Texas A&M University

18 Characteristics of Texas Public Doctoral Programs

Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.

<table>
<thead>
<tr>
<th>Department</th>
<th>Ecology and Evolutionary Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Name</td>
<td>Nick Jacobsen</td>
</tr>
<tr>
<td>Contact Phone Number</td>
<td>979-845-2114</td>
</tr>
</tbody>
</table>

### Number of Degrees Per Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>0</td>
</tr>
<tr>
<td>2018-2019</td>
<td>0</td>
</tr>
<tr>
<td>2019-2020</td>
<td>4</td>
</tr>
<tr>
<td>3 Year Average</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Report the number of doctoral degrees awarded for each of the 3 most recent years.

### Graduation Rates

Starting Cohorts: 2008-2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Three Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>0%</td>
</tr>
<tr>
<td>2009</td>
<td>0%</td>
</tr>
<tr>
<td>2010</td>
<td>0%</td>
</tr>
</tbody>
</table>

Graduation rates are based on the methodology used in the Accountability System, which uses CBM001 data to identify students beginning a program at a specified time and uses CBM009 data to track students from that cohort who graduate within the following 10-year period.

### Average Time to Degree

Students Starting 2006-2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Three Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>0.00</td>
</tr>
<tr>
<td>2018-2019</td>
<td>0.00</td>
</tr>
<tr>
<td>2019-2020</td>
<td>5.00</td>
</tr>
<tr>
<td>3 Year Average</td>
<td>1.7</td>
</tr>
</tbody>
</table>

Report the average of graduates’ time to degree for each of the most recent 3 years. For each academic year, "time to degree" is defined as beginning the year students matriculated with a doctoral degree objective until the year they graduated.

### Employment Profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Employed</th>
<th>Still Seeking Employment</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>2017-2018</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2018-2019</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>2019-2020</td>
<td>0</td>
<td>0%</td>
<td>4</td>
</tr>
</tbody>
</table>

Report the number and percentage of graduates employed in their field within one year of graduation, those still seeking employment, and unknown for each of the 3 most recent years. Employment includes full-time self-employment, private practice, residency, fellowship, and other opportunities for further training or education.

### Admissions Criteria

Description of key admission factors.

Prospective students may apply to the Interdisciplinary Degree Program in Ecology & Evolutionary Biology through the TAMU Office of Graduate Studies. The overall graduate admission criteria are based on the entire record of the applicant and availability.
### Core Faculty Publications

Report the average number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member for each of the 3 most recent years. If figures include duplicate entries for co-authored publications, indicate the number of duplicate entries in a note. Additional noteworthy faculty activities or awards may be explained in an attached comment. MD and DO programs are not required to report this characteristic.

<table>
<thead>
<tr>
<th>Year</th>
<th>Core Faculty Publications</th>
<th>2017-2018</th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td></td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td>5.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-2020</td>
<td></td>
<td>5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three Year Average</td>
<td></td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core Faculty External Grants

Report the number of core faculty receiving external funds, average external funds per core faculty member, and total external funds per program for each of the 3 most recent years. Include all external funds received by core faculty and reported as expenditures from any source, including research grants, training grants, gifts from foundations, etc. MD and DO programs are not required to report this characteristic.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Core Faculty receiving</th>
<th>External Funds per Faculty</th>
<th>Total External Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>39</td>
<td>$394,647.71</td>
<td>$24,073,510.00</td>
</tr>
<tr>
<td>2018-2019</td>
<td>39</td>
<td>$511,000.00</td>
<td>$19,920,000.00</td>
</tr>
<tr>
<td>2019-2020</td>
<td>33</td>
<td>$558,000.00</td>
<td>$18,388,480.00</td>
</tr>
<tr>
<td>3 Year Average</td>
<td>37</td>
<td>$487,882.57</td>
<td>$20,793,996.67</td>
</tr>
</tbody>
</table>

### Student Diversity

Report the fall semester headcount by gender, ethnicity (White, Hispanic, Black or African American, Other) for each of the 3 most recent years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2019</th>
<th>Fall 2018</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>International</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown or Not Reported</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Comment

We are growing rapidly as a program and training top-caliber students. Two major changes in the previous year contributed to our largest and strongest entering cohort to date in 2018-2019. First, EEB applicants did extremely well at securing Merit and Diversity fellowships from the University, aided by a separate pool for interdisciplinary programs. Second, the Biology Department, now EEB’s academic home, committed ten annual nine-month TA slots to EEB students, which acts to underwrite students’ support throughout their PhDs. We continued to make progress with regards to increasing faculty involvement and facilitating faculty-student interactions. A key modification was restructuring our introductory modules (EEBL 601-608) so that more faculty were involved. The course material was not substantially changed, but now there are three faculty members teaching each module, as opposed to one or two, with each instructor focusing on a specific topic. This has the dual effect of giving students direct interactions with a greater number of EEB faculty members (24 faculty members), while reducing the teaching load for participating EEB faculty members. We are in our second year of this approach and feedback from faculty and students has been overwhelmingly positive. We continued to expand our recruitment and enrichment with our annual student trip to central Mexico, which we expanded to include Tarleton State students considering a PhD. The community continues to benefit from weekly seminars and from EEB events including Darwin Day, the Ecological Integration Symposium, the Open Source for Open Science Workshop, and this year—a regional meeting in evolutionary genomics. We are concentrating on training and center grants to support our students and enhance our training environment. EEB is taking the lead on a developing proposal to NSF for a National Research Traineeship award that would develop a new campus-wide program on Computational Fluency at the doctoral level.

Notes:
The sum of #10 (Faculty Diversity) could be less than #6 (Number of Core Faculty) if some faculty have chosen to keep their information confidential.