ANNUAL SPRING CONFERENCE OF

# Neuroscience Departments and Programs

March 26, 2010

Washington, DC

SOCIETY FOR NEUROSCIENCE

# 2010 Annual Spring Conference of Neuroscience Departments and Programs

## *The Future of Higher Education and Training in Neuroscience: Challenges and Opportunities*

**March 26, 2010**
**Washington, DC**

**Society for Neuroscience**
**Committee on Neuroscience Departments and Programs**
**1121 14th Street NW, Suite 1010, Washington, DC 20005**
**(202) 962-4000 (Phone) ~ (202) 962-4941 (Fax) ~ ndp@sfn.org**
http://www.sfn.org

# 2010 Annual Spring Conference of Neuroscience Departments and Programs

## *The Future of Higher Education and Training in Neuroscience: Challenges and Opportunities*

### March 26, 2010

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| 7:30 – 8:30 a.m. | Registration<br>Continental Breakfast |
| 8:30 – 8:45 a.m. | Welcome and Opening Remarks<br>**David R. Riddle** (*Wake Forest University School of Medicine)*<br>*Chair, Committee on Neuroscience Departments and Programs (CNDP)* |
| 8:45 – 9:45 a.m. | Keynote Address<br>**Richard B. Freeman** (*Harvard University)* |
| 9:45 – 10:15 a.m. | BREAK |
| 10:15 – 11:15 a.m. | Be Where the Trainees Are Looking: Social Networking and Program Web Sites<br>**Terrance Barkan** (*GLOBALSTRAT*)<br>**Gabriela Cantarero** (*Johns Hopkins University*)<br>**Alfredo Gonzalez-Sulser** (*Georgetown University*)<br>**Steven Miller** (*Uniformed Services University of Health Sciences*)<br>**David R. Riddle** *(Wake Forest University School of Medicine)* |
| 11:15 a.m. – 12:15 p.m. | The Rest of Us Can Play, Too: Follow-up to the Carnegie Initiative on the Doctorate<br>**Michael Schwartz** (*University of Maryland School of Medicine*)<br>**Katherine Himes** (*University of Minnesota*)<br>**Samuel Beshers** (*University of Illinois at Urbana-Champaign*)<br>**Rae Nishi** (*University of Vermont; CNDP Member*) |
| 12:15 – 1:45 p.m. | LUNCH<br>Discussions on future CNDP programming and Institutional Program membership benefits |
| 1:45 – 2:05 p.m. | Update from the Faculty for Undergraduate Neuroscience (FUN)<br>**Jennifer Yates** (*Ohio Wesleyan University*)<br>*President, FUN* |
| 2:05 – 2:30 p.m. | Perspectives from Europe: Network of European Neuroscience Schools (NENS)<br>**Jean-Pierre Hornung** (*University of Lausanne, Switzerland*)<br>*Chair, NENS* |

2:30 – 3:45 p.m. <u>One Room, Many Doors: Logistics of Recruiting and Training Students in Neuroscience through an Undifferentiated Biological Sciences Program</u>

**Ramesh Raghupathi** (*Drexel University College of Medicine; CNDP Member*)
**Albert S. Berrebi** (*West Virginia University School of Medicine; CNDP Member*)
**Rita Balice-Gordon** (*University of Pennsylvania*)
**Richard E. Mains** (*University of Connecticut Health Center*)
**Alan L. Willard** (*National Institute of Neurological Disorders and Stroke*)

3:45 – 4:15 p.m. BREAK

4:15 – 5:00 p.m. <u>Looking Beyond Gender, Race and Ethnicity: Recruitment and Retention to Enhance Diversity</u>

**Alison E. Cole** (*National Institute of General Medical Sciences*)
**Rebecca C. Steiner** (*National Institute of Mental Health*)
**Joel W. Hockensmith** (*University of Virginia School of Medicine*)
**Michael N. Lehman** (*University of Western Ontario; CNDP Member*)
**Hermes H. Yeh** (*Dartmouth Medical School; CNDP Member*)

5:00 – 5:15 p.m. Closing Remarks

5:30 – 7:30 p.m. RECEPTION

# 2010 Committee on Neuroscience Departments and Programs (CNDP)

## David R. Riddle, PhD (Chair)

Professional Appointment: Associate Professor, Department of Neurobiology and Anatomy , Wake Forest University School of Medicine; member, Sticht Center on Aging and Brain Tumor Center of Excellence, Wake Forest University School of Medicine

Research Interests: Brain aging and radiation-induced brain injury

CNDP Term of Service: 2009-2012

## Regina C. Armstrong, PhD

Professional Appointment: Professor of Anatomy, Physiology, and Genetics; Director of the Center for Neuroscience and Regenerative Medicine, Uniformed Services University of Health Sciences

Research Interests: CNS regeneration and remyelination

CNDP Term of Service: 2009-2010

## Albert S. Berrebi, PhD

Professional Appointment: Professor of Otolaryngology and Director of Neuroscience Graduate Program, West Virginia University School of Medicine

Research Interests: Structure and function of auditory brainstem circuits

CNDP Term of Service: 2009-2011

## Scott T. Brady, PhD

Professional Appointment: Professor and Head, Anatomy and Cell Biology, University of Illinois at Chicago; Co-Director of Graduate Program in Cellular and Systems Neurobiology

Research Interests: Axonal transport; neuronal cytoskeleton; neurodegenerative diseases; cell and molecular neuroscience

CNDP Term of Service: 2009-2010

## Bruce R. Johnson, PhD

Professional Appointment: Senior Research Associate, Department of Neurobiology and Behavior, Cornell University

Research Interests: Cellular/network neuroscience; cellular and synaptic mechanisms of motor system plasticity

CNDP Term of Service: 2009-2011

## Michael N. Lehman, PhD

Professional Appointment: Professor and Chair, Department of Anatomy and Cell Biology, Schulich School of Medicine and Dentistry and Co-Director, Neuroscience Interdisciplinary Development Initiative, University of Western Ontario

Research Interests: Reproductive neuroendocrinology; circadian and seasonal rhythms in the brain

CNDP Term of Service: 2009-2011

## David A. Morilak, PhD

Professional Appointment: Professor, Department of Psychiatry, University of Texas Health Science Center, San Antonio; Interim Director, Center for Biomedical Neuroscience, University of Texas Health Science Center

Research Interests: Stress neurobiology; brain monoaminergic modulatory function; antidepressant drug mechanisms of action; mechanisms of chronic stress effects on mood and cognition; HPA regulation

CNDP Term of Service: 2009-2012

## Rae Nishi, PhD

Professional Appointment: Professor, Department of Anatomy and Neurobiology, University of Vermont; 2005-present, Director, Neuroscience Graduate Program

Research Interests: Developmental neurobiology

CNDP Term of Service: 2009-2010

## Ramesh Raghupathi, PhD

Professional Appointment: Associate Professor, Department of Neurobiology and Anatomy, Drexel University College of Medicine

Research Interests: Developmental and adult drain injury; cell death; plasticity

CNDP Term of Service: 2009-2012

## Virginia S. Seybold, PhD

Professional Appointment: Director of Graduate Studies, Graduate Program in Neuroscience, University of Minnesota

Research Interests: Neurobiology of primary afferent neurons, especially those that respond to noxious stimuli; peripheral modulation of nociception by endocannabinoids, especially in association with tumors

CNDP Term of Service: 2009-2011

## Alan F. Sved, PhD

Professional Appointment: Professor and Chairman, Department of Neuroscience, University of Pittsburgh; Co-Director, Center for Neuroscience, University of Pittsburgh; Senior Editor, *Brain Research*

Research Interests: Central neural control of autonomic function (particularly cardiovascular regulation); neurobiology of nicotine; neurobiology of stress-related disorders

CNDP Term of Service: 2009-2010

## Elisabeth J. Van Bockstaele, PhD

Professional Appointment: Professor, Department of Neurological Surgery and Farber Institute for Neurosciences; Vice-Chair, Department of Neurological Surgery; Director, Graduate Program in Neuroscience, Thomas Jefferson University

Research Interests: Regulation of noradrenergic function by stress and drugs of abuse, including opiates, psychostimulants and cannabinoids

CNDP Term of Service: 2009-2011

## Hermes H. Yeh, PhD

Professional Appointment: Chair and Professor, Department of Physiology, Dartmouth Medical School; Chair, DBD study section, CSR

Research Interests: Developmental neurobiology; synaptic plasticity in development, aging and under conditions of chronic alcohol consumption

CNDP Term of Service: 2009-2012

# Professional Development Committee Liaisons

## Carmen C. Canavier, PhD

Professional Appointment: Professor, Departments of Ophthalmology and Neuroscience, Louisiana State University Health Sciences Center

Research Interests: Synchronization of neural activity; oscillatory dynamics of bursting and pacemaking rhythms

CNDP Term of Service: 2009-2011

## Anne M. Etgen, PhD

Professional Appointment: Professor, Department of Neuroscience, Albert Einstein College of Medicine

Research Interests: Determining the cellular and molecular mechanisms by which ovarian steroid hormones regulate neuronal function, reproductive physiology and behavior

CNDP Term of Service: 2009-2011

# Keynote Address: Richard B. Freeman, PhD

**Richard B. Freeman, PhD,** holds the Herbert Ascherman Chair in Economics at Harvard University. He is currently serving as faculty director of the Labor and Worklife Program at Harvard Law School. He directs the National Bureau of Economic Research/Sloan Science Engineering Workforce Projects, and is the senior research fellow in labor markets at the London School of Economics' Centre for Economic Performance.

Dr. Freeman is a fellow of the American Academy of Arts and Science (AAAS) and is currently serving as a member of the AAAS Initiative for Science and Technology. Dr. Freeman served on the study on Policy Implications of International Graduate Students and Postdoctoral Scholars in the United States. He also served on five panels of the National Academy of Sciences, including the Committee on National Needs for Biomedical and Behavioral Scientists.

He received the Mincer Lifetime Achievement Prize from the Society of Labor Economics in 2006. In 2007 he was awarded the IZA Prize in Labor Economics.

His recent publications include *What Workers Want* (2007 2nd edition), *Can Labor Standards Improve Under Globalization?* (2004), *Emerging Labor Market Institutions for the 21st Century* (2005), *America Works: The Exceptional Labor Market* (2007), and *What Workers Say: Employee Voice in the Anglo American World* (2007). His forthcoming IZA Prize book is *Making Europe Work: IZA Labor Economics Series* (2009). Forthcoming co-edited books are *Reforming the Welfare State: Recovery and Beyond in Sweden* (2009), *Shared Capitalism: The Economic Issues* (2009), *International Comparison of the Structure of Wages* (2009), and *Science and Engineering Careers in the United States* (2009).

**Notes**

# Be Where the Trainees are Looking:
# Social Networking and Program Web Sites

Trainees no longer rely on personal connections, pamphlets and Peterson's Guide in their search for a graduate program or postdoctoral position; they often turn first to the Internet. Developing and maintaining an effective Web site is critical for competitive recruiting. Moreover, in addition to expecting effectively-presented and content-rich program Web sites, students increasingly consider social networking sites such as Facebook and Twitter to be critical components of their personal and professional lives. Compared to even a few years ago, trainees today have greater expectations for and comfort with virtual interactions. This experience increases the challenges for program leaders in developing and maintaining an online presence, and also creates great opportunities to use emerging technologies to facilitate more dynamic interactions among faculty, postdocs, and students, both current and prospective. As they work to develop and maintain a prominent, effective, and active Web presence, program leaders also must carefully evaluate every aspect of such public representations of programs and institutions.

In this session, a discussion of the attributes and uses of effective Web and social networking sites will be led by a panel representing a variety of perspectives. Students at different levels of training will provide insight into what attracts prospective trainees (and what turns them away) and ways in which Web and social networking sites might be used to enhance undergraduate and graduate training. An expert in social networking strategy development, who works with professional associations, foundations, and federations in a wide variety of industries and professions, will provide unique and valuable insight into the development and integration of Web and social media strategies in organizations. Discussion among those attending the session will address challenges in developing and maintaining an Internet presence, ways to tap the energy and creativity of trainees, and best practices for developing and using Web and social networking sites for program and curriculum activities.

**Terrance Barkan, CAE**
Chief Strategist and Business Architect, GLOBALSTRAT

Terrance Barkan, CAE, has been a senior international association expert since early in his career. In 1991, he served as the executive director for international trade and professional societies based in Europe. Later, Mr. Barkan created and grew one of the most successful association management firms, Association Global Services, and it was the first firm to serve associations world-wide from 11 offices on 5 continents.

Having sold his business in 2008, Mr. Barkan founded Globalization Strategies (GLOBALSTRAT) in January 2009. His vision identified the need for a specialized consulting practice that used a solid process management approach to developing strategies for social media. He recognized that all associations and businesses need to have a social media strategy, but that most social media "experts" focus on tools and features, missing the bigger organizational impacts.

GLOBALSTRAT provides vendor-independent expert advice for organizations to develop a professional social media strategy geared for growth and member/customer engagement. This includes how to build internal staff capacity and capabilities to manage social media in an environment where the tools and applications change faster than the strategy itself.

Mr. Barkan has been recognized as a Global Thought Leader on association management, and is the author of numerous articles, white papers, blogs, and webinars on how to develop social media strategies. His firm provides online training, social media workshops, and custom consulting for clients. He has worked with trade and professional societies, federations, and for-profit companies.

He brings an entrepreneurial approach to growing clients with a specialization on developing new intellectual property, content, and growth through the use and leveraging of online communities.

**Gabriela Cantarero**
Department of Neuroscience, Johns Hopkins University

Gabriela Cantarero earned a BS in human communication sciences and disorders from Northwestern University in 2006. She is currently a neuroscience graduate student with Dr. Pablo Celnik at the Johns Hopkins School of Medicine. Her research interests are related to studying plasticity changes associated with motor learning and memory.

**Alfredo Gonzalez-Sulser**
Interdisciplinary Program in Neuroscience, Georgetown University

Alfredo graduated in 2005 from the University of Pennsylvania with a BAS in biology. As an undergraduate, Alfredo first worked in Scott Poethig's plant development lab, studying microRNA silencing of specific genes and assisting with gene cloning. His efforts earned him co-authorship on a 2005 publication in *PNAS*. In 2004, he worked in an evolutionary biology lab and spent a semester in Costa Rica conducting field studies on tropical reforestation. Following graduation, Alfredo took a job in the anesthesiology research lab of Dr. Giovanni Cucchiaro at the Children's Hospital of Philadelphia, where he investigated the antinociceptive effects of the nAChR agonist, epibatidine, using electrophysiological, behavioral, and immunohistochemistry methods. His research contributed to SfN abstracts presented in 2006 and 2007, and a publication titled “Electrophysiologic effects of systemic and locally infused epibatidine on locus coeruleus neurons,” which appeared in the April 2008 issue of the *European Journal of Pharmacology*, on which he was a co-author. In addition, he and Georgetown’s Dr. Ken Kellar are co-authors on a 2009 paper in *Anesthesia* titled "Analgesic Effects of Sazetidine-A: A New Nicotinic Cholinergic Drug." Alfredo is currently working on an *in vitro* model of epilepsy, using a multi-electrode array, under the guidance of Dr. Rhonda Dzakpasu and Dr. Stefano Vicini for his PhD thesis at Georgetown University.

**Steven Miller**
Neuroscience Program, Uniformed Services University of Health Sciences

Steven completed his undergraduate degree at California State University, Fresno in biology with an option in anatomy and physiology and minor in chemistry in 2008. Upon graduation, he was hired as a research associate for a cancer biology lab working on a proteomics project attempting to identify

biomarkers for earlier detection of pancreatic cancer with Dr. Jason Bush. In the fall of 2009, he began an interdisciplinary PhD program in neuroscience at Uniformed Services University of the Health Sciences in Bethesda, MD. His first lab rotation involved evaluating possible methods of repairing cell migration to the neocortex in a ferret model of cortical dysplasia with Dr. Sharon Juliano. His current rotation involves evaluating the electrophysiological changes in the amygdala after traumatic brain injury with Dr. He Li.

**David R. Riddle, PhD**
Associate Professor of Neurobiology, Wake Forest University School of Medicine; Chair, SfN Committee on Neuroscience Departments and Programs

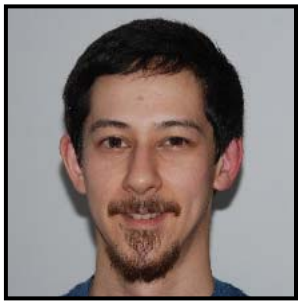
Dr. Riddle earned his bachelor's degree at the University of North Carolina as a John Motley Morehead Scholar and then received his PhD in neuroscience from the University of Michigan in 1990. He completed postdoctoral fellowships with Dale Purves and Larry Katz at the Duke University Medical Center, studying activity- and trophic factor-dependent regulation of neural development. Since 1996 he has been on the faculty of the Department of Neurobiology and Anatomy at the Wake Forest University School of Medicine, where he currently is an associate professor. Dr. Riddle's research on the regulation of brain aging and on mechanisms of radiation-induced injury in the aging brain is funded by grants from the National Institute on Aging and the National Cancer Institute. In addition to his research and involvement in graduate and medical education, Dr. Riddle currently serves as chair of the Society for Neuroscience Committee on Neuroscience Departments and Programs.

**Notes**

# The Rest of Us Can Play, Too:
# Follow-up to the Carnegie Initiative on the Doctorate

The Carnegie Initiative on the Doctorate (CID) was a 5-year project that examined the process of doctoral education across a set of six disciplines, including neuroscience. Participating programs engaged in an open deliberative process to identify core values and training goals and to improve specific elements of their training programs in light of those goals. By following this method, programs improved training quality, as measured by qualitative and quantitative data collected before and after CID participation. Importantly, several programs incorporated the CID process into a repeatable, inquiry-based strategy for internal and external program review.

Based on this experience, it is proposed to further publicize and facilitate the CID process in the form of the Carnegie Program Review (CPR), a shortened version of the CID for neuroscience programs interested in critical self-examination and improvement in the spirit of the CID. The CPR will provide staff, tools, information, and data-sharing resources to facilitate program review within participating programs. In addition, CPR will organize and host periodic meetings in which participants (faculty, staff, and graduate students) can share ideas among programs. These events in particular will foster a strong sense of community among participants and allow innovative ideas to spread rapidly. The long-term adoption of this process will help training programs adapt rapidly to changing opportunities and constraints, and, in turn, graduate PhD scientists who are well-prepared for the changing landscape of neuroscience. CPR will provide a versatile and cost-effective mechanism for dramatically improving the research training, professional development, and morale of graduate students, thereby enhancing the value and prestige of graduate programs.



**Michael Schwartz, PhD**
Postdoctoral fellow, Department of Pharmacology & Experimental Therapeutics, University of Maryland School of Medicine

Dr. Schwartz became involved in neuroscience to explore the mechanisms by which the brain determines behavior. For most of his career, he has focused this question on the neural bases of circadian rhythms. His research has explored this issue by asking how the organization of the circadian system influences its output, how this output may differ in diurnal and nocturnal species, and how the nervous system integrates circadian and noncircadian factors, such as gonadal steroid hormones, to determine behavior. A second formative experience in Dr. Schwartz's graduate education came through his work with the Carnegie Initiative on the Doctorate (CID), a cross-disciplinary study of doctoral education that emphasized the self-identification of core training values as a means to guide innovation in graduate training. In addition to his work with the CID during his doctoral trianing at Michigan State University, Dr. Schwartz co-organized CID events at recent SfN meetings in which participants shared their programs' progress and discussed how to increase use of this strategy for innovation.

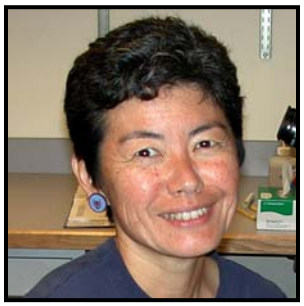
**Katherine Himes, PhD**
Assistant to the Provost, University of Minnesota

Dr. Himes' work broadly focuses on graduate education and science, as well as the university's strategic positioning initiative. Katherine's recent portfolio for the provost includes restructuring the oversight and support of graduate education to enhance excellence, the academic portion of the university's NCAA certification report, science initiatives and research projects, academic programming for Homecoming, and several dean and director searches. Dr. Himes' involvement in the Carnegie Initiative on the Doctorate while a graduate student in neuroscience sparked her interest in education policy and administration. She has been leading *The Carnegie Initiative: Beyond the CID*, a national effort within neuroscience, since 2007.

Dr. Himes earned her BS in neuroscience, magna cum laude, from the University of Minnesota, her MBA in entrepreneurship from the University of Wisconsin-Madison, and her PhD in neuroscience from the University of Minnesota. An interdisciplinary scholar, she has a graduate minor in the feminist philosophy of science and an undergraduate minor in German.

**Samuel Beshers, PhD**
Program Coordinator, Neuroscience Program and Research Associate, Department of Entomology, University of Illinois at Urbana-Champaign

Sam Beshers is Coordinator of the Neuroscience Program (NSP) at the University of Illinois at Urbana-Champaign. He was the NSP's representative to the CID, and organized the Big Ten Conference, a convening of participating CID programs, at Illinois in 2005. He has a BA from Swarthmore College, an MA from the City College of New York, and a PhD from Boston University. His research focuses on the behavior and colony organization of social insects, especially ants.



**Rae Nishi, PhD**
Professor, Department of Anatomy and Neurobiology and Director, Neuroscience Graduate Program, University of Vermont

Dr. Nishi received her BS in Biological Sciences from Stanford University in 1975 and her PhD from the University of California, San Diego in 1980. Her postdoctoral training was in the Neurobiology Department at Harvard Medical School. In 1986 she took a faculty position at Oregon Health Sciences University and rose through the ranks to professor with tenure. In 2001, she moved to the Anatomy and Neurobiology Department at the University of Vermont, where she guided planning and formation of a new university-wide PhD-granting program in neuroscience. From 2004-2007, Dr. Nishi served as a co-director for the Summer Neurobiology Course at MBL in Woods Hole, Massachusetts, and as president of the Association of Neuroscience Departments and Programs from 2008-2009. Her NIH-funded research focuses on the role of endogenous prototoxins as modulators of nicotinic signaling during development of the nervous system.

**Notes**

# Higher Education and Training Strategy

**Strategic Issue:**

Members have expressed a strong desire for SfN to focus more on undergraduate and graduate teaching of neuroscience to better serve the needs of the large segment of SfN's membership engaged in training new generations of neuroscientists. Further, as the field of neuroscience continues to attract growing numbers of trainees, the profession can benefit from greater coordinated engagement of and support for the "stewards of the discipline."

**Desired Outcomes:**

- Increased visibility for and communication with members on issues of neuroscience education and training as an element of SfN's mission and strategic plan.
- Needs and interests of neuroscience departments and programs and their trainees are effectively met.
- Increased resources (both internal and external) and programs to support training and education goals.
- Availability of a comprehensive source of neuroscience teaching resources for faculty through an online educational resources portal.
- Increased and coordinated participation of academic institutions, as a group, in SfN's advocacy efforts to inform policymakers about neuroscience research and workforce needs.
- Effective integration of a new class of institutional members (neuroscience depts. and programs) into SfN's membership structure.

**Guiding Principles:**

- Serve as a focal point for neuroscience educators and their institutions, while creating added value for members through combined and expanded resources dedicated to neuroscience education and training.
- Dept. heads and training directors and their trainees, as a group, have interests and needs that go beyond the services and benefits SfN currently provides to its individual members.
- Seek and engage leaders of neuroscience departments and programs who have significant history of involvement in advancing education and research training in academic neuroscience.
- Leverage and build upon successful approaches and programs developed by the Association of Neuroscience Departments and Programs (ANDP) and the Faculty for Undergraduate Neuroscience (FUN), as well as international partners engaged in neuroscience education and training.
- Effectively engage Institutional Program members to influence policy and decisions by joining voices and visibility on issues pertaining to higher education and training in neuroscience.
- Maintain close collaboration and coordination and build relations with other organizations, including FUN, the Association of Medical School Neuroscience Department Chairpersons (AMSNDC) and the Network of European Neuroscience Schools (NENS), that represent the interdisciplinary domains in which neuroscience programs and departments can reside.
- Ensure close coordination and synergy with SfN's professional development and diversity strategies.

**Action Plan:**

1. Develop a three-year plan for higher education and training, outlining resources needed and a plan to monitor and measure impact of outcomes, identifying those priority areas where SfN is uniquely positioned to add value. Include the following activities:
    a. Conduct a needs assessment survey of neuroscience training programs to inform the planning process.
    b. Provide online resources for neuroscience education and training, including a searchable directory of neuroscience training programs in North America and around the globe.
    c. Conduct a biennial survey of neuroscience education and training that provides key information on current trends in trainees, faculty and programs.
    d. Conduct an annual spring meeting for neuroscience departments and programs.
    e. Organize events during the SfN annual meeting that serve SfN's Institutional Program members.
    f. Recognize outstanding contributions to neuroscience education and training through an annual award to be presented at the SfN annual meeting.
2. Strengthen existing partnerships and identify potential new partners for collaborative activities in support of professional development needs/concerns of members engaged in teaching neuroscience.
    a. Expand linkages and coordination with FUN and other relevant organizations, including those outside North America.
    b. Seek to engage SfN chapters as active partners in implementing the higher education and training strategy.
3. Provide input and guidance for the development of a higher education teaching resource portal. (Tentative: pending external funding)

# Committee of Neuroscience Departments and Programs Charter

**Mission**

To enhance the value SfN provides to its individual and institutional members (neuroscience departments and programs) through programs, activities, and initiatives that advance education and research training in academic neuroscience by providing opportunities for professional development, networking, outreach, and information sharing targeting educators and learners in higher education.

**Responsibilities**

**Advise**

- Serve as a source of information to Council on higher education issues and members' needs related to the training and education of future neuroscientists.
- Recommend to Council initiatives designed to encourage and support the achievement of SfN's strategic goals in the domain of higher education and training.
- Recommend policies on Institutional Program (IP) membership initiatives, benefits, categories and fees.

**Monitor**

- Monitor trends in neuroscience education/training and potential funding and collaboration opportunities to further SfN goals in this area.

**Manage Activities**

- Oversee recruitment of new and lapsed Institutional Program Members.
- Review and approve all initial requests for new IP membership (this may be done by the full committee or its chair), and refer any denials to Council for further review.
- Plan and oversee annual spring meeting of neuroscience depts. and programs, including program of speakers and panels addressing various aspects of neuroscience education and research.
- Manage biennial survey of neuroscience education and training that provides key information on current trends in trainees, faculty and programs.
- Develop and manage approved workshops and other activities related to neuroscience education and training during and outside the SfN annual meeting.
- Promote the presence and importance of the community of higher education in neuroscience at the annual meeting and ongoing committee activities throughout the year.

**Coordinate and Communicate**

- Facilitate communications, outreach, and feedback to SfN from the training and higher education community.

- Collaborate and coordinate activities with the committees in the Higher Education & Professional Development Cluster. The C-NDP chair will serve as the committee's representative on the Cluster's steering committee.
- Encourage and facilitate involvement of neuroscience depts. and programs in SfN's advocacy efforts including annual Hill Day and other outreach activities that inform policymakers about neuroscience research and workforce needs and provide opportunities to promote issues related to support for neuroscience research and training.
- Maintain communication, coordination, and collaboration with the Faculty for Undergraduate Neuroscience (FUN) and other relevant partner organizations.
- Facilitate outreach to and information-sharing with SfN's growing international membership and neuroscience departments and programs outside North America.

**Composition**

The committee consists of a chair and standard committee members who serve a three-year term. The incoming chair serves as an ex officio member of the committee. Membership on the committee is limited to designated representatives of SfN Institutional Program Members. Committee members include a liaison from FUN and from SfN's Committee on Diversity in Neuroscience and Committee on Women in Neuroscience, each of whom must also be an Institutional Program Member representative. Committee members and the chair are recommended by the Committee on Committees, with input from the C-NDP, and approved by the SfN Council.

**Schedule**

The committee will meet twice per year -- once during the SfN annual meeting and once in the spring at SfN headquarters, in conjuction with the annual meeting of neuroscience departments and programs. Additional committee work is conducted by e-mail and regularly scheduled conference calls throughout the calendar year to address issues that arise between meetings of the full committee.

# Institutional Program Member Benefits and Dues

Society for Neuroscience (SfN) Institutional Program (IP) membership is available to academic departments and programs that award an undergraduate major or advanced degree in neuroscience or a neuroscience-related discipline. A neuroscience program is defined as a formal program at any educational or research facility that includes pre- or postdoctoral trainees with a primary interest in scientific investigation of the nervous system. This may include a variety of administrative structures, including, but not limited to a subsection of a larger department, a separate department, or an interdepartmental program.

**Member Benefits**

SfN IP membership offers a variety of benefits to help promote the success of neuroscience and neuroscience-related departments and programs:

- A listing in the online searchable directory of neuroscience training programs
- Inclusion in a biennial survey of neuroscience training programs*
- One free IP member e-mail notice or one-time access to the IP mailing list* *(additional requests are $100 each)*
- One free e-mail blast to SfN's student members* *[new!]*
- Reduced registration fee for the annual spring meeting *[new!]*
- Purchase one NeuroJobs posting and get the next one half-price *[new!]*
- Access to the Neuroscience Departments and Programs booth at the SfN annual meeting for displaying program brochures and information* *[new!]*
- IP member representatives can be nominated for service on the Committee on Neuroscience Departments and Programs* *[new!]*

**benefit not available to International Affiliate Members*

**Categories and Fees**

Graduate or Postdoctoral Programs: $265
Undergraduate Programs: $100

**Notes**

# Update from the Faculty for Undergraduate Neuroscience (FUN)

**Jennifer Yates, PhD,** currently serves as president of FUN. She received her BS degree in 1994 from the University of Dayton and her PhD in neurobiology in 2001 from the University of North Carolina at Chapel Hill, where she investigated the secondary pathological processes that follow spinal cord injury with Dr. Andrew Blight. Dr. Yates has served on the faculty, in a visiting capacity, at Middlebury College, Bowdoin College, and Colby College. She has been a member of the faculty at Ohio Wesleyan University since 2007. Her primary appointment is in the Department of Psychology and she is the director of the Neuroscience Program.

**Notes**

# Perspectives from Europe:
# Network of European Neuroscience Schools (NENS)

**Jean-Pierre Hornung, PhD,** studied biology at the University of Lausanne. In 1997, he joined the Institute of Anatomy, headed by Professor Hendrik Van der Loos, and in 1981 earned his PhD in Neuroscience under the supervision of Professor Laurence Garey. After two years of postdoctoral studies in the Neurobiology Department at Harvard Medical School (in the group of Professor Torsten N. Wiesel), he returned to Lausanne. Following five years of support from a Young Investigator Fellowship through the Cloëtta Foundation, he was appointed associate professor in 1994 and then, in 2005, was appointed full professor in the Faculty of Biology and Medicine of the University of Lausanne. Dr. Hornung's research activities were first focused on cortical microcircuitry; since 1990 they have been concerned with forebrain development and its modulation by monoamines, primarily serotonin.

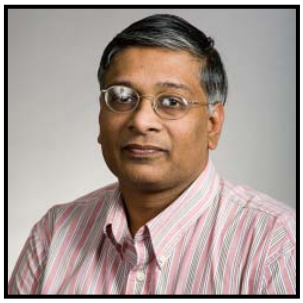
In 1997, Dr. Hornung participated in the foundation of the postgraduate program in neuroscience of the University of Lausanne, which became a joined doctoral degree of the Universities of Geneva and Lausanne in 2002. He has served on the executive committee of this program since its inception. In 2008, he joined the NENS Committee and will in 2010 take the chair of this committee. Since 2003, he has also served as the director of the School of Medicine, a body of the Faculty of Biology and Medicine of the University of Lausanne, in charge of the pre-graduate program in human medicine.

**Notes**

# One Room, Many Doors: Logistics of Recruiting and Training Students in Neuroscience through an Undifferentiated Biological Sciences Program

A growing trend in recent years is the restructuring of graduate programs to include an undifferentiated entry and first-year core curriculum prior to selecting laboratories and specific programs. It is still unclear whether this benefits or hinders success in neuroscience programs. Specifically, how well do first-year graduate biomedical core curricula, which tend to emphasize cellular/molecular biology, suit the needs of trainees in systems, behavioral or computational neuroscience? What effect, if any, do such program models have on competitiveness for NIH T32 grants for neuroscience graduate training? The Committee on Neuroscience Departments and Programs recently conducted a brief survey of member programs to ascertain the extent of these undifferentiated front-end programs and how well they appear to be working. This panel session is designed to explore this issue.

Following a summary of the survey responses, two program directors from institutions offering a traditional neuroscience program or an undifferentiated entry will share their experiences and address advantages and disadvantages of each model. Staff from NINDS will participate to express the NIH perspective. Most importantly, input from the membership will be sought during an open discussion at the conclusion of the session.



**Ramesh Raghupathi, PhD**
Associate Professor, Department of Neurobiology and Anatomy and Associate Director Neuroscience Program, Drexel University College of Medicine

Dr. Raghupathi graduated from Virginia Commonwealth University with a PhD in biochemistry and molecular biophysics. He did postdoctoral fellowships at the University of Connecticut Health Science Center and the University of Pennsylvania. He served on the faculty in the Department of Neurosurgery at the University of Pennsylvania School of Medicine. He was appointed to the faculty in the Department of Neurobiology and Anatomy at Drexel University College of Medicine in 2003.

**Albert S. Berrebi, PhD**
Professor, Department of Otolaryngology and Director of Neuroscience Graduate Program, West Virginia University School of Medicine

Dr. Berrebi is a professor of Otolaryngology with a joint appointment in the Department of Neurobiology and Anatomy at the West Virginia University School of Medicine. He serves as the administrative director of the Interdepartmental Neuroscience Graduate Program and is the co-director of an NIH/NIGMS T32-supported training program in the behavioral and biomedical sciences. Dr. Berrebi chairs the Biomedical Sciences Graduate Admissions Committee and served on the university's Graduate Council for six years.

The research focus of his laboratory is on neural circuits of the auditory brainstem and midbrain that participate in processing the temporal structure of acoustic stimuli. In addition to using single-unit electrophysiology to characterize the sound-evoked activity of individual brainstem neurons and tract-tracing and immunohistochemistry procedures to determine the synaptic inputs and projections of these neurons, his group is developing reversible inactivation procedures utilizing viral constructs to determine the functional contributions of identified brainstem neurons to higher order auditory processing.

Dr. Berrebi earned his MS and PhD degrees in developmental psychobiology from the University of Connecticut, where he also completed his postdoctoral training in neuromorphology.

**Rita Balice-Gordon, PhD**
Professor, Department of Neuroscience and Director, Neuroscience Program, University of Pennsylvania

Dr. Balice Balice-Gordon completed undergraduate work at Northwestern University, graduate work at the University of Chicago, and a PhD in zoology (neurobiology) from the University of Texas at Austin, in Dr. Wesley Thompson's laboratory. She completed a postdoctoral fellowhip at Washington University School of Medicine, in Dr. Jeffrey Lichtman's laboratory. In 1995, she joined the faculty of the Department of Neuroscience at the University of Pennsylvania School of Medicine, becoming tenured in 2000 and a professor in 2005. Dr. Balice-Gordon is currently the chair of Penn's Neuroscience Graduate Group. She and her laboratory study how connections are made and maintained in the developing brain, and how this process is impaired in neurodevelopmental and other disorders that affect cognition and behavior. She is the recipient of numerous honors, has given more than 100 invited research talks around the world, and serves on NIH study sections, on national and international committees, and on the editorial board of several leading scientific journals.

**Richard E. Mains, PhD**
Professor and William Beecher Scoville Chair, Department of Neuroscience, and Associate Director, Neuroscience Program, University of Connecticut Health Center

Dr. Mains moved from civil engineering to get his PhD with Paul Patterson in the Furshpan-Potter group at Harvard Neurobiology. After a couple of years as a postdoctoral fellow with Ed Herbert in Oregon, Dr. Mains went to the University of Colorado Medical School in Denver in 1976, then on to the new Johns Hopkins Neuroscience Department in 1983, and then to the new University of Connecticut Health Center Neuroscience Department in 2000. With Betty Eipper through graduate and postdoctoral work until today, the pair has created three graduate programs in physiology and neuroscience at the University of Colorado Medical School, Johns Hopkins University, and the University of Connecticut. Research work has included identifying the ACTH-endorphin common precursor, now called pro-opiomelanocortin, and purifying, cloning, expressing, and providing the protein for the crystal structures of the two enzymatic regions of the peptide amidating enzyme. The screening for interactors with the cytosolic domain of the amidating enzyme led to the discovery of the Kalirin gene family, with major

roles in synapse formation, cardiovascular function and bone metabolism. Knockout mice for the amidating enzyme and Kalirin are a current fascination. Drs. Mains and Eipper still perform cell culture experiments, harvest mouse tissues, create and run qPCRs and enzyme assays, and design vectors and viruses while overseeing a combined group of about a dozen people. The pair has trained researchers who are now full professors, associate professors, assistant professors, NIH staff members, and key members of biotechnology firms.

**Alan L. Willard, PhD**
Chief, Scientific Review Branch, NIH/NINDS

Dr. Willard is chief of the Scientific Review Branch and the referral officer for NINDS. Prior to becoming chief, Dr. Willard was the scientific review officer of the NINDS NSD-C study section. Before joining NINDS, he was a tenured faculty member at the University of North Carolina at Chapel Hill in the Department of Cell and Molecular Physiology and the Curriculum in Neurobiology, where his research interests were in the areas of developmental neurobiology and synaptic physiology. He was also actively involved in graduate and medical student education at UNC, serving as a director of Graduate Studies and a member of the Executive Board of the Graduate School.

**Notes**

# Looking Beyond Gender, Race and Ethnicity: Recruitment and Retention to Enhance Diversity

NIH training grant programs have traditionally required applicants to include in their application a plan for the recruitment and retention of underrepresented minorities. Recently, this requirement has been broadened to include other underrepresented groups, such as disabled students and, in certain cases, those from economically, socially, culturally or educational disadvantaged backgrounds. NIH expects that "both the institution and the specific training grant program (e.g., program director and faculty) should be involved in efforts to diversify the scientific workforce." Indeed, the NIH policy is that a training grant application cannot be awarded without an acceptable plan for recruiting diversity. Does your institution have an office that provides disability support services? Does your institution work with you to devise a recruitment and retention plan? Do you have an effective strategy in place to document progress and outcome of programmatic efforts to achieve diversity? Based on the premise that many of us in the training community could benefit from gaining better understanding of this relatively new requirement in enhancing diversity, this panel will provide an open forum for discussion and sharing ideas about the infrastructure and strategies that promote the recruitment and retention of underrepresented minority, disabled, and disadvantaged groups from the standpoint of the applicant, reviewer, and program administration of training program grants.

**Alison E. Cole, PhD**
Program Director, National Institute of General Medical Sciences

Dr. Cole is a program director in the Division of Pharmacology, Physiology, and Biological Chemistry at the National Institute of General Medical Sciences (NIGMS). In this position, she administers research and training grants in anesthesiology as well as training grants on systems and integrative biology. In addition, Dr. Cole serves as NIGMS' acting assistant director for research training. Prior to joining NIGMS, she was a research assistant professor in the Department of Neurology at Johns Hopkins University. Dr. Cole earned a BS in zoology from the University of Massachusetts and a PhD in pharmacology from the University of Texas Medical Branch. She conducted postdoctoral research at the University of California, San Francisco, and was a Pharmacology Research Associate Training Program fellow at the National Institute of Neurological Disorders and Stroke, NIH.

**Rebecca C. Steiner, PhD**
Scientific Review Officer, National Institute of Mental Health

Dr. Steiner joined the National Institute of Mental Health as a Scientific Review Officer in September 2008. Dr. Steiner manages the review of grant applications relating to molecular and developmental aspects of psychiatric illnesses, including career development and training grant applications. She also serves an active role in reviewer training, science policy, and peer review dissemination, and in outreach activities to the public regarding mental health issues. She received her PhD in neuroscience from Yale University, and received postdoctoral training at the University of Sussex (United Kingdom), followed by a short stint in science writing at NIMH before beginning her current position in the Division of Extramural Activities, Review Branch. Dr. Steiner's scientific background is in animal models of drug reinforcement and the molecular and cellular consequences of nicotinic acetylcholine receptor signaling.

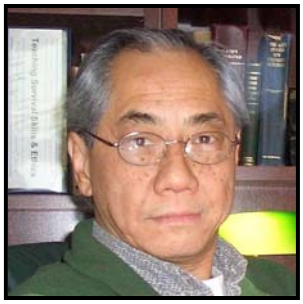
**Joel W. Hockensmith, PhD**
Associate Professor, Department of Biochemistry and Molecular Genetics and Assistant Dean for Graduate Research and Training, University of Virginia School of Medicine

Dr. Hockensmith holds a PhD in biochemistry from the University of Rochester, specializing in protein-nucleic acid interactions. He has directed graduate admissions for the biochemistry graduate program at the University of Virginia since 1988. His success at diversifying the program was a major contributory factor leading to his appointment in 1996 as assistant dean for Graduate Research and Training with a specific charge of enhancing the diversity of School of Medicine PhD programs. Dr. Hockensmith currently oversees the Summer Research Internship Program, which enjoys strong extramural support. Perhaps more important from a faculty perspective, Dr. Hockensmith has established an administrative support unit, the Graduate Programs Office, which provides important data collection and formatting services to faculty preparing training program applications. Dr. Hockensmith's mentoring and teaching excellence has been acknowledged with School of Medicine and All-University teaching awards. He is also the holder of multiple patents and has mentored an All-Collegiate Winner in the Annual National Inventors Hall of Fame competition.

**Michael N. Lehman, PhD**
Professor and Chairman, Department of Anatomy and Cell Biology, University of Western Ontario

Dr. Lehman received his BA cum laude from Wesleyan University, Middletown, Connecticut in 1975 and his PhD in neuroscience in 1982 from the University of Michigan. Following postdoctoral fellowships at the University of Michigan and Columbia University, he accepted a faculty position in 1986 at the University of Cincinnati College of Medicine as an assistant professor in the Department of Anatomy and Cell Biology. He rose through the academic ranks at Cincinnati, eventually becoming professor and vice chairman for Research of the Department of Cell Biology, Neurobiology and Anatomy, and held secondary appointments in the Departments of Psychiatry and Neurology. He moved to the University of Western Ontario in 2005 as professor and chair of the Department of Anatomy and Cell Biology.

Since moving to the University of Western Ontario, he has continued to work at a university-wide level to build neuroscience research and education, and currently serves as co-director of the Neuroscience Interdisciplinary Development Initiative at the university. He has recently played a key role in creating a new graduate program to support the training of educator-scholars in clinical anatomy, the first of its kind in Canada. He also remains active at an international level in graduate education, and served as secretary of the Association of Neuroscience Departments and Programs (ANDP) from 2002 to 2004 and president of the ANDP in 2007-2008. Dr. Lehman played an active role in the recent merger of the ANDP within SfN, is currently a member of the SfN Committee on Neuroscience Departments and Programs (CNDP), and serves as the CNDP liaison to the Professional Development Committee of SfN.



**Hermes H. Yeh, PhD**
William W. Brown Professor and Chair, Department of Physiology and Neurobiology, Dartmouth Medical School

Dr. Yeh graduated from DePauw University in 1976, received his PhD in cell biology with a concentration in neuroscience from the University of Texas Southwestern Medical Center at Dallas in 1981, and trained at the National Institutes of Health as a staff fellow until 1984. He has served on the faculty at the University of Rochester School of Medicine and Dentistry, Wake Forest University School of Medicine, and the University of Connecticut Health Center. He is currently the William W. Brown Professor and chair of the Department of Physiology and Neurobiology at Dartmouth Medical School. Dr. Yeh has taught actively in the medical school and graduate school curricula, and has had leadership roles in directing graduate education and training at the institutional and national levels.

Dr. Yeh's research targets the cellular and molecular mechanisms of neurotransmitter receptor interactions and their plasticity in the adult and developing CNS. Ongoing research projects employ behavioral, neuroanatomical, patch clamp electrophysiological and molecular biological techniques to investigate in a variety of transgenic mouse models: (1) neurotrophins and the development of inhibitory and excitatory synaptic transmission; (2) neurotransmitters as developmental signals in the migration, specification, and functional maturation of neurons; and (3) cellular and molecular mechanisms in the septum and hippocampus related to learning and memory in aging, Alzheimer's disease, and alcohol consumption. Dr. Yeh encourages his graduate students and postdoctoral fellows to elaborate on these research themes and cross-fertilize them with their own interests.

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