

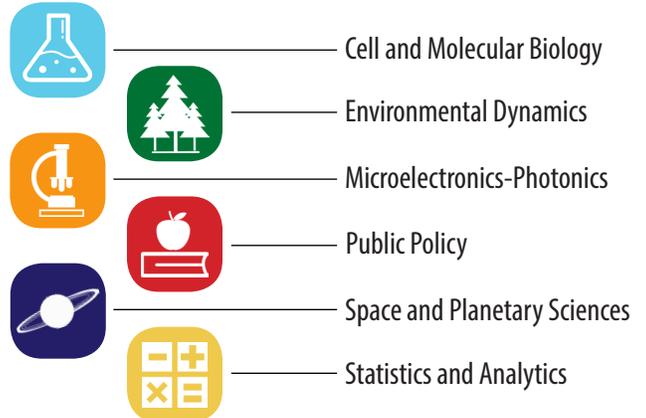
Interdisciplinary Graduate Programs

at the University of Arkansas

Why interdisciplinary?

At the University of Arkansas, we are strong believers that complex problems must often be approached from multiple angles. This mindset has led to the development of six interdisciplinary graduate degree programs that, together with the appropriate research centers, bring a holistic perspective to both old and new challenges in a variety of research areas.

OUR PROGRAMS



POINTS OF PRIDE

- The **Cell and Molecular Biology** program is the largest doctoral program on campus.
- **Cell and Molecular Biology** program participants authored articles in nearly 50 peer-reviewed publications and gave more than 100 oral presentations.
- Students in the **Environmental Dynamics** program were invited to the White House to brief the President's climate adviser.
- A record number of students in the **Microelectronics-Photonics** program took the doctoral candidacy exam.
- Students in the **Public Policy** program authored 16 peer-reviewed journal articles.
- A record number of **Space and Planetary Science** students gave oral presentations at the annual Lunar and Planetary Science Conference.
- Enrollment in the **Statistics and Analytics** program has nearly tripled since its creation in 2014.
- The first students graduated from the **Statistics and Analytics** program, since the program's creation in 2014.

SPONSORED RESEARCH

- **Cell and Molecular Biology** faculty and students recorded nearly \$19 million in continuing grant support and more than \$3 million in new grant support.
- **Environmental Dynamics** faculty earned more than \$3 million in external funding.
- **Public Policy** students and faculty were collaborators on more than \$5 million in grant funding.
- **Space and Planetary Science** faculty and students received nearly \$2 million in grant funding.

262
STUDENTS ENROLLED IN
INTERDISCIPLINARY PROGRAMS
fall 2016

 **500+**
PROGRAM ALUMNI

35+
DISCIPLINES INCORPORATED
INTO PROGRAMS



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all data reflective of 2015-16 academic year, unless otherwise indicated