

JOHNS HOPKINS UNIVERSITY

# Report on Graduate Student Composition



*Summer 2020*

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# Background

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In its *Roadmap on Diversity and Inclusion*, Johns Hopkins University asserted that diversity of people, thought, and experience is vital to our pursuit of excellence, critical inquiry, and discovery. The *Roadmap* further outlined that students must be exposed to a variety of new ideas and encouraged to engage with diverse people in order to flourish intellectually, morally, and socially. The document states: “We recognize that our students’ success upon graduation—no matter what field they pursue—will depend on their ability to navigate competently through an increasingly multicultural society.”

Since it was launched in 2016, the *Roadmap* had guided the university’s activities to support the dignity and equality of all individuals—inclusive of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, and veteran status. Central to the achievement of the *Roadmap*’s goals are transparency and accountability in the university’s work toward enhancing the diversity of the student body and of faculty and staff.

This report is the second to provide a snapshot of the demographics of the graduate student body at Johns Hopkins, and it is part of a series of reports that have also reviewed faculty composition and staff composition. The first report on graduate student composition (then titled Report on Graduate Student Diversity) used data from 2016 to create a baseline for understanding trends in the percentage of graduate students who identify as female and the percentage who identify as an underrepresented minority. This 2020 publication collects data from 2019 and continues Johns Hopkins’ commitment to examine this information on a regular basis and share it with the university community.

Further reports over time will help us assess our recent efforts, including the work of program leaders and deans, to identify and institutionalize best practices for attracting, recruiting, and retaining an excellent and diverse pool of graduate students. Because graduate student recruitment and retention occur at the department or program level, it is also important to disaggregate the data to assess whether progress is being made across each school and program. Those data appear in the tables at the end of this report.

We recognize that commitments to diversity go beyond counting. While this report is primarily intended to examine trends in numbers of traditionally underrepresented students in our graduate programs, we are also examining and discussing issues of climate, culture, and curriculum, all of which are central to a thriving, diverse community of scholars. Some examples of that work are discussed in the Moving Forward section.

## About the Data

This report is based on data collected for each JHU school by the Office of Institutional Research using the student information system (SIS), the same data that are submitted by the university, as required, to the federal Integrated Postsecondary Education Data System (IPEDS). It reflects self-reported gender and racial/ethnicity data collected when graduate students first matriculate at Johns Hopkins. It does not include students who are on a leave of absence, those enrolled part time under a mechanism called “nonresident status,” or visiting graduate students.

While there are many aspects of student diversity, the data in this report are limited to gender<sup>1</sup>, race, and ethnicity as available from Johns Hopkins' data systems and collected in compliance with federal and state law.

In addition to reporting data for individual categories, this document presents summary data for students who identify as an underrepresented minority (URM), which, following IPEDS definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDS) approaches. This report does not provide data at the intersection of race and gender—the number of URM female students in various programs, for example. We appreciate the importance of this additional layer and hope to include it in future versions of the report.

Data are provided for each of the university's nine schools, disaggregated into those enrolled in PhD, other doctoral—which encompasses Doctor of Nursing Practice (DNP), Doctor of Education (EdD), Doctor of Engineering (DEng), Doctor of Musical Arts (DMA), Doctor of Public Health (DrPH), Doctor of Science (ScD), and Doctor of Medicine (MD)—and master's programs. For the Krieger School of Arts and Sciences, data are grouped for the three primary subspecialties: natural sciences, social sciences, and humanities.

Tables outlining the collected data appear in the final section of this document. Note that data on the demographic background of PhD students—including those on nonresident status—are updated annually and presented publicly on the [Office of Institutional Research website](#), which also includes information on admissions, retention-attrition-completion, and time to degree.

<sup>1</sup> For the sake of this report, “gender” refers to the options male or female, as outlined in federal reporting guidelines. Johns Hopkins University recognizes that there is a wide spectrum of gender expression and identification.

# Executive Summary

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Overall, the proportion of both female graduate students and underrepresented minority (URM) graduate students increased at Johns Hopkins from 2011 to 2019. In particular, there was an increase in the percentage of female students in master's and other doctoral programs, and an increase in the percentage of URM students in all graduate degree populations. However, individual programs and schools saw variable increases and decreases in graduate student diversity, further detailed in this report.

Key findings include the following:

- The percentage of female graduate students increased slightly from 51% in 2011 to 53% in 2019 (Table 1). This small change was driven by increases in female enrollment in master's and other doctoral programs (Tables 6 and 7). Female enrollment in PhD programs decreased from 49% to 47% in this period (Table 5a).
- At five schools, the majority of current PhD students are female (Figure 1). The school with the largest proportion of female PhD students is the School of Nursing, and its percentage decreased from 92% in 2011 to 76% in 2019. The school with the smallest proportion of female PhD students is the Whiting School of Engineering, where the percentage remained steady with 25% female students in 2011 and 24% female students in 2019 (Table 5a). Female students are the majority in other doctoral programs (Figure 2) and master's programs (Figure 3) overall, but the proportion varies across schools and programs.
- URM graduate student enrollment increased from 13% of the total graduate student population in 2011 to 16% in 2019 (Table 1). URM student enrollment as a proportion of domestic students increased from 15% to 21%.
- In 2011, URM students were 13% of domestic PhD enrollment, whereas in 2019, the proportion had increased to 18% (Table 5b). Among master's students across all JHU schools, the proportion of URM students increased from 16% of domestic students in 2011 to 22% in 2019 (Table 7).
- While important work has occurred—especially in some JHU graduate programs—to increase the diversity of graduate student composition, additional work in this area is needed, as well as in the related area of ensuring an inclusive climate. This remains essential work going forward for JHU schools and the university as a whole.

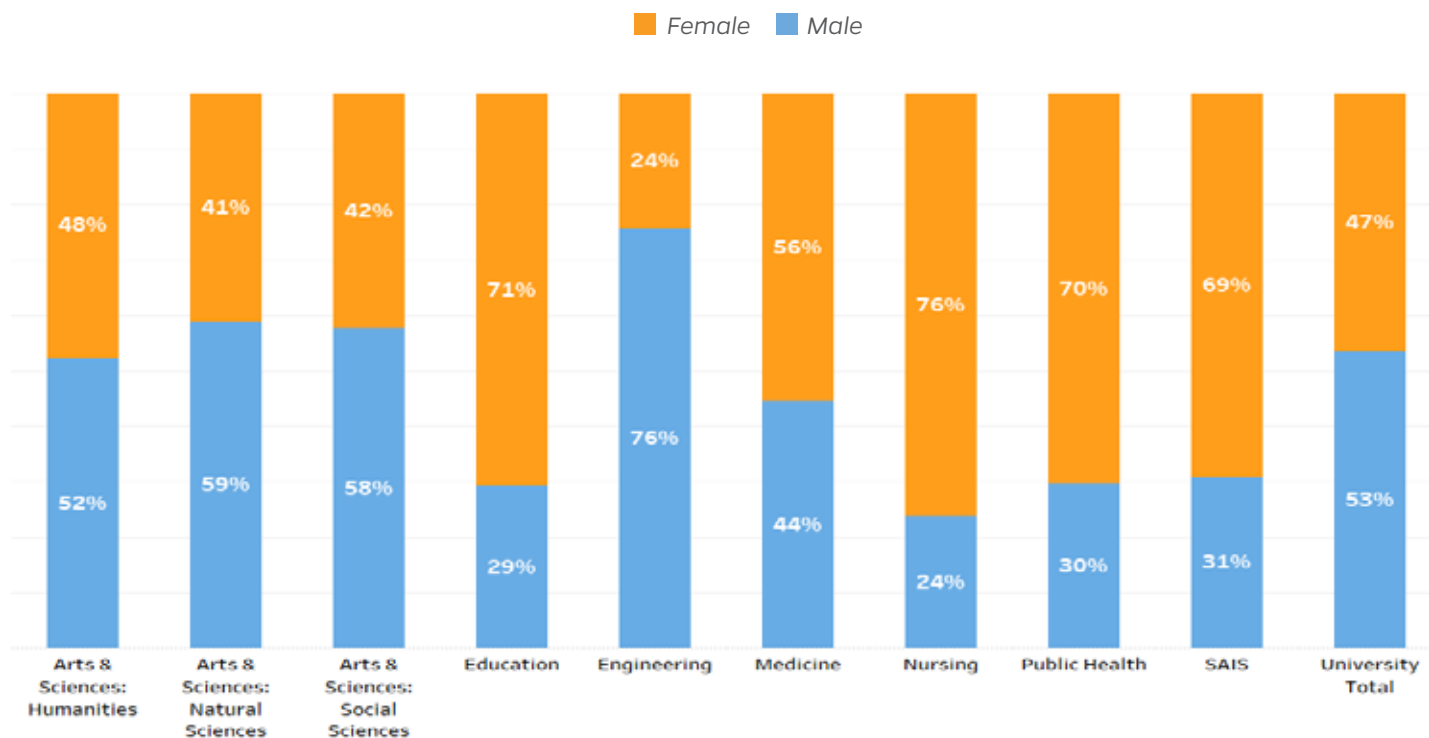
# Graduate Student Gender: 2019–20

Across all JHU graduate programs, 53% of students enrolled in fall 2019 were female (Table 1). There are more substantial variations by gender across and within the schools.

## Female PhD Students

For the 2019–20 academic year, 47% of PhD students were female. As Figure 1 shows, the percentage of female PhD students ranged from a low of 24% at the Whiting School of Engineering to a high of 76% at the School of Nursing. At five schools, a majority of the PhD students were female: Nursing (76%), Education (71%), Public Health (70%), SAIS (69%), and Medicine (56%). The gender composition of the PhD student body at each school and for individual PhD programs is detailed in Table 2 at the end of this report.

**Figure 1:** Gender Distribution Among PhD Students, Fall 2019



*These values do not include students who are on a leave of absence, those enrolled part time under a mechanism called "nonresident status," or visiting graduate students.*

For several PhD programs, more than 75% of students were female. Those departments were:

- Health Sciences Informatics (100%)
- Population, Family, and Reproductive Health (97%)
- International Health (83%)
- Environmental Health and Engineering, BSPH (79%)
- Functional Anatomy and Evolution (78%)
- Mental Health (78%)
- Health, Behavior and Society (77%)
- Nursing (76%)

PhD programs in which less than 25% of students were female were:

- Mechanical Engineering (16%)
- Classics (18%)
- Applied Mathematics and Statistics (20%)
- Biophysics and Biophysical Chemistry (20%)
- Mathematics (21%)
- Computer Science (21%)
- Electrical Engineering (24%)

### Retention of Female PhD Students

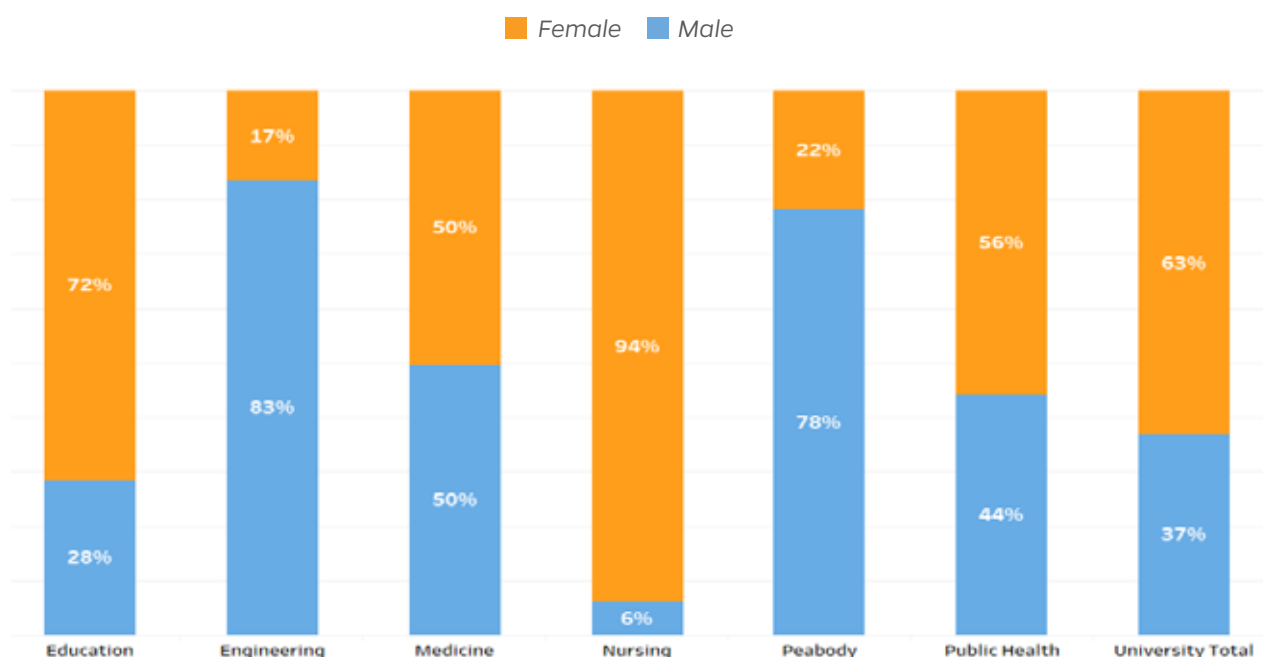
Having a diverse student body means not only recruiting a diverse group of students to matriculate at Johns Hopkins but also retaining them through the completion of their degrees. Because the number of students who leave individual PhD programs before degree completion is relatively small, female PhD student retention data was investigated by school rather than by program or department from 2010 to 2019 and is summarized in Table 8.

Among divisions with at least 100 matriculants from 2010 through 2019, the schools of Arts and Sciences and of Medicine retained male and female students in roughly the same proportions as their matriculation by gender. By contrast, in the School of Engineering, females were 26% of PhD matriculants, but 36% of those not retained. For the same period, male students made up 28% of matriculating students at the School of Public Health and 40% of those not retained. The number of students leaving PhD programs in the schools of Nursing and Education and in SAIS are too small to make conclusions about student retention by gender.

### Female Students Pursuing Other Doctorates

Student demographic data for other doctoral programs can be seen in Table 3, showing that 94% of DNP, 72% of EdD, 56% of DrPH, and 55% of MD students were female. Overall, as shown in Figure 2, 63% of students in other doctoral programs were female, which is notably higher than the 47% of students who are female in PhD programs across JHU.

**Figure 2:** Gender Distribution Among Other Doctoral Students, Fall 2019

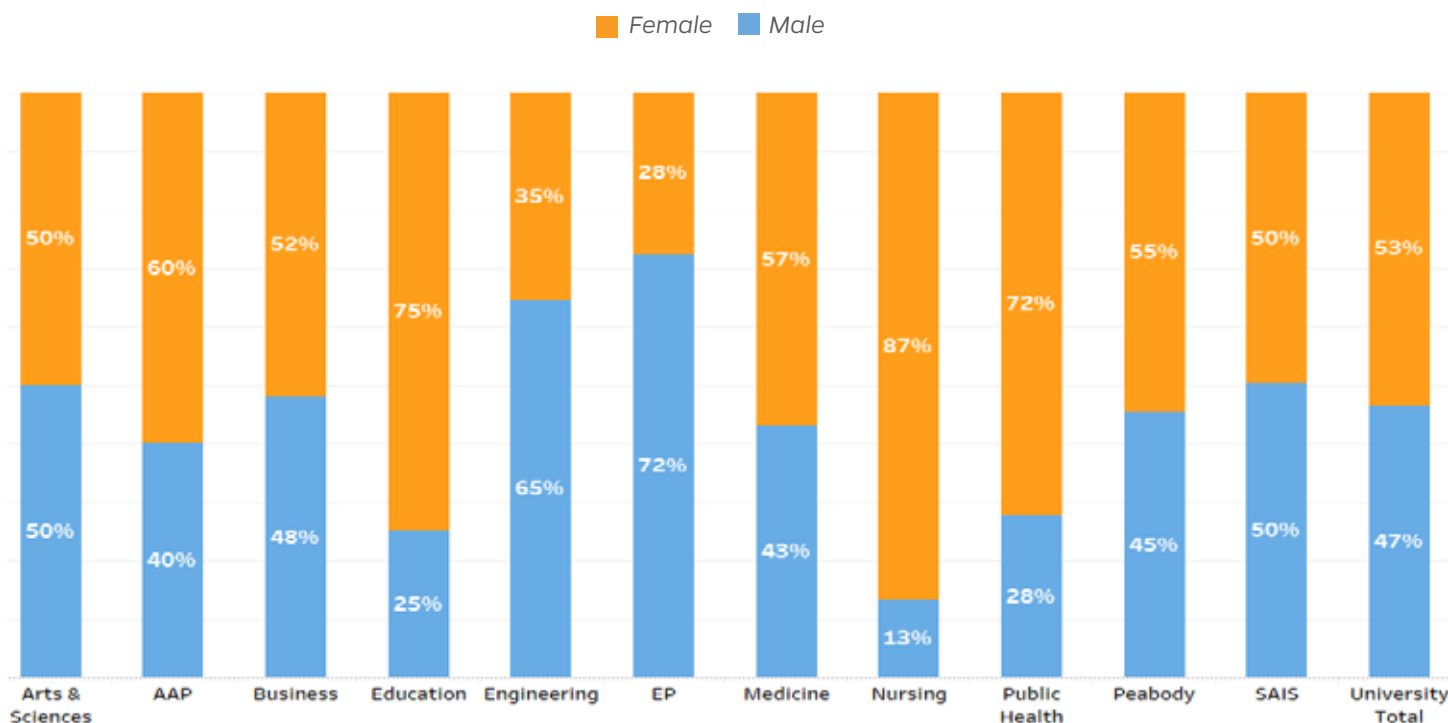


*These values do not include students who are on a leave of absence, those enrolled part time under a mechanism called "nonresident status," or visiting graduate students.*

## Female Master's Students

Overall, 53% of master's students were female, as shown in Figure 3. The composition of master's students showed variability within schools and programs and is detailed in Table 4a. Of master's programs with at least 10 students, the percentage of female students in a given program ranged from a low of 0% seeking an MA in Audio Sciences in the Peabody Institute to a high of 95% in the MSPH in Population, Family and Reproductive Health at the School of Public Health.

**Figure 3:** Gender Distribution Among Master's Students, Fall 2019



*These values do not include students who are on a leave of absence, those enrolled part time under a mechanism called "nonresident status," or visiting graduate students.*

## Trends in JHU Graduate Student Gender Diversity: 2011–19

As in the 2017 Graduate Composition Report, trend data are presented here from the previous nine years. Across all graduate programs at JHU, the percentage of female students from 2011 to 2019 increased slightly with 51% female overall in 2011 and 53% in 2019 (Table 1).

Between 2011 and 2019, the overall percentage of female PhD students across the university decreased from 49% to 47% (Table 5a). The PhD program in Nursing decreased the percentage of female students from 92% to 76% during this interval.

Female students remained in the majority in other doctoral programs and in master's programs throughout this period. In other doctoral programs (Table 6), female student enrollment increased from 53% in 2011 to 63%

in 2019, though this may have been driven by an increase in overall enrollment in Doctor of Nursing Practice and Doctor of Education, both of which have predominantly female student cohorts.

In master's programs overall, female student composition increased from 51% in 2011 to 53% in 2019. Nursing master's programs decreased the percentage of female students in master's programs from 93% to 87% between 2011 and 2019. The Carey Business School increased substantially the percentage of female students in its master's programs, from 39% in 2011 to 52% in 2019. Data on these trends can be seen in Table 7.

# Graduate Student Race and Ethnicity: 2019–20

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Students are identified as underrepresented minority students only if they are U.S. citizens or permanent residents (“green card holders”). For the purpose of this report, nonresident aliens (NRA), who need a visa to live, study, and work in the U.S., will be counted in their own category. The phrase “total student enrollment” means all enrolled students including both domestic and non-resident alien students; the term “domestic student enrollment” refers only to U.S. citizens and permanent residents.

The proportion of URM students is tracked and reported both among total student enrollment and among U.S. domestic students because each is independently important. Only U.S. students are counted in federal reporting as URM students. As such, reporting the proportion of U.S. students at Johns Hopkins who are from underrepresented backgrounds allows us and individual programs to track their progress. At the same time, an individual URM student’s experience may be influenced by the proportion of URM students in their PhD program overall.

Additionally, it has been raised by many faculty at Johns Hopkins that international students who join our JHU graduate programs also come from many races and ethnicities and enhance the diversity of the student body and all students’ experiences. We track here, however, the enrollment of URM U.S. students where we have special commitments and where we must measure our progress and continually strive to do better.

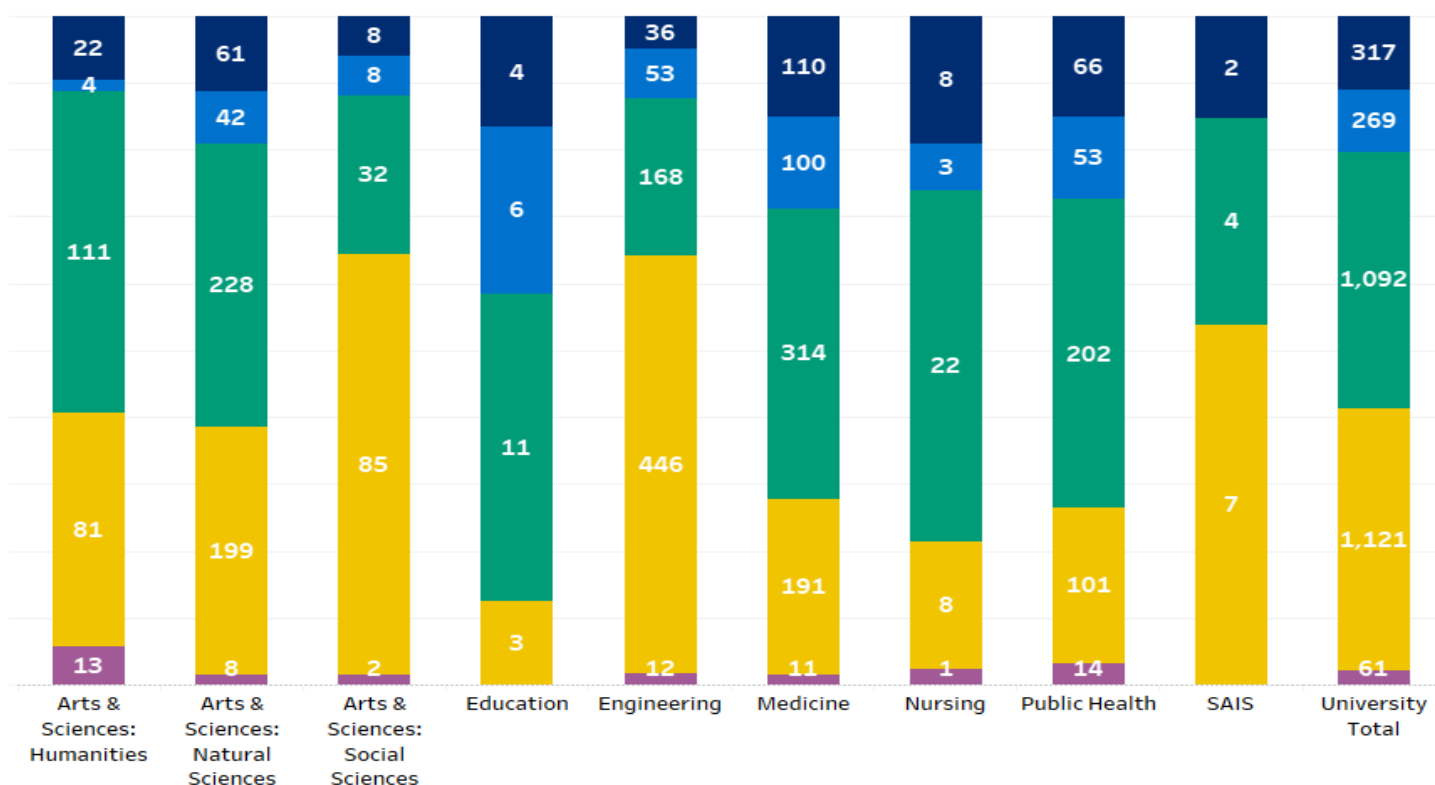
For fall 2019 enrollment, across all graduate programs, URM students made up 16% of total graduate student enrollment and 21% of domestic graduate student enrollment (Table 1).

## **Underrepresented Minority PhD Students**

Across the university, in Fall 2019, URM students made up 11% of total PhD student enrollment and 18% of domestic PhD students. The number of URM PhD students enrolled in each school in Fall 2019 is shown in Figure 4. The proportion of URM students among all PhD students and domestic PhD students is detailed in Table 2.

**Figure 4: URM Distribution Among PhD Students, Fall 2019**

Unknown NRA White Asian URM



Underrepresented minority (URM), following IPEDS definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDS) approaches. These values do not include students who are on a leave of absence, those enrolled part time under a mechanism called "nonresident status," or visiting graduate students.

Broken down by school, the proportion of total enrollment of PhD students who identified as URM ranged from 5% in the School of Engineering to 19% in the School of Nursing. Among domestic PhD students, the proportion that identified as URM ranged from 13% in the School of Engineering to 33% at SAIS.

For several PhD programs, 25% or more of domestic PhD students were URM students:

- Cellular and Molecular Physiology (44%)
- Health, Behavior and Society (37%)
- Classics (33%)
- History of Medicine (33%)
- SAIS (33%)
- Mental Health (31%)
- Civil Engineering (30%)
- Cellular and Molecular Medicine (27%)
- Clinical Investigation (27%)
- English (27%)
- Population, Family and Reproductive Health (26%)
- Biophysics (25%)
- Economics (25%)
- Biochemistry, Cellular and Molecular Biology (25%)
- Functional Anatomy and Evolution (25%)

PhD programs in which 10% or less of domestic students were URM students include:

- Anthropology (0%)
- Applied Mathematics & Statistics (0%)
- Biological Chemistry (0%)
- Biophysics and Biophysical Chemistry (0%)
- Health Sciences Informatics (0%)
- History of Science (0%)
- Biostatistics (5%)
- Romance Languages (6%)
- Computer Science (7%)
- Earth and Planetary Sciences (7%)
- Philosophy (8%)
- Environmental Health and Engineering, BSPH (9%)
- Human Genetics and Molecular Biology (9%)
- Pathobiology (10%)

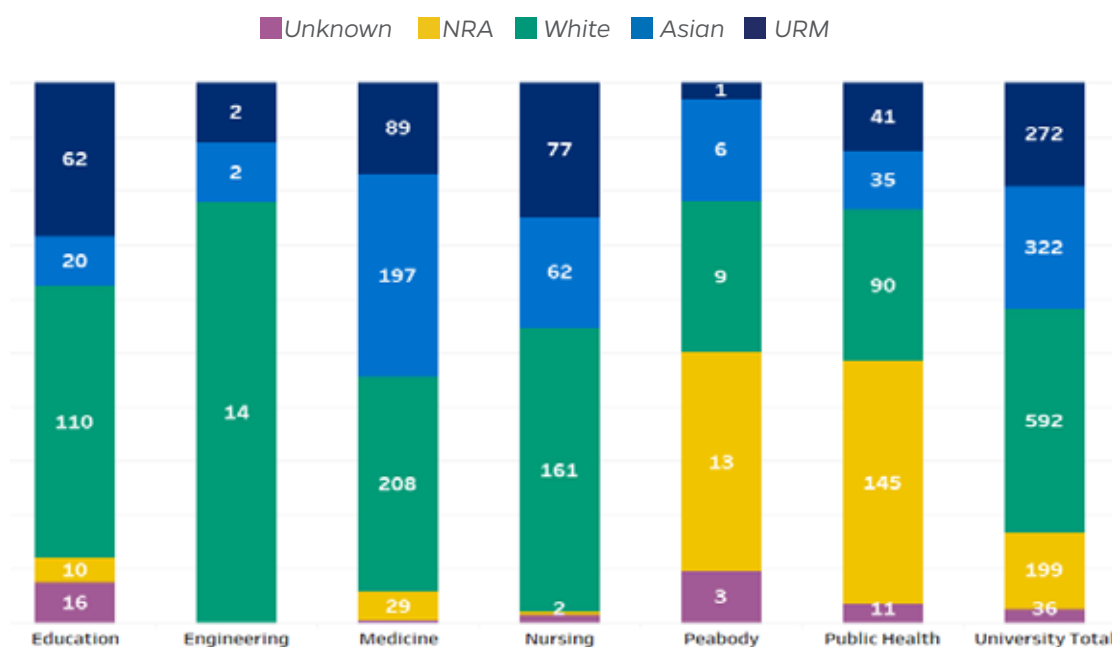
## Retention of URM PhD Students

The number of URM PhD students not retained, compared to the overall enrolled student composition, did not reveal any notable differences across the university as a whole or within most schools. However, in the School of Public Health, URM PhD students were 13% of total enrollment and 17% of domestic enrollment from 2010 to 2019, but made up 21% of the total number of students not retained and 26% of domestic students not retained. Current data for students retained by school from 2010 to 2019 can be found in Table 8.

## Underrepresented Minority Students Pursuing Other Doctorates

Among other doctoral students, URM students were 19% of total enrollment and 22% of domestic enrollment. The number of URM students enrolled across each school is shown in Figure 5, and additional data, including percentages of URM students enrolled in other doctoral programs, is in Table 3. URM students were 18% of total MD enrollment and 19% of domestic MD enrollment, 13% of total enrollment for DrPH students and 23% of domestic DrPH students, and 28% of the total enrollment for EdD students and 30% of the domestic EdD students.

**Figure 5:** URM Distribution Among Other Doctoral Students, Fall 2019

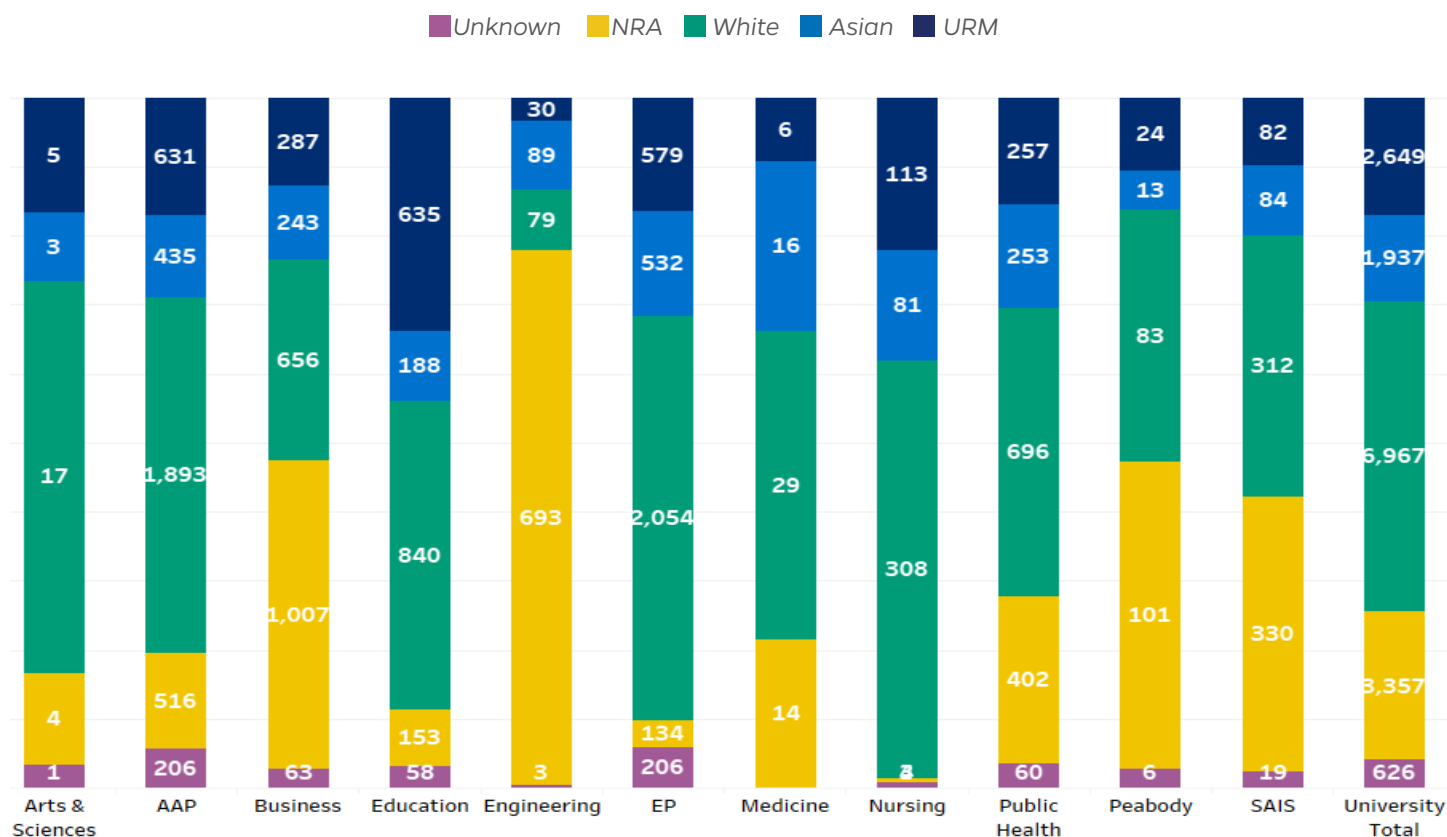


Underrepresented minority (URM), following IPEDS definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDS) approaches. These values do not include students who are on a leave of absence, those enrolled part time under a mechanism called "nonresident status," or visiting graduate students.

## Underrepresented Minority Master's Students

Table 4b shows URM students were 17% of total enrollment and 22% of domestic enrollment for master's degrees. The representation across the schools varied substantially, from 3% of total master's student enrollment at the School of Engineering (15% of domestic enrollment) to 34% of total master's student enrollment at the School of Education (37% of domestic enrollment). The number of URM students enrolled in master's programs across schools is shown in Figure 6.

**Figure 6:** URM Distribution Among Master's Students, Fall 2019



Underrepresented minority (URM), following IPEDS definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDS) approaches. These values do not include students who are on a leave of absence, those enrolled part time under a mechanism called "nonresident status," or visiting graduate students.

## Trends in JHU Graduate Student Racial/Ethnic Diversity: 2011–2019

Across graduate programs at JHU overall, the percentage of URM students increased between 2011 and 2019, with URM students making up 13% of total enrollment (15% of domestic enrollment) in 2011 and 16% of total enrollment (21% domestic enrollment) in 2019 (Table 1). In addition, there were important increases in some programs.

Within PhD programs, the proportion of URM students increased from 8% to 11% of total enrollment between 2011 and 2019 (13% to 18% of domestic enrollment). In addition to tracking URM PhD student enrollment as a whole, it is important to consider trends broken down by specific races and ethnicities. Specifically, from 2011

to 2019, the proportion of PhD students across the university who self-identified as Black remained consistent at 4% of total enrollment (but increased from 6% of domestic enrollment to 7%) from 2011 to 2019. The proportion of PhD students enrolled who self-identified as Hispanic increased from 3.4% of total enrollment in 2011 to 5.5% in 2019 (5.2% of domestic enrollment in 2011 and 9% in 2019). Enrollment of students who self-identify as American Indian or Alaska Native stayed the same in this period with 0.1% of total enrollment (but decreased as a percentage of domestic enrollment from 0.2% in 2011 to 0.1% in 2019). Enrollment of students who self-identify as Native Hawaiian or other Pacific Islander students decreased to zero.

While the proportion of URM PhD students across the entire university has increased somewhat, some schools and programs have had far more substantial increases. The proportion of Nursing URM PhD students, for example, increased from 12% to 19% of total enrollment between 2011 and 2019 (14% to 24% of domestic enrollment), and the proportion of URM PhD students in the School of Arts and Sciences increased from 6% to 10% of total enrollment in the same period (9% to 17% of domestic enrollment). Additionally, some individual PhD programs have seen increased enrollment of URM PhD students during this time. The Biochemistry, Cellular and Molecular Biology PhD program in the School of Medicine has increased URM PhD enrollment from 12% of total enrollment in 2011 to 21% in 2019 (16% to 25% of domestic enrollment). The Biophysics Department in the School of Arts and Sciences increased the percentage of URM students in their PhD program from 3% of total and domestic enrollment in 2011 to 17% of total enrollment and 25% of domestic enrollment in 2019. The English Department in the School of Arts and Sciences, which had zero URM PhD students in 2011, had six URM students enrolled in 2019, making up 21% of its total enrollment and 27% of domestic enrollment. Finally, the Population, Family and Reproductive Health department in the School of Public Health increased its URM PhD student enrollment from 2% of total enrollment in 2011 (3% of domestic enrollment) to 22% of its total enrollment in 2019 (26% of domestic enrollment), especially notable during a period when overall program size was decreasing. Data on these trends can be seen in Table 5b.

For other doctoral programs, the percentage of URM students has increased from 2011 to 2019 across the university, from 14% to 19% of total enrollment and from 17% to 22% of domestic enrollment. The Doctor of Education program has grown from 28 students to 218 students overall during this period, and it increased its percentage of URM students from 7% to 28% of total enrollment and from 7% to 30% of domestic enrollment during this period.

The percentage of URM students in master's programs increased slightly, rising from 14% of total enrollment in 2011 to 17% in 2019. The percentage of URM students in master's programs among domestic students was 16% in 2011 and 22% in 2019. Of note, the Master of Health Care Administration at the School of Public Health increased the percentage of URM students from 5% to 15% of total enrollment (6% to 16% of domestic enrollment). Additionally, the percentage of URM master's students in the School of Education increased from 22% to 34% of total enrollment between 2011 and 2019 (22% to 37% domestic enrollment).

A number of programs decreased their percentage of URM students during this same period, from 2011 to 2019. The percentage of URM students in the MS program at the Carey Business School went from 14% of total enrollment to 6%, though the percentage of domestic enrollment increased from 19% to 26%, coinciding with a large increase in non-resident alien students. A decrease in URM representation was also seen in master's students in Engineering, with the percentage of URM students in total enrollment decreasing from 5% to 3%, although again increasing the percentage of domestic enrollment from 10% to 15% from 2011 to 2019. Both of these programs were going through substantial growth in the size of their overall enrollment during this time. Data on these trends can be seen in Table 7.

# Moving Forward

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This report serves to benchmark our progress in increasing the diversity of the students enrolled at Johns Hopkins in terms of race, ethnicity, and gender over time. The information published here will inform ongoing university and school-specific initiatives that seek to ensure the university attracts and retains the best and most talented graduate students.

The report offers a snapshot from fall 2019 and displays trends over time, but it is not intended to provide a comprehensive analysis of gender or race/ethnicity data. It is also not intended to indicate that these are the only measures of diversity. We recognize that this report does not currently examine disability or LGBTQ identity, for example. Further, this report does not provide recommendations on how best to attract, recruit, and retain the most diverse and highest quality graduate student body.

While the purpose of this report is to examine trends in numbers of traditionally underrepresented students in our graduate programs, we also highlight here some examples of work at the university and in specific schools designed to improve recruitment, retention, inclusion, and climate at Johns Hopkins, all central to a thriving, diverse community of scholars.

- The Office of the Provost put forward funds in the last year to create networking and mentoring communities for underrepresented PhD students with other underrepresented and diversity-affirming students and faculty. Those funds were distributed on a competitive basis to four initiatives supporting PhD students across five schools.
- In 2020, the Provost's Office co-sponsored the first universitywide "second look" visit for accepted URM PhD students to interact with current URM PhD students, leadership, and program directors. The event was held virtually, as a result of COVID-19, and had 155 attendees who had been accepted into PhD programs in the schools of Nursing, Public Health, Arts and Sciences, Engineering, and Medicine.
- In fall 2017, the university hired its first chief diversity officer, dedicated solely to advancing diversity and inclusion at Johns Hopkins. That individual left the university for a diversity leadership position in the private sector, and Dr. Katrina Caldwell was chosen through a nationwide search to fill the role starting July 1, 2020.
- Johns Hopkins has become a member of the National Name Exchange to promote increased access to outstanding URM graduate student candidates nationally and to allow our underrepresented undergraduates to be recruited by other institutions.
- The university established an institutional chapter of the Edward A. Bouchet Graduate Honor Society and admitted its inaugural class of inductees in 2019 to provide further visibility to outstanding underrepresented scholars.
- The vice provost for diversity and inclusion and the vice provost for graduate and professional education partnered to invite the vice deans from each of the nine Johns Hopkins schools to share information with each other on their key recruitment, retention, and climate initiatives and build on each other's successes.

This sharing across schools' dean's offices will continue to occur, allowing schools to share best practices with one another.

Additionally, a number of universitywide policies have been put in place to support graduate students more generally, which can help in attracting and retaining a diverse cohort. The university now provides parental leave for full-time graduate students, child care benefits for doctoral students, new options for dental and vision coverage, lower deductibles for health care, and improved mental health coverage.

In 2019, a universitywide mentoring policy was passed for PhD students and their advisers, outlining expectations from each, and also a policy requiring annual discussions about students' professional development and academic progress. Evidence suggests that minority graduate students often experience more isolation and have less access to mentors and role models than their non-minority peers<sup>2</sup>, so these policies may be especially relevant in improving graduate student retention in these groups. Further, by moving graduate admissions to a common application through the SLATE platform, we are able to have more consistent admissions practices across schools, lower costs for students applying to multiple programs, and easier tracking of applicant flow from pipeline programs, building on commitments to access and inclusivity.

Within the schools, substantial efforts to enhance diversity are in progress. Five of the university's schools (Public Health, Medicine, Engineering, Nursing, and Arts and Sciences) have dedicated positions in their dean's offices, either full time or part time, devoted to diversity and inclusion.

There are multiple ongoing school-specific efforts to coordinate recruitment of and outreach to underrepresented student populations, and/or to build an inclusive climate. These include:

- Participating in universitywide recruitment initiatives with historically black colleges and universities. For example, the School of Public Health is able to connect with 300–500 prospective URM students each year through campus visits.
- Participating in recruitment fairs and national conferences sponsored by underrepresented minority groups. This includes the Graduate Admissions and Enrollment Office for KSAS, which attends conferences for the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), the Annual Biomedical Research Conference for Minority Students (ABRCMS), the American Indian Science and Engineering Society (AISES), the Hispanic Association of Colleges and Universities (HACU), the National Hispanic Medical Association (NHMA), and the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE).
- Adopting holistic admissions practices that go beyond test scores to consider a broad range of candidate qualities or personal attributes.
- Summer and other pipeline programs and internships for promising, underrepresented college students designed to further prepare them for and attract them to advanced graduate studies, including at JHU. This includes Research Experiences for Undergraduates, Amgen Scholars, and Explore Hopkins (EHOP) at the Krieger and Whiting schools, and the Summer Internship Program (SIP) through the School of Medicine and

<sup>2</sup> Girves, JE, Zepeda, Y, Gwathmey, JK. "Mentoring in a Post-Affirmative Action World". 2005. *Journal of Social Issues*. 61:3;449-479.

Bloomberg School of Public Health. Additionally, Carey Business School works with pipeline programs such as InRoads, Jumpstart Advisory, and the Forté Foundation.

- Application fee waivers to students from the McNair Scholars and National Name Exchange programs as well as for students who have participated in one of several JHU pipeline summer programs.
- Scholarships or fellowships for historically underrepresented graduate students offered by most schools at the university, such as the Brown Scholars at the Bloomberg School of Public Health for African American PhD students and the Boggs Fellowship in KSAS.
- Welcome receptions, discussion forums on diversity and inclusion, dedicated student groups, happy hours and social events for underrepresented graduate students, which exist across most JHU schools. Further, several schools have mentoring programs for underrepresented faculty and students, and student and faculty diversity and inclusion committees are in place at multiple JHU schools.
- Partnering with national organizations to facilitate recruitment of URM students. For example, the School of Education's master's degree programs partner with Teach for America and the Urban Teachers Program.

Ongoing attention to which of the above are the most impactful, and what additional initiatives should be put in place, will be essential work for schools and the university going forward.

We are pleased to provide this graduate student composition report as an update to the initial 2017 report. We hope that this allows programs, schools, and the university as a whole to continue to take stock of where we are to identify the importance of ongoing efforts in the areas of diversity and inclusion. Johns Hopkins is committed to opportunity and excellence in higher education. Future reports, to be issued every two years, will allow us to continue to track our progress in this area critical to the excellence of Johns Hopkins University.

**Table 1:** Graduate Students Historical Trends, Fall 2011, 2015, 2019

	Total Enrollment			Female						Domestic			URM								
	2011	2015	2019	2011		2015		2019		2011	2015	2019	2011			2015			2019		
	N	N	N	N	%	N	%	N	%	N	N	N	N	% of Tot	% of Dom	N	% of Tot	% of Dom	N	% of Tot	% of Dom
PhD	2,884	2,761	2,860	1,422	49%	1,294	47%	1,331	47%	1,905	1,823	1,739	244	8%	13%	235	9%	13%	317	11%	18%
Other Doc	783	958	1,421	417	53%	558	58%	898	63%	678	833	1,222	112	14%	17%	174	18%	21%	272	19%	22%
Master's	10,192	11,565	15,536	5,182	51%	6,153	53%	8,293	53%	8,967	9,317	12,179	1,429	14%	16%	1,738	15%	19%	2,649	17%	22%
<b>Graduate Total</b>	<b>13,859</b>	<b>15,284</b>	<b>19,817</b>	<b>7,021</b>	<b>51%</b>	<b>8,005</b>	<b>52%</b>	<b>10,522</b>	<b>53%</b>	<b>11,550</b>	<b>11,973</b>	<b>15,140</b>	<b>1,785</b>	<b>13%</b>	<b>15%</b>	<b>2,147</b>	<b>14%</b>	<b>18%</b>	<b>3,238</b>	<b>16%</b>	<b>21%</b>

Underrepresented minority (URM), following IPEDs definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African-American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDS) approaches.

%URM of Total indicates the proportion of URM students relative to the "total student enrollment," which includes all students including both domestic and non-resident alien students.

%URM of Dom indicates the proportion of URM students relative to the "domestic student enrollment," which includes only U.S. citizens and permanent residents.

These tables do not include students who are on a leave of absence, those enrolled part-time under a mechanism called "non-resident status," or visiting graduate students.

**Table 2: PhD Student Headcount, Fall 2019**

Division	Program	Total	Female		NRA		Domestic Enrollment	Hispanic	Black	Amer Indian	Haw, Pacific	Asian	White	Unknown	Two or More Races	URM		
		N	N	%	N	%	N	N	N	N	N	N	N	N	N	N	% of Tot	% of Dom
Arts & Sciences: Natural Sciences	Astronomy and Astrophysics	20	5	25	6	30	14	2	0	0	0	1	11	0	0	2	10	14
	Cell, Molecular, Developmental Biology, and Biophysics	105	55	52	15	14	90	8	7	0	0	10	57	2	6	19	18	21
	Biophysics	42	17	40	14	33	28	4	3	0	0	3	17	1	0	7	17	25
	Chemical Biology	28	12	43	0	0	28	3	0	0	0	0	22	2	1	4	14	14
	Chemistry	127	46	36	50	39	77	6	4	0	0	10	54	1	2	11	9	14
	Cognitive Science	17	11	65	8	47	9	0	1	0	0	1	6	0	1	1	6	11
	Earth & Planetary Science	40	20	50	13	33	27	0	2	0	0	3	19	1	2	2	5	7
	Mathematics	38	8	21	29	76	9	1	1	0	0	1	6	0	0	2	5	22
	Physics	85	21	25	46	54	39	7	1	0	0	3	25	1	2	9	11	23
	Psychology and Brain Sciences	36	27	75	18	50	18	2	0	0	0	3	11	0	2	4	11	22
<b>Natural Sciences Subtotal</b>		<b>538</b>	<b>222</b>	<b>41</b>	<b>199</b>	<b>37</b>	<b>339</b>	<b>33</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>228</b>	<b>8</b>	<b>16</b>	<b>61</b>	<b>11</b>	<b>18</b>
Arts & Sciences: Social Sciences	Anthropology	11	5	45	8	73	3	0	0	0	0	0	3	0	0	0	0	0
	Economics	45	13	29	41	91	4	1	0	0	0	1	2	0	0	1	2	25
	Political Science	53	26	49	24	45	29	2	2	0	0	3	19	2	1	4	8	14
	Sociology	26	13	50	12	46	14	2	1	0	0	3	8	0	0	3	12	21
	<b>Social Sciences Subtotal</b>	<b>135</b>	<b>57</b>	<b>42</b>	<b>85</b>	<b>63</b>	<b>50</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>32</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>6</b>	<b>16</b>
	Classics	11	2	18	5	45	6	2	0	0	0	0	4	0	0	2	18	33
Arts & Sciences: Humanities	English	28	12	43	6	21	22	2	4	0	0	0	14	2	0	6	21	27
	German	11	7	64	6	55	5	0	0	0	0	0	3	1	1	1	9	20
	History	63	29	46	18	29	45	3	3	0	0	3	35	1	0	6	10	13
	History of Art	17	12	71	3	18	14	1	1	0	0	1	10	1	0	2	12	14
	History of Science	11	5	45	7	64	4	0	0	0	0	0	4	0	0	0	0	0
	Comparative Thought and Literature	12	6	50	4	33	8	1	0	0	0	0	7	0	0	1	8	13
	Near Eastern Studies	24	13	54	7	29	17	2	0	0	0	0	12	3	0	2	8	12
	Philosophy	22	6	27	9	41	13	1	0	0	0	0	11	1	0	1	5	8
	Romance Languages	32	18	56	16	50	16	1	0	0	0	0	11	4	0	1	3	6
	<b>Humanities Subtotal</b>	<b>231</b>	<b>110</b>	<b>48</b>	<b>81</b>	<b>35</b>	<b>150</b>	<b>13</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>111</b>	<b>13</b>	<b>1</b>	<b>22</b>	<b>10</b>	<b>15</b>
	<b>Arts &amp; Sciences Total</b>	<b>904</b>	<b>389</b>	<b>43</b>	<b>365</b>	<b>40</b>	<b>539</b>	<b>51</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>46</b>	<b>371</b>	<b>23</b>	<b>18</b>	<b>91</b>	<b>10</b>	<b>17</b>
Education	<b>Education Total</b>	<b>24</b>	<b>17</b>	<b>71</b>	<b>3</b>	<b>13</b>	<b>21</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>17</b>	<b>19</b>
Engineering	Applied Mathematics & Statistics	45	9	20	35	78	10	0	0	0	0	2	5	1	2	0	0	0
	Chemical & Biomolecular Engineering	125	41	33	64	51	61	6	6	0	0	5	39	2	3	13	10	21
	Civil Engineering	51	13	25	41	80	10	1	1	0	0	0	6	1	1	3	6	30
	Computer Science	177	38	21	106	60	71	4	0	0	0	13	46	6	2	5	3	7
	Electrical Engineering	118	28	24	81	69	37	2	3	0	0	8	21	0	3	5	4	14
	Environmental Health and Engineering	27	10	37	14	52	13	1	1	0	0	1	8	1	1	2	7	15
	Materials Science & Engineering	56	17	30	30	54	26	3	0	0	0	6	16	1	0	3	5	12
	Mechanical Engineering	116	18	16	75	65	41	4	1	0	0	9	27	0	0	5	4	12
	<b>Engineering Total</b>	<b>715</b>	<b>174</b>	<b>24</b>	<b>446</b>	<b>62</b>	<b>269</b>	<b>21</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>44</b>	<b>168</b>	<b>12</b>	<b>12</b>	<b>36</b>	<b>5</b>	<b>13</b>
Medicine	Biochemistry, Cellular and Molecular Biology	112	62	55	16	14	96	11	10	0	0	10	56	0	9	24	21	25
	Biological Chemistry	18	9	50	11	61	7	0	0	0	0	2	5	0	0	0	0	0
	Biomedical Engineering	191	82	43	70	37	121	13	8	0	0	29	62	3	6	23	12	19
	Biophysics and Biophysical Chemistry	5	1	20	4	80	1	0	0	0	0	1	0	0	0	0	0	0
	Cellular and Molecular Medicine	106	77	73	16	15	90	13	8	2	0	10	52	1	4	24	23	27
	Cellular and Molecular Physiology	15	11	73	6	40	9	0	4	0	0	0	4	1	0	4	27	44
	Functional Anatomy and Evolution	9	7	78	1	11	8	1	0	0	0	0	6	0	1	2	22	25
	Health Sciences Informatics	2	2	100	2	100	0	0	0	0	0	0	0	0	0	0	0	0
	History of Medicine Ph.D. Program	6	4	67	0	0	6	1	1	0	0	0	4	0	0	2	33	33
	Human Genetics and Molecular Biology	64	44	69	6	9	58	3	2	0	0	9	44	0	0	5	8	9
	Immunology	25	17	68	6	24	19	3	0	0	0	3	10	1	2	4	16	21
	Neuroscience	73	34	47	28	38	45	5	1	0	0	9	23	2	5	8	11	18
	Pathobiology	40	28	70	19	48	21	1	0	0	0	0	18	0	2	2	5	10
	Pharmacology and Molecular Sciences	40	18	45	6	15	34	2	5	0	0	5	19	0	3	8	20	24
	Program in Molecular Biophysics	20	7	35	0	0	20	3	1	0	0	1	11	3	1	4	20	20
	<b>Medicine Total</b>	<b>726</b>	<b>403</b>	<b>56</b>	<b>191</b>	<b>26</b>	<b>535</b>	<b>56</b>	<b>40</b>	<b>2</b>	<b>0</b>	<b>79</b>	<b>314</b>	<b>11</b>	<b>33</b>	<b>110</b>	<b>15</b>	<b>21</b>
Nursing	<b>Nursing Total</b>	<b>42</b>	<b>32</b>	<b>76</b>	<b>8</b>	<b>19</b>	<b>34</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>22</b>	<b>1</b>	<b>4</b>	<b>8</b>	<b>19</b>	<b>24</b>
Public Health	Biochemistry and Molecular Biology	27	16	59	8	30	19	1	1	0	0	4	12	0	1	3	11	16
	Biostatistics	44	17	39	25	57	19	0	1	0	0	4	11	3	0	1	2	5
	Clinical Investigation	30	17	57	0	0	30	2	4	0	0	7	15	0	2	8	27	27
	Environmental Health and Engineering	34	27	79	2	6	32	2	1	0	0	2	25	2	0	3	9	9
	Epidemiology	65	46	71	23	35	42	0	7	0	0	8	26	0	1	7	11	17
	Health Behavior and Society	31	24	77	4	13	27	4	5	0	0	3	12	1	2	10	32	37
	Health Policy and Management	41	28	68	6	15	35	4	1	0	0	3	24	2	1	6	15	17
	International Health	77	64	83	23	30	54	5	3	0	0	6	33	2	5	10	13	19
	Mental Health	27	21	78	1	4	26	3	4	0	0	2	15	1	1	8	30	31
	Molecular Microbiology and Immunology	28	16	57	4	14	24	1	2	0	0	3	14	3	1	3	11	13
	Population Family Reproductive Health	32	31	97	5	16	27	3	3	0	0	5	15	0	1	7	22	26
	<b>Public Health Total</b>	<b>436</b>	<b>307</b>	<b>70</b>	<b>101</b>	<b>23</b>	<b>335</b>	<b>25</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>47</b>	<b>202</b>	<b>14</b>	<b>15</b>	<b>66</b>	<b>15</b>	<b>20</b>
SAIS	<b>SAIS Total</b>	<b>13</b>	<b>9</b>	<b>69</b>	<b>7</b>	<b>54</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>15</b>	<b>33</b>
University	<b>University Total</b>	<b>2,860</b>	<b>1,331</b>	<b>47</b>	<b>1,121</b>	<b>39</b>	<b>1,739</b>	<b>157</b>	<b>121</b>	<b>2</b>	<b>0</b>	<b>223</b>	<b>1,092</b>	<b>61</b>	<b>83</b>	<b>317</b>	<b>11</b>	<b>18</b>

Underrepresented minority (URM), following IPEDs definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African-American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDs) approaches. The non-resident alien (NRA) category is comprised of students who need a visa to live, study and work in the U.S. %URM of Total indicates the proportion of URM students relative to the "total student enrollment," which includes all students including both domestic and non-resident alien students. %URM of Dom indicates the proportion of URM students relative to the "domestic student enrollment," which includes only U.S. citizens and permanent residents. These tables do not include students who are on a leave of absence, those enrolled part-time under a mechanism called "non-resident status," or visiting graduate students.

**Table 3:** Other Doctoral Program Student Headcount, Fall 2019

Division	Degree	TOTAL	Female		NRA		Domestic Enrollment	Hispanic	Black	Amer Indian	Haw, Pac	Asian	White	Unknown	Two or More Races	URM		
		N	N	%	N	%	N	N	N	N	N	N	N	N	N	N	% of Total	% of Domestic
Education	Doctor of Education	218	156	72	10	5	208	17	40	0	0	18	110	16	7	62	28	30
	<b>Education Total</b>	218	156	72	10	5	208	17	40	0	0	18	110	16	7	62	28	30
Engineering	Doctor of Engineering	18	3	17	0	0	18	1	1	0	0	2	14	0	0	2	11	11
	<b>Engineering Total</b>	18	3	17	0	0	18	1	1	0	0	2	14	0	0	2	11	11
Medicine	Medicine (MD)	422	232	55	26	6	396	37	32	1	0	163	148	1	14	77	18	19
	Medicine (MD)/Doctor of Philosophy	103	33	32	3	3	100	6	6	0	0	24	60	1	3	12	12	12
	<b>Medicine Total</b>	525	265	50	29	6	496	43	38	1	0	187	208	2	17	89	17	18
Nursing	Doctor of Nursing Practice	296	277	94	2	1	294	24	44	1	1	57	155	4	8	75	25	26
	Doctor of Nursing Practice/Doctor of Philosophy	10	10	100	0	0	10	0	2	0	0	2	6	0	0	2	20	20
	<b>Nursing Total</b>	306	287	94	2	1	304	24	46	1	1	59	161	4	8	77	25	25
Public Health	Doctor of Public Health	318	179	56	141	44	177	15	19	3	0	31	90	11	8	41	13	23
	Doctor of Science	4	1	25	4	100	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Public Health Total</b>	322	180	56	145	45	177	15	19	3	0	31	90	11	8	41	13	23
Peabody	Doctor of Musical Arts	32	7	22	13	41	19	1	0	0	0	3	9	3	3	1	3	5
	<b>Peabody Total</b>	32	7	22	13	41	19	1	0	0	0	3	9	3	3	1	3	5
<b>University Total</b>		1,421	898	63	199	14	1,222	101	144	5	1	300	592	36	43	272	19	22

Underrepresented minority (URM), following IPEDs definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African-American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDS) approaches.

The non-resident alien (NRA) category is comprised of students who need a visa to live, study and work in the U.S.

%URM of Total indicates the proportion of URM students relative to the "total student enrollment," which includes all students including both domestic and non-resident alien students.

%URM of Dom indicates the proportion of URM students relative to the "domestic student enrollment," which includes only U.S. citizens and permanent residents.

These tables do not include students who are on a leave of absence, those enrolled part-time under a mechanism called "non-resident status," or visiting graduate students.

**Table 4a: Master's Degree Student Headcount, Fall 2019**

Division	Degree	Program	TOTAL N	FEMALE N %
Arts & Sciences	MA	Chemistry	1	1 100
		Classics	2	1 50
		Cognitive Science	7	3 43
	MFA	History of Art	1	1 100
		Writing Seminars	16	8 50
		Molecular & Cellular Biology	2	1 50
	MS	Neuroscience	1	0 0
	Arts & Sciences Total		30	15 50
Advanced Academic Programs (AAP)	MA	Communication	317	254 80
		Cultural Heritage Management	32	23 72
		Film and Media	26	13 50
		Global Security Studies	135	41 30
		Government & MA Government/MBA	152	57 38
		Museum Studies	274	224 82
		Non-Governmental Organization Management	11	9 82
		Public Management	112	61 54
		Science Writing	104	82 79
		Teaching Writing	47	33 70
		Writing	64	39 61
	Masters	Biotechnology Enterprise & Entrepreneurship	76	33 43
	MLA	Liberal Arts	133	75 56
		Applied Economics	487	188 39
		Bioinformatics	173	76 44
		Biotechnology	633	408 64
		Energy Policy and Climate	108	50 46
	MS	Environmental Sciences	248	192 77
		Food Safety Regulation	24	18 75
		Geographic Information Systems	82	31 38
		Geospatial Intelligence	28	13 46
		Government Analytics	108	56 52
		Individualized Genomics and Health	60	44 73
		Regulatory Science	168	125 74
		Research Administration	79	62 78
	AAP Total		3,681	2,207 60
Business	MBA	Business	1,049	479 46
		Business Analytics and Risk Management	161	100 62
		Enterprise Risk Management	3	0 0
		Finance	147	45 31
		Financial Econometrics	469	297 63
	MS	Health Care Management	126	71 56
		Information Systems	87	47 54
		Marketing	155	118 76
		Real Estate and Infrastructure	59	17 29
	Business Total		2,256	1,174 52
Education	MAT	Elementary, Secondary Education	15	14 93
	MEd	Health Professions	123	70 57
		Counseling	274	232 85
	MS	Education	1,409	1,041 74
		Special Education	53	47 89
Education Total			1,874	1,404 75
Engineering	MA	Geography & Environmental Engineering	1	1 100
		Geography & Environmental Engineering	18	7 39
	MS	Security Informatics	92	29 32
		Applied Mathematics & Statistics	62	23 37
		Bioengineering Innovation and Design	28	19 68
		Biomedical Engineering	141	74 52
		Chemical & Biomolecular Engineering	94	33 35
	MSE	Civil Engineering	21	3 14
		Computer Science	111	37 33
		Electrical Engineering	43	11 26
		Engineering Management	63	17 27
		Financial Mathematics	63	21 33
		Geography & Environmental Engineering	18	11 61
		Materials Science & Engineering	22	7 32
		Mechanical Engineering	57	10 18
		Robotics	60	14 23
	Engineering Total		894	317 35

Division	Degree	Program	TOTAL	FEMALE		
			N	N	%	
Engineering Professionals (EP)	MEng	Chemical & Biomolecular Engineering	7	1	14	
		Civil Engineering	32	10	31	
		Engineering Management	97	24	25	
		Environmental Engineering	38	18	47	
		Materials Science and Engineering	17	6	35	
		Mechanical Engineering	248	66	27	
		Applied and Computational Mathematics	227	75	33	
		Applied Biomedical Engineering	106	49	46	
		Applied Physics	81	22	27	
		Computer Science	675	159	24	
	MS	Cybersecurity	129	29	22	
		Data Science	249	86	35	
		Electrical and Computer Engineering	493	88	18	
		Environmental Engineering and Science	59	37	63	
		Environmental Planning and Management	28	19	68	
		Financial Mathematics	42	11	26	
		Healthcare Systems Engineering	15	5	33	
		Information Systems Engineering	96	21	22	
		Space Systems Engineering	241	59	24	
		Systems Engineering	279	90	32	
	MSE	Technical Management	90	28	31	
		Systems Engineering	256	65	25	
	EP Total		3,505	968	28	
Medicine	MA	History of Medicine M.A. Program Online	9	4	44	
		Medical and Biological Illustration	14	12	86	
		Anatomy Education	3	2	67	
	MS	Applied Health Sciences Informatics	33	16	48	
		Health Sciences Informatics	6	3	50	
Medicine Total		65	37	57		
Nursing	MSN	Entry to Nursing Practice	431	374	87	
		Health Systems Mgmt	66	56	85	
	MSN/MPH	Nursing Practice	3	3	100	
		Public Health Nursing	9	8	89	
Nursing Total		509	441	87		
Public Health	MA	Public Health Biology	12	11	92	
		Community-based Primary Health Care	34	28	82	
		Global Health Planning and Management	51	40	78	
	MAS	Humanitarian Health	45	32	71	
		Patient Safety and Healthcare Quality	176	136	77	
		Population Health Management	97	62	64	
	MBE	Spatial Analysis	31	20	65	
		Bioethics	12	10	83	
		Health Policy and Management	53	38	72	
	MHA	Biochemistry and Molecular Biology	39	24	62	
		Clinical Investigation	11	6	55	
		Environmental Health and Engineering	25	15	60	
	MHS	Epidemiology	69	50	72	
		Health Behavior and Society	13	10	77	
		Health Policy and Management	5	3	60	
	MPH	International Health	7	4	57	
		Mental Health	32	20	63	
		Molecular Microbiology & Immunology	12	4	33	
	MSPH	Public Health	593	409	69	
		Environmental Health and Engineering	14	10	71	
		Health Behavior and Society	25	22	88	
	SCM	Health Policy and Management	51	41	80	
		International Health	130	114	88	
		Population Family Reproductive Health	37	35	95	
	Public Health Totals	Biochemistry and Molecular Biology	11	5	45	
		Biostatistics	15	12	80	
		Clinical Investigation	1	0	0	
		Environmental Health and Engineering	6	3	50	
		Epidemiology	21	15	71	
		Health Behavior and Society	14	12	86	
		Molecular Microbiology & Immunology	26	13	50	
Public Health Totals		1,668	1,204	72		
Peabody		MA	Audio Sciences	11	0	0
		MM	Music Education	28	15	54
		Performance	188	109	58	
Peabody Total		227	124	55		
SAIS	MA	International Policy	642	338	53	
	MAGP	Global Policy	49	24	49	
	MIEF	International Economics and Finance	50	27	54	
	MIPP	International Public Policy	86	22	26	
SAIS Total		827	411	50		
University	University Total		15,536	8,302	53	

(Footnote applies to all sections of Table 4, pages 21-23) Underrepresented minority (URM), following IPEDs definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African-American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDS) approaches. The non-resident alien (NRA) category is comprised of students who need a visa to live, study and work in the U.S. %URM of Total indicates the proportion of URM students relative to the "total student enrollment," which includes all students including both domestic and non-resident alien students.%URM of Dom indicates the proportion of URM students relative to the "domestic student enrollment," which includes only U.S. citizens and permanent residents.

These tables do not include students who are on a leave of absence, those enrolled part-time under a mechanism called "non-resident status," or visiting graduate students.

MA: Master of Arts, MBA: Master of Business Administration, MEd: Master of Education, MFA: Master of Fine Arts, MHA: Master of Health Administration, MIPP: Master of International Public Policy, MLA: Master of Liberal Arts, MM: Master of Music, MNG: Master in Engineering, MPH: Master of Public Health, MPP: Master of Public Policy, MS: Master of Science, MSE: Master of Science in Engineering, MSN: Master of Science in Nursing, MSPH: Master of Science in Public Health

**Table 4b: Master's Degree Student Headcount, Fall 2019**

Division	Degree	Program	TOTAL	NRA		Domestic Enrollment	Hispanic	Black	Amer Indian	Haw, Pacific	Asian	White	Unknown	Two or More	URM		
			N	N	%	N	N	N	N	N	N	N	N	N	N	% of Tot	% of Dom
Arts & Sciences	MA	Chemistry	1	0	0	1	1	0	0	0	0	0	0	0	1	100	100
		Classics	2	0	0	2	0	0	0	0	0	2	0	0	0	0	0
		Cognitive Science	7	3	43	4	0	0	0	0	0	3	0	1	1	14	25
		History of Art	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0
	MFA	Writing Seminars	16	0	0	16	1	1	0	0	1	11	1	1	2	13	13
		Molecular & Cellular Biology	2	0	0	2	0	1	0	0	1	0	0	0	1	50	50
	MS	Neuroscience	1	1	100	0	0	0	0	0	0	0	0	0	0	0	0
Arts & Sciences Total			30	4	13	26	2	2	0	0	2	17	1	2	5	17	19
Advanced Academic Programs (AAP)	MA	Communication	317	66	21	251	22	40	2	0	19	143	12	13	72	23	29
		Cultural Heritage Management	32	0	0	32	3	1	1	0	1	25	0	1	5	16	16
		Film and Media	26	7	27	19	1	7	0	0	1	7	2	1	8	31	42
		Global Security Studies	135	6	4	129	13	6	0	0	6	86	11	7	22	16	17
		Government & MA Government/MBA	152	7	5	145	16	13	0	0	7	93	12	4	33	22	23
		Museum Studies	274	4	1	270	26	6	0	0	7	208	15	8	38	14	14
		Non-Governmental Organization Management	11	0	0	11	2	0	0	0	3	6	0	0	2	18	18
		Public Management	112	24	21	88	14	8	0	0	11	46	6	3	24	21	27
		Science Writing	104	7	7	97	3	3	0	1	2	79	6	3	8	8	8
		Teaching Writing	47	0	0	47	6	6	0	0	2	30	1	2	14	30	30
		Writing	64	1	2	63	4	6	1	0	2	46	1	3	11	17	17
	Masters	Biotechnology Enterprise & Entrepreneurship	76	8	11	68	5	4	0	0	10	38	6	5	9	12	13
	MLA	Liberal Arts	133	3	2	130	11	13	1	1	4	86	10	4	30	23	23
		Applied Economics	487	219	45	268	25	8	0	0	31	171	23	10	38	8	14
		Bioinformatics	173	24	14	149	12	4	0	0	43	78	5	7	18	10	12
		Biotechnology	633	83	13	550	52	66	0	1	122	243	43	23	129	20	23
		Energy Policy and Climate	108	7	6	101	7	4	0	0	7	68	11	4	14	13	14
	MS	Environmental Sciences	248	6	2	242	22	11	1	0	11	169	12	16	44	18	18
		Food Safety Regulation	24	2	8	22	2	3	0	0	3	12	1	1	6	25	27
		Geographic Information Systems	82	1	1	81	8	4	0	1	9	49	4	6	18	22	22
		Geospatial Intelligence	28	1	4	27	1	1	1	0	1	17	3	3	4	14	15
		Government Analytics	108	17	16	91	10	6	0	0	13	54	5	3	18	17	20
		Individualized Genomics and Health	60	5	8	55	7	1	0	0	9	34	1	3	11	18	20
		Regulatory Science	168	14	8	154	13	15	0	0	42	69	11	4	30	18	19
		Research Administration	79	4	5	75	13	10	0	0	6	36	5	5	25	32	33
	AAP Total		3,681	516	14	3165	298	246	7	4	372	1893	206	139	631	17	20
Business	MBA	Business	1,049	96	9	953	66	121	0	3	170	501	50	42	211	20	22
		Business Analytics and Risk Management	161	152	94	9	2	1	0	0	2	4	0	0	3	2	33
		Enterprise Risk Management	3	0	0	3	1	2	0	0	0	0	0	0	3	100	100
		Finance	147	18	12	129	19	14	0	0	16	68	7	5	38	26	29
	MS	Financial Econometrics	469	464	99	5	0	1	0	0	2	1	0	1	1	0	20
		Health Care Management	126	31	25	95	2	15	0	0	23	48	3	4	21	17	22
		Information Systems	87	78	90	9	2	1	0	0	2	3	0	1	3	3	33
		Marketing	155	145	94	10	0	2	0	0	1	6	0	1	2	1	20
		Real Estate and Infrastructure	59	23	39	36	2	2	0	0	2	25	3	2	5	8	14
Business Total		2,256	1007	45	1249	94	159	0	3	218	656	63	56	287	13	23	
Education	MAT	Elementary, Secondary Education	15	2	13	13	0	1	0	0	2	9	1	0	1	7	8
	MEd	Health Professions	123	33	27	90	8	5	0	0	19	51	5	2	15	12	17
		Counseling	274	37	14	237	24	49	1	1	22	121	8	11	83	30	35
	MS	Education	1,409	76	5	1333	164	323	3	3	105	620	44	71	531	38	40
		Special Education	53	5	9	48	1	3	0	0	4	39	0	1	5	9	10
Education Total		1,874	153	8	1721	197	381	4	4	152	840	58	85	635	34	37	
Engineering	MA	Geography & Environmental Engineering	1	1	100	0	0	0	0	0	0	0	0	0	0	0	0
		Geography & Environmental Engineering	18	14	78	4	0	1	0	0	1	2	0	0	1	6	25
	MS	Security Informatics	92	79	86	13	0	3	0	0	3	6	0	1	3	3	23
		Applied Mathematics & Statistics	62	52	84	10	0	0	0	0	4	6	0	0	0	0	0
		Bioengineering Innovation and Design	28	7	25	21	1	1	0	0	7	12	0	0	2	7	10
		Biomedical Engineering	141	101	72	40	1	0	0	0	25	11	1	2	1	1	3
		Chemical & Biomolecular Engineering	94	73	78	21	2	3	0	0	11	5	0	0	5	5	24
	MSE	Civil Engineering	21	15	71	6	2	0	0	0	1	3	0	0	2	10	33
		Computer Science	111	93	84	18	0	1	0	0	8	7	1	1	1	1	6
		Electrical Engineering	43	34	79	9	0	2	0	0	2	5	0	0	2	5	22
		Engineering Management	63	50	79	13	5	0	0	0	3	4	1	0	5	8	38
		Financial Mathematics	63	56	89	7	0	0	0	0	6	1	0	0	0	0	0
		Geography & Environmental Engineering	18	13	72	5	1	1	0	0	1	2	0	0	2	11	40
		Materials Science & Engineering	22	16	73	6	0	1	0	0	2	3	0	0	1	5	17
		Mechanical Engineering	57	46	81	11	0	0	0	0	3	7	0	1	0	0	0
		Robotics	60	43	72	17	2	1	0	0	7	5	0	2	5	8	29
	Engineering Total		894	693	78	201	14	14	0	0	84	79	3	7	30	3	15

**Table 4b (continued): Master's Degree Student Headcount, Fall 2019**

Division	Degree	Program	TOTAL	NRA			Domestic Enrollment	Hispanic	Black	Amer Indian	Haw, Pacific	Asian	White	Unknown	Two or More	URM			
				N	N	%										N	N	N	N
Engineering Professionals (EP)	MEng	Chemical & Biomolecular Engineering	7	0	0	7	1	1	0	0	0	0	5	0	0	2	29	29	
		Civil Engineering	32	4	13	28	4	1	0	0	3	19	1	0	5	16	18		
		Engineering Management	97	5	5	92	7	6	1	1	12	55	7	3	15	15	16		
		Environmental Engineering	38	1	3	37	1	2	0	0	6	25	2	1	3	8	8		
		Materials Science and Engineering	17	0	0	17	2	2	0	0	2	9	1	1	4	24	24		
		Mechanical Engineering	248	1	0	247	16	7	1	0	31	177	8	7	27	11	11		
	MS	Applied and Computational Mathematics	227	12	5	215	20	8	0	0	26	138	17	6	32	14	15		
		Applied Biomedical Engineering	106	8	8	98	9	7	0	0	19	52	9	2	18	17	18		
		Applied Physics	81	2	2	79	6	3	0	0	5	58	5	2	10	12	13		
		Computer Science	675	39	6	636	40	48	1	0	123	365	35	24	100	15	16		
		Cybersecurity	129	3	2	126	16	5	0	0	13	76	14	2	22	17	17		
		Data Science	249	35	14	214	14	3	0	1	55	104	26	11	26	10	12		
		Electrical and Computer Engineering	493	3	1	490	35	34	2	0	57	320	25	17	76	15	16		
		Environmental Engineering and Science	59	0	0	59	6	7	0	0	5	37	3	1	13	22	22		
		Environmental Planning and Management	28	1	4	27	0	2	0	0	2	17	3	3	4	14	15		
		Financial Mathematics	42	7	17	35	4	5	0	0	5	14	4	3	11	26	31		
		Healthcare Systems Engineering	15	2	13	13	2	2	0	0	1	7	1	0	4	27	31		
		Information Systems Engineering	96	2	2	94	6	12	0	0	23	47	2	4	20	21	21		
		Space Systems Engineering	241	1	0	240	29	11	0	1	18	163	8	10	46	19	19		
		Systems Engineering	279	5	2	274	25	29	0	1	31	156	19	13	63	23	23		
		Technical Management	90	3	3	87	9	6	0	0	8	58	5	1	16	18	18		
		MSE	Systems Engineering	256	0	0	256	40	16	1	2	26	152	11	8	62	24	24	
	EP Total			3,505	134	4	3371	292	217	6	6	471	2054	206	119	579	17	17	
Medicine	MA	History of Medicine M.A. Program Online	9	1	11	8	0	0	0	0	0	8	0	0	0	0	0	0	
		Medical and Biological Illustration	14	1	7	13	1	0	0	0	5	6	0	1	1	7	8		
		Anatomy Education	3	0	0	3	1	0	0	0	0	2	0	0	1	33	33		
	MS	Applied Health Sciences Informatics	33	8	24	25	2	2	0	0	8	13	0	0	4	12	16		
		Health Sciences Informatics	6	4	67	2	0	0	0	0	2	0	0	0	0	0	0	0	
Medicine Total			65	14	22	51	4	2	0	0	15	29	0	1	6	9	12		
Nursing	MSN	Entry to Nursing Practice	431	3	1	428	46	45	1	0	59	258	3	16	100	23	23		
		Health Systems Mgmt	66	0	0	66	5	5	0	1	12	42	1	0	11	17	17		
		Nursing Practice	3	0	0	3	0	1	0	0	1	1	0	0	1	33	33		
	MSN/MPH	Public Health Nursing	9	0	0	9	1	0	0	0	1	7	0	0	1	11	11		
Nursing Total			509	3	1	506	52	51	1	1	73	308	4	16	113	22	22		
Public Health	MA	Public Health Biology	12	0	0	12	1	2	0	0	0	7	1	1	4	33	33		
		Community-based Primary Health Care	34	0	0	34	5	8	0	0	2	17	1	1	13	38	38		
		Global Health Planning and Management	51	8	16	43	4	7	0	0	4	22	6	0	11	22	26		
	MAS	Humanitarian Health	45	9	20	36	1	6	1	0	0	25	0	3	11	24	31		
		Patient Safety and Healthcare Quality	176	28	16	148	7	16	2	0	17	93	7	6	30	17	20		
		Population Health Management	97	7	7	90	5	5	0	0	21	48	6	5	12	12	13		
		Spatial Analysis	31	6	19	25	2	0	0	0	4	18	0	1	3	10	12		
	MBE	Bioethics	12	1	8	11	0	0	0	0	1	9	1	0	0	0	0	0	
		Health Policy and Management	53	2	4	51	4	4	0	0	15	25	3	0	8	15	16		
	MHA	Biochemistry and Molecular Biology	39	12	31	27	3	1	0	0	13	9	0	1	4	10	15		
		Clinical Investigation	11	0	0	11	1	0	0	0	3	6	0	1	1	9	9		
		Environmental Health and Engineering	25	6	24	19	2	4	0	0	4	8	1	0	6	24	32		
	MHS	Epidemiology	69	34	49	35	4	1	0	0	8	16	4	2	7	10	20		
		Health Behavior and Society	13	2	15	11	0	1	0	0	3	6	0	1	1	8	9		
		Health Policy and Management	5	4	80	1	1	0	0	0	0	0	0	0	1	20	100		
		International Health	7	4	57	3	0	1	0	0	0	2	0	0	1	14	33		
	MPH	Mental Health	32	5	16	27	6	5	0	0	5	8	1	2	12	38	44		
		Molecular Microbiology & Immunology	12	2	17	10	4	3	0	0	1	2	0	0	7	58	70		
		Public Health	593	164	28	429	30	41	0	0	74	247	22	15	79	13	18		
	MSPH	Environmental Health and Engineering	14	1	7	13	2	0	0	0	0	9	1	1	3	21	23		
		Health Behavior and Society	25	7	28	18	1	0	0	0	5	12	0	0	1	4	6		
		Health Policy and Management	51	4	8	47	4	3	0	0	17	19	0	4	8	16	17		
		International Health	130	41	32	89	9	3	0	0	20	49	4	4	14	11	16		
	SCM	Population Family Reproductive Health	37	6	16	31	2	7	0	0	7	12	2	1	10	27	32		
		Biochemistry and Molecular Biology	11	6	55	5	1	0	0	0	2	2	0	0	1	9	20		
		Biostatistics	15	13	87	2	1	0	0	0	0	1	0	0	1	7	50		
		Clinical Investigation	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	
		Environmental Health and Engineering	6	2	33	4	0	1	0	0	1	0	0	2	3	50	75		
		Epidemiology	21	11	52	10	1	0	0	0	4	5	0	0	1	5	10		
		Health Behavior and Society	14	0	0	14	0	0	0	0	1	13	0	0	0	0	0	0	
		Molecular Microbiology & Immunology	26	17	65	9	2	0	0	0	0	5	0	2	4	15	44		
		Public Health Totals			1,668	402	24	1266	103	119	3	0	232	696	60	53	257	15	20
Peabody		MA	Audio Sciences	11	4	36	7	0	0	0	0	0	6	0	1	0	0	0	0
		MM	Music Education	28	18	64	10	1	2	0	0	2	4	0	1	4	14	40	
			Performance	188	79	42	109	11	6	1	0	10	73	6	2	20	11	18	
Peabody Total			227	101	44	126	12	8	1	0	12	83	6	4	24	11	19		
SAIS	MA	International Policy	642	256	40	386	46	15	2	0	58	231	15	19	65	10	17		
	MAGP	Global Policy	49	11	22	38	3	1	0	0	2	27	2	3	5	10	13		
	MIEF	International Economics and Finance	50	39	78	11	1	0	0	0	1	7	2	0	1	2	9		
	MIPP	International Public Policy	86	24	28	62	7	2	1	0	1	47	0	4	11	13	18		
	SAIS Total			827	330	40	497	57	18	3	0	62	312	19	26	82	10	16	
University	University Total		15,536	3357	22	12,179	1125	1217	25	18	1693	6967	626	508	2649	17	22		

**Table 5a:** Historical PhD Student Headcount, Fall 2011, 2015, 2019

Division		Total			Female					
		2011	2015	2019	2011		2015		2019	
		N	N	N	N	%	N	%	N	%
Arts & Sciences: Natural Sciences	Astronomy and Astrophysics	0	0	20	0	0	0	0	5	25
	Cell, Molecular, Developmental Biology, and Biophysics	105	106	105	66	63	51	48	55	52
	Biophysics	40	32	42	14	35	10	31	17	40
	Chemical Biology	25	32	28	14	56	10	31	12	43
	Chemistry	111	93	127	42	38	28	30	46	36
	Cognitive Science	12	17	17	8	67	9	53	11	65
	Earth & Planetary Science	24	35	40	13	54	17	49	20	50
	Mathematics	30	29	38	7	23	3	10	8	21
	Physics	109	102	85	15	14	20	20	21	25
	Psychology and Brain Sciences	30	24	36	15	50	16	67	27	75
	<b>Natural Sciences Subtotal</b>	<b>486</b>	<b>470</b>	<b>538</b>	<b>194</b>	<b>40</b>	<b>164</b>	<b>35</b>	<b>222</b>	<b>41</b>
Arts & Sciences: Social Sciences	Anthropology	12	13	11	7	58	6	46	5	45
	Economics	62	55	45	29	47	15	27	13	29
	Political Science	50	55	53	15	30	15	27	26	49
	Sociology	33	27	26	16	48	14	52	13	50
	<b>Social Sciences Subtotal</b>	<b>157</b>	<b>150</b>	<b>135</b>	<b>67</b>	<b>43</b>	<b>50</b>	<b>33</b>	<b>57</b>	<b>42</b>
Arts & Sciences: Humanities	Classics	14	12	11	7	50	5	42	2	18
	English	35	29	28	15	43	11	38	12	43
	German	11	12	11	4	36	7	58	7	64
	History	53	65	63	26	49	33	51	29	46
	History of Art	20	18	17	16	80	13	72	12	71
	History of Science	12	9	11	4	33	5	56	5	45
	Comparative Thought and Literature	13	17	12	5	38	8	47	6	50
	Near Eastern Studies	25	26	24	14	56	15	58	13	54
	Philosophy	25	27	22	3	12	7	26	6	27
	Romance Languages	40	41	32	28	70	23	56	18	56
	<b>Humanities Subtotal</b>	<b>248</b>	<b>256</b>	<b>231</b>	<b>122</b>	<b>49</b>	<b>127</b>	<b>50</b>	<b>110</b>	<b>48</b>
<b>Arts &amp; Sciences Total</b>		<b>891</b>	<b>876</b>	<b>904</b>	<b>383</b>	<b>43</b>	<b>341</b>	<b>39</b>	<b>389</b>	<b>43</b>
<b>Education</b>										
<b>Education Total</b>		<b>0</b>	<b>19</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>63</b>	<b>17</b>	<b>71</b>
<b>Engineering</b>	Applied Mathematics & Statistics	45	35	45	12	27	9	26	9	20
	Chemical & Biomolecular Engineering	68	75	125	24	35	26	35	41	33
	Civil Engineering	27	49	51	8	30	11	22	13	25
	Computer Science	77	111	177	11	14	18	16	38	21
	Electrical Engineering	113	101	118	16	14	22	22	28	24
	Environmental Health and Engineering	31	32	27	17	55	16	50	10	37
	Materials Science & Engineering	49	61	56	16	33	21	34	17	30
	Mechanical Engineering	81	92	116	18	22	16	17	18	16
	<b>Engineering Total</b>	<b>491</b>	<b>556</b>	<b>715</b>	<b>122</b>	<b>25</b>	<b>139</b>	<b>25</b>	<b>174</b>	<b>24</b>

**Table 5a (continued):** Historical PhD Student Headcount, Fall 2011, 2015, 2019

Division	Program	Total			Female					
		2011	2015	2019	2011		2015		2019	
		N	N	N	N	%	N	%	N	%
Medicine	Biochemistry, Cellular and Molecular Biology	136	119	112	76	56	59	50	62	55
	Biological Chemistry	27	19	18	12	44	7	37	9	50
	Biomedical Engineering	195	160	191	58	30	53	33	82	43
	Biophysics and Biophysical Chemistry	2	0	5	0	0	0	0	1	20
	Cellular and Molecular Medicine	119	108	106	73	61	74	69	77	73
	Cellular and Molecular Physiology	15	16	15	4	27	8	50	11	73
	Functional Anatomy and Evolution	10	10	9	7	70	9	90	7	78
	Health Sciences Informatics	0	2	2	0	0	0	0	2	100
	History of Medicine Ph.D. Program	7	9	6	5	71	5	56	4	67
	Human Genetics and Molecular Biology	75	63	64	53	71	45	71	44	69
	Immunology	31	29	25	17	55	18	62	17	68
	Neuroscience	82	77	73	48	59	37	48	34	47
	Pathobiology	47	40	40	33	70	26	65	28	70
	Pharmacology and Molecular Sciences	55	48	40	29	53	26	54	18	45
	Program in Molecular Biophysics	19	23	20	6	32	7	30	7	35
	<b>Medicine Total</b>	<b>820</b>	<b>723</b>	<b>726</b>	<b>421</b>	<b>51</b>	<b>374</b>	<b>52</b>	<b>403</b>	<b>56</b>
Nursing										
	<b>Nursing Total</b>	<b>25</b>	<b>42</b>	<b>42</b>	<b>23</b>	<b>92</b>	<b>36</b>	<b>86</b>	<b>32</b>	<b>76</b>
Public Health	Biochemistry and Molecular Biology	33	32	27	26	79	25	78	16	59
	Biostatistics	37	47	44	19	51	18	38	17	39
	Clinical Investigation	41	30	30	21	51	23	77	17	57
	Environmental Health and Engineering	38	37	34	25	66	24	65	27	79
	Epidemiology	89	68	65	61	69	52	76	46	71
	Health Behavior and Society	53	41	31	49	92	33	80	24	77
	Health Policy and Management	77	53	41	59	77	41	77	28	68
	International Health	127	114	77	98	77	87	76	64	83
	Mental Health	44	29	27	35	80	22	76	21	78
	Molecular Microbiology and Immunology	53	41	28	34	64	26	63	16	57
	Population Family Reproductive Health	42	35	32	37	88	32	91	31	97
	<b>Public Health Total</b>	<b>634</b>	<b>527</b>	<b>436</b>	<b>464</b>	<b>73</b>	<b>383</b>	<b>73</b>	<b>307</b>	<b>70</b>
SAIS										
	<b>SAIS Total</b>	<b>23</b>	<b>18</b>	<b>13</b>	<b>9</b>	<b>39</b>	<b>9</b>	<b>50</b>	<b>9</b>	<b>69</b>
University										
	<b>University Total</b>	<b>2,884</b>	<b>2,761</b>	<b>2,860</b>	<b>1,422</b>	<b>49</b>	<b>1,294</b>	<b>47</b>	<b>1,331</b>	<b>47</b>

These tables do not include students who are on a leave of absence, those enrolled part-time under a mechanism called "non-resident status," or visiting graduate students.

**Table 5b:** Historical PhD Student Headcount, Fall 2011, 2015, 2019

Division	Program	Total			NRA						Domestic			URM								
		2011	2015	2019	2011		2015		2019		2011	2015	2019	2011			2015			2019		
		N	N	N	N	%	N	%	N	%	N	N	N	N	% of Tot	% of Dom	N	% of Tot	% of Dom	N	% of Tot	% of Dom
Arts & Sciences: Natural Sciences	Astronomy and Astrophysics	0	0	20	0	0	0	0	6	30	0	0	14	0	0	0	0	0	0	2	10	14
	Cell, Molecular, Developmental Biology, and Biophysics	105	106	105	14	13	14	13	15	14	91	92	90	16	15	18	12	11	13	19	18	21
	Biophysics	40	32	42	8	20	0	0	14	33	32	32	28	1	3	3	2	6	6	7	17	25
	Chemical Biology	25	32	28	1	4	0	0	0	0	24	32	28	4	16	17	5	16	16	4	14	14
	Chemistry	111	93	127	30	27	27	29	50	39	81	66	77	4	4	5	5	5	8	11	9	14
	Cognitive Science	12	17	17	1	8	3	18	8	47	11	14	9	1	8	9	1	6	7	1	6	11
	Earth & Planetary Science	24	35	40	11	46	15	43	13	33	13	20	27	3	13	23	3	9	15	2	5	7
	Mathematics	30	29	38	19	63	19	66	29	76	11	10	9	0	0	0	0	0	0	2	5	22
	Physics	109	102	85	51	47	42	41	46	54	58	60	39	2	2	3	7	7	12	9	11	23
	Psychology and Brain Sciences	30	24	36	9	30	13	54	18	50	21	11	18	6	20	29	2	8	18	4	11	22
Natural Sciences Subtotal		486	470	538	144	30	133	28	199	37	342	337	339	37	8	11	37	8	11	61	11	18
Arts & Sciences: Social Sciences	Anthropology	12	13	11	7	58	7	54	8	73	5	6	3	1	8	20	0	0	0	0	0	0
	Economics	62	55	45	46	74	43	78	41	91	16	12	4	0	0	0	0	0	0	1	2	25
	Political Science	50	55	53	17	34	18	33	24	45	33	37	29	1	2	3	4	7	11	4	8	14
	Sociology	33	27	26	12	36	11	41	12	46	21	16	14	4	12	19	1	4	6	3	12	21
	Social Sciences Subtotal	157	150	135	82	52	79	53	85	63	75	71	50	6	4	8	5	3	7	8	6	16
Arts & Sciences: Humanities	Classics	14	12	11	4	29	3	25	5	45	10	9	6	2	14	20	2	17	22	2	18	33
	English	35	29	28	5	14	6	21	6	21	30	23	22	0	0	0	1	3	4	6	21	27
	German	11	12	11	7	64	8	67	6	55	4	4	5	0	0	0	0	0	0	1	9	20
	History	53	65	63	11	21	18	28	18	29	42	47	45	1	2	2	2	3	4	6	10	13
	History of Art	20	18	17	6	30	2	11	3	18	14	16	14	0	0	0	0	0	0	2	12	14
	History of Science	12	9	11	3	25	2	22	7	64	9	7	4	0	0	0	0	0	0	0	0	0
	Comparative Thought and Literature	13	17	12	5	38	9	53	4	33	8	8	8	1	8	13	1	6	13	1	8	13
	Near Eastern Studies	25	26	24	2	8	6	23	7	29	23	20	17	2	8	9	1	4	5	2	8	12
	Philosophy	25	27	22	9	36	11	41	9	41	16	16	13	0	0	0	1	4	6	1	5	8
	Romance Languages	40	41	32	11	28	16	39	16	50	29	25	16	6	15	21	3	7	12	1	3	6
	Humanities Subtotal	248	256	231	63	25	81	32	81	35	185	175	150	12	5	6	11	4	6	22	10	15
	Arts & Sciences Total	891	876	904	289	32	293	33	365	40	602	583	539	55	6	9	53	6	9	91	10	17
Education	Education Total	0	19	24	0	0	2	11	3	13	0	17	21	0	0	0	2	11	12	4	17	19
Engineering	Applied Mathematics & Statistics	45	35	45	26	58	21	60	35	78	19	14	10	0	0	0	2	6	14	0	0	0
	Chemical & Biomolecular Engineering	68	75	125	35	51	31	41	64	51	33	44	61	5	7	15	10	13	23	13	10	21
	Civil Engineering	27	49	51	19	70	40	82	41	80	8	9	10	1	4	13	1	2	11	3	6	30
	Computer Science	77	111	177	31	40	54	49	106	60	46	57	71	4	5	9	3	3	5	5	3	7
	Electrical Engineering	113	101	118	76	67	65	64	81	69	37	36	37	4	4	11	4	4	11	5	4	14
	Environmental Health and Engineering	31	32	27	13	42	12	38	14	52	18	20	13	4	13	22	2	6	10	2	7	15
	Materials Science & Engineering	49	61	56	14	29	21	34	30	54	35	40	26	2	4	6	3	5	8	3	5	12
	Mechanical Engineering	81	92	116	51	63	59	64	75	65	30	33	41	2	2	7	2	2	6	5	4	12
	Engineering Total	491	556	715	265	54	303	54	446	62	226	253	269	22	4	10	27	5	11	36	5	13

**Table 5b (continued):** Historical PhD Student Headcount, Fall 2011, 2015, 2019

Division	Program	Total			NRA						Domestic			URM								
		2011	2015	2019	2011		2015		2019		2011	2015	2019	2011			2015			2019		
		N	N	N	N	%	N	%	N	%	N	N	N	N	% of Tot	% of Dom	N	% of Tot	% of Dom	N	% of Tot	% of Dom
Medicine	Biochemistry, Cellular and Molecular Biology	136	119	112	38	28	30	25	16	14	98	89	96	16	12	16	18	15	20	24	21	25
	Biological Chemistry	27	19	18	21	78	14	74	11	61	6	5	7	0	0	0	0	0	0	0	0	0
	Biomedical Engineering	195	160	191	75	38	44	28	70	37	120	116	121	14	7	12	9	6	8	23	12	19
	Biophysics and Biophysical Chemistry	2	0	5	2	100	0	0	4	80	0	0	1	0	0	0	0	0	0	0	0	0
	Cellular and Molecular Medicine	119	108	106	21	18	21	19	16	15	98	87	90	20	17	20	15	14	17	24	23	27
	Cellular and Molecular Physiology	15	16	15	9	60	8	50	6	40	6	8	9	2	13	33	3	19	38	4	27	44
	Functional Anatomy and Evolution	10	10	9	2	20	3	30	1	11	8	7	8	0	0	0	0	0	0	2	22	25
	Health Sciences Informatics	0	2	2	0	0	2	100	2	100	0	0	0	0	0	0	0	0	0	0	0	0
	History of Medicine Ph.D. Program	7	9	6	2	29	3	33	0	0	5	6	6	0	0	0	1	11	17	2	33	33
	Human Genetics and Molecular Biology	75	63	64	15	20	10	16	6	9	60	53	58	13	17	22	5	8	9	5	8	9
	Immunology	31	29	25	3	10	3	10	6	24	28	26	19	3	10	11	4	14	15	4	16	21
	Neuroscience	82	77	73	35	43	30	39	28	38	47	47	45	8	10	17	4	5	9	8	11	18
	Pathobiology	47	40	40	22	47	22	55	19	48	25	18	21	3	6	12	2	5	11	2	5	10
	Pharmacology and Molecular Sciences	55	48	40	13	24	9	19	6	15	42	39	34	6	11	14	7	15	18	8	20	24
	Program in Molecular Biophysics	19	23	20	0	0	0	0	0	0	19	23	20	4	21	21	3	13	13	4	20	20
	<b>'Medicine Total</b>	<b>820</b>	<b>723</b>	<b>726</b>	<b>258</b>	<b>31</b>	<b>199</b>	<b>28</b>	<b>191</b>	<b>26</b>	<b>562</b>	<b>524</b>	<b>535</b>	<b>89</b>	<b>11</b>	<b>16</b>	<b>71</b>	<b>10</b>	<b>14</b>	<b>110</b>	<b>15</b>	<b>21</b>
Nursing																						
	<b>'Nursing Total</b>	<b>25</b>	<b>42</b>	<b>42</b>	<b>3</b>	<b>12</b>	<b>6</b>	<b>14</b>	<b>8</b>	<b>19</b>	<b>22</b>	<b>36</b>	<b>34</b>	<b>3</b>	<b>12</b>	<b>14</b>	<b>12</b>	<b>29</b>	<b>33</b>	<b>8</b>	<b>19</b>	<b>24</b>
Public Health	Biochemistry and Molecular Biology	33	32	27	6	18	8	25	8	30	27	24	19	6	18	22	5	16	21	3	11	16
	Biostatistics	37	47	44	20	54	31	66	25	57	17	16	19	3	8	18	1	2	6	1	2	5
	Clinical Investigation	41	30	30	3	7	1	3	0	0	38	29	30	5	12	13	8	27	28	8	27	27
	Environmental Health and Engineering	38	37	34	3	8	5	14	2	6	35	32	32	4	11	11	7	19	22	3	9	9
	Epidemiology	89	68	65	22	25	11	16	23	35	67	57	42	10	11	15	8	12	14	7	11	17
	Health Behavior and Society	53	41	31	7	13	7	17	4	13	46	34	27	10	19	22	11	27	32	10	32	37
	Health Policy and Management	77	53	41	8	10	7	13	6	15	69	46	35	8	10	12	6	11	13	6	15	17
	International Health	127	114	77	49	39	36	32	23	30	78	78	54	10	8	13	6	5	8	10	13	19
	Mental Health	44	29	27	10	23	5	17	1	4	34	24	26	8	18	24	6	21	25	8	30	31
	Molecular Microbiology and Immunology	53	41	28	20	38	10	24	4	14	33	31	24	8	15	24	4	10	13	3	11	13
	Population Family Reproductive Health	42	35	32	8	19	5	14	5	16	34	30	27	1	2	3	7	20	23	7	22	26
	<b>Public Health Total</b>	<b>634</b>	<b>527</b>	<b>436</b>	<b>156</b>	<b>25</b>	<b>126</b>	<b>24</b>	<b>101</b>	<b>23</b>	<b>478</b>	<b>401</b>	<b>335</b>	<b>73</b>	<b>12</b>	<b>15</b>	<b>69</b>	<b>13</b>	<b>17</b>	<b>66</b>	<b>15</b>	<b>20</b>
SAIS																						
	<b>SAIS Total</b>	<b>23</b>	<b>18</b>	<b>13</b>	<b>8</b>	<b>35</b>	<b>9</b>	<b>50</b>	<b>7</b>	<b>54</b>	<b>15</b>	<b>9</b>	<b>6</b>	<b>2</b>	<b>9</b>	<b>13</b>	<b>1</b>	<b>6</b>	<b>11</b>	<b>2</b>	<b>15</b>	<b>33</b>
University																						
	<b>University Total</b>	<b>2,884</b>	<b>2,761</b>	<b>2,860</b>	<b>979</b>	<b>34</b>	<b>938</b>	<b>34</b>	<b>1,121</b>	<b>39</b>	<b>1,905</b>	<b>1,823</b>	<b>1,739</b>	<b>244</b>	<b>8</b>	<b>13</b>	<b>235</b>	<b>9</b>	<b>13</b>	<b>317</b>	<b>11</b>	<b>18</b>

Underrepresented minority (URM), following IPEDs definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African-American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDS) approaches.

The non-resident alien (NRA) category is comprised of students who need a visa to live, study and work in the U.S.

%URM of Total indicates the proportion of URM students relative to the "total student enrollment," which includes all students including both domestic and non-resident alien students.

%URM of Dom indicates the proportion of URM students relative to the "domestic student enrollment," which includes only U.S. citizens and permanent residents.

These tables do not include students who are on a leave of absence, those enrolled part-time under a mechanism called "non-resident status," or visiting graduate students.

**Table 6:** Historical Other Doctoral Student Headcount, Fall 2011, 2015, 2019

Division	Degree	Total			Female						NRA						Domestic Enrollment			URM											
		2011	2015	2019	2011		2015		2019		2011		2015		2019		2011	2015	2019	2011			2015			2019					
		N	N	N	N	%	N	%	N	%	N	%	N	%	N	%	N	N	N	N	% of Tot	% of Dom	N	% of Tot	% of Dom	N	% of Tot	% of Dom	N	% of Tot	% of Dom
Education	Doctor of Education	28	202	218	20	71	142	70	156	72	1	4	17	8	10	5	27	185	208	2	7	7	55	27	30	62	28	30			
	<b>Education Total</b>	28	202	218	20	71	142	70	156	72	1	4	17	8	10	5	27	185	208	2	7	7	55	27	30	62	28	30			
Engineering	Doctor of Engineering	0	0	18	0	0	0	0	3	17	0	0	0	0	0	0	0	0	18	0	0	0	0	0	0	2	11	11			
	<b>Engineering Total</b>	0	0	18	0	0	0	0	3	17	0	0	0	0	0	0	0	0	18	0	0	0	0	0	0	2	11	11			
Medicine	Medicine (MD)	410	426	422	210	51	222	52	232	55	10	2	19	4	26	6	400	407	396	61	15	15	73	17	18	77	18	19			
	Medicine (MD)/Doctor of Philosophy	117	99	103	48	41	38	38	33	32	8	7	3	3	3	3	109	96	100	25	21	23	18	18	19	12	12	12			
	<b>Medicine Total</b>	527	525	525	258	49	260	50	265	50	18	3	22	4	29	6	509	503	496	86	16	17	91	17	18	89	17	18			
Nursing	Doctor of Nursing Practice	35	52	296	34	97	52	100	277	94	2	6	11	21	2	1	33	41	294	7	20	21	11	21	27	75	25	26			
	Doctor of Nursing Practice/Doctor of Philosophy	0	0	10	0	0	0	0	10	100	0	0	0	0	0	0	0	0	10	0	0	0	0	0	0	2	20	20			
	<b>Nursing Total</b>	35	52	306	34	97	52	100	287	94	2	6	11	21	2	4	33	41	304	7	20	21	11	21	27	77	25	25			
Public Health	Doctor of Public Health	160	151	318	90	56	91	60	179	56	74	46	65	43	141	44	86	86	177	16	10	19	17	11	20	41	13	23			
	Doctor of Science	1	4	4	0	0	1	25	1	25	1	100	2	50	4	100	0	2	0	0	0	0	0	0	0	0	0	0			
	<b>Public Health Total</b>	161	155	322	90	56	92	59	180	56	75	47	67	43	145	44	86	88	177	16	10	19	17	11	19	41	13	23			
Peabody	Doctor of Musical Arts	32	24	32	15	47	12	50	7	22	9	28	8	33	13	41	23	16	19	1	3	4	0	0	0	1	3	5			
	<b>Peabody Total</b>	32	24	32	15	47	12	50	7	22	9	28	8	33	13	41	23	16	19	1	3	4	0	0	0	1	3	5			
<b>University Total</b>		<b>783</b>	<b>958</b>	<b>1,421</b>	<b>417</b>	<b>53</b>	<b>558</b>	<b>58</b>	<b>898</b>	<b>63</b>	<b>105</b>	<b>13</b>	<b>125</b>	<b>13</b>	<b>199</b>	<b>14</b>	<b>678</b>	<b>833</b>	<b>1222</b>	<b>112</b>	<b>14</b>	<b>17</b>	<b>174</b>	<b>18</b>	<b>21</b>	<b>272</b>	<b>19</b>	<b>22</b>			

Underrepresented minority (URM), following IPEDs definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African-American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDS) approaches.

The non-resident alien (NRA) category is comprised of students who need a visa to live, study and work in the U.S.

%URM of Total indicates the proportion of URM students relative to the "total student enrollment," which includes all students including both domestic and non-resident alien students.

%URM of Dom indicates the proportion of URM students relative to the "domestic student enrollment," which includes only U.S. citizens and permanent residents.

These tables do not include students who are on a leave of absence, those enrolled part-time under a mechanism called "non-resident status," or visiting graduate students.

**Table 7:** Historical Master's Degree Student Headcount, Fall 2011, 2015, 2019

Division	Degree	Total			Female					
		2011 N	2015 N	2019 N	2011		2015		2019	
Arts & Sciences	Master of Arts	130	4	11	84	65	3	75	6	55
	Master of Fine Arts	20	16	16	14	70	8	50	8	50
	Master of Science	16	3	3	6	38	2	67	1	33
	<b>Arts &amp; Sciences Total</b>	<b>166</b>	<b>23</b>	<b>30</b>	<b>104</b>	<b>63</b>	<b>13</b>	<b>57</b>	<b>15</b>	<b>50</b>
Advanced Academic Programs (AAP)	Master of Arts	1,363	1,012	1,274	797	58	663	66	836	66
	Master of Liberal Arts	86	77	133	59	69	43	56	75	56
	Master of Science	1,006	1,609	2,198	594	59	837	52	1,263	57
	Master's in Biotechnology Enterprise	0	64	76	0	0	27	42	33	43
	<b>AAP Total</b>	<b>2,455</b>	<b>2,762</b>	<b>3,681</b>	<b>1,450</b>	<b>59</b>	<b>1,570</b>	<b>57</b>	<b>2,207</b>	<b>60</b>
Business	Master of Business Administration	797	724	1,049	303	38	303	42	479	46
	Master of Science	524	967	1,207	220	42	538	56	695	58
	MS/MBA	29	0	0	8	28	0	0	0	0
	<b>Business Total</b>	<b>1,350</b>	<b>1,691</b>	<b>2,256</b>	<b>531</b>	<b>39</b>	<b>841</b>	<b>50</b>	<b>1,174</b>	<b>52</b>
Education	Master of Arts in Teaching	163	45	15	133	82	28	62	14	93
	Master of Education	29	111	123	21	72	67	60	70	57
	Master of Science	1,127	1,618	1,736	839	74	1,252	77	1,319	76
	<b>Education Total</b>	<b>1,319</b>	<b>1,774</b>	<b>1,874</b>	<b>993</b>	<b>75</b>	<b>1,347</b>	<b>76</b>	<b>1,403</b>	<b>75</b>
Engineering	Master of Arts	4	14	1	2	50	7	50	1	100
	Master of Science	68	84	110	19	28	23	27	36	33
	Master of Science in Engineering	304	385	783	100	33	135	35	280	36
	<b>Engineering Total</b>	<b>376</b>	<b>483</b>	<b>894</b>	<b>121</b>	<b>32</b>	<b>165</b>	<b>34</b>	<b>317</b>	<b>35</b>
Engineering Professionals (EP)	Master of Engineering	142	185	439	32	23	47	25	124	28
	Master of Science	2,080	1,756	2,810	454	22	406	23	773	28
	Master of Science in Engineering	0	325	256	0	0	64	20	65	25
	<b>EP Total</b>	<b>2,222</b>	<b>2,266</b>	<b>3,505</b>	<b>486</b>	<b>22</b>	<b>517</b>	<b>23</b>	<b>962</b>	<b>27</b>
Medicine	Master of Arts	12	15	23	11	92	13	87	16	70
	Master of Science	16	5	42	7	44	1	20	21	50
	<b>Medicine Total</b>	<b>28</b>	<b>20</b>	<b>65</b>	<b>18</b>	<b>64</b>	<b>14</b>	<b>70</b>	<b>37</b>	<b>57</b>
Nursing	Dual Degree (MSN/MBA and MSN/MPH)	40	30	9	37	93	27	90	8	89
	Master of Science in Nursing	202	377	500	188	93	343	91	433	87
	<b>Nursing Total</b>	<b>242</b>	<b>407</b>	<b>509</b>	<b>225</b>	<b>93</b>	<b>370</b>	<b>91</b>	<b>441</b>	<b>87</b>
Public Health	Master of Applied Science	0	0	434	0	0	0	0	318	73
	Master of Arts	0	0	12	0	0	0	0	11	92
	Master of Bioethics	0	4	12	0	0	3	75	10	83
	Master of Health Sciences	159	210	213	111	70	146	70	136	64
	Master of Healthcare Administration	42	51	53	26	62	30	59	38	72
	Master of Public Health	559	478	593	383	69	326	68	409	69
	Master of Public Policy	0	32	0	0	0	22	69	0	0
	Master of Science	370	369	351	297	80	303	82	281	80
	<b>Public Health Totals</b>	<b>1,130</b>	<b>1,144</b>	<b>1,668</b>	<b>817</b>	<b>72</b>	<b>830</b>	<b>73</b>	<b>1,203</b>	<b>72</b>
Peabody	Graduate Performance Diploma	3	0	0	2	67	0	0	0	0
	Master of Arts	21	13	11	4	19	4	31	0	0
	Master of Music	237	213	216	129	54	109	51	123	57
	<b>Peabody Total</b>	<b>261</b>	<b>226</b>	<b>227</b>	<b>135</b>	<b>52</b>	<b>113</b>	<b>50</b>	<b>123</b>	<b>54</b>
SAIS	Master of Arts	572	633	642	272	48	312	49	338	53
	Master of Arts in Global Policy	0	28	49	0	0	16	57	24	49
	Master of Intl Econ & Finance	0	35	50	0	0	19	54	27	54
	Master of International Public Policy	71	73	86	30	42	26	36	22	26
	<b>SAIS Total</b>	<b>643</b>	<b>769</b>	<b>827</b>	<b>302</b>	<b>47</b>	<b>373</b>	<b>49</b>	<b>411</b>	<b>50</b>
University	<b>University Total</b>	<b>10,192</b>	<b>11,565</b>	<b>15,536</b>	<b>5,182</b>	<b>51</b>	<b>6,153</b>	<b>53</b>	<b>8,293</b>	<b>53</b>

**Table 7 (continued):** Historical Master's Degree Student Headcount, Fall 2011, 2015, 2019

Division	Degree	NRA						Domestic			URM								
		2011		2015		2019		2011	2015	2019	2011			2015			2019		
		N	%	N	%	N	%	N	N	N	N	% of Tot	% of Dom	N	% of Tot	% of Dom	N	% of Tot	% of Dom
Arts & Sciences	Master of Arts	59	45	2	50	3	27	71	2	8	7	5	10	0	0	0	2	18	25
	Master of Fine Arts	0	0	1	6	0	0	20	15	16	3	15	15	1	6	7	2	13	13
	Master of Science	4	25	1	33	1	33	12	2	2	3	19	25	0	0	0	1	33	50
	<b>Arts &amp; Sciences Total</b>	<b>63</b>	<b>38</b>	<b>4</b>	<b>17</b>	<b>4</b>	<b>13</b>	<b>103</b>	<b>19</b>	<b>26</b>	<b>13</b>	<b>8</b>	<b>13</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>17</b>	<b>19</b>
Advanced Academic Programs (AAP)	Master of Arts	54	4	61	6	122	10	1,309	951	1,152	158	12	12	159	16	17	237	19	21
	Master of Liberal Arts	2	2	3	4	3	2	84	74	130	12	14	14	10	13	14	30	23	23
	Master of Science	85	8	203	13	383	17	921	1,406	1,815	115	11	12	235	15	17	355	16	20
	Master's in Biotechnology Enterprise	0	0	10	16	8	11	0	54	68	0	0	0	10	16	19	9	12	13
	<b>AAP Total</b>	<b>141</b>	<b>6</b>	<b>277</b>	<b>10</b>	<b>516</b>	<b>14</b>	<b>2,314</b>	<b>2,485</b>	<b>3,165</b>	<b>285</b>	<b>12</b>	<b>12</b>	<b>414</b>	<b>15</b>	<b>17</b>	<b>631</b>	<b>17</b>	<b>20</b>
Business	Master of Business Administration	138	17	111	15	96	9	659	613	953	151	19	23	118	16	19	211	20	22
	Master of Science	148	28	732	76	911	75	376	235	296	71	14	19	47	5	20	76	6	26
	MS/MBA	3	10	0	0	0	0	26	0	0	4	14	15	0	0	0	0	0	0
	<b>Business Total</b>	<b>289</b>	<b>21</b>	<b>843</b>	<b>50</b>	<b>1,007</b>	<b>45</b>	<b>1,061</b>	<b>848</b>	<b>1,249</b>	<b>226</b>	<b>17</b>	<b>21</b>	<b>165</b>	<b>10</b>	<b>19</b>	<b>287</b>	<b>13</b>	<b>23</b>
Education	Master of Arts in Teaching	1	1	1	2	2	13	162	44	13	35	21	22	8	18	18	1	7	8
	Master of Education	1	3	18	16	33	27	28	93	90	2	7	7	10	9	11	15	12	17
	Master of Science	18	2	27	2	118	7	1,109	1,591	1,618	247	22	22	526	33	33	619	36	38
	<b>Education Total</b>	<b>20</b>	<b>2</b>	<b>46</b>	<b>3</b>	<b>153</b>	<b>8</b>	<b>1,299</b>	<b>1,728</b>	<b>1,721</b>	<b>284</b>	<b>22</b>	<b>22</b>	<b>544</b>	<b>31</b>	<b>31</b>	<b>635</b>	<b>34</b>	<b>37</b>
Engineering	Master of Arts	1	25	13	93	1	100	3	1	0	0	0	0	0	0	0	0	0	0
	Master of Science	45	66	68	81	93	85	23	16	17	5	7	22	4	5	25	4	4	24
	Master of Science in Engineering	161	53	247	64	599	77	143	138	184	12	4	8	17	4	12	26	3	14
	<b>Engineering Total</b>	<b>207</b>	<b>55</b>	<b>328</b>	<b>68</b>	<b>693</b>	<b>78</b>	<b>169</b>	<b>155</b>	<b>201</b>	<b>17</b>	<b>5</b>	<b>10</b>	<b>21</b>	<b>4</b>	<b>14</b>	<b>30</b>	<b>3</b>	<b>15</b>
Engineering Professionals (EP)	Master of Engineering	2	1	5	3	11	3	140	180	428	20	14	14	19	10	11	56	13	13
	Master of Science	38	2	61	3	123	4	2,042	1,695	2,687	314	15	15	228	13	13	461	16	17
	Master of Science in Engineering	0	0	6	2	0	0	0	319	256	0	0	0	52	16	16	62	24	24
	<b>EP Total</b>	<b>40</b>	<b>2</b>	<b>72</b>	<b>3</b>	<b>134</b>	<b>4</b>	<b>2,182</b>	<b>2,194</b>	<b>3,371</b>	<b>334</b>	<b>15</b>	<b>15</b>	<b>299</b>	<b>13</b>	<b>14</b>	<b>579</b>	<b>17</b>	<b>17</b>
Medicine	Master of Arts	2	17	1	7	2	9	10	14	21	0	0	0	3	20	21	1	4	5
	Master of Science	6	38	3	60	12	29	10	2	30	4	25	40	1	20	50	5	12	17
	<b>Medicine Total</b>	<b>8</b>	<b>29</b>	<b>4</b>	<b>20</b>	<b>14</b>	<b>22</b>	<b>20</b>	<b>16</b>	<b>51</b>	<b>4</b>	<b>14</b>	<b>20</b>	<b>4</b>	<b>20</b>	<b>25</b>	<b>6</b>	<b>9</b>	<b>12</b>
Nursing	Dual Degree (MSN/MBA and MSN/MPH)	0	0	2	7	0	0	40	28	9	2	5	5	2	7	7	1	11	11
	Master of Science in Nursing	5	2	6	2	3	1	197	371	497	39	19	20	56	15	15	112	22	23
	<b>Nursing Total</b>	<b>5</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>237</b>	<b>399</b>	<b>506</b>	<b>41</b>	<b>17</b>	<b>17</b>	<b>58</b>	<b>14</b>	<b>15</b>	<b>113</b>	<b>22</b>	<b>22</b>
Public Health	Master of Applied Science	0	0	0	0	58	13	0	0	376	0	0	0	0	0	0	80	18	21
	Master of Arts	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	4	33	33
	Master of Bioethics	0	0	0	0	1	8	0	4	11	0	0	0	2	50	50	0	0	0
	Master of Health Sciences	19	12	49	23	69	32	140	161	144	26	16	19	36	17	22	40	19	28
	Master of Healthcare Administration	6	14	6	12	2	4	36	45	51	2	5	6	8	16	18	8	15	16
	Master of Public Health	126	23	147	31	164	28	433	331	429	83	15	19	59	12	18	79	13	18
	Master of Public Policy	0	0	15	47	0	0	0	17	0	0	0	0	1	3	6	0	0	0
	Master of Science	57	15	94	25	108	31	313	275	243	40	11	13	33	9	12	46	13	19
	<b>Public Health Totals</b>	<b>208</b>	<b>18</b>	<b>311</b>	<b>27</b>	<b>402</b>	<b>24</b>	<b>922</b>	<b>833</b>	<b>1,266</b>	<b>151</b>	<b>13</b>	<b>16</b>	<b>139</b>	<b>12</b>	<b>17</b>	<b>257</b>	<b>15</b>	<b>20</b>
Peabody	Graduate Performance Diploma	3	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Master of Arts	3	14	5	38	4	36	18	8	7	1	5	6	2	15	25	0	0	0
	Master of Music	74	31	81	38	97	45	163	132	119	19	8	12	17	8	13	24	11	20
	<b>Peabody Total</b>	<b>80</b>	<b>31</b>	<b>86</b>	<b>38</b>	<b>101</b>	<b>44</b>	<b>181</b>	<b>140</b>	<b>126</b>	<b>20</b>	<b>8</b>	<b>11</b>	<b>19</b>	<b>8</b>	<b>14</b>	<b>24</b>	<b>11</b>	<b>19</b>
SAIS	Master of Arts	149	26	213	34	256	40	423	420	386	46	8	11	60	9	14	65	10	17
	Master of Arts in Global Policy	0	0	6	0	11	22	0	22	38	0	0	0	6	21	27	5	10	13
	Master of Intl Econ & Finance	0	0	28	80	39	78	0	7	11	0	0	0	0	0	0	1	2	9
	Master of International Public Policy	15	21	22	30	24	28	56	51	62	8	11	14	8	11	16	11	13	18
	<b>SAIS Total</b>	<b>164</b>	<b>26</b>	<b>269</b>	<b>35</b>	<b>330</b>	<b>40</b>	<b>479</b>	<b>500</b>	<b>497</b>	<b>54</b>	<b>8</b>	<b>11</b>	<b>74</b>	<b>10</b>	<b>15</b>	<b>82</b>	<b>10</b>	<b>16</b>
University	<b>University Total</b>	<b>1,225</b>	<b>12</b>	<b>2,248</b>	<b>19</b>	<b>3,357</b>	<b>22</b>	<b>8,967</b>	<b>9,317</b>	<b>12,179</b>	<b>1,429</b>	<b>14</b>	<b>16</b>	<b>1,738</b>	<b>15</b>	<b>19</b>	<b>2,649</b>	<b>17</b>	<b>22</b>

Underrepresented minority (URM), following IPEDs definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African-American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDs) approaches. The non-resident alien (NRA) category is comprised of students who need a visa to live, study and work in the U.S. %URM of Total indicates the proportion of URM students relative to the "total student enrollment," which includes all students including both domestic and non-resident alien students. %URM of Dom indicates the proportion of URM students relative to the "domestic student enrollment," which includes only to U.S. citizens and permanent residents. These tables do not include students who are on a leave of absence, those enrolled part-time under a mechanism called "non-resident status," or visiting graduate students.

MA: Master of Arts, MAGP: Master of Arts in Global Policy, MAS: Master of Applied Science, MAT: Master of Arts in Teaching, MBA: Master of Business Administration, MBE: Master of Bioethics, MEd: Master of Education, MEng: Master of Engineering, MFA: Master of Fine Arts, MHA: Master of Health Administration, MHS: Master of Health Science, MIEF: Master of International Economics and Finance, MIPP: Master of International Public Policy, MLA: Master of Liberal Arts, MM: Master of Music

**Table 8:** PhD Student Headcount Enrolled and not Retained Fall 2010-2019

Overall Population - Cohorts 2010-2019													
Division	Total N	Female		NRA		Domestic	Asian		White		URM		
		N	%	N	%	N	N	%	N	%	N	% of Tot	% of Dom
AS Natural Sciences	991	395	40	314	32	677	84	8	457	46	93	9	14
AS Social Sciences	298	108	36	166	56	132	21	7	87	29	14	5	11
AS Humanities	425	211	50	148	35	277	7	2	219	52	31	7	11
Education	41	27	66	5	12	36	6	15	21	51	7	17	19
Engineering	1186	314	26	684	58	502	73	6	342	29	55	5	11
Medicine	1241	672	54	328	26	913	168	14	504	41	146	12	16
Nursing	96	79	82	18	19	78	8	8	48	50	21	22	27
Public Health	1041	749	72	231	22	810	123	12	515	49	135	13	17
SAIS	70	35	50	25	36	45	5	7	34	49	3	4	7
<b>University Total</b>	<b>5389</b>	<b>2590</b>	<b>48</b>	<b>1917</b>	<b>36</b>	<b>3472</b>	<b>495</b>	<b>9</b>	<b>2226</b>	<b>41</b>	<b>505</b>	<b>9</b>	<b>15</b>
Not Retained - Cohorts 2010-2019													
Division	Total N	Female		NRA		Domestic	Asian		White		URM		
		N	%	N	%	N	N	%	N	%	N	% of Tot	% of Dom
AS Natural Sciences	128	47	37	29	23	99	21	16	59	46	12	9	12
AS Social Sciences	57	19	33	31	54	26	2	4	16	28	2	4	8
AS Humanities	62	30	48	20	32	42	3	5	31	50	4	6	10
Education	3	2	67	0	0	3	0	0	2	67	1	33	33
Engineering	159	58	36	72	45	87	14	9	58	36	6	4	7
Medicine	71	42	59	17	24	54	9	13	27	38	11	15	20
Nursing	7	5	71	0	0	7	2	29	4	57	1	14	14
Public Health	58	35	60	12	21	46	10	17	23	40	12	21	26
SAIS	2	0	0	1	50	1	0	0	1	50	0	0	0
<b>University Total</b>	<b>547</b>	<b>238</b>	<b>44</b>	<b>182</b>	<b>33</b>	<b>365</b>	<b>61</b>	<b>11</b>	<b>221</b>	<b>40</b>	<b>49</b>	<b>9</b>	<b>13</b>

Underrepresented minority (URM), following IPEDs definitions, includes U.S. citizens or permanent residents who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African-American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students. Classification of individuals, including those who reported more than one racial/ethnic category, was guided by federal (IPEDS) approaches.

The non-resident alien (NRA) category is comprised of students who need a visa to live, study and work in the U.S.

%URM of Total indicates the proportion of URM students relative to the "total student enrollment," which includes all students including both domestic and non-resident alien students.

%URM of Dom indicates the proportion of URM students relative to the "domestic student enrollment," which includes only U.S. citizens and permanent residents.

These tables do not include students who are on a leave of absence, those enrolled part-time under a mechanism called "non-resident status," or visiting graduate students.