



INDIANA UNIVERSITY

# ANNUAL REPORT 2018–2019

THE UNIVERSITY GRADUATE SCHOOL



## OUR MISSION

The mission of The University Graduate School (UGS) is to promote and support excellence in graduate education for the benefit of faculty, students, and academic programs on all Indiana University campuses where graduate programs exist. Graduate students—and doctoral students in particular—represent a critical link between undergraduate education and the scholarship of our faculty.

As a result, the quality of graduate education has a significant impact on the teaching and research mission of the university, as well as its reputation in the higher education community and throughout the world. For this reason, we are committed to ensuring that all IU graduate programs uphold the highest standards of excellence. This is our top priority.



Dear Friends and Colleagues,

As we mark another exciting year at Indiana University, it is clear that we have much to celebrate. To begin, there is the university's upcoming bicentennial in 2020, when we will recognize 200 years of excellence at IU. But there is much more to highlight in the continued success of The University Graduate School in the 2018-2019 year.

As we honor both occasions, we are presented with a unique opportunity to consider the key role that graduate education has historically played at IU, as well as the strong foundation established at The University Graduate School for graduate education in the years ahead.

Throughout Indiana University's history, graduate education has made remarkable contributions to the quality and excellence of our great institution. This excellence begins with the students who pursue graduate education at IU. Thanks to the work of many individuals throughout The University Graduate School, students from all backgrounds are able to access a high-quality education that will open up opportunities for bright, fulfilling futures in whatever career path they may choose.

In turn, this commitment to student excellence enriches our entire university, from the faculty working with students to the broader community that benefits from their education and advancement of knowledge.

At The University Graduate School, we are proud to play a role in the IU experience. This report captures a snapshot of that work in the 2018-2019 year, detailing the exciting progress we have made to ensure a broad range of student success stories and achievements benefiting faculty, staff, and others.

Taken in sum, this information showcases the holistic resources designed to support our students through every step of their graduate education experience. We are truly proud of these offerings—and deeply thankful for the faculty and staff who make them possible. The updates from the 2018-2019 year represent more than just achievements worth celebrating. They serve as the foundation of the important work to come.

A handwritten signature in black ink that reads "James C. Wimbush".

James C. Wimbush, Ph.D.

Dean of The University Graduate School

Vice President for Diversity, Equity, and Multicultural Affairs

Johnson Chair for Diversity and Leadership

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## OVERVIEW

### What Is The University Graduate School?

Unifying the dozens of graduate schools and programs across Indiana University, The University Graduate School serves as one of the premier sites in the country for graduate education. From mathematics to biomedical sciences, The University Graduate School provides educational excellence for all who seek to advance their learning journey.

As part of its mission, The University Graduate School assists departments in recruiting, supporting, retaining, and graduating outstanding scholars. Working with national higher education organizations such as the Council of Graduate Schools, the Committee on Institutional Cooperation, Midwestern Association of Graduate Schools, and the McNair Scholars Program, The University Graduate School takes the lead in forging the future direction of graduate education.

The University Graduate School provides degree programs on seven campuses of Indiana University: Bloomington, East, Indianapolis, Kokomo, Northwest at Gary, South Bend, and Southeast at New Albany.

As of fall 2019, The University Graduate School offers a total of 141 master's degrees and 109 Ph.D. programs statewide. At Bloomington, The University Graduate School offers 93 master's degrees and 79 Ph.D. degrees through the College of Arts and Sciences, Eskenazi School of Art, Architecture, + Design, Kelley School of Business, School of Education, Hamilton Lugar School of Global and International Studies, Luddy School of Informatics, Computing, and Engineering, Maurer School of Law, The Media School, School of Medicine, Jacobs School of Music, School of Optometry, O'Neill School of Public and Environmental Affairs, and School of Public Health.

IUPUI offers 33 degrees for graduate programs and 28 degrees for students interested in pursuing a Ph.D. These degrees are offered through the IU Lilly Family School of Philanthropy, IU Richard M. Fairbanks School of Public Health, IU School of Dentistry, IU School of Education, IU School of Health & Human Sciences, IU School of Informatics and Computing, IU School of Liberal Arts, IU School of Medicine, IU School of Nursing, IU School of Social Work, IUPUI School of Science, Purdue School of Engineering & Technology, and M.F.A. degrees from Herron School of Art. Several of these degrees are not offered by any other public institution in Indiana.

In addition to ensuring the very best academic experience for students across the university, The University Graduate School implements a variety of professional development and mentoring opportunities, research connections, and peer networking resources to ensure that students and others have the tools they need to succeed, both in and out of the classroom.



### COMMITMENT TO DIVERSITY

The Indiana University Graduate School is committed to recruiting, retaining, and graduating students who have traditionally been underrepresented in graduate education. This includes creating an inclusive and multicultural educational landscape for minority students and students from low-income and first-generation college backgrounds.

As part of this work, we try to recruit highly qualified students and to prepare and retain these students through research opportunities and professional development activities at Indiana University. Enrolled graduate students are provided with programs and services to assist and support their pursuit of a successful graduate education. This includes academic, professional, social, financial, referral, and informational support to promote a climate of diversity, inclusion, engagement, and achievement.



**“Building an inclusive campus is not a static milestone;  
it is a goal that we must continually seek.”**

—James C. Wimbush

Dean of The University Graduate School  
Vice President for Diversity, Equity, and Multicultural Affairs  
Johnson Chair for Diversity and Leadership



DATA HIGHLIGHTS

Setting the Pace for the Future

The University Graduate School is fueled by a common mission: to advance into unknown territories of knowledge and to create solutions for positive and productive change.

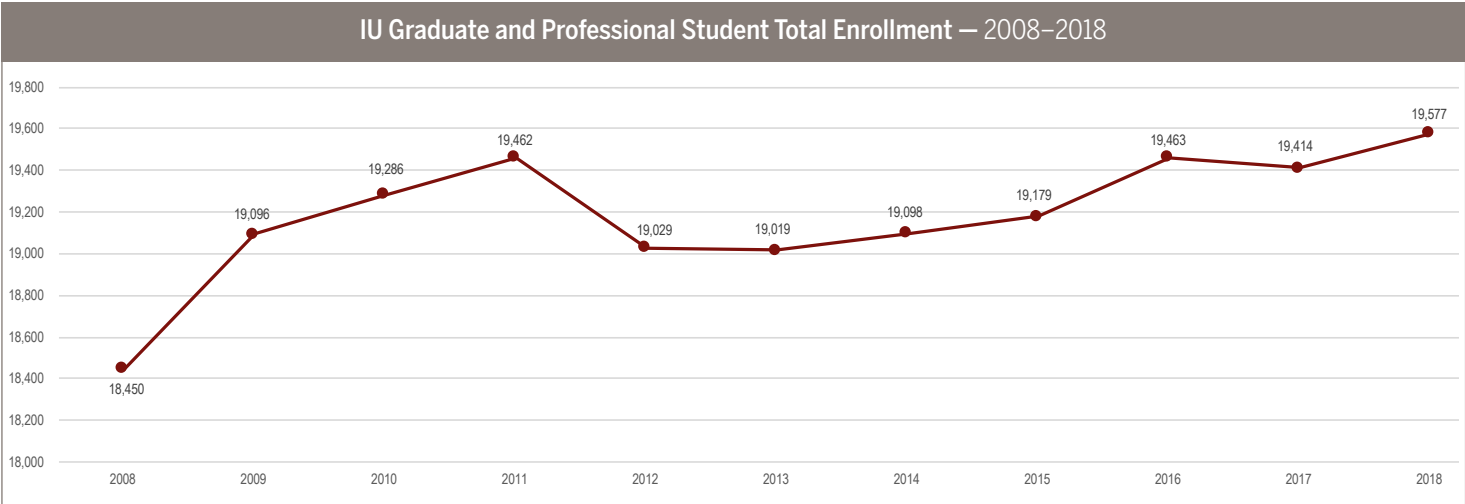
Collaboration between students and faculty is celebrated at The University Graduate School. Researchers, explorers, theorists, artists, and writers work side by side, testing and challenging, pushing, and inspiring—and waiting for the idea or spark of imagination that can potentially change lives for the better.

The University Graduate School is responsible for all research-based graduate degrees in the Indiana University system, supporting not only graduate education but also world-class graduate and faculty research. As of fall 2018, there were 5,381 students enrolled in The University Graduate School programs

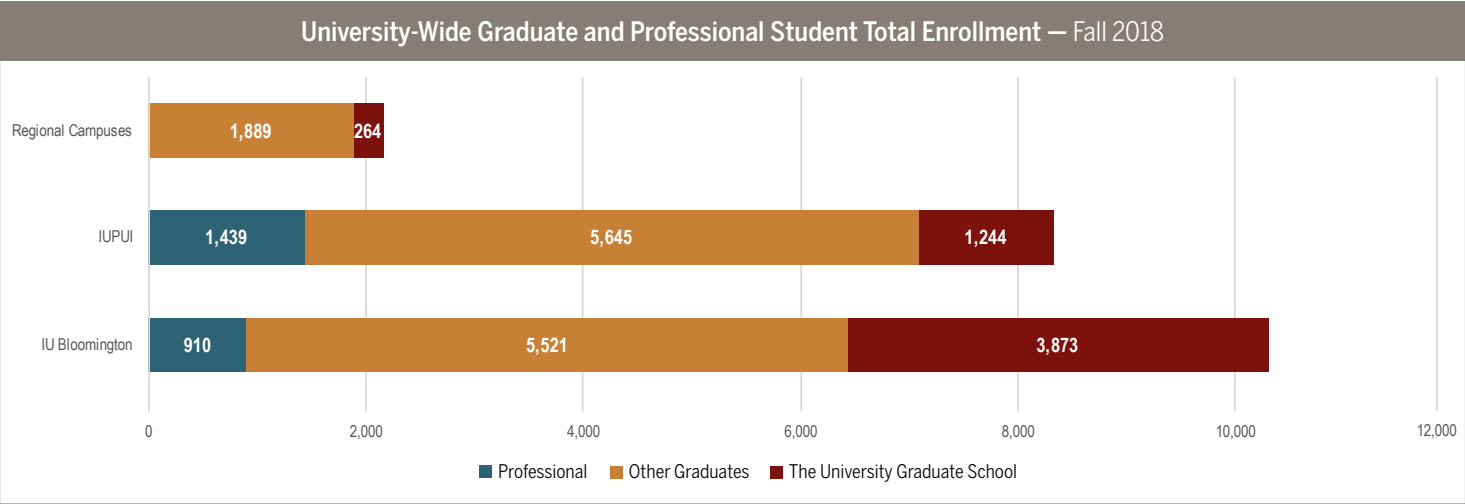
across all seven campuses. Nineteen percent of these graduate students are from underrepresented minorities. IU graduate students take less time to complete their Ph.D.'s—5.3 years—than students at peer institutions in all areas of study.

Ph.D. students represent the majority of graduate students in The University Graduate School. Master's students make up just over one-fifth of the graduate student population, while non-degree students—students who are earning graduate credits or working toward graduate certificates—make up another 10 percent.

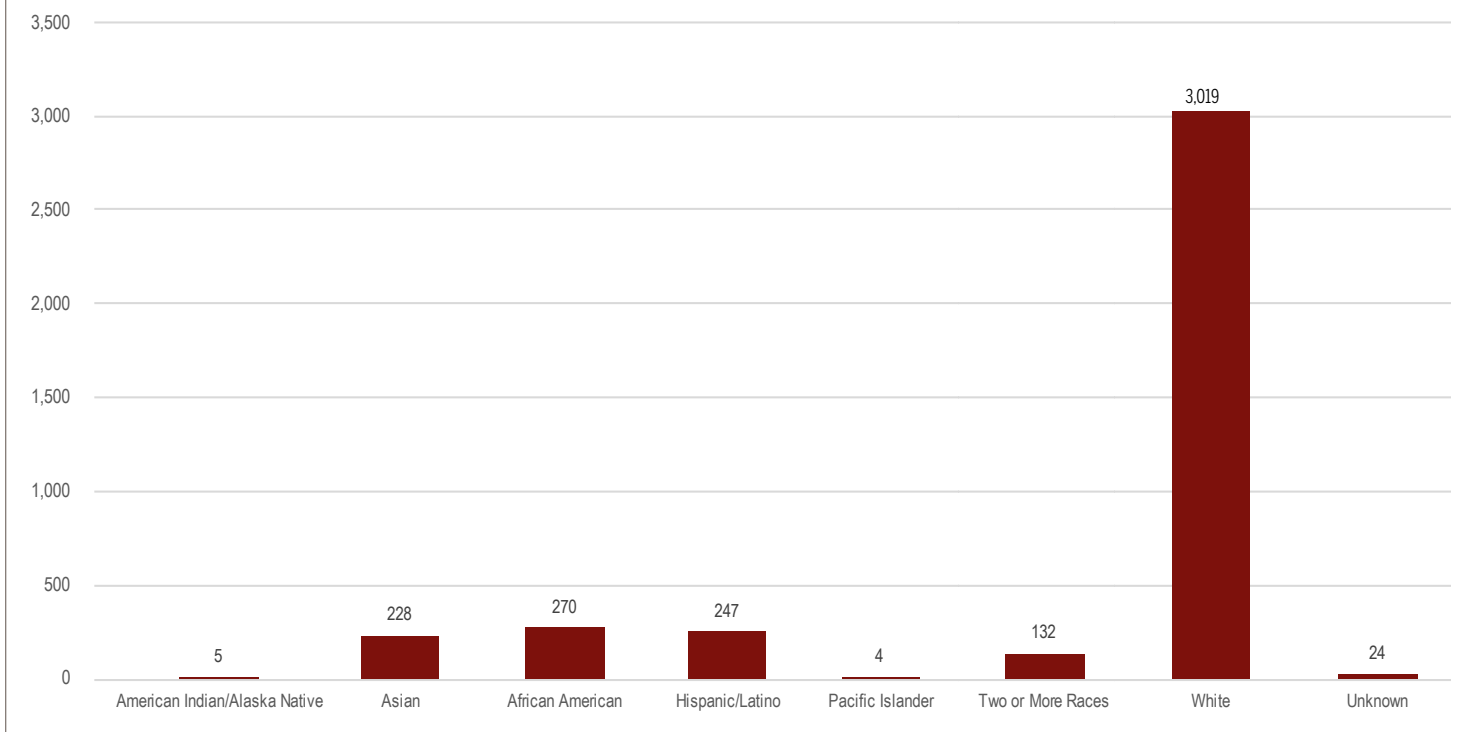
From its humble beginnings in 1894 as a committee that kept minutes in a small composition notebook, The University Graduate School is still evolving, still growing, and still committed to the principles that has guided it throughout a storied history of providing world-class excellence in graduate education.



▲ Slightly more than 25 percent of the graduate and professional students enrolled university-wide are in programs that will lead to a degree granted through The University Graduate School. However, a much higher percentage of students benefit from the programs and services that The University Graduate School offers to all IU graduate and professional students.



The University Graduate School Enrollment, Domestic Race/Ethnicity — Fall 2018



The University Graduate School

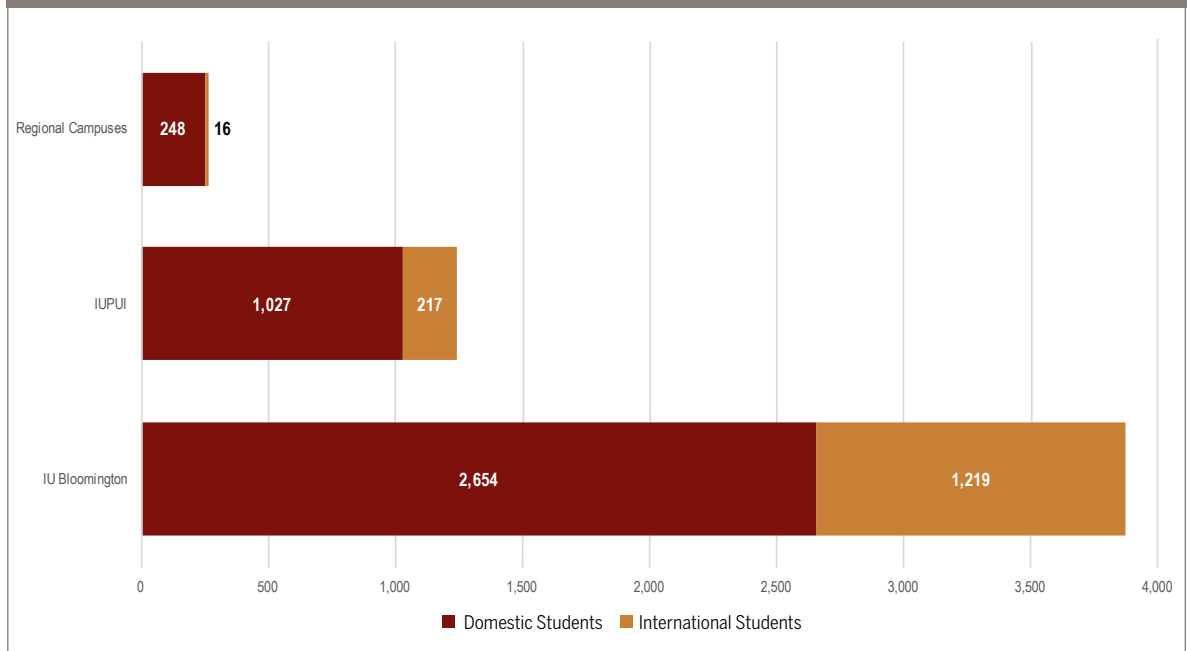
5,381

STUDENTS

DOMESTIC &  
INTERNATIONAL

Fall 2018

The University Graduate School Domestic and International Enrollment — Fall 2018



▲ Domestic ethnicity is calculated for naturalized U.S. citizens and permanent residents.

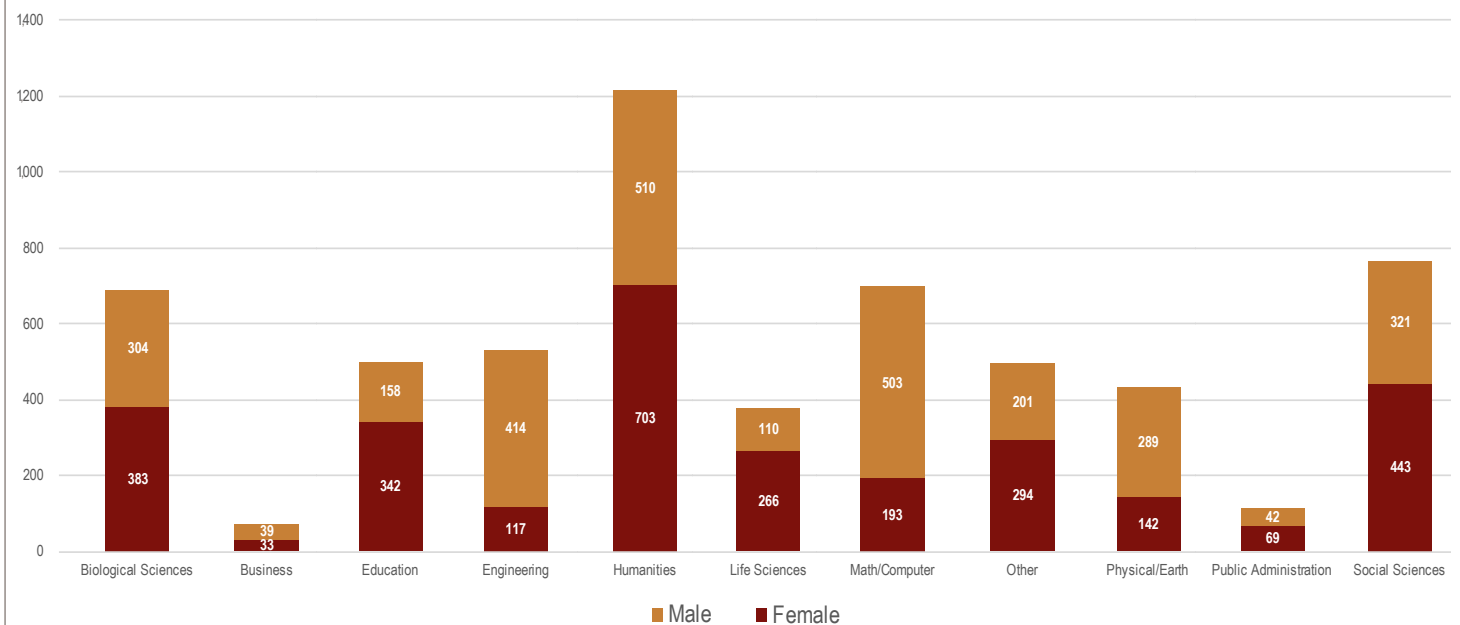
International enrollments are based only on the student visa permit category of non-resident alien (i.e. excluding naturalized U.S. citizens and permanent residents).

◀ Professional refers to programs leading to a "first-professional" degree, e.g., law, optometry, medicine, dentistry.

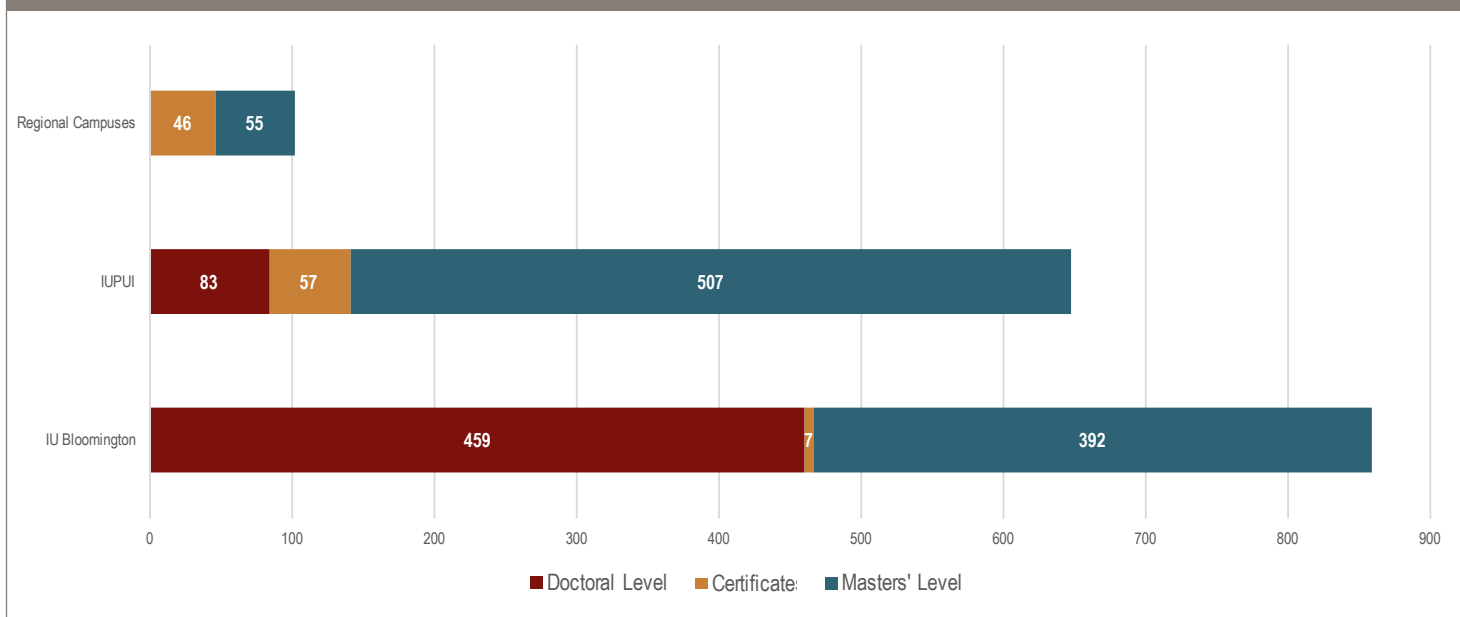
Other graduates refers to Purdue programs at IUPUI, as well as programs other than the Ph.D. offered in business, education, music, SPEA, HPER, and SLIS.

## DATA HIGHLIGHTS

The University Graduate School, Gender Enrollment in Broadly Defined Fields — Fall 2018

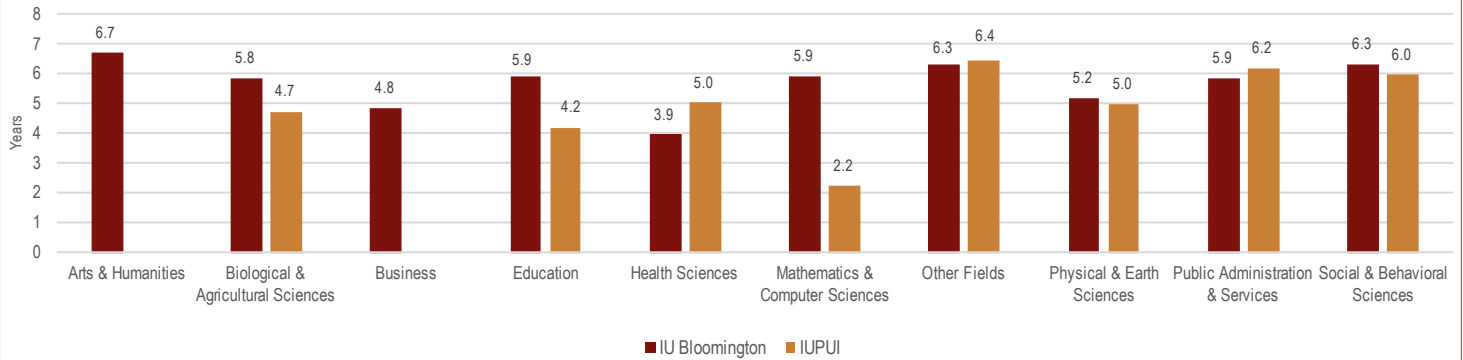


The University Graduate School, Degrees Awarded — July 1, 2018 – June 30, 2019

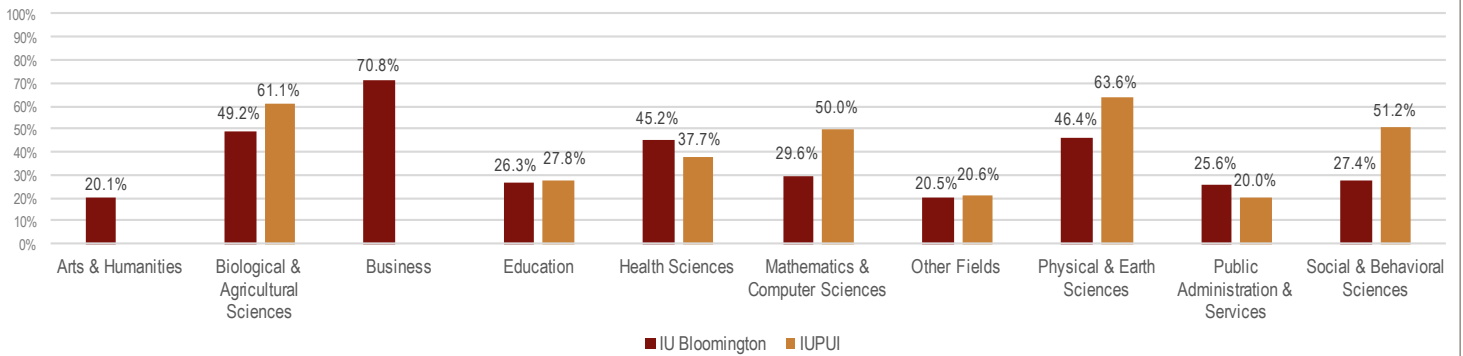




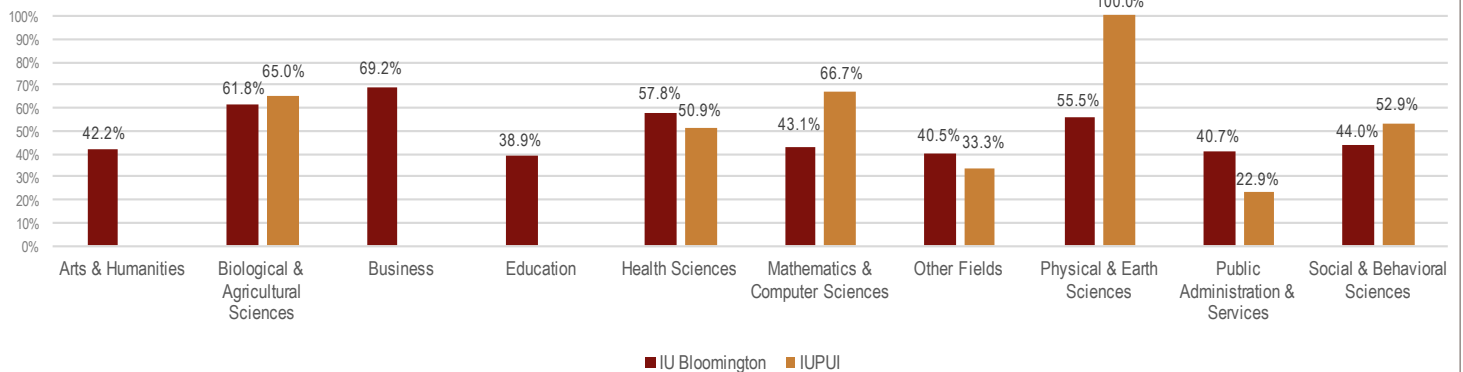
### Median Number of Years to Doctorate Degree Since Entering the Ph.D. Program — 2014–2019



### Seven-Year Cohort Completion Rates — 2005–2013



### Ten-Year Cohort Completion Rates — 2005–2010



## RECOGNITION AND AWARDS

### Topping U.S. News & World Report's Rankings



#### The O'Neill School of Public and Environmental Affairs IU Bloomington

##### Ranked No. 1 for Graduate Programs in Public Affairs

##### Three Specialties in the No. 1 Spot

Environmental Policy and Management  
Nonprofit Management  
Public Finance and Budgeting

#### The O'Neill School of Public and Environmental Affairs IUPUI

##### Rose to 39th Place From 52nd



### Highest Honors and More

From finance to the fine arts, The Indiana University Graduate School is consistently recognized and honored for its work in developing new concepts and best practices for graduate education.

In March 2019, for the third year in a row, the O'Neill School of Public and Environmental Affairs at IU Bloomington garnered the top spot for graduate programs in public affairs in the newest graduate program rankings by *U.S. News & World Report*.

"These rankings underscore how the O'Neill School of Public and Environmental Affairs, the first school in the U.S. to combine public management, policy, and administration together with the environmental sciences, has become synonymous with excellence at IU and throughout the world," IU President Michael A. McRobbie says of the distinction.

"They are a testament to our outstanding faculty, who are routinely pushing frontiers in innovative teaching, learning and service. They also reflect the success of our school's first-rate academic programs, which, for nearly a half century, have produced outstanding graduates who work around our state and across the globe toward finding solutions to some of our society's most challenging problems," he added.

In addition, the Bloomington school secured three specialties in the No. 1 spot: environmental policy and management, nonprofit management, and public finance and budgeting.

The O'Neill School at IUPUI saw a significant jump in its ranking, moving up to 39th place from 52nd in 2018. The IUPUI location also has three specialties in the top 20: nonprofit management (third), local government management (16th) and urban planning and policy (tied for 17th).

A number of other IU programs also are represented in the newest *U.S. News & World Report* rankings, including programs in the Kelley School of Business, School of Education, School of Medicine, School of Nursing, School of Social Work, School of Health and Human Sciences, the Maurer School of Law, and the McKinney School of Law.

5.3 AVERAGE YEARS TO PH.D. DEGREE 2014-2019

## Points of Pride in Graduate Education

- The full-time Master of Business Administration program at the Kelley School of Business ranked 21st (up from 27 last year), while the part-time evening M.B.A. program at IUPUI tied in the ninth spot. Six specialties within the school made the top 20 in their fields: Entrepreneurship ranked eighth; accounting, management, information systems, marketing and operations all ranked 12th. The finance program ranked 35th.
- The School of Education on the Bloomington campus is ranked 28th overall, with its program in higher education administration ranking fourth. The school has an additional seven specialties ranked in the top 25: curriculum and instruction, 11th; elementary education, 12th; secondary teacher education, 13th (tie); student counseling and personnel services, 14th (tie); education administration, 15th; education policy, 19th (tie) and special education, 24th (tie).
- The Indiana University School of Medicine ranked 31st in primary care and 48th in research. The school's specialties in family medicine and pediatrics were also included in the rankings, tying with other schools for 13th and 23rd, respectively.
- The School of Nursing master's degree program is tied for 46th overall, while its doctorate in nursing program tied for 54th. The school's nursing administration program tied for 12th.
- IU's two schools of law are also well represented in the newest rankings. The IU Bloomington Maurer School of Law's graduate program, which is full-time, ranks 34th overall. The IUPUI McKinney School of Law's part-time program is tied with two other universities for 30th. Several specialties were included in the top 20 as well: the health care law program at McKinney, 11th (tie); tax law at Maurer, 20th (tie); and legal writing at McKinney, 20th (tie).
- The Master of Health Administration program at the Richard M. Fairbanks School of Public Health at IUPUI is tied for 28th in this year's rankings. This is up from the 42nd spot in 2015 when these programs were last ranked.

"While rankings can never tell the whole story of a campus, these latest rankings by *U.S. News* help reflect the success of our strategic campus initiatives to ensure positive student outcomes, enhance the diversity of our community of scholars, and increase support for our impact-focused research enterprise," says IU Bloomington Provost and Executive Vice President Lauren Robel.



## STRATEGIC INITIATIVES



### Adopting the UniCAS System

In the 2018-2019 academic year, The University Graduate School officially adopted the Liaison International's UniCAS central application system for use across all of its schools. Prior to the adoption of UniCAS, no centralized application portal for graduate programs at Indiana University existed; instead, prospective students applied to programs or schools through separate and distinct application processes. With the adoption of UniCAS, all prospective students will manage and submit their applications through one web-based, mobile-and tablet-friendly application portal, regardless of the campus or college to which they apply.

Adopting the UniCAS system offers a number of benefits for students, faculty, and others. The system brings greater simplicity and efficiency to IU's application processes, reducing administrative costs and creating a streamlined process for students applying to colleges and campuses across the university.

In providing a centralized place for students of all academic interests to apply to IU, UniCAS also will provide the university with valuable analytics tools to understand trends in enrollment and better tailor application processes to the needs of its students.

The UniCAS system went live in September 2019.

"Indiana University is committed to excellence in all aspects of the education we provide, which is why we are so excited to implement Liaison's UniCAS as our enrollment platform," says James C. Wimbush, vice president of Diversity, Equity, and Multicultural Affairs, dean of The University Graduate School, and Johnson Chair for Diversity and Leadership. "UniCAS not only cuts down on administrative costs and improves efficiency, but it also fosters a transparent and simple application process for those who look to call IU home."

### A More Connected Campus: Introducing a New CRM

Data silos—having information about students in dozens of different, disconnected databases and spreadsheets—do little to promote student success. In an effort to improve communication with prospective and current students, The University Graduate School announced the development of a new Customer Relationship Management (CRM) system. This system aims to provide a more robust and seamless communication solution for students, enabling The University Graduate School to regularly push personalized communications in a more efficient and timely manner.

In addition to getting critical application information to students, the new CRM system also will help students feel more welcomed and supported by The University Graduate School as they pursue their graduate studies.



### Preparing New Talent for STEM Fields

The 2018-2019 year also saw The University Graduate School introduce new research and scholarship opportunities in partnership with organizations in the community. These programs are part of the IU-MSI STEM Initiative, an academic and research partnership between Indiana University and multiple Minority Serving Institutions (MSIs) that promotes and develops the science, technology, engineering, and math (STEM) disciplines.

The IU-MSI STEM Initiative is the brainchild of Dr. Adam Herbert, the first African-American president of Indiana University. Launched in 2007 on the Bloomington and IUPUI campuses, Herbert envisioned the effort as a way to increase diversity at Indiana University, expand funding opportunities, and enhance the research capacity of both campuses through the sharing of resources and knowledge.





In 2015, Herbert's vision secured additional financial support in the form of a \$1.66 million, five-year grant from the Department of Navy. The initiative currently includes a partnership with 16 MSIs, creating a viable pipeline of talent that has increased the number of diverse students equipped to enter and succeed in master's and Ph.D. STEM-related graduate degree programs.

One of the programs benefiting from the IU-MSI STEM Initiative is the STEM Summer Scholars Institute and its research connection with the Naval Surface Warfare Center (NSWC) Crane Division.

Held over eight weeks in the summer, the STEM Summer Scholars Institute provides a number of opportunities for scholars to engage in substantive research and develop high-level skills. Designed for students considering graduate-level work toward earning a Ph.D., the Institute equips participants with skills such as technical writing and GRE preparation. At the end of the program, students emerge with the knowledge necessary to help them flourish in graduate-level research and academic work.

This year, scholars were able to find additional opportunities for research via The University Graduate School's collaborative partnership with the NSWC. As part of this relationship, scholars were introduced to various research experiences across the fields of optics and material science, as well as mechanical, computer, and electrical engineering. During these encounters, students had the opportunity to work and learn side by side with engineers at NSWC-Crane.

## Collaborations for Change

Long-term success in maintaining pipelines between MSIs and IU depends on strong networks of interaction among faculty. Such connections with peers strengthen collaboration, spark innovation, and serve as a vital research development tool.

Funded by a grant from the Department of Navy, the Faculty Research Development Institute (FRDI) provides an avenue for this to happen. Consisting of research-intensive gatherings, the FRDI gives faculty an opportunity to build research connections and identify new funding sources to support their projects and student researchers.

This year, 42 faculty members from Bloomington and IUPUI joined their MSI partners for the five-day FRDI gathering in July 2019. Among other things, the annual event provided workshops and opportunities designed to foster on-going discussions around mutual research interests among faculty members and MSI partners.



To date, the IU-MSI STEM Initiative has far exceeded its original program goals. Some 146 faculty from IU Bloomington and IUPUI and the accompanying MSI partners are now currently engaged in one or more of the effort's components.

In addition, 19 external grant proposals have been submitted totaling more than \$22 million.

"The importance of preparing new talent for the STEM fields remains a national priority," says Dr. Jack L. Schmit, coordinator of the IU-MSI STEM Initiative.

"Through the IU-MSI STEM Initiative, Indiana University is taking the lead in expanding student research opportunities and faculty collaborations, as well as strengthening the country's future STEM workforce," he says.



## STRATEGIC INITIATIVES



### Creating CIRTL Communities

The quality of graduate education has a significant impact on the teaching and research mission of Indiana University, as well as its reputation. For this reason, the institution is committed to ensuring that all IU graduate programs uphold the highest standards of excellence. The Center for the Integration of Research, Teaching, and Learning (CIRTL) is a central component of this work.

As a network of 46 universities in the United States and Canada, the CIRTL aims to advance undergraduate education through the professional development of future faculty. IUPUI and Indiana University Bloomington are members of the CIRTL network. The foundations for all CIRTL programming utilize the three core ideas of Teaching-as-Research (TAR), Learning Communities (LC), and Learning-through-Diversity (LD).

CIRTL at IUPUI is jointly led by the IUPUI Graduate Office, the Center for Teaching and Learning, and the Office of the Vice Chancellor for Research, with active support from various schools and programs across campus and campus units such as the Multicultural Center and Institutional Research and Decision Support.

Launched in fall 2016, the CIRTL at IUPUI consists of graduate students, postdocs, and faculty in STEM and other disciplines. Among their many activities, these individuals engage in discussions and development of reflective and evidence-based teaching approaches using strategies that leverage student and instructor diversity and shared learning experiences.

Participants in the program can earn recognition for achieving the CIRTL Program Outcomes of Associate, Practitioner, and Scholar by completing requirements consisting of various local and cross-network programming. Students can use these digital badges on their CVs and in online career networking tools to showcase their CIRTL accomplishments to prospective employers.

### What Is a Welcoming Campus?

Launched in spring 2016, the Welcoming Campus Initiative provides a springboard for transforming IUPUI into a more inspiring destination for faculty, staff, students, and visitors alike.

Part of this work entailed the convening of taskforces, focus groups, and town hall meetings to answer the question, “How can we make IUPUI a more welcoming campus?”



The responses have served as an impetus for a number of projects across the university to enhance the student experience. One of these efforts is the Get UPnGO initiative.

Spearheaded by the Underrepresented Professional and Graduate Student Organization, Get UPnGO provides student-led recruitment and retention efforts, as well as events and programming to address issues relevant to student success.

As part of its mission, UPnGO also hosts networking and professional development events specifically geared toward graduate and professional students. In addition, it plans to launch a tiered-mentoring program with Diversity Enrichment Achievement Program (DEAP) scholars. Finally, an UPnGO video series was developed in which stories highlighting the accomplishments of current students are featured.

19% UGS STUDENTS FROM  
UNDERREPRESENTED MINORITIES

### The Changing Face of Mentoring

A key part of The University Graduate School's work is to support graduate students with the resources they need to succeed during and after their graduate school journey. The Graduate Mentoring Center serves as an integral part of this mission by connecting IU Bloomington graduate students with a comprehensive suite of holistic mentoring supports and experiences.

Founded in 2014, the Graduate Mentoring Center at IU Bloomington helps students establish mentoring relationships, hosts speakers, offers workshops, and provides connections between graduate students and fellow peers, faculty, and staff. These opportunities are especially valuable for students from historically underserved communities who may face additional barriers to degree attainment.

This year, the Graduate Mentoring Center welcomed 18 graduate students and 18 faculty members as part of its mentoring cohort. Students who enter the program are paired with a mentor whose role is to amplify their mentees' success and support their experiences inside and outside of the classroom. Guiding these mentoring relationships is the principle of the "Five-Fold Path," a concept centered on the ideas of balance, community, culture, mentorship, and scholarship. As part of this model, mentees and mentors build a relationship grounded in contemplative practice, awareness of healthy research-life balance, stress reduction, and creative conversation about new approaches to research and scholarship.

In addition to mentoring experiences, the "Innovators and Trailblazers Speaker Series" provided an outlet for community and conversation. Dr. Kakali Bhattacharya, a scholar who focuses on qualitative research and contemplative practice as a research and teaching tool, served as this year's Trailblazers' speaker.



### Mentoring With a Purpose

Opening its doors in 2018, the IUPUI Graduate Mentoring Center provides resources and opportunities for faculty and staff to strengthen their skills in mentoring graduate and professional students. In addition, the Center serves graduate and professional students who are interested in learning more about mentoring and professionalism.

One of the main goals of the Center, which was made possible through funding from the President's Diversity Initiatives, is to serve students from diverse backgrounds. Randall Roper, director of the Graduate Mentoring Center and associate professor of biology, explains:

"The model for mentoring has changed," says Roper. "We are no longer trying to clone ourselves but instead want to work to provide individualized experiences to help our students reach their varied career goals. We want to be inclusive of all graduate and professional students and help them build strong relationships with their mentors."



Housed within the IUPUI Graduate Office in Room 1170 of the University Library, the Center offers one-on-one assistance, peer mentoring sessions, and workshops. Roper notes that one of his key responsibilities is to be a gatherer and sharer of information.

"We serve as a resource and facilitator, but we don't have all the answers. We want to learn from both students and mentors at IUPUI and then share best practices," he says.

### Emissaries for Graduate Student Diversity

The University Graduate School is a leader in developing new concepts and best practices for graduate education. This includes assisting departments in recruiting, supporting, retaining, and graduating outstanding scholars.

One of the ways The University Graduate School takes the lead in forging the future directions of graduate education is through the Graduate Emissaries for Student Diversity program. The goal of the program is to train IU Bloomington and IUPUI graduate and professional students as program ambassadors so they can assist in various stages of the graduate education process.





Graduate Emissaries are current graduate students at IU Bloomington and IUPUI. They represent a variety of academic fields and serve as official student representatives for The University Graduate School. Using effective peer-to-peer communication channels, emissaries strive to positively support the university's recruitment, outreach, and advocacy efforts across diverse communities.

More than academics, emissaries provide prospective students—particularly minority and underrepresented graduate students—and their families with real-life student perspectives on graduate student life at Indiana University. They also work to build a more inclusive graduate student community through formal and informal mentoring activities.

### Doing Good Works

Gina Castiblanco knows firsthand the impact of serving as an emissary. Castiblanco earned her D.D.S. and M.S.c degrees in Bogotá, Colombia, where she worked as a faculty member for two years. During her time as a dental student, she decided to take her passion for biomedical science and public health and pursue a career in research to benefit disenfranchised communities and populations.



Another emissary is Maribel Hernandez. Hernandez received her bachelor of science in psychology from St. Edward's University in Austin, Texas. After graduating, she joined AmeriCorps and worked as a college access coach helping first-generation and low-income high school students access higher education.

Hernandez joined IUPUI in 2017 as a Post-Baccalaureate Research Education Program (IPREP) student, working in the Addictions

Neuroscience department under the mentorship of Dr. Stephen Boehm and Dr. Nicholas Grahame. Currently, she is a Ph.D. candidate in the IUPUI Addictions Neuroscience department where her interests include investigating the behavioral genetics of alcoholism. She also is a recipient of the Presidential Diversity Fellowship, which will assist in her research.



The peer-component of the Emissary for Graduate Student Diversity program is what appealed to Nelson Zounlome. As an emissary, Zounlome, who is working on a doctorate in counseling psychology, chose IU Bloomington because of the opportunity to participate in the recruitment program, "Getting You Into IU." He says the effort enabled him to connect with other graduate students from his degree of interest, as well faculty and staff.



It was the supportive community and the resources available to him that solidified his decision to make IU Bloomington home for his graduate school education, he says.

Katherine Barrus also serves as an emissary in the Emissary for Graduate Student Diversity program. Barrus, too, was impressed with the supportive graduate school community, mentors, and professional and personal opportunities.

"At IU Bloomington, I found the resources I needed to thrive," she says.



## A Gathering of Like Minds

Graduate students are busy individuals. Between classes, work, family, and other obligations, there can be a lot to balance. Joining a student organization might be the last thing on their mind.

But getting involved in a student organization does more than simply provide an extra-curricular activity. It's also an excellent way to grow one's professional network. Indeed, these organizations help students gain work-related experience and network with peers and potential employers—while advancing one's leadership skills.

From foreign languages to the arts and politics, students have more than 750 activities and student organizations available to them on the IU Bloomington campus, as well as some 650 groups at IUPUI.

The Graduate and Professional Student Government (GPSG) represents an integral resource to connect students to the graduate student community at IU Bloomington and IUPUI. The organization,

which serves approximately 18,000 students on both campuses, collaborates regularly with The University Graduate School faculty and staff to improve the quality of graduate student life.

The GPSG also provides resources and academic support to assist students, cultivates a graduate student campus community, and advocates for the best interests of graduate students.

National graduate student organizations are another resource designed to connect graduate students with professionals in their industry, as well as create additional networking opportunities and strengthen leadership skills. These organizations include the American Association of University Professors: Committee on Graduate and Professional Students, the Association for Women in Science, Society for the Advancement of Chicanos and Native Americans in Science, and Women in Higher Education, to name just a few.

## Safa Mohamad: A Student Success Story

Safa Mohamad is on a mission to make a difference. After completing her master's thesis on sickle cell anemia, her interest was piqued in the field of hematology. That's when she began applying to graduate schools for her Ph.D., she says. IUPUI fit the bill.

Since arriving in Indianapolis, Mohamad has reaped the rewards of her hard work. She is especially proud of an oral presentation she gave at the American Society of Hematology (ASH).

"This hematology conference is attended by 20,000+ researchers. Presenting my work to experienced and respected peers made me believe in the possibility that any goal is achievable," Mohamad notes.

Mohamad's academic work has been recognized with the Marilyn Hester Scholarship. The prestigious scholarship

provides funding of up to \$8,000 a year to medical and doctoral students pursuing degrees in biomedical sciences.

Mohamad says her graduate work created invaluable opportunities to learn cutting-edge medical techniques, including single cell mRNA sequencing, single cell CyTOF, and 3D tissue cytometry. She is particularly grateful for the mentorship of Professor Edward F. Srouf, Ph.D. of the Indiana University School of Medicine.

"Dr. Srouf has given me countless opportunities to collaborate with several researchers in IU, which resulted in multiple peer-reviewed publications," she says.

Outside the lab, Mohamad is a past member of the student diversity advisory board at IUPUI. She says she relishes her introductions to different cultures through the events organized by the department of



diversity affairs at IUPUI. These experiences, she says, have inspired her to give back by actively volunteering for Indiana BioMedical Gateway (IBMG) program campus visits, as well as at IUPUI international orientations.

### Prepping for the Future

Mahogany A. Monette has big goals. One of them involves developing assessment methods and new therapies to help people suffering from severe and persistent psychological disorders, particularly individuals from marginalized backgrounds.

The IUPUI Post-Baccalaureate Research Education Program (IPREP) is helping Monette realize her dreams. As a 2019 IPREP fellow, Monette has access to the tools, resources, and faculty expertise she needs to further her research and knowledge of the biomedical sciences.

The IPREP program at IUPUI is designed to prepare recent college graduates from underrepresented minority or disadvantaged populations for admission to graduate programs in the biomedical and behavioral sciences.

Funded through the National Institutes of Health, IPREP draws on the programmatic and research strengths of the major health and life sciences campus of IUPUI. Training is provided in addictions neuroscience, biomedical engineering, clinical psychology, human performance and kinesiology, medical neuroscience, basic biomedical sciences (anatomy and cell biology, microbiology and infectious disease, musculoskeletal biology, pharmacology, and physiology) and other areas in biological behavior sciences.



As an IPREP fellow, participants receive many benefits, including:

- An intensive year-long mentored research experience in a cutting-edge lab on the major health and life sciences campus in Indiana
- A personalized professional development plan geared toward successful admission to a competitive biomedical or behavioral science graduate program
- A competitive salary with healthcare and benefits
- Opportunities to improve on skills needed to be successful in academic and professional life
- Support for travel to national research meetings
- Assistance with application to select graduate programs in biomedical and behavioral sciences
- Preparation to take the Graduate Record Examination (GRE)
- Training assistance in interviewing skills for graduate programs

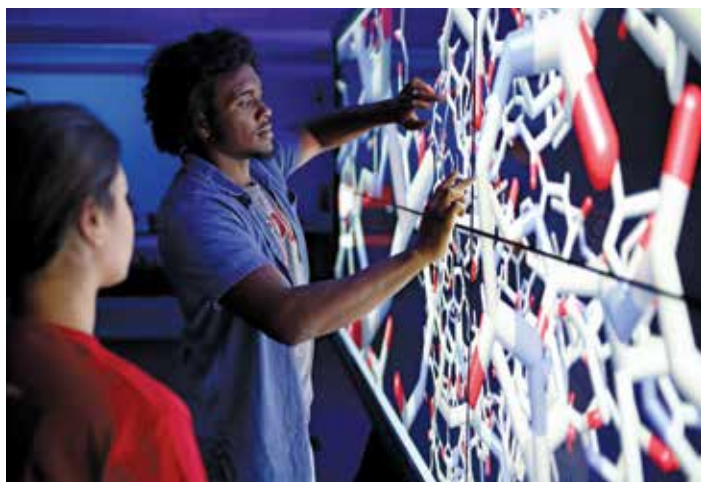
One of the key faces associated with IPREP is Program Director Rafael E. Bahamonde. In March 2019, Bahamonde was named founding dean of the School of Health & Human Sciences. Bahamonde previously served as interim dean of the school since it was officially established in July 2018 as a result of the merger of the School of Health and Rehabilitation Sciences and the School of Physical Education and Tourism Management (PETM).

Under Bahamonde's leadership, the School of Health & Human Sciences has unified eight departments offering 14 degree programs, 13 certificates, and nine minors at both the undergraduate and graduate levels.

"I look forward to continuing the positive growth and development of this new school that is dedicated to improving people's health and well-being and contributing to the economic development of the city through our tourism and sports management programs," Bahamonde said of his appointment in March.



Bahamonde is a professor in the Department of Kinesiology and received his doctorate in human performance in sport biomechanics from IU Bloomington. He is a fellow of the American College of Sports Medicine and the International Society of Biomechanics in Sports. He also has been involved in the promotion of undergraduate research and the advancement of underrepresented minorities in higher education.





## The Power of Music

Music can provide a universal source of inspiration. It also offers the potential to build rewarding careers.

The Department of Music and Arts Technology (MAT) at IUPUI offers graduate and undergraduate degree programs in music technology and music therapy. All degree programs are focused on technological innovation in the arts to improve access to high-quality performing arts and to understand the influence of the performing arts on health and well-being.

"We are training dedicated 21st century musicians with a progressive education emphasizing integrations of science and sound. Our students learn the technical, theoretical, and creative skills required to be successful in today's music professions," explains Debra Burns, MAT Department Chair.



The department laboratory space includes a state of the art Critical Listening Environment for Audio Recording (CLEAR) and the Donald Tavel Arts and Technology Research Lab. These labs provide opportunities to engage in cutting-edge creative performances and real-life recording opportunities.

Moreover, the integration of the music within the School of Engineering and Technology provides a multitude of original collaborations across departments. Finally, the placement of the department on the IUPUI campus provides music therapy students access to three high-quality healthcare systems to engage in research and clinical experiences.

At IUPUI, the Doctor of Philosophy degree in Music Technology is designed for students with backgrounds in music technology, music, computer science, engineering, informatics, human-computer interaction, physics, psychology, education, new media, information science, and other relevant fields.



### Visible, Valued, and Viable: Career Planning for Grad Students

When Katie Kearns was a graduate student in biology at the University of Georgia, she realized that what sparked the most joy for her was teaching and learning from people outside the bubble of her department. She was drawn to the multidisciplinary teaching center on campus.

"It mattered to me to find a sense of belonging in another space from my department," Kearns says. "I liked learning about different experiences, ways of teaching, and how we could learn from each other outside the hive mind of my field."

That "aha moment" led her to switch from classroom teaching to working with faculty at the teaching center, and a new career was born: teaching teachers.

In January 2019, after 13 years at Indiana University Bloomington's Center for Innovative Teaching and Learning (CITL), Kearns accepted the job of inaugural assistant vice provost for student development in the Office of the Vice Provost for Graduate Education and Health Sciences. Her position itself was created in response to objectives developed with the Graduate Education Committee for IU's Bicentennial Strategic Plan and is part of larger efforts to improve student services. In her new role, Kearns works closely with David Daleke, the vice provost for graduate education and health sciences and associate dean of The University Graduate School.

Kearns' work entails supporting diverse career aspirations and outcomes for graduate students. Specifically, she focuses on helping students engage in their studies with purpose and intention; raising the visibility, interconnectivity, and interdependence of existing services on campus that support both faculty mentors and graduate students during their training experiences; and broadening the collective views about how advanced study leads to expertise in a variety of careers and public settings.

"Part of my job involves developing new partnerships and strengthening existing ones among offices that provide services to graduate students," Kearns says. "Our collective goal is to help graduate students feel like they belong here so they make progress toward completing their degree."



To that end, Kearns and others are looking at data on graduate student satisfaction and retention as they consider how to design programs and where to focus their efforts. Several activities and partnerships have been developed as a result of this work, including:

- Organizing and mentoring a local chapter of a postdoctoral association designed to inform and guide activities of the Office of Postdoctoral Affairs. The office also will plan and organize professional development and social events for postdocs on campus.
- The creation of GradNet, a network of professional staff that meets monthly to provide support and resources to graduate students. The effort includes a number of partners, such as the Center for Innovative Teaching and Learning, Center of Excellence for Women and Technology, Writing Tutorial Services, Counseling and Psychological Services, Office of International Services, University Information Technology Services, GPSG, Student Academic Center, the Graduate Mentoring Center, Grad Grants, Scholars Commons of the University Libraries, and the Social Science Research Commons.
- Weekly communications to all graduate students and postdocs about professional development opportunities on campus.
- Implementation of new, inter-office professional development activities such as the Communications Bootcamp. Led by Kosali Simon and Tatiana Kolovou, the effort focuses on perfecting one's elevator pitch. Some 50 graduate students and postdocs recently attended an October 2019 event.
- Assistance with the fall semester implementation of a four-part workshop series on "Thriving in Grad School," a partnership between the Office of the Vice Provost for Graduate Education, University Libraries, Student Academic Support Center, and Writing Tutorial Services.





- Partnerships with the Walter Center for Career Achievement. Working with the College of Arts and Sciences, this effort incorporates additional supports for graduate students—including a graduate career coach, career exploration webinars, and a career learning community where students can explore online and discover careers that align with their interests and goals. The effort also provides outreach programs—led by a graduate career coach—to various departments on career exploration.

Kearns sees her role as similar to a matchmaker—someone who helps people connect with the resources they need but might not know about. Rather than replicating existing programs or pulling related divisions under one unit, she serves as a connector to opportunities.

"We want graduate students and postdocs to feel like they're part of a vibrant, engaged campus," Kearns explains. "Part of that means developing graduate student communities, encouraging students to work together in cross-disciplinary groups, sharing best practices for mentoring undergrads on research, and fostering community engagement."

"Our goal is to shine a light on the career aspirations and attainment of our graduate students and postdocs and develop programs and curricula that make diverse Ph.D. career possibilities visible, valued, and viable," she adds.

4,700+ PH.D.s AWARDED SINCE 2007



### The Journey Is the Destination

Yvette Rhoads, 43, has had her eyes on the prize for as long as she can remember: a college education. Her journey, however, would not be an easy one.

Growing up, Rhoads excelled academically. She graduated from Corydon Central High School in 1994 as a member of “Who’s Who of American High School Students” and the National Honors Society. In her senior year of high school, she was awarded two college scholarships.

What should have been excitement, however, soon faded—and along with it her college dreams.

“I grew up in a very strict religion where higher education was discouraged. My parents refused to let me accept the scholarships and go to college while I was living under their roof,” Rhoads recalls. “I chose to help take care of my grandparents (until they both passed away). I worked on the garbage route that my father owned and pitched garbage bags in Harrison County for the next eight years of my life.”

Despite her hardships, Rhoads never lost her joy for learning—or her dreams of one day attending college. In 2002, eight years after graduating high school, Rhoads finally began her college journey. She enrolled in Ivy Tech Community College to get her associate’s degree in Business Development and Supervision. Rhoads worked full time during the day and attended school at night. During the week, she ironed clothes to pay for her education.

Her hard work paid off. Rhoads earned a spot on the Dean’s List, Phi Theta Kappa, and “Who’s Who of American College Students.” In 2005, she graduated with full honors. In 2012, she started working toward her bachelor’s degree in Global Business Development/International Business at the University of Phoenix campus in Louisville, Kentucky. Again, Rhoads worked full time and attended school at night. She graduated magna cum laude in 2014.

Rhoads’ educational path took a detour later that same year after she became temporarily disabled and wheelchair bound. Following a lengthy recuperation, she was ready to begin the final leg of her education journey: graduate school.

The Regional Campus Graduate Fellowship Award would play an instrumental role in getting her there.

### Keeping Dreams Alive

Created in fall 2016-2017, the Regional Campus Graduate Fellowship Program is designed to support graduate students like Rhoads. The award carries a one-year stipend of \$4,000 for full-time students and \$2,500 for those attending school part time. Up to 16 graduate students receive the fellowship annually.

Numerous studies affirm the importance of retention grants and their impact on creating a completion culture on campus. The monies leveraged by the Regional Campus Graduate Fellowship are no exception, and provide a critical link to keeping graduate students invested in their studies and on track to a degree.

“Targeted education supports such as the Regional Campus Graduate Fellowship go a long way toward helping students cross the finish line,” says Bianca Evans-Donaldson, Ph.D., assistant dean of diversity and inclusion at The University Graduate School. “This support becomes even more imperative when students may be close to graduating but run into unexpected financial issues that could force them to drop out.”

Rhoads acknowledges those sentiments.

In 2016, after she had fully recuperated, Rhoads began her graduate degree studies at Indiana University Southeast for a Master of Interdisciplinary Studies with a concentration in Organizational Leadership and Development. In December 2017, as part of her independent studies, she had the opportunity to travel to Auckland, New Zealand, to examine the political, economic, social, cultural, and legal factors of global market entry strategies. While there, she was able to gain practical business insights by studying and visiting New Zealand-based companies in tourism, real estate, construction, agriculture, and forestry.

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**“This fellowship made it possible for me to not have to take on a second job. It opened up so many possibilities.”** —Yvette Rhoads

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In December 2018, Rhoads officially completed her graduate credits and is currently working on her thesis about disabilities in the workforce. Despite a college path that has seemingly been paved with obstacles, Rhoads is far from bitter. If anything, the challenges served to make her all that more resolute to succeed.

“I am the first person on the maternal side of my family to ever go to college. I am determined to set forth a legacy for future generations in my family and others in the community. It is my mission in life to be a good example—to demonstrate that it is never too late to do anything. We are always learning and growing in life. If the will is there, then so too is the opportunity,” Rhoads notes.







## CONFERRED DEGREES

**African American and African Diaspora Studies**, IUB - M.A., Ph.D.  
**African Studies**, IUB - M.A.  
**American Studies**, IUB, IUPUI - Ph.D.  
**Anatomy**, IUB - M.S., Ph.D.  
**Anatomy & Cell Biology**, IUPUI - M.S., Ph.D.  
**Anthropology**, IUB - M.A., Ph.D.  
**Apparel Merchandising and Interior Design**, IUB - M.S.  
**Applied Anthropology**, IUPUI - M.A.  
**Applied Communication**, IUPUI - M.A.  
**Applied Earth Science**, IUPUI - Ph.D.  
**Applied Social and Organizational Psychology**, IUPUI - M.S., Ph.D.  
**Applied Statistics**, IUB - M.S.  
**Art History**, IUB - M.A., Ph.D.  
**Arts Administration**, IUB - M.A.  
**Astronomy**, IUB - M.A., Ph.D.  
**Astrophysics**, IUB - Ph.D.  
**Biochemistry**, IUB - M.S., Ph.D.  
**Biochemistry and Molecular Biology**, IUPUI - M.S., Ph.D.  
**Biology**, IUB - M.A.T.  
**Biostatistics**, IUPUI - M.S., Ph.D.  
**Biotechnology**, IUB - M.S.  
**Business**, IUB - Ph.D.  
**Cell, Molecular and Cancer Biology**, IUB - M.S., Ph.D.  
**Cellular & Integrative Physiology**, IUPUI - M.S., Ph.D.  
**Central Eurasian Studies**, IUB - M.A., Ph.D.  
**Chemical Physics**, IUB - Ph.D.  
**Chemistry**, IUB - M.S., M.A.T., Ph.D.  
**Chinese**, IUB - M.A., Ph.D.  
**Classical Studies**, IUB - M.A., M.A.T., Ph.D.  
**Clinical Research**, IUPUI - M.S.  
**Cognitive Science**, IUB - Ph.D.  
**Communication Studies**, IUSB - M.A.  
**Comparative Literature**, IUB - M.A., M.A.T., Ph.D.  
**Computational Linguistics**, IUB - M.S.  
**Computer Science**, IUB - Ph.D.  
**Counseling Psychology**, IUB - Ph.D.  
**Creative Writing**, IUB - M.F.A.  
**Criminal Justice**, IUB - M.A., Ph.D.  
**Criminal Justice and Public Safety**, IUB, IUE, IUK, IUSE - M.S.  
**Curatorship**, IUB - M.A.  
**Curriculum and Instruction**, IUB - Ph.D.  
**Cybersecurity Risk Management**, IUB - M.S.  
**Data Science**, IUPUI - Ph.D.  
**Dental Materials**, IUPUI - M.S.  
**Dental Science**, IUPUI - Ph.D.  
**East Asian Studies**, IUB - M.A.  
**Economics**, IUB - M.A., M.S., M.A.T., Ph.D.  
**Economics**, IUPUI - M.S., Ph.D.  
**English**, IUB, IUPUI, IUE, IUK, IUNW, IUSB, IUSE - M.A.  
**English**, IUB, IUSB - M.A.T.  
**English**, IUB - Ph.D.  
**Environmental Health**, IUB - Ph.D.  
**Epidemiology**, IUB, IUPUI - Ph.D.  
**European Studies**, IUB - M.A.  
**Event Tourism**, IUPUI - M.S.  
**Evolution, Ecology, and Behavior**, IUB - M.S., Ph.D.  
**Exercise Science**, IUPUI - Ph.D.  
**Folklore and Ethnomusicology**, IUB - M.A., Ph.D.  
**French**, IUB - M.A., Ph.D.  
**Gender Studies**, IUB - M.A., Ph.D.  
**Genome, Cell, and Developmental Biology**, IUB - M.S., Ph.D.  
**Geographic Information Science**, IUPUI - M.S.  
**Geography**, IUB - M.A., M.S., M.A.T., Ph.D.  
**Geological Sciences**, IUB - M.S., Ph.D.  
**Geology**, IUPUI - M.S.  
**Germanic Studies**, IUB - M.A., M.A.T., Ph.D.  
**Health & Rehabilitation Science**, IUPUI - Ph.D.  
**Health Behavior**, IUB - Ph.D.  
**Health Communications**, IUPUI - Ph.D.  
**Health Physics**, IUB - M.S.  
**Health Policy and Management**, IUPUI - Ph.D.  
**Health Sciences**, IUPUI - M.S.  
**History**, IUB - M.A., M.A.T., Ph.D.  
**History**, IUPUI - M.A.  
**History and Philosophy of Science**, IUB - M.A., Ph.D.  
**History, Philosophy, and Policy Studies in Education**, IUB - Ph.D.  
**Human Performance**, IUB - Ph.D.  
**Informatics**, IUB, IUPUI - Ph.D.  
**Information Science**, IUB - Ph.D.  
**Inquiry Methodology**, IUB - Ph.D.  
**Instructional Systems Technology**, IUB - Ph.D.  
**Intelligent Systems Engineering**, IUB - Ph.D.

<b>Interdisciplinary Studies</b> , IUSE - M.I.S.	<b>Political Science</b> , IUB - M.A., M.A.T., Ph.D.
<b>International Studies</b> , IUB - M.A., M.S.	<b>Political Science</b> , IUPUI - M.A.
<b>Italian</b> , IUB - M.A., Ph.D.	<b>Portuguese</b> , IUB - M.A., Ph.D.
<b>Japanese</b> , IUB - M.A., Ph.D.	<b>Preventive Dentistry</b> , IUPUI - M.S.
<b>Jewish Studies</b> , IUB - M.A.	<b>Psychology</b> , IUB - M.A., Ph.D.
<b>Latin American Studies</b> , IUB - M.A.	<b>Public Affairs</b> , IUB - Ph.D.
<b>Law and Democracy</b> , IUB - Ph.D.	<b>Public Policy</b> , IUB - Ph.D.
<b>Law and Social Science</b> , IUB - Ph.D.	<b>Public Relations</b> , IUB, IUPUI - M.A.
<b>Learning and Developmental Sciences</b> , IUB - Ph.D.	<b>Religious Studies</b> , IUB - M.A., Ph.D.
<b>Leisure Behavior</b> , IUB - Ph.D.	<b>Russian and East European Studies</b> , IUB - M.A.
<b>Liberal Studies</b> , IUE, IUK, IUNW, IUSB - M.L.S.	<b>School Psychology</b> , IUB - Ph.D.
<b>Linguistics</b> , IUB - M.A., Ph.D.	<b>Second Language Studies</b> , IUB - M.A., Ph.D.
<b>Literacy, Culture, and Language Education</b> , IUB - Ph.D.	<b>Slavic Languages and Literatures</b> , IUB - M.A., M.A.T., Ph.D.
<b>Mathematical Physics</b> , IUB - Ph.D.	<b>Social Work</b> , IUPUI - Ph.D.
<b>Mathematics</b> , IUB - M.A., M.A.T., Ph.D.	<b>Sociology</b> , IUB - M.A., Ph.D.
<b>Media</b> , IUB - M.S.	<b>Sociology</b> , IUPUI - M.A.
<b>Media Arts and Sciences</b> , IUB - M.A., Ph.D.	<b>Spanish</b> , IUB - M.A., M.A.T., Ph.D.
<b>Medical and Molecular Genetics</b> , IUPUI - M.S., Ph.D.	<b>Spanish</b> , IUPUI - M.A.T.
<b>Medical Biophysics</b> , IUB - M.S.	<b>Special Education</b> , IUB - Ph.D.
<b>Medical Neuroscience</b> , IUPUI - Ph.D.	<b>Speech and Hearing Sciences</b> , IUB - M.A., Ph.D.
<b>Medical Physics</b> , IUB - M.S.	<b>Sports Journalism</b> , IUPUI - M.A.
<b>Microbiology</b> , IUB - M.S., Ph.D.	<b>Statistical Science</b> , IUB - M.S., Ph.D.
<b>Microbiology and Immunology</b> , IUPUI - M.S., Ph.D.	<b>Studio Art</b> , IUB - M.F.A.
<b>Musculoskeletal Health Science</b> , IUPUI - Ph.D.	<b>Teaching English to Speakers of Other Languages (TESOL)</b> , IUPUI - M.A.
<b>Museum Studies</b> , IUPUI - M.A.	<b>TESOL and Applied Linguistics</b> , IUB - M.A.
<b>Music Education</b> , IUB - Ph.D.	<b>Theatre and Drama</b> , IUB - M.A., M.F.A., M.A.T., Ph.D.
<b>Music Technology</b> , IUPUI - Ph.D.	<b>Toxicology</b> , IUPUI - M.S., Ph.D.
<b>Music Theory</b> , IUB - Ph.D.	<b>Translational Science</b> , IUPUI - M.S.
<b>Musicology</b> , IUB - M.A., Ph.D.	<b>Urban Education</b> , IUPUI - Ph.D.
<b>Near Eastern Languages and Cultures</b> , IUB - M.A., Ph.D.	<b>Vision Science</b> , IUB - M.S., Ph.D.
<b>Neuroscience</b> , IUB - M.S., Ph.D.	
<b>Nursing Science</b> , IUPUI - Ph.D.	
<b>Nutrition and Dietetics</b> , IUPUI - M.S.	
<b>Pathology</b> , IUB - M.S.	
<b>Pathology</b> , IUPUI - M.S., Ph.D.	
<b>Pharmacology</b> , IUB, IUPUI - M.S., Ph.D.	
<b>Philanthropic Studies</b> , IUPUI - M.A., Ph.D.	
<b>Philosophy</b> , IUB - M.A., Ph.D.	
<b>Philosophy</b> , IUPUI - M.A.	
<b>Physics</b> , IUB - M.S., M.A.T., Ph.D.	
<b>Physiology</b> , IUB - M.S., Ph.D.	

### Campus Abbreviations

<b>IUB</b>	Indiana University Bloomington
<b>IUPUI</b>	Indiana University-Purdue University Indianapolis
<b>IUE</b>	Indiana University East
<b>IUK</b>	Indiana University Kokomo
<b>IUNW</b>	Indiana University Northwest
<b>IUSB</b>	Indiana University South Bend
<b>IUSE</b>	Indiana University Southeast



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