

GRADUATE GUIDELINES
FOR THE DOCTORAL DEGREE IN THE
DEPARTMENT OF BIOLOGICAL SCIENCES
ECOLOGY AND EVOLUTIONARY BIOLOGY PROGRAM (EEB)

Revised Fall 2008

ECOLOGY AND EVOLUTIONARY BIOLOGY PROGRAM (EEB)

The Ecology and Evolutionary Biology Program (EEB) is within the Department of Biological Sciences and is an interdisciplinary program involving faculty and students from the Departments of Biological Sciences in the College of Arts and Sciences and the Department of Biomedical Sciences in the College of Osteopathic Medicine. The guidelines in this document are for PhD students in EEB and comply with the departmental by-laws and university graduate guidelines. However, this document defines specific time-lines, course requirements, breadth requirements and examination formats for students in the EEB graduate program. These guidelines were established by the EEB faculty to insure that all students in our program receive broad-based training in ecology, morphology, and evolution. Students should view these guidelines as a time schedule to be completed as reasonable progress toward their degree. Failure to meet the following guidelines can result in dismissal from the program.

Students entering the EEB program should consider themselves colleagues in the EEB focus group and take an active role as members of the program. The EEB faculty believe firmly that a vital component of a student's training is the interaction and collaboration with all members of the program, including undergraduate and graduate students. Similarly, students are encouraged to interact and collaborate with faculty and students that are not in EEB. The student's advisor will help in the formulation of a dissertation project; however, the student is expected to identify a topic of mutual interest appropriate for their research. The faculty strongly believe that, with their help, students should develop an independent research program that defines them as scientists.

ENTRY EVALUATION and CURRICULUM PLAN

On arrival to the Ecology and Evolutionary Biology program, a student's level of preparation for the degree pursued will be reviewed by the EEB Graduate Steering Committee (GSC). This committee will consist of the student's preliminary choice of research advisor and the two members of the graduate steering committee (GSC) elected annually by the EEB program faculty. The meeting will be organized by the GSC and will occur **before or during the first quarter of study**.

During this meeting:

1. The student will be briefed on the EEB guidelines and expectations and the consequences of failure to meet these requirements. Any questions or concerns about the guidelines should be addressed at this time.
2. Course deficiencies will be identified and the ***EEB PHD Graduate Student Curriculum Plan*** will be recorded and approved by the student, the advisor and GSC.
3. Preliminary research interests will be discussed.
4. The student will deliver copies to the Graduate Secretary, the GSC chair, his advisor, and keep a copy.

PROGRAM OF STUDY IN EEB - PhD in Biological Sciences

The following guidelines identify the academic responsibilities necessary to complete a PhD degree in the EEB Program. PhD students must complete 8 graded courses not including BIOS 794, Ecolunch. At the GSC entry evaluation meeting, the specific requirements will be established based on the student's background and training.

I. EEB Course Requirements

1. The Biological Sciences department requires that all BIOS PhD students show competence in univariate statistics. This requirement is fulfilled by taking BIOS 670 BIOSTATISTICS I (5 CH). Students entering the program with a Masters degree from another institution may substitute an equivalent graduate-level univariate statistics course. Students wishing to have another graduate-level statistics course considered should submit to the GSC the request in writing along with a copy of the course syllabus.

2. All EEB PhD students are required to take multivariate statistics, BIOS 870 Biostatistics II (5 CH).

3. The EEB Program requires that students show competence in evolutionary biology, morphology, and ecology. Therefore, required course work will be distributed across these fields according to the student's area of emphasis (Table 1 below).

A) EVOLUTIONARY BIOLOGY: All EEB PhD students must complete two courses in the evolution core.

B) AREA OF EMPHASIS (Morphology, Ecology, or Evolution):

- Students with a *morphological* emphasis in their research must complete three courses in the Morphology core.
- Students with an *ecological* emphasis in their research must complete three courses in the Ecology core.
- Students with an *evolutionary* emphasis in their research must complete one additional course in the Evolution core PLUS two courses in EITHER the Ecology or Morphology core.

C) BREADTH REQUIREMENT: Students must complete one breadth course outside their field of emphasis. This requirement must be fulfilled by completing one graduate level course in Biological Sciences outside EEB. Under extraordinary circumstances, a course outside of Biological Sciences may be used with permission of the department graduate committee. The breadth course will be determined with the advice and approval of the preliminary advisor and the GSC.

D) EEB PhD students must enroll in 1 credit of BIOS 794 Ecology Colloquium ("Ecolunch") during all academic quarters unless there is a conflict with field research or teaching. **Each EEB PhD student must present 1 seminar in BIOS 794 each year** and will register for 2 graded credits that quarter.

TABLE 1. EEB PHD PROGRAM COURSES in the AREAS OF EMPHASIS*

<u>ECOLOGY CORE</u>	<u>EVOLUTION CORE</u>	<u>MORPHOLOGY CORE</u>
Bios 516 Biogeography	BIOS 525 Evolutionary genetics	OUCOM Medical gross anatomy
BIOS 577 Population ecology	BIOS 557 Animal systematics	OUCOM Neuroanatomy
BIOS 578 Community ecology	BIOS 573 Animal behavior	BIOS 503 Comparative vertebrate anatomy
BIOS 562 Physiological ecology	BIOS 558/559 Amphibians and Reptiles	BIOS 530 Invertebrate zoology
BIOS 531 Aquatic biology	BIOS 565 Ichthyology	BIOS 536 Field Entomology
BIOS 529 Marine biology	BIOS 571 Ornithology	BIOS 520 Comparative vertebrate biomechanics
BIOS 581 Conservation Biology	BIOS 574 Mammalogy	BIOS 880B Techniques in EM
BIOS 797 Seminar in Conservation		

* Additional courses may be appropriate depending on the student's area of study. The student, in consultation with their advisor, may submit a written request to the GSC that other courses not listed may substitute where appropriate.

In consultation with and approval from the GSC and the advisor, students who enter the EEB PhD program with a Masters degree can use up to three courses (maximum of 12 CH) from that degree to fulfill EEB course requirements.

Additional course requirements may be made at the discretion of the GSC. These requirements will be based on the student's area of interest, research focus, and prior course work.

Academic Standards- Students are bound by the latest version of By Laws of the Graduate Program in Biological Sciences. Note (Section VIII, A) that students will receive a letter of concern if their GPA falls below 3.2 and that any student that receives a second grade of a C+ or below is likely to be dismissed from the program.

II . Timetables and Forms

It is the student's responsibility to check the university and departmental timetables to insure that deadlines for applying for graduation are met. The EEB faculty also expects students to adhere to the responsibilities and deadlines

identified in the following timetables. All of the required forms listed below are provided online or from the Department of Biological Sciences (DBS) Graduate Secretary. **The student is required to bring the appropriate forms to all meetings and to ensure that the forms have been sent to the appropriate EEB, Departmental, and University representatives.**

1. **MEET WITH EEB GRADUATE STEERING COMMITTEE (GSC)—First year, early first Quarter.** At the conclusion of this meeting a completed copy of the

- [EEB Graduate Student Curriculum Plan Form](http://www.biosci.ohiou.edu/forms/EEBPhdCurriculumPlanForm.pdf) (www.biosci.ohiou.edu/forms/EEBPhdCurriculumPlanForm.pdf) must be provided to the student, their advisor, chair of the GSC, and the student's departmental file. At this time the
- [DBS Dissertation Advisor Information Form](http://www.biosci.ohiou.edu/forms/Dissertation-Advisor-Form.pdf) (www.biosci.ohiou.edu/forms/Dissertation-Advisor-Form.pdf) should be completed and submitted to the Graduate secretary.

2. **ORGANIZE DISSERTATION COMMITTEE—By the end of the fall of 2nd year.** At this time the student should submit to the Departmental Graduate Secretary the completed

- **CAS #5 - [Dissertation Committee Information Form](http://www.cas.ohiou.edu/grad/forms/AS5.pdf).**

(<http://www.cas.ohiou.edu/grad/forms/AS5.pdf>)

3. **EEB COMPREHENSIVE EXAM**

EEB PhD students should plan to take their comprehensive examination during Spring quarter of their second year or no later than Fall of the third year. **Except under extraordinary circumstances, EEB students must pass their comprehensive examination prior to the defense of the dissertation proposal.** Consult with your advisor and comprehensive examination committee to plan your deadlines.

- Get your Comprehensive Examination Committee organized (details under section III below)—**No later than end of Winter quarter of the second year.**
- Schedule Comprehensive written and oral exams. Most students should complete their comprehensive exams in the spring of the second year.
- The student must bring to the oral comprehensive exam

- [CAS #4 - Report of the Comprehensive Exam for the PhD Form \(www.cas.ohiou.edu/grad/forms/AS4.pdf\)](http://www.cas.ohiou.edu/grad/forms/AS4.pdf) and the

The student will be responsible for delivering a completed copy of the form to all committee members and the DBS graduate secretary who will forward the appropriate forms to the college.

4. PROPOSAL DEFENSE (see note above)

- Get your proposal defense committee ready (Details in section III)
- Set a proposal defense date, schedule a room and notify your committee.
- Distribute your dissertation research proposal to each committee member—**at LEAST two weeks** prior to proposal defense. The proposal must be submitted to each committee member **in hard copy** and must have been vetted and approved by the advisor before it is distributed to the committee members.
- The student must bring to the proposal defense the
 - [DBS Report of Dissertation Proposal Examination \(www.biosci.ohiou.edu/forms/Dissertation-Proposal-Exam.pdf\)](http://www.biosci.ohiou.edu/forms/Dissertation-Proposal-Exam.pdf). The student will provide completed copies of the form to all committee members and the DBS graduate secretary who will forward the appropriate forms to the college. It is the student's responsibility to schedule the examination at a time when all committee members can attend.
 - [CAS #6 - Recommendation to Advance Student to Candidacy for PhD Degree Form*](http://www.cas.ohiou.edu/grad/forms/AS6.pdf) (www.cas.ohiou.edu/grad/forms/AS6.pdf).

*Note: Advancement to candidacy requires:

1. Satisfaction of all required scholarly disciplines
2. Formation of the dissertation committee
3. Approval of the dissertation proposal
4. Successful completion of the comprehensive exams

5. ANNUAL COMMITTEE UPDATES

It is the student's responsibility to ensure that the members of the dissertation committee are kept up-to-date on the progress of your research. In addition to the annual Ecolunch seminar, **the student must submit a report to all members of the dissertation committee detailing progress on their work**. A copy of this report must be submitted to the department graduate secretary for inclusion in the student's file. This can be an opportunity to inform committee members of changes to the research, conference presentations, grant proposals, and manuscripts in preparation.

6. DISSERTATION DEFENSE

- Prepare your dissertation with tentative approval of your advisor.
- Set Dissertation defense date- to ideally occur no later than the fifth year, Spring Quarter.
- Distribute copies of the dissertation to all committee members—**at least Two Weeks** prior to defense. **The dissertation must be submitted to each committee member in hard copy.** The dissertation must be vetted and approved by the advisor prior to distribution to the committee members.
- **AT LEAST TWO WEEKS PRIOR TO THE DEFENSE** the student must also provide the DBS graduate secretary AND THE COLLEGE OF ARTS AND SCIENCES with the
 - [CAS #7 - Arrangements for the Oral Examination on the Dissertation Form](http://www.cas.ohiou.edu/grad/forms/AS7.pdf) (www.cas.ohiou.edu/grad/forms/AS7.pdf)

Note: If the committee has changed the student must resubmit a [Dissertation Committee Information Form](http://www.cas.ohiou.edu/grad/forms/AS5.pdf) (www.cas.ohiou.edu/grad/forms/AS5.pdf) **and /or** [DBS Dissertation Advisor Information Form](http://www.biosci.ohiou.edu/forms/Dissertation-Advisor-Form.pdf) (www.biosci.ohiou.edu/forms/Dissertation-Advisor-Form.pdf).

- Dissertation Defense. The student must bring to the defense a copy of the
 - [CAS #8 - Report of the Oral Thesis Examination/ Dissertation Defense](http://www.cas.ohiou.edu/grad/forms/AS8.pdf). (http://www.cas.ohiou.edu/grad/forms/AS8.pdf). The student will be responsible for delivering a completed copy of each form to the student, all committee members and the DBS graduate secretary who will forward the appropriate forms to the college.

III. Examinations

There are three major exams for PhD students: the comprehensive exam, the proposal defense, and the dissertation defense.

1. THE COMPREHENSIVE EXAMINATION (“COMPS”):

Comps are exams that are designed to test the student’s general background in ecology, morphology, and evolutionary biology. The comprehensive examination is a written exam followed by an oral exam **within fourteen days**. The examination committee will consist of 4 faculty members with graduate faculty status: 1) the acting dissertation advisor, 2) 1 faculty member chosen by the student representing each of the three EEB cores (morphology, evolution, ecology), one of which will be chosen by the committee to chair the exam. The format of the written exam (take-home, open book, closed book) is determined by the comprehensive examination committee. The

student must complete the examination over two consecutive days. Upon evaluation of the written exam, the student will be provided the opportunity to defend their answers in an oral exam. The oral examination will also be an opportunity to further evaluate the student's competencies in the core areas of the program.

Preparation for the comps will require independent reading and studying to develop a general background in the material represented by each of the cores. Students are required to consult with comprehensive examination committee members for reading lists of papers and books with which they will be expected to be familiar. It is recommended that students be familiar with general issues in their core areas. Readings and important literature may be identified by individual committee and faculty members. Students will be expected to answer questions (in writing and orally) based on these readings, courses they have taken, and general topics related to their research interest.

There are 5 possible outcomes to the comprehensive exam:

- 1) Pass—the student will be encouraged to continue with support of the EEB faculty.
- 2) Conditional Pass—the student will not be required to retake the comprehensive exam, however, there are conditions placed on their continuance. These conditions can include completing additional course work, writing a review paper, or giving an EEB Colloquium (Ecolunch) on a particular topic.
- 3) Fail, with permission to retake the entire exam or specific core areas—this is reserved for a student who has demonstrated competence in other work. *Students that fail a second comprehensive exam are no longer eligible for a PhD in our program.*
- 4) Fail, with the option to complete a MS at the discretion of the student's committee.
- 5) Fail and must leave the program.

The student is responsible for bringing the appropriate forms to the examination and the chair of the examination committee is responsible for insuring that the forms become record. If the committee awards a conditional pass, the conditions for continuing must be specified in writing on the form. If the committee votes to fail, but allows a retake, the conditions, timetable, and form of the examination will be clearly specified in writing.

2. THE PROPOSAL DEFENSE:

The Dissertation proposal defense will be scheduled after the student has passed their comprehensive examination. Prior to the proposal defense, the student must establish a dissertation committee. The dissertation committee will consist of the student's advisor and a minimum of three additional committee members (all must be in attendance at the dissertation defense). At least one of the committee members must be external to Ohio University Biological Sciences Graduate Program (DBS, BMS) but can be a member of the Ohio University community. This person will serve as the Graduate Faculty Representative if they are able to attend proposal and dissertation defense; if they are not, a Graduate Faculty Representative must be selected from the Ohio University community and be present at the proposal and dissertation defense. If the external member is not a member of the Ohio University community, then they are not required to attend the proposal or dissertation defense, however, they must be sent a copy of the proposal and dissertation. External committee members will be directed to send, to the student's advisor, questions or comments to be included at the defense. At the proposal defense, the committee will elect a chair that is not the student's advisor.

The proposal defense is an oral defense of the student's dissertation research proposal. The defense should occur by the end of fall quarter of the third year. The proposal defense will be attended by the student's committee. **At least two weeks** prior to the proposal defense, and only after considerable review and approval by the thesis advisor, the student is required to submit to each committee member a hard copy of the proposal. The format for the main body of the proposal is brief (8 pages, single-spaced); however, students are encouraged to include any appendices of ancillary information relevant to their research that could not be included in the body of the proposal. The proposal should present any preliminary data the student has collected and should convey a thorough understanding of the literature. Students are strongly encouraged to discuss their proposal with committee members to identify any weaknesses or problems prior to the defense. Immediately preceding the defense, the student will present a presentation of the proposed research. This presentation can be an Ecolunch seminar or as a 15-20 minute presentation given to the student's dissertation committee. The length of the defense is at the discretion of the committee, and the discussion will pertain to the student's proposed research.

There are four outcomes to this defense:

- 1) Pass.

- 2) Fail, with invitation to revise and re-defend the proposal by a specific date. *Students that fail a second proposal defense are no longer eligible for a PhD in our program.*
- 3) Fail, with option to complete a MS thesis at the discretion of the student's committee.
- 4) Fail, leave the program.

The student is required to bring the necessary forms to the examination, and insuring that the forms become record. The approved proposal forms the expectations of the research to be completed for the doctoral degree. The outcome of the proposal defense will be reported to the DBS graduate committee, the student, and all members of the examination committee by the chair of the student's dissertation committee.

3. DISSERTATION DEFENSE:

This is the final step in the process for PhD students. The dissertation committee normally is the same as the proposal committee; however, the faculty recognize that certain committee members may not be available for both exams and therefore do not require that both committees have exactly the same membership. **At least two weeks** prior to the defense, the student must provide all committee members with a copy of the dissertation **that has been approved by the advisor** (thus the dissertation will have gone through revisions with the advisor **WELL BEFORE THIS TIME**). Students are encouraged to meet with the members of their committee to discuss their dissertation and identify any weaknesses or problems prior to the defense. The defense has two components. First a public seminar will be held that is open to any member of the department and the general public (Ecolunch is not an appropriate venue for a dissertation defense). The public seminar will be followed by a question and answer period in which any member of the audience may ask questions. Following the public seminar, the student will defend their dissertation with their dissertation committee. There are two outcomes to this defense:

- 1) Pass—any revisions to the thesis recommended by the committee must be made prior to graduation.
- 2) Fail—the student will have the option to re-defend within one year or before the end of their seventh year enrolled at Ohio University, whichever comes first.

It is the student's responsibility to bring the appropriate forms to the defense and to ensure that all forms are received by the DBS graduate

committee, the CAS Graduate Office, the student, and all members of the examination committee.

IV. Teaching Requirements

Excellence in teaching is an essential aspect of a career in academia. Thus, all students in the EEB program, regardless of their funding source must participate in teaching. The work load will vary from course to course. Teaching assistants are expected to attend laboratory preparation meetings, teach their assigned laboratory or recitation sections, attend the corresponding lectures, and participate in the grading of lecture exams.

Students completing a PhD must teach a minimum of two quarters. The minimum teaching requirement can be fulfilled at any time during the student's tenure. Students funded through a departmental teaching assistantship will be expected to teach during each quarter of funding.

PROFESSIONAL EXPECTATIONS OF GRADUATE STUDENTS ENROLLED IN THE PROGRAM OF ECOLOGY AND EVOLUTIONARY BIOLOGY

The preceding document was developed primarily to assist graduate students in EEB with the successful completion of their graduate program. By its very nature it is geared largely towards required course work, committees, administrative issues, and timelines. While these are all very necessary aspects of a graduate program, they fail to address the primary reason you are in graduate school—to be trained as a professional scientist. When a student completes their studies at Ohio University and prepares for employment, they will not be judged on the course work they pursued in graduate school. Peer-reviewed papers, grants, presentations, etc. are the criteria that determine the suitability of an applicant for a particular position. One should keep in mind that their professional career as a scientist begins with the initiation of graduate training.

We provide here a brief discussion of items to consider seriously as part of graduate training. Consult with your advisor, other faculty members, and various texts for additional sources of information and philosophies.

Philosophy of Graduate Education

Graduate school differs dramatically from undergraduate education in as much as research is the primary emphasis (not course work). The course work a student takes is meant to strengthen their knowledge base and to provide you with the theoretical framework and skills necessary to complete your research.

Remember also that you are not here to be *taught*—you are here to *learn*. Graduate education is much more self-directed. Material delivered in a lecture or a textbook only represents a fraction of the material you should be reading and thinking about. Use the primary literature, review articles, and other texts to critically consider how paradigms develop in your discipline and work to understand modern problems and issues.

Build a Professional Toolbox

Students should begin building a professional library. Purchase and read as many books as time, money, and energy will permit. Build your library for both breadth and depth; i.e., read widely across disciplines and then build your specific area of research interest with great depth (from introductory texts to the most recent reviews). While these texts will help you with the more immediate needs associated with comprehensive exam and proposal preparation, they will ultimately become part of a professional library that you will rely on heavily for the rest of your professional career as teacher and researcher. Many publishers provide excellent student discounts, so take advantage of the opportunity.

Computer resources are available to students free of charge in most department and university labs. Research labs also provide the necessary computer hardware and software for high-end research applications. However, students need to use this tool with such great frequency and intensity for everyday purposes such as word processing, data analysis, and electronic communication that proprietary usage is almost essential. Therefore, it is highly recommended that students purchase their own personal computer if they can afford to do so.

Build a Curriculum Vitae

The curriculum vitae (CV) is, for all intents and purposes, a chronicle of scientist's professional career. The CV is the primary instrument that will determine one's fate as a professional scientist (i.e., employed or unemployed). Begin building a CV early. Carefully record all journal publications, abstracts published for papers presented, grants applied for and received, society memberships, invited seminars, graduate course work, committee responsibilities, workshops attended, etc. Below are several activities that contribute to building a CV, the objective is to build a balance among these areas so that one demonstrates abilities in grantsmanship, publishing, and public presentation.

- ***Publish***

Publishing in peer reviewed journals is the most important task of a graduate student. This is how the scientific community judges the merit of the work a student or colleague does. Most job applicants in ecology and evolutionary biology typically have from 7 to 15 publications in peer reviewed journals listed on their CV. Every project and experiment one undertakes should be thought of in terms of how it will contribute to a publication. Early in the student's tenure, a list of potential publication titles that will result from the student's research should be generated. The Department of Biological Sciences encourages dissertations and theses to be formatted as journal articles. To that end, articles that are in review, press or are published can be chapters in the dissertation or thesis.

- ***Apply for Grants***

Although it is the dissertation advisor's responsibility to provide the facilities and initial support for the student's research, the student will be expected to make every effort to seek out and obtain funding for additional research needs. Grantsmanship is an extremely important skill to develop for the professional scientist. Take a university workshop on grantsmanship, consult several of the very good texts available on grant writing, apply to a variety of local (Ohio University), regional (e.g., Ohio Biological Survey), and national (e.g., Sigma Xi) small grants programs designed largely for graduate research.

- ***Join Professional Societies & Subscribe to Journals***

PhD graduate students, in particular, should be members of at least two professional biological societies. Becoming a member of a professional society early in your career has several benefits. First, it is an excellent way in which to stay abreast of recent developments in the field (via the journal). Second, members receive notification for times and locations of annual meetings. Third, members are placed on mailing lists and receive discounts from publishers on professional books. Lastly, students add to their research library which serves as a valuable resource for themselves and their future students. Again, substantive student discounts are available in most societies for membership and journal subscriptions.

We recommend society membership at a minimum of two levels. First, join a nationally recognized general society with emphasis on your main field of study (e.g., The Society of Integrative and Comparative Biology, The world Congress of Morphology, The Society for the Study of Evolution, The American Society of Naturalists, The Ecological Society of America, and The Society of Systematic Biologists). Second, become a member of a society that covers the taxa with which you work (e.g., The American Ornithologists' Union, The American Society of Ichthyologists and Herpetologists, The American

Mammalogy Society, The Society of Vertebrate Paleontology). You may also wish to consider joining a local or regional society that will help you follow local research and network with regional colleagues.

- ***Attend Professional Meetings and Present Recent Findings***

Students should attend a minimum of one professional meeting per year. This is an excellent opportunity to meet and talk with many of the people whose work you have been reading over the years. Furthermore, as students near the completion of their degree, meetings are excellent places to make contacts for jobs, post-doctoral fellowships, and other opportunities. Whenever possible, students should present either a poster or an oral paper at meetings. This gives other people in the field an opportunity to see your work, and frequently they provide helpful comments that can improve your research. There usually are departmental funds for travel to meetings when papers are presented.

A scientist's success is determined by how well they are known within the scientific community. Communication through publications, presentations, and grants is the primary mechanism by which scientists become recognized for their accomplishments. The Curriculum Vitae is a record of a person's accomplishments and communications. If you follow the above suggestions you will be well-prepared and competitive in the scientific job market.

EXPECTATIONS OF THE STUDENT'S GRADUATE ADVISOR AND COMMITTEE

The graduate advisor and committee members should serve as mentors and role models for their students. The advisor's primary role in graduate education is to provide guidance throughout the student's career. The EEB faculty recognize that the amount of guidance depends on the student and their previous training. This document identifies the minimum necessary interaction between students and faculty for the completion of a degree, however students that can complete this training with this minimal interaction are exceptional. The EEB faculty recommend that students meet with their advisor regularly so that the student's progress can be evaluated on a regular basis. **It is the advisor's responsibility to ensure that the student is making reasonable progress in all areas of graduate training.** If it is the advisor's opinion that the student is not making reasonable progress, they must clearly indicate problems to the student and provide appropriate advice so that the student can either rectify the problem or modify their goals commiserate with their progress. The advice can pertain to all aspects of graduate training, course work, exam preparation, research, teaching, etc.

FOR A CURRENT LIST OF EEB FACULTY SEE THE [EEB WEB PAGE](#).