



BRNET October 2013 Newsletter

Dear BRNET Members:

Thank you for being a part of the Bullying Research Network! Below you will find updates from our network. Be sure to check our website at <http://brnet.unl.edu> for more information as well.

2014 BRNET Think Tank- NEW POLL

We are pleased to announce that the 2014 BRNET Think Tank will held in Canada and jointly hosted by BRNET and PREVNet (<http://www.prevnet.ca>)!

Although a poll for October dates has already been distributed, it has come to the attention of PREVNet and BRNET coordinators that the preferred dates fell between Rosh Hashanah and Yom Kippur, which would impact the Jewish conference attendees.

Therefore, a second poll has been created so that BRNET members can share their preferences for **November 2014** dates for the PREVNet/BRNET conference. Please visit the link below to provide feedback about potential dates.

The link to the NEW poll is:
<http://doodle.com/xd5u9eehkdfm28pf>

Researcher Spotlight – Dr. Wendy Craig

Wendy Craig, Ph.D. is a clinical developmental psychologist who is currently a full professor at Queen's University Kingston. Her areas of research expertise include: Bullying, victimization, electronic bullying, healthy relationships, bullying prevention, and knowledge mobilization. She earned her doctorate in clinical developmental psychology at York University in 1993, and her Master's in Developmental Psychology in 1989. She did a Post Doctoral Fellowship From 1993-1994 with Drs. Richard Tremblay, Frank Vitaro, and Claude Gagnon at the University of Montreal. Her bachelor's degree in Psychology and Sociology is from the University of British Columbia. She is currently the Scientific Co-Director of PREVNet (Promoting Relationships and Eliminating Violence Network) with Dr. Debra Pepler.

Since receiving her PhD in Clinical-Developmental Psychology, Craig's research has focused on understanding children's social interactions. She with Debra Pepler were the first scholars to capture the "naturalistic interactions" of bullying – revealing the complexity of children's behaviours that are often hidden from adults. They showed that bullying is a relationship problem arising from complex

interpersonal dynamics. Children who bully are learning how to use power and aggression to control others; children who are victimized become trapped in abusive relationships. In a seven-year longitudinal-research program that allowed for a developmental perspective on bullying and victimization, documenting that children do not “grow out of” bullying problems, but that these behaviour patterns transform into sexual harassment, dating aggression and criminal activity.

Drs. Craig and Pepler discovered a substantial gap between science and policy, and policy and practice. Committed to bridging this gap, Craig and Pepler pioneered an innovative “knowledge-mobilization” model and received funding from the National Centres of Excellence to form PREVNet. PREVNet, over the last seven years has grown into a unique collaboration of 65 researchers, 95 graduate students, 27 universities and 52 national partners working together to expand research and knowledge about bullying. PREVNet works with organizations that have direct contact with children to foster a deeper understanding of the importance of healthy relationships. With the partner organizations, they create evidenced-based tools, strategies, and programs to address bullying and methods to evaluate their effectiveness in reducing these problems.

Craig and Pepler through PREVNet have led over 150 knowledge-mobilization projects, reaching into the majority of Canadian communities. For example, they partnered with Family Channel and Concerned Children’s Advertisers to develop a series of television spots on bullying and about 60,000 teachers used the accompanying guide to teach lessons on bullying prevention. PREVNet has developed evidence based tools to change (e.g., Healthy Relationships Training Module). At least three national organizations who train more than 30,000 adults and reach more than 100,000 children and youth every year (e.g., Red Cross, Big Brothers, Big Sisters and Scouts) have implemented these tools and evaluations indicate that the HRTM workshop has been shown to significantly improve workshop attendees’ knowledge, confidence, and skills in how to promote healthy relationships with children and youth. PREVNet has developed the content for the Canadian Best Practise Portal Violence Prevention Stream. This portal provides a description of evidence based violence prevention programs PREVNet developed a tool for program developers to help them assess whether their program is ready for review for the portal as well as a tool for stakeholders to make it easier for stakeholders to find the right program to implement in their setting.

In Canada, she works with Ministries of Education and the Joint Consortium of School Health to develop safe school policies. She testified to the Senate Committee on Human Rights on the rise of Cyber-Bullying, as well as at a Senate Hearing on a proposed Cyberlaw. Dr. Craig recently presented to 200 members of the Public Health Agency of Canada new research highlighting the importance of the development of healthy relationships to Public Health Policy, programs, and practise. Internationally, Craig sits on task forces in Australia, the Republic of Georgia, Europe, and Colombia, all of whom are considering implementing the PREVNet model. In the U.S., she has partnered with the Department of Education to develop materials and is one of two international consultants on the U.S. Bullying Prevention Task Force. Craig is an Expert Advisor to the United Nations’ Roundtable on Violence Among Children and Youth, and the World Health Organization’s Global Campaign for Violence Prevention.

Dr. Craig is the recipient of many national honours, including an Investigator Award from CIHR, the Canadian Psychological Association’s Award for Distinguished Contributions, and York University’s Alumni Bryden Award: Redefining the Possible. She is an elected Fellow of the Canadian Psychological Association, and, in November 2012, she received the Queen Elizabeth II Diamond Jubilee Medal in honour of her public outreach.

BRNET New Members!

BRNET has a current total of 143 members! One new member has joined this past month. Welcome to BRNET, Dr. Stephen Minton! His biography is included below.

Dr. Stephen James Minton – Trinity College Dublin, Ireland

Dr. Stephen James Minton is a chartered psychologist with, and Associate Fellow of, the British Psychological Society, and is an assistant professor in the psychology of education at the School of Education, Trinity College Dublin, Ireland. He is the author of *Using Psychology in the Classroom* (Sage, 2012), and the co-author of *Dealing with Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals* (Sage, 2004) and *Cyber-Bullying: The Irish Experience* (Nova Science, 2011), and since 2001, Dr. Minton has authored or co-authored over sixty other scholarly works (e-books, chapters, journal articles and conference papers) on the subjects of school bullying and violence. Within this broader field, his current specific interests are (i) community development approaches to anti-bullying work; (ii) the bullying of ‘minorities’ (principally, of young LGBT people, and members of alternative sub-cultures; and, (iii) understanding the role of prejudice in bullying behaviours. Since 2002, Dr. Minton has been regularly called upon to provide training to various groups within schools and broader communities in Ireland.

If you have recently joined BRNET and have not yet provided your information, please send the following to bullyresearchnet@gmail.com.

- 1) contact information that can be posted on the website,
- 2) a brief biography of you and your work,
- 3) a list of current/ongoing projects in this area,
- 4) an annotated bibliography of your work in this area (i.e., full reference plus a few sentences about the work), and
- 5) relevant web-based links you would like to share.

Also, please send recommendations for potential BRNET members (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Dr. Shelley Hymel, Dr. Susan Swearer, or to bullyresearchnet@gmail.com.

BRNET Member Grant/Funding Announcements

Receipt of funding facilitates the BRNET mission to conduct interdisciplinary research related to bullying and aggression, with particular attention being paid to the link between basic and applied research. Thus, the BRNET directors are excited to offer members a new opportunity to share grants (and other sources of funding) they have received for their research projects.

Funding varies across countries and is not limited to federal grants. If you are interested in sharing your grants or funding with other BRNET members, please send an abstract of the research funding along with the funding source to bullyresearchnet@gmail.com. See the below announcements for an example!

Project Title: *Preventing Youth Violence and Teen Dating Violence: Cluster Randomized Trial of a Gender Enhanced Middle School Violence Prevention Program*

Espelage, D.L. (PI); (Co-PIs Mark Friedman, Pittsburgh & Elizabeth Miller, CHOP), National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, \$997,574.00

(Funding Period: 9/30/2013 – 9/29/2016)

Bullying, sexual violence, and dating violence among adolescents are all major public health problems that occur at relatively high rates and demand attention to alleviate the considerable suffering they cause. These problems share developmental correlates and evidence is emerging that bully perpetration and victimization is concurrently and longitudinally associated with sexual harassment, gender-based harassment, and teen dating violence involvement (Basile et al., 2009; Espelage et al., 2012). Despite the costs of bullying, the impact of prevention programs in the US has been disappointing, especially in middle-schools. Social-emotional learning (SEL) programs are reducing aggression in US schools (Durlak et al., 2011), in part, by helping students develop social and emotional skills to manage conflicts, but effects could be greater. Data presented in this application strongly suggest that to increase effects, school-based bullying prevention programs need to: 1) integrate evidence-based approaches that focus on different levels of influence (individual, peer, school), 2) focus on gender-based harassment and violence (i.e., sexual harassment and violence, dating violence, harassment and violence associated with sexual orientation and/or gender-role nonconformity) and 3) address a major driver of bullying and gender-based harassment and violence – traditional masculine ideology and homophobic name-calling. Thus, this application proposes a large-scale RCT comparing the Second Step (CfC, 2008) program to a gender-enhanced Second Step + Shifting Boundaries program (SB; Taylor et al., 2011). The SB program combines a classroom curriculum that addresses sexual harassment, gender-based harassment, and dating violence with whole-school strategies to decrease these outcomes. School-wide strategies include school protocols for responding to dating violence and sexual harassment and increased monitoring of “hot spots.” Twenty-eight middle schools (grades 6 – 8) from four school districts in Illinois will be randomly assigned to either the Second Step only condition or the gender-enhanced Second Step condition (Second Step/SB). Two cohorts (6th and 7th graders) will complete baseline and follow-up surveys. Study aims are to evaluate the differential efficacy of the Second Step: Student Success Through Prevention program (Second Step) versus a gender-enhanced Second Step program (Second Step/SB) on reducing bullying, sexual harassment, gender-based harassment, and teen dating violence; to assess the extent to which gender-enhanced Second Step versus Second Step results in greater increases in positive bystander intervention around bullying, sexual harassment, gender-based harassment, and teen dating violence; and to test the extent to which the intervention impacts peer-level attitudes toward bullying, sexual harassment, homophobic name-calling, and teen dating violence through its effect on peer social dynamics. This study is highly innovative and could have substantial public health impact by targeting bullying, dating violence, and sexual harassment.

Project Title: *Effects of a Middle School Social-Emotional Learning Program On Teen Dating Violence, Sexual Violence, and Substance Use In High School*

Espelage, D.L. (PI); (Co-PIs Melissa Holt, Boston U., & Mark Van Ryzin, OSLC), National Institute of Justice, \$662,993 (11/1/2013 – 10/30/2016)

The purpose of this research project is to follow an existing middle school sample (part of a bullying and sexual violence prevention RCT using the Second Step program) into 5 high schools in Illinois, allowing the assessment of correspondence between trajectories in youth aggression and substance use among teens. While research has documented that substance use is linked to other types of aggressive behavior, such as bullying, aggression, and sexual harassment, there remains a dearth of knowledge regarding the extent to which substance use facilitates or amplifies patterns of teen dating aggression. The proposed study will leverage an existing RCT of The Second Step anti-bullying program, which was implemented when the sample of students was in middle school, by measuring related aggressive behaviors (e.g., sexual aggression) during the high school years. Approximately 1,200 students from 5 high schools in Illinois (from 15 of the original 36 middle schools; approximately one third Hispanic, one fourth African American) will complete measures across the three year study. Specific aims are to determine whether students who were part of the intervention group in a randomized control trial of Second Step in middle

school demonstrated reductions in youth aggression, sexual violence, and substance use, and teen dating violence when in high school; to evaluate Second Step program effects on (2a) trajectories of bullying, victimization, homophobic teasing, sexual harassment, and teen dating violence in high school, (2b) the relations among growth in aggression and substance use, and (2c) whether substance use moderates links in the Bully-Sexual Violence Pathway; to examine mediators of Second Step effects on reductions in aggression, bullying perpetration, victimization, sexual violence, dating violence and substance use. Hypotheses will be tested using nested random coefficients analysis (RCA).

Call for Editorship applications for the *Journal of School Violence*

Routledge Journals invites nominations and applications for the position of Editor for the rapidly growing scholarly journal *Journal of School Violence*.

Deadline for nominations or applications is November 1, 2013. Please send replies to Routledge staff at: Barton.Dudlick@TaylorandFrancis.com

TO APPLY

A complete application package will include:

- A curriculum vitae of the candidate
- Statement of interest in the position stating a vision for continued expansion of the publication
- Upon nomination as Editor, a letter of support from the candidates' home institution to act as Editor of *Journal of School Violence*

Applicants will be reviewed by current leaders in the field, with selection of an Editor expected by December 1, 2013. The term of the named Editor will partially begin in 2014, with full leadership in 2015. The editorship includes an honorarium.

TO NOMINATE A COLLEAGUE

If you would like to nominate someone to be considered for the editorship of *Journal of School Violence*, please send the name of the person you are nominating, his or her email address, and brief description of qualifications to Routledge Journals staff at: Barton.Dudlick@TaylorandFrancis.com

ABOUT THE JOURNAL

The *Journal of School Violence* offers tested information on such urgent matters as threat assessment, hostage situations, stalking behavior, and teacher safety. For longer-range strategic planning, it features articles on social policy, staff training, and international and cross-cultural studies. This peer-reviewed journal helps administrators and policymakers plan effectively to ensure school security by considering issues of administration, assessment, and funding. Drawing on the expertise of eminent researchers and educational leaders worldwide, the *Journal of School Violence* features information derived from a variety of academic disciplines, including psychology, sociology, criminology, theology, education, political science, and the arts.

For more information on the journal, visit the journal webpage at: www.tandfonline.com/WJSV.

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UCSB Assistant Professor Position

Assistant Professor, Clinical Psychology

University of California, Santa Barbara

Department of Counseling, Clinical, and School Psychology

<http://www.education.ucsb.edu/Graduate-Studies/CCSP/CCSP-home.html>

The Department of Counseling, Clinical, and School Psychology (CCSP) invites applications for a tenure-track position at the Assistant Professor level with a specialty in clinical psychology to begin July 1, 2014. We seek candidates who are enthusiastic about joining our unique training program that emphasizes collaborative, cross-disciplinary training. Responsibilities will include (a) teaching graduate-level seminars, (b) clinical and research supervision, (c) research and grant writing, (d) doctoral program advisement, (e) chairing dissertation committees and (f) university and public service.

The ideal candidate for this position should have expertise in the assessment and/or treatment of psychological trauma as we seek to augment current faculty research on the impacts of trauma on children and adolescents. The candidate will have the opportunity to be associated with the Trauma, Recovery, and Resilience Center in the Hosford Clinic. Candidates must be licensed or license-eligible in the state of California.

The department is one of two doctoral (Ph.D.) programs accredited by the American Psychological Association for combined training in clinical, counseling, and school psychology. Our primary mission is to train graduate students to be leaders in applied research. We seek applicants who can contribute through research and teaching to our longstanding commitment to address diversity issues in applied psychology. Preference will be given to applicants with a Ph.D. from an APA-accredited program.

Review of applications will begin November 1, 2013 and continue until January 31, 2014. Please send a letter of application (including a description of research, teaching, and clinical interests), curriculum vitae, three samples of scholarly work (reprints/preprints), and three letters of reference electronically through the following URL: <https://recruit.ap.ucsb.edu/apply/JPF00186> UCSB is an Equal Opportunity/Affirmative Action Employer.

The department is especially interested in candidates who can contribute to the diversity and excellence of the academic community through research, teaching and service.

<http://education.ucsb.edu/About/employment.htm#faculty>

Proposals to the International School Psychology Research Initiative

INTERNATIONAL SCHOOL PSYCHOLOGY ASSOCIATION and SOCIETY FOR THE STUDY OF SCHOOL PSYCHOLOGY

Proposals to the International School Psychology Research Initiative

GUIDELINES AND INSTRUCTIONS TO APPLICANTS

2013 Proposal Deadline: November 1, 2013

The International School Psychology Association (ISPA) and the Society for the Study of School Psychology (SSSP) invite proposals by international researchers to investigate important school psychology topics within the researcher's home country or region. ISPA and SSSP have formed an inter-organizational International Initiatives Committee to solicit and review proposals for possible funding of one grant annually.

The purposes of the International School Psychology Research Initiative are:

- to encourage international research on topics related to school psychology;
- to encourage international practice-based research that may lead to research-based practice;
- to assist international researchers or research teams by providing professional and financial support; and
- to disseminate international research through publications and other presentations.

Eligibility

Principal investigators must

- be a resident of a country other than the United States;
- have their primary professional affiliation with school/educational psychology;
- be affiliated with a non-profit organization, public or private institution (including schools) or institution of higher education.

Funding is not available to students as principal investigators, and funds cannot be used to support thesis or dissertation completion. Current officers of ISPA and SSSP and members of the International Research Initiatives Committee are ineligible to participate as principal investigators or collaborators.

Award Priorities

Priority will be given to proposals

- for worthy projects that may not be possible without this financial support
- for a specific research project (a) in one country or geographic region or (b) involving ISPA-affiliated collaborators across multiple countries;
- from researchers or research teams that include both university-based professionals and applied practitioners;
- from researchers from a country or region in which little prior school psychology research has been conducted;
- that show promise for developing a viable and sustained research agenda;
- in which researchers collaborate with colleagues and others in their country, region, or internationally in this research;

- showing promise for significant contributions to the specialty of school psychology through its literature.

Nature and Scope of Project

Successful International School Psychology Research Initiative proposals will generally fall into one of the following three categories.

Category 1. Scientific and applied contributions to psychology

This category includes projects designed to accomplish one or more of the following:

- explore important scientific and applied issues in a different way or offer new perspectives on a somewhat longstanding issue,
- summarize research on important scientific and applied topics,
- produce empirical results that have important scientific and applied value, and/or
- explore issues and problems in relationships between practice and scholarly foundations of school psychology.

Category 2. Applications of scientific knowledge to school psychology practice

This category includes projects designed to accomplish one or more of the following:

- provide a theoretical framework from which meaningful practical questions may be evaluated;
- develop education and training models rooted in theory and research;
- evaluate assessment and intervention techniques, service outcomes, or other practice activities; and/or
- describe the characteristics & qualifications of school psychologists, roles, functions, populations served, or funding as a foundation for subsequent work force development and professional advances
- synthesize research on an important practice issue or problem to promote a coherent understanding.

Category 3. Development of scientific aspects of school psychology as a specialty and a profession

This category includes projects designed to accomplish one or more of the following:

- explore ways to enable practitioners to integrate research activities within the context of their work, and/or
- apply psychological methods and theory to address education and public policy issues regarding the practice of school psychology;

Finances

Approved projects will be funded for one year. Maximum funding will not exceed \$10,000 U.S. A budget justification included with the proposal should explain how expenses are necessary to the successful completion of the project. Funds may be used for most aspects of research, including but not limited to access to references and other sources (e.g., the PsychInfo database), license for SPSS or other statistical packages, mail and telephone expenses, test acquisition and adaptation, translation services, travel required for data collection, high-speed internet service, and payments to students for prescribed tasks at the university or agency's normal hourly rate. Up to \$2000 can be budgeted for travel to the annual ISPA conference to present research results.

Funds may not be used for salary support, stipends, and honoraria for principal investigators, collaborators, or other members of the research team. Funds may not be used for major equipment purchases (e.g., computers or video equipment), local travel, or graduate assistantships. However, student research assistants may be employed and paid for prescribed tasks at a university's or agency's normal hourly rate.

The amount of financial support is limited and may not be sufficient to initiate and sustain a proposed research effort. Thus, principal investigators are encouraged to apply for additional sources of financial support. Jointly funded projects that involve other organizations also will be considered.

Successful applicants will be expected to acknowledge funding by the ISPA/SSSP International School Psychology Research Initiative in all publications, presentations, or dissemination of the research supported by the grant. Successful applicants are encouraged to publish the research results in the *Journal of School Psychology*, *School Psychology International*, *International Journal of School & Educational Psychology*, *World Go Round*, and *Communique* and to present at annual ISPA conferences.

A grant report that summarizes the activities and results of funded projects will be required from the principal investigators at the completion of the grant year and in subsequent years to provide evidence of longer-term project outcomes. These reports should be submitted as PDF attachments via e-mail to Dr. Edward Shapiro (ess2@LEHIGH.EDU), SSSP's Director for Research and Scientific Practice.

Application

Applicants will submit a proposal that addresses all issues cited in the following sections. If collaborators include external agencies, a letter of endorsement from the agency must be included. The principal investigator's administrative head or organizational authority must provide a letter of endorsement that also indicates the extent to which internal support will be provided to the researcher to facilitate the conduct of the proposed research.

Proposals must be submitted on or before November 1, 2013. The proposal must be submitted electronically in a single PDF document to the Chair of the International Initiatives Committee (bdoll2@unl.edu) via an e-mail attachment. The part of the application that addresses Sections 2-7 below must be no more than 10 pages, double spaced, and use one-inch margins and 12-point font size. Appendices can include information requested in Sections 1, 8, 9, and 10 and references; these materials do not count toward the 10-page limitation.

Applications should be organized into the following sections:

1. *Title Page*: This page should include the title of the study; the principal investigator(s), their affiliation(s), and contact information (i.e., postal and email addresses, phone number); and the names, affiliations, and email addresses of all collaborators.
2. *Overview of the Project* (1/2 page): Describe the major activities and intended outcomes of the project.
3. *Scientific Rationale for Proposal* (1 to 4 pages): Provide the theoretical, empirical, and/or logical foundation for the project. Previous literature, theoretical frameworks, pilot studies, and other activities that provide promising results and qualitative perspectives are acceptable for building this rationale. This section should include research questions to be addressed, hypotheses to be tested, and goals or intended outcomes of the project.

4. *Rationale for Funding:* Discuss how the project rationale is compatible with the purposes of the ISPA/SSSP International School Psychology Research Initiative. (See page 1 of this announcement.) Describe specific ways in which scholarship and/or practice in school psychology may be influenced by the results, and the potential for sustainability of this research.
5. *Limited availability of other sources of funding:* Discuss the other available sources of funds and describe how other resources will be acquired and used to help support important goals of this research.
6. *Impact:* Specify possible short- and long-term impacts this research will have on school psychology practices and scholarship.
7. *Operational Plan:* Provide a detailed operational plan with a timeline that integrates rationale, purpose, activities, person(s) responsible for the activities, and indicators of progress toward meeting project goals.
8. *Personnel:* Briefly describe the qualifications of the person(s) responsible for project activities. Attach a brief curriculum vitae (up to 3 pages) as an appendix for the key person(s) responsible for project activities.
9. *Budget:* Provide detailed estimates of funds that will be used for (a) student hourly payments or stipends/honoraria for research participants, (b) supplies, (c) data processing, (d) equipment, and (e) other expenses (specify).
10. *Letters:* Include all letters of support or agreements to participate from endorsers, participating organizations, collaborators, and others.

Criteria for Awards

Proposals will be evaluated according to the following criteria:

- 30 points:* Importance of the scientific rationale and research project and its relation to purposes and award priorities of the International School Psychology Research initiatives as they are linked to needs in school psychology, including the potential for sustainability.
- 10 points:* Rationale for funding in relation to other sources of funds and ISPA/SSSP purposes.
- 30 points:* Operational plan, including a detailed timeline and benchmarks for success.
- 20 points:* Personnel and agency or institutional capabilities; qualifications of principal investigator(s).
- 10 points:* Efficiency of resource utilization, including availability of supplemental funds, effective use of monies, and realistic appraisal of probable costs.

Procedures

Members of the International Initiatives Committee will review all proposals. The International Initiatives Committee will evaluate proposals according to the Criteria for Awards. Final recommendations will be made on the basis of reviewers' consensus or majority vote. Current officers of the ISPA and SSSP and members of the International Initiatives Committee are ineligible to participate as principal investigators or collaborators. In the event of a potential conflict of interest in the evaluation process, the Committee member who has such a conflict will not participate in the scoring process for that application.

The Committee's recommendations will be forwarded to the SSSP Board of Directors and ISPA Executive Committee, which jointly will consider the Committee's recommendations and determine final approval of projects to be funded. Applicants can expect to receive this information approximately two months after the submission deadline.

Proposals for the ISPA/SSSP International School Psychology Research Initiative must be submitted by **November 1, 2013** via e-mail to bdoll2@unl.edu.

Beth Doll, PhD
International Initiatives Committee Chair
College of Education and Human Sciences
233 Mabel Lee Hall
University of Nebraska Lincoln
Lincoln, NE 68588-0234

Please contact Dr. Doll if you have further questions.
Email: bdoll2@unl.edu
Phone: 01- 402-472-2238

Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, suggestions for new members, or other materials that our members would find useful, please do not hesitate to email us at bullyresearchnet@gmail.com

Most sincerely,



Dr. Shelley Hymel
University of British Columbia
BRNET Co-Director



Dr. Susan Swearer
University of Nebraska - Lincoln
BRNET Co-Director