

UNIVERSITY OF WISCONSIN-MADISON

Academic Policies and Procedures Handbook

Integrative Biology, MS & PhD
Department of Integrative Biology

2020-2021

Approved June 2021

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I. PROGRAM OVERVIEW

Intention/Role of Handbook

This handbook is intended for graduate students who are pursuing Integrative Biology MS and PhD degrees. The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The Department of Integrative Biology administers the Integrative Biology graduate program under the authority of the Graduate School. The Graduate School's Academic Policies and Procedures provide essential information regarding general University requirements. Program authority to set degree requirements beyond the minimum required by the Graduate School lies with the Integrative Biology graduate program faculty. The policies described in this handbook have been approved by the program faculty as a whole. Degrees and course requirements may change over time; however, students must meet the degree and course requirements in effect when they entered the program. In addition, administrative procedures and processes can change over time. Students are required to follow the procedures and processes listed in the current handbook. The information in this handbook should also be supplemented by individual consultation with your advisor and committee so that individual needs/interests and all degree requirements are met. Additional information is available via the Department's Web page. Students may also wish to consult the Graduate School's Web page.

Key Individuals and Roles

Graduate Program Coordinator – Kelin Boldiis boldiis@wisc.edu

Director of Graduate Studies – Monica Turner turnermg@wisc.edu

Graduate Admissions – Tony Ives arives@wisc.edu

Graduate Assessment – Prashant Sharma prashant.sharma@wisc.edu

Director of Graduate Student Recruitment – Jesse Weber jnweber2@wisc.edu

Integrative Biology Department Graduate Program Executive Committee – Turner (chair), Tony Ives, Jesse Weber, Jenya Grinblat, Prashant Sharma, and Kelin Boldiis.

Program Vision/Mission statements

Mission:

To train students to conduct basic and/or translational research in diverse areas of biology

The Integrative Biology Graduate Program provides MS and PhD training in the following broad subject areas: Cellular and Molecular Biology, Developmental Biology, Neuroscience, Physiology, Ecology, Evolution, and Animal Behavior. There is great flexibility in the graduate program to serve the diverse scholarly interests and cultures in the department. Each student's course of study is tailored to their individual interests, career goals, and needs, and we admit students with diverse academic backgrounds. The path taken by a student results from a deliberative process that involves discussions between the student and the student's advisor and advisory committee.

To provide graduate students with diverse training to prepare them for a range of careers

A goal for our graduate program is to provide students in Integrative Biology with diverse training that will prepare them for a range of flexible and sustainable careers (e.g., academia, industry, government, science policy and administration, science commerce, science writing, law, and science education and outreach at all levels). In consultation with the student's advisor and advisory committee, students engage in professional development, teaching training, internships in industry, science writing, and/or policy, and some earn master's degrees in areas that complement their studies in Integrative Biology (e.g., biostatistics, biotechnology).

Learning Outcomes (aka “Learning Goals” or “Training Goals”)

Goals for student learning -- Master’s program

- 1) **Knowledge** Master fundamental skills in at least one of the broad subject areas represented in the Department of Integrative Biology.
 - Students will demonstrate understanding of major current and past theories, research findings, and methodologies and techniques in their area of concentration
 - Students will develop critical thinking skills. They will retrieve and examine scientific literature, evaluate evidence for and against hypotheses, identify knowledge gaps, strengths and weaknesses in existing literature, synthesize knowledge, and develop conclusions
- 2) **Research** Students will complete an original research project in one of the broad subject areas represented in the Department of Integrative Biology.
 - Students will retrieve, evaluate, and interpret professional scientific literature and use this information to select and/or use the most appropriate methods for their own research project
 - Students will conduct research, analyze, and interpret resulting data
 - Students will prepare a thesis or research report describing their research project
- 3) **Communication** Effectively communicate in writing and orally.
 - Students will write a clear and concise research report
 - Students will present research articulately and informatively
 - Students will have opportunities to engage in public outreach and education
- 4) **Ethical Conduct** Students will understand professional and ethical responsibilities.
 - Students will be trained to use scientific rigor when designing experiments, collecting and analyzing data, interpreting and reporting results
 - Students will be trained in the ethics of publishing
 - Students will know and adhere to laws, regulations, needed permits and licenses, occupational health and safety standards
- 5) **Career Preparation** Students will be provided with diverse training that will prepare them for a range of flexible and sustainable careers (e.g., academia, industry, government, science policy and administration, science commerce, science writing, law, and science education and outreach at all levels).
 - Students will develop broadly applicable skills in critical thinking and problem solving
 - Students will have opportunities for teamwork, communication skills, and collaborations

Goals for student learning -- Doctoral program

- 1) **Knowledge** Demonstrate academic mastery in at least one of the broad subject areas represented in the Department of Integrative Biology.
 - Students will demonstrate a broad understanding of major current and past theories, research findings, and methodologies and techniques in their area of concentration both orally and in writing
 - Students will develop critical thinking skills. They will retrieve and examine scientific literature, evaluate evidence for and against hypotheses, identify knowledge gaps, strengths and weaknesses in existing literature, synthesize knowledge, and develop conclusions
- 2) **Research** Students will develop and complete original research that advances a specific field of study within one of the broad subject areas represented in the Department of Integrative Biology.
 - Students will retrieve, evaluate, and interpret professional scientific literature and use this information to develop theoretical frameworks, testable hypotheses, and predictions for their own research projects
 - Students will design realistic and feasible research projects and prepare necessary protocols

- Students will conduct independent research and analyze and interpret resulting data
 - Students will prepare and submit manuscripts resulting from their independent research for publication in professional, peer-reviewed journals
- 3) **Communication** Effectively communicate to diverse audiences in writing, through oral presentations, and discussions.
- Students will write clear and concise research articles for publication in professional, peer-reviewed journals
 - Students will present at scientific conferences and/or in formal and informal seminars
 - Students will learn methods of communication needed to interact with professional colleagues and to request grant support
 - Students will present research articulately and informatively to diverse audiences
 - Students will give and receive feedback orally and in writing
 - Students will have with opportunities to engage in public outreach and education
- 4) **Teaching** Effectively teach topics or research methods in Cellular and Molecular Biology; Developmental Biology; Neuroscience; Physiology; Ecology; Evolution; or Animal Behavior.
- Students will receive training and serve as teaching assistants for at least one semester
 - Students will have with opportunities to mentor others in a laboratory or research setting
- 5) **Ethical Conduct** Students will understand professional and ethical responsibilities.
- Students will be trained to use scientific rigor when designing experiments, collecting and analyzing data, interpreting and reporting results
 - Students will be trained in the ethics of publishing
 - Students will know and adhere to laws, regulations, needed permits and licenses, occupational health and safety standards
- 6) **Career Preparation** Students will be provided with diverse training that will prepare them for a range of flexible and sustainable careers (e.g., academia, industry, government, science policy and administration, science commerce, science writing, law, and science education and outreach at all levels).
- Students will develop broadly applicable skills in critical thinking and problem solving
 - Students will have opportunities to develop skills in leadership, project management, teamwork, and communication and to develop collaborations with nonacademic partners

Program statistics/prospects

The Integrative Biology graduate program's data profile can be found at

<https://tools.grad.wisc.edu/mas/details/view/G995>.

Program Structure

The list of program faculty and staff can be found at <https://integrativebiology.wisc.edu/people/>.

Important Note to Students enrolled prior to fall 2021: We have changed the name of our MS and PhD programs from Zoology to Integrative Biology. Implementation of the change will be "turn-key" meaning that all MS and PhD degrees awarded beginning fall 2021 will bear this name. Students admitted prior to the name change may complete the program under the name of the program when admitted if they make a request to do so. Please contact Kelin or Monica if you wish to keep the Zoology degree name.

II. ADVISING

Before applying to the Integrative Biology Graduate Program, prospective students must identify and contact potential faculty advisors. Potential advisors include both faculty from the Department of Integrative Biology as well as affiliated faculty from other departments on campus that are listed on the department web page <https://integrativebiology.wisc.edu/people/>. Prospective students should contact potential faculty advisors by email early in the application process to discuss mutual interests and to determine if the faculty member is actively recruiting graduate students. (For examples of questions to ask prospective advisors, see appendix example at the end of this section).

Admission to the graduate program is contingent upon being accepted by an individual faculty advisor and approval by the admissions committee. Faculty advisors must have an anticipated funding plan for each student they wish to admit. Students are admitted to a specific laboratory. Research / thesis advising, advice on classes and professional development, and mentoring are carried out by the student's major advisor and the members of the student's advisory committee. The advisory committee is assembled in consultation with the primary advisor during the first year of study and consists of faculty with expertise in areas relevant to the student's planned course of study.

<https://integrativebiology.wisc.edu/wp-content/uploads/sites/214/2022/11/Fillable-Progress-Report-1.pdf>

Peer mentoring / advising is available through the Integrative Biology Graduate Student Organization <https://integrativebiology.wisc.edu/graduate-program/graduate-student-organization/>.

Advising related to administrative requirements of the Graduate School and Integrative Biology Graduate Program is carried out by the Graduate Coordinator, Kelin Boldiis.

Advising related to professional development, administrative requirements, grievances and conflicts is carried out by the Director of Graduate Studies, Monica Turner.

Students meet with the primary advisor immediately upon joining the program. The advisory committee is assembled in consultation with the primary advisor during the first year of study and consists of faculty with expertise in areas relevant to the student's planned course of study. Students are required to meet annually with the advisory committee and to fill out required progress reports during these meetings.

Students funded by grants from the National Institutes of Health are required to complete Individual Development Plans (IDPs) <https://grad.wisc.edu/pd/idp/>. All other students are also advised during orientation to complete IDPs. IDPs are described in detail in Section XII. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING below.

Advisor / Advisee Roles

Advisor: The advisor serves a dual role: first, to assist the student in acquiring the highest level of knowledge and competence in the field that is possible; and second, to chair the committee that will determine whether the student has performed acceptably at each of their degree milestones. The chair or co-chair of the committee must be Graduate Faculty from the student's program. Advisors play a role in tracking the student's progress toward degree completion, assisting with course selection and academic planning, and helping students identify possible research mentors, committee members, and opportunities.

Advisee: Since the advisor's role can vary, students should discuss roles and expectations with their advisors or prospective advisors.

Both the student and the advisor have a responsibility to make their expectations clear to each other.

Advising Resources

There are many advising resources available to students. Students can reference the program's website, the program's Graduate Handbook, the Graduate School's website (grad.wisc.edu), and the Graduate School's Academic Policies and Procedures (grad.wisc.edu/acadpolicy/). However, when students still need clarification on issues there are various faculty and staff resources also available (described below). Generally, faculty and staff are best able to assist students when they have researched a topic (using the resources mentioned above).

Advisor Selection

Students in the Integrative Biology Graduate Program select an advisor prior to applying to the program (as detailed in the first paragraph of this section). Students are directly admitted by a primary advisor to a specific laboratory. A student who later decides that a different faculty advisor would be preferable should discuss this with the current advisor and then feel free to seek the change. However, it is solely the student's responsibility to contact other potential advisors, and the department cannot guarantee that another advisor will be available. Advising related to such a transition is provided by the Director of Graduate Studies.

When a student has selected, or changed, advisors, they must file the appropriate form with the program's graduate coordinator.

Students may see their official advisor listed in MyUW. (The official advisor is entered in the Student Information System (SIS) by the graduate program coordinator.)

Additional Advising Contacts

Students should always reference the program's website, this Handbook, the Graduate School's website (grad.wisc.edu), and the Graduate School's Academic Policies and Procedures (grad.wisc.edu/acadpolicy/) for answers to various program-related questions. However, when students need further clarification on any of these policies or procedures they should contact the Graduate Program Coordinator. The Graduate Program Coordinator may play a role with issues including satisfactory academic progress, academic deadlines, graduation completion, program-related forms, advising/course holds and permissions, and course offerings.

APPENDIX

Questions To Ask Of Prospective Advisors

Adapted from IPIB handbook

Many of these questions are not simple and may not elicit a quick answer. However, any advisor should be willing to discuss these important issues with you. You may also want to discuss these issues with any students that are currently in the prospective advisor's group/lab. This list is by no means complete; you should spend some time thinking about what is most important to you in your graduate training.

1. What thesis projects would be available to me if I were to join your group?
2. Would these projects expose me to a variety of different approaches?
3. In general, how available will you be to answer questions I might have?
4. What is your philosophy regarding the amount of guidance the advisor should provide to a student during preparation of the thesis proposal, literature seminars, thesis, etc.?
5. What are your expectations for the amount of time I should spend each day/week in your group/lab?
6. What regularly scheduled activities (e.g., group meetings, joint group meetings, research clubs) does your group participate in that provide an opportunity to get outside input on my (research) project and to hear about the work of other students and postdocs?
7. Do you encourage your students to attend seminars and journal clubs, including those that may be outside of their narrow field of interest/research?
8. Do students in your group/lab have the opportunity to attend professional meetings where they can interact with colleagues/researchers from other institutions?
9. Do you include your graduate students in professional activities that will familiarize them with their field of interest/research, such as reviewing manuscripts and meeting with visiting speakers?
10. How long do you think it should take me to get my degree?
11. What are your former graduate students (if any) doing now?
12. What is your general philosophy of graduate training and what goals do you have for your graduate students?

III. MASTERS DEGREE REQUIREMENTS

Program Basics and Timeline

Some students enter the program and stop after earning a master's (MS) degree. Others will first earn a MS degree and then enter the PhD program. In each case the steps to earning the MS are identical.

During the first year, students assemble an advisory committee in consultation with their major advisor. Masters students must have 3 committee members and at least one must be from outside the Department of Integrative Biology.

During the first year students meet with their committees to complete the graduate Certification Form <https://integrativebiology.wisc.edu/wp-content/uploads/sites/214/2021/06/Masters-Certification-Form.pdf>. This is a formal venue in which the student and committee discuss the student's broad research interests and goals. The committee reviews the student's background, identifies areas to be strengthened during the course of the degree program, and makes recommendations.

MS students must prepare a Research Report based on original research. The specific details of the research project are critiqued and approved by the student's committee during formal annual meetings. Students must defend a written thesis or research report by the end of their 3rd year.

As part of proposal and defense meetings the advisory committee completes the rubric available at https://integrativebiology.wisc.edu/wp-content/uploads/sites/214/2017/06/Rubric_for_Masters_PhD.pdf

In addition to completing a research project MS students must take courses and seminars to fulfill required research credits established by the Graduate School. To earn a Master's Degree students must complete 30 credits. 16 of those 30 credits must come from courses designed for graduate students (listed below). Specific courses are approved by the student's advisor or advisory committee and depend on the student's research area, interests and goals. In keeping with the diverse areas of research and training for students in Integrative Biology, students may additionally take other courses that have been identified as graduate-level to meet this requirement. Graduate work in Integrative Biology may include any courses numbered 700 and above including the following:

Zoology 725: Ecosystem Concepts Zoology 750: Problems in Oceanography Zoology 765: Developmental Neuroscience Zoology 799: Independent Study Zoology 820: Foundations of Evolution Zoology 879: Advanced Landscape Ecology Zoology 911: Limnology and Marine Science Seminar Zoology 950: Interdisciplinary Seminar in Animal Behavior Zoology 953: Introduction to Ecology Research at UW-Madison Zoology 954: Seminar in Endocrinology-Reproductive Physiology Zoology 955: Seminar-Limnology Zoology 956: Seminar-Ecology Zoology 957: Seminar-Evolution Zoology 958: Seminar-Biophysical and Physiological Ecology Zoology 960: Seminar in Cellular Biology Zoology 962: Seminar-Ethology Zoology 965: Seminar in Developmental Biology Zoology 980: Earth System Science Seminar Zoology 990: Research

It is expected that a MS student will complete the thesis or research report by the end of the 3rd academic year. If this is not accomplished by the end of the summer following the 3rd academic year, the major professor must present a written statement to the Director of Graduate Studies that explains why the MS has not been completed and describes plans that the student and the student's advisory committee have agreed upon to ensure completion, including specific expectations, dates for completion and consequences should expectations not be met. Continuation in the program beyond 4 years will be at the discretion of the mentor and advisory committee. Five years is the outside limit by which a student must complete the MS degree.

Statement of Rights and Responsibilities It is the responsibility of the graduate student to make sure that all requirements, time targets, and time limits are met. Students can expect their advisor/major professor and advisory committee to be available for necessary and required meetings and exams. If the student encounters difficulty in assembling all designates for certification or examinations, other graduate faculty can readily be substituted by the student and their advisor/major professor. Students who experience problems in setting up meetings should seek assistance from the departmental Graduate Student Coordinator or the Director of Graduate Studies.

Supervision of progress is accomplished by requiring that at least once a year the student meet with their Major Professor and Advisory Committee to review the positive and negative aspects of their performance. The opinion of the Major Professor and or the Advisory Committee is recorded on the annual Student Progress Report and filed every spring semester. Students are barred from registering for classes until a completed report is on file that indicates that the student is making satisfactory progress <https://integrativebiology.wisc.edu/wp-content/uploads/sites/214/2022/11/Fillable-Progress-Report-1.pdf>.

An average record of B or better in all work taken as a Graduate Student is required by the Department of Integrative Biology (grades of P and S are for this purpose considered to be satisfactory at the B level; grades of Incomplete are considered for this purpose to be unsatisfactory if they are not removed during the following semester of residence). For other requirements, such as residence and credit load, the Graduate School rules apply.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion grad.wisc.edu/acadpolicy/#probation. In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor.

See **Learning Goals** listed in Program Overview portion of handbook (Section I).

Choosing Advisor/Co-Advisor, Committee and Topic/Project

See Advising portion of handbook (Section II)

Process for continuing to PhD

Should a student wish to pursue a PhD after earning a MS, they should discuss this option with the advisor. Admission to the PhD program is contingent upon being accepted by an individual faculty advisor and approval by the admissions committee.

Checklist for Thesis/Defense/Graduation

A warrant is a program's recommendation that a student be granted a master's degree and is the Graduate School's notification that a student has met both the Graduate School and the program requirements. Warrants must be requested by students at least 3 weeks prior to MS defense meetings. To notify the Graduate Student Coordinator of intent to request a warrant follow this link https://uwmadison.co1.qualtrics.com/jfe/form/SV_9uZeeZ84x1mOxKZ. Once received from the Graduate School, the Graduate Student Coordinator will notify the student to pick up the warrant in B154 Birge Hall. The warrant must be returned to the Graduate School with faculty signatures upon completion of the degree requirements.

Graduate School deadlines/time limits (including graduation deadlines) can be found here grad.wisc.edu/currentstudents/degreedeadlines/.

Thesis and project guidelines and requirements are provided by the advisory committee and samples can be requested from the committee or found in the UW-Madison Library Catalog <https://www.library.wisc.edu/find/dissertations/>.

Graduate School Master's Thesis Format Guidelines can be found at this link <https://grad.wisc.edu/current-students/masters-guide/>

IV. DOCTORAL DEGREE REQUIREMENTS

Program Basics

Program expectations and the timeline for completion are described below.

Choosing Advisor, Committee, and Topic

During the first year, students assemble an advisory committee in consultation with their major advisor. PhD students must have 5 committee members and at least one must be from outside the Department of Integrative Biology (4 members are acceptable for the certification meeting and qualifying exam). For more information, see Advising portion of handbook (Section II).

Certification During the first year students meet with the advisory committee to complete the graduate Certification Form <https://integrativebiology.wisc.edu/wp-content/uploads/sites/214/2021/06/Ph.D.-Certification-Form-1.pdf>. This is a formal venue in which the student and committee discuss the student's broad research interests and goals. The committee reviews the student's background and identifies areas to be strengthened during the course of the degree program and makes recommendations. Note: Some committees ask students to combine the certification meeting with the qualifying exam.

Qualifying Exam During the first or second year, PhD students are expected to take a Qualifying Exam. This is a test (typically an oral examination) of a student's knowledge in their chosen field of research and in Biological Sciences more broadly. The test is used diagnostically by the student's committee to assess whether the student is prepared to pursue the PhD and to identify deficiencies and strengths. The committee then recommends or requires courses or suggests other methods to fill knowledge gaps or to provide needed skills (e.g., a student may be asked to serve as a teaching assistant for a particular course to fill knowledge gaps and improve scientific communication skills). Should a student perform poorly on this exam, the committee may fail the student. If a student fails they may retake the exam once (within 2 semesters). Note: Some committees ask students to combine the qualifying exam meeting with the preliminary exam.

Preliminary Exam By the end of the third year, PhD students meet with the advisory committee to defend a written dissertation research proposal. The proposal defense is referred to as a "preliminary examination" or Prelim. Students must demonstrate sufficient background and understanding needed to complete the proposed research. Normally the proposal will contain preliminary data indicating feasibility of the project; however the Prelim exam should be taken prior to completion of the bulk of the work so that the committee is able to critique, suggest modification to, and agree upon the proposed work. Specific guidelines and requirements are specified by the advisory committee. Should a student perform poorly on this exam, the committee may fail the student. If a student fails they may retake the exam once (within 2 semesters). Prior to taking the prelim exam students must request a "warrant" available here https://uwmadison.co1.qualtrics.com/jfe/form/SV_9uZeeZ84x1mOxKZ and detailed below under Checklist for Dissertation/Defense/Graduation. As part of proposal and defense meetings the advisory committee completes the rubric available at https://integrativebiology.wisc.edu/wp-content/uploads/sites/214/2017/06/Rubric_for_Masters_PhD.pdf

Dissertator Status Dissertator Status is achieved in the semester following the Preliminary Exam. Once students have achieved dissertator status, they must enroll continuously (every fall and spring semester) for exactly 3

credits (no more, no less). Dissertator is a unique fee status for students who have completed all requirements for a doctoral degree except for the dissertation. To be eligible for dissertator fee status, a student must:

- Pass the Preliminary Exam;
- Satisfy the 32 credit minimum doctoral graduate residence requirement;
- Complete all minor requirements;
- Complete all program requirements except the dissertation and teaching requirement;
- Clear all Incomplete grades or Progress grades in non-research courses (progress grades in 990 research may remain);
- Earn at least a 3.0 cumulative graduate GPA;
- Return the signed and dated Preliminary Exam warrant to the Graduate School.

Note: Once a student achieves dissertator status there is a substantial reduction in university segregated fees (SEG fees) that students are required to pay (see *Tuition Remission and Payment of Segregated Fees* Below).

For more information on dissertator status visit: <https://grad.wisc.edu/documents/dissertator-status/>

Dissertation and Oral Defense PhD students are expected to meet with their committees to defend a written dissertation during year four or five. Students are also required to present their dissertation research in a public venue (e.g., in the Biology Seminar series). Students must defend the dissertation within 10 years (see Time to completion below). Dissertation guidelines and requirements are provided by the advisory committee and samples can be requested from the committee or found in the UW-Madison Library Catalog <https://www.library.wisc.edu/find/dissertations/>.

Graduate School Doctoral Dissertation Format Guidelines can be found at this link <https://grad.wisc.edu/current-students/doctoral-guide/>

After completion the Dissertation must be deposited with the Graduate School <https://grad.wisc.edu/current-students/doctoral-guide/>

Evaluation and Assessment As part of proposal and defense meetings the advisory committee completes the rubric available at https://integrativebiology.wisc.edu/wp-content/uploads/sites/214/2017/06/Rubric_for_Masters_PhD.pdf

Teaching Requirement

PhD Students are required to teach at least one semester.

Course Requirements

PhD students must take courses and seminars to fulfill required research credits established by the Graduate School. For those students entering the Department of Integrative Biology during or after Fall 2014, more than 50% of credits (26 for a Ph.D.) applied towards the graduate degree credit requirement must be with courses designed for graduate work. Specific courses (listed below) are approved by the student's advisor or advisory committee and depend on the student's research area, interests and goals. In keeping with the diverse areas of research and training for students in Integrative Biology, students may additionally take other courses that have been identified as graduate-level to meet this requirement. Graduate work in the department may include any courses numbered 700 and above including the following:

Zoology 725: Ecosystem Concepts Zoology 750: Problems in Oceanography Zoology 765: Developmental Neuroscience Zoology 799: Independent Study Zoology 820: Foundations of Evolution Zoology 879: Advanced Landscape Ecology Zoology 911: Limnology and Marine Science Seminar Zoology 950: Interdisciplinary Seminar in Animal Behavior Zoology 953: Introduction to Ecology Research at UW-Madison Zoology 954: Seminar in Endocrinology-Reproductive Physiology Zoology 955: Seminar-Limnology Zoology 956: Seminar-Ecology Zoology 957: Seminar-Evolution Zoology 958: Seminar-Biophysical and Physiological Ecology Zoology 960: Seminar in Cellular Biology Zoology 962: Seminar-Ethology Zoology 965: Seminar in Developmental Biology Zoology 980: Earth System Science Seminar Zoology 990: Research

Minor Options

Students earning a PhD must also select one of two minor options; “external” or “distributed”. The Graduate School’s minimum course requirements for the minor include: **a.** an average GPA of 3.00 on all minor course work, **b.** course work must be graduate level (the equivalent of UW-Madison courses 300 level or above; no audits or pass/fail), **c.** maximum 3 credits of independent study (e.g., 699, 799, 899, 999), **d.** research and thesis cannot be used to satisfy the minor (e.g., 790, 890, 990), **e.** no more than 5 credits of course work completed more than 5 years prior to admission to the Ph.D.; course work taken 10 years ago or more may not be used.

The Option A (“external”) minor requires 9 credits taken in a department other than the Department of Integrative Biology, as specified by that department. The Option A minor must be approved by the Minor Professor or the departmental chair of the minor department (see Graduate School Catalog). These are part of the total credits required to graduate (not in addition to those credits).

The Option B (“distributed”) minor requires 9 credits taken in one or more departments forming a coherent topic and can include course work done in the Department of Integrative Biology. The Option B minor requires approval of the Chair of the Department of Integrative Biology (see Graduate School Catalog). These are part of the total credits required to graduate (not in addition to those credits).

Time to completion It is expected that a Ph.D. student will defend the dissertation by the end of the 5th academic year. If this is not accomplished by the end of the summer following the 6th academic year, the student’s mentor must present a written statement to the Director of Graduate Studies that explains why the Ph.D. has not been completed and describes plans that the student and the student’s advisory committee have agreed upon to ensure completion, including specific expectations, dates for completion and consequences should expectations not be met. Continuation in the program beyond 8 years will be at the discretion of the mentor and advisory committee. 10 years is the outside limit by which a student must complete the Ph.D. degree.

Statement of Rights and Responsibilities It is the responsibility of the graduate student to make sure that all requirements, time targets, and time limits are met. Students can expect their advisor/major professor and advisory committee to be available for necessary and required meetings and exams. If the student encounters difficulty in assembling all designates for certification or examinations, other graduate faculty can readily be substituted by the student and their advisor/major professor. Students who experience problems in setting up meetings should seek assistance from the departmental Graduate Student Coordinator or the Director of Graduate Studies.

Supervision of progress is accomplished by requiring that at least once a year the student meet with their Major Professor and Advisory Committee to review the positive and negative aspects of their performance. The opinion of the Major Professor and or the Advisory Committee is recorded on the annual Student Progress Report and filed every spring semester. Students are barred from registering for classes until a completed report is on file

that indicates that the student is making satisfactory progress <https://integrativebiology.wisc.edu/wp-content/uploads/sites/214/2022/11/Fillable-Progress-Report-1.pdf>.

An average record of B or better in all work taken as a Graduate Student is required by the Department of Integrative Biology (grades of P and S are for this purpose considered to be satisfactory at the B level; grades of Incomplete are considered for this purpose to be unsatisfactory if they are not removed during the following semester of residence). For other requirements, such as residence and credit load, the Graduate School rules apply.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion <https://grad.wisc.edu/documents/probation/>.

In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor.

Graduate School deadlines/time limits (including graduation deadlines) can be found here grad.wisc.edu/currentstudents/degreedeadlines/.

See **Learning Goals** listed in Program Overview portion of handbook (Section I).

Additional Program Requirements/Opportunities

A goal of the graduate program is to provide students with diverse training that will prepare them for a range of flexible and sustainable careers (e.g., academia, industry, government, science policy and administration, science commerce, science writing, law, and science education and outreach at all levels). There are multiple opportunities for students to gain such training, including earning a Delta teaching certificate, through internships (e.g., in science writing), earning a master's degree in another area (e.g., biostatistics, biotechnology) or collaborating with a nonacademic partner. Students will also have opportunities to attend multiple seminars on campus, to attend and present at scientific conferences, to publish, and to engage in scientific outreach and education. Students are welcome to seek such opportunities and should then discuss them with the advisory committee to incorporate them into the overall graduate training plan.

Checklist for Dissertation/Defense/Graduation

A warrant is a program's recommendation that a student be admitted to doctoral candidacy (a preliminary examination warrant) or be granted a PhD and is the Graduate School's notification that a student has met both the Graduate School and the program requirements. Warrants must be requested by students at least 3 weeks prior to the prelim exam and the dissertation defense meetings. To notify the Graduate Student Coordinator of intent to request a warrant follow this link https://uwmadison.co1.qualtrics.com/jfe/form/SV_9uZeeZ84x1mOxKZ Once received from the Graduate School, the Graduate Student Coordinator will notify the student to pick up the warrant in B154 Birge Hall. The warrant must be returned to the Graduate School with faculty signatures upon completion of the degree requirements.

V. ENROLLMENT

Enrollment Requirements

The Graduate School considers full-time enrollment to be 8-15 graded credits taken at 300 or above, excluding pass/fail and audit, during the fall and spring semesters, and 4-12 credits during the summer term. If students elect not to enroll as full-time students as defined by the Graduate School, they are responsible for knowing about possible obligations that may require full-time status. Such obligations may include visa eligibility, fellowships,

assistantships, financial aid, external funding agencies, and program satisfactory progress requirements. For more information on minimum credit requirements visit: <https://grad.wisc.edu/documents/enrollment-requirements/>

For **master's students** entering the Department of Integrative Biology **before the Fall 2014 semester**, a minimum of 18 graduate credits is required: 6 must be earned in formal courses (other than research / seminars / conferences). Of the 18 credits, 14 (research and seminars included) must be taken in the department.

For **master's students** entering the Department of Integrative Biology **during or after the Fall 2014 semester**, a minimum of 30 graduate credits is required. Of the 30 credits, 16 credits must come from the department specific courses listed in the Timeline for Satisfactory Progress.

For **Ph.D. students** entering Department of Integrative Biology **before the Fall 2014 semester**, there are no minimum degree requirements for a Ph.D., but dissertator status will not be granted until after 32 credits have been completed.

For **Ph.D. students** entering the Department of Integrative Biology **during or after the Fall 2014 semester**, 51 credits must be completed to earn a Ph.D. Of those 51 credits, at least 26 credits must come from the department specific courses listed in the Timeline for Satisfactory Progress.

Auditing Courses

Graduate School policy on Auditing Courses may be found at <https://grad.wisc.edu/documents/auditing-courses/>

Continuous Enrollment

Graduate School policy on Continuous Enrollment may be found at <https://grad.wisc.edu/documents/continuous-enrollment-requirement/>

Residence for Tuition Purposes

Residency is used to determine tuition rates on campus. The details of the Graduate School Residency for Tuition Purposes can be found here as well as the full Registrar's Office policy.

<https://grad.wisc.edu/acadpolicy/#residencefortuitionpurposesregistrar.wisc.edu/residence.htm>

Transfer of Graduate Work from Other Institutions

Master's Students

For those students with MS degree coursework from another institution, the committee may choose to count up to 14 credits of coursework from another institution. Typically committees will choose to cap graduate coursework from another institution at a lower level than 14 credits, but this is a committee decision to be made on a case by case basis. Note that these courses will not appear on a UW transcript. Major advisors must sign off on credits and inform the Graduate Student Coordinator that outside credits intend to be used so the Graduate Coordinator can notify the Graduate School.

PhD Students

With committee approval, students are allowed to count no more than 19 credits of graduate coursework from other institutions to complete their minimum PhD credit requirements. Coursework earned five or more years prior to admission to a master's degree or earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements. Typically committees will choose to cap coursework from another institution at a lower level than 19 credits, but this is a committee decision to be made on a case by case basis. Note that these courses will not appear on a UW transcript. The student must first complete 32 residence requirements and any

other requirements in preparation of dissertator status before transferring credits. Major advisors must sign off on credits and inform the Graduate Student Coordinator that outside credits intend to be used so the Graduate Coordinator can notify the Graduate School.

Graduate School policy on Transfer of Graduate Work from Other Institutions may be found at:

<https://grad.wisc.edu/documents/transfer-of-graduate-work-from-other-institutions/>

VI. SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS

Requirements for satisfactory progress are detailed above in Sections III. MASTERS DEGREE REQUIREMENTS and IV. DOCTORAL DEGREE REQUIREMENTS. Also see grad.wisc.edu/catalog/degreq_criteria.htm for the Graduate School's minimum requirements. Note that in some cases the Integrative Biology Graduate Program requirements exceed the Graduate School's minimum requirements.

A student's failure to comply with the above mentioned expectations for satisfactory progress may result in disciplinary action or dismissal (also detailed in Sections III. and IV.). If students fail to make satisfactory progress (as identified during committee meetings, by the advisor, in the annual progress reports, or as reflected in grades or coursework) the student may be asked to leave the program immediately. Alternatively, a student's advisor may present a written statement to the Director of Graduate Studies that explains why the student has not made satisfactory progress and describes plans that the student and the student's advisory committee have agreed upon to allow the student to remain in the program. This statement should include specific expectations, dates for completion and consequences should expectations not be met. Continuation in the Graduate School is at the discretion of a student's program, the Graduate School, and a student's faculty advisor.

VII. SATISFACTORY PROGRESS - CONDUCT EXPECTATIONS

Professional Conduct

All students are expected to adhere to the highest standards of professional behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while in Graduate School at UW-Madison, in all professional settings, and in their personal lives. Students should conduct themselves according to the standards expected of members of the profession to which the student aspires. Concerns about infractions of Professional Conduct may be effectively handled informally between the instructor/advisor and the student. If a resolution is not achieved, a graduate program representative may be included in the discussion. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

1. **Professional Ethics:** Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the program; and strive to incorporate and practice disciplinary ideals in their daily lives. Resumes/CVs must reflect accurate information.
2. **Honesty and Integrity:** Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, conduct research with approved licenses and / or protocols (e.g., from the Institutional Animal Care and Use Committee, the Department of Natural Resources or other agencies). Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of

their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole.

3. **Interpersonal and Workplace Relationships:** Students shall interact with peers, faculty, staff and those they encounter in their professional capacity in a manner that is respectful, considerate, and professional. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to the team, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for termination or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.
4. **Commitment to Learning:** Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for every class and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critiques, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work.
5. **Professional Appearance:** Students shall dress as appropriate to the environment (e.g., wear protective clothing in laboratory or field research settings; wear appropriately professional clothes at scientific conferences or when presenting to the general public).

This graduate program, the Graduate School, and the Division of Student Life all uphold the UW-System policies and procedures in place for academic and non-academic misconduct. In addition, graduate students are held to the same standards of responsible conduct of research as faculty and staff. Furthermore, unprofessional behavior towards clients/subjects, faculty, staff, peers and public are significant issues in the evaluation and promotion of students. In turn, we hold expectations for the highest level of academic integrity and expect professional, ethical, and respectful conduct in all interactions. Students may be disciplined or dismissed from the graduate program for misconduct or disregard for professional conduct expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

Academic Misconduct

Academic misconduct is an act in which a student (UWS 14.03(1)):

1. seeks to claim credit for the work or efforts of another without authorization or citation;
2. uses unauthorized materials or fabricated data in any academic exercise;
3. forges or falsifies academic documents or records;
4. intentionally impedes or damages the academic work of others;
5. engages in conduct aimed at making false representation of a student's academic performance; or
6. assists other students in any of these acts.

Examples of academic misconduct include but are not limited to:

1. cutting and pasting text from the Web without quotation marks or proper citation;
2. paraphrasing from the Web without crediting the source;
3. using notes or a programmable calculator in an exam when such use is not allowed;
4. using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator;
5. stealing examinations or course materials;
6. changing or creating data in a lab experiment;
7. altering a transcript;
8. signing another person's name to an attendance sheet;
9. hiding a book knowing that another student needs it to prepare for an assignment;
10. collaboration that is contrary to the stated rules of the course; or
11. tampering with a lab experiment or computer program of another student.

Additional information regarding Academic Misconduct:

Graduate School Policy & Procedure: Misconduct, Academic: <https://grad.wisc.edu/documents/misconduct-academic/>

Dean of Students Office: Information for Students: How to Avoid Academic Misconduct? What Happens If I engage in Academic Misconduct? What Should I do If I know a Classmate is Cheating?
<https://conduct.students.wisc.edu/academic-misconduct/>

Dean of Students Office: Academic Misconduct Flowchart: https://conduct.students.wisc.edu/wp-content/uploads/sites/274/2016/08/Academic_Integrity_Flowchart.png

University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures:
https://docs.legis.wisconsin.gov/code/admin_code/uws/14

Also see the academic integrity site at: <https://conduct.students.wisc.edu/academic-misconduct/student-resources-for-academic-integrity/>

Non-Academic Misconduct

The university may discipline a student in non-academic matters in the following situations:

1. for conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
2. for stalking or harassment;
3. for conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
4. for conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;
5. for unauthorized possession of university property or property of another member of the university community or guest;
6. for acts which violate the provisions of UWS 18, Conduct on University Lands;
7. for knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
8. for violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

Examples of non-academic misconduct include but are not limited to:

1. engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
2. attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
3. attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
4. selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
5. removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
6. preventing or blocking physical entry to or exit from a university building, corridor, or room;
7. engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
8. obstructing a university officer or employee engaged in the lawful performance of duties;
9. obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;
10. knowingly disrupting access to university computing resources or misusing university computing resources;
11. downloading inappropriate or pirated content onto university computers

Additional information regarding Non-Academic Misconduct

Graduate School Academic Policies & Procedures: Misconduct, Non-Academic:
<https://grad.wisc.edu/documents/misconduct-nonacademic/>

Dean of Students Office: Non-Academic Misconduct Process
<https://doso.students.wisc.edu/>

University of Wisconsin System: Chapter UWS 17: Student Non-Academic Disciplinary Procedures:
https://docs.legis.wisconsin.gov/code/admin_code/uws/17.pdf

University of Wisconsin System: Chapter UWS 18: Conduct on University Lands:
http://docs.legis.wisconsin.gov/code/admin_code/uws/18.pdf

Research Misconduct

Much of graduate education is carried out not in classrooms, but in laboratories and other research venues, often supported by federal or other external funding sources. Indeed, it is often difficult to distinguish between academic misconduct and cases of research misconduct. Graduate students are held to the same standards of responsible conduct of research as faculty and staff. The Graduate School is responsible for investigating allegations of research misconduct. This is often done in consultation with the Division of Student Life as well as with federal and state agencies to monitor, investigate, determine sanctions, and train about the responsible conduct of research. For more information, contact the Associate Vice Chancellor for Research Policy, 333 Bascom Hall, (608) 262-1044.

Please see section on “Grievance Procedures and Misconduct Reporting” for further information on reporting research misconduct of others. Here are links for additional information regarding Research Misconduct and

Responsible Conduct:

Graduate School Policies & Procedures: Responsible Conduct of Research
<https://grad.wisc.edu/documents/responsible-conduct-of-research/>

Office of the Vice Chancellor for Research and Graduate Education's - Office of Research Policy: Introduction & Guide to Resources on Research Ethics:
research.wisc.edu/respolcomp/resethics/

Office of the Vice Chancellor for Research and Graduate Education's Office of Research Policy: Policies, Responsibilities, and Procedures: Reporting Research Misconduct
kb.wisc.edu/gsadminkb/page.php?id=34486

Office of the Vice Chancellor for Research and Graduate Education's Office of Research Policy: Policies, Responsibilities, and Procedures: Responsible Conduct of Research Resources
<https://kb.wisc.edu/gsadminkb/page.php?id=34483>

VIII. DISCIPLINARY ACTION AND DISMISSAL

Failure to meet the program's academic or conduct expectations can result in disciplinary action including immediate dismissal from the program. If a student is not making satisfactory progress in regards to academic or conduct expectations, the advisor will consult with the student's advisory committee and the Director of Graduate Studies to determine if disciplinary action or dismissal is recommended.

Students may be disciplined or dismissed from the graduate program for any type of misconduct (academic, non-academic, professional, or research) or failure to meet program expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Concerns about infractions of the Professional Conduct may be effectively handled informally between the student and the advisor/faculty member. However, if a resolution is not achieved, the issue may be advanced for further review by the program.

Additional information on consequences for students that fail to make satisfactory progress is detailed in Sections III. MASTERS DEGREE REQUIREMENTS, IV. DOCTORAL DEGREE REQUIREMENTS, and VI SATISFACTORY PROGRESS above.

Process / Committee / Possible Sanctions

The Department of Integrative Biology's Graduate Program Executive Committee administers the regulations established by the faculty. It makes sure students are meeting the program expectations and imposes sanctions when appropriate. Faculty and faculty committees determine whether the quality of a student's work and conduct are satisfactory, while the Graduate Program Executive Committee determines whether the student is satisfying the academic requirements in a timely fashion and meeting program conduct expectations. Students who are falling behind academically or not meeting conduct expectations are first warned, and receive in writing a description of plans that the student and the student's advisory committee have agreed upon to allow the student to remain in the program. This statement should include specific expectations, dates for completion and consequences should expectations not be met. Students are dropped from the program if they cannot complete the requirements or remedy their conduct. Within boundaries set by the faculty, the Graduate Program Executive Committee is authorized to take account of individual circumstances and problems, and to grant extensions of deadlines and waivers of requirements.

Disciplinary Actions

Depending on the situation/program, the Graduate Program will consider one or more of the following as possible disciplinary action options (details in Sections III. MASTERS DEGREE REQUIREMENTS, IV. DOCTORAL DEGREE REQUIREMENTS, VI. SATISFACTORY PROGRESS, and VIII. DISCIPLINARY ACTION AND DISMISSAL above).

- Written reprimand
- Denial of specified privilege(s)
- Imposition of reasonable terms and conditions on continued student status
- Removal of funding
- Probation
- Restitution
- Removal of the student from the course(s) in progress
- Failure to promote
- Withdrawal of an offer of admission
- Placement on Leave of Absence for a determined amount of time
- Suspension from the program for up to one year with the stipulation that remedial activities may be prescribed as a condition of later readmission. Students who meet the readmission condition must apply for readmission and the student will be admitted only on a space available basis. See the Graduate School Academic Policies & Procedures: Readmission to Graduate School: <https://grad.wisc.edu/documents/readmission/>
- Suspension from the program. The suspensions may range from one semester to four years.
- Dismissal from the program
- Denial of a degree

Depending on the situation, the Division of Student Life could also advance or explore possible disciplinary action options. Depending on the type and nature of the misconduct, the Division of Student Life may also have grounds to do one or more of the following:

- Reprimand
- Probation
- Suspension
- Expulsion
- Restitution
- A zero or failing grade on an assignment on an assignment/exam
- A lower grade or failure in the course
- Removal from course
- Enrollment restrictions in a course/program
- Conditions/terms of continuing as a student

IX. GRIEVANCE PROCEDURES & REPORTING MISCONDUCT AND CRIME

Grievance Procedures

If a student in the Department of Integrative Biology feels unfairly treated or aggrieved by faculty, staff, or another student, the department follows the grievance procedures outlined by the Graduate School <https://grad.wisc.edu/documents/grievances-and-appeals/> under Grievances and Appeals. The University offers several avenues to resolve a grievance. Students' concerns about unfair treatment are best handled directly with

the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). Students can also discuss concerns related to mentor-mentee relations, degree progress, or programmatic requirements to the Director of Graduate Studies or the Graduate Program Coordinator. For more information see the Graduate School Academic Policies & Procedures: Grievances & Appeals: <https://grad.wisc.edu/documents/grievances-and-appeals/>

Procedures for proper accounting of student grievances:

1. The student is encouraged to speak first with the person toward whom the grievance is directed to see if a situation can be resolved at this level.
2. Should a satisfactory resolution not be achieved, the student should contact the program's Director of Graduate Studies or the Chair of the Department to discuss the grievance. The Director of Graduate Studies or Chair will facilitate problem resolution through informal channels and facilitate any complaints or issues of students. The first attempt is to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with their faculty advisors regarding concerns or difficulties if necessary. University resources for sexual harassment, discrimination, disability accommodations, and other related concerns can be found at these websites below.
3. Other campus resources include
 - The Graduate School - grad.wisc.edu
 - McBurney Disability Resource Center - mcburney.wisc.edu
 - Employee Disabilities Resources- oed.wisc.edu
 - Employee Assistance Office - eao.wisc.edu
 - Ombuds Office - ombuds.wisc.edu
 - University Health Services – uhs.wisc.edu
 - UW Division of Diversity, Equity & Educational Achievement - <https://diversity.wisc.edu/>
4. If the issue is not resolved to the student's satisfaction the student can submit the grievance to the Director of Graduate Studies and Chair of the Department in writing, within 60 calendar days of the alleged unfair treatment.
5. On receipt of a written complaint, a faculty committee will be convened by the Director of Graduate Studies to manage the grievance. The Graduate Program Executive Committee will obtain a written response from the person toward whom the complaint is directed. This response will be shared with the person filing the grievance.
6. The Graduate Program Executive Committee will determine a decision regarding the grievance. The Director of Graduate Studies will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received.
7. At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the Graduate Program Executive Committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the School/College.
8. Documentation of the grievance will be stored for at least 7 years. Significant grievances that set a precedent will be stored indefinitely.

The Graduate School has procedures for students wishing to appeal a grievance decision made at the school/college level. These policies are described in the Graduate School's Academic Policies and Procedures: <https://grad.wisc.edu/documents/grievances-and-appeals/>

Reporting Misconduct and Crime

The campus has established policies governing student conduct, academic dishonesty, discrimination, and harassment/abuse as well as specific reporting requirements in certain cases. If you have a grievance regarding unfair treatment towards yourself, please reference the procedures and resources identified above. If you learn about, observe, or witness misconduct or other wrongdoing you may be required to report that misconduct or abuse. Depending on the situation, it may be appropriate to consult with your advisor, the Director of Graduate Studies, the Graduate Program Coordinator, the Chair of the Department or other campus resources (such as the [UW Office of Equity and Diversity](#), [Graduate School](#), [Mc Burney Disability Resource Center](#), [Employee Assistance Office](#), [Ombuds Office](#), and [University Health Services](#)).

Research Misconduct Reporting

The University of Wisconsin-Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Graduate students and research associates are among the most vulnerable groups when reporting misconduct because their source of financial support and the progress in their careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the consequences of reporting wrongdoing and be informed of their rights. Please find full details at research.wisc.edu/respolcomp/resethics/

Academic Misconduct Reporting

If you know a classmate is cheating on an exam or other academic exercise, notify your professor, teaching assistant or proctor of the exam. As a part of the university community, you are expected to uphold the standards of the university. Also, consider how your classmate's dishonesty may affect the overall grading curve and integrity of the program.

Sexual Assault Reporting

UW-Madison prohibits sexual harassment, sexual assault, dating violence, domestic violence, and stalking. These offenses violate UW-Madison policies and are subject to disciplinary action. Sanctions can range from reprimand to expulsion from UW-Madison. In many cases, these offenses also violate Wisconsin criminal law and could lead to arrest and criminal prosecution.

Students who experience sexual harassment, sexual assault, domestic violence, dating violence, and/or stalking have many options and services available to them on and off campus, including mental health counseling, victim advocacy and access to the criminal and campus disciplinary systems. For a list of confidential support and reporting options, please visit <https://www.uhs.wisc.edu/survivor-services/sexual-assault/>.

Faculty, staff, teaching assistants, and others who work directly with students at UW-Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials for statistical purposes. In addition, disclosures made to certain university employees, such as academic advisors or university administrators, may be forwarded to the campus Title IX coordinator for a response. For more information, please visit <https://students.wisc.edu/>.

Child Abuse Reporting

As a UW-Madison employee (under [Wisconsin Executive Order #54](#)), you are required to immediately report child abuse or neglect to Child Protective Services (CPS) or law enforcement if, in the course of employment, the employee observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. Volunteers working for UW-Madison sponsored programs or activities are also expected to report suspected abuse or neglect. Please find full details at <https://youthsafety.wisc.edu/report-child-abuse/>

Reporting and Response to Incidents of Bias/Hate

The University of Wisconsin-Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. <https://doso.students.wisc.edu/services/bias-reporting-process/>

X. ACADEMIC EXCEPTION PETITION

Academic exceptions are considered on an individual case by case basis and should not be considered a precedent. Deviations from normal progress are highly discouraged, but the program recognizes that there are in some cases extenuating academic and personal circumstances. Petitions for course exceptions/substitutions or exceptions to the Satisfactory Progress Expectations (academic or conduct) shall be directed to the Advisory Committee. Final approval is granted by the Graduate Program Executive Committee. The following procedures apply to all petitions:

1. The specific requirement/rule/expectation pertinent to the petition must be identified.
2. The student's academic advisor must provide written support for the petition.
3. All course work substitutions and equivalencies will be decided by the student's advisory committee and approved by the Graduate Program Executive Committee.

More generally, the Director of Graduate Studies, in consultation with the student's advisor, may grant extensions to normal progress requirements for students who face circumstances (similar to tenure extensions) as noted in university regulations, this includes childbirth, adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond one's personal control. Where warranted, the petition should provide good evidence of plans and ability to return to conformance with the standard and to acceptably complete the program. The normal extension will be one semester; anything beyond this will be granted *only in the event of highly extraordinary circumstances*. Extensions will be granted formally with a note of explanation to be placed in the student's file.

XI. FUNDING AND FINANCIAL INFORMATION

Overview: Funding Landscape

Many MS and PhD graduate students in our department are funded during at least part of their graduate study with an appointment of 33% or higher as teaching assistants (10 year average approx. 43%). Many also serve as research assistants (approx. 31%), receive competitive fellowships from federal or internal sources (12%) or are funded as trainees or project assistants. Nearly 100% of our students are funded for the 1st 4 years of training.

We guarantee all incoming students 5 year teaching assistant appointments, which in nearly all cases can be extended to cover a 6th year of training.

During the summer, many students are funded as research assistants or with summer research awards. A few are funded as teaching assistants. Students in the Integrative Biology Graduate Program can apply for summer research awards through several funds available through the Department of Integrative Biology <https://integrativebiology.wisc.edu/graduate-student-scholarships/>. Funding for international students and domestic students is the same.

The Department's payroll and benefits specialist, Laurel Buss laurel.buss@wisc.edu should be contacted with questions about funding.

Information on Guaranteed Funding

Students should contact their advisor to get more detailed information on their appointment for the upcoming year. The advisor will make decisions depending upon available funds.

Finding Funding Without Guaranteed Appointment

If you do not have a (guaranteed) appointment and are looking for funding to support your graduate studies, the Graduate School provides information at <https://grad.wisc.edu/funding/>

Graduate Assistantships (Teaching (TA), Project (PA), Research (RA), Lecturer positions (SA))

Process for awarding graduate assistantships

Graduate teaching assistantships (TAs) are guaranteed for 5 years for PhD students, and are available for MS students as well.

Graduate research assistantships (RAs) are typically funded by grants received by faculty in the department.

TA Responsibilities and Requirements

- TAs assist courses in many ways. They are expected to attend class and hold office hours, assist with grading and grade submission, and in many cases they run independent discussion sections or labs.
- TAs report to the faculty member running the course being taught.
- TAs are evaluated by students at the end of each semester
- Each semester, the Department of Integrative Biology designs workshops and training sessions to help both new and experienced TAs. Each training session aims to form a sense of community amongst TAs and provides a venue for returning, experienced TAs to share their experiences with new TAs to prepare them for the classroom.
- Teaching Assistants with no prior teaching experiences are appointed as standard TAs. Those who are dissertators with at least two semesters of teaching experience are appointed as Senior TAs. The only difference between the two appointments is the pay.

To hold a teaching assistant appointment, you must enroll in classes. If you do not have to maintain full time status, minimum enrollment for TAs is 2 credits (3 credits for dissertators) during the fall and spring semesters. If you have to be full time due to loan deferment or immigration status, etc. non-dissertator TAs with at least 33.33% must be enrolled for 6 credits, or those who hold an appointment of at least 50% must be enrolled for 4 credits. Dissertator TAs are considered full-time with 3 credits directly related to their dissertation. Maximum enrollment for PAs and TAs is 15 credits during the fall and spring semesters. All courses graduate students enroll must be 300-level or above and graded. For comprehensive information please see <https://grad.wisc.edu/acadpolicy/?policy=enrollmentrequirements>.

The Department of Integrative Biology works with teaching assistants to help them reach their full potential as instructors. If the faculty instructor or the coordinators see problems with the TA performance, these will be addressed after the TA evaluations. TAs will receive support and feedback to improve their performance. Well performing TAs are valuable assets to our department and we will reward their hard work with rehiring and award nominations.

TA and PA Collective Bargaining

A contract between the state and the Teaching Assistant's Association covering TAs and PAs is no longer in force; however, the university is continuing to use the terms of the contract until final university policies are adopted. Since the TAA no longer represents TAs and PAs, sections of the contract referring to "union" rights and responsibilities are no longer in effect. TAs and PAs can find policies in the contract related to: grievance

procedures; appointments; orientation, training, and evaluation; non-discrimination; termination; health and safety; and benefits, including sick leave, vacation, and leave of absence. <http://taa-madison.org/>

Stipend Levels and Paychecks

The RA and TA stipend rates are set by L&S and can be different for different departments. Current rates for TAs, PAs, RAs and LSAs can be found on the website for the Office of Human Resources: <https://www.ohr.wisc.edu/polproced/UTG/StuAsstApptT.html>

RAs can never hold more than a 50% RA appointment but domestic students can have concurrent appointments of TA and/or PA up to 75% as per Graduate School policy. International students can only hold 50% appointments.

Graduate assistants are paid on a monthly basis and stipends are usually deposited directly into student's bank accounts. You can authorize direct deposit by filling out the Authorization for Direct Deposit of Payroll form (uwservice.wisc.edu/docs/forms/pay-direct-deposit.pdf) and returning it to Laurel Buss, Payroll and Benefits Coordinator, 145 Noland Hall.

Tuition Remission and Payment of Segregated Fees

TAs, PAs, RA, and Lecturers (Students Assistants) with appointments of 33.3% or higher (approximately 13 hrs/week) receive remission of their full tuition (in- and out-of-state, as applicable). Students with these appointments are still responsible for paying segregated fees.

The term Segregated University Fee(s) describes charges in addition to instructional fees assessed to all students for services, programs and facilities that support the primary mission of the university. Segregated and other fee information can be found at <https://bursar.wisc.edu/tuition-and-fees>. These fees are reduced once a student attains dissertator status.

Health Insurance Benefits

TAs, PAs, RAs, and Lecturers (Student Assistants) with appointments of 33.3% or higher (approximately 13 hrs/week) for at least the length of a semester are eligible to enroll in a health insurance program. Information about health insurance options can be found at ohr.wisc.edu/benefits/new-emp/grad.aspx. Current monthly premiums can be found at <https://www.wisconsin.edu/ohrwd/benefits/premiums/>. Questions about health insurance and other benefits can be directed to Laurel Buss (laurel.buss@wisc.edu).

Maximum Appointment Levels

The Graduate School sets the maximum levels of graduate assistantship appointments. International students should be especially aware of maximum levels of employment. For more information on these policies, please visit <https://grad.wisc.edu/documents/maximum-levels-of-appointments/>.

Enrollment Requirements for Graduate Assistants

Students with graduate assistantships must be enrolled appropriately. Detailed information about enrollment requirements can be found in the Graduate School's academic policies at <https://grad.wisc.edu/documents/enrollment-requirements/>.

Fellowships

There are many different kinds of fellowships on campus. Some are awarded by the program, some are awarded by the school/college, and still others are awarded by the Graduate School. In addition, a number of students have applied for and won fellowships from federal agencies, professional organizations, and private foundations. The terms and conditions of fellowships across campus vary widely. If you have a fellowship, make sure you

understand the obligations and benefits of that fellowship, including stipend, health insurance eligibility, eligibility for tuition remission, pay schedule, etc.

Graduate School Fellowships

The Graduate School administers a number of different fellowships on campus, including: the University Fellowships, Chancellor's Fellowships, Mellon-Wisconsin Fellowships, the Dickie Fellowships, and a variety of external fellowships <https://grad.wisc.edu/funding/fellowships/> (scroll down).

Departmental/Campus Fellowships

The Department of Integrative Biology has several funds that are used to support graduate student research <https://integrativebiology.wisc.edu/graduate-student-scholarships/>. Proposals are evaluated annually, with a **deadline of 1 March**. Funds can be requested for research expenditures, travel expenses for research, and stipend support. Funds to support travel to meetings are available as John Jefferson Davis Travel Awards, which are applied for separately. The typical grants for research expenses and travel do not exceed \$3,500, although requests should be made for the funds needed regardless of the amount. Stipend support can be requested separately or in conjunction with funds for research expenses and travel. Stipend support can cover both summer and academic semesters, and can be granted up to the level of RA support. Given the value of stipends, applications from students must provide compelling justification, and the letter from the advisor must explicitly address the request in the context of other funding sources that are available. Given the limited funds available, the Awards Committee tries to use funds to foster independent graduate research. The most successful proposals have both strong scientific merit and compelling justification for how funds will impact the graduate student's research.

- **The funds that support graduate students:**
- **John Jefferson Davis Fund** - The Davis fund supports graduate research by providing money for travel to meetings and seminars. (Note that JJD Travel Funds for meetings have a separate [application](#).)
- **Rita and Kenneth Hoots Graduate Student Scholarship** - This scholarship was established to assist graduate students within the Department of Integrative Biology who have financial need.
- **Dr. Stanley Weinreb and Dr. Eva Lurie Weinreb Graduate Student Fellowship** - The fellowship are for candidates whose research is primarily in the areas of cell biology and anatomy with the emphasis on structure (ultrastructure) and function of the cell utilizing the tools of microscopy.
- **N. Netzer and B. Netzer Brouchoud Fund** - N. Netzer and B. Netzer Brouchoud were interested in birds, and this fund specifically supports research on wild bird populations.
- **Gary Quick Memorial Scholarship Fund in Integrative Biology** - For this scholarship preference will be given to a graduate student with interests in the area of Animal Behavior.
- **William C. Burns and Lemuel A. Fraser Teaching Enrichment Scholarship** - This scholarship was established to aid the Department of Integrative Biology in its support of graduate teaching assistants.

External Funding/Fellowships

We encourage all students to seek out and apply for funding from sources external to the university (e.g., federal agencies, professional organizations, private foundations). The Graduate School supports selected federal/private fellowships through the provision of tuition support and health insurance, list at <https://grad.wisc.edu/funding/fellowships/>.

The Graduate School also provides remission of the non-resident portion of students' tuition (if applicable) to students who win external fellowships that are payrolled through the university and provide an academic year (9-

month) stipend or an annual year (12-month) stipend.

Students should be aware that fellowships and awards from external sources will each have unique terms and conditions that you should take time to understand. Questions on external fellowships can be directed to the Office of Diversity, Inclusion and Funding. <https://grad.wisc.edu/funding/fellowships/>

The following are some sources of information on external funding:

1. Major external fellowships: <https://grad.wisc.edu/funding/external-fellowship-database/>
2. The Grants Information Collection (GIC) on the 2nd Floor of Memorial Library grants.library.wisc.edu/

The GIC is a great collection of print and on-line resources to help students find external fellowships and scholarships. You can learn how to set up a personalized profile on several on-line funding databases, and get regular notices of relevant funding opportunities. PLEASE REMEMBER: the timetable for identifying, applying for and receiving such external funding is generally quite long; plan on 9-12 months between the time you start your search and the time you may receive funding.

Once you find a fellowship, scholarship, or award to which you want to apply, consider contacting the Writing Center (<https://writing.wisc.edu/>). The Writing Center staff can provide valuable advice on crafting your application.

A student's advisory committee can also be a good source of information about funding opportunities.

Fellows with Concurrent Appointments

Students with fellowships payrolled through the university may hold concurrent graduate assistantships and/or student hourly appointments up to a total maximum combined annual stipend of \$60,134 (effective January 1, 2021 (current information available here <https://grad.wisc.edu/documents/maximum-levels-of-appointments/>)). Concurrent appointment policies will vary across external agencies, so please be sure to review the terms and conditions for your award. If you have any questions about concurrent work along with your fellowship, please feel free to contact the Office of Fellowships and Funding Resources.

Funding for Study Abroad

The Institute for Regional and International Studies provides information about opportunities for international research, grants, scholarships and other funding.

Funding for Conference/Research Travel

John Jefferson Davis Travel Awards are available from the Department of Integrative Biology <https://integrativebiology.wisc.edu/graduate-student-scholarships/> This Fund provides support for graduate student travel to meetings. Requests for travel support are considered by the Awards Committee twice a year, with application **deadlines of April 1 and October 1**. Typically, the awards are limited to \$800 for national (USA and Canada) and \$1000 for international travel, and funds are only awarded once to the same individual per year. Applicants are generally expected to give a paper or poster at meetings. For travel for research purposes, including field courses and visits to other institutions, applications should be made for a Graduate Research Grant; JJD Travel Awards are limited to meetings. Although discouraged, funds may be requested after expenses are incurred, within 3 months following a meeting. Finally, we encourage group requests (e.g., for a University vehicle).

Applicants must either be graduate students in the Department of Integrative Biology or have a faculty Advisor with at least a 50%-time appointment in Integrative Biology.

The Graduate School also provides a limited amount of funding for dissertators and final year MFA students whose research has been accepted for presentation at a conference. For more information about this funding, visit <https://grad.wisc.edu/funding/grants-competition/>.

In addition, the Graduate School runs the Travel Research Grants competition which provides funds to support travel related to your dissertation/thesis research. Students must be dissertators or final-year MFA students. For more information about this funding, visit <https://grad.wisc.edu/funding/grants-competition/>.

Loans

The Office of Student Financial Aid (OSFA) (finaid.wisc.edu/graduate-students.htm) assists graduate students whose personal and family resources are not adequate to cover the expenses involved in attending the University of Wisconsin-Madison. The office also provides counseling to help students manage their money effectively, information on other potential sources of financial assistance (such as employment), debt management counseling, and small short-term loans for emergency situations.

XII. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING

Local Resources for Professional Development and Career Planning

A goal of the Integrative Biology graduate program is to provide students with diverse training that will prepare them for a range of flexible and sustainable careers (e.g., academia, industry, government, science policy and administration, science commerce, science writing, law, and science education and outreach at all levels). We encourage students to discuss options with their advisory committee to develop in areas most relevant to an individual student's career goals. Examples of development possibilities include teaching internships, earning a Delta teaching program certificate, earning MS degrees in areas that complement a student's studies in Integrative Biology (e.g., biostatistics, biotechnology). Faculty also offer graduate seminars that highlight themes such as communicating with the media, scientific writing, and application of disciplinary principles to environmental problem solving.

UW-Madison offers a wealth of resources intended to enrich your graduate studies and enhance your professional skills. Starting your very first year on campus, it is expected that you will take full advantage of the career and professional development resources that best fit your needs and support your goals. Since our alumni thrive not only in academia but also in industry, corporate, government, and non-profit arenas, we strive to be in-tune, holistic, and innovative our approach to meeting the diverse professional development needs of our students. By actively participating in these professional development opportunities, you will build the skills needed to succeed academically at UW-Madison and to thrive professionally in your chosen career.

Travel to Meetings and Conferences

An important part of the professional development for graduate students is participation in professional meetings and conferences. Consult your advisor about the appropriate venues for you to attend. Students can request travel support from the Department of Integrative Biology through our John Jefferson Davis travel awards to support travel and meeting costs (detailed in section XI FUNDING AND FINANCIAL INFORMATION). Some advisors may have access to funds to help support travel and meeting costs. Students should also explore travel grant opportunities at conferences to offset registration costs. Students who have reached dissertator status are eligible to apply for Vilas Conference Presentation Funds from the Graduate School.

<https://grad.wisc.edu/studentfunding/grantscomp/conference/>

Students should work with the department's financial specialist to register and request reimbursement for conferences.

Campus-wide Resources for Professional Development

In addition to opportunities at the local level, the **Graduate School Office of Professional Development** provides direct programming in the areas of career development and skill building, and also serves as a clearing house for professional development resources across campus. The best way to stay informed is to watch for the weekly newsletter from OPD, **GradConnections Weekly**, and to visit the webpage grad.wisc.edu/pd/events for an up-to-date list of events. For example, typical topics covered throughout the year are:

- Individual Development Plans (IDPs)
- Planning for academic success
- Dissertation writing support
- Communication skills
- Grant writing
- Teaching
- Mentoring
- Research ethics
- Community engagement
- Entrepreneurship
- Career exploration: academic, non-profit, industry, government, etc.
- Job search support
- Pursuing postdoctoral training

Be sure to keep a pulse on programs offered by the following campus services as well.

- Writing Center writing.wisc.edu/
- Grants Information Collection grants.library.wisc.edu/
- Student Technology Training (STS) <https://at.doit.wisc.edu/training/software-training-for-students/>
- Delta Program delta.wisc.edu
- UW Teaching Academy <https://teachingacademy.wisc.edu/>
- UW Center for the Humanities humanities.wisc.edu
- Morgridge Entrepreneurial Bootcamp (MEB) <https://wsb.wisc.edu/programs-degrees/programs-nonbusiness-majors/morgridge-entrepreneurial-bootcamp>

Individual Development Plans

The Graduate School webpage grad.wisc.edu/pd/idp offers a collection of IDP resources to support graduate students, postdoctoral researchers, mentors, PIs, grants administrators, and graduate program coordinators. The university recommends the use of IDPs for all postdoctoral researchers and graduate students, and requires their use for all postdoctoral researchers and graduate students supported by National Institutes of Health (NIH) funding.

As you begin your Graduate School career, an Individual Development Plan (IDP) is an essential tool to help you:

- 1) Assess your current skills and strengths
- 2) Make a plan for developing skills that will help you meet your academic and professional goals
- 3) Communicate with your advisors and mentors about your evolving goals and related skills.

The IDP you create is a document you will want to revisit again and again, to update and refine as your goals change and/or come into focus, and to record your progress and accomplishments. It also serves to start – and maintain – the conversation with your faculty advisor about your career goals and professional development needs.

The onus to engage in the IDP process is on you, although your mentor, PI, or others may encourage and support you in doing so. The IDP itself remains private to you, and you choose which parts to share with which mentors. Through the IDP process, you may decide to identify various mentors to whom you can go for expertise and advice.

We recommend using one of the following two IDP tools. Each tool will include a self-assessment of skills, interests, and values; goal-setting guidelines; and reference to skill building and career exploration resources.

IDP tool for all graduate students and postdocs

UW-Madison IDP template, which includes instructions and examples, is flexible and appropriate for all disciplines. grad.wisc.edu/pd/idp#mentees

IDP tool for sciences and engineering

For graduate students in the natural sciences and engineering, the American Association for the Advancement of Science (AAAS) online tool “myIDP” provides a comprehensive set of materials and exercises that will guide you through the process of self-assessment, career exploration, goal-setting, and implementation of your plan. Set up a free account and create and monitor your IDP at myidp.sciencecareers.org.

XIII. OPPORTUNITIES FOR STUDENT INVOLVEMENT

Integrative Biology graduate student organization (iBioGo!)

Our graduate students have a voice in departmental academic and administrative affairs through the Integrative Biology Graduate Student Organization. This group serves to promote interactions among our graduate students, which is especially important because Integrative Biology graduate students may be housed in 4 separate buildings on campus with students working with zero-time advisors located in still other locations on campus. This organization brings students together and provides leadership opportunities through participation in departmental committees (e.g., a student representative attends all open session faculty meetings, a student representative actively participates on our faculty hiring committees). Students coordinate and participate in Graduate Student Informal Seminars (GSIS) and hold retreats at our Trout Lake Research Station where they give research presentations and socialize. Students maintain an active email list and website (<https://integrativebiology.wisc.edu/graduate-program/graduate-student-organization/>), which includes meeting minutes and future events. The Integrative Biology graduate student group also maintains a twitter account to promote departmental activities.

As a graduate student at UW-Madison, you have a multitude of opportunities to become involved on campus and in your academic discipline. This involvement enhances your academic, professional, and social development. Students have opportunities to join professional scientific organizations and more widely to become involved with community organizations.

Student Representation in Governance

Associated Students of Madison (ASM) - The Associated Students of Madison (ASM) is the campus-wide student governance organization at UW–Madison. Graduate and undergraduate representatives are elected to the 33-member ASM Student Council based on their respective college or school. The student council has regular biweekly meetings open to all students. Learn more here: asm.wisc.edu/

Teaching Assistants' Association (TAA) - The Teaching Assistants' Association (AFT Local 3220) is the labor union for TAs and PAs at UW-Madison. As a result of decades of organizing and by working together as a union, graduate students at UW-Madison have achieved good health benefits, tuition remission, and many other gains. The TAA is a democratic union run by the members. All key policy decisions are made at monthly membership meetings. Learn more here: taa-madison.org/

Registered Student Organizations

There are more than 750 student organizations on campus. The best way to seek out current organizations is to visit the **Center for Leadership and Involvement (CFLI)** website, cfl.wisc.edu, and visit the Registered Student Organization directory. This list will not include unregistered student organizations, and you may find that there are groups in your department that you would like to get involved with as well. If you are interested in officially registering an organization you are involved, you must register at cfl.wisc.edu. Once registered through CFLI, your organization is eligible for funding from ASM, and your group can reserve rooms in the Union and access other resources.

Outreach and Community Connections

The Wisconsin Idea is the principle that education should influence and improve people's lives beyond the university classroom. For more than 100 years, this idea has guided the university's work. Learn how you can get involved at wisc.edu/public-service/.

The Morgridge Center for Public Service connects campus with community through service, active civic engagement, community-based learning and research, and more. Explore opportunities at morgridge.wisc.edu/.

Engagement with the Graduate School

The Graduate School facilitates opportunities by which graduate students can interact with and provide feedback to leadership on important graduate education topics. Email dean@grad.wisc.edu to find out more.

XIV. STUDENT HEALTH AND WELLNESS

Maintaining good health is extremely important to student success, and our campus provides a wealth of resources to support not only physical health but also mental health.

UW-Madison has a holistic resource for all things wellness called "UWell". The site includes information and opportunities for wellness for your work/school, financial, environmental, physical, emotional, spiritual, and community. Go to uwell.wisc.edu/

Students who pay segregated fees are eligible for University Health Services (<https://www.uhs.wisc.edu/>). There is no charge to students for many basic services including counseling sessions, because services are paid through tuition and fees. Personal health and wellness services are also available in addition to medical services.

Securing Health Insurance Coverage

Graduate students who hold an appointment as an assistant of 33.33% or more or who have a fellowship may be eligible for health insurance and other benefits beyond University Health Services. Contact the staff benefits and payroll coordinator in the unit where you have been hired to select one of several health care plans within 30 days of your hire date.

Graduate students without an assistantship or fellowship who are currently enrolled can use the University Health Services (UHS) campus health clinic. Many services are provided at no extra cost, including outpatient medical

care during regular business hours, Monday through Friday. UHS is located in the Student Services Tower at 333 East Campus Mall, 608-265-5000. For more info, visit the UHS web site at uhs.wisc.edu.

Prescription medications, emergency room visits and hospitalization are not included in UHS benefits. Therefore, supplemental insurance covering these drugs and services is recommended for all students and is required for international students. The UHS Student Health Insurance Plan (SHIP) is an excellent option for many students. Contact the SHIP office at 608-265-5600 for more information.

Diversity and Inclusivity

We are committed to a strong, conscious effort to build diversity across our community, so it can reflect the richness of the world around us in race, ethnicity, sexual orientation, economic status, physical limitation, religious beliefs or cultural background.

Graduate students at UW–Madison benefit from our commitment not only through the welcoming environment we nurture but through programs such as the Advanced Opportunity Fellowship, Graduate Research Scholars communities and the Edward Alexander Bouchet Graduate Honor Society. <https://grad.wisc.edu/diversity/oaid/>

Graduate Program in the Department of Integrative Biology Diversity, Equity, and Inclusion Statement

The faculty, students and staff in the Department of Integrative Biology are committed to supporting a diverse, equitable, and inclusive workplace. We believe that each person’s identity, background, ethnicity, race, sexual orientation, beliefs, and other experiences fuel the creativity and innovation that are central to scientific discovery. We recognize that societal inequities, discrimination, and biases in academia prevent talented individuals from participating in the sciences. We are committed to eliminating these barriers. We condemn racism and any form of harassment or discrimination, which hold back both individuals and the advancement of science. We are committed to advancing the ideals of equity and justice, we express solidarity with Black, Indigenous, and Students of Color, and support the LGBTQIAP+ and international student communities. We aim for our program to support students expressing their experiences, questions, and concerns. We strive to provide an environment where students feel comfortable enough to speak up and let the program know of arising issues or misconduct. To conduct and maintain a collaborative, non-hostile environment that seeks to promote connection, our program is dedicated to continual learning, feedback, and assessment. We strive to provide a just and equitable graduate program and welcome specific suggestions and comments at this link <https://docs.google.com/forms/d/10nqZIEuH42XD3oRRUBXyZErh4E9QqiQAewHWYsLGCD0/edit?ts=5f2b159d>.

We believe that all students can succeed in our graduate program. We are committed to increasing diversity and to providing an inclusive environment in which each member of the iBIO community feels welcome, respected, and supported. We aim to attract scientific talent from the widest pool and welcome and encourage all students who are motivated to explore any of our numerous areas of biological research to apply to our graduate program. As biologists, we are devoted to the study of life, and we treasure diversity. We are committed to enhancing and supporting our incredible, strong, smart diverse community.

Campus programs that support the diverse community of scholars at UW

Office of Diversity, Inclusion, and Funding-- <https://grad.wisc.edu/diversity/inclusion-and-engagement/>
Graduate Research Scholar Communities -- <https://grad.wisc.edu/funding/graduate-research-scholars/>
Edward Alexander Bouchet Graduate Honor Society -- <https://grad.wisc.edu/diversity/bouchet/>
National Center for Faculty Development and Diversity -- <https://grad.wisc.edu/diversity/>

Disability Information

Students with disabilities have access to disability resources through UW-Madison’s McBurney Disability Resource Center. As an admitted student, you should first go through the steps to “Become a McBurney Client” at mcburney.wisc.edu/students/howto.php

The UW-Madison Index for Campus Accessibility Resources can be found at <https://www.wisc.edu/accessibility/>

Mental Health Resources On and Off Campus

University Health Services (UHS) is the primary mental health provider for students on campus. UHS Counseling and Consultation Services offers a wide range of services to the diverse student population of UW-Madison. They offer immediate crisis counseling, same day appointments and ongoing treatment. Go to <https://www.uhs.wisc.edu/> or call 608-265-5600.

UHS service costs are covered for students through tuition and fees.

There are many mental health resources throughout the Madison community, but UHS Counseling and Consultation Services is the best resource for referrals to off-campus providers. Call 608-265-5600 for assistance in finding an off-campus provider.

XV. MISCELLANEOUS INFORMATION FOR NEW STUDENTS

Activate your NetID

You will need your NetID and password to access the My UW-Madison portal at my.wisc.edu. To activate your NetID click on the ACTIVATE NETID button from the My UW Madison login screen. Enter your 10 digit student campus ID number and birthdate. The NetID you create and password you enter are keys to your access to the MyUW portal, so make a record of it and keep it private. If you are unsure about your NetID and password, contact the [DoIT Help Desk](#) at 608-264-4357.

Get your UW Photo ID Card (Wiscard)

Get your UW ID card - Wiscard - photo taken at the Wiscard Office (wiscard.wisc.edu/contact.html) in Union South, room 149, M-F 8:30 am - 5:00 pm. You must be enrolled and have valid identification, such as a valid driver's license, passport, or state ID) to get your photo ID.

Enroll in classes

A student's advisor and advisory committee will determine specific courses that the student should take.

All students in the Department of Integrative Biology must be given permission each semester to enroll in research credits, **Zoology 990**. Please note that the course will appear closed, but because of the permission the "closed course" will be overridden.

To request permission to enroll in **Zoology 990**, email the Graduate Student Coordinator, Kelin Boldiis (boldiis@wisc.edu), and provide the following information:

- your name
- campus ID
- name of your advisor
- term in which you want to enroll

Kelin will send you a confirmation email so you can enroll through your Student Center in MyUW.

Pick up your free Madison Metro bus pass

As a UW student, you can pick up a bus pass at no charge from the Memorial Union at the beginning of the fall and spring semesters. Visit the ASM Web site for more information on Madison Metro bus services:

<https://www.asm.wisc.edu/resources/buspass/>. Be sure to bring your UW Photo ID card.

Prerequisite: You must be enrolled.

Attend the New Graduate Student Welcome, hosted by the Graduate School

This event provides a great opportunity to mingle with Graduate School deans and staff, hear from a panel of current students about grad student life, learn about the many campus and community resources available to you, and meet other new graduate students from across campus. Learn more and register here:

grad.wisc.edu/newstudents/ngsw/

The Guide to Graduate Student Life

The Guide is published annually by the Graduate School and contains a wealth of essential information for new graduate student. It covers information about the city of Madison, student services, finances, employment, housing, transportation, shopping, local services, recreation, and healthy living. Check it out at grad.wisc.edu/newstudents/.

Attend Program Orientation Events

The Department of Integrative Biology hosts an orientation for new graduate students at the end of August. This event is required for all new students in the Integrative Biology graduate program. Orientation typically begins with a light breakfast, and topics covered include welcome and introductions, transition to graduate school, and program specific information. Guest speakers are also invited to share a variety of campus resources.

Program/Department Resources for Students

Students have access to computers, offices, copiers, supplies, mailboxes, and phones.

IT support is provided by UW-Madison Information Technology (DoIT)

Graduate students can find information about department resources and services on our website <https://integrativebiology.wisc.edu/> (click "Internal") such as Building Services, Business Services (such as purchasing, travel, mail & packages, reimbursements of expenses, human resources), and Resources (dept letterhead, logos, fax cover sheets).

The [University of Wisconsin Zoological Museum](#) is associated with the Department of Integrative Biology. The collections in the museum provide an excellent resource that graduate students can access in support of research projects.

Integrative Biology faculty in the Center for Limnology operate a year-round field station in the Northern Highland Lake District in northern Wisconsin (Trout Lake Station) and a working research station on the shores of Lake Mendota (Arthur D. Hasler Laboratory of Limnology). These stations provide access to a wide variety of aquatic ecosystems and their surrounding landscapes, which provide an excellent teaching and research resource for Integrative Biology graduate students.

Get Involved in the Graduate Student Organization iBioGO

<http://integrativebiology.wisc.edu/graduate-program/graduate-student-organization/>

iBioGO is a community for Integrative Biology graduate students and students associated with the Department of Integrative Biology. All graduate students in the department are welcome to all events and can participate in any way they choose. The goal of iBioGO is to create a supportive community for graduate students in pursuing research and teaching, and in making the most of life in Madison.

During a typical semester, Integrative Biology students come together to:

- Meet monthly for informal seminars and a pizza lunch. Seminars focus on professional development for graduate students. Also during seminars, representatives keep graduate students up-to-date on department news.
- Have a few social events a month.
- Have department retreats.
- Conduct department outreach.
- Have a holiday party once a year at the end of the fall semester, with faculty, graduate students, academic and office staff, and anyone who has worked with the department that year.
- Work to promote inclusivity, racial justice, and equity.

Get Involved in Related Organizations

- The Center for Ecology and Environment is the umbrella organization for all ecologists at UW-Madison. Its goal is to facilitate the work of ecologists at the university, and to represent their interests. The Center promotes interaction among ecologists at UW-Madison in order to foster research, instruction, and outreach; build connections and networks across the large and diverse community of UW-Madison ecologists; and provide a gateway to information about ecology at UW-Madison. The center conducts many activities on campus, including a campus-wide symposium each semester, graduate student social events, and an undergraduate summer job fair. To learn about how to join the Center for Ecology and Environment, visit <http://ecology.wisc.edu/>.
- The **J.F. Crow Institute for the Study of Evolution** is a cross-college institute whose mission is to foster multidisciplinary research to address complex biological problems facing society, and to improve public understanding of evolution through education and outreach. The Crow Institute organizes many events, including weekly talks on evolutionary biology. For more information, visit <http://evolution.wisc.edu/>.

XVI. ADDITIONAL INFORMATION FOR INTERNATIONAL STUDENTS

International Student Services (ISS)

International Student Services (ISS) is your main resource on campus and has advisors who can assist you with visa, social and employment issues. Visit their website for more information at iss.wisc.edu or to schedule an appointment.

Student Visas

Graduate Admissions issues the federal I-20 form for initial F-1 Visa procurement. Initial J-1 Visa document (DS-2019) is handled by [International Student Services](http://iss.wisc.edu) (ISS). The Graduate Admissions office sometimes must collect financial information for the DS-2019, which is then forwarded to ISS. After the student is enrolled, all Visa matters are handled by ISS.

Documents required of new international students

Many students are admitted with a condition that they submit their final academic documents after arrival on campus. Please submit your documents to the admissions office at 232 Bascom Hall. The admissions requirements page grad.wisc.edu/admissions/requirements/ has a drop down menu under “degrees” which lists the documents required for each country.

Students with ESL requirements

Any student who was admitted with a TOEFL score below 92, or an IELTS score below 6.5 will be required to take the English as a Second Language Assessment Test (ESLAT) <https://esl.wisc.edu/> and any required English course during their first semester.

Funding for International Students

International students are eligible for Teaching, Project, and Research Assistantships on campus as well as university fellowships through the Graduate School. They may not be employed more than 20 hours per week on campus while enrolled full-time.

New international students with assistantships should work with International Students Services to obtain a social security number (iss.wisc.edu/employment/social-security). New students with fellowships and no other appointment types are not considered employees and are not eligible for social security numbers. These students should work with ISS to obtain an International Taxpayer Identification Number (ITIN, <https://iss.wisc.edu/employment/individual-taxpayer-identification-number-itin/>).