

JHU Report on Graduate Student Composition

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JOHNS HOPKINS
UNIVERSITY



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I. Background

In its *Second JHU Roadmap on Diversity, Equity, and Inclusion*, Johns Hopkins University reaffirmed that diversity, equity, and inclusion are values and imperatives integral to the institutional missions of education, research, and service, and to the commitment to freedom of inquiry and expression. The *Second Roadmap* further outlined the university's commitment to the flourishing of our students—intellectually, morally, socially—and to fulfill this responsibility, “the university and its divisions must not only recruit a diverse community of students, at every level and in every division but also build and foster an environment that welcomes, supports, and celebrates diverse people and ideas.”

The first *Roadmap*, launched in 2016, 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. Transparency and accountability in the university's work toward enhancing the diversity of the student body and of faculty and staff were central to the achievement of the *Roadmap's* goals, and remain a key tenet of the *Second Roadmap*.

This report is the third 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, staff composition, and for the first time (as recommended in the *Second Roadmap*) undergraduate student 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 composition of our graduate student body. This report, published in 2023, shares data from 2021 and continues Johns Hopkins' commitment to examine this information on a regular basis and share it with the university community.

These biannual reports help us assess our progress toward our goal of attracting and retaining an excellent and diverse pool of graduate students, and fostering a culture of accountability toward demonstrative change. Unlike undergraduate recruitment, recruitment and retention of graduate students occurs at the department or program level. Thus, it is important to also disaggregate the data to assess whether progress is being made across each school and program. This data appears in the tables at the end of this report.

The *Second Roadmap* calls for a broadening of the composition reports to be more reflective of various dimensions of diversity—beyond race/ethnicity and gender—represented on our campus. Some of the categories that have been discussed with different constituency groups across Hopkins include ability status, religious diversity, gender identity and representation, and veteran/military status. These additional identities are not captured uniformly on student application forms, whereas gender and race/ethnicity are collected. As such, we understand that broadening our reporting in this way will require a great deal of additional sensitivity to respect the privacy of our students, but we hope that future reports will continue to build on the changes we've made here to improve the information provided.

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.



II. Report Highlights

Overall, the proportion of both women graduate students and graduate students from underrepresented groups (URG) at JHU has continued to increase from 2013 to 2021.

Key findings of this report include the following:

- The percentage of women in JHU graduate programs has increased from 50% (2013) to 54% (2021). Each degree group highlighted in this report also saw increases: PhD programs (47% women in 2013 to 48% women in 2021), other doctoral programs (55% in 2013 to 68% in 2021), and master's programs (51% in 2013 to 54% in 2021). [Table 7](#)
- The percentage of URG students in graduate programs has increased from 2013 (13% of the total student population, 16% of the domestic student population) to 2021 (17% of the total student population, 22% of the domestic student population). Each degree program has also seen an increase, with the greatest change seen in PhD programs (8% of the total student population and 12% of the domestic student population in 2013 to 13% of the total student population and 21% of the domestic student population in 2021). The 2020 graduate student composition report highlighted 16 PhD programs where D-URG students made up 25% or more of domestic PhD students. In this report, 21 PhD programs have 25% or more of their domestic PhD students from underrepresented groups, further highlighting this continued increase in URG PhD students. [Table 7](#)
- Non-PhD doctoral programs had the largest proportion of women (68%) and URG students (21% of total enrollment and 24% of domestic student enrollment) of the different graduate degree types in 2021. The MD degree, for example, had 57% women and 20% URG of its total student enrollment. [Table 2](#)
- Although these trends represent important changes at the university, divisional, and programmatic level, this report also highlights some key initiatives to continue to ensure the university attracts and retains the best and most talented graduate students. These current and future efforts include the Vivien Thomas Scholars Initiative, the Pathways to PhD programs, and dedicated staff to support prospective, admitted, and current graduate students. (Moving Forward section)

III. Report Data and Nomenclature

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 U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). It reflects self-reported gender and race/ethnicity data collected when graduate students first matriculate to Johns Hopkins.

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

Data is provided for each of the university's nine schools, disaggregated into those enrolled in PhD,



other doctoral programs—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 International Affairs (DIA), and Doctor of Medicine (MD)—and master’s programs. For the Krieger School of Arts and Sciences, data on PhD students is 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 is 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.

Gender

For the sake of this report, “gender” refers to the options male or female, as outlined in federal reporting guidelines. As such, we do not have data to account for graduate students who do not identify within a gender binary. However, as guided by IPEDS methodology, every graduate student is accounted for in this report, and students who decline to select female or male are apportioned within each division based on the known proportion of students who identified as female or male.

Additionally, the terminology of “female” and “male” aligns more accurately with the definition of “sex” than the definition of “gender.” As such, within this report we use the terms “women” and “men” with the acknowledgment that these labels do not necessarily describe the experience of gender by each individual graduate student.

Johns Hopkins University recognizes that there is a wide spectrum of gender expression and identification, and we are actively working to update our internal data systems to more fully reflect the gender diversity of our graduate student body.

Race/Ethnicity, International, and Domestic Student Populations

In accordance with federally mandated reporting guidelines, JHU graduate students self-select both their ethnic identity—defined as a binary Hispanic/Latino or Not Hispanic/Latino—and their racial identity from one or more of the following five categories: Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, and White.

In addition to reporting data for individual categories, this document presents summary data for domestic students whose racial or ethnic identity corresponds to what we consider to be an underrepresented group (URG). In past reports of graduate student composition, this collective group—comprising domestic students who identify as being one or more of Black or African American, Hispanic/Latino, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander—was referred to as “underrepresented minority” (URM). The definition of the students in this group has not changed, but the change in terminology to “underrepresented group” is aligned with JHU’s *Second Roadmap on Diversity, Equity, and Inclusion* and reflects the evolution of language as it relates to our collective reference to subgroups of our population whose representation is disproportionately low relative to their numbers in higher education or the general population.

For the sake of this report, following IPEDS definitions, “Domestic Underrepresented Group” (D-URG) refers to students who are U.S. citizens or permanent residents from racial or ethnic groups that have been historically underrepresented within higher education (as outlined above).



“International” refers to students who need a visa to live, study, and work in the U.S. and are reported in their own category distinct from domestic students.

In the report, the percentage of URG students is reported in two ways. First, it is reported as a proportion of all students enrolled in the given program (“total student enrollment”); second, it is reported as a proportion of the domestic students (U.S. citizens and permanent residents) in the program.

The proportion of D-URG students is tracked and reported both among total student enrollment and among U.S. domestic students because each is independently important. The federal reporting requirements for race/ethnicity that allow us to create the URG category limit these categories to U.S. citizens and permanent residents. As such, we want to be able to show what percentage of our U.S. students are from underrepresented groups. At the same time, an individual URG student’s experience may be influenced by the proportion of URG students in their graduate program overall.

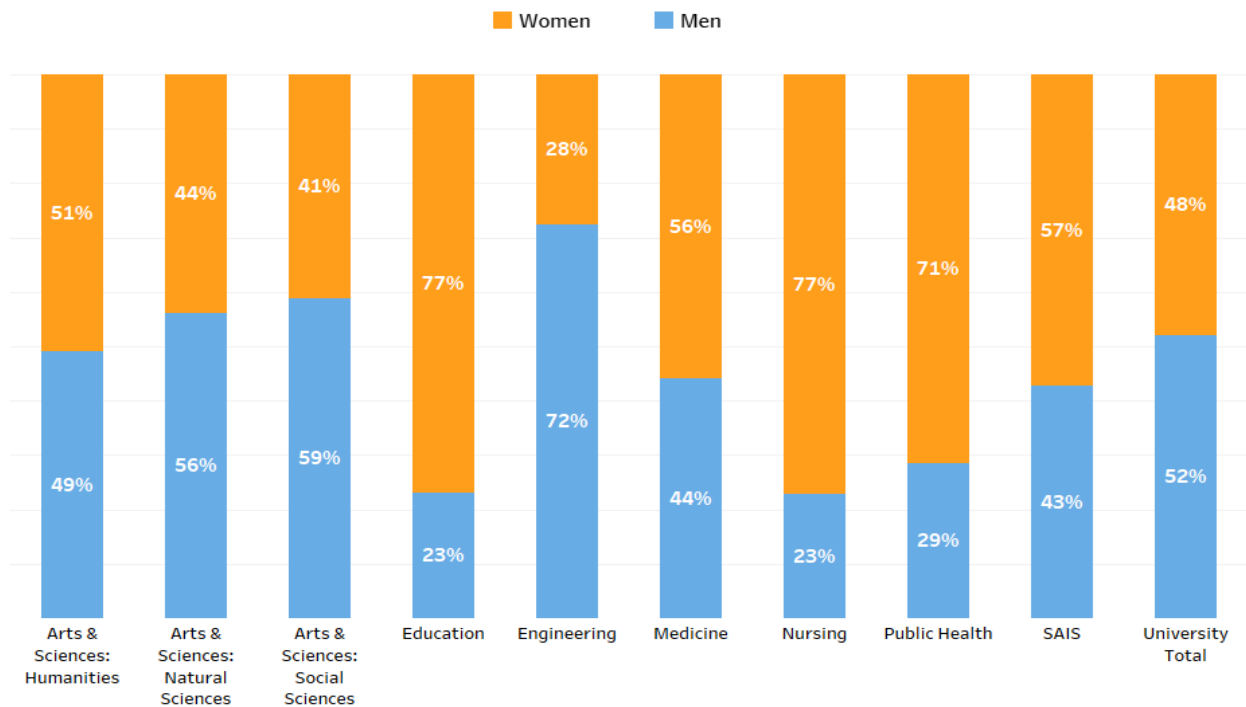
Additionally, many faculty at Johns Hopkins have noted that international students who join our JHU graduate programs come from many races and ethnicities, and their wide range of backgrounds enhances the diversity of the student body and all students’ experiences. In this report, however, we track the enrollment of domestic URG students where we have special commitments and where we must measure our progress and continually strive to do better.

IV. Composition of JHU Graduate Student Population by Gender: 2021-22

Across all JHU graduate programs, 53.5% of graduate students enrolled in fall 2021, were women [Table 7](#). There are substantial variations by gender across and within the schools.

Women PhD Students

For the 2021–22 academic year, 48% of PhD students were women. As shown in Figure 1, the percentage of women PhD students ranged from a low of 28% at the Whiting School of Engineering to a high of 77% at the School of Nursing and School of Education. At five schools, a majority of the PhD students were women: Nursing (77%), Education (77%), Public Health (71%), SAIS (57%), and Medicine (56%). The gender composition of the PhD student body at each school and for individual PhD programs is detailed in [Table 1](#) PhD at the end of this report.

**Figure 1: Gender Distribution Among PhD Students, Fall 2021**

For several PhD programs, more than 75% of students were women. Those departments are listed here; programs in bold were on this list in the 2019 *Report on Graduate Student Composition*:

- **Population, Family, and Reproductive Health (93%)**
- **International Health (83%)**
- **Health, Behavior, and Society (81%)**
- **Health Science Informatics (80%)**
- **Mental Health (79%)**
- History of Medicine (78%)
- Education (77%)
- **Nursing (77%)**
- **Environmental Health and Engineering, BSPH (76%)**

PhD programs in which fewer than 25% of students were women are listed here; programs in bold were on this list in the 2019 *Report on Graduate Student Composition*:

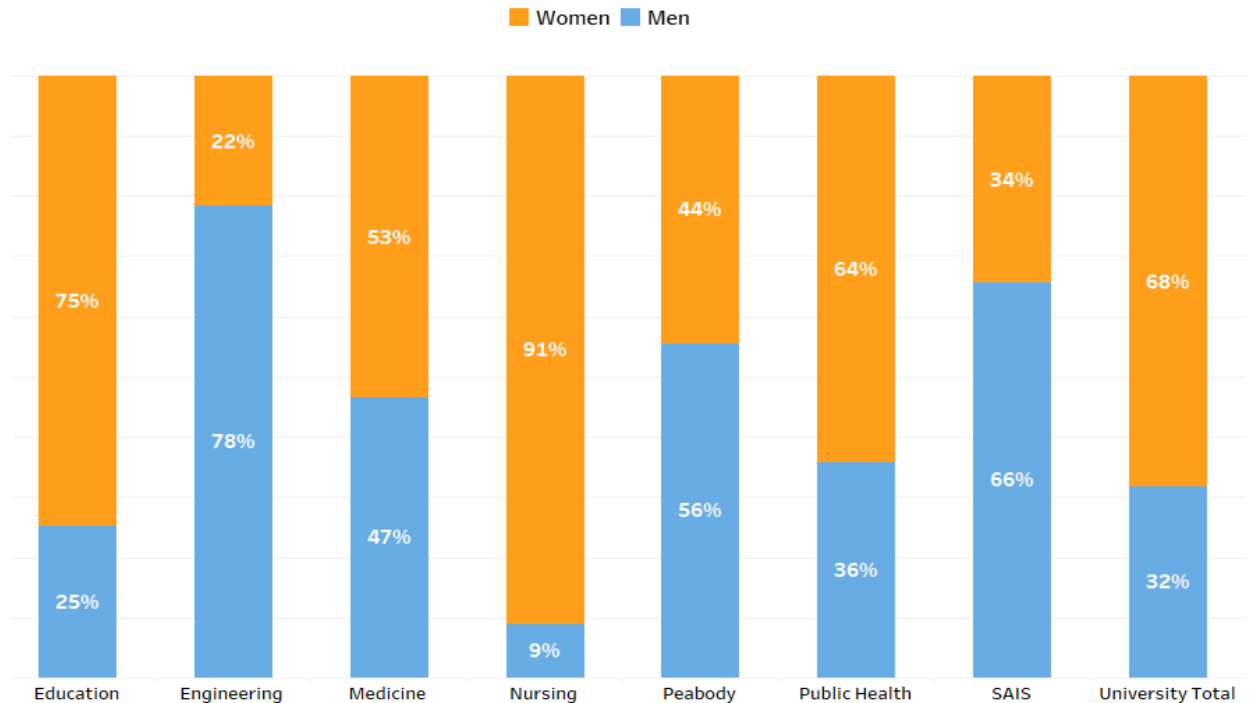
- **Applied Mathematics and Statistics (19%)**
- Physics (21%)
- **Computer Science (22%)**
- **Mechanical Engineering (22%)**
- **Mathematics (24%)**



Women Students Pursuing Other Doctorates

Student demographic data for other doctoral programs can be seen in [Table 2](#), showing that 91% of DNP, 75% of EdD, 64% of DrPH, and 57% of MD students were women. Overall, as shown in Figure 2, 68% of students in other doctoral programs were women, which is notably higher than the 48% of students who are women in PhD programs across JHU.

Figure 2: Gender Distribution Among Other Doctoral Students, Fall 2021

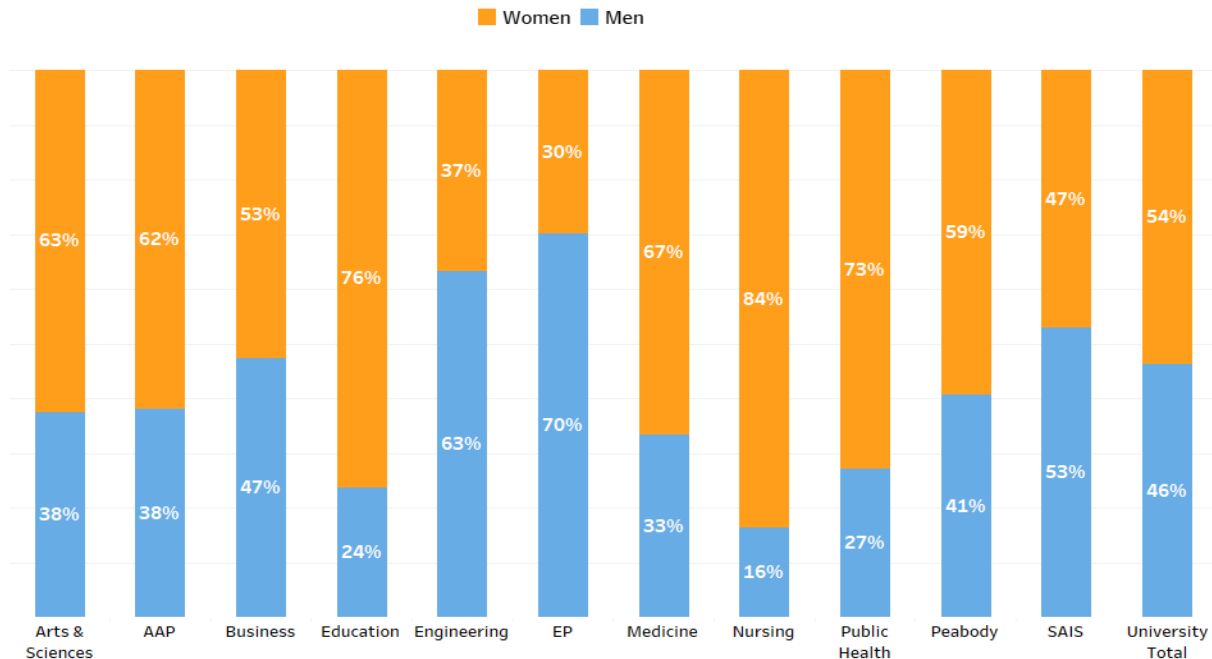




Women Master's Students

Overall, 54% of master's students were women, as shown in Figure 3. The composition of master's students showed variability among schools and programs and is detailed in [Table 3](#). Of master's programs with at least 10 students, the percentage of women in a given program ranged from a low of 18% seeking an MS in Electrical and Computer Engineering in the Engineering Professionals (EP) program of the Whiting School of Engineering, 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 2021



Trends in JHU Graduate Student Gender Diversity: 2013–21

As in the previous Graduate Composition Reports, trend data is presented here from the previous nine years. Between 2013 and 2021, the overall percentage of women PhD students across the university increased from 47% to 48%, [Table 4](#). Women remained in the majority in other doctoral programs and in master's programs throughout this period. In other doctoral programs ([Table 5](#)), enrollment of women increased from 55% in 2013 to 68% in 2021, 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 cohorts predominantly made up of women. In master's programs overall, the percentage of women students increased from 51% in 2013 to 54% in 2021.



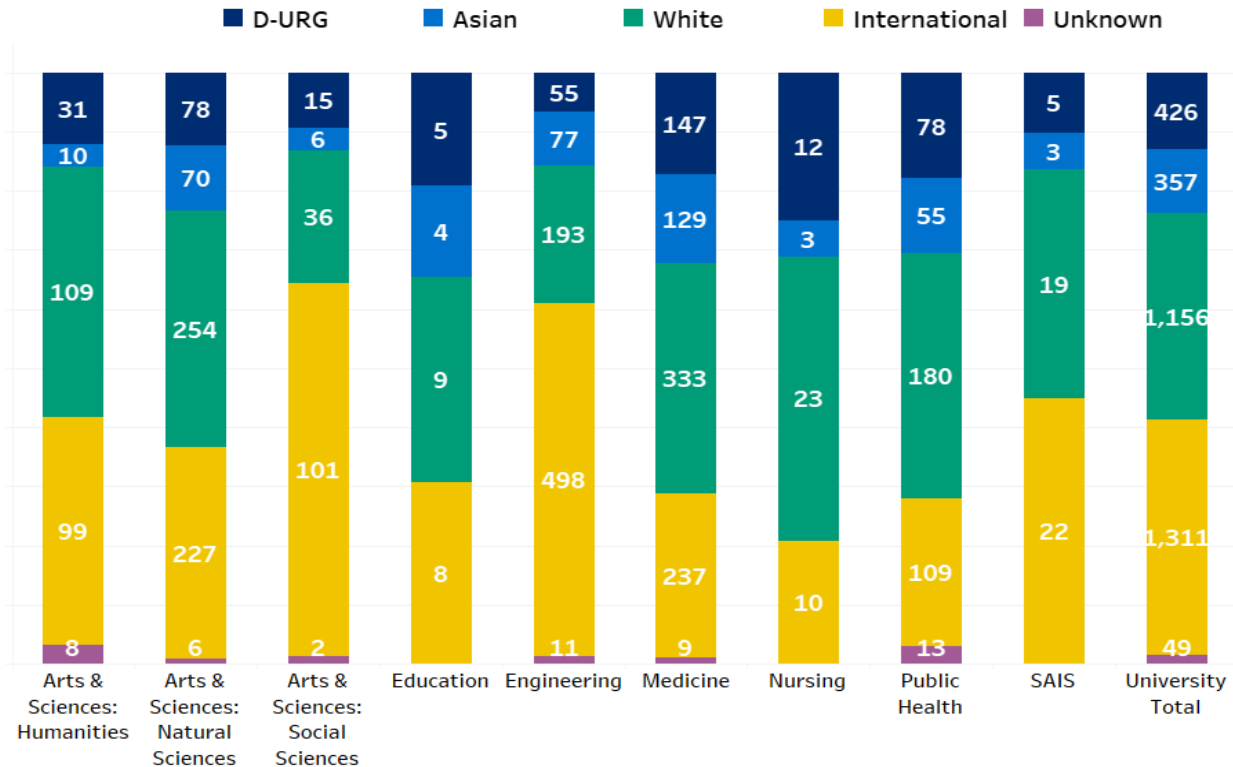
V. Composition of JHU Graduate Student Population by Race/Ethnicity: 2021-22

Across all JHU graduate programs, 17% of total graduate students and 22% of domestic graduate students, in fall 2021 were D-URG students ([Table 7](#)).

PhD Students from Domestic Underrepresented Groups

Across the university, in fall 2021, D-URG students made up 13% of total PhD student enrollment and 21% of domestic PhD students. The number of D-URG PhD students enrolled in each school in fall 2021 is shown in Figure 4. The proportion of D-URG students among all PhD students and domestic PhD students is detailed in [Table 1](#).

Figure 4: D-URG Distribution Among PhD Students, Fall 2021



We employ one collective measure of diversity: "Domestic Underrepresented Group," or D-URG, to assess trends in student composition. A student is included in the Domestic URG measure if they are not International and identify with one or more of the following identities: Hispanic/Latino, Black or African American, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander.



Broken down by school, the proportion of total enrollment of PhD students who identified as D-URG ranged from 7% in the School of Engineering to 25% in the School of Nursing. Among domestic PhD students, the proportion that identified as D-URG ranged from 16% in the School of Engineering to 32% in the School of Nursing.

For several PhD programs, 25% or more of domestic PhD students were D-URG students. Those departments are listed here, with programs in bold that were on this list in the 2019 *Graduate Composition Report*:

- **English (52%)**
- **Mental Health (37%)**
- Biochemistry and Molecular Biology (33%)
- Pharmacology and Molecular Sciences (33%)
- Sociology (33%)
- XDBio (33%)
- Nursing (32%)
- **Economics (29%)**
- **Population, Family, and Reproductive Health (29%)**
- Education (28%)
- **Cellular and Molecular Medicine (27%)**
- Health Policy and Management (27%)
- **Biochemistry, Cellular and Molecular Biology (26%)**
- **Biophysics (26%)**
- **Clinical Investigation (26%)**
- Epidemiology (26%)
- **Health, Behavior, and Society (26%)**
- Neuroscience (26%)
- Political Science (26%)
- **Cellular and Molecular Physiology (25%)**
- History of Art (25%)

PhD programs in which 10% or fewer of domestic students were D-URG students are listed here, with programs in bold that were on this list in the 2019 Graduate Composition Report:

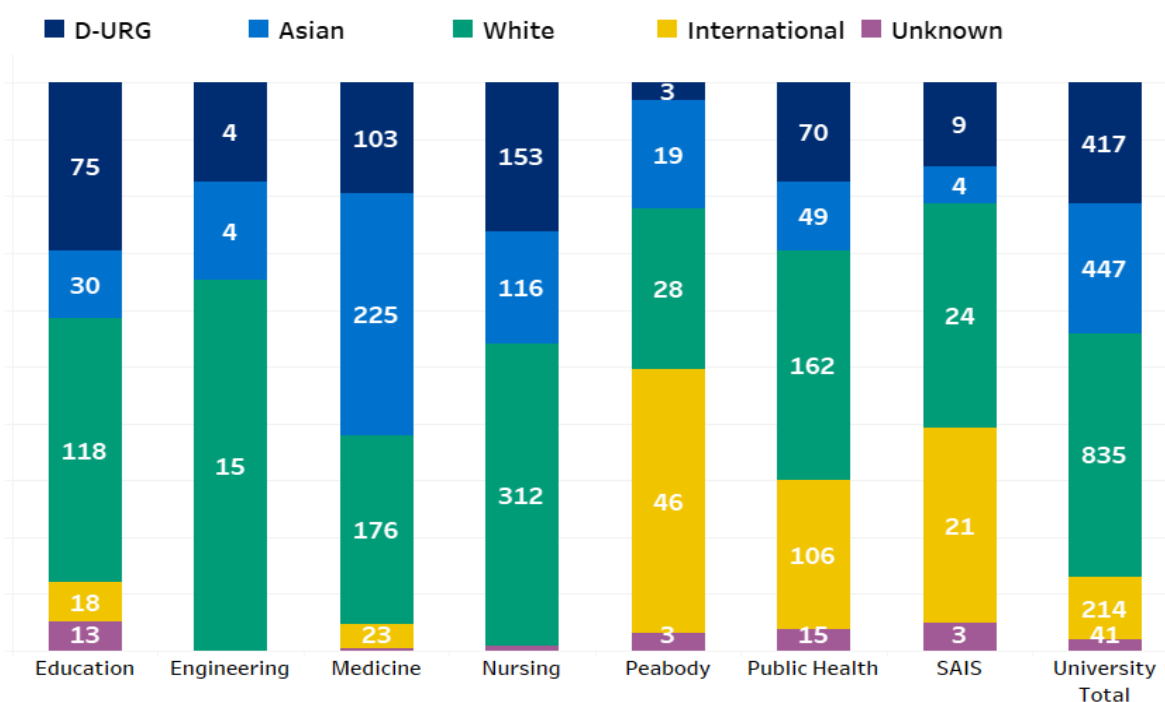
- **Anthropology (0%)**
- **Biological Chemistry (0%)**
- **Biophysics and Biophysical Chemistry (0%)**
- **Health Sciences Informatics (0%)**
- **History of Science (0%)**
- **Romance Languages (0%)**
- **Applied Mathematics and Statistics (5%)**
- **Biostatistics (5%)**
- Materials Science and Engineering (9%)
- Cognitive Science (10%)
- Comparative Thought and Literature (10%)
- German (10%)
- Molecular Microbiology and Immunology (10%)



Other Doctoral Students from Domestic Underrepresented Groups

Among other doctoral students, D-URG students were 21% of total enrollment and 24% of domestic enrollment, notably higher than the proportion of D-URG students in PhD enrollment (13% of total PhD enrollment and 21% of domestic PhD students). The number of D-URG students enrolled across each school is shown in Figure 5, and additional data, including percentages of D-URG students enrolled in other doctoral programs, is in Table 2. D-URG students were 20% of total MD enrollment and 21% of domestic MD enrollment, 17% of total enrollment for DrPH students and 24% of domestic DrPH students, 30% of total enrollment for EdD students and 32% of domestic EdD students, and 26% of total enrollment for DNP students, which does not have any international students.

Figure 5: D-URG Distribution Among Other Doctoral Students, Fall 2021



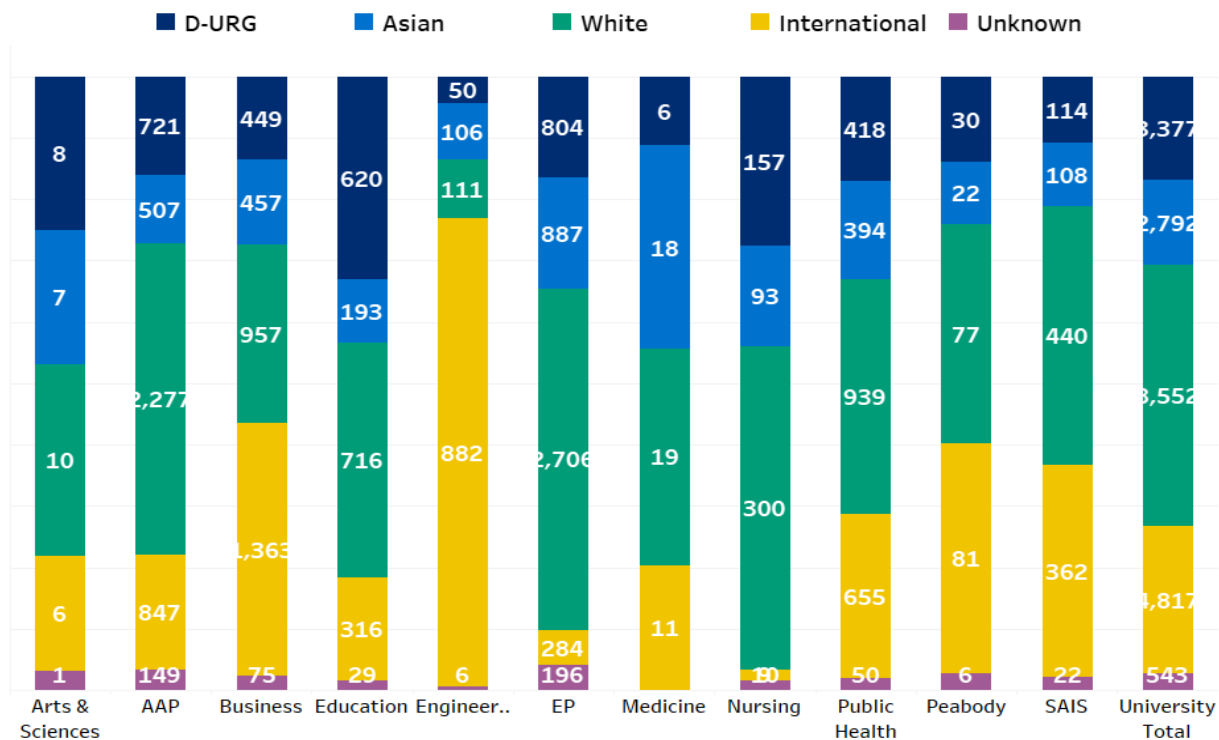
We employ one collective measure of diversity; "Domestic Underrepresented Group," or D-URG, to assess trends in student composition. A student is included in the Domestic URG measure if they are not International and identify with one or more of the following identities: Hispanic/Latino, Black or African American, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander.



Master's Students from Domestic Underrepresented Groups

Table 3 shows D-URG students were 17% of total enrollment and 22% of domestic enrollment for master's degrees. The representation of D-URG students across the schools varied substantially, from 4% of total master's student enrollment at the School of Engineering (18% of domestic enrollment) to 33% of total master's student enrollment at the School of Education (40% of domestic enrollment). The number of D-URG students enrolled in master's programs across schools is shown in Figure 6.

Figure 6: D-URG Distribution among Master's Students, Fall 2021



We employ one collective measure of diversity; "Domestic Underrepresented Group," or D-URG, to assess trends in student composition. A student is included in the Domestic URG measure if they are not International and identify with one or more of the following identities: Hispanic/Latino, Black or African American, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander.

Trends in JHU Graduate Student Racial/Ethnic Diversity: 2013-21

Within PhD programs, the proportion of D-URG students increased from 8% to 13% of total enrollment between 2013 and 2021 (12% to 21% of domestic enrollment) (Table 4). In addition to tracking D-URG PhD student enrollment as a whole, the report considers trends broken down by specific races and ethnicities. Specifically, from 2013 to 2021, the proportion of PhD students across the university who self-identified as Black increased from 3% to 5% of total enrollment (and increased from 5% of domestic enrollment to 8%). The proportion of PhD students enrolled who self-identified as Hispanic increased from 4% of total enrollment in 2013 to 6% in 2021 (6% of domestic enrollment in 2013 and 11% in 2021). Enrollment of students who self-identify as American Indian or Alaska Native decreased from five students to one, and enrollment of students who self-identify as Native Hawaiian or other Pacific Islander students remained at zero.



For other doctoral programs, the percentage of D-URG students has increased from 2013 to 2021 across the university, from 16% to 21% of total enrollment and from 19% to 24% of domestic enrollment ([Table 5](#)). The percentage of D-URG students in master's programs increased from 14% to 17% of total enrollment, and among domestic students from 17% in 2013 to 22% in 2021.

VI. Detailed Race/Ethnicity & Gender Data

In previous reports we highlighted the goal of being able to include more detailed breakdown of data for race/ethnicity and gender, and the importance of this additional layer of information for understanding the overlapping identities of our graduate student body. We are happy to include more detailed race and gender data for PhD students in this report for fall 2021 enrollment data ([Table 8 & 9](#)).

Women make up 48% of PhD students universitywide (48%, [Table 8](#)), yet women are the majority of PhD students identifying as Hispanic (51%), Black (62%), Asian (55%), white (51%), and two or more races (55%). However, for international students and students whose racial/ethnic identity is unreported to the university (classified as unknown), they are the minority (41% women for both groups). This information is also broken down by each division.

VII. Benchmarking Graduate Student Composition

Also, for the first time in these reports, we are able to offer benchmarking comparisons relative to peer institutions. Peer institutions are categorized by Ivy Plus¹ AAU Private (private institutions that are part of the Association of American Universities, including JHU), and AAU Public (public institutions that are part of the Association of American Universities). Enrollment data ([Peer Diversity Table](#)) is reported by institution as a whole and is not available broken down by degree, school, or program. The source of this data is the IPEDS fall 2020 Enrollment Survey. However, information about the demographics of students who have completed their degrees ([Diversity Peer Table Completion](#)) is available broken down by degree type, but not by school or program). For doctoral programs, IPEDS divides programs into professional practice doctorates² and research/scholarship doctorates.³ Completion data is also shown in the form of box plots (Figure 1-3 for master's, Figure 4-6 for Research and scholarly doctoral programs, Figure 7-9 for professional doctorates). The source of these data is the IPEDS Completions 2021 Survey, which reports students who completed their degree in academic year 2020-21.

Across all graduate degree programs, Johns Hopkins has the highest proportion of women students and the highest proportion of Black or African American students compared to the average of all peer groups ([Diversity Peer Table Completion](#)). However, we note that the type of graduate

¹An unofficial grouping of institutions that includes Brown University, Cornell University, Columbia University, Dartmouth College, Harvard University, University of Pennsylvania, Princeton University, Yale University, Massachusetts Institute of Technology, Stanford University, Duke University, University of Chicago, and JHU.

² IPEDS definition of doctoral degree-professional practice includes Medicine (MD), Nursing Practice (NP), International Affairs (DIA), and Engineering (DEng).

³ IPEDS definition of doctoral degree-research/scholarship includes Philosophy (PhD), Education (EdD), Public Health (DrPH), and Musical Arts (DMA).



programs offered at different universities is highly variable, and historically, the composition of student identities varies across different types of graduate programs. Thus, we do not know whether differences observed between Johns Hopkins and peer institutions reflect differences in the makeup of our student population or differences in the makeup of our graduate degree programs.

VIII. Moving Forward

Given the positive impact on learning,⁴ this report serves to benchmark our progress over time in increasing the diversity of graduate students enrolled at Johns Hopkins in terms of race, ethnicity, and gender. 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 both offers a snapshot from fall 2021 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. Furthermore, 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 students from groups traditionally underrepresented 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.

- In 2021, in collaboration with Bloomberg Philanthropies, JHU launched the Vivien Thomas Scholars Initiative (VTSI), which is a \$150M investment to create new pathways for students from historically Black colleges and universities and minority serving institutions to pursue and earn PhDs in STEM fields, and to add a sustained cohort of approximately 100 new slots for a diverse cohort of PhD students in JHU's STEM programs. Hopkins welcomed the first cohort of 20 VTSI scholars in August 2022.
- In 2022, the Provost's Office invested \$5 million in the creation of Pathways to PhD programs in non-STEM fields across JHU. Through a competitive call, faculty and schools submitted proposals for the creation of summer and post-baccalaureate "pathway" programs that attract and prepare students from backgrounds underrepresented in academia to pursue PhDs in non-STEM fields. Funding was awarded to pathways programs in the School of Nursing, School of Education, the Peabody Institute, the Agora Institute, the Krieger School of Arts and Sciences, and the Department of History of Science, Medicine, and Technology,
- For the incoming fall 2023 PhD cohort, the university will offer \$1,500 relocation grants for students who demonstrate significant financial need to offset the cost of relocating to Johns

⁴ Hurtado, S. 2001. "Linking diversity and educational purpose: How diversity affects the classroom environment and student development". In *Diversity Challenged: Legal Crisis and New Evidence*, Edited by G. Orfield Cambridge, Mass.: Harvard Publishing Group.



Hopkins to attend their PhD program.

- In 2020, The Office of the Provost funded four initiatives across the university to create networking and mentoring communities for underrepresented PhD students with other underrepresented and diversity-affirming students and faculty. Funding to support these programs is ongoing, and they will be highlighted as part of a Professional Development Innovation Showcase in fall 2022 to share best practices with key stakeholders in university leadership.
- The Provost's Office co-sponsors an annual universitywide "second look" visit for accepted underrepresented PhD students to interact with current underrepresented PhD students, leadership, and program directors. In 2022, students admitted to five schools (Public Health, Medicine, Engineering, Nursing, and Arts and Sciences) participated.
- In 2021, Dr. Damani Piggott became the inaugural associate vice provost for graduate diversity and partnerships and director of the Vivien Thomas Scholars Initiative (VTSI). In this role, Dr. Piggott will oversee the VTSI program and support graduate diversity and inclusion efforts across Johns Hopkins programs.
- The *Second Roadmap* recommended the hire of a new staff person centrally, and budget has now been committed for a staff person to promote the visibility of graduate student affinity and networking groups to prospective, admitted, and current graduate students through multiple forms of outreach and media; and improve the viability of student affinity and networking groups through basic infrastructure support, and provision of "counterspaces."
- The university maintains memberships in the National Name Exchange and the McNair Scholars to maintain increased access to outstanding D-URG graduate student candidates nationally and to allow our underrepresented undergraduates to be recruited by other institutions.
- As of fall 2022, the university has admitted four cohorts of scholars into the Edward A. Bouchet Graduate Honor Society, and attends the Bouchet National Induction Ceremony and Annual Conference annually with each year's admitted cohort. The university celebrates these scholars with a public ceremony on the JHU campus involving the president and provost.

Within the schools, substantial efforts to enhance diversity are in progress. Six of the university's schools (Public Health, Medicine, Engineering, Nursing, Education, 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 (HCBUs) and minority serving institutions (MSIs), through campus visits and participation in graduate school fairs.
- Participating in recruitment fairs and national conferences sponsored by underrepresented



groups, including the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), the Annual Biomedical Research Conference for Minoritized 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). Additionally, the School of Medicine partners with AAAS Entry Point to identify and recruit talented students with disabilities who are interested in pursuing STEM careers.

- At the Bloomberg School of Public Health, the Bloomberg Ambassadors program (made up of approximately 100 “ambassador” volunteers representing 11 degree programs) responds to prospective students' questions via a chat system, volunteers during recruitment activities, and allows prospective students to connect with current students who may be from a similar background or home country.
- Departments are adopting holistic admissions practices that go beyond test scores to consider a broad range of candidate qualities or personal attributes. Reviews of PhD programs conducted by the university's Doctor of Philosophy Board encourage programs to evaluate the effectiveness of their admissions practices in recruiting their program's target candidates.
- Application fee waivers are offered to students from the McNair Scholars and National Name Exchange programs, who attend SACNAS or ABRCMS, come from a low-income background, are serving or have previously served in the U.S. military, as well as for students who have participated in one of several JHU pipeline summer programs.
- Scholarships or fellowships for historically underrepresented graduate students are offered by most schools at the university, such as the Percy Pierre Fellowship in the Whiting School of Engineering, the Kelly Miller Fellowship in the Krieger School of Arts and Sciences, and the Brown Scholars at the Bloomberg School of Public Health for African American PhD students.
- Welcome receptions, discussion forums on diversity and inclusion, dedicated student groups, happy hours and social events for underrepresented graduate students exist across most JHU schools.
- 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. For example, the SOM has a Student Diversity Council, which brings together student members of affinity groups who are interested in working on shared initiatives.

Ongoing attention to which initiatives are the most impactful, and which additional ones should be put in place, is a commitment of the university and will continue to direct our efforts going forward.

We are pleased to continue to provide reports on graduate student composition. We hope that this updated report allows programs, schools, and the university as a whole 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 regularly, will allow us to continue to track our progress in this area, which is critical to the excellence of Johns Hopkins University.



Table 1: PhD Student Headcount, Fall 2021

Division	Program	Total	Women		International		Domestic Enrollment	Hispanic	Black	Amer Indian	Haw, Pacific	Asian	White	Unknown	Two or More Races	D-URG		
		N	N	%	N	%	N	N	N	N	N	N	N	N	N	N	% of Tot	% of Dom
Arts & Sciences: Natural Sciences	Astronomy and Astrophysics	41	15	37	10	24	31	6	0	0	0	6	16	0	3	6	15	19
	Cell, Molecular, Developmental Biology, and Biophysics	152	88	58	18	12	134	11	12	0	0	22	78	2	9	28	18	21
	Biophysics	48	21	44	21	44	27	5	2	0	0	3	16	0	1	7	15	26
	Chemical Biology	36	14	39	0	0	36	4	1	0	0	0	28	1	2	6	17	17
	Chemistry	133	50	38	54	41	79	6	3	0	0	10	56	0	4	10	8	13
	Cognitive Science	20	13	65	10	50	10	1	0	0	0	1	7	0	1	1	5	10
	Earth & Planetary Science	42	22	52	11	26	31	3	4	0	0	4	17	1	2	7	17	23
	Mathematics	45	11	24	35	78	10	1	1	0	0	1	7	0	0	2	4	20
	Physics	81	17	21	48	59	33	5	1	0	0	2	19	2	4	7	9	21
	Psychology and Brain Sciences	37	27	73	20	54	17	2	1	0	0	3	10	0	1	4	11	24
	Natural Sciences Subtotal	635	278	44	227	36	408	44	25	0	0	52	254	6	27	78	12	19
Arts & Sciences: Social Sciences	Anthropology	23	11	48	17	74	6	0	0	0	0	0	6	0	0	0	0	0
	Economics	48	15	31	41	85	7	1	1	0	0	1	4	0	0	2	4	29
	Political Science	61	26	43	30	49	31	2	6	0	0	3	17	2	1	8	13	26
	Sociology	28	14	50	13	46	15	3	2	0	0	1	9	0	0	5	18	33
	Social Sciences Subtotal	160	66	41	101	63	59	6	9	0	0	5	36	2	1	15	9	25
Arts & Sciences: Humanities	Classics	14	6	43	7	50	7	1	0	0	0	1	5	0	0	1	7	14
	English	26	12	46	7	27	19	4	6	0	0	0	9	0	0	10	38	53
	German	19	13	68	9	47	10	0	0	0	0	0	8	1	1	1	5	10
	History	63	32	51	16	25	47	3	6	0	0	5	32	1	0	9	14	19
	History of Art	22	14	64	6	27	16	3	1	0	0	1	10	1	0	4	18	25
	History of Science	10	4	40	6	60	4	0	0	0	0	0	4	0	0	0	0	0
	Comparative Thought and Literature	15	8	53	5	33	10	0	1	0	0	0	9	0	0	1	7	10
	Near Eastern Studies	23	13	57	7	30	16	1	1	0	0	0	10	4	0	2	9	13
	Philosophy	30	9	30	12	40	18	2	1	0	0	2	12	1	0	3	10	17
	Romance Languages	34	19	56	24	71	10	0	0	0	0	0	9	0	1	0	0	0
	Interdisciplinary Humanistic Studies	1	1	100	0	0	1	0	0	0	0	0	1	0	0	0	0	0
	Humanities Subtotal	257	131	51	99	39	158	14	16	0	0	9	109	8	2	31	12	20
	Arts & Sciences Total	1,052	475	45	427	41	625	64	50	0	0	66	399	16	30	124	12	20
Education	Education Total	26	20	77	8	31	18	2	3	0	0	4	9	0	0	5	19	28
Engineering	Applied Mathematics & Statistics	54	10	19	35	65	19	1	0	0	0	2	14	1	1	1	2	5
	Chemical & Biomolecular Engineering	145	47	32	85	59	60	6	6	0	0	10	32	2	4	14	10	23
	Civil Engineering	61	20	33	42	69	19	2	1	0	0	2	11	2	1	4	7	21
	Computer Science	206	46	22	134	65	72	5	2	0	0	18	40	4	3	8	4	11
	Electrical Engineering	128	36	28	77	60	51	3	7	0	0	13	24	1	3	10	8	20
	Environmental Health and Engineering	29	13	45	17	59	12	2	0	0	0	0	9	1	0	2	7	17
	Materials Science & Engineering	72	28	39	28	39	44	3	0	0	0	9	29	0	3	4	6	9
	Mechanical Engineering	139	30	22	80	58	59	9	3	0	0	11	34	0	2	12	9	20
	Engineering Total	834	230	28	498	60	336	31	19	0	0	65	193	11	17	55	7	16
Medicine	Biochemistry, Cellular and Molecular Biology	113	61	54	12	11	101	11	9	0	0	10	58	0	13	26	23	26
	Biological Chemistry	18	12	67	10	56	8	0	0	0	0	3	5	0	0	0	0	0
	Biomedical Engineering	258	123	48	111	43	147	15	14	0	0	37	68	5	8	34	13	23
	Biophysics and Biophysical Chemistry	4	2	50	3	75	1	0	0	0	0	1	0	0	0	0	0	0
	Cellular and Molecular Medicine	114	82	72	12	11	102	15	10	1	0	10	58	2	6	28	25	27
	Cellular and Molecular Physiology	14	10	71	6	43	8	1	1	0	0	2	4	0	0	2	14	25
	Functional Anatomy and Evolution	13	9	69	3	23	10	1	0	0	0	0	8	0	1	2	15	20
	Health Sciences Informatics	5	4	80	5	100	0	0	0	0	0	0	0	0	0	0	0	0
	History of Medicine Ph.D. Program	9	7	78	0	0	9	1	0	0	0	0	7	0	1	1	11	11
	Human Genetics and Molecular Biology	64	42	66	3	5	61	5	3	0	0	10	43	0	0	8	13	13
	Immunology	27	17	63	9	33	18	4	0	0	0	4	9	0	1	4	15	22
	Neuroscience	98	52	53	37	38	61	9	4	0	0	16	25	1	6	16	16	26
	Pathobiology	34	20	59	14	41	20	2	0	0	0	1	14	0	3	4	12	20
	Pharmacology and Molecular Sciences	47	21	45	5	11	42	7	6	0	0	8	18	0	3	14	30	33
	Program in Molecular Biophysics	21	9	43	0	0	21	5	0	0	0	4	11	0	1	5	24	24
	XDBio	16	7	44	7	44	9	1	2	0	0	0	5	1	0	3	19	33
	Medicine Total	855	478	56	237	28	618	77	49	1	0	106	333	9	43	147	17	24
Nursing	Nursing Total	48	37	77	10	21	38	2	5	0	0	3	23	0	5	12	25	32
Public Health	Biochemistry and Molecular Biology	32	19	59	11	34	21	6	1	0	0	2	12	0	0	7	22	33
	Biostatistics	45	24	53	25	56	20	1	0	0	0	6	11	2	0	1	2	5
	Clinical Investigation	24	12	50	1	4	23	3	3	0	0	3	14	0	0	6	25	26
	Environmental Health and Engineering	38	29	76	1	3	37	3	3	0	0	2	23	2	4	8	21	22
	Epidemiology	61	45	74	19	31	42	2	8	0	0	4	24	0	4	11	18	26
	Health Behavior and Society	32	26	81	5	16	27	1	5	0	0	3	15	1	2	7	22	26
	Health Policy and Management	38	25	66	5	13	33	5	3	0	0	3	16	3	3	9	24	27
	International Health	69	57	83	28	41	41	4	2	0	0	6	23	2	4	9	13	22
	Mental Health	29	23	79	2	7	27	3	5	0	0	4	11	1	3	10	34	37
	Molecular Microbiology and Immunology	38	24	63	7	18	31	1	2	0	0	5	19	2	2	3	8	10
	Population Family Reproductive Health	29	27	93	5	17	24	1	5	0	0	4	12	0	2	7	24	29
	Public Health Total	435	311	71	109	25	326	30	37	0	0	42	180	13	24	78	18	24
SAIS	SAIS Total	49	28	57	22	45	27	3	1	0	0	3	19	0	1	5	10	19
University	University Total	3,299	1,579	48	1,311	40	1,988	209	164	1	0	289	1,156	49	120	426	13	21

The International category is comprised of those who need a visa to live, study, and work in the United States.

Domestic Enrollment is comprised of US Citizens and US Permanent Residents; International + Domestic Enrollment = Total Enrollment.

The D-URG or "Domestic Underrepresented Group" category is comprised of those who identify with one or more of the following identities: Hispanic, Black, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander.

D-URG % of Tot indicates the proportion of D-URG relative to the total enrollment.

D-URG % of Dom indicates the proportion of D-URG relative to the domestic enrollment.

Non-resident students, students that are working abroad are included.



Table 2: Other Doctoral Program Student Headcount, Fall 2021

Division	Degree	TOTAL	Women		International		Domestic Enrollment	Hispanic	Black	Amer Indian	Haw, Pac	Asian	White	Unknown	Two or More Races	D-URG		
		N	N	%	N	%	N	N	N	N	N	N	N	N	N	N	% of Total	% of Domestic
Education	Doctor of Education	254	190	75	18	7	236	22	49	0	0	26	118	13	8	75	30	32
	Education Total	254	190	75	18	7	236	22	49	0	0	26	118	13	8	75	30	32
Engineering	Doctor of Engineering	23	5	22	0	0	23	3	1	0	0	4	15	0	0	4	17	17
	Engineering Total	23	5	22	0	0	23	3	1	0	0	4	15	0	0	4	17	17
Medicine	Medicine (MD)	457	259	57	21	5	436	40	44	0	0	196	134	1	21	93	20	21
	Medicine (MD)/Doctor of Philosophy	72	24	33	2	3	70	6	4	0	0	13	42	1	4	10	14	14
	Medicine Total	529	283	53	23	4	506	46	48	0	0	209	176	2	25	103	19	20
Nursing	Doctor of Nursing Practice	569	518	91	0	0	569	60	70	0	2	106	303	5	23	149	26	26
	Doctor of Nursing Practice/Doctor of Philosophy	17	16	94	0	0	17	0	4	0	0	3	9	0	1	4	24	24
	Nursing Total	586	534	91	0	0	586	60	74	0	2	109	312	5	24	153	26	26
Public Health	Doctor of Public Health	402	258	64	106	26	296	20	43	3	0	44	162	15	9	70	17	24
	Public Health Total	402	258	64	106	26	296	20	43	3	0	44	162	15	9	70	17	24
Peabody	Doctor of Musical Arts	99	44	44	46	46	53	1	2	0	0	17	28	3	2	3	3	6
	Peabody Total	99	44	44	46	46	53	1	2	0	0	17	28	3	2	3	3	6
SAIS	Doctor of International Affairs	61	21	34	21	34	40	2	5	1	0	3	24	3	2	9	15	23
	SAIS Total	61	21	34	21	34	40	2	5	1	0	3	24	3	2	9	15	23
University Total		1,954	1,335	68	214	11	1,740	154	222	4	2	412	835	41	70	417	21	24

The International category is comprised of those who need a visa to live, study, and work in the United States.

Domestic Enrollment is comprised of US Citizens and US Permanent Residents; International + Domestic Enrollment = Total Enrollment.

The D-URG or "Domestic Underrepresented Group" category is comprised of those who identify with one or more of the following identities: Hispanic, Black, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander.

D-URG % of Tot indicates the proportion of D-URG relative to the total enrollment.

D-URG % of Dom indicates the proportion of D-URG relative to the domestic enrollment.

Non-resident students, students that are working abroad are included.



Table 3 Master's Degree Student Headcount, Fall 2021

Division	Degree	Program	TOTAL	Women	International	Domestic Enrollment	Hispanic	Black	Amer Indian	Haw, Pacifc	Asian	White	Unknown	Two or More	D-URS	
			N	N	N	N	N	N	N	N	N	N	N	N	% of Tot	
Arts & Sciences	MA	Cognitive Science	8	5	63	2	25	6	2	0	0	3	1	0	25	
		History of Art	1	1	100	0	0	1	0	0	0	0	0	0	0	0
	MFA	Philosophy	1	1	100	0	0	1	0	0	0	0	0	0	0	100
		Writing Seminars	16	9	56	1	6	15	2	2	0	0	8	1	2	31
	MS	Molecular & Cellular Biology	6	4	67	3	50	3	0	0	0	0	0	0	0	0
Arts & Sciences Total			32	20	63	6	29	26	4	3	0	6	10	1	25	
Advanced Academic Programs (AAP)	MA	Communication	436	353	81	178	41	258	34	22	1	0	14	131	10	
		Cultural Heritage Management	56	50	89	1	2	55	4	3	3	0	1	20	20	
		Film and Media	29	18	62	16	55	13	2	7	0	0	1	2	1	
		Global Security Studies	173	60	35	6	3	167	16	8	0	0	8	122	6	
		Government & MA Government/MBA	119	48	40	8	7	111	10	10	0	0	10	75	2	
	MA	Museum Studies	284	234	82	5	2	279	20	12	0	1	6	217	9	
		Non-Governmental Organization Management	56	37	66	2	4	54	8	4	0	0	3	35	2	
		Public Management	138	76	55	10	36	58	9	9	0	0	8	54	6	
		Science Writing	135	107	79	4	3	131	6	4	0	0	6	105	5	
		Teaching Writing	64	52	83	2	3	62	4	4	0	0	5	45	1	
	Masters	Writing	136	94	69	3	2	133	7	15	0	0	7	95	5	
		Biotechnology Enterprise & Entrepreneurship	67	35	52	9	13	58	5	2	0	0	15	32	3	
		Liberal Arts	133	80	60	6	5	127	6	10	3	0	11	85	7	
		Applied Economics	568	260	46	373	66	195	12	8	0	1	25	131	14	
		Bioinformatics	207	103	50	32	15	175	11	10	0	0	53	84	7	
Business	MS	Biotechnology	739	470	64	89	12	650	20	68	2	1	140	319	17	
		Data Analytics and Policy	123	62	50	9	7	114	6	8	0	0	13	75	6	
		Energy Policy and Climate	145	63	43	13	9	132	8	5	0	0	3	102	6	
		Environmental Science	254	182	72	30	4	244	17	68	0	0	3	185	10	
		Food Safety Regulation	37	31	84	1	3	36	9	4	0	0	8	12	0	
	MS	Geographic Information Systems	65	21	32	1	3	63	8	1	0	0	7	37	3	
		Geospatial Intelligence	40	14	35	1	3	39	3	0	0	1	2	26	3	
		Government Analytics	9	6	67	0	0	9	2	1	0	0	4	1	2	
		Individualized Genomics and Health	106	78	1	6	108	12	8	0	0	1	11	40	5	
		Intelligence Analysis	58	23	40	3	5	55	6	2	0	0	1	38	0	
	AAP Total	Organizational Leadership	99	56	37	4	4	95	14	11	1	0	10	51	4	
		Regulatory Science	163	120	75	11	7	150	13	20	0	0	45	57	8	
		Research Administration	64	45	70	3	5	61	11	5	0	1	3	36	2	
			4,401	2,761	49	116	7	4,401	138	175	4	2	311	722	58	
			279	175	63	259	93	20	2	1	0	0	10	7	0	
Business	MS	Business Analytics and Risk Management	279	175	63	259	93	20	2	1	0	0	10	7	0	
		Enterprise Risk Management	1	0	0	0	0	1	0	0	0	0	0	0	100	
		Finance	215	66	31	20	9	195	28	18	1	0	29	105	6	
		Financial Econometrics	675	380	56	649	96	26	2	0	0	0	9	12	2	
		Health Care Management	180	114	63	158	158	15	22	0	0	0	3	18	5	
Engineering	MSE	Information Systems	71	31	46	67	84	4	0	1	0	0	2	1	0	
		Marketing	278	150	69	205	74	73	6	7	0	0	23	34	1	
		Real Estate and Infrastructure	38	18	47	25	66	13	0	0	0	0	2	3	0	
			3,301	1,739	53	1,651	41	1,038	171	230	5	2	421	957	75	
			157	89	57	41	26	114	15	48	0	0	15	48	5	
Education	MEd	Health Professions	171	144	84	39	23	132	15	27	3	8	49	29	33	
		Counseling	1,484	1,144	77	235	16	1,249	158	331	1	2	126	544	20	
		Education Policy	17	15	89	0	0	17	0	0	0	0	1	9	29	
		Special Education	45	37	82	1	2	44	5	8	0	0	3	27	1	
			1,474	1,429	76	316	27	1,558	188	374	1	2	168	716	29	
	MS	Geography & Environmental Engineering	20	6	5	19	95	0	0	0	0	0	0	0	0	
		Occupational and Environmental Hygiene	2	0	0	1	50	1	0	0	0	0	0	0	0	
		Security Informatics	65	45	25	54	89	11	0	0	0	0	4	4	5	
		Applied Mathematics & Statistics	123	55	45	109	89	5	0	0	0	0	3	5	1	
		Bioengineering Innovation and Design	27	12	44	7	26	20	2	0	0	0	2	17	0	
	Engineering	MSE	Biomedical Engineering	203	124	63	138	69	63	0	0	0	0	138	33	8
			Chemical & Biomolecular Engineering	83	36	43	54	65	29	4	3	0	0	7	11	0
			Civil Engineering	19	3	16	13	68	6	0	1	0	0	1	4	0
			Computer Science	86	32	37	40	70	26	2	0	0	0	3	2	0
			Data Science	99	34	34	91	92	8	0	0	0	0	4	4	0
MSE		Electrical Engineering	48	4	8	35	73	13	0	3	0	0	3	6	0	
		Engineering Management	98	38	37	77	79	21	4	0	0	0	8	4	0	
		Financial Mathematics	100	45	43	95	95	5	0	0	0	0	2	3	0	
		Geography & Environmental Engineering	13	6	7	54	6	1	0	0	0	0	1	4	0	
		Materials Science & Engineering	17	2	12	11	65	6	2	1	0	0	2	2	0	
Engineering		MSE	Mechanical Engineering	86	22	26	62	72	24	5	2	0	0	5	7	1
			Robotics	61	9	15	43	70	18	1	1	0	0	1	2	1
			Systems Engineering	7	2	29	6	86	1	0	0	0	0	0	0	0
				1,155	424	37	882	76	273	26	16	0	0	89	111	6
				7	2	29	1	14	6	0	0	0	0	0	0	0
Engineering Professionals (EP)	MEng	Chemical & Biomolecular Engineering	7	2	29	1	14	6	0	1	0	0	0	0	0	
		Civil Engineering	17	35	3	6	45	3	3	0	0	0	3	35	1	
		Engineering Management	240	74	32	9	4	231	20	14	0	1	41	188	10	
		Environmental Engineering	27	15	16	1	4	26	1	0	0	0	1	21	0	
		Materials Science and Engineering	40	17	43	0	0	40	2	3	0	0	4	27	2	
	MSE	Mechanical Engineering	284	89	21	5	2	279	42	42	0	0	32	159	19	
		Applied and Computational Mathematics	295	95	32	32	11	263	28	12	0	0	32	159	19	
		Applied Biomedical Engineering	241	123	51	16	7	225	28	17	1	1	46	112	8	
		Applied Physics	179	49	27	6	173	20	8	0	0	0	15	117	7	
		Artificial Intelligence	190	36	19	20	11	170	15	7	1	0	37	93	8	
	Engineering Professionals (EP)	MS	Computer Science	790	211	27	80	8	780	36	27	3	2	178	461	20
			Cybersecurity	104	58	30	10	5	184	21	11	1	0	26	103	15
			Data Science	357	125	35	73	20	284	22	8	0	0	78	146	17
			Electrical and Computer Engineering	444	116	18	0	2	436	45	14	0	0	32	174	32
			Environmental Engineering and Science	51	26	52	1	2	50	4	4	0	0	7	32	2
MS		Environmental Planning and Management	37	21	57	1	3	36	2	0	0	0	5	26	1	
		Financial Mathematics	51	12	24	12	24	39	3	0	0	0	13	13	0	
		Healthcare Systems Engineering	49	21	43	4	8	45	5	9	0	0	10	20	0	
		Information Systems Engineering	84	23	27	5	6	79	8	7	0	0	21	37	1	
		Occupational and Environmental Hygiene	9	4	44	9	4	44	9	0	0	0	4	4	0	
Engineering Professionals (EP)		MSE	Space Systems Engineering	444	121	27	9	2	435	46	20	0	1	48	282	24
			Systems Engineering	232	76	33	2	1	230	2	1	0	0	24	139	8
			Technical Management	25	10	40	0	0	25	1	4	0	0	3	16	1
			Systems Engineering	359	117	33	4	1	355	39	22	1	1	58	214	13
				4,477	1,458	30	4,055	6	4,055	428	428	175	175	344	6	18
Medicine	MA	History of Medicine M.A. Program Online	6	4	67	0	0	6	0	0	0	0	1	5	0	
		Medical and Biological Illustration	14	12	86	4	29	10	2	0	0	0	3	9	0	
		Nursing Education	4	3	75	0	0	4	3	0	0	0	2	0	1	
		Applied Health Sciences Informatics	24	14	58	4	17	20	2	1	0	0	8	8	0	
		Health Sciences Informatics	4	1	50	2	50	2	0	0	0	0	1	0	0	
Medicine	MA	Radiology and Radiological Science	2	1	50	1	50	1	0	0	0	0	1	0	0	
			54	54	11	20	41	3	2	2	0	0	11	36	6	
		Entry to Nursing Practice	488	407	83	10	2	478	64	62	1	0	66	251	7	
		Health Systems Mgmt	31	25	82	0	0	31	4	1	0	1	6	17	1	
		Healthcare QOL Leadership	43	37	86	6	3	43	5	2	0	0	7	1	0	
Nursing	MSN/MPH	Public Health Nursing	7	7	100	0	0	7	0	0	0	0	1	5	0	
			369	476	84	10	2	558	66	73	2	1	80	500	29	
		Public Health Biology	32	28	78	2	5	35	5	2	0	0	28	2	0	
		Community-based Primary Health Care Programs	19	16	84	1	5	18	5	1	0	0	4	6	1	
		Global Health Planning and Management	35	35	81	8	19	35	3	4	0	0	8	17	3	
Public Health	MAS	Humanitarian Relations	35	19	54	11	31	24	2	2	0	0	2	18	0	
		Patient Safety and Healthcare Quality	186	138	74	43	23	143	24	24	0	0	31	124	40	
		Population Health Management	95	58	61	6	6	89	8	6	0	0	15	50	3	
		Spatial Analysis	48	29	60	5	10	43	4	1	0	0	5	30	1	
		Biostatistics	26	26	33	88	11	40	1	0	0	0	88	11	0	
	MHA	Health Policy and Management	71	42	59	1	1	70	2	3	0	0	30	33	0	
		Biochemistry and Molecular Biology	64	48	69	47	73	17	2							



Division	Program	Total										Women										International										Domestic										D-URG										Race												2021																																																																																																																																																																																				
		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		2017		2018



Table 5: Historical Other Doctoral Student Headcount, Fall 2013, 2017, 2021

		Total			Women						International						Domestic Enrollment			D-URG											
		2013	2017	2021	2013		2017		2021		2013		2017		2021		2013	2017	2021	2013			2017			2021			N	% of Tot	% of Dom
		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			
Education	Doctor of Education	90	229	254	63	70	150	66	190	75	2	2	14	6	18	7	88	215	236	26	29	30	64	28	30	75	30	32			
	Education Total	90	229	254	63	70	150	66	190	75	2	2	14	6	18	7	88	215	236	26	29	30	64	28	30	75	30	32			
Engineering	Doctor of Engineering	0	0	23	0	0	0	0	5	22	0	0	0	0	0	0	0	0	23	0	0	0	0	0	0	4	17	17			
	Engineering Total	0	0	23	0	0	0	0	5	22	0	0	0	0	0	0	0	0	23	0	0	0	0	0	0	4	17	17			
Medicine	Medicine (MD)	421	443	457	219	52	230	52	259	57	17	4	25	6	21	5	404	418	436	75	18	19	69	16	17	93	20	21			
	Medicine (MD)/Doctor of Philosophy	118	91	72	42	36	31	34	24	33	7	6	4	4	2	3	111	87	70	24	20	22	12	13	14	10	14	14			
	Medicine Total	539	534	529	261	48	261	49	283	53	24	4	29	5	23	4	515	505	506	99	18	19	81	15	16	103	19	20			
Nursing	Doctor of Nursing Practice	40	125	569	37	93	116	93	518	91	1	3	0	0	0	0	39	125	569	6	15	15	37	30	30	149	26	26			
	Doctor of Nursing Practice/Doctor of Philosophy	0	3	17	0	0	3	100	16	94	0	0	0	0	0	0	0	3	17	0	0	0	1	33	33	4	24	24			
	Nursing Total	40	128	586	37	93	119	93	534	91	1	3	0	0	0	0	39	128	586	6	15	15	38	30	30	153	26	26			
Public Health	Doctor of Public Health	170	212	402	101	59	117	55	258	64	69	41	109	51	106	26	101	103	296	18	11	18	22	10	21	70	17	24			
	Doctor of Science	1	6	0	1	100	2	33	0	0	0	0	4	67	0	0	1	2	0	0	0	0	0	0	0	0	0	0			
	Public Health Total	171	218	402	102	60	119	55	258	64	69	40	113	52	106	26	102	105	296	18	11	18	22	10	21	70	17	24			
Peabody	Doctor of Musical Arts	88	82	99	46	52	32	39	44	44	26	30	24	29	46	46	62	58	53	4	5	6	4	5	7	3	3	6			
	Peabody Total	88	82	99	46	52	32	39	44	44	26	30	24	29	46	46	62	58	53	4	5	6	4	5	7	3	3	6			
SAIS	Doctor of International Affairs	0	0	61	0	0	0	0	21	34	0	0	0	0	21	34	0	0	40	0	0	0	0	0	0	9	15	23			
	SAIS Total	0	0	61	0	0	0	0	21	34	0	0	0	0	21	34	0	0	40	0	0	0	0	0	0	9	15	23			
University Total		928	1,191	1,954	509	55	681	57	1,335	68	122	13	180	15	214	11	806	1011	1740	153	16	19	209	18	21	417	21	24			

The International category is comprised of those who need a visa to live, study, and work in the United States.

Domestic Enrollment is comprised of US Citizens and US Permanent Residents; International + Domestic Enrollment = Total Enrollment.

The D-URG or "Domestic Underrepresented Group" category is comprised of those who identify with one or more of the following identities; Hispanic, Black, American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander.

D-URG % of Tot indicates the proportion of D-URG relative to the total enrollment.

D-URG % of Dom indicates the proportion of D-URG relative to the domestic enrollment.

Non-resident students, are classified as students who are working abroad. These students are counted in this table.



Table 6: Historical Master's Degree Student Headcount, Fall 2013, 2017, 2021

Division	Degree	Total			Women						International						Domestic			D-URG								
		2013	2017	2021	2013		2017		2021		2013		2017		2021		2013	2017	2021	2013			2017			2021		
		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
Arts & Sciences	Master of Arts	12	6	10	8	67	1	17	7	70	4	33	2	33	2	20	8	4	8	2	17	25	1	17	25	3	30	0
	Master of Fine Arts	20	17	16	8	40	12	71	9	56	1	5	1	6	1	6	19	16	15	3	15	16	3	18	19	5	31	33
	Master of Science	11	3	6	4	36	2	67	4	67	5	45	1	33	3	50	6	2	3	2	18	33	2	67	100	0	0	0
	Arts & Sciences Total	43	26	32	20	47	15	58	20	63	10	23	4	15	6	19	33	22	26	7	16	21	6	23	27	8	25	31
Advanced Academic Programs (AAP)	Master of Arts	1,006	1,092	1,626	658	65	725	66	1,129	69	36	4	76	7	275	17	970	1,016	1,351	151	15	16	188	17	19	269	17	20
	Master of Liberal Arts	60	117	133	38	63	71	61	80	60	3	5	5	4	6	5	57	112	127	8	13	14	24	21	21	22	17	17
	Master of Science	1,256	1,984	2,675	655	52	1,112	56	1,539	58	159	13	276	14	557	21	1,097	1,708	2,118	166	13	15	311	16	18	423	16	20
	Master's in Biotechnology Enterprise	30	84	67	8	27	35	42	35	52	6	20	7	8	9	13	24	77	58	3	10	13	15	18	19	7	10	12
	AAP Total	2,352	3,277	4,501	1,359	58	1,943	59	2,783	62	204	9	364	11	847	19	2,148	2,913	3,654	328	14	15	538	16	18	721	16	20
Business	Master of Business Administration	733	990	1,564	270	37	407	41	761	49	144	20	118	12	116	7	589	872	1,448	118	16	20	166	17	19	327	21	23
	Master of Science	746	1,118	1,737	399	53	581	52	978	56	475	64	807	72	1,247	72	271	311	490	39	5	14	83	7	27	122	7	25
	MS/MBA	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	1	33	33	0	0	0	0	0	0
	Business Total	1,482	2,108	3,301	669	45	988	47	1,739	53	619	42	925	44	1,363	41	863	1,183	1,938	158	11	18	249	12	21	449	14	23
Education	Master of Arts in Teaching	71	33	0	55	77	21	64	0	0	1	1	5	15	0	0	70	28	0	12	17	17	4	12	14	0	0	0
	Master of Education	66	100	157	39	59	54	54	89	57	11	17	19	19	41	26	55	81	116	8	12	15	8	8	10	16	10	14
	Master of Science	1,047	1,781	1,717	786	75	1,379	77	1,340	78	16	2	42	2	275	16	1,031	1,739	1,442	253	24	25	646	36	37	604	35	42
	Education Total	1,184	1,914	1,874	880	74	1,454	76	1,429	76	28	2	66	3	316	17	1,156	1,848	1,558	273	23	24	658	34	36	620	33	40
Engineering	Master of Arts	26	3	0	17	65	3	100	0	0	23	88	1	33	0	0	3	2	0	0	0	0	0	0	0	0	0	0
	Master of Science	82	139	87	30	37	40	29	22	25	71	87	122	88	74	85	11	17	13	3	4	27	5	4	29	1	1	8
	Master of Science in Engineering	382	679	1,068	123	32	230	34	402	38	235	62	506	75	808	76	147	173	260	17	4	12	28	4	16	49	5	19
	Engineering Total	490	821	1,155	170	35	273	33	424	37	329	67	629	77	882	76	161	192	273	20	4	12	33	4	17	50	4	18
Engineering Professionals (EP)	Master of Engineering	115	349	646	24	21	88	25	214	33	3	3	7	2	19	3	112	342	627	13	11	12	42	12	12	92	14	15
	Master of Science	1,594	2,167	3,872	362	23	543	25	1,127	29	32	2	90	4	261	7	1,562	2,077	3,611	209	13	13	343	16	17	645	17	18
	Master of Science in Engineering	372	313	359	88	24	80	26	117	33	2	1	2	1	4	1	370	311	355	73	20	20	73	23	23	67	19	19
	EP Total	2,081	2,829	4,878	474	23	711	25	1,458	30	37	2	99	3	284	6	2,044	2,730	4,594	295	14	14	458	16	17	804	16	18
Medicine	Master of Arts	14	13	20	9	64	11	85	16	80	1	7	2	15	4	20	13	11	16	2	14	15	2	15	18	1	5	6
	Master of Science	10	28	34	3	30	13	46	20	59	8	80	12	43	7	21	2	16	27	0	0	0	4	14	25	5	15	19
	Medicine Total	24	41	54	12	50	24	59	36	67	9	38	14	34	11	20	15	27	43	2	8	13	6	15	22	6	11	14
Nursing	Dual Degree (MSN/MBA and MSN/MPH)	27	21	7	25	93	19	90	7	100	1	4	0	0	0	0	26	21	7	2	7	8	2	10	10	1	14	14
	Master of Science in Nursing	245	550	562	230	94	485	88	469	83	4	2	8	1	10	2	241	542	552	31	13	13	131	24	24	156	28	28
	Nursing Total	272	571	569	255	94	504	88	476	84	5	2	8	1	10	2	267	563	559	33	12	12	133	23	24	157	28	28
Public Health	Master of Applied Science	0	162	426	0	0	110	68	295	69	0	0	22	14	74	17	0	140	352	0	0	0	30	19	21	83	19	24
	Master of Arts	0	6	37	0	0	4	67	29	78	0	0	0	0	2	5	0	6	35	0	0	0	0	0	0	7	19	20
	Master of Bioethics	0	16	26	0	0	12	75	23	88	0	0	3	19	5	19	0	13	21	0	0	0	1	6	8	3	12	14
	Master of Health Sciences	203	209	354	137	67	153	73	261	74	36	18	71	34	150	42	167	138	204	36	18	22	37	18	27	55	16	27
	Master of Healthcare Administration	50	56	71	31	62	32	57	42	59	4	8	2	4	1	1	46	54	70	7	14	15	8	14	15	6	8	9
	Master of Public Health	492	528	948	323	66	349	66	652	69	148	30	175	33	263	28	344	353	685	64	13	19	64	12	18	153	16	22
	Master of Public Policy	33	20	0	24	73	19	95	0	0	18	55	7	35	0	0	15	13	0	1	3	7	2	10	15	0	0	0
	Master of Science	353	350	594	277	78	272	78	490	82	68	19	79	23	160	27	285	271	434	37	10	13	44	13	16	111	19	26
	Public Health Total	1,131	1,347	2,456	792	70	951	71	1,792	73	274	24	359	27	655	27	857	988	1,801	145	13	17	186	14	19	418	17	23
Peabody	Master of Arts	14	13	16	6	43	5	38	2	13	4	29	8	62	6	38	10	5	10	3	21	30	1	8	20	0	0	0
	Master of Music	201	231	200	116	58	134	58	126	63	64	32	87	38	75	38	137	144	125	19	9	14	23	10	16	30	15	24
	Peabody Total	215	244	216	122	57	139	57	128	59	68	32	95	39	81	38	147	149	135	22	10	15	24	10	16	30	14	22
SAIS	Master of Arts	636	665	698	308	48	355	53	356	51	188	30	261	39	265	38	448	404	433	62	10	14	53	8	13	75	11	17
	Master of Arts in Global Policy	0	48	53	0	0	24	50	21	40	0	0	7	15	8	15	0	41	45	0	0	0	7	15	17	8	15	18
	Master of Arts in Global Risk	0	0	42	0	0	0	0	17	40	0	0	0	0	6	14	0	36	0	0	0	0	0	0	0	9	21	25
	Master of Arts in Strategic and Intelligence Studies	0	0	27	0	0	0	0	12	44	0	0	0	0	0	0	0	27	0	0	0	0	0	0	0	2	7	7
	Master of Arts in Sustainable Energy	0	0	41	0	0	0	0	18	44	0	0	0	0	6	15	0	35	0	0	0	0	0	0	0	5	12	14
	Master of Intl Econ & Finance	0	50	69	0	0	29	58	37	54	0	0	36	72	56	81	0	14	13	0	0	0	6	12	43	2	3	15
	Master of International Public Policy	76	59	116	30	39	14	24	31	27	20	26	14	24	21	18	56	45	95	10	13	18	9	15	20	13	11	14
	SAIS Total	712	822	1,046	338	47	422	51	492	47	208	29	318	39	362	35	504	504	684	72	10	14	75	9	15	114	11	17
University	University Total	9,986	14,000	20,082	5,091	51	7,424	53	10,777	54	1,791	18	2,881	21	4,817													



Table 7: Graduate Students Historical Trends Summary

Degree	Total			Women						Domestic			D-URG								
	2013	2017	2021	2013		2017		2021		2013	2017	2021	2013			2017			2021		
	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	3,019	2,951	3,299	1,429	47	1,343	46	1,579	48	2,002	1,903	1,988	242	8	12	279	9	15	426	13	21
Other Doc	928	1,191	1,954	509	55	681	57	1,335	68	806	1011	1740	153	16	19	209	18	21	417	21	24
Master's	9,986	14,000	20,082	5,091	51	7,424	53	10,777	54	8,195	11,119	15,265	1,355	14	17	2,366	17	21	3,377	17	22
Graduate Total	13,933	18,142	25,335	7,029	50	9,448	52	13,691	54	11,003	14,033	18,993	1,750	13	16	2,854	16	20	4,220	17	22

Table 8: Detailed race/ethnicity data stratified for men and women

Division	Gender	N	Hispanic		Black		Amer Indian		Asian		White		Unknown		Two or More Races		International	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Arts & Sciences: Natural Sciences	Women	278	25	9	15	5	0	0	25	9	109	39	1	0	10	4	93	33
	Men	357	19	5	10	3	0	0	27	8	145	41	5	1	17	5	134	38
Arts & Sciences: Social Sciences	Women	66	1	2	3	5	0	0	3	5	13	20	1	2	1	2	44	67
	Men	94	5	5	6	6	0	0	2	2	23	24	1	1	0	0	57	61
Arts & Sciences: Humanities	Women	131	7	5	14	11	0	0	6	5	49	37	2	2	2	2	51	39
	Men	126	7	6	2	2	0	0	3	2	60	48	6	5	0	0	48	38
Education	Women	20	1	5	2	10	0	0	4	20	6	30	0	0	0	0	7	35
	Men	6	1	17	1	17	0	0	0	0	3	50	0	0	0	0	1	17
Engineering	Women	230	10	4	5	2	0	0	29	13	52	23	7	3	4	2	123	53
	Men	604	21	3	14	2	0	0	36	6	141	23	4	1	13	2	375	62
Medicine	Women	478	41	9	27	6	1	0	58	12	202	42	3	1	24	5	122	26
	Men	377	36	10	22	6	0	0	48	13	131	35	6	2	19	5	115	31
Nursing	Women	37	2	5	5	14	0	0	1	3	17	46	0	0	4	11	8	22
	Men	11	0	0	0	0	0	0	2	18	6	55	0	0	1	9	2	18
Public Health	Women	311	18	6	29	9	0	0	30	10	134	43	6	2	20	6	74	24
	Men	124	12	10	8	6	0	0	12	10	46	37	7	6	4	3	35	28
SAIS	Women	28	1	4	1	4	0	0	2	7	8	29	0	0	1	4	15	54
	Men	21	2	10	0	0	0	0	1	5	11	52	0	0	0	0	7	33
University	Women	1,579	106	7	101	6	1	0	158	10	590	37	20	1	66	4	537	34
	Men	1,720	103	6	63	4	0	0	131	8	566	33	29	2	54	3	774	45
University		3,299	209	6	164	5	1	0	289	9	1,156	35	49	1	120	4	1,311	40



Table 9: Detailed gender data stratified for each race/ethnicity group

Division	IPEDS Race	N	Women		Men	
			N	% of row	N	%
Arts & Sciences: Natural Sciences	Hispanic	44	25	57%	19	43%
	Black	25	15	60%	10	40%
	Asian	52	25	48%	27	52%
	White	254	109	43%	145	57%
	Unknown	6	1	17%	5	83%
	Two or More Races	27	10	37%	17	63%
	International	227	93	41%	134	59%
	Total	635	278	44%	357	56%
Arts & Sciences: Social Sciences	Hispanic	6	1	17%	5	83%
	Black	9	3	33%	6	67%
	Asian	5	3	60%	2	40%
	White	36	13	36%	23	64%
	Unknown	2	1	50%	1	50%
	Two or More Races	1	1	100%		
	International	101	44	44%	57	56%
	Total	160	66	41%	94	59%
Arts & Sciences: Humanities	Hispanic	14	7	50%	7	50%
	Black	16	14	88%	2	13%
	Asian	9	6	67%	3	33%
	White	109	49	45%	60	55%
	Unknown	8	2	25%	6	75%
	Two or More Races	2	2	100%		
	International	99	51	52%	48	48%
	Total	257	131	51%	126	49%
Education	Hispanic	2	1	50%	1	50%
	Black	3	2	67%	1	33%
	Asian	4	4	100%		
	White	9	6	67%	3	33%
	International	8	7	88%	1	13%
	Total	26	20	77%	6	23%
Engineering	Hispanic	31	10	32%	21	68%
	Black	19	5	26%	14	74%
	Asian	65	29	45%	36	55%
	White	193	52	27%	141	73%
	Unknown	11	7	64%	4	36%
	Two or More Races	17	4	24%	13	76%
	International	498	123	25%	375	75%
	Total	834	230	28%	604	72%
Medicine	Hispanic	77	41	53%	36	47%
	Black	49	27	55%	22	45%
	Amer Indian	1	1	100%		
	Asian	106	58	55%	48	45%
	White	333	202	61%	131	39%
	Unknown	9	3	33%	6	67%
	Two or More Races	43	24	56%	19	44%
	International	237	122	51%	115	49%
	Total	855	478	56%	377	44%
Nursing	Hispanic	2	2	100%		
	Black	5	5	100%		
	Asian	3	1	33%	2	67%
	White	23	17	74%	6	26%
	Two or More Races	5	4	80%	1	20%
	International	10	8	80%	2	20%
	Total	48	37	77%	11	23%
Public Health	Hispanic	30	18	60%	12	40%
	Black	37	29	78%	8	22%
	Asian	42	30	71%	12	29%
	White	180	134	74%	46	26%
	Unknown	13	6	46%	7	54%
	Two or More Races	24	20	83%	4	17%
	International	109	74	68%	35	32%
	Total	435	311	71%	124	29%
SAIS	Hispanic	3	1	33%	2	67%
	Black	1	1	100%		
	Asian	3	2	67%	1	33%
	White	19	8	42%	11	58%
	Two or More Races	1	1	100%		
	International	22	15	68%	7	32%
	Total	49	28	57%	21	43%
University Total	Hispanic	209	106	51%	103	49%
	Black	164	101	62%	63	38%
	Amer Indian	1	1	100%		
	Asian	289	158	55%	131	45%
	White	1,156	590	51%	566	49%
	Unknown	49	20	41%	29	59%
	Two or More Races	120	66	55%	54	45%
	International	1,311	537	41%	774	59%
Grand Total		3,299	1,579	48%	1,720	52%



IPEDS Graduate Enrollment JHU and Selected Peer Groups (%)										Unknown
	Women	Int'l	Hispanic/ Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White	Two or More Races	
JHU	53.5	21.3	7.4	8.1	0.2	12.0	0.1	44.5	3.4	3.0
Ivy+	50.8	30.8	7.0	5.2	0.2	12.0	0.1	38.1	3.0	3.6
AAU Private	52.7	29.6	7.6	5.7	0.2	11.7	0.1	38.1	2.7	4.4
AAU Public	50.7	22.0	8.3	4.6	0.3	9.8	0.1	48.2	3.0	3.7

Ivy Plus										Unknown
	Women	Int'l	Hispanic/ Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White	Two or More Races	
1 Brown										
2 Cornell										
3 Columbia										
4 Dartmouth										
5 Harvard										
6 University of Pennsylvania										
7 Princeton										
8 Yale										
9 MIT										
10 Stanford										
11 Duke										
12 University of Chicago										
13 Johns Hopkins										

IPEDS <u>Masters</u> Graduate Degree Completions, JHU and Selected Peer Groups (%)										Unknown
	Women	Int'l	Hispanic/ Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White	Two or More Races	
JHU	55.9	31.4	6.4	7.4	0.1	9.7	0.0	38.8	3.1	3.1
Ivy+	51.9	37.9	6.3	4.9	0.2	11.5	0.1	33.3	2.6	3.3
AAU Private	53.4	37.9	6.9	5.1	0.1	10.5	0.1	33.1	2.3	4.0
AAU Public	50.3	25.4	7.9	4.3	0.2	9.0	0.0	47.2	2.8	3.2

IPEDS Doctoral Degree of Research/Scholarship Graduate Completions, JHU and Selected Peer Groups (%)										Unknown
	Women	Int'l	Hispanic/ Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White	Two or More Races	
JHU	50.6	33.1	4.5	4.4	0.0	9.2	0.0	44.0	2.6	2.0
Ivy+	41.5	38.0	5.2	2.9	0.1	9.3	0.1	37.6	2.2	4.5
AAU Private	43.9	36.3	5.5	3.8	0.1	8.5	0.1	38.4	2.1	5.2
AAU Public	45.0	36.9	5.9	3.2	0.3	5.9	0.0	41.8	2.3	3.7

IPEDS Doctoral Degree of Professional Practice Graduate Completions, JHU and Selected Peer Groups (%)										Unknown
	Women	Int'l	Hispanic/ Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White	Two or More Races	
JHU	69.3	4.4	6.6	10.5	0.4	29.8	0.0	45.6	2.6	0.0
Ivy+	55.0	6.4	9.4	7.4	0.4	16.5	0.1	52.1	3.0	4.7
AAU Private	56.2	6.3	8.9	6.8	0.3	18.8	0.1	51.1	3.0	4.7
AAU Public	57.7	2.6	9.4	4.4	0.3	14.3	0.1	60.3	3.7	4.8

Ivy Plus										Unknown
	Women	Int'l	Hispanic/ Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White	Two or More Races	
1 Brown										
2 Cornell										
3 Columbia										
4 Dartmouth										
5 Harvard										
6 University of Pennsylvania										
7 Princeton										
8 Yale										
9 MIT										
10 Stanford										
11 Duke										
12 University of Chicago										
13 Johns Hopkins										

NOTE: JHU included in Averages for Ivy + and AAU Private Cohort

Source : IPED's Completions 2021 Survey (AY2020-2021)

Includes Full-time/Part-time Graduate Students

Doctoral Degree of Professional Practice includes MD, DNP etc.

Doctor's degree-professional practice

A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as first-professional and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

Doctor's degree-research/scholarship

A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.



Figure 1

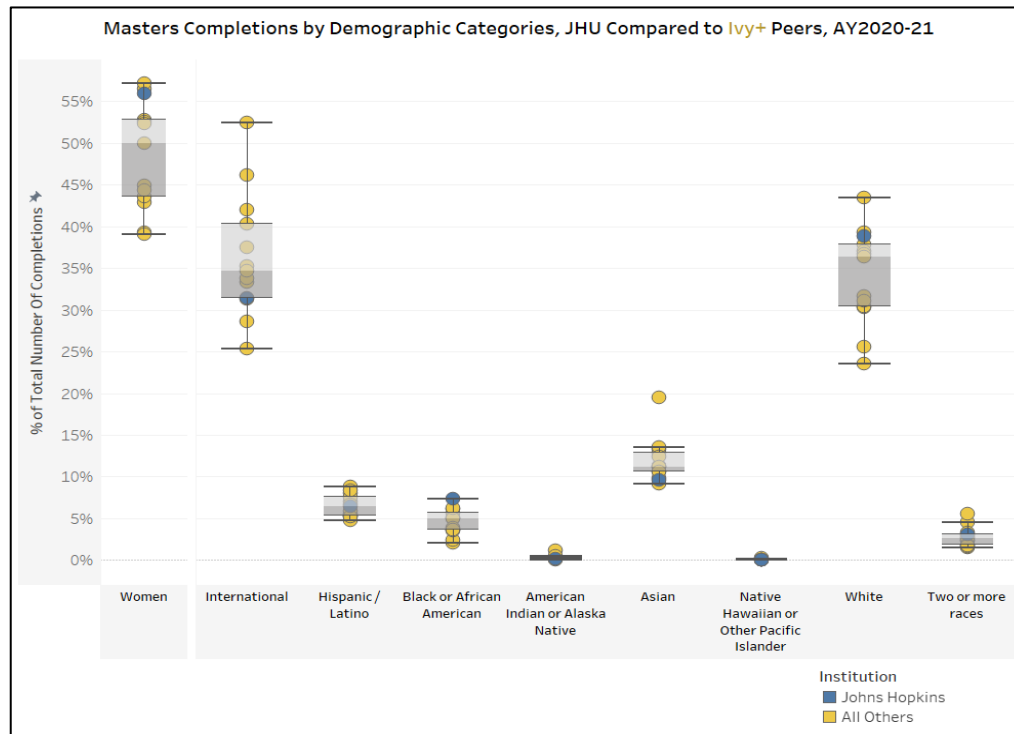


Figure 2

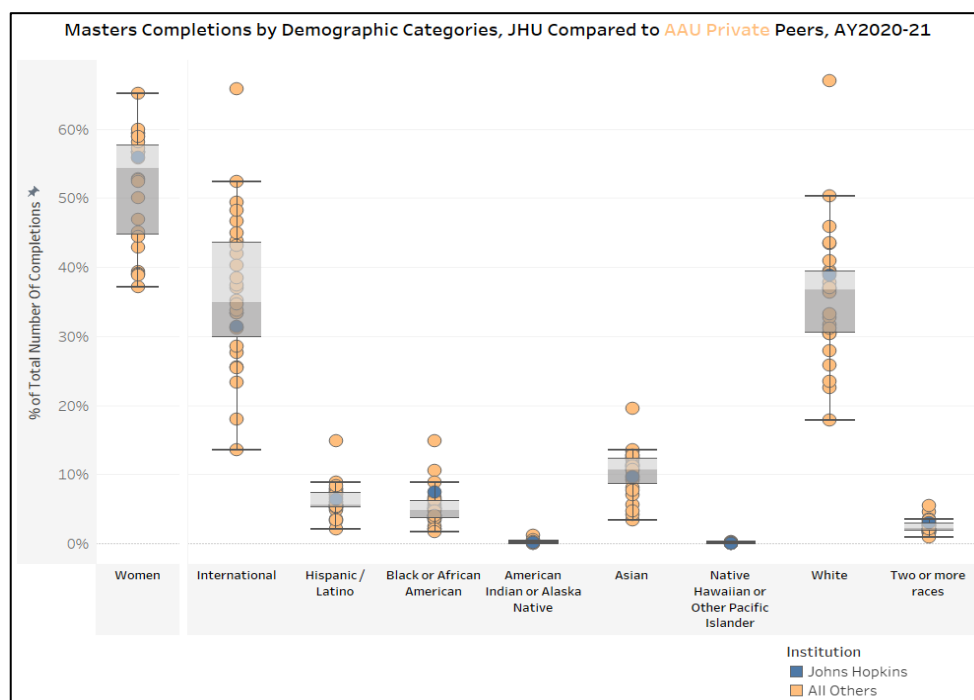




Figure 3

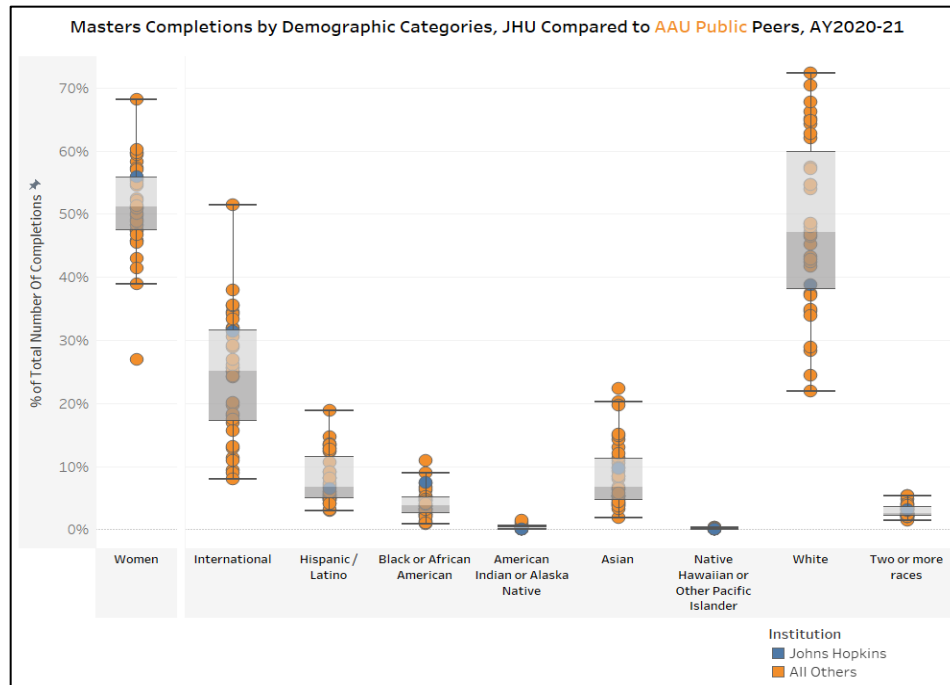


Figure 4

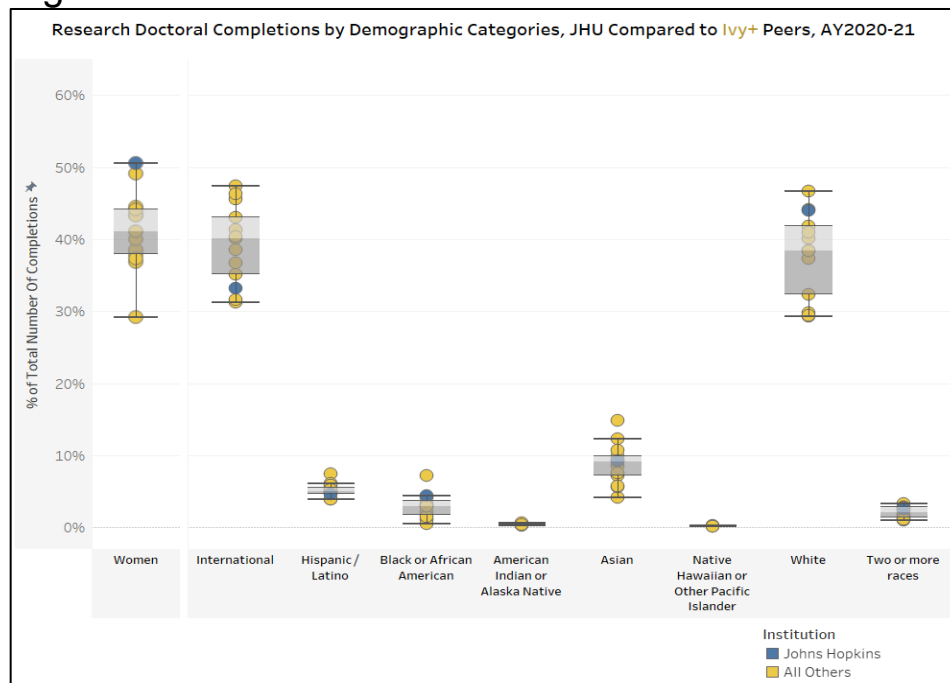




Figure 5

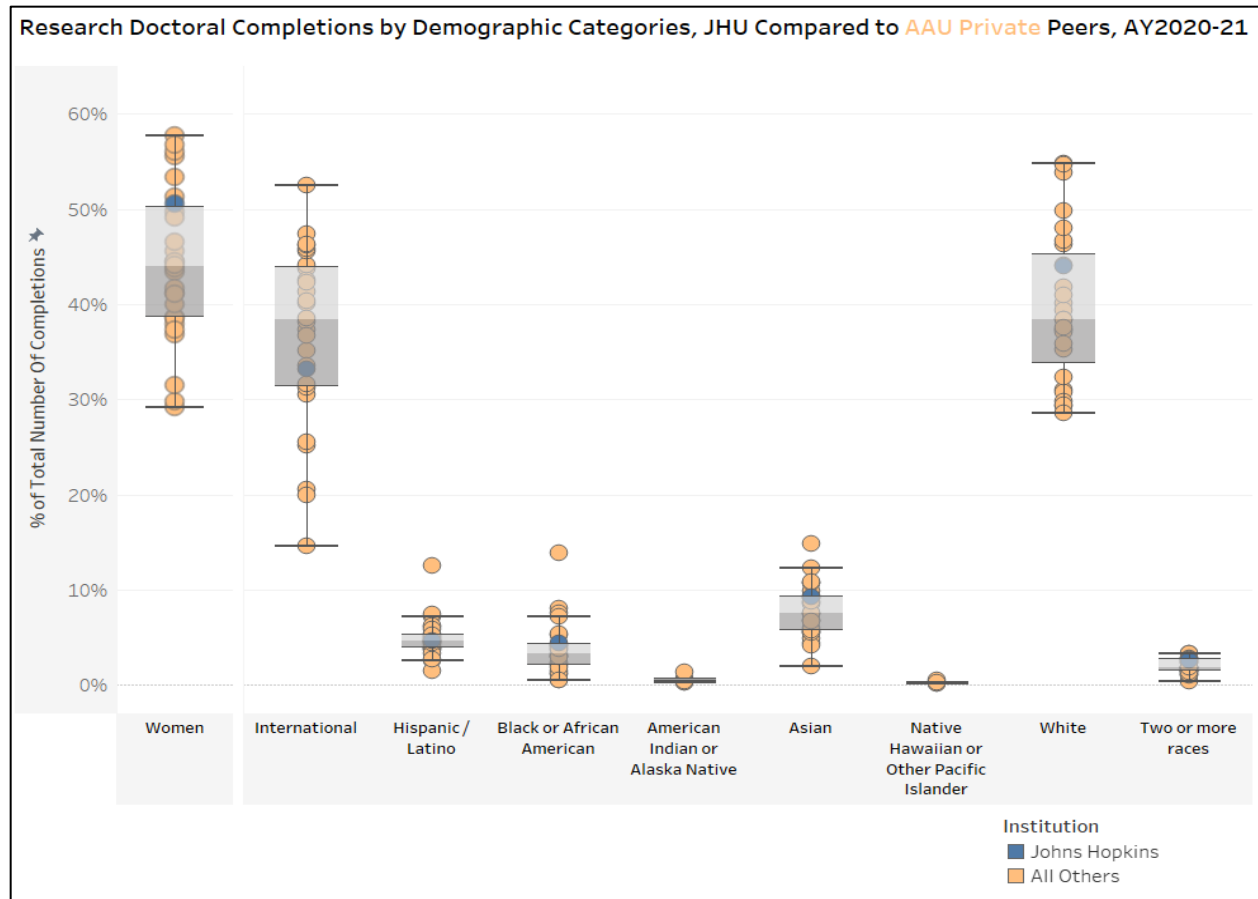




Figure 6

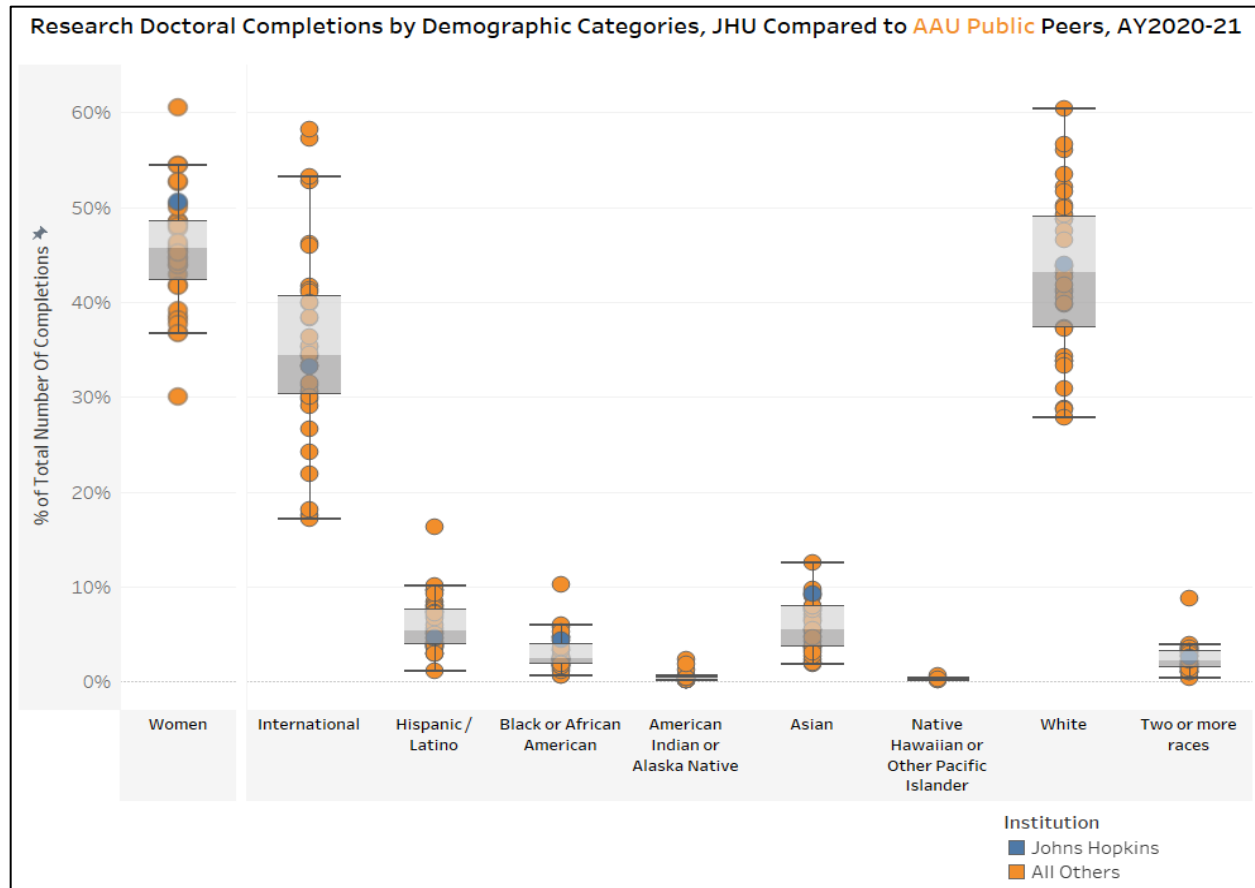




Figure 7

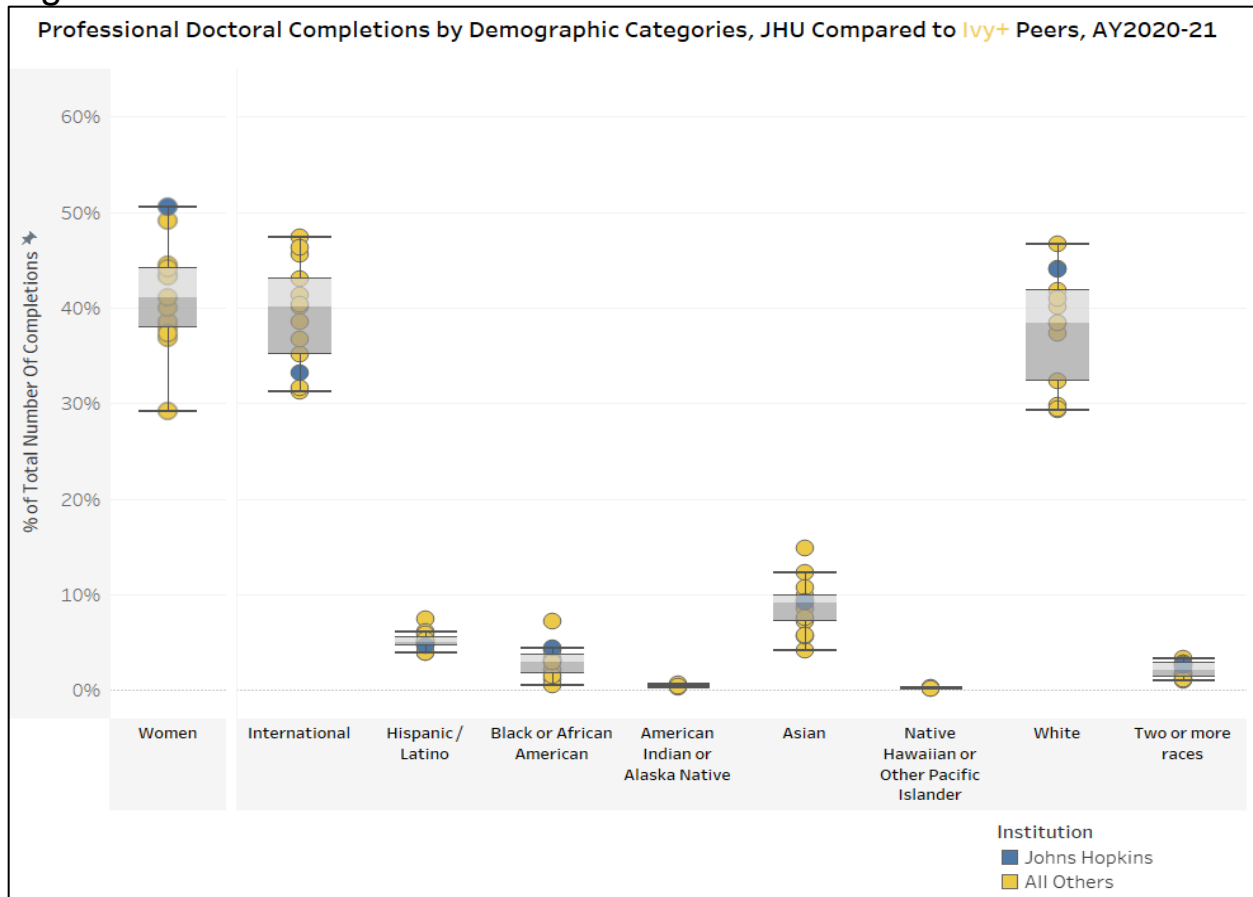




Figure 8

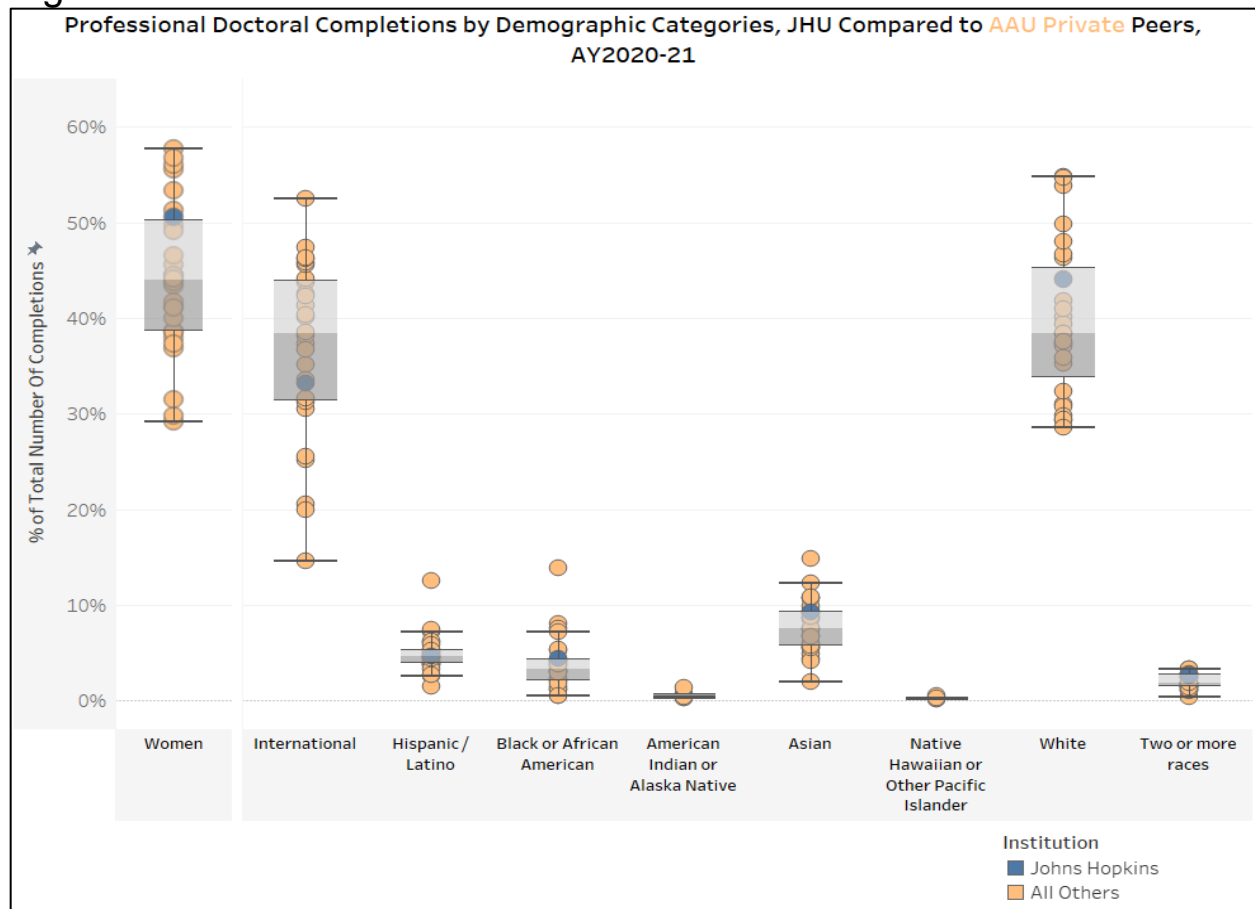




Figure 9

