Summary:
1) There are 945 graduate students in the SOM (201 in certificate programs, 485 in Masters programs and 259 in PhD programs).

2) Graduate populations have remained relatively stable over past 5 years. There was a brief rise in masters and certificate students in 2010-2012 due to bolus of ARRA funding that ceased in 2012 (page 3).

2) Over 10 years, the % of non-resident students has decreased from 11% to 7.5%. The majority of non-resident students are in PhD programs (page 4).

3) Women represent a little more than 50% of students over all, and are the majority in all degree types (page 5).

4) Over 23 years, % of minority students, and of under-represented minority students, has increased across all degree types including in PhD programs (table below).

<table>
<thead>
<tr>
<th>Increase in % diversity in graduate programs</th>
<th>1995*</th>
<th>2008</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under-represented minority students</td>
<td>5%</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Minority students</td>
<td>8%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>PhD only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under-represented minority students</td>
<td>3%</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Minority students</td>
<td>10%</td>
<td>10%</td>
<td>13%</td>
</tr>
</tbody>
</table>

*best data available from old excel files- 2008 and 2018 data was pulled in 2018 and verified from Banner.

5) We are not different from national data in the % of Hispanic students and Native Americans in our PhD programs (pages 7, 8).

6) 24% of PhD students are non-white (11% of PhD students are under-represented minorities, plus an additional 13% Asian minority; pages 8,9) For comparison, nationally, 15% of PhD recipients belonged to an under-represented minority and 11.5% were Asian in 2018. National data is listed on page 11.

7) Caveat to using national data (page 11), is that while reasonable data exists for PhD programs in 2 reports from the National Science Foundation (NSF; page 11) data in these reports are not entirely in agreement with each other- likely due to inconsistencies in ‘binning’ students, clustering degree fields and years sampled (2017-2018), illustrating the difficulties in gathering and tracking these data.

8) Recent PhD recruitment statistics: For PMCB/BEHN/NGP classes entering in fall 2018: 23% of incoming students belonged to an under-represented minority. This year between NGP and PMCB 27% of their incoming classes (fall 2019) include under-represented minority students.
OHSU Data Source/Analysis: The data presented here includes all enrolled students in Banner, but differs from that presented in previous reports in several ways:

1) Data were counted cumulatively over a full academic year, instead of a single time point in fall. Counting students across the full year provides a more accurate count as students, especially masters and certificate students, drop in and out of their program each term. This way they are counted, even if they skip fall term or enroll after fall. The largest difference when counting students across all years vs in the fall is that certificate and master’s students were under reported in the past.

2) Ethnicity is reported separately from race; in the past these have been rolled together.

3) Two or more races are counted as under-represented minorities (URM). Originally, these students were only considered URM if both or all races were URM. In 2016 the two or more choice was (temporarily) deleted as an option. It was restored in 2018.

4) In the past, we added a new column to an excel spread sheet for each year. This year we pulled data fresh for every graph. In this way, we will capture corrections from the Registrar, and also changes as students may choose to alter their information at will.

5) At this time, we are not able to collect data on economic factors or disability except partial data from students nominated for Promising Scholars scholarships (page 10).

Data Presented:
Every graph shows either the total number of students in a bar graph with relevant % in text added on the graph, or the data is graphed a % to normalize for changing graduate populations and for national comparisons. To obtain copies of the data, please contact Amanda Mather in the SOM.
1) PROGRAM SIZE
Overall graduate student populations have remained relatively stable over past 5 years. Shown are NUMBER of students registered in each program type. There was a brief rise in masters and certificate students in 2010/2011/2012 that is likely due to ARRA funding that ceased in 2012. This increase was exacerbated by few PhD students graduating in 2011- although they caught up in 2012- leading to a decrease of 75 PhD students- likely accounted for catching up on graduation rates from the prior year.
2) CITIZENSHIP/RESIDENCY
We are continuing a downward trend in number and % of non-resident students in all program types. Shown are NUMBER of students registered in each program type; % are added in text. Citizenship and residency relate to diversity, and also to eligibility for federal funding; as immigrant visa students are not eligible for federal training grant support. For comparison, Oregon population includes 9.9% foreign born persons\(^3\).

Shown are the number of students between 2008 and 2018 that are either:
- resident (citizens or green card holders)
- non-resident (not resident/not R)
- did not supply data (no data/nd)

Both number and % of foreign graduate students has never been high, but has decreased since 2007 in all degree types. We are far below national data. The NSF survey of earned doctorates (2017) shows that 36% of PhD degrees in science and engineering were earned by temporary visa holders. OHSU has never exceeded 18% visa holders among the PhD students (2011-2012) as we cannot support foreign students on federal training awards.
3) WOMEN
We remain above 50% women in all types of degree programs. Shown are % of women registered. Note: at present response choices are limited to: male/female/decline to respond.

Although the % of women in SOM graduate programs has decreased past three years, it is still greater than 50%. Without detailed program analysis, it is not possible to speculate on why women were increased in the 2012-2016 years and decreased in 2016-2018. The decrease is seen in both PhD and MS degrees, although certificates saw a rise in % of women in these same years.

NSF data\textsuperscript{1,2} report that between 41-53% of PhDs in Biological/Biomedical Sciences were awarded to women in 2016-2017, illustrating the problems trying to compare to national data.
4) AGE
- In PhD programs, the average age of students is 29 (range 22-49).
- In the Physician Assistant Program, the average age is 30 (range 30-49)
- Masters degrees: average 32 (range 22-67)

5) RACE/ETHNIC DIVERSITY
Matriculated students self-describe their gender, ethnicity and racial identity. Ethnicity, Race, Minority and Under Represented Minorities (URM) are four separate ways to measure diversity. We include data on all these measures. Note diversity data is for US citizens and residents only, students who are not eligible for HHS funding are excluded from analysis of race and ethnicity.

Ethnicity measures the % of students who indicated they were Hispanic/Latino or not.

Race measures the % of students who selected the different race categories: Black/African American, Native American/Alaska Native, Asian, White, Native Hawaiian/Polynesian Islander. If they selected more than one they went into the “Two or more” category. If they didn’t select any of the 5 race categories, they went into “no data”.

Minorities are those students belonging to a minority race (Asian) but not considered to be underrepresented. Subgroups of Asian minorities are not considered separately at this time.

Under Represented Minorities (URM) is another, independent, way to measure diversity. Using the NIH/NSF definition, URM students are citizen or permanent residents who selected one or more of the following: Hispanic/Latino, Black, Native American, Native Hawaiian. As students can select from both the Ethnicity options and the Race options, URM is the best way to measure the combination of their race and ethnicity responses.

Examples:
- If they selected White and no other race or ethnicity, they are binned as “Non-Hispanic and White”.
- If they selected Asian: students are binned in the Minority category
- If they selected both Asian and White: students are 2 races and binned in the Minority category
- If they selected both Hispanic and White:
  - they are binned in the White category of the Race measure
  - Hispanic category of the Ethnicity measure
  - Counted in the URM category of the URM measure, as Hispanic students.
- If a student selects Black, Native American, and Hispanic:
  - They are counted in the Two or More Races category (because Black and Native American are Race categories)
  - Counted in the Hispanic category of the Ethnicity measure
  - Counted in the URM category of the URM measure.
- If they are not citizens: students are binned in the “non-citizens”.
- If they didn’t provide citizen and/or race data: “no data”.
5.1) ETHNICITY
Both number and % of Hispanic students has increased over 10 years. Shown are % of Hispanic students in total and within each program type.

Over the past ten years the number of Hispanic students in our graduate programs has doubled from 38 in 2018 to 63 in 2018. This has doubled the % of Hispanic students overall.

Key points:
- There has been an increase in % of Hispanic students in all programs.
- The majority of Hispanic students, 44% (28/63) are enrolled in master’s degree programs.
- Our PhD programs match national data. The NSF survey of earned doctorates (2017) shows that 7-8% of PhD degrees overall were awarded to Hispanic students. Note: that data was not corrected for science and engineering degrees.
- NFS reports that 8.9% MS degrees in biological science were awarded to Hispanic students in 2018.
5.2) RACE and ETHNICITY detail
Shown are NUMBERS of minority and underrepresented minority students – using the same scale- in graduate programs in the SOM. Hispanic ethnicity (pink) is distinguished from race (red). Also shown are % from 2008 and 2018; plus, a maximum % if different from either of these data.

This year, 0 students are Native Hawaiian/Pacific Islander, and 0.7% identify as American Indian/Alaska Native. Although low, these data are not dissimilar to national data. The NSF survey of earned doctorates\(^1\) reports that less than 1% of PhD degrees were awarded to Native Americans.

In PhD programs, 2.7% of our students are Black/African American, which is lower than NSF data reporting that 7% of PhDs were awarded to African Americans in 2017\(^1\).
5.3) URM and Minority
Over the past 10 years, the % of minority students, and of under-represented minority students has increased in total (below) and across all degree types. Shown are NUMBER of students in each program type with % are added in text. Data is limited to US citizens and permanent residents.

Over 24 years, OHSU SOM has increased under-represented minority students from 5% to 11%.

2016 NSF data (see page 11) reports that 19.3% of all MS degrees and 9% of PhD degrees in biological sciences were awarded to URM students.

In 2018 NSF data reports that 16% of PhDs in biomedical sciences were awarded to under-represented minority students.
6) PROMISING SCHOLARS.

In 2012, the SOM began to award scholarships to Promising Scholars who can contribute to the diversity of our graduate programs. Initially designed to help offset moving expenses, these can be used for any purpose. The scholarships are offered during recruitment, but are paid upon matriculation into a graduate program. All students were eligible, independent of whether they were in a master’s program, PhD program or were international. The awards were funded by the School of Medicine and Center for Diversity and Inclusion.

There is no existing data for the 2012 or 2013 cohorts- when 5 x $1,000 scholarships were offered each year. Between 2014-2017 the number of scholarships was increased to 10. Between 2014 and 2017 only 8-9 of the 10 scholarships were used. In 2018, we filled all 10, and had a waiting list of candidates. In 2019 we increased the amount to $1,500 each and although we had 10, we ended up offering 12 scholarship, with 2 additional supported by Graduate Studies.

Total: 54 Promising Scholars have matriculated into SOM programs since 2014.

69% of scholarships have been awarded to PhD students
31% of scholarships have been awarded to Masters students

57% to women

Among the scholars are:
   11 Black/African American students
   21 Hispanic students
   3 Native American/Native Alaskan students
   3 Students with two or more races
   15 Students from economically disadvantaged/first in family
   4 Students with disabilities
   1 Veteran
   1 LGBTQ student
7) NATIONAL DATA


2. NSF Survey of Earned Doctorates 2018: [https://ncses.nsf.gov/pubs/nsf19301/data](https://ncses.nsf.gov/pubs/nsf19301/data) surveys all recent PhD recipients by year across the US.

3. 2018 Oregon census: [https://www.census.gov/quickfacts/or](https://www.census.gov/quickfacts/or) ; 4,190,713 people in OR

Comparison of our data to National Science Foundation and Oregon census.

<table>
<thead>
<tr>
<th>Data for US citizen and green card holders only. No data group is not shown.</th>
<th>NSF Report on Women and Minorities and Persons etc.¹</th>
<th>NSF Survey of Earned Doctorates²</th>
<th>% Oregon State Population 2018³</th>
</tr>
</thead>
<tbody>
<tr>
<td>% US population 18–64 years old 2016 (table 1.2 data)</td>
<td>% Master’s in biological sciences 2016 (table 6.2/6.3 data)</td>
<td>% PhDs in science/engineering 2016 (pg. 3 report)</td>
<td>% PhD in biological sciences 2016 (table 7.2/7.4 data)</td>
</tr>
<tr>
<td>Women</td>
<td>51.5</td>
<td>57.6</td>
<td>41.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15.7</td>
<td>8.9</td>
<td>7.9</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.7</td>
<td>0.18</td>
<td>0.42</td>
</tr>
<tr>
<td>Pacific Islander/Hawaiian Native</td>
<td>0.2</td>
<td>0.1</td>
<td>No data</td>
</tr>
<tr>
<td>Asian</td>
<td>5.2</td>
<td>13.7</td>
<td>11.0</td>
</tr>
<tr>
<td>Black/African American</td>
<td>12.4</td>
<td>7.1</td>
<td>4.3</td>
</tr>
<tr>
<td>White</td>
<td>64.4</td>
<td>60.0</td>
<td>67.6</td>
</tr>
<tr>
<td>More than one race</td>
<td>1.4</td>
<td>3.0</td>
<td>2.2</td>
</tr>
<tr>
<td>No data</td>
<td>7.0</td>
<td>6.3</td>
<td>2.7</td>
</tr>
<tr>
<td>URM (sum from above- recognizing that some students may count twice)</td>
<td>27.0</td>
<td>19.3</td>
<td>9.0% earned in 2016</td>
</tr>
<tr>
<td>Minority</td>
<td>9.8</td>
<td>12.7</td>
<td>11% in workforce</td>
</tr>
</tbody>
</table>