

NEUROSCIENCE TRAINING PROGRAM

Faculty Handbook

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Information for Neuroscience Training Program Faculty

Program Governance

Criteria for Faculty Membership

The Neuroscience Training Program recognizes that there are multiple ways in which faculty members can contribute to the success of the Program. Faculty membership in the Neuroscience Training Program is evaluated using two major criteria.

1) Faculty contribute to the training of Neuroscience Training Program graduate students (as assessed by participating in any of the following activities during the review period: 1) serving as thesis advisor to a NTP student, 2) teaching part of a neuro-related course level 600 or up, 3) leading a NTP subgroup, 4) sponsoring a lab rotation for a NTP student, 5) serving on an advisory committee of a NTP student 6) serving on one of the standing committees of the NTP or 7) routinely participating in Monday seminar.

2) Faculty are active in neuroscience research (as assessed by a record of consistent grant support for neuroscience-related research and publication of recent peer-reviewed papers on neuroscience-related topics).

Every five years, the program will assess faculty membership by circulating an NTP Faculty Activity Report. Faculty members are responsible for submitting the activity report for the review in a timely fashion. The purpose of the review is to maintain a high level of quality in the categories of scholarship, training and productivity, which are necessary in order to recruit the highest quality student applicants and in order to ensure that the Program remains competitive for national and intramural funding.

All faculty in the NTP are expected to be active participants in the program and meet the above criteria. However, faculty members who do not meet both criteria because of lack of resources or lack of time commitment are eligible to be Affiliate Faculty members. Affiliate Faculty can apply to be reinstated as a Faculty trainer at any time as conditions evolve. The NTP Faculty Trainers Committee will review faculty membership and will weigh the relative importance and application of each of the criteria on an individual basis. Some of these criteria will be waived for new, independent junior faculty.

Applications for faculty membership can be submitted at anytime. Prospective members are asked to submit an NIH formatted biosketch, research statement and statement of commitment to graduate training in neuroscience. The Steering Committee reviews submitted materials and approves new faculty members.

Director of Neuroscience Training Program

Appointments for the Director of the Neuroscience Training Program will be for a three-year period contingent on approval by the Dean of the School of Medicine & Public Health and renewable for an additional three years following a faculty vote of confidence and assuming mutual agreement between the Dean and the Director. There is a limit of two consecutive six-year terms for any individual for the Director of the Neuroscience Training Program. Near the end of each six-year term, an election will be held for the Director. All faculty members of the Neuroscience Training Program are eligible to vote for the Director following the release of an advisory vote of the students of the program. Because the Dean of the School of Medicine & Public Health officially appoints the Director of the Neuroscience Training Program, the results of the election are advisory to the Dean. The results of the election will be provided to the Dean three months prior to the beginning of the appointment period.

An election committee of three faculty members will be appointed by the Director to oversee the voting procedure and act as tellers for the voting. A Program staff member will also serve on this

committee. Candidates must be nominated by other faculty in the Program and be willing to serve if elected. If there are more than two candidates and no candidate receives a majority (over 50%) of the votes on the first election, then a runoff election between the top two candidates receiving the most votes will be held a week later.

Faculty Membership on the Steering Committee

While authority and governance on major issues remain within the Program at-large (see Program-Wide Meetings below), the Steering Committee oversees most of the routine business of the Neuroscience Training Program. The Steering Committee consists of ten faculty members and student representatives. Five faculty members are elected, and five are appointed by the Director. In order to maintain continuity, membership is rotating with two to four new members every year. All members are elected for three-year terms. The Director and Associate Director of the Neuroscience Training Program are *ex officio* members.

Program-Wide Meetings

Program-Wide Meetings are held twice yearly. All faculty and students in the Program are encouraged to attend. The purpose of these meetings is to keep members apprised of ongoing activities and business, receive standing committee reports, solicit new ideas or comments/suggestions, and vote on major issues if necessary. Larger issues such as major changes in curriculum, seminar structure, or leadership issues will be discussed and voted upon in Program Meetings.

Faculty Membership on Program Standing Committees

The Neuroscience Training Program's successful functioning depends on the input and commitment of its faculty and students. The Director of the Program appoints all committees and chairs, with the exception of the Steering Committee. Committee membership fulfills one of the requirements for membership in the Program. Appointments serve to balance turnover and continuity, as it is important to have some stability within the committees as well. Each committee has approximately 5-6 members.

Admissions Committee

This Committee determines the makeup of the student body and hence the quality of the Program. Members are involved in all aspects of the admissions and recruitment process.

Responsibilities: Reading applications, selecting candidates to visit campus, and participating in the recruiting weekends that typically take place in January or February.

Meetings: Meets as needed from mid- December to the end of March. Interviews of prospective applicants typically take place on two Fridays in January or February.

Student Awards Committee

This committee is charged with making recommendations for student and faculty awards, which include the student travel grants, HHMI international fellowships, etc.

Meetings: Meets as needed when nominations for awards are due.

First Year Advisory Committee

This Committee serves as a second group of faculty, beyond the Student's Advisory Committee, that students can consult. The Committee serves as the Advisory Committee for first-year students and assesses and/or discusses issues relating to students beyond the first-year as the need arises.

Responsibilities: Welcoming and advising the first-year class, discussing possible rotations, course decisions, and general information. This function is gradually replaced as the first-year students form

their thesis committees towards the end of the first year. This committee approves the makeup of the thesis committees chosen by the students. It is also responsible for handling any student issues that may arise after the first year, including academic, personal, or disciplinary problems.

Meetings: Two meetings in the fall with the first-year class, and as needed in the spring. Some work is done by email (approval of committees, etc.).

Curriculum Committee

This Committee has overall responsibility for the Program's curriculum. This includes reviewing course requirements, encouraging the development of new courses.

Responsibilities: Sets curriculum guidelines and requirements for the Program. Approves any new course proposals. Handles and discusses curriculum issues, suggestions, and needs. The committee also deals occasionally with undergraduate neuroscience curriculum topics.

Meetings: Approximately 2-4 a times a year or as needed. Some work is done by email (course approval, etc.).

Seminar Topics Committee

The central forum for intellectual exchange in the Program is the Neuroscience Seminar (please see p. 7 for additional information). This Committee oversees the selection and implementation of the Monday Night Seminar topics.

Responsibilities: Solicits and approves the student seminar topics (i.e., subgroups) for the upcoming academic year. The Committee requests topics and arranges for the ballot to be distributed.

Meetings: Once each semester. Also deals with other seminar issues or suggestions that may arise related to neuroscience graduate training.

Ethics Committee

There is an NIH mandate that all students supported by federal training grants receive annual instruction in the responsible conduct of science (scientific ethics). NTP believes it is important for all students to receive training in the responsible conduct of research and therefore requires all students to participate in research ethics training.

Responsibilities: Organizes and guides the ethics curriculum for each academic year including finding faculty to lead the ethics subgroup and organizing other seminars and opportunities for training.

Meetings: Meets 1-2 times per year.

Diversity Enhancement Committee

The Program is committed to actively encouraging diversity in its community of scholars and to engaging in activities that inspire individuals from disadvantaged or underrepresented backgrounds to choose careers in neuroscience. This committee seeks to promote such activity, through gathering information on successful methods for recruiting minorities and ensuring the success of minority students that come to the Program.

Responsibilities: Organizing special lectures, of an invited neuroscientist from an underrepresented background. There are a variety of activities surrounding this visit including a round-table discussion of diversity issues in science and a dinner for students and faculty. Members of this committee also attend various graduate recruiting fairs.

Meetings: 2-3 times per year.

Student Funding Committee

Because the NIH training grant is a crucial component of student funding, the assignment of students to the training grant is a critical function. In addition, it is important that each student joins the lab of a faculty trainer that has sufficient funding to support them. This committee will oversee both of these important decisions.

Responsibilities: This committee is responsible for the assignment of training grant appointments as well as making sure that there is adequate support in the labs chosen by all students. Typically all of the incoming first year students who are doing rotations and do not have other support, such as Advanced Opportunity Fellowships (AOF) will be awarded slots on the training grant. Some students may also be appointed for one or more additional years based on an examination of the student's academic performance, his or her funding needs, and an equitable distribution of training grant slots across the faculty. The Committee will also review the Student/Advisor Approval Forms submitted by students and faculty when a student chooses a lab to ensure that faculty trainers have adequate funding for the students that wish to work in their labs; in the majority of cases this is expected to be a formality.

Meetings: 1-2 meetings in the spring to make appointments to the training grant. Approval of the choice of faculty trainers by the students will be done by email following receipt of the Student/advisor Approval Form signed by both the student and faculty member.

Faculty Trainers Committee

The NIH training grant is the backbone of the Program, providing support for a subset of the graduate students. To be eligible to train students, faculty must be tenure-track, have research grants to support the research and the students, and a strong record as mentors of predoctoral training. Non-tenure track faculty can be approved to be a faculty affiliate and can mentor an NTP student's thesis work provided a tenure-track faculty trainer serves as a co-mentor to sign off on the necessary forms.

Responsibility: This committee is charged with overseeing the selection of faculty trainers on the training grant. Experience with serving on the T32 study section that reviews these grants is essential.

Meetings: Every four to five years, as needed.

Program Website

The Program maintains a website as a resource for current faculty and students as well as prospective students. The URL is <http://ntp.neuroscience.wisc.edu>. All faculty are encouraged to keep their online research description and publication information up-to-date. Please send updates to the Program Office at any time for inclusion on the website. The website also contains Program forms, seminar schedule, alumni directory and general Program information for prospective students.

Admissions Process

To reach potential students the Neuroscience Training Program is described in the directory of the Society for Neuroscience website (sfn.org). Program representatives also participate in recruiting conferences when able. When representatives are unable to attend these conferences/visits, program promotional materials are provided for distribution at the conferences. The program collaborates with the bioscience community on campus to host the annual BOPs (<http://www.biopreview.wisc.edu/>) preview weekend for prospective underrepresented minority applicants. Lastly, the NTP has a website that describes the program in full including admissions requirements, program requirements and faculty,

staff and alumni affiliated with the program (<http://ntp.neuroscience.wisc.edu/>). The website allows prospective students to request information and application materials and communicate via email with any of the faculty in the Program.

Admission to the Neuroscience Training Program is by recommendation of a 5-6 member admissions committee, which includes the Director of the Program and 4-5 faculty members. Selection for admission is based upon weighing many aspects of an applicant's background. Included among them are undergraduate performance in mathematics as well as the basic physical and life sciences, Graduate Record Examination scores, grade point averages, and written recommendations. The single factor that is weighed most heavily in deciding upon admission is evidence of prior research experience. Indeed, of all the indices available for predicting success in graduate school and later in a research career, our experience of more than three decades of evaluating applicants suggests that only prior research experience as an undergraduate has predictive validity. Applicants selected for final consideration by the admissions committee are invited to the Program for interviews. Typically, offers of admission are made only with a personal interview.

Graduate Student Recruiting

Faculty are encouraged to participate in the Neuroscience Training Program recruiting activities. Generally, two recruiting weekends are scheduled in January and February of each year. Applicants arrive on Thursday afternoon or evening and depart from Madison on Saturday evening or Sunday.

The majority of faculty interactions with potential students occur on Friday. During the day, applicants meet with faculty members who have similar research interests. These meetings are generally 30 minutes. On Friday evening, there is a buffet dinner held at a faculty member's house. Both Neuroscience Training Program faculty and students are invited to socialize with the potential students. Invitations for these events are sent via e-mail.

Recruiting a Neuroscience Training Program Student Into Your Laboratory

Chalk Talks

During NTP Orientation each year, chalk talks are held. These are short 10-minute talks by faculty members who are interested in having students rotate in their laboratories. All first-year students are required to attend the chalk talks regardless of whether they have selected a major professor or not.

Rotations

The purpose of rotations is to help first-year students determine who their major professor will be and what research subject they intend to study. Students normally complete three rotations before deciding on a major professor. Rotations typically last from 6-8 weeks (8 weeks maximum). During a rotation, faculty are expected to assign students a small project that can be completed in a short amount of time. After each rotation, the faculty sponsor and student complete an evaluation to determine the success of the rotation. Evaluation forms are available on the program website (<http://ntp.neuroscience.wisc.edu/forms.htm>). Upon the completion of rotations, students will select a faculty mentor and laboratory to join by the end of March of their first year. This selection must be approved by the Student Funding Committee after the student and faculty member have completed and signed the Student/Advisor Approval form. If an untenured faculty mentor has not previously mentored a Ph.D. student, an experienced senior faculty member will be asked to be a co-mentor and member of the student's Advisory Committee.

Neuroscience Seminar

The major forum for cohesiveness in the Program is the Neuroscience Seminar. The Seminar is held weekly throughout the academic year, and all Neuroscience graduate students are required to attend. The Seminar is central to the Program because it is the nexus for intellectual and social interaction among the faculty that binds the members of the Program together each week. The Seminar effectively counters a problem that is a continuing challenge for large campus-wide graduate programs, namely faculty and student members being dispersed at different locations and therefore lacking the advantages of daily contact and interaction. Faculty are strongly encouraged to attend seminar as often as possible since students depend on input, criticism, and questions from faculty when they make presentations.

Subgroup Topics

The Seminar involves the discussion and presentation of selected topics in neuroscience, as well as research presentations by the students in the Program and by new faculty. Typically, five to six topics in neuroscience are considered each year. In late spring a call is sent out to faculty and students asking for volunteers to teach topics for the coming academic year. Each topic must have at least one faculty sponsor, but may be sponsored by two or more faculty. Once topics have been gathered, a ballot is prepared, and Program students and faculty vote for their top six topics. Generally, three topics will be held each semester. Once topics have been scheduled, Program students vote on the topics they would like to participate in. The Program Office makes final student assignments to ensure that each group is balanced. Faculty in the Program who have agreed to sponsor the topics then join with students to form study groups that will prepare a series of presentations for the Seminar covering the topic area. If a Faculty sponsor would like assistance leading the subgroup, they may ask a student to act as a teaching assistant for the duration of the subgroup. All neuroscience students through the third year are required to participate in two of these groups each year. After the third year students participate in one subgroup per year. Students from each group present three lectures in the group's topic area to those who attend the Seminar.

Student Seminar Presentations

The determination of student assignments for subgroup-related Seminar presentations is made by the Program Office on a rolling eligibility basis following a "last shall be first" sequence. All first-year students are excused from making a presentation in the Seminar during the first semester of their first year in the Program. However, first-year students may give a Seminar presentation during the second semester of the first-year because they automatically will be the most eligible students in the subgroup for making a Seminar presentation. Upon completing a subgroup-related Seminar presentation, students are placed at the bottom of the eligibility list. From time to time, more than one student with the same eligibility elects the same subgroup. In those instances when there are more students with identical eligibility than there are available opportunities to make a Seminar presentation, speaking assignments should be determined by the subgroup leader.

Each student in the Program is allowed one Seminar presentation waiver. The waiver will excuse the student from a subgroup-related Seminar presentation, but it can be used only once at the student's discretion during the course of training. This waiver does not apply to the presentation of the thesis proposal.

Subgroup

The study group or subgroup meets 8-12 times or more to discuss the literature in the topic area and to prepare the three student-delivered presentations. These study groups usually function like journal clubs with students reading and presenting journal articles. Performance in the subgroup is graded by the

faculty member(s) in charge of the group. Faculty sponsors should also record attendance for each meeting. Faculty can assign a grade of "unsatisfactory" if they have spoken with the student about expectations and they feel as though the student's actions has earned them an "unsatisfactory" grade. The faculty member must report these grades to the Director, who will enter the grade for the student. If a student receives an "unsatisfactory" grade, that student must participate in another subgroup in addition to the program requirement in order to make up the grade. If the faculty member in charge of the additional subgroup decides that the student's work is "satisfactory" they must report that to the Director, who will change the grade for the student's previous subgroup to "satisfactory".

On average students present at the Seminar at least twice during their tenure in the program. These presentations give students outstanding training in presenting a seminar to a diverse and critical audience. The coverage of each topic area by the study group concludes with a guest lecture by a well-known neuroscientist from an outside institution.

Collectively, the speakers for the seminar constitute the Neuroscience Lecture Series, and the discussion of their research areas as part of the Seminar is a valuable component in the training of a neuroscience student because it gives each student, in the five years in which they are in the Program, systematic exposure to a broad range of research in modern neuroscience. Moreover, the students are very well prepared to interact with Lecture Series speakers when they visit the University because they are familiar, through the Seminar, with the speaker's field in general and research in particular. Additional speakers, outside the Neuroscience Lecture Series, are also invited to speak when partial funding is available from outside sources such as the University Lectures Committee.

Faculty subgroup sponsors are responsible for arranging the study group meetings and inviting the guest speaker. Faculty who have not led a subgroup are strongly encouraged to consult the Seminar Topics Committee chair for advice from the perspective of a student and a faculty. Once a guest speaker has accepted an invitation, the Program Office should be notified so that an official letter of invitation can be sent. The Program Office can aid with travel arrangements and the itinerary.

The reasonable expenses for the speaker's visit to UW-Madison are paid by the Program. A typical itinerary includes faculty visits during the day, a student lunch, lecture, and a dinner with faculty and/or students. Occasionally, a faculty member will host a potluck dinner at their house. All Program students are invited to attend lunch with the guest speaker regardless of their subgroup selections.

The Program staff has created a set of guidelines to help you plan a speaker visit. Please see that document and NTP staff for additional details (<https://ntp.neuroscience.wisc.edu/faculty-trainers/>).

Opportunities for Teaching Neuroscience

Undergraduate and Graduate Neuroscience Courses

During the past several years, faculty in the Program have developed several new courses in neuroscience for both advanced undergraduate and graduate students. The Program has been able to offer courses under its own auspices since 1977. New courses are needed to strengthen the list of mid-level courses for graduate students. Courses offered by the Program can be crosslisted with other departments and the Program can be crosslisted on courses offered by other departments.

Faculty are encouraged to offer new courses on a trial basis under the Program's selected topics number, 675. Selected topics courses can be offered without prior approval from school or university curriculum committees. Contact the Program Office to inquire about how to set up a selected topics course. Once a course has proved successful, faculty instructor(s) should complete a proposal to offer a new course. Information about the new course proposal/course change process can be found here

<http://www.secfac.wisc.edu/divcomm/courses/courseproposals.htm>. Program staff can help with filling out and submitting new course proposals and/or course change forms.

Professional Development Courses

An additional opportunity for instruction is in the Program's Professional Development for Biomedical Graduate Students Course 700. This course is required for first-year students in the Program. The course is designed to introduce graduate students to the skills necessary to succeed in science and survive graduate school. The course meets once a week for two hours for the first half of the fall semester. Various topics are covered in one or two one-hour sessions. Each section of the course is taught by a neuroscience faculty member or other campus representative. If you are interested in teaching a session in this course, please contact the Program Office. A senior professional development course is also offered. The format is identical to the format for the first course, but the topics covered are more relevant for students ending in graduate school. This course will be offered every other year in the fall, or as needed.

Outreach Activities

Brain Awareness Week

The Program is involved in many outreach activities. The biggest outreach effort of the Program is Brain Awareness Week (BAW). BAW is a national outreach effort spearheaded by the Society for Neuroscience and the Dana Alliance. Each year, the Program participates in this campaign by providing brain information for free to children and adults. The Program typically participates in various events, including Science Expeditions and a collaboration with the Madison Children's Museum to provide an educational experience for children and adults. Faculty and students volunteer their time to operate stations that children visit to learn more about the brain. Activities in the past have included optical illusions, memory testing, constructing a pipe cleaner neuron, exploring the senses, and seeing a human brain.

PEOPLE Program

The Neuroscience Training Program coordinates part of the curriculum for the PEOPLE Program. The PEOPLE Program is a UW-Madison based initiative to increase enrollment of underrepresented students at UW-Madison. Students in the Madison, Milwaukee, and Racine school districts as well as several tribal schools are eligible to apply following their first semester in high school and participate in activities at UW-Madison each summer until they enroll in college. Successful completion of the PEOPLE Program, admission and satisfactory progress at UW-Madison guarantees a full tuition grant for up to five years. The Program coordinates the unit in neuroscience for students during their first summer at Madison, where graduate students serve as instructors. Generally, 10-12 graduate students from the Program participate in this activity. This is a unique initiative to increase diversity at UW-Madison and encourage interest in neuroscience.

Other Outreach Opportunities

The Program also visits area middle school classrooms by request. Graduate and undergraduate students, and faculty provide hands-on brain activities to students as well as families on occasions. Occasionally students are brought to the UW-Madison campus to learn about neuroscience from our faculty. Volunteers for these presentations are solicited via e-mail. In addition, the Program regularly participates in other community outreach activities including family science nights/days at local schools.

Outreach Materials

The Program has an extensive collection of outreach materials. Faculty are welcome to borrow any of the models, mounts, videos, specimens or experimental equipment for their own outreach events. A partial list of the items is available at the Program's website

(<http://ntp.neuroscience.wisc.edu/lending-library.htm>). Please contact the NTP office to schedule the use of these materials at ntp@mailplus.wisc.edu.

Opportunities for Undergraduate Mentorship

Neurobiology Faculty Advisor

There is always a need for advisors to serve undergraduates in the neurobiology. For more information, please contact Neurobiology Major Coordinator, Cathy Auger at cauger@wisc.edu.

UW Undergraduate Research Experience

Undergraduates often approach the Program Office regarding opportunities for research experience. If you have an opening in your laboratory, please feel free to contact the Program Office. We can advertise it to the Undergraduate Neurobiology Society.

Integrated Biological Sciences-Summer Research Program (IBS-SRP) for Undergraduates

Beginning in the summer of 2002, the Program began working with the Center for Biology Education (now WISCIENCE) Summer Research Program to place interested undergraduates in neuroscience labs. These underrepresented undergraduates come from colleges across the country to conduct research for ten weeks. The Program hosts at least 6-8 students in this program each summer. For more information on IBS-SRP program, please visit the website <https://wiscience.wisc.edu/IBS-SRP>. If you are interested in serving as a research mentor for one of these students, please contact the Program Office.

Neuroscience Events

Annual Picnic

Each fall the Program sponsors the annual picnic. This event is an excellent setting for faculty and students to meet each other in an informal setting and welcome new faculty and students to the Program.

Poster Fair

Alternating with the Neuroscience Symposium, the Program sponsors a campus-wide neuroscience poster fair. The fair takes place on campus and generally between 35-45 posters are presented. This poster session is open to any neuroscientists on campus and researchers from outside the Program have participated every year.

Neuroscience Research Symposium

In September of 2002, the Program held the first Neuroscience Research Symposium (NRS) at the BioPharmaceutical Technology Center and the NRS will be held on alternating years with the Neuroscience Poster Fair. All NTP students are required to attend the NRS. The symposium includes research talks by students and faculty, a poster session, and a keynote speaker. In 2004, the keynote speaker was an alum of the Program, Kim Wallen. At the symposium, Kim was awarded the first distinguished alumnus award. Tom Reh, Art Weber, and Indira Raman, Jeremy Teissere were awarded the distinguished alumnus award in 2006, 2008, and 2010, 2015 respectively. Tom Reh was awarded the distinguished alum award again in 2016.

Assistance

If at anytime during your tenure in the Neuroscience Training Program you need assistance, there are many resources available to you. Mallory Musolf (musolf@wisc.edu), Student Services Coordinator, provides financial oversight, manages grants and fellowships, enters payroll and coordinates teaching resources for the Program. Tera Holtz (tholtz@wisc.edu), Outreach Specialist, is

responsible coordinating seminar visitor itineraries and billing; recruitment schedules, outreach coordination and travel expense reports. Both Tera and Mallory are excellent sources of information about all aspects of the Program, and you may drop in to chat with either of them at anytime. Please also note that the Director, Mary Halloran, would be happy to meet with you as well. Feel free to contact her by phone (263-7875) or email (mchalloran@wisc.edu). The Program's website contains much of the information provided in this document and is maintained often. We encourage you to bookmark the webpage and use the resources available as needed: <http://ntp.neuroscience.wisc.edu/>.

As members of one of the foremost graduate programs in neuroscience in the nation, each of us has a responsibility to our colleagues and to the field. The faculty's responsibility is to do the best job possible in training those who will replace them and become the next leaders in neuroscience. The responsibility of students is to support and encourage each other to excel, now and in the future, regardless of gender or background.

Mentoring Neuroscience Training Program Students

Good mentoring and guidance are essential to the success of a student as she or he progresses through graduate training. While the Advisory Committee has ultimate oversight of a student's research project, a student clearly has the most interaction with the major professor. Before taking on a thesis student, the major professor should be able to make a long-term commitment to the training and success of the student. Although it is important for students to have funding support, productivity, and scientific excellence in the lab environment, frequent high quality personal interactions and guidance are also necessary. Because student progress and faculty mentoring style will naturally vary, it is the responsibility of the major professor, the thesis Advisory committee as well as the student to ensure that the student advances through experimentation, preliminary examination, dissertation research, and writing of journal articles in a timely manner. Most students finish the Ph.D. in 5 years with a thesis of three published or publishable manuscripts. Over the 2001-2011 period, the mean time to degree was 5.3 years (median of 5.1 years) and over 93% of the graduates had at least one first authored paper with a mean of 2.4 first-authored papers and a mean of 4.4 total papers. The major professor should help design experiments early on in the dissertation process that have a reasonable chance of success and will lend themselves to the process of manuscript writing. Advisors or potential advisors are welcome to consult with the Program Director for advice on mentoring matters. Beginning September 1, 2016, the Program target stipend is \$26,000. If a student's starting stipend is below the target stipend (i.e., Research Assistants, Trainees and some outside Fellowships), it will be supplemented either by the Program or the major professor up to the target stipend level.

For NTP student requirements and forms please see the NTP website

<https://ntp.neuroscience.wisc.edu>