Strategies for
Increasing Graduate Program Diversity

Dismantling Barriers: Innovative Diversity & Inclusion Programs

Focusing on actionable intelligence and practical insights, this session will highlight programs and initiatives at institutions that have successfully increased representation from students with diverse backgrounds.

Moderator: Jamal Watson, Diverse: Issues in Higher Education

Wojtek Chodzko-Zajko, Dean of the Graduate College and Shahid and Ann Carlson Khan Professor, University of Illinois at Urbana-Champaign

Maria Dykema Erb, Co-Director, Diversity and Student Success, The Graduate School at University of North Carolina at Chapel Hill

Keith Harmon, Director, Meyerhoff Scholars Program, University of Maryland, Baltimore
Diversifying Graduate Education at Illinois

Wojtek Chodzko-Zajko, Dean
Data Strategy

• Use data to help programs maintain campus excellence in graduate education

• Provide timely information to students, programs

• Support “data-informed” decision making

grad.illinois.edu/dashboard
To assist graduate programs, the Graduate College has created Grad Data.

Using DMI and UOIP data, this interactive tool provides a snapshot of four key areas of graduate education and program administration: Selectivity, Time to Degree, Underrepresented Minority Enrollments, and External Support.

Information in Grad Data is restricted to those with a University of Illinois NetID. Others can see the publicly available information on the DMI website (http://DMI.Illinois.EDU/) and the UOIP website (http://www.ep.illinois.edu/).

A text-only accessible version of this dashboard is available.

**Selectivity**
Selectivity measures the acceptance rate of doctoral programs as the percentage of applications that are accepted for admission.

**Time to Degree**
Time to Degree is measured as the time (in years) from the first doctoral (or other graduate) enrollment to completion of the doctoral degree.

**Underrepresented Minority (URM) Enrollment**
Underrepresented Minority Enrollment (URM) is measured as a percentage of Fall Enrollment. URM is defined as domestic students who self-identify as American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, African American, or Hispanic/Latino.

**External Support**
External Support is measured per department as a percentage of all enrolled graduate students (at the masters and doctoral level) whose tuition is paid by the student or as a tuition remission or an educational allowance.

For additional data about graduate education at Illinois, visit the publicly available Graduate Education Dashboard. Grad Experience, available to those with a University of Illinois NetID, provides information about doctoral student satisfaction. For questions about the Grad Data, Grad Experience, or the Graduate Education Dashboard, contact us at grad@illinois.edu.
# Enrollment Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Doctoral</th>
<th>Masters</th>
<th>Non-Deg.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>5,097</td>
<td>5,856</td>
<td>281</td>
<td>11,234</td>
</tr>
<tr>
<td>2015</td>
<td>5,115</td>
<td>6,039</td>
<td>386</td>
<td>11,540</td>
</tr>
<tr>
<td>2016</td>
<td>5,140</td>
<td>6,563</td>
<td>394</td>
<td>12,097</td>
</tr>
<tr>
<td>2017</td>
<td>5,149</td>
<td>7,573</td>
<td>568</td>
<td>13,290</td>
</tr>
<tr>
<td>2018</td>
<td>5,270</td>
<td>8,772</td>
<td>723</td>
<td>14,765</td>
</tr>
</tbody>
</table>

Compiled per-program from DMI via Grad Dashboard database. Deviates slightly from DMI per-program enrollment reports (http://DMI.illinois.edu/student/#class) due to dual degree enrollments.
### Online Enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>Other</th>
<th>iMBA</th>
<th>MCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>795</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>814</td>
<td>264</td>
<td>125</td>
</tr>
<tr>
<td>2016</td>
<td>881</td>
<td>787</td>
<td>286</td>
</tr>
<tr>
<td>2017</td>
<td>972</td>
<td>1,592</td>
<td>586</td>
</tr>
<tr>
<td>2018</td>
<td>1,105</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After only three years of existence, the iMBA and MCS have grown to be the two largest graduate programs at Illinois.

Compiled per-program from DMI via Grad Dashboard database. Available also from DMI per-program enrollment ([http://dmi.illinois.edu/stuenr/#class](http://dmi.illinois.edu/stuenr/#class)).
Underrepresented Minority Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Doctoral</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>539</td>
<td>550</td>
</tr>
<tr>
<td></td>
<td>9.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>2015</td>
<td>547</td>
<td>560</td>
</tr>
<tr>
<td></td>
<td>9.2%</td>
<td>8.7%</td>
</tr>
<tr>
<td>2016</td>
<td>535</td>
<td>599</td>
</tr>
<tr>
<td></td>
<td>8.9%</td>
<td>8.6%</td>
</tr>
<tr>
<td>2017</td>
<td>560</td>
<td>777</td>
</tr>
<tr>
<td></td>
<td>9.3%</td>
<td>9.5%</td>
</tr>
<tr>
<td>2018</td>
<td>632</td>
<td>1,021</td>
</tr>
<tr>
<td></td>
<td>10.3%</td>
<td>10.8%</td>
</tr>
</tbody>
</table>
Diversifying Graduate Education Goals

F-R-A-A-A

**FUND** - Provide increased funding to support underrepresented minority graduate students

**RECRUIT** - Ensure that promising students learn of the opportunities for graduate education available at Illinois and have an opportunity to visit our campus and meet our faculty and students.

**ADMIT** - Ensure that graduate student admission criteria do not unfairly disadvantage students from non-traditional backgrounds

**ASSIST** - Provide students with the support services and programming they need to succeed upon matriculation.

**ALIGN** - Establish a coordinated campus-wide infrastructure to ensure that every college and every program takes advantage of opportunities available to diversify graduate education on our campus.
**FUND** - Provide increased funding to support underrepresented minority graduate students

- **Action Step 1.1** - Increase the number of students supported on Graduate College Underrepresented Minority fellowships from 50 to 150

- **Action Step 1.2** – Secure renewed funding for a third and final 3-year term for the Sloan Foundation University Center for Exemplary Mentoring (UCEM).

- **Action Step 1.3** – Seek industry and philanthropic support for bridge programs and other collaborative efforts between Illinois and minority serving institutions.
RECRUIT - Ensure that promising students learn of the opportunities for graduate education available at Illinois and have an opportunity to visit our campus and meet our faculty and students

• Action Step 2.1 – Ensure that Illinois is represented at major URM graduate student recruitment events

• Action Step 2.2 – Increase capacity of campus visit programs

• Action Step 2.3 - Establish and support bi-directional internships and short-visit programs

• Action Step 2.4 – Assist departments with the establishment of post-bac bridge programs

• Action Step 2.5 – Waive the doctoral program application fee for all URM students
ADMIT - Ensure that graduate student admission criteria do not unfairly disadvantage students from non-traditional backgrounds, including underrepresented minority students.

- **Action Step 3.1** – Require that departments develop and share *clearly articulated admissions criteria* for all graduate programs.

- **Action Step 3.2** – Promote the establishment and implementation of *holistic admission criteria*.

- **Action Step 3.3** – Disseminate information to faculty about the impact of *implicit bias* on the recruitment of non-traditional students.

- **Action Step 3.4** – Ask each department to appoint a *graduate diversity advocate*.
ASSIST - Provide students with the support services and programming they need to succeed upon matriculation

- **Action Step 4.1** – Provide state-of-the-art **professional development** programming
- **Action Step 4.2** – Ensure students have access to a variety of **social experiences** and a supporting network of friends and advisors
- **Action Step 4.3** – **Share information about academic progress** and key deadlines regularly
- **Action Step 4.4** – Provide regular access to **career counseling** and exposure to **successful alumni**
- **Action Step 4.5** – Identify, train, and support effective **faculty mentors**
- **Action Step 4.6** – Assign **empathetic peer mentors** to all URM students
ALIGN - Establish a coordinated campus-wide infrastructure

• **Action Step 5.1** – Establish a Campus-wide Graduate Diversity Committee

• **Action Step 5.2** – Establish and monitor metrics and key performance indicators at the campus, college, and program level

• **Action Step 5.3** – Align with campus diversity goals
Budget Request:

Student Support:

Fellowships:
- 120 GC URM Doctoral Fellowships @ $25k per year  
  3,000,000
- 30 GC URM Masters Fellowships @ $20k per year  
  600,000

Sub-Total: 3,600,000

Campus visit programs:
- 200 students to participate in Fall Aspire campus visit @ $1k per student  
  200,000
- 80 students to participate in Spring COS campus visit @ $1k per student  
  80,000
- 40 students to participate in summer pre-doctoral institute @ $8k per student  
  320,000
- 80 students to participate in summer SROP program @ $5k per student  
  400,000

Sub-Total: 1,000,000

Programs:
- 50 faculty/staff recruiting trips per year @ $1k per trip  
  50,000
- 30 workshops and social programs @ $500 per program  
  15,000

Sub-Total: 65,000

Personnel:
- Associate Dean for Diversity, senior faculty member .75 FTE (12 month)  
  120,000
- GC Diversity staff member 1.0 FTE  
  60,000
- Graduate Assistant  
  20,000

Sub-Total: 200,000

Total $4,865,000
QUESTIONS?
Diversity Initiatives at the Graduate Education Level: An Innovative Approach to Retention and Student Success

ETS / CGS Symposium: Strategies for Increasing Graduate Program Diversity
American University, Washington, DC | 2019
WHY is Diversity & Inclusion Important?

Diversity ?
DIVERSITY is broadly defined to include, but is not limited to: racial/ethnic diversity, first-generation, international, LGBTQIA+, or military-affiliated.

DSS has created a centralized, campus-wide program for graduate and professional students who identify with one or many of these diverse backgrounds. The MISSION of DSS is to contribute to recruitment, retention and degree completion through professional and personal development, community building, and funding assistance.
Summer Undergraduate Pipeline: Recruitment to diversify graduate education

- Professional Development Seminars: target skills and information that assist with the transition into graduate school
- Research Symposium:
  - Summer 2018: 135 presented, 600 attended

Initiative for Minority Excellence: Racial / ethnic diversity

- Community-Building Events
  - Professional Development
    - Writing Wednesday
    - Training Up
  - Social Events

- Empowerment Groups
  - Asian Pacific Islander Desi American (APIDA)
  - Brotherhood of Success (BOS)
  - La Familia
  - Sisterhood of Empowerment in Academe (SEA)
Co-Directors: Maria Dykema Erb
Kathy L. Wood

Spring 2016

ALL Initiatives
- Professional Development Seminars
- Community-Building Social Events

Carolina Grad Student FIRSTS:
First-generation in a graduate program
- First-Gen Fridays
- Annual Symposium

Global Grads: International students
- Speaking Groups – Writing Center
- Volunteer Income Tax Assistance Info

Military Affiliated Graduate Students:
Active Duty, Veterans, Reservists, or National Guard
- Boot Print to Heel Print – onboarding

Queer Graduate And Professional Students:
LGBTQIA+ community
- Speaker Series
- Queer Trans People Of Color
- Safe Zone– for graduate students
ENRICHMENT: Events enriching the Carolina CommUNITY through diverse voices
  ▪ Advancing Narratives – featuring distinguished speakers sharing knowledge to advance narratives in higher education
  ▪ Beyond These Walls – featuring graduate scholars creating knowledge that will impact Carolina and BEYOND

PARTNERSHIP: Creating and promoting a diverse and inclusive CommUNITY for graduate students through campus partnership
  ▪ Carolina FIRSTS
  ▪ LGBTQ Center
  ▪ International Student Scholar Services
  ▪ Carolina Veterans Resource Center
  ▪ Office of Postdoctoral Affairs
  ▪ Carolina Women’s Center
  ▪ Over 50 additional campus partners
**RECRUITMENT**

- Summer Undergraduate Pipeline
  - Leveraging Carolina summer undergraduate research programs, assisting with the transition into graduate school through:
    - Professional Development Seminars
    - Research Symposium
- Funding Resources
  - Diverse Student Travel Recruitment
  - Diversity Off-Site Recruitment
  - Top-Up Award

**RETENTION & COMPLETION**

- Professional Development Seminars
- Community-Building Events
- Bootcamps (statistics, emotional intelligence)
- Funding Resources
  - Doctoral Candidacy Award
  - Degree Advancement Award
  - Travel Award

**CAROLINA CULTIVATION**

- Enrichment: Events enriching the Carolina CommUNITY through diverse voices
  - Advancing Narratives – featuring distinguished speakers sharing knowledge to advance narratives in higher education
  - Beyond These Walls – featuring graduate scholars creating knowledge that will impact Carolina and BEYOND
- Partnership: Creating and promoting a diverse and inclusive CommUNITY for graduate students through campus partnership

**DSS Team Contributors**

Program Coordinator: *Yesenia Pedro Vicente*
Research Assistants: *Erin Case, Teresa Phan, Joanna Ramirez*
HOW is student success measured?

- Survey of DSS student engagement
- Evaluation of events and programs
- Tracking database to capture student participation, funding resources, graduation and time to degree

"What is measurable isn’t the same as what is VALUABLE"

-Tricia Wang, Ethnography Matters
WHAT DSS does to promote diversity, equity, and inclusion

- **PARTNERSHIP** within and outside your institution
  - Global Grads: Career Services & Writing Center
  - Village In Pursuit (VIP): Office of Postdoctoral Affairs
  - Duke University: First Gen Grad Symposium

- **TRAINING** within and outside your institution
  - Safe Zone & Gender Expression
  - Green Zone
  - UndocuCarolina Training

- **LISTEN** to your students about programming
  - Student Advisory Boards
  - Global Grads
  - Carolina Grad Student F1RSTs
  - Writing Wednesday
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919.962.2509

Connect with DSS

graddiversity.unc.edu

@UNCDSS
@IMEUNC

DSS Team Contributors
Program Coordinator: Yesenia Pedro Vicente
Research Assistants: Erin Case, Teresa Phan, Joanna Ramirez
CHANGING MINDS
The UMBC Meyerhoff Scholars Program

Strategies for Increasing Graduate Program Diversity
Washington, DC
March 26, 2019

Keith M. Harmon
kharmon@umbc.edu
About UMBC

- Midsize public university
  - Founded in 1966

- Fall 2018 Enrollment
  - 11,260 (U) LARGEST EVER FRESHMAN CLASS EVER!
  - 2,428 (G)

- Average SAT, 1216 (2 part)

- 60% of students in STEM fields

- 45% Minority...including
  - 26% Asian  17% African American  7% Hispanic

- US Department of Ed Minority Serving Institution
About This Time Last Year...

Never heard of UMBC? MIT has. And Cal Tech. And Harvard. And Stanford...
Meyerhoff Program History

- “What historically black colleges and universities give students is a strong sense of self-worth… and they also get a chance to work with other bright students who are black. That’s why these institutions continue to produce a disproportionate percentage of African-American scientists.” Freeman A. Hrabowski III, PhD


- Now open to all high-achieving high school seniors who have an interest in a STEM PhD or MD/PhD and an interest in issues related to underrepresentation in STEM
Meyerhoff Program Mission

1. Prepare students, especially URMs, for terminal degrees in STEM (PhD or combined MD-PhD)

2. Provide the necessary academic advising, social and moral support, encouragement, and enrichment experiences that enable a diverse group of undergraduate students to succeed in STEM

3. Prepare them to address and combat underrepresentation in the STEM
Meyerhoff’s 13 Key Components

- High Expectations
- Recruitment
- Financial Aid
- Summer Bridge Program
- Sense of Community
- Advising & Counseling (intrusive)
- Learning Strategies
- Peer Study Groups
- Tutoring
- Mentoring
- Summer/AY Research Experiences
- Faculty Involvement and Commitment
- Program Values
The Meyerhoff Scholar

- Exhibits Intellectual Curiosity
- Possesses High Standards and Expectations
- Committed to Science and Research (sustained)
- Comfortable Discussing Issues of Diversity
- Believes that Excellence Demands Sacrifice
- Has No Fear of Failure nor Success
- Encourages Others Consistently
- Able and Desires to Work Well With Others
- Values Service
- Desires to “Hold Fast to Dreams”
# Fall 2018 Meyerhoff Freshmen Demographics

## Application Process

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>535</td>
</tr>
<tr>
<td>Candidates</td>
<td>254</td>
</tr>
<tr>
<td>Offers</td>
<td>110</td>
</tr>
<tr>
<td>Yield</td>
<td>66</td>
</tr>
</tbody>
</table>

## Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>29</td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
</tr>
</tbody>
</table>

## Academic Information

<table>
<thead>
<tr>
<th>Information</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Avg HS GPA</td>
<td>4.03</td>
</tr>
<tr>
<td>Avg MSAT</td>
<td>680</td>
</tr>
</tbody>
</table>

## Distribution of Majors

<table>
<thead>
<tr>
<th>Major</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>7</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>5</td>
</tr>
<tr>
<td>Math/Statistics/Physics</td>
<td>11</td>
</tr>
<tr>
<td>Computer Engineering/Science</td>
<td>14</td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>2</td>
</tr>
</tbody>
</table>

## Ethnic Distribution

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>53</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4</td>
</tr>
<tr>
<td>Caucasian</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
</tr>
</tbody>
</table>
Indicators of Success

- Retention/Performance Data
- Graduate Placement
- National Recognition and Graduate Program Completion
Retention and Academic Performance

- 99% of Meyerhoff Freshmen retained in STEM
- 95% of Meyerhoff Bridge participants receive an undergraduate degree in STEM
- 3.50 average Fall 2018 CUM GPA (281 scholars)
- Goldwater Scholars (3), Senior NSF GRFP Award Recipients (4), UMBC Valedictorians, Phi Beta Kappa and Tau Beta Pi inductees, and more
- Meyerhoffs 5.3 times more likely to enroll in graduate study than those who declined the offer
2017 Graduate Placements

**MD/PhD Programs**
- Albert Einstein Medical College
- Case Western Reserve U
- Duke U
- U of Washington
- U of Maryland SOM
- Emory U

**PhD Programs**
- Brown U
- Carnegie Mellon U
- Duke U
- Georgia Tech
- Johns Hopkins U

**PhD Programs (cont.)**
- MIT
- Ohio State U
- Pennsylvania State U
- RPI
- UC Berkeley
- UC San Francisco
- U of Florida
- UIUC
- U of Maryland
- U of Michigan
- UNC Chapel Hill
- U Penn

**MS Programs**
- Brown U
- JHU
- Temple U

**Post-Bac Programs**
- NIH
- U of Maryland SOM
- UMBC
2018 Graduate Placements

**MD-Ph.D. Programs**
- Emory U
- U of Chicago
- U of Maryland SOM

**PhD Programs**
- Cold Spring Harbor Laboratory
- Drexel U
- Georgia Tech
- New York U
- North Carolina State U
- Northwestern U
- Ohio State U
- Oxford U (D Phil)
- Princeton U
- UC Berkeley
- U of Delaware
- U of Florida
- U of Maryland
- UNC
- UMBC
- U Penn
- U Pittsburgh
- Vanderbilt U

**MS Programs**
- UMBC
- Villanova U

**Post-Bac Programs**
- JHU APL
- NIH
- Vanderbilt U
# National Recognition

- #1 PWI baccalaureate-origin institution of **black science and engineering doctorate recipients** 2007–2016 (NSF); #2 overall baccalaureate-origin institution of **black science and engineering doctorate recipients** 2007–2016 (NSF)

## Table 1a. Top 50 U.S. baccalaureate-origin institutions of 2007–16 black science and engineering doctorate recipients, by institutional control, 2010 Carnegie classification, and HBCU status

<table>
<thead>
<tr>
<th>Rank</th>
<th>Baccalaureate institution</th>
<th>Institutional control</th>
<th>2010 Carnegie classification</th>
<th>HBCU status</th>
<th>2007–16 black S&amp;E doctorate recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Howard U.</td>
<td>Private</td>
<td>Research-high</td>
<td>Yes</td>
<td>130</td>
</tr>
<tr>
<td>2</td>
<td>U. Maryland, Baltimore County</td>
<td>Public</td>
<td>Research-high</td>
<td>No</td>
<td>119</td>
</tr>
<tr>
<td>3</td>
<td>Florida A&amp;M U.</td>
<td>Public</td>
<td>Doctoral/research</td>
<td>Yes</td>
<td>112</td>
</tr>
<tr>
<td>4</td>
<td>North Carolina Agricultural and Technical State U.</td>
<td>Public</td>
<td>Doctoral/research</td>
<td>Yes</td>
<td>108</td>
</tr>
<tr>
<td>5</td>
<td>Xavier U. Louisiana</td>
<td>Private</td>
<td>Baccalaureate</td>
<td>Yes</td>
<td>103</td>
</tr>
<tr>
<td>6</td>
<td>Spelman C.</td>
<td>Private</td>
<td>Baccalaureate</td>
<td>Yes</td>
<td>102</td>
</tr>
<tr>
<td>7</td>
<td>Morgan State U.</td>
<td>Public</td>
<td>Doctoral/research</td>
<td>Yes</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>Southern U. and A&amp;M C., Baton Rouge</td>
<td>Public</td>
<td>Masters granting</td>
<td>Yes</td>
<td>78</td>
</tr>
<tr>
<td>9</td>
<td>Hampton U.</td>
<td>Private</td>
<td>Masters granting</td>
<td>Yes</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>U. Florida</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>75</td>
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<tr>
<td>11</td>
<td>Morehouse C.</td>
<td>Private</td>
<td>Baccalaureate</td>
<td>Yes</td>
<td>69</td>
</tr>
<tr>
<td>12</td>
<td>U. Maryland, College Park</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>63</td>
</tr>
<tr>
<td>13</td>
<td>Jackson State U.</td>
<td>Public</td>
<td>Research-high</td>
<td>Yes</td>
<td>62</td>
</tr>
<tr>
<td>14</td>
<td>Tuskegee U.</td>
<td>Private</td>
<td>Baccalaureate</td>
<td>Yes</td>
<td>62</td>
</tr>
<tr>
<td>15</td>
<td>Massachusetts Institute of Technology</td>
<td>Private</td>
<td>Research-very high</td>
<td>No</td>
<td>61</td>
</tr>
<tr>
<td>16</td>
<td>U. Michigan, Ann Arbor</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>60</td>
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<tr>
<td>17</td>
<td>Tennessee State U.</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>54</td>
</tr>
<tr>
<td>18</td>
<td>U. Illinois, Urbana-Champaign</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>52</td>
</tr>
<tr>
<td>19</td>
<td>Georgia Institute of Technology</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>49</td>
</tr>
<tr>
<td>20</td>
<td>U. North Carolina, Chapel Hill</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
<td>46</td>
</tr>
<tr>
<td>21</td>
<td>North Carolina State U.</td>
<td>Public</td>
<td>Research-very high</td>
<td>No</td>
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</table>
## AAMC Special Report

**Undergraduate Institutions with 3 or More Black or African American MD-PhD Graduates, Alone or Alone and In Combination**

Aggregate MD-PhD Graduates from Academic Years 2000-2001 through 2016-2017

<table>
<thead>
<tr>
<th>Undergraduate Institution</th>
<th>Black or African American MD-PhD Graduates (Alone)</th>
<th>Black or African American MD-PhD Graduates (Alone or In Combination)</th>
<th>Total MD-PhD Graduates from the Undergraduate Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Maryland-Baltimore County</td>
<td>42</td>
<td>44</td>
<td>67</td>
</tr>
<tr>
<td>Harvard University</td>
<td>17</td>
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<tr>
<td>Morehouse College</td>
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<tr>
<td>Xavier University of Louisiana</td>
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<tr>
<td>Johns Hopkins University</td>
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<tr>
<td>Hampton University</td>
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<tr>
<td>University of Virginia</td>
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<tr>
<td>Yale University</td>
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<tr>
<td>University of Illinois at Urbana-Champaign</td>
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<td>Princeton University</td>
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<tr>
<td>Massachusetts Institute of Technology</td>
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<tr>
<td>City University of New York The City College</td>
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<td>Washington University in St. Louis</td>
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<tr>
<td>Rutgers University New Brunswick Campus</td>
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<tr>
<td>University of Florida</td>
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<td>43</td>
</tr>
</tbody>
</table>
After almost a decade in grad school I’m done and I am incredibly...Honestly, looking back the quote that best encapsulates what was going through my mind on graduation day was “If I have seen further, it is by standing on the shoulders of giants.” My extended family and friends, you guys have enriched my life in so many ways, thanks for cheering me on along the way! My Meyerhoff family who told me what an MD/PhD was, I am forever grateful.”
“I Finally Graduated…”
M19 Jamal Molin, PhD

“No words can express how grateful I am for all of the support and guidance I have received from you all and the rest of the office since summer 2007, my bridge year. I never would have thought I was even capable of making it this far. So I truly am thankful and just want you all to know you are truly changing lives for the better and believing in us even when we don't believe in ourselves…”
Institution and Program History

Naomi Mburu (Class of ‘18)
first Rhodes Scholar in UMBC history

Initially, UMBC wasn’t her first choice...
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www.meyerhoff.umbc.edu