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# Species Delimitations and Conservation Biology: Barcoding South of the Border



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Keith Crandall

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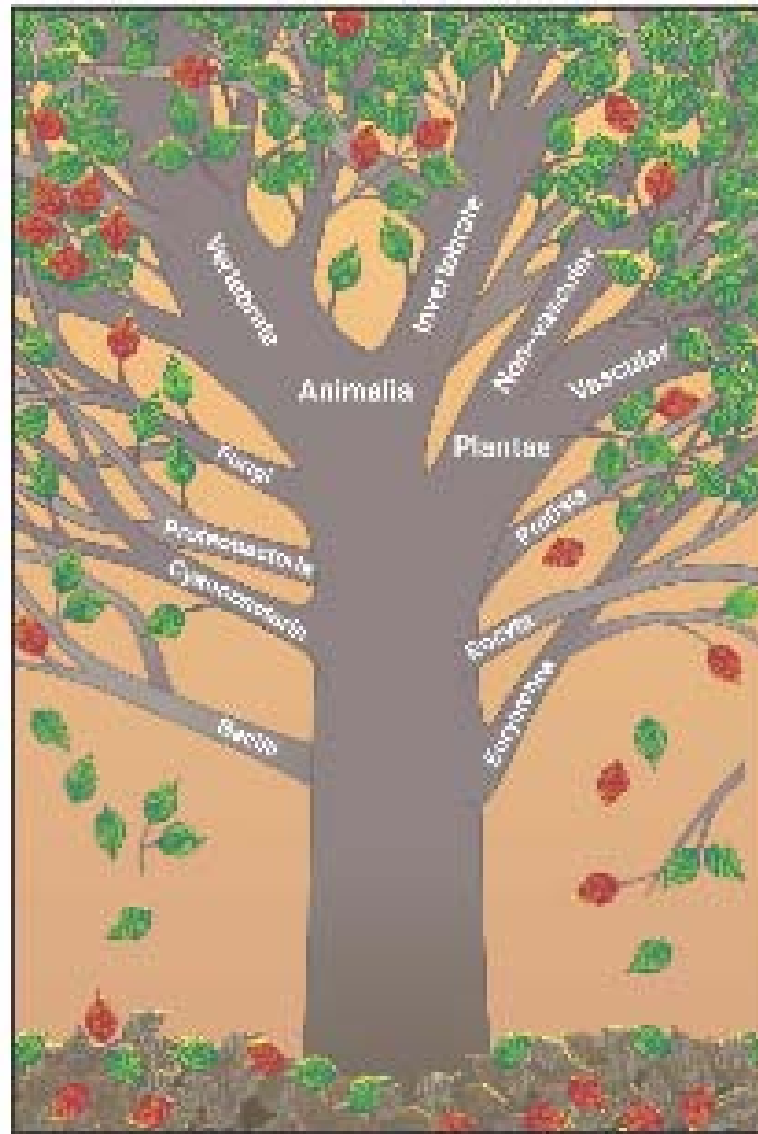
Brigham Young University

[http://inbio.byu.edu/Faculty/kac/crandall\\_lab/](http://inbio.byu.edu/Faculty/kac/crandall_lab/)

<http://crayfish.byu.edu>

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# Barcoding and the Tree of Life





# Barcoding at BYU



- Fish



- Insects



- Lichens



- Mammals



- Vascular Plants



- Crustaceans



- Herps



# Facilities



Cluster



Supercomputer



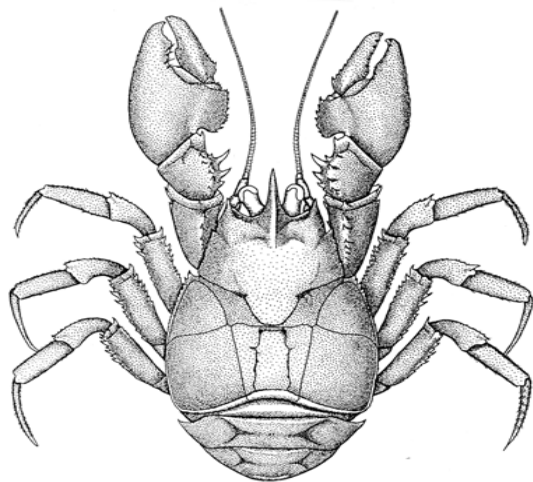
Idle Computers



# Determining Species Boundaries in Conservation

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- ESA & other species based legislation
- Determining biogeographic regions



*Aegla spinosa*

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# Determining Species Boundaries in Conservation

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- ESA & other species based legislation for conserving biodiversity
- Determining biogeographic regions
- Species Richness for conservation priorities



Orme et al. Nature 2005

A - Species Richness (SR)

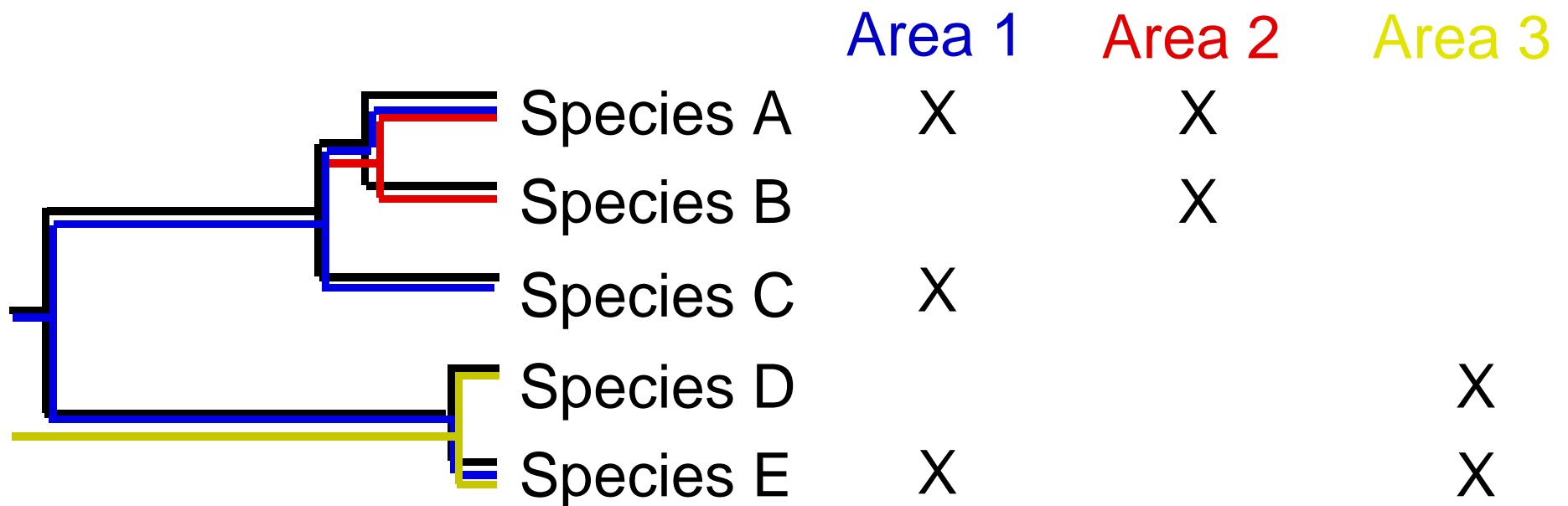
B - Threatened SR

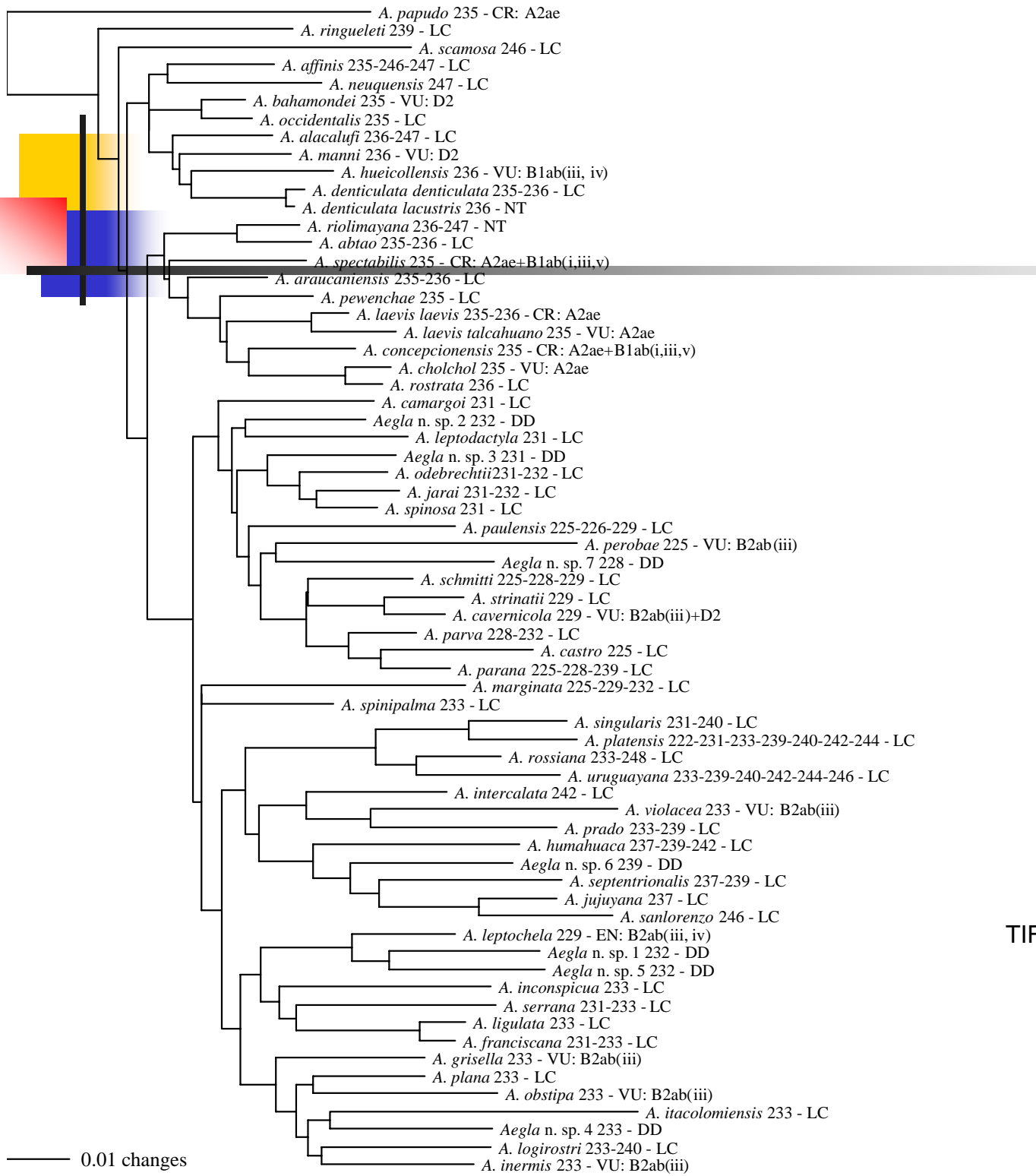
C - Endemic SR

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# Phylogenies to assign conservation priorities





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# Priorities

Bioregion	SR	<i>SRr</i>	TS	<i>TSr</i>	TD	<i>TDr</i>	TDE	<i>TDEr</i>	GD	<i>GDr</i>	PD	<i>PDr</i>
222	0	<i>16-18</i>	0	<i>6-18</i>	1.2	<i>14-16</i>	0	<i>17-18</i>	0	<i>16-18</i>	0	<i>16-18</i>
225	6	<i>5-7</i>	1	5	6.8	8	3.8	<i>10</i>	0.166	5	0.180	5
226	1	<i>13-15</i>	0	<i>6-18</i>	1.5	<i>13</i>	0.5	<i>17</i>	0.056	<i>14</i>	0.057	<i>14</i>
228	4	<i>9-10</i>	0	<i>6-18</i>	3.5	<i>11</i>	2.2	<i>11</i>	0.105	<i>10</i>	0.110	<i>10</i>
229	6	<i>5-7</i>	2	<i>3-4</i>	8.1	7	5.1	7	0.147	7	0.158	7
231	7	<i>3-4</i>	0	<i>6-18</i>	10.3	5	8.4	5	0.163	6	0.176	6
232	7	<i>3-4</i>	0	<i>6-18</i>	9.7	6	6.6	6	0.209	3	0.232	3
233	17	<i>1</i>	4	2	20.8	2	16.1	2	0.428	<i>1</i>	0.552	<i>1</i>
235	13	2	6	<i>1</i>	35.1	<i>1</i>	31.1	<i>1</i>	0.271	2	0.311	2
236	6	<i>5-7</i>	2	<i>3-4</i>	10.5	4	8.5	4	0.139	9	0.149	9
237	4	<i>9-10</i>	0	<i>6-18</i>	2	<i>12</i>	2	<i>12</i>	0.145	8	0.155	8
239	5	8	0	<i>6-18</i>	11.9	3	9.8	3	0.179	4	0.195	4
240	1	<i>13-15</i>	0	<i>6-18</i>	1.2	<i>14-16</i>	0.6	<i>14-15</i>	0.072	<i>13</i>	0.074	<i>13</i>
242	2	<i>12</i>	0	<i>6-18</i>	1.2	<i>14-16</i>	1.2	<i>13</i>	0.093	<i>11</i>	0.096	<i>11</i>
244	0	<i>16-18</i>	0	<i>6-18</i>	0	<i>17-18</i>	0	<i>17-18</i>	0	<i>16-18</i>	0	<i>16-18</i>
246	1	<i>13-15</i>	0	<i>6-18</i>	5	<i>10</i>	5	8	0.049	<i>15</i>	0.049	<i>15</i>
247	3	<i>11</i>	0	<i>6-18</i>	6.7	9	4.7	9	0.079	<i>12</i>	0.082	<i>12</i>
248	0	<i>16-18</i>	0	<i>6-18</i>	0	<i>17-18</i>	0.6	<i>14-15</i>	0	<i>16-18</i>	0	<i>16-18</i>

# Priorities

233

235

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# Species Diagnosis via Genetics

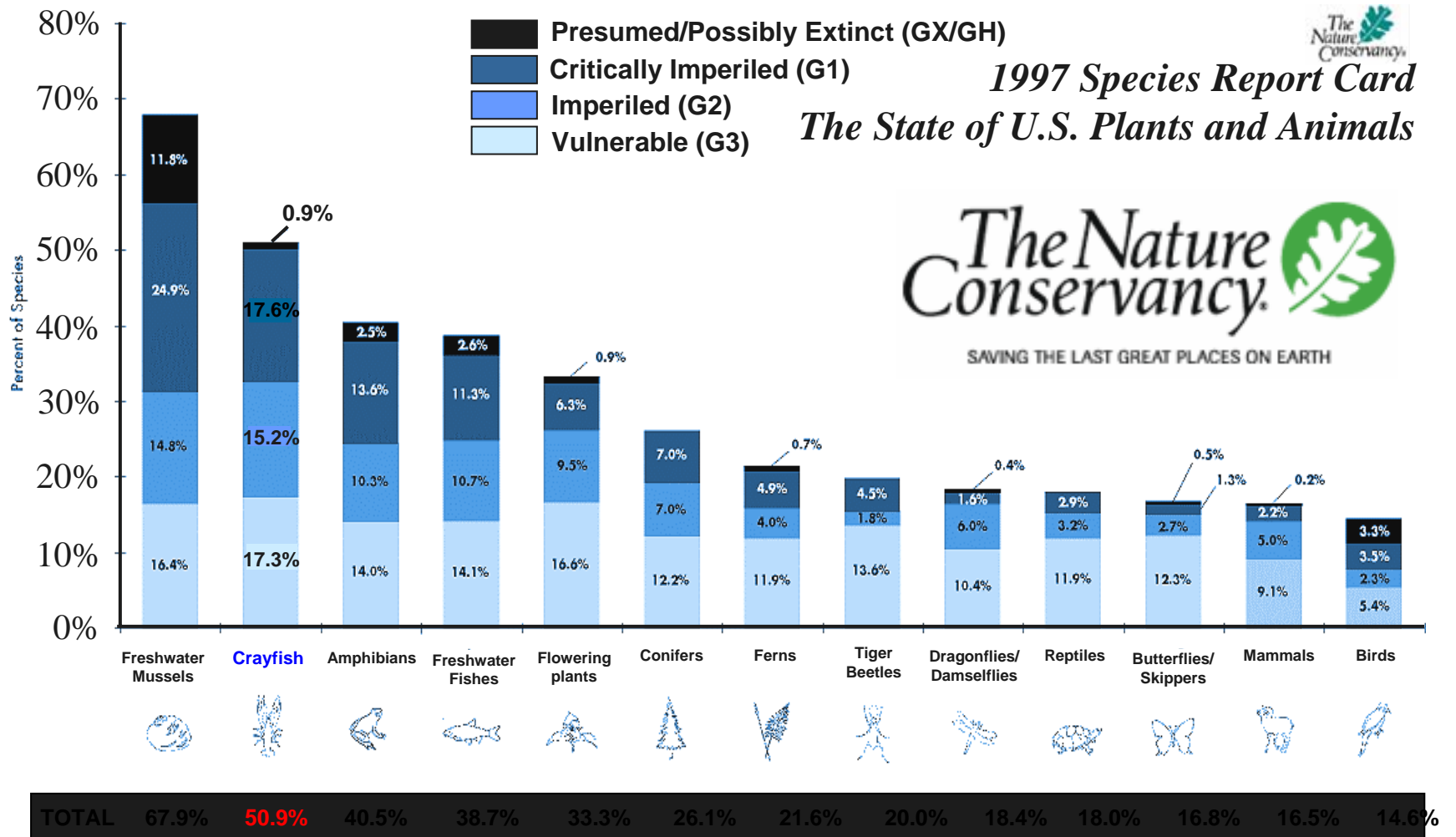


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- What is this? - DNA Barcoding
- Where did it come from?
- When did it get here?
- What's its function?
  - Molecular, Ecological, Phenotypic
  - Correlations between form and function
  - Correlations between genotype and phenotype

# Crayfish Species at Risk

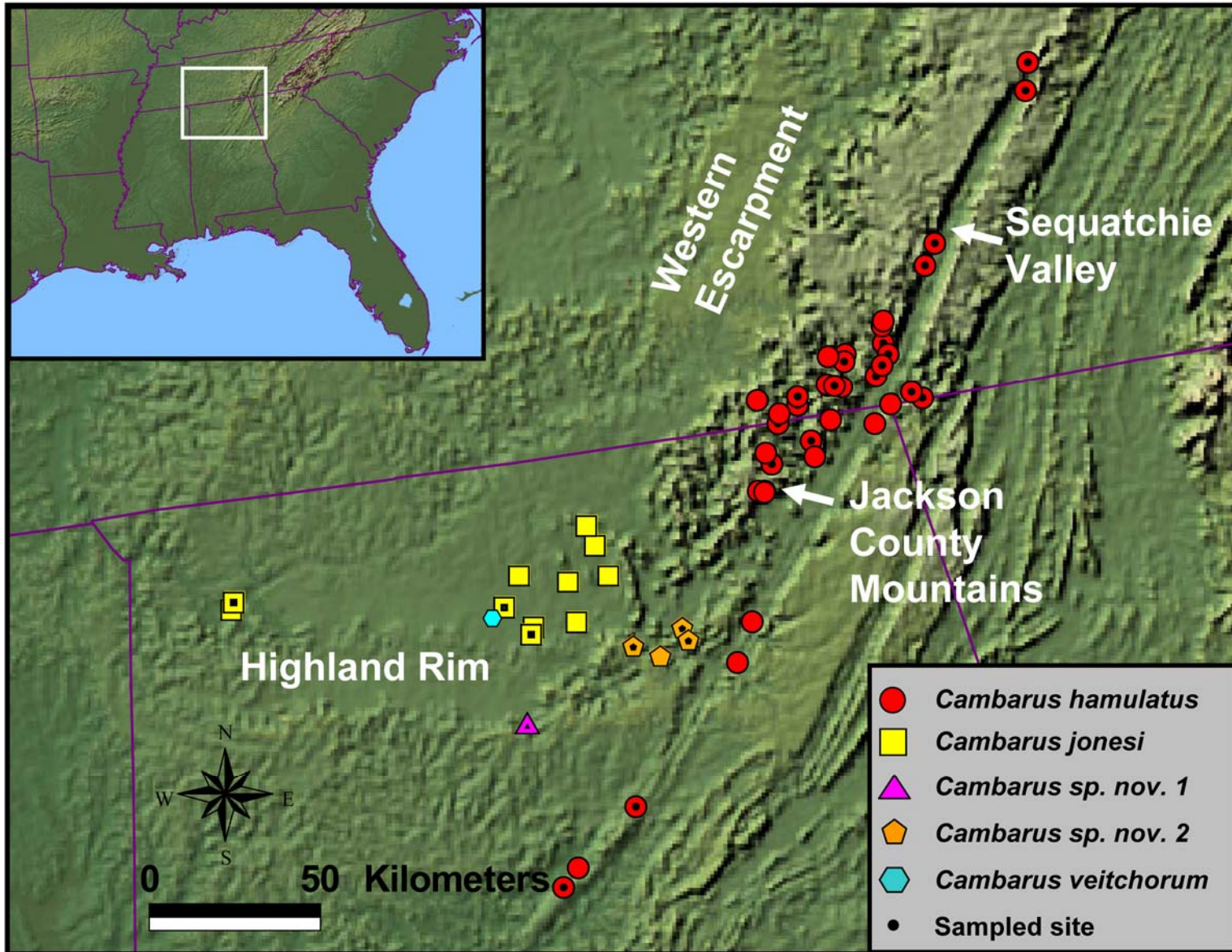


# Cave Crayfish of Appalachia

- What are the conservation units?
- What is the historical vs current population structure?
- Are species on the decline?
- What is the endangered status?

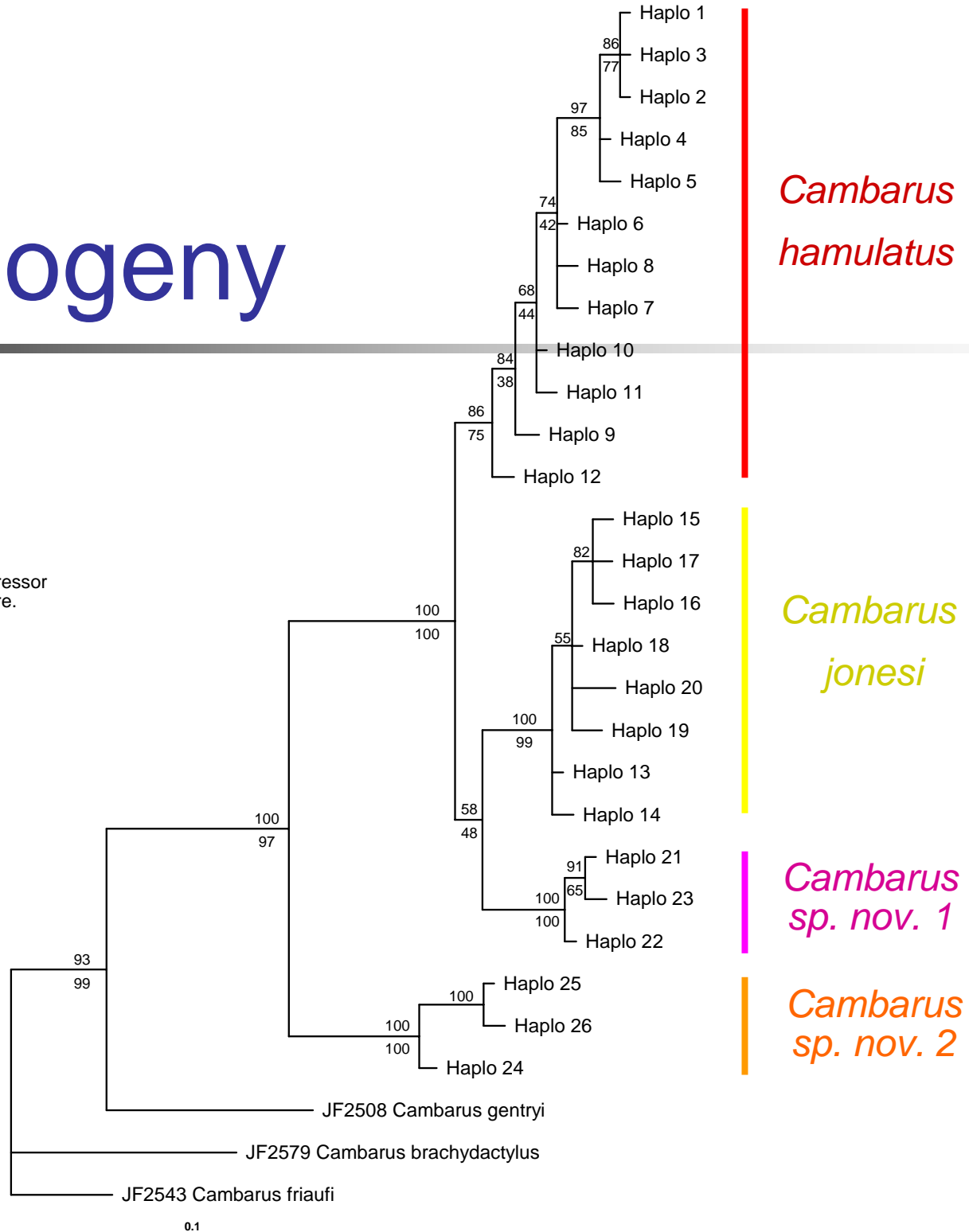


# Southern Appalachian species



# Phylogeny

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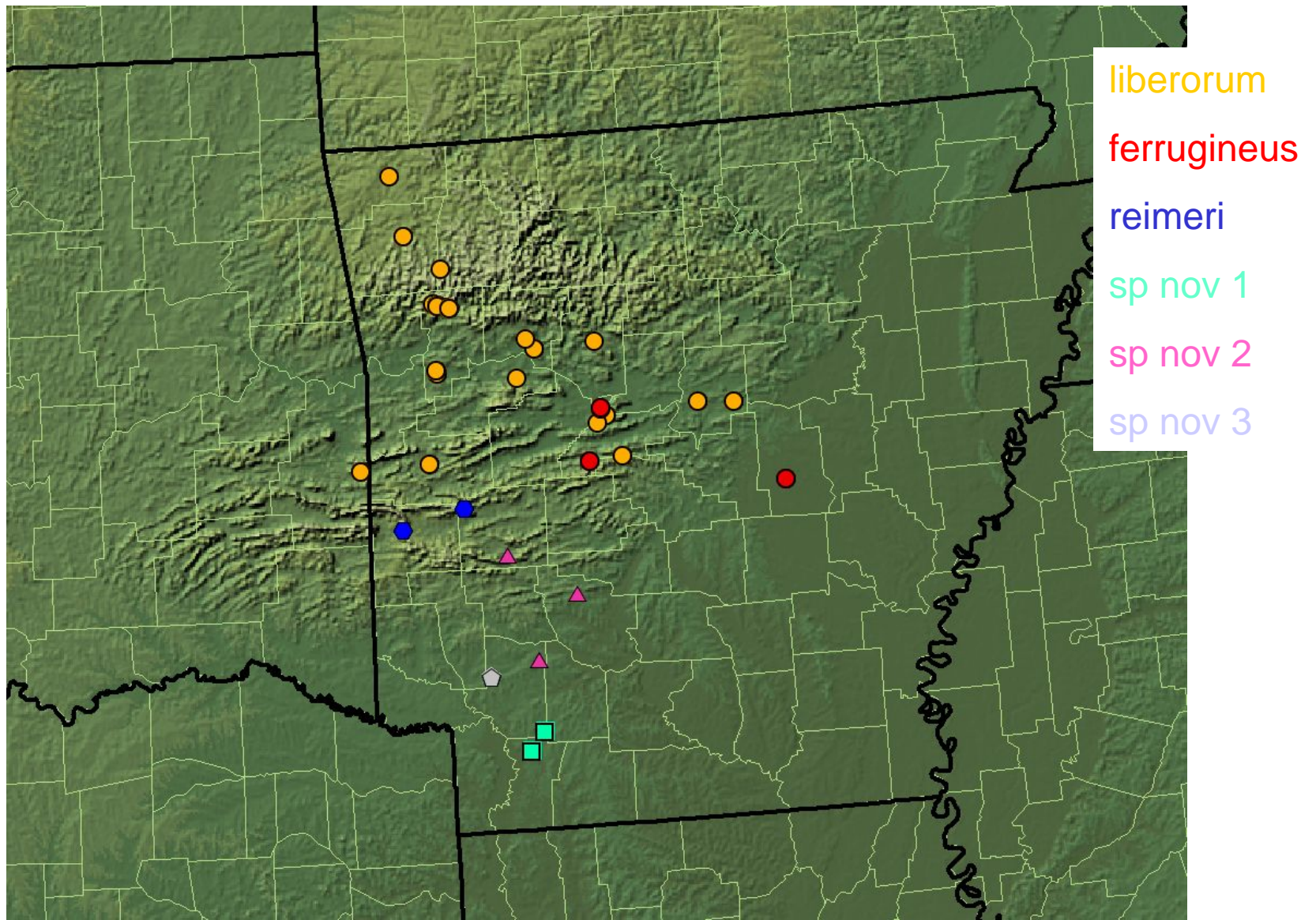


# Genetic Diversity

Species	Current		Historical	
	$\theta_n$	$N_e$	$\theta_w$	$N_e$
<i>C. hamulatus</i>	0.0044	40182	0.0048	43364
<i>C. jonesi</i>	0.0045	41091	0.0059	53182
<i>C. sp. nov. 1</i>	0.0021	18727	0.0020	18000
<i>C. sp. nov. 2</i>	0.0037	33545	0.0048	43455
<i>O. luteus</i>	0.0250	50020	0.0608	121526
<i>O. juvenilis</i>	0.0039	7880	0.0318	63588

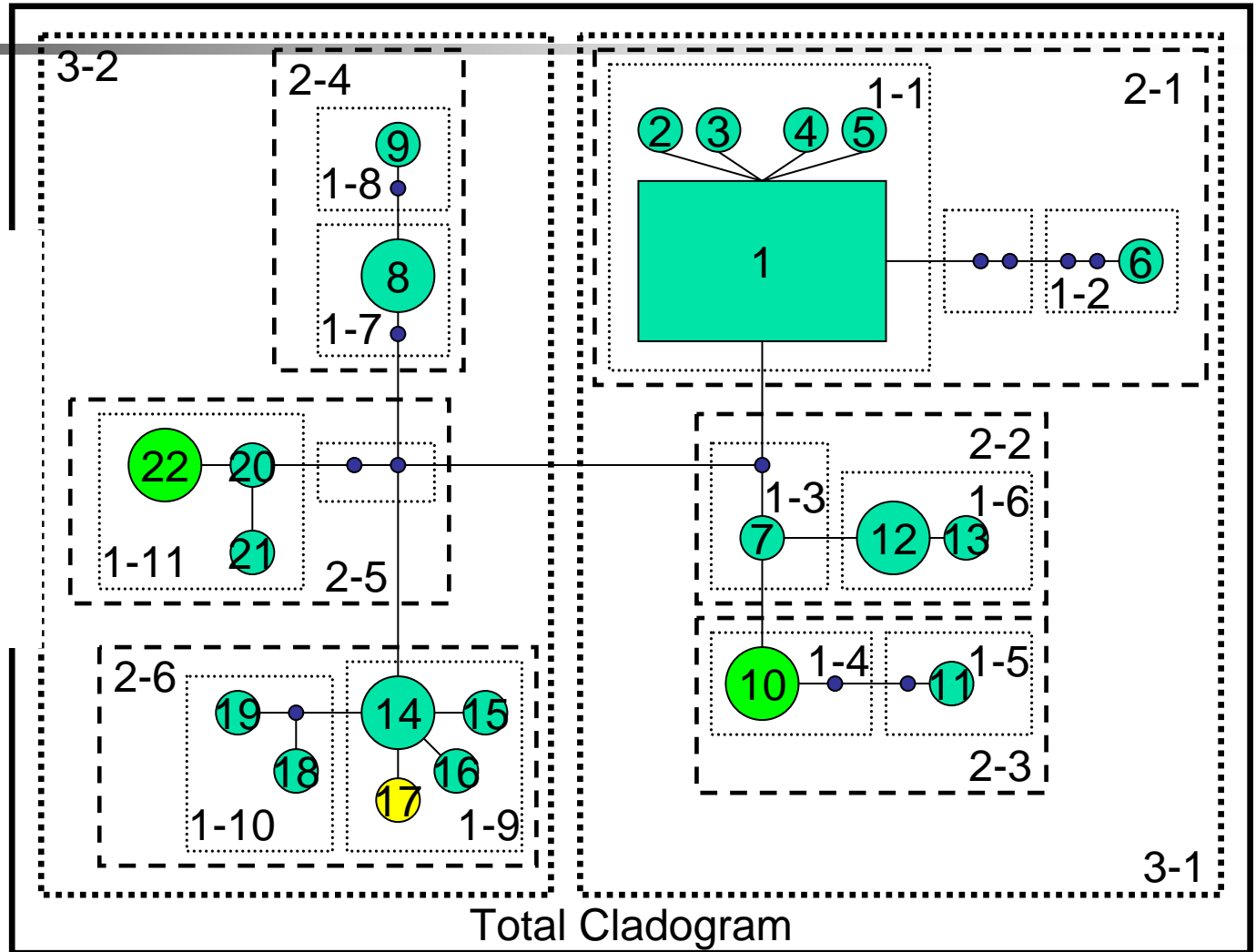


# Utility of Museum Specimens



# Extinction through nonexistence

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- *P. liberorum*
- *P. ferrugineus*
- *P. liberorum + P. ferrugineus*



# Conclusions

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- Species delimitations and diagnostics have implications across a broad range of conservation biology
- Population genetics and phylogenetics provide some powerful tools for diagnosing species for conservation and answering conservation relevant questions like current versus historical population structure, diversity, and population dynamics
- Inferences help establish species boundaries, discovery of new species, diagnosis of ESU, develop priorities

# Acknowledgments



- Jen Buhay - cave crayfish studies
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