political Activities

Ohio is a swing state in US presidential elections, so once every four years, including this year, we are overwhelmed with political advertisements and visits by candidates and their surrogates. If you are into politics, you will have many opportunities to see the candidates in person, often on campus.

Columbus Nightlife

We'll start with the campus area, because that is where you will spend most of your time. There are approximately fifty bars within a five-mile radius of campus. The campus gateway on the south end of campus has a lot of restaurants and bars, and some shopping (more on shopping later). For everyday restaurants and bars, you won't have to go far. Woody's in particular is a favorite bar for graduate students and a campus institution.

As a newcomer, your indispensable resources will be two alternative weekly newspapers that are free of charge and can be found in just about any business on High Street: The Other Paper and Columbus Alive. They provide listings of virtually every nightlife venue in central Ohio (and there are plenty). If live music is your thing, you have many options, such as Bernie's Bagels & Deli, the Newport Music Hall, The Basement, and the LC Pavilion. If you like to dance, Columbus hosts a variety of locales, such as InCahoots

(for you country line dancing maniacs), Skully's (Ladies 80s Night every Thurs.), Spice, Mekka, The Red Zone, Fabric, Lucky's, Victory's, Ludlow's, as well as a strip of campus bars that would love to have you.

If you're looking for a good cup of coffee and place to study, you can go to Cup o' Joe, Starbucks, Café Apropos, Stauf's, Impero, One Line, Mission Coffee, or Boston Stoker. Boston Stoker, which is in Victorian Village, has coffee and desserts, and Stauf's in Grandview is another grad student favorite. New establishments are opened every year, and if you find a gem, please share it with the rest of the social area!

Columbus also offers many first run, second run, and independent movie houses. The more popular first run theatres are the Gateway Film Center in the South Campus Gateway (which is a non-profit, contains a free art gallery, and always offers a student discount), AMC Lennox Town Center 24 (very close to campus), AMC Dublin 18, Movies 12 at Mill Run, Polaris, Easton, and Crosswoods. The second run theatres where all movies are \$1.50 include Movies 12 at Carriage Place, Studio 35, Graceland, and Super Saver Cinemas. The Drexel theatres in Bexley and Grandview tend to show non-mainstream films, and the Wexner Center often shows some lesser-known avant-garde and international films. Bring your BuckID – you might be able to get a discount!

Bowling is alive and well in Columbus, too. You have your choice of Fiesta Lanes or Sawmill Lanes, which are the closest locations. If you would like to branch out into the suburbs, consult the yellow pages.

Columbus is also host to a variety of festivals year-round. Quite popular, for instance, is the COMFEST Community Festival (www.comfest.com) in June, with a huge number of live music performances, art vendors, and global foods. There are plenty of additional arts, music, ethnic, and other festivals of all kinds to enjoy throughout the year such as the Dublin Irish Festival, the Jazz & Ribs Festival, and the North Market's Food & Wine Festival. To learn more about these and other exciting events in Columbus, visit www.experiencecolumbus.com.

Short North

The Short North is a trendy neighborhood just south of campus (it's what the gateway is connecting with campus). It is home to chic boutiques, hip bars and restaurants, and numerous art galleries. It's worth just walking around if you have some time on a weekend. For art, food and drink, and people-watching, many students enjoy Gallery Hops (www.shortnorth.com/Hops.html). On the first Saturday of each month, most of the shops, salons, restaurants, and bars in the Short North stay open late, display art, and offer food and drinks.

The North Market (<http://www.northmarket.com/>) is also in the Short North. It's a collection of local farmers and craftsman housed under one roof, and has an outdoor farmer's market during the summer. This is a great place for inexpensive but delicious meals, as there are several family-owned food stands operating inside. If you like ethnic food, the North Market

has Mediterranean, Vietnamese, Chinese, and Mexican food vendors just to name a few.

Shopping

For boutique shopping, you can try the Short North or Worthington. But to really get your shop on, there are three malls in Columbus, all within 15-20 minutes of campus

1. The Mall at Tuttle Crossing- Tuttle is in Dublin, on I-270 and Tuttle Crossing Boulevard. It is probably the best mall for women's clothing, and the oldest of the three. Tuttle is a Wexner mall, with the Limited, Ann Taylor, Cache, Banana Republic, H&M, Abercrombie and Fitch, Hollister, American Eagle, Gap, Forever 21, and more. There are also some good restaurants near by like Cozymel's, Macaroni Grill, P.F. Chang's. Website: <http://www.shoptuttletcrossing.com>
2. Easton Town Center- Easton is an outdoor mall, located off of I-270 near Morse Road. Easton has a lot to recommend it. First of all, it has some absolutely fabulous restaurants: the Cheesecake Factory, Brio, the Melting Pot, Smith and Wollensky's, and Adobe Gila's, a great bar. It also has a lot of other great attractions, like the Funny Bone Comedy Club, a Gameworks, and an AMC theatre that serves alcohol. It has great shopping for anyone looking for anything. It's the best all-around mall. See <http://www.eastontowncenter.com/index.cfm>
3. Polaris Fashion Place- Polaris is off of 71 at Polaris Parkway. If you are looking for upscale department stores, you should come here. It is anchored by Saks, Macy's, Von Maur, and a Great Indoors. One of the highpoints of Polaris is the vast line of strip malls that stretch across Polaris Pkwy. You can find such department stores as DSW, Old Navy, and T. J. Maxx. To find a full listing of all that Polaris has to offer, visit there website: <http://www.polarisfashionplace.com/>

Besides the malls, there is also Sawmill Road. Sawmill Road has lots of huge shopping centers and casual restaurants. You should make a trip there specifically for Whole Foods (basically the only place to get groceries besides Giant Eagle or Kroger's) and Nordstrom Rack.

Easily accessible from campus by car or bus is Lennox Town Center on Olentangy River Road, which is smaller but boasts a Target, Barnes & Noble, the AMC movie theatres, Old Navy, Cup O' Joe, and a few other shops and restaurants. Lennox is a good bet for a convenient place to shop near campus. Finally, High St. from the Short North, to Campus, to Clintonville has tons of small but interesting shops such as House of Music and Used Kids for indie music and used vinyl, Rag-O-Rama where you can buy and trade secondhand clothing, several vintage shops in the Short North, shoe stores, jewelry stores, and plenty of shops with OSU apparel and memorabilia.

Bookstores

If you find that you have extra time on your hands and want to read fun books unrelated to school, Columbus has some pretty good bookstores! A selection of favorites follows...See the Yellow Pages for even more.

- Half Price Books and Records have a random selection of new and used books at half price, plus music and videos, too. It's a great place. There's one located on W. Lane Avenue, close to campus (486-8765). You can also find other locations at the Carriage Place Shopping Center (Bethel Road at Sawmill Road) in northwest Columbus, or on High St.
- Barnes and Noble has a Starbucks Café and a good magazine selection. It is located at Lennox Center just west of campus on Olentangy River Road (298-9516). Also a Barnes and Noble (The OSU Bookstore) has opened at the South Campus Gateway on High Street.
- The Book Loft in German Village has 32 rooms filled with discounted books. You can spend hours here, either by choice or because you're lost in the maze of rooms! 631 South 3rd Street (south of route 70) (614-464-1774).

Eating

There are restaurants everywhere. Closest to campus you can find inexpensive, fast food as well as some sit-down restaurants in the Gateway. The Short North (south of campus), Grandview (west of campus on Grandview Ave.), and Clintonville (north of campus) have a lot of local favorites and offer several alternatives to larger chain restaurants. If you want to go somewhere special, go to any of the Cameron Mitchell restaurants. They can be a bit expensive, depending on the restaurant, but you can find them all over town (<http://www.cameronmitchell.com/>). Cap City and Marcella's are especially good.

Outdoors

There are a lot of places to camp or do water sports. Indian Lake, Buckeye Lake, or the long trek to Lake Erie are your best bets. Many students also like Hocking Hills, which is just more than an hour outside of Columbus, for hiking, camping, kayaking, and canoeing (<http://www.hockinghills.com/>.) For a list of all the state parks: <http://www.dnr.state.oh.us/parks/>. The Outdoor Adventure Center (OAC) rents out equipment and also organizes a number of outdoor trips each semester, including hiking, climbing, canoeing, and rafting (these can be expensive, though).

If you don't want to drive too far, there are a lot of metro parks where you can hike or jog, or look at pretty flowers (<http://www.metroparks.net/>). Check out Highbanks and Inniswood in particular. You might also want to check out Franklin Park (home to the Franklin Park Conservatory, which has a permanent exhibit of Chihuly pieces—<http://www.fpconservatory.org/>) or the Park of Roses (<http://www.whetstonepark.org/>)

Columbus Attractions

These are things that people come to Columbus just to see

1. Columbus Zoo and Aquarium (<http://www.columbuszoo.org/>)- The zoo has sections devoted to Asia, Australia, and Africa, including a lot of rare animals like Okapi, Markhor, Red Pandas, Tree Kangaroos, Sun Bears, and Duiker. They also have several exhibits that you essentially walk right through: kangaroos, song birds, African birds, and pheasants. They have a large collection of apes including gorillas, chimps, bonobos, orangutan, and gibbons. And since humans are walking around all the time, all of the great apes are represented!
2. COSI (<http://www.cosi.org>)- a children's science museum, but cool nonetheless. Perfect if you have a couple of hours to kill downtown. They also host age 21+ after-dark events on the first Thursday of the month (<http://cosi.org/adults/cosi-after-dark>)
3. Columbus Museum of Art (<http://www.columbusmuseum.org/>)- the exhibits are always changing, so check the website. Other places to view great art would be the Wexner Center and Hopkins Hall on campus, and Gallery Hop (where you go to all the galleries) in the Short North.
4. Columbus Crew- our own pro soccer team, which is finally gaining more of a following. They have their own stadium near Hudson Ave. and I-71. Tickets are cheap, and the games are fun.
5. Columbus Blue Jackets- The Jackets stadium is in the Arena District downtown.
6. Columbus Clippers – This is the city's own minor league baseball team, also located in the Arena District. People like attending the games on "Dime a Dog Night," but beware, there is a reason why these hotdogs are only \$0.10!

Amusement Parks

While not in Columbus, Ohio is still home to two of the world's greatest amusement parks.

1. Cedar Point, America's Roller Coast (<http://www.cedarpoint.com/>)- Cedar Point is the better of the two, though both are awesome. Cedar Point boasts 17 roller coasters, including Maverick. You can pretty much find a coaster to suit you- there are wooden ones, steel ones, traditional ones, inverting ones; you can stand, sit, or hang in them. The rides are world-renowned as some of the fastest, tallest, longest, and just best. It's located right on Lake Erie in Sandusky.
2. King's Island (<http://www3.paramountparks.com/kingsisland>)- King's Island is owned by Paramount, which has given it a little more cohesiveness than Cedar Point. King's Island is definitely more family oriented, but because the kids have their own mini-park, there aren't too many running around. They only have 14 roller coasters, but they do have some cool stuff. One is Son of Beast, the fastest and tallest wooden roller coaster (and it has a loop). But don't forget the Beast, which is so long, it's

almost too long, and consistently rated one of the best (if not the best) wooden coasters.

A Note About Transportation

All of these great places you've been reading about can be accessed by car. But what if you don't have a car? Although Columbus is sometimes considered an unfriendly city for the car-less, a surprising number of these locations are on (or close to) bus routes. Taking the bus is highly recommended, primarily because for only a mandatory \$9 semester fee (charged by OSU), you can swipe your student ID and get on a city bus (COTA buses) for free. Some city bus routes have even been created especially for students and go right through campus, such as the 84 route, which will take you to Lennox Town Center, Lane Avenue Mall, Half Price Books, and Kingsdale Mall, and the 18 route, which takes you directly to Tuttle Park Mall. There's even a COTA bus that runs at selected times of the year from campus directly to the airport (this bus can also be caught at the major downtown hotels during the entire year – just take a bus downtown). The High Street route, #2, runs frequently and will take you to any of the attractions on High Street. To find out exactly where COTA can take you, pick up schedules at the Ohio Union (on High Street), check out the COTA website (cota.com), use google maps, or call 228-1776.

In addition, if you live near campus, you can take any of OSU's CABS buses (North Residential, East Residential, and South Residential) to get to and from campus easily. Also, if you end up parking in the West Campus lot, you can take the North or South Campus Loop buses to and from the lot, or anywhere else on campus. Because the OSU campus is so large, there are a number of intercampus bus routes. All OSU-based bus service runs from about 8 a.m. to midnight, and you can find all the schedules here:

<http://ttm.osu.edu/cabs>.

A Few Final Thoughts and Words of Advice

Regardless of where you are coming from (undergraduate programs, masters programs, or a work position), most people find the first year of graduate school a big adjustment. An important thing to remember during this year and throughout your graduate study is that you should always feel free to ask for help or advice about anything and everything. This may seem obvious, but new graduate students sometimes think that they need to make a good impression and that they will “annoy” older students if they constantly ask questions. However, all of the graduate students here can remember their first year and are happy to share with you any info and insights they have—this applies to mundane things like where the best grocery store is and more important things like help with designing experiments, stats and analysis, and how to use MediaLab. Generally, you can save yourself a lot of time by just asking instead of trying to do everything on your own.

At the beginning of the year, you may be paired up with a “mentor,” who is usually (but not always) someone in your lab, someone who has volunteered to help you, and someone you should feel comfortable going to for advice about anything. However, everyone in the area is always open to helping you, not just your mentor.

The biggest thing you will have to adjust to this year is how to balance the demands of coursework, research, and department activities along with your personal life. Unless you are already a time management expert, you will probably be somewhat surprised by the amount of time you will need to allot to each of these things. Everyone has developed different strategies and work styles for coping with these competing demands, so it would be difficult to know what works for you. Part of the “first year” experience is figuring out what work style you are most comfortable with.

In the grand scheme of things, it will often be tempting to let departmental activities slide when your workload is large. It is important to remember that the department is the same as any other community, and both the graduate students and faculty depend on each other for a lot of things. Therefore, part of our responsibilities as graduate students involves giving time back to the department and to other graduate students in some way.

One example where service is crucial is the colloquium series. Because the colloquium series is run entirely by students, we are all expected to help out by holding a “job,” be it setting up for the morning meetings, hosting wine and cheese receptions, or posting announcements of the colloquia. Another major example is recruiting weekend, when potential graduate students visit OSU for a weekend. All students are expected to help with running this. Only by our collective efforts can such events be successful. The amount of time and effort you put in the long run is really up to you, but the more involved you are, the more others will be willing to help you as well. Similarly, the less you do, the more work you are creating for the others around you. Everyone recognizes that we all have different commitments and personal lives which extend beyond the

program, so people are generally very understanding and more than happy to help out when conflicts arise.

Finally, and most importantly, you should make sure you take some time for yourself! It is easy to get caught up in classes and research and put your personal life or personal interests on the back burner. In the long run, taking a break from school on a regular basis is generally MORE productive than not, even though it may not seem that way at the time. There are tons of organizations and activities at OSU and in Columbus for you to take advantage of. You will undoubtedly be working hard throughout the year, so you should not feel guilty when you take time to enjoy these outside interests.

Appendix A

Athenaeum Journals

* Note: If these are not available in physical form in the Athenaeum, then they should be readily accessible online.

American Psychologist 1956-present
 Basic and Applied Social Psychology 1965-1994
 European Journal of Social Psychology 1971-1995
 Human Relations 1950-1968
 International Journal of Psychophysiology 1988-1991
 JEP: Learning 1987-1994
 JEP: Animal 1987-1991
 JEP: General 1987-1994
 JEP- Human 1987-1992
 Journal of Abnormal and Social Psychology 1946-1964
 Journal of Applied Behavioral Science 1965-1973
 Journal of Applied Social Psychology 1971-1996
 Journal of Consumer Psychology 1997-1999
 Journal of Experimental Research in Personality 1973-1994
 Journal of Experimental Social Psychology 1965-present
 Journal of Personality 1964-1994
 Journal of Personality and Social Psychology 1965-present
 Journal of Social and Clinical 1983-1993
 Journal of Social Issues 1947-2000
 Law and Human Behavior 1984-1994
 Memory and Cognition 1973-1994
 Motivation and Emotion 1977-1985
 Personality and Social Psychology Bulletin 1977-present
 Personality and Social Psychology Review 1997-2004
 Political Psychology 1979-2004
 Psychological Abstracts 1954-
 Psychological Bulletin 1948-present
 Psychological Inquiry 1990-1994
 Psychological Methods 1996-2001
 Psychological Review 1956-present
 Psychology of Women Quarterly 1983-1988
 Psychology Science 1994-present

Psychophysiology 1995-1998
Public Opinion Quarterly 1962-1997
Replications in Social Psychology 1979-1982
Science 1991-1997
Scientific Study of Religion 1966-1995
Self and Identity 2002-2005
Social Cognition 1982-2000
Social Psychology Quarterly 1978-1995
Sociometry 1958-1977

Appendix B

Research Student and Supervisor

Council of Graduate Schools, 1990

Beginnings

A peculiarly close relationship exists between the research student and supervisor. They start as master and pupil and ideally end up as colleagues. Obviously, under these circumstances, it is desirable that the student and supervisor should be carefully matched. But this can be extremely difficult. In many cases, the student has come from another university and there has been little or no chance for talk between the parties to allow both sides to make up their minds about each other. To deal with this problem, some departments provide opportunities for students to discuss research activities with those members of the faculty with whom they share scholarly interests. This takes place before the student chooses a research supervisor. Of course, some students select a particular institution for graduate work because of the desire to work with a specific individual. In either case, the personal as well as the intellectual characteristics of both parties need to be taken into account in forming this partnership if it is to lead to a productive working relationship that is challenging to both of them and that gives the student the best chance to complete the Ph.D. degree.

There are two aspects to supervision. The first and more important has to do with creativity and involves the ability to select problems, to stimulate and enthuse students, and to provide a steady stream of ideas. The second aspect is concerned with the mechanics of ensuring that the student makes good progress.

There is no way to provide any general guidance on the first matter since it is so dependent on the characteristics of the persons involved. The purpose of this document is to point to some ways of ensuring good, steady and satisfactory progress. We believe that to achieve this a definite plan is required which may well be different not merely for each discipline, but probably for each department, and in some cases, for each student. We will refer to this plan as a framework since it serves as a structure for supporting and defining the student's graduate program. With such a framework, it will be much easier for the supervisor and student to recognize when things are starting to go wrong.

The Framework

The existence of a framework, accepted within the department, which marks out the stages that a student should be expected to have completed at various points in the period of study, is a key element in good supervisory practice. Students will be helped by knowing that they are expected to reach certain stages at certain times and will come to accept that part of their training is, in fact, learning how to manage their time and organize their activities - something they will certainly have to do if they are going to make a success of

any job in later life. They will also be helped by having a clear understanding of the supervisor's commitment to their graduate program.

The nature of the framework should be made clear to students in writing by the departments. The framework should include regular meetings with the supervisor, a method of assessing course work, and an examination for admission to candidacy that evaluates the student's potential for independent work. Whatever the framework chosen, the aim is to encourage the student to develop good work habits, to train the student to establish a personal schedule, and to assure the student that evaluation of progress in the program is fair and objective.

Time is the Enemy

Before going further, it is worth looking at some of the reasons, particularly those associated with research, for long completion times or failure to complete. There can be no doubt that the major enemy is *time*. Everything takes much longer than the inexperienced student expects. Students, with the help of their supervisors, need to plan their time carefully if they are to complete their Ph.D. dissertations (the terms "dissertation" and "thesis" may be considered interchangeable for the purpose of this document) in a reasonable period of time. For a student who has just started graduate work the necessity for advance planning may not be particularly obvious. This leads immediately to one quite common reason for late completion - namely, a slow start in research. Particularly in those disciplines characterized by a large body of received knowledge and a highly structured core curriculum, students may have operated in a passive mode for a long time, and making the change to the more critical, questioning role of the independent scholar may be difficult. However, if the student does not quickly become engaged in the intellectual issues in the discipline, including the formulation of research ideas and projects, and such other initial activities as are desirable, the result is that the remaining portion of the student's activities is always a scramble and the program inevitably slips.

A second common cause of delay is the student and/or supervisor who is never satisfied, who can always think of a way to improve results - in short, who cannot bring anything to a conclusion. Perfectionism can be a virtue, but if a student would only write up what already has been achieved, and discuss it frequently with the supervisor, it would almost certainly clarify whether any improvement is actually necessary or desirable, what additional amount of effort is required, and whether it is sensible to attempt that amount of work in the time available. This process contributes to the effective planning of time.

A third common cause of delay is distraction from the main line of enquiry. Some students may get "hooked" on computing, largely because of the sheer pleasure obtained from manipulating the computer. Others may not be able to resist the temptation to explore every side path and byway that arises during the course of any research project. In any

event, these and other similar distractions inevitably lead to delayed completion of the dissertation.

Most supervisors have come across these problems and have tried to cope with them. Their success in doing so has often depended on the ability of both student and supervisor to realize that the Ph.D. program is the beginning rather than the sum of the student's career, and to work together to ensure that the program is completed without undue delays.

The Early Stages

It is during the first two years that an appropriate framework is most important, for it is here that a decision will usually be made as to whether the student is to continue for the Ph.D. or not. An experienced supervisor will probably have little difficulty in deciding by the end of this time, but the student must be able to see the decision as just and fair, as indeed so must others working in the same department. For this to happen, it is important that the student should know at various stages how well things are going, and must feel that proper direction is being provided by the supervisor. Above all, there must be candid and open communication between supervisor and student. While in normal circumstances supervisors are likely to have frequent contacts with their students at this stage, it is very important to have a regular time during which the student and supervisor meet to discuss problems. Fixing a time ensures that a busy supervisor does not inadvertently neglect meeting with students, and also provides a convenient way for the supervisor to ensure that certain things have been done.

The student receives much of the formal training that is considered necessary and desirable in many Ph.D. programs during the first two years. The form of this training will, of course, vary with the nature of the discipline and the department. In many programs, it is common to provide graduate courses and to examine the students in these courses, usually by written tests. In other cases the course work may be augmented to a greater or lesser degree by directed reading or individual studies accompanied by periodic evaluations.

However, not all of the first two years will be spent on the formal portion of the introductory training. Many other activities should be initiated in this period, particularly those related to becoming immersed in the field and getting started in research. They will vary enormously according to the nature of the program, and it is during this time that the student should be made aware of the nature and pace of work that is expected and appropriate to the field of study. The most important thing to learn is that completing the program in a reasonable period of time will require long hours of hard work and effective use of time.

Once a student and faculty member have agreed to work together, the next matter is the choice of the student's research topic. In some areas, the student becomes involved in one of the main ongoing lines of research within the department. In other areas, the

supervisor may have a general idea of several research possibilities in various directions, and in this case it is possible for an able student to play a significant role in the final decision on the research topic. Some students may have a very clear idea of the topic they wish to work on, and here, the student and supervisor must work together to define a project that can be completed in a reasonable period of time within the context of the Ph.D. program. In any case, the final decision must be reached reasonably early. Delay is too easy, particularly if a large amount of the first two years is devoted to course work and related activities.

In most disciplines, in proposing a particular research topic, the supervisor should be confident that given hard work and reasonable ability, it is fairly certain that the student will bring matters to a satisfactory conclusion. But occasionally an exciting line of research appears in which the outcome is more uncertain, and in these cases the supervisor should have a fallback position in case some unexpected difficulty arises.

What follows is based on the assumption that students begin to be involved in research during this first stage in graduate studies. In the sciences and engineering, this represents the usual scenario. In the humanities, students may not begin their research until later, often after admission to candidacy. In all cases, however, students embarking on Ph.D. programs need to be thinking about the kind of work they want to do for their dissertations, and refining their thoughts through reading and discussions with their supervisors.

In most fields, a literature survey forms an important starting portion of the work, and this should be carried out in the early stages. During this period, the sharpness of the definition of the research topic should increase markedly. The student should also be trained in the virtues of the systematic recording of data and/or other relevant information and the importance of keeping and maintaining a clear record of everything that has been undertaken. In short, by the end of the first two years the student should have a fairly clear idea of what the nature and purpose of the research is to be, should understand the necessary background information of relevant work already carried out, and should possess a systematic record of all that he or she has accomplished and attempted. Finally, through the assessment of written reports prepared by the student, the supervisor should know whether the student is capable of writing a coherent, connected account of the work. A weakness in this area will cause the student a lot of trouble later on, and must not, therefore, be ignored.

At this point, the student should be ready to take the examination for admission to candidacy. In our view, this examination should always include an oral presentation evaluated by several people in addition to the supervisor. Ideally, at least one of the examiners should be a person who is very familiar with the specific area of the student's interest (but is not the supervisor) and another one who is at most just working in the general area. This arrangement has the virtue that the student can be examined in depth by

the expert, but is also likely to be asked simple but fundamental questions by the non-expert.

In summary, there should exist in the first two years a framework, which will enable both the supervisor and the student to recognize whether the student should continue on for the Ph.D. It should also ensure that the student has adopted appropriate and relevant methods of work so as to guarantee that the remainder of the time is spent fruitfully, with a high probability of completing the task within the allotted span. A clear and well-defined process of assessment allows the student to know where he or she stands, makes for a reasonably objective judgment of his or her suitability for further work, and can be of value in detecting and correcting problems.

The Middle Stages

Upon successful completion of the first part of the program, the student will enter the middle stages knowing what is to be done, with a thorough background knowledge, and in many cases, with a start on the research work itself. An effective framework in the first years will have encouraged the student, one hopes, not merely to accept, but to expect a suitable framework for the remainder of the program. Indeed, much of what we have said about the early stages applies with equal force to the subsequent years, and departmental communications should emphasize this.

It is in the middle stages that the student should obtain the bulk of the results, which are going to form the main body of the dissertation. Obviously, it would be ideal if appropriate milestones could be established, determining the points which the student should have reached at various times. One must, however, remember that we are talking about original research where, by definition, things do not necessarily go as intended. Nevertheless, it is a good idea at this stage for the student and supervisor together to do their best to lay out a critical path. This critical path should be reviewed at various times throughout the year, and become more sharply defined as time goes by.

The plan of campaign should contain ample allowance for unexpected additional work. This is the nature of research. We are looking for the new and unexpected. Because of this, it is extremely important that fairly early in this stage the supervisor assess whether it is likely that the student will be able to bring the work to a timely conclusion, or whether the difficulties are such that the student must modify the topic or switch to another more likely to produce a dissertation in a reasonable period of time.

One cannot put too much emphasis on the need to keep systematic records. There are several reasons for this. First, without systematic records the student will have considerable difficulty when it comes to a final writing up. Second, it may not be until later, when further work has been done, that it is possible to obtain a proper grasp of the full import of the earlier work. Once again, this will be very difficult without systematic records. Third, it is perfectly possible that as a result of later work, perhaps by other people, a

previously abandoned line of research needs to be reinvestigated, and proper records will save time-wasting repetition of earlier work.

It is almost implicit in what has been said so far that we have been talking about the student who is engaged in a project in collaboration with only the supervisor. This is not the only way of carrying out research; more and more these days, particularly in the sciences, research is carried out in collaborative teams. This presents somewhat different problems, particularly in the middle stage. Where teamwork is involved, there will usually be senior academics who understand the necessity of meeting deadlines and of ensuring the work is progressing in an efficient and satisfactory manner. The problem in this area is not so much to set up milestones for the project as a whole, but to define the student's specific contribution to the work, and to make sure not only that those contributions are made, but that the student has a thorough grasp of the project as a whole.

When many people are involved there is far less chance that the student will fall behind or go off track with nobody noticing, since others are dependent on the student completing the tasks assigned. The bigger risk here is of not seeing the forest for the trees. In this case, therefore, it is almost essential for the student to be asked occasionally to explain to the group not merely what he or she is up to, how much has been achieved and what problems are foreseen, but also to explain how this fits into the whole project. Obviously, a similar process is highly desirable for all students, not just for those involved in group research. There is nothing like having to explain yourself to other people for clarifying the mind.

In mastering all the details of a particular research project students sometimes do not realize that colleagues may be more interested in the wider aspects of the project and its impact on the whole body of knowledge, and have different views about the significance of the research. For these reasons, students should be given the opportunity, particularly toward the end of the period of research training, to present the results of the research at a departmental seminar involving faculty and graduate students. This kind of experience will help greatly in concentrating the student's mind on the structuring of the remaining portion of the research.

The Final Stages

Sometime in the early part of the final year, depending on the field, the student should have completed the actual research work so that all that remains is the production of the dissertation. The time it takes to write a dissertation, like that required for other activities of this kind, is usually longer than anticipated. The writing of the first draft should have started long before this stage. A general introduction should be drafted as soon as possible, even if it has to have gaps. Equally, it will be a great help to the student if a rough draft is written on each part of the total project as that part is completed. The use of personal computers greatly facilitates this approach and makes the writing of the full

dissertation much easier. Once again, milestones become very important, as slippage now usually means slippage in the final date of submission. There are various questions that can be asked at this stage, and the wise student will make a list of them and their draft answers.

For example, what questions has the work so far answered, and what open questions has it left or raised? What is the relation of the work completed to previous work done by other people? Does the student really understand the work that has gone before? What comments can be made about it in light of the student's own work?

By now the student should have acquired a substantial list of references and copies of the most relevant papers. It is advisable at this stage for the student to re-read some of the papers to establish clearly the relation of previous work to the dissertation. If the student's work has been carefully carried out, one likely result may be to throw some doubts on previous work. It is important to study this carefully and to try to reconcile any differences that have arisen.

The dissertation may be the first really extended piece of work that the student has ever written. It is worthwhile, therefore, to spend some time in laying out a plan for writing the dissertation, which can be discussed with the supervisor. Different departments in universities have different rules regarding the amount of assistance that a supervisor may give to a student in this portion of the work, but it is generally accepted that by and large the dissertation should be the student's unaided effort.

Two particular points must be mentioned here. First, the dissertation should be no longer than necessary. It should demonstrate that the student understands the background to the research, explain clearly the methods used, present the results, and discuss the findings within an appropriate framework. Verbosity and padding should be avoided at all stages; they detract from the issues at hand and provide easy targets for criticism by examiners.

Second, unless the student is a particularly gifted writer, the use of one of the many books that are now available on good writing will likely improve the dissertation. There is more in this than making the dissertation a pleasure for the examiners to read. Woolly writing is frequently a reflection of woolly thinking. A student who writes clearly will soon discover that a problem of expression often arises from a lack of understanding, whereas a student who writes poorly can write rubbish without even realizing it.

The Need to Submit a Dissertation

There may be some who would argue that the completion (defined as the submission of the dissertation to the appropriate authorities) rate does not really matter; that many students who complete late or even fail to complete at all nevertheless profit substantially from their period of research, and failure to submit a Ph.D. dissertation should not be regarded as a failure *per se*. There is indeed an element of truth in this. A substantial

number of students who fail to submit a Ph.D. dissertation do so because they become involved in some other work. They leave the department with every intention of writing up the dissertation, but find their days full, working in an interesting job, which they obtained partly as a result of their training, and as time goes by the importance of submitting a dissertation recedes steadily into the background and finally dies. Apart from actually writing their dissertation, they have performed all the necessary things that one expects from a Ph.D. student. They have been well trained, they have learned the techniques of their subject and, in many cases, may have published papers of some significance.

It is still true, however, to say that a substantial portion of the successful research training of a student lies in ensuring that he or she has the ability to write an extended and coherent report on the work that has been done. In those cases where papers are published during the course of Ph.D. research, the supervisor is usually so closely involved, either through editing the manuscript or as a co-author, that the student will not have the sole responsibility for producing the written report. Thus, the writing of the Ph.D. dissertation may be the one single unaided piece of work that a student undertakes. The successful completion of this final part of Ph.D. training marks the transition from student to independent scholar.

A Final Comment

In some fields, when the work has gone well and opened up prospects for future research, the supervisor may suggest that the student might like to consider a two or three-year continuation as a postdoctoral research associate. Experience shows that if the student accepts, and is appointed before handing in the dissertation, in the vast majority of cases the rate of progress on the dissertation slows dramatically, and a delay of six months to a year is almost inevitable. This may sometimes be good for scholarship, but may not be fair to the student. We believe that whatever the circumstances, the student should not be allowed to take up the new position until the dissertation has been submitted. This provides an incentive for completion and affirms the student's responsibility for finishing the dissertation.

Conclusion

The lack of a planned, disciplined, and well-supervised approach to research, coupled with the temptations to undertake other research activities or employment, can frustrate the timely completion of the Ph.D. program. We have discussed some of the practices that we think, if generally adopted, would lead many more students to complete their Ph.D. expeditiously. We end with a checklist, in question form, which brings out the main points we have tried to make.

Appendix C

The Social Area Student Activities Report is now completed online. You will receive an e-mail early in spring semester with the website and login information. Below is an example of the former paper format. Similar questions are now included in the online version, though some past requirements have since changed (e.g. we no longer have a primary or secondary minor requirement).

2003-2004 SOCIAL AREA STUDENT ACTIVITIES REPORT

Please print neatly or use word processor. DUE MAY 30, 2004 to R. ARKIN

1. Your Name: _____

2. Your Primary Advisor's Name:

Your Secondary Advisor's Name (if any):

3. Year you entered the OSU program: _____

4. What has been your source of funding during this year?

5. Have you completed an OSU master's degree? _____ YES _____ NO

a. If YES, when did you complete it? _____
(Semester, Year)

b. If NO, explain what progress you have made toward the thesis (i.e., explain what stage you are at -- what topic are you thinking about? Are you designing studies? Collecting data? Conducting analyses? Writing?, etc.), and **indicate when you anticipate defending your thesis.**

6. What are your two minor areas (if applicable)?

1. _____ 2. _____

- | | | |
|-----------------------------------------------------------|-----------|----------|
| a. Have you completed your primary minor areas courses? | _____ YES | _____ NO |
| b. Have you completed your secondary minor areas courses? | _____ YES | _____ NO |
| c. Have you completed the general area exam? | _____ YES | _____ NO |

If you have not completed your general area defense, indicate when you anticipate completion.

- d. IF YOU HAVE NOT COMPLETED YOUR GENERALS DEFENSE, list below the coursework you took (or plan to take) to complete your minor areas. List the course number, title, and when you took or plan to take the course. Place an asterisk (*) beside any course yet to be completed.

PRIMARY MINOR COURSEWORK

SECONDARY MINOR COURSEWORK

7. Please list below all of the courses you have taken and the grades you earned (or anticipate earning) for the period listed.

FALL QUARTER 2003

Course Title & Number – Grade

WINTER QUARTER 2004

Course Title & Number – Grade

SPRING QUARTER 2004

Course Title & Number – Grade

8. For students who have completed an OSU masters degree and the general exam defense, briefly discuss where you stand with respect to completing your dissertation (e.g., planning, data collection, etc.). Also, indicate the quarter and year in which you expect to graduate.

Expected graduation date: _____

Explain current progress toward your dissertation:

9. Below, list the research projects that you have been involved in during the 2003-2004 academic year. For each general project (though not necessarily every individual study), list a general subject title, your collaborators, and the current status of the research (e.g., planning, data collection, analysis, writing).

TITLE OF RESEARCH

COLLABORATORS

STATUS

10. Using APA format, list below any papers presented or accepted for presentation at regional or national conventions during the 2003-2004 academic year.

11. Using APA format, list below any papers published, in press, or submitted for publication during the 2003-2004 academic year.

12. Below, list any other significant accomplishments or experiences relevant to your training as a social psychologist during 2003-2004 (e.g., conventions attended, honors/awards, manuscripts reviewed, etc.).

12a. List your activities which support moving into a nonacademic path. Provide documentation (nonscholarly reports, reviews, job descriptions, summary descriptions of clients/colleagues, and business plans).

13. Below, explain how you have contributed to the social psychology program in a service capacity (e.g., assisting in colloquium activities, student recruitment, mentoring others, etc.).

14. SUMMARY SELF-EVALUATION – Below, indicate what progress you have made this year toward your goal of becoming a social psychologist. Evaluate how well you have met your specific objectives of learning about the field, engaging in research, in teaching, and in providing service to the department and profession. If you are beyond the first year, indicate any steps you have taken in response to your evaluation letter of last year. In sum, we are interested in some assessment of how well YOU feel you are doing in the various aspects of the program.

15. FINAL COMMENTS: Is there anything else that the faculty should know about factors that have especially hindered or facilitated your progress in the social program?

16. CURRICULUM VITA. Attach a copy of your current curriculum vita to this report.

NOTE: This page may be detached and submitted separately
(i.e., without name attached if you desire)

17. Indicate any information that you would like to bring to the attention of the faculty about the graduate program in general rather than about YOU in particular. Address any aspect of the program that you would like (e.g., classes, advising, research, colloquia, interpersonal relations, recruitment of new students, etc.).