

It will not be possible for you to be accurate in your assessment of which students are potential ecologists and which are not; the best approximation you can make is the one we want. Obviously, you will have most trouble when you look outside your own department. The best guideline we can think of to help you is *potential research collaboration and orientation*. If this student, with this kind of training is a potential collaborator with you and other ecologists, not necessarily in what you are doing now, but in any ecological project in which you might join, count him as an "ecologist".

We are interested in *current* numbers students being trained, and suggest the last five years as giving appropriate averages; but if dramatic reorganizations in your campus make the future training capacity look very different, use the next three years as the time-period for your average estimates.

Please give the matter some thought, return the questionnaire in the enclosed envelope, and be prepared for a telephone call in the next week or so.

Cordially,

LAMONT COLE,
Chairman, Study Committee.

INSTITUTIONS WITH GRADUATE PROGRAMS

STUDY COMMITTEE, ECOLOGICAL SOCIETY OF AMERICA QUESTIONNAIRE: TRAINING OF ECOLOGISTS

[Numbers are estimates only. Your replies will be tabulated but not identified as yours]

	Your depart- ment	Other biological departments ¹ (how many?)	Earth science depart- ments	Social science depart- ments	Others if any ²	Total
How many students are currently receiving training as ecologists on your campus?						
Ph. D. level (not counting attrition; estimate average number of Ph. D.'s per year).....	743 (82)	1,288 (50)	201 (36)	230 (20)	110 (23)	2,572
Terminal MS level (average number of MS candidates who enter professional status without further academic training).....	636 (90)	848 (54)	160 (43)	287 (26)	134 (22)	2,065
Undergraduate majors (those who enter graduate or professional status in ecology on award of B.A. or B.S. degree).....	1,852 (79)	2,374 (42)	411 (37)	1,408 (25)	176 (20)	6,221

¹ E.g., wildlife, fisheries, forestry, agriculture, botany, zoology, microbiology, physiology, biochemistry, biophysics, entomology, and oceanography.

² You may want to consider architecture, city planning, or even engineering.

Note: 105 institutions responded to this questionnaire.

Check if applicable

This institution has no graduate programs.

There are graduate programs but not in ecology.

Assuming no major reorganization or expansion, and assuming an adequate supply of eligible students, by what factor could these numbers be increased in the next five years? 1.0, 1.5, 2.0, etc.) 2.5 (14)

Which one of the following is the major factor that may prevent such an increase?

1. Inadequate direct (stipend) support for ecology students, 9.
2. Inadequate facilities, including space, laboratories, and libraries, 14.
3. Inadequate or unbalanced faculty positions in ecology, 7.
4. Lack of vision or ecological orientation or part of administration, 7.
5. Supply of eligible students, contrary to assumption above, is not expandable on this campus, 6. (We're scraping the bottom of the intellectual barrel right now").

Is there on your campus a cross-departmental organization (Institute or Center for Environmental Studies, degree program in ecology, oceanography, conservation, etc.) that coordinates ecological research and/or training?

1. No. 17.
2. No, and we won't have one if I can prevent it. 1.
3. No, but we are working on one. 10.
4. Yes, but it is largely on paper; i.e. a committee. 2.
5. Yes, but it is too new to appraise. 3.
6. Yes, and it is working reasonably well. 7.